The high school standards are set at a level of performance approximately equivalent to the end of tenth grade or the end of the common core. (For a definition of common core, see “Introduction to the performance standards for Mathematics,” page 48.) It is expected that some students might achieve this level earlier and others later than this grade. (See “Deciding what constitutes a standard-setting performance,” page 12.)

<table>
<thead>
<tr>
<th>E</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Reading</td>
</tr>
<tr>
<td>E2</td>
<td>Writing</td>
</tr>
<tr>
<td>E3</td>
<td>Speaking, Listening, and Viewing</td>
</tr>
<tr>
<td>E4</td>
<td>Conventions, Grammar, and Usage of the English Language</td>
</tr>
<tr>
<td>E5</td>
<td>Literature</td>
</tr>
<tr>
<td>E6</td>
<td>Public Documents</td>
</tr>
<tr>
<td>E7</td>
<td>Functional Documents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>Number and Operation Concepts</td>
</tr>
<tr>
<td>M2</td>
<td>Geometry and Measurement Concepts</td>
</tr>
<tr>
<td>M3</td>
<td>Function and Algebra Concepts</td>
</tr>
<tr>
<td>M4</td>
<td>Statistics and Probability Concepts</td>
</tr>
<tr>
<td>M5</td>
<td>Problem Solving and Mathematical Reasoning</td>
</tr>
<tr>
<td>M6</td>
<td>Mathematical Skills and Tools</td>
</tr>
<tr>
<td>M7</td>
<td>Mathematical Communication</td>
</tr>
<tr>
<td>M8</td>
<td>Putting Mathematics to Work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Physical Sciences Concepts</td>
</tr>
<tr>
<td>S2</td>
<td>Life Sciences Concepts</td>
</tr>
<tr>
<td>S3</td>
<td>Earth and Space Sciences Concepts</td>
</tr>
<tr>
<td>S4</td>
<td>Scientific Connections and Applications</td>
</tr>
<tr>
<td>S5</td>
<td>Scientific Thinking</td>
</tr>
<tr>
<td>S6</td>
<td>Scientific Tools and Technologies</td>
</tr>
<tr>
<td>S7</td>
<td>Scientific Communication</td>
</tr>
<tr>
<td>S8</td>
<td>Scientific Investigation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>Applied Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>A2</td>
<td>Communication Tools and Techniques</td>
</tr>
<tr>
<td>A3</td>
<td>Information Tools and Techniques</td>
</tr>
<tr>
<td>A4</td>
<td>Learning and Self-management Tools and Techniques</td>
</tr>
<tr>
<td>A5</td>
<td>Tools and Techniques for Working With Others</td>
</tr>
</tbody>
</table>
The performance standards for English Language Arts define high standards of literacy for American students. The standards focus on what is central to the domain; they are built around reading, writing, speaking, listening, and viewing; and they acknowledge the importance of conventions, literature, public discourse, and functional documents. The standards were developed with the help of classroom teachers and content experts in concert with both the National Council of Teachers of English and the International Reading Association.

The performance standards represent a balanced view of what students should know and the ways they should demonstrate the knowledge and skills they have acquired in this domain. Students are expected to read both literature and informational texts. They are required to produce writing that is traditionally associated with the classroom, including narratives and reports, and they are also expected to exhibit increasing expertise in producing and critiquing public and functional documents. In addition, students are expected to become proficient speakers, to hone their listening skills, and to develop a critical awareness of viewing patterns and the influence of media on their lives. The work students produce in both written and spoken formats is expected to be of high quality in terms of rhetorical structures as well as the conventions of the English language.

The five standards for English Language Arts are as follows:

- **Reading:**
- **Writing:**
- **Speaking, Listening, and Viewing:**
- **Conventions, Grammar, and Usage of the English Language:**
- **Literature.**

At the high school level, two additional standards are added:

- **Public Documents;**
- **Functional Documents.**

The expansion of literacy at the high school level reflects the growing need for students to understand the range of materials they must deal with throughout their lives. Both public documents and functional documents are introduced in the Reading standard at the middle school level where students are required to demonstrate a familiarity with these kinds of texts. It is important that the middle school standard anticipates the advanced degree of understanding expected at the high school level where students are expected both to critique and produce materials of these kinds.

The first part of the Reading standard, **E1 a**, requires students to read a wide range of materials by a range of authors on different subjects. The requirement here is fairly simple: read twenty-five books of the quality illustrated in the sample reading list. Too often students are not given the opportunity to read full length books because of curricular restraints, a lack of resources, or a lack of access to books. The missed opportunity results in a tremendous loss of potential literacy skills that can only be developed when students become habitual readers. The requirement to read twenty-five books a year provides all students the opportunity to become habitual readers and represents a realistic and worthwhile goal that can be reached if students simply invest the effort. The sample reading list is included to provide an indication of the quality and complexity of the materials students are expected to read. Any or all of the specific works on the list may be substituted with other works providing the works that are substituted are of comparable quality and complexity to those that are replaced.

The second part of the Reading standard, **E1 b**, requires students to “go deep” in at least one area of interest. We know that students who read regularly tend to read what interests them; note the trends in the work sample, “Books, Tomes, Novels, Treasures,” page 46. This part of the Reading standard is intended to encourage all students to do what good readers do and pursue themes, authors, and genres that are of interest to them.

The third part of the Reading, **E1 c**, standard requires students to work with informational materials in order to develop understanding and expertise about the topics they investigate. This area of informational materials is of great importance, and for too long it has been neglected in the school curriculum. Its inclusion as a separate part of the Reading standard indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

The Writing standard, **E2** , requires students to demonstrate accomplishment in six types of writing. Each of these writing types is defined by a distinct set of criteria, though there is clearly some overlap. The use of criteria specific to the writing types is meant to ensure that students become familiar with the strategies that characterize specific writing forms and to encourage students to use these criteria when they review and revise their work. All of the commentaries on the work samples related to the Writing standard use the language of these criteria and make
explicit how the student work sample illustrates an accomplished example. The types of writing included in this standard are all forms of writing commonly produced both in and out of school.

The Speaking, Listening, and Viewing standard, 83, is the only standard that has changed dramatically from previous drafts of these performance standards. The primary change is that the speaking and listening parts of the standard now revolve around a variety of social situations: one-to-one interaction, group discussion, and oral presentation, and that the viewing part of the standard now asks for evidence of an awareness of media influences. The attention to viewing represents a growing awareness that the media play an integral part in most students’ lives and that students require increasingly sophisticated tools for dealing with media influences.

The Conventions, Grammar, and Usage of the English Language standard, 84, is listed as a separate standard even though the parts of the standard are always assessed in either a written or spoken context. The first part of the standard indicates the expectation that students should be able to represent themselves appropriately using standard English. The second part of the standard reflects the understanding that high quality work most often comes about as a result of a sustained effort represented by numerous drafts of a particular piece of work. In classrooms where high quality work is consistently produced, the revision process is most often an integral part of the curriculum.

The Literature standard, 85, like the Conventions standard, is listed separately even though it could easily be broken into two pieces and placed respectively within the Reading and Writing standards. However, for many people who go through school, the study of literature is the only situation in which they have the chance to explore the big ideas and the themes that emerge from social and political conflict, both in their own writing and in the writing of others. An understanding of these ideas and themes is integral for students who will one day be responsible for the negotiation of meaning important to a democracy. The first part of the Literature standard asks students to explore and critique the writing of others with these kinds of critical skills in mind. The second part of the standard asks students to produce literature with the hope that doing this will help students better understand the world that shapes both their literature and the literature of professional writers.

The Public Documents standard, 86, addresses the increasing need to prepare students to deal with the complexities involved in being a citizen in a democracy by focusing on those texts that address issues in the public sphere. Integral to active citizenship is an understanding of both the issues being addressed and the methods by which these issues are presented.

Students need to be able to examine critically the evidence presented to them, determine the types of evidence that are acceptable in formulating various arguments, and to make informed judgments about issues that impact them. To do so, students must learn to read with a critical eye the arguments made by other people. The first part of the Public Documents standard asks students to offer a critique of a document that addresses a current issue; the second part asks students to write responsibly about an issue currently being debated in the public sphere.

The Functional Documents standard, 87, recognizes the increasing need people have to communicate with one another. In the emerging literacy of a technological world, documents such as the instructions for programming a VCR, computer manuals, and corporate memoranda each serve the purpose of helping someone get something done. Students who will be asked to function efficiently in such a world need to be adept with the literacy such a world brings, which means they need to become skilled at “reading” materials such as charts and graphs, reference materials for large, complex procedures, and memoranda and other correspondence that contain the information they need to do their jobs successfully. Students must also understand how to participate in such a world as contributors, whether that means producing a set of instructions or communicating a body of data graphically. The first part of the Functional Documents standard asks students to critique a functional document in terms of its effectiveness in accomplishing its purpose; the second part asks students to successfully prepare a document that has as its primary purpose the goal of getting something done.
Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

E1 a The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and online materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples of activities through which students might produce evidence of reading twenty-five books include:

- Maintain an annotated list of works read.
- Generate a reading log or journal.
- Participate in formal and informal book talks.

E1 b The student reads and comprehends at least four books (or book equivalents) about one topic or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- makes and supports warranted and responsible assertions about the texts;
- supports assertions with elaborated and convincing evidence;
- draws the texts together to compare and contrast themes, characters, and ideas;
- makes perceptive and well-developed connections;
- evaluates writing strategies and elements of the author’s craft.

Examples of activities through which students might produce evidence of reading comprehension include:

- A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).
- A research report.
- A review of several works by a single author.
- Produce a literary response paper.
- Participate in formal or informal book talks.
- Create an annotated book list organized according to author, theme, or genre.

E1 c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- restates or summarizes information;
- relates new information to prior knowledge and experience;
- extends ideas;
- makes connections to related topics or information.

Examples of activities through which students might produce evidence of reading informational materials include:

- Use information to support or enhance a project.
- Write a report of information that draws from at least four sources.
- Incorporate expert opinions into a speech or position paper.
- Develop a proposal based on data obtained from reading informational texts.
- Develop a portfolio of materials regarding a particular career choice.

This is a sample reading list from which the students and teachers could select. This list is not exclusive. Acceptable titles also appear on lists produced by organizations such as the National Council of Teachers of English and the American Library Association. Substitutions might also be made from lists approved locally.

Fiction
- Carroll, Alice in Wonderland;
- Camero, The House on Mango Street;
- Clark, The Ox-Bow Incident;
- Golding, Lord of the Flies;
- Hawthorne, The Scarlet Letter;
- Hemingway, For Whom the Bell Tolls;
- Hentoff, The Day They Came to Arrest the Book;
- Hilton, Goodbye, Mr. Chips;
- Kinella, Shoeless Joe;
- Knowles, A Separate Peace;
- Lee, To Kill a Mockingbird;
- McCullers, The Heart Is a Lonely Hunter;
- Orwell, 1984;
- Paulsen, Canyons;
- Portis, True Grit;
- Pokot, Davita’s Harp;
- Stoker, Dracula;
- Wartski, A Boat to Nowhere;

Non-Fiction
- Angell, Late Innings;
- Angelou, I Know Why the Caged Bird Sings;
- Ashe, Days of Grace;
- Beal, “I Will Fight No More Forever”: Chief Joseph and the Nez Perce War;
- Bishop, The Day Lincoln Was Shot;
- Bloom, The Closing of the American Mind;
- Campbell, The Power of Myth;
- Covey, Seven Habits of Highly Effective People;
- Galizar, Barrio Boy;
- Hawking, A Brief History of Time;
- Houston, Farewell to Manzanar;
- Kennedy, Profiles in Courage;
- Kingsley and Levitz, Count Us In: Growing Up With Down Syndrome;
- Kingston, Woman Warrior;
- Mazer, ed., Going Where I’m Coming From;
Momaday, The Way to Rainy Mountain; Rodriguez, Hunger of Memory; Sternberg, User’s Guide to the Internet; Wright, Black Boy.

Poetry
Angelou, I Shall Not Be Moved; Bly, ed., News of the Universe; Carruth, ed., The Voice That Is Great Within Us; Cummings, Collected Poems; Dickinson, Complete Poems; Hughes, Selected Poems; Knudsen and Swenson, eds., American Sports Poems; Longfellow, Evangeline; Randall, ed., The Black Poets; Wilbur, Things of This World.

Drama
Christie, And Then There Were None; Hansberry, A Raisin in the Universe; McCullers, The Member of the Wedding; Pomerance, The Elephant Man; Rose, Twelve Angry Men; Rostand, Cyrano de Bergerac; Shakespeare, Romeo and Juliet; Julius Caesar; Van Druten, I Remember Mama; Wilder, The Skin of Our Teeth; Wilson, The Piano Lesson.

Folklore/Mythology
Burland, North American Indian Mythology; Eveslin, Adventures of Ulysses; Pinset, Greek Mythology; Stewart, The Crystal Cave; White, The Once and Future King.

Modern Fantasy and Science Fiction
Adams, Watership Down; Asimov, Foundation; Bradbury, The Martian Chronicles; Clarke, 2001: A Space Odyssey; Clarke, Childhood’s End; Frank, Alas, Babylon; Herbert, Dune; Lewis, Out of the Silent Planet; McCaffrey, Dragonflight; Twain, A Connecticut Yankee in King Arthur’s Court; Verne, 20,000 Leagues Under the Sea.

Magazines and Newspapers
Literary Cavalcade (Scholastic); National Geographic; Newsweek; Omni; Smithsonian; Sports Illustrated; Time.

Other
Computer manuals; instructions; contracts; technical materials.

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E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2 a The student produces a report that:
• engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
• develops a controlling idea that conveys a perspective on the subject;
• creates an organizing structure appropriate to purpose, audience, and context;
• includes appropriate facts and details;
• excludes extraneous and inappropriate information;
• uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;
• provides a sense of closure to the writing.

Examples of reports include:
• An I-search essay (an essay that details a student’s search for information as well as the information itself; I-search papers are developed through a variety of means, e.g., interviews, observation, as well as traditional library research). 1c, 4a, 4b
A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time). 1c, 4a, 4b
A report produced as part of studies in subjects such as science, social studies, and mathematics. 1c, 4a, 4b, M7b, M7e, M7g, S7a, S7b, S7c
A formal or informal research paper. 1c, 4a, 4b, 5a
An investigative report for a newspaper. 1c, 4a, 4b

E2 b The student produces a response to literature that:
• engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;
• advances a judgment that is interpretive, analytic, evaluative, or reflective;
• supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
• demonstrates understanding of the literary work through suggesting an interpretation;
• anticipates and answers a reader’s questions;
• recognizes possible ambiguities, nuances, and complexities;
• provides a sense of closure to the writing.

Examples of responses to literature include:
An evaluation of a piece of literature or several pieces of literature. 1b, 4a, 4b, 5a
A comparison of a piece of literature with its media presentation. 1b, 3d, 4a, 4b, 5a
A response that focuses on personalizing the theme of a literary work. 1b, 4a, 4b, 5a
An analysis of the significance of a section of a novel in terms of its significance to the novel as a whole. 1b, 4a, 4b, 5a
An evaluation of the role played by setting in a novel. 1b, 4a, 4b, 5a
Writing continued

An analysis of the effect of a minor character on the plot of a novel. 1b, 4a, 4b, 5a
An interpretation of a recurring motif in a novel or a play. 1b, 4a, 4b, 5a
A comparison of two critical interpretations of a poem or a work of fiction. 1b, 4a, 4b, 5a

E2 The student produces a narrative account (fictional or autobiographical) that:
- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
- creates an organizing structure;
- includes sensory details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;
- provides a sense of closure to the writing.

Examples of narrative accounts include:
- A biographical account. 4a, 4b, 5b
- A fiction or non-fiction story. 4a, 4b, 5b
- A personal narrative. 4a, 4b, 5b
- A narrative poem or song based on a modern hero. 4a, 4b, 5b
- A historical account. 1c, 4a, 4b
- A parody of a particular narrative style, e.g., fable, soap opera. 4a, 4b, 5b

E2d The student produces a narrative procedure that:
- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides smooth transitions between steps;
- makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

Examples of narrative procedures include:
- A set of rules for organizing a class meeting. 4a, 4b, 7b
- A set of instructions for playing computer games. 4a, 4b, 7b
- A set of instructions for using media technology. 4a, 4b, 7b
- A lab report. 4a, 4b, 5b
- A report of a mathematical investigation. 4a, 4b, M8
- A set of instructions for conducting searches on the Web. 4a, 4b, 7b

E2e The student produces a persuasive essay that:
- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that makes a clear and knowledgeable judgment;
- creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- includes appropriate information and arguments;
- excludes information and arguments that are irrelevant;
- anticipates and addresses reader concerns and counter-arguments;
- supports arguments with detailed evidence, citing sources of information as appropriate;
- uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- provides a sense of closure to the writing.

Examples of persuasive essays include:
- A position paper. 4a, 4b
- A problem-solution paper. 4a, 4b
- An opening statement for a debate. 4a, 4b, 3c
- An evaluation of a product or policy. 4a, 4b, A1a
- A critique of a public policy. 4a, 4b, 6b
- An editorial on a current issue that uses reasoned arguments to support an opinion. 4a, 4b, 6b

E2f The student produces a reflective essay that:
- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- analyzes a condition or situation of significance;
- develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience;
- creates an organizing structure appropriate to purpose and audience;
- uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
- provides a sense of closure to the writing.

Examples of reflective essays include:
- An analysis of the significance of a proverb or quotation. 4a, 4b
- A report about a concrete occasion and its implications over time. 2a, 4a, 4b
- An essay comparing a school issue to broader societal concerns. 4a, 4b, 6b
- A paper explaining how some experiences, conditions, or concerns have universal significance. 4a, 4b
- A self-reflective essay evaluating a portfolio to be submitted. 4a, 4b
- A comparison of a scene from a work of fiction with a lesson learned from a personal experience. 2b, 4a, 4b
- A paper about a common childhood experience from a more adult perspective. 4a, 4b, 5b
Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Example of one-to-one interactions include:

Analytical discussion of movies or television programs in a one-to-one situation. 3d, 4a, 4b

Student-teacher conferences regarding a draft of an essay, the student's progress on a mathematics assignment, or the state of a science project. 4b

Assessment interview by a teacher about an author or book. 1b, 5a

The student participates in group meetings, in which the student:

• displays appropriate turn-taking behaviors;
• actively solicits another person's comment or opinion;
• offers own opinion forcefully without dominating;
• responds appropriately to comments and questions;
• volunteers contributions and responds when directly solicited by teacher or discussion leader;
• gives reasons in support of opinions expressed;
• clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;
• employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);
• divides labor so as to achieve the overall group goal efficiently.

Examples of activities involving group meetings include:

Develop and negotiate a classroom rubric.
Engage in classroom town meetings.
Participate in book talks with other students. 1a, 1b, 1c, 5a
Work as part of a group to solve a complex mathematical task. Role-play to better understand a certain historical event. 1t
Participate in peer writing response groups. 4b

The student prepares and delivers an individual presentation, in which the student:

• shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
• shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
• uses notes or other memory aids to structure the presentation;
• develops several main points relating to a single thesis;
• engages the audience with appropriate verbal cues and eye contact;
• projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Examples of presentations include:

An individual talk which develops several main points relating to a single thesis (e.g., describing a problem and evaluating alternative solutions to that problem, or explaining several causes leading to a historical event, or constructing different types of arguments all supporting a particular policy). 4a, 4b

A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic. 4a

A forum discussion during which audience members question and respond to panelists during the presentation. 4a, 4b

A simulated congress (e.g., Model United Nations) in which each participant "represents" the interests of a particular constituency. 4a

The student makes informed judgments about television, radio, and film productions; that is, the student:

• demonstrates an awareness of the presence of the media in the daily lives of most people;
• evaluates the role of the media in focusing attention and in forming opinion;
• judges the extent to which the media are a source of entertainment as well as a source of information;
• defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:

Maintain a week's log to document personal viewing habits, and analyze the information collected in the log.
Summarize patterns of media exposure in writing or in an oral report. 2a, 3c, 4a, 4b
Analyze the appeal of popular television shows and films for particular audiences. 2a, 4a, 4b
Explain the use of "propaganda techniques" (e.g., bandwagon, glittering generalities, celebrity) in television commercials. 2a, 4a, 4b
Analyze the characteristics of different television genres (e.g., the talk show, the situation comedy, the public affairs show). 2a, 4a, 4b

The student listens to and analyzes a public speaking performance; that is, the student:

• takes notes on salient information;
• identifies types of arguments (e.g., causation, authority, analogy) and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization);
• accurately summarizes the essence of each speaker's remarks;
• formulates a judgment about the issues under discussion.

Examples of activities through which students might provide evidence of analysis of public speaking include:

Take notes of a meeting of a local government council or of an institution's governing body.
Make a report detailing testimony from a local trial. 2a, 4a, 4b
Analyze an address by a political leader. 4a, 4b, 6a
**E4 Conventions, Grammar, and Usage of the English Language**

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

**E4 a** The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:
- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

Examples of activities through which students might demonstrate an understanding of the rules of the English language include:
- Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading. 2a, 2b, 2c, 2d, 2e, 2f, 3d, 5a, 5b, 6b, 7b
- Independently and accurately proofread the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate. 2a, 2b, 2c, 2d, 2e, 2f, 3d, 5a, 5b, 6b, 7b
- Observe the conventions of language during formal oral presentations. 3c
- Demonstrate use of a variety of sentence patterns for stylistic effect. 2a, 2b, 2c, 2d, 2e, 2f, 3c, 3d, 5a, 5b, 6b, 7b

**E4 b** The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.

Strategies for revising include:
- adding or deleting details;
- adding or deleting explanations;
- clarifying difficult passages;
- rearranging words, sentences, and paragraphs to improve or clarify meaning;
- sharpening the focus;
- reconsidering the organizational structure;
- rethinking and/or rewriting the piece in light of different audiences and purposes.

Examples of activities through which students might provide evidence of analyzing and revising written work include:
- Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers. 2a, 2b, 2c, 2d, 2e, 2f, 3c, 3d, 5a, 5b, 6b, 7b
- Produce a series of distinctly different drafts that result in a polished piece of writing or presentation. 2a, 2b, 2c, 2d, 2e, 2f, 3c, 3d, 5a, 5b, 6b, 7b
- Critique the writing or presentation of a peer.
- Describe the reasons for stylistic choices made as a writer or presenter. 2a, 2b, 2c, 2d, 2e, 2f, 3c, 3d, 5a, 5b, 6b, 7b
- Produce a series of papers on the same topic, each serving a different purpose. 2a, 2b, 2c, 2d, 2e, 2f, 3d, 5a, 5b, 6b, 7b

**E5 Literature**

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

**E5 a** The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:
- makes thematic connections among literary texts, public discourse, and media;
- evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;
- analyzes the characteristics of literary forms and genres;
- evaluates literary merit;
- explains the effect of point of view;
- makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- interprets the effect of literary devices, such as figurative language, allusion, dictation, dialogue, description, symbolism;
- evaluates the stance of a writer in shaping the presentation of a subject;
- interprets ambiguities, subtleties, contradictions, ironies, and nuances;
- understands the role of tone in presenting literature (both fictional and non-fictional);
- demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

Examples of responding to literature include:
- Analyze stereotypical characters in popular fiction. 1b, 2b, 4a, 4b
- Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic. 1b, 2b, 4a, 4b
- Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays. 1b, 2b, 4a, 4b
- Compare two different video presentations of a literary work. 1b, 2b, 3d, 4a, 4b
- Compare two works written in different time periods on the same topic or theme. 1b, 2b, 4a, 4b
- Evaluate the persona of the writer. 1b, 2b, 4a, 4b
- Compare two literary texts that share a similar theme. 1b, 2b, 4a, 4b
- Analyze the author's point of view toward an issue raised in one of an author's works. 1b, 2b, 4a, 4b
- Analyze the literary, cultural, and social context of a literary work. 1b, 2b, 4a, 4b

**E5 b** The student produces work in at least one literary genre that follows the conventions of the genre.

Examples of literary genres include:
- A reflective essay. 2f, 4a, 4b
- A memoir. 4a, 4b
- A short story. 2c, 4a, 4b
- A short play. 4a, 4b
- A poem. 4a, 4b
- A vignette. 4a, 4b
E6 Public Documents

A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

E6 a The student critiques public documents with an eye to strategies common in public discourse, including:
• effective use of argument;
• use of the power of anecdote;
• anticipation of counter-claims;
• appeal to audiences both friendly and hostile to the position presented;
• use of emotionally laden words and imagery;
• citing of appropriate references or authorities.

Examples of activities through which students might provide evidence of critiquing public documents include:
- Analyze a political speech. 1c, 3e
- Evaluate an editorial. 1c
- Examine campaign literature to determine underlying assumptions. 1c, 2a
- Examine a range of articles published in a magazine or newspaper and draw inferences about the political stance of that magazine or newspaper. 1c, 2a

E6 b The student produces public documents, in which the student:
• exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;
• utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader’s emotions, and arguments dependent upon the writer’s persona;
• uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;
• uses a range of strategies to appeal to readers.

Examples of public documents include:
- A proposal for changing an existing social or school policy. 2a, 4a, 4b
- An analysis of a state policy. 4a, 4b
- A policy statement that closely examines a significant public policy and proposes a change. 4a, 4b
- A letter to an elected official taking a position on an issue or concern. 4a, 4b
- A press release announcing a policy. 4a, 4b

E7 Functional Documents

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issues of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

E7 a The student critiques functional documents with an eye to strategies common to effective functional documents, including:
• visual appeal, e.g., format, graphics, white space, headers;
• logic of the sequence in which the directions are given;
• awareness of possible reader misunderstandings.

Examples of activities through which students might provide evidence of critiquing functional documents include:
- Analyze a manual.
- Analyze a contract.
- Evaluate a loan application.
- Critique tax documents.

E7 b The student produces functional documents appropriate to audience and purpose, in which the student:
• reports, organizes, and conveys information and ideas accurately;
• includes relevant narrative details, such as scenarios, definitions, and examples;
• anticipates readers’ problems, mistakes, and misunderstandings;
• uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;
• establishes a persona that is consistent with the document’s purpose;
• employs word choices that are consistent with the persona and appropriate for the intended audience.

Examples of functional documents include:
- A summary of a meeting. 4a, 4b
- A manual. 2d, 4a, 4b, A1
- A proposal. 4a, 4b, A1
- A set of instructions. 2d, 4a, 4b, A1
- A recommendation. 4a, 4b, A1

Samples of student work that illustrate standard-setting performances for these standards can be found on pages 28-47.

Much writing can be classified as belonging to the public arena. At the high school level, students should address issues which are of national importance in work directed toward accomplishment of E6.

Functional writing, as described in E7, is ordinarily considered technical writing. As such, functional documents are often not part of the typical English curriculum. New Standards requires students to demonstrate proficiency with functional documents because such writing is of increasing importance to the complex literacy of our culture.
The task
A group of students was asked to create a magazine. Individual students conducted research and wrote articles on subjects of their choice.

Circumstances of performance
This sample of student work was produced under the following conditions:

- alone
- in a group
- in class
- as homework
- with teacher feedback
- with peer feedback
- timed
- opportunity for revision

What the work shows
E2 a Writing: The student produces a report that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that conveys a perspective on the subject;
- creates an organizing structure appropriate to purpose, audience, and context;
- includes appropriate facts and details;
- excludes extraneous and inappropriate information;
- uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;
- provides a sense of closure to the writing.

A The student established the context by identifying the subject of the report as Mikhail Baryshnikov in the first sentence.

B The student created an appropriate persona of an experienced dancer.

C By creating separate sections, the student provided a clear, organizing structure for the report appropriate to the purpose and audience. The introduction of her personal views of Baryshnikov is followed by a short biography, a description of the White Oak Project which Baryshnikov founded, and then the conclusion that describes one of the Project’s programs that she attended.

This work sample illustrates a standard-setting performance for the following part of the standards:

E2 a Writing: Produce a report.
The student used a range of strategies, including the incorporation of appropriate facts and details not only about Baryshnikov's early years but also about his defection from the USSR to the American Ballet Theater. Facts and details are also provided about the White Oak Project.

The report identifies specific pieces from the White Oak Project's performances in a manner similar to that used by reviewers and writers in professional publications. It provides the title of the piece, the name of the choreographer, and some specific details of the performance, such as a quotation from Baryshnikov about the piece “Bare Bones.”

The student made the assertion that “A Suite of Dances” was her favorite of the performances she attended. Her persona of a knowledgeable dancer makes the judgment reliable.

The student waited until the end to address a fairly technical question regarding the difficulty Baryshnikov must have faced personally and professionally in making the switch from dancing as “a soloist to that of a member of a group.” Dealing with this question last allowed her to address a specialized question from an informed position, and provided a sense of closure to the work.
**Work Sample & Commentary: Two Poems About Sports**

The task
In an on-demand situation, students were asked to discuss the meaning they found in two poems and to justify or explain how they arrived at such a meaning.

**Circumstances of performance**
This sample of student work was produced under the following conditions:

- alone
- in class
- with teacher feedback
- timed
- in a group
- as homework
- with peer feedback
- opportunity for revision

The writing was completed in forty-five minutes with no opportunities for review and revision.

**What the work shows**

**E2** Writing: The student produces a response to literature that:

- engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;
- advances a judgment that is interpretive, analytic, evaluative, or reflective;
- supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- demonstrates understanding of the literary work through suggesting an interpretation;
- anticipates and answers a reader's questions;
- recognizes possible ambiguities, nuances, and complexities;
- provides a sense of closure to the writing.

**A** The opening engages the reader by citing the titles of the two poems under consideration and establishing a context through discussion of their shared content.

**B** The student analyzed the authors' craft and advanced an interpretation in which he considered aspects of both poems.

**C** The interpretive judgments are supported through reference to the texts. The writer analyzed the author's craft and interpreted both poems in terms of:

- mood; and
- attitude.

The writer recognized nuances that are reflected in:

- symbols; and
- common themes.

**E4** Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

This work sample illustrates a standard-setting performance for the following parts of the standards:

**E2** Writing: Produce a response to literature.
**E4** Conventions: Demonstrate an understanding of the rules of the English language.
**E5** Literature: Respond to non-fiction, fiction, poetry, and drama.
In almost error free writing, the student managed spelling, punctuation, usage, grammar, and sentence structure. The few errors he made can be attributed to the nature of the task, which was given in a timed writing situation. The writing was completed in forty-five minutes with no opportunities for review and revision.

8 a Literature: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

- makes thematic connections among literary texts, public discourse, and media;
- evaluates the impact of authors’ decisions regarding word choice, style, content, and literary elements;
- analyzes the characteristics of literary forms and genres;
- evaluates literary merit;
- explains the effect of point of view;
- makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- evaluates the stance of a writer in shaping the presentation of a subject;
- interprets ambiguities, subtleties, contradictions, ironies, and nuances;
- understands the role of tone in presenting literature (both fictional and non-fictional);
- demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

H The student made the inference that each poem focuses on the past and yet has a distinct tie to the present.

I The student interpreted the effect of literary devices, such as rhyme.
Work Sample & Commentary: Ronnie

The task
Students were asked to submit a narrative account about someone who had been an influence in their lives.

Circumstances of performance
This sample of student work was produced under the following conditions:
- alone
- in class
- with teacher feedback
- timed
- in a group
- as homework
- with peer feedback
- opportunity for revision

What the work shows
- Writing: A narrative account (fictional or autobiographical) that:
  - engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
  - establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
  - creates an organizing structure;
  - includes sensory details and concrete language to develop plot and character;
  - excludes extraneous details and inconsistencies;
  - develops complex characters;
  - uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;
  - provides a sense of closure to the writing.

The scene with the broken-down car where Ronnie is first identified creates a situation for the plot by displaying the narrator’s prior knowledge of the main character of the story.

The inclusion of sensory details, such as a careful description of the character’s clothing and physical characteristics, helps to develop the character of Ronnie. These descriptions further the plot by providing motivations for Ronnie’s actions.

The student employed an effective writing strategy by using dialogue:

- to develop the complexity of the main character, and
- to build suspense at appropriate moments in the plot.

The account closes appropriately by telling the reader where the events of the story have led the main character, as well as how this encounter with Ronnie affected the narrator’s life.

This work sample illustrates a standard-setting performance for the following parts of the standards:

- E2c Writing: Produce a narrative account.
- E4a Conventions: Demonstrate an understanding of the rules of the English language.
Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The student created sentence structures appropriate to the informal nature of this narrative account, including effective fragments.
Work Sample & Commentary: Blue-gray Eyes

The task
Students were asked to write a descriptive essay.

Circumstances of performance
This sample of student work was produced under the following conditions:

- alone
- in class
- with teacher feedback
- timed
- in a group
- as homework
- with peer feedback
- opportunity for revision

What the work shows

E2 d Writing: The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides smooth transitions between steps;
- makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

A The student created a thoroughly engaging persona by employing two different types of language—popular music lyrics and a narrative about painting a room—in such a way that a non-literary procedure becomes literary.

B The reader's interest is engaged by the use of lyrics from popular songs to organize the essay and to reflect an attitude toward the procedure.

C A clear guide for a complicated procedure is provided through the use of smooth transitions between steps.

D The student provided a clear sense of closure by reflecting on the experience and by ending with lyrics that are appropriate to the reflection.

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2 d Writing: Produce a narrative procedure.
E4 a Conventions: Demonstrate an understanding of the rules of the English language.
Blue-gray Eyes

Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The work displays a controlled, sophisticated use of sentence structures, including:

- the effective use of fragments;
- parenthetical comments; and
- effective repetitive elements.

The student made one spelling mistake which may have been merely a typographical error ("flour" instead of "floor").

This error in usage does not detract from the excellent control exhibited overall.

The student made use of a variety of language features such as:

- effective word choice to create sensory appeals;
- parallelism; and
- interior monologue.
Work Sample & Commentary: School Bond Levy

The task
Students were asked to write a persuasive essay based on research.

Circumstances of performance
This sample of student work was produced under the following conditions:
alone in a group
in class as homework
with teacher feedback with peer feedback
timed opportunity for revision

What the work shows
E2 Writing: The student produces a persuasive essay that:
- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that makes a clear and knowledgeable judgment;
- creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- includes appropriate information and arguments;
- excludes information and arguments that are irrelevant;
- anticipates and addresses reader concerns and counter-arguments;
- supports arguments with detailed evidence, citing sources of information as appropriate;
- uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- provides a sense of closure to the writing.

A The essay engages the reader by establishing the context of identifying the facilities that the bond levy will add or improve, and by taking a clear stand on the issue. The persona is that of a serious, reasonable individual willing to address opposing viewpoints.

B The essay’s organization takes into consideration its audience of adults concerned with accelerating tax levies. For example, paragraph three deals with costs by detailing the actual dollar amount needed, and by arguing that current low interest rates and expenses make additions and repairs more cost effective today than they would be in the future.

All of the information and arguments included are relevant to the purpose of the essay.

C The student anticipated reader concerns about the need for repairs by recounting in detail the results of a heating system failure and the unsafe conditions in the library.

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2 Writing: Produce a persuasive essay.
E4 Conventions: Demonstrate an understanding of the rules of the English language.
School Bond Levy

D The arguments are supported with clear, detailed evidence in which the student provided an account of the total costs and the results of Ballot Measure 5.

E The student cited scheduling difficulties resulting from having only one gym. The arguments are supported with effective illustrations showing why more space is needed.

Detailed information is included in an effort to persuade the audience, particularly those who voted against the initial bond initiative.

F The student used an effective strategy in closing the argument with an emotional plea: “If the school is inadequate, how can the younger generations be provided with the education and training they need to be successful in the future?”

E4 Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

In almost error free writing, the student managed grammar, usage, spelling, punctuation, sentence construction, and paragraph structure.
Work Sample & Commentary: As a Reader

The task
Students were asked to write an essay reflecting upon their English Language Arts portfolio and their progress throughout the year in reading, writing, speaking, and listening.

Circumstances of performance
This sample of student work was produced under the following conditions:

- alone
- in a group
- in class
- as homework
- with teacher feedback
- with peer feedback
- timed
- opportunity for revision

What the work shows

Writing: The student produces a reflective essay that:
- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- analyzes a condition or situation of significance;
- develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience;
- creates an organizing structure appropriate to purpose and audience;
- uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
- provides a sense of closure to the writing.

The work engages the reader with a highly self-conscious voice that offers a reflection of the past year. The focus on literacy skills narrows the scope of the work and helps to keep it interesting.

A The student included an analysis of her abilities and her performances as a reader, writer, listener, and speaker, including details, such as the strategies she used to improve her concentration.

B The reflections are grounded in commonplace occasions, such as reading at the dinner table, providing an additional context for the student’s comments.

This work sample illustrates a standard-setting performance for the following part of the standards:

Writing: Produce a reflective essay.
The student engaged the reader by identifying both her strengths: “I find myself to be a real creative writer,” and her weaknesses: “The only obstacle I always have to try to overcome is the grammar involved.” She considered both her strengths and her weaknesses in discussing her plan to become a photo journalist for the National Geographic Society.

The student created an organizing structure by narrating and reflecting as:

- a reader;
- a writer;
- a speaker; and
- a listener.

J The student employed concrete details as a writing strategy to communicate the nature of the work represented in her portfolio.

K The work incorporates a scenario about being a good listener and does so in a way that effectively illustrates the point.

This work contains a small number of errors, such as “conscience” instead of “conscious,” that do not detract from the overall quality of the work.
Work Sample & Commentary: Dreams: Can Money Make Them Come True?

The task
Students were asked to read A Raisin in the Sun and to write an analysis of one or more elements of the play.

Circumstances of performance
This sample of student work was produced under the following conditions:

alone
in class
with teacher feedback
timed

in a group
as homework
with peer feedback
opportunity for revision

What the work shows

Writing: The student produces a response to literature that:

• engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;
• advances a judgment that is interpretive, analytic, evaluative, or reflective;
• supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
• demonstrates understanding of the literary work through suggesting an interpretation;
• anticipates and answers a reader's questions;
• recognizes possible ambiguities, nuances, and complexities;
• provides a sense of closure to the writing.

The title and first paragraph provide a clear context to engage the reader: the conflicts and connections between money and dreams. This context is maintained throughout the essay.

The essay advances an interpretive judgment regarding the theme of A Raisin in the Sun.

The judgment about the play is supported through references to the text.

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2 b Writing: Produce a response to literature.
E4 a Conventions: Demonstrate an understanding of the rules of the English language.
E5 a Literature: Respond to non-fiction, fiction, poetry, and drama.

D The student demonstrated an understanding of the play by suggesting an interpretation and then defending it with an appropriate argument.

E The student recognized the complexities inherent in this literary work by closing with a discussion of the importance of “people and their actions” as opposed to money alone.
Dreams: Can Money Make Them Come True?

E4 a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

Through virtually error free writing, the student demonstrated the ability to manage the conventions of grammar and usage.
Dreams: Can Money Make Them Come True?

E5 a Literature: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:
- makes thematic connections among literary texts, public discourse, and media;
- evaluates the impact of authors’ decisions regarding word choice, style, content, and literary elements;
- analyzes the characteristics of literary forms and genres;
- evaluates literary merit;
- explains the effect of point of view;
- makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- evaluates the stance of a writer in shaping the presentation of a subject;
- interprets ambiguities, subtleties, contradictions, ironies, and nuances;
- understands the role of tone in presenting literature (both fictional and non-fictional);
- demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

F The student made and supported a series of inferences about the characters in A Raisin in the Sun.

G The student found a connection between dreams and money in the play.

H The student concluded with a declaration about society that stems directly from her reading of the play.
The task
Students were asked to read and listen to a series of tall tales and then to write a tall tale using their knowledge of content and the style associated with that genre.

Circumstances of performance
This sample of student work was produced under the following conditions:
- alone
- in a group
- in class
- as homework
- with teacher feedback
- with peer feedback
- timed
- opportunity for revision

What the work shows

E5 b Literature: The student produces work in at least one literary genre that follows the conventions of the genre.

The work demonstrates the student's understanding of the style associated with tall tales.

The work incorporates a dialect appropriate to the time and place depicted in the narrative.

A The student's use of colloquialisms and repeated phrases emphasized the oral nature of the genre.

The tall tale includes features the student identified as being common to the genre; for example, it includes a heroine who has unusual adventures and is accompanied by an animal companion.

B The work describes how a real geographical feature was created by the actions of a tall tale character rather than natural forces.

C The story accounts for all the natural elements for which the character is purported to be responsible, providing a clear sense of closure.

This work sample illustrates a standard-setting performance for the following part of the standards:

E5 b Literature: Produce work in at least one literary genre that follows the conventions of the genre.
Work Sample & Commentary: Living Rooms as Classrooms

The task
Students were asked to read and respond to a newspaper article. They were asked to pay particular attention to the way the articles were written and the implications underlying the arguments.

Circumstances of performance
This sample of student work was produced under the following conditions:

- alone
- in a group
- in class
- as homework
- with teacher feedback
- with peer feedback
- timed
- opportunity for revision

What the work shows
E6 a Public Documents: The student critiques public documents with an eye to strategies common in public discourse, including:

- effective use of argument;
- use of the power of anecdote;
- anticipation of counter-claims;
- appeal to audiences both friendly and hostile to the position presented;
- use of emotionally laden words and imagery;
- citing of appropriate references or authorities.

A The student identified certain aspects of the argument being considered and responded responsibly, stating agreement with two of the aspects, but not the third.

B The student made use of emotionally charged words and imagery to present a counter-argument.

C The work appeals to both friendly and hostile audiences by clearly identifying the point of disagreement and then discussing it in a reasonable manner.

This work sample illustrates a standard-setting performance for the following part of the standards:

E6 a Public Documents: Critique public documents.
Work Sample & Commentary: Please Post: Caring For Your Campus Lawn

The task
In a chemistry class, students were asked to determine the most effective, economical, and environmentally safe grass fertilizer for their school district. The students were to produce an analytical report with detailed procedures and conclusions and to make a recommendation to the school district’s Grounds and Maintenance Department. The document included here is the instructional piece that was produced in response to the research. The knowledge necessary to produce the document came out of a substantial research effort.

Circumstances of performance
This sample of student work was produced under the following conditions:
- alone
- in class
- with teacher feedback
- timed
- in a group
- as homework
- with peer feedback
- opportunity for revision

What the work shows
- **E7** Functional Documents: The student produces functional documents appropriate to audience and purpose, in which the student:
  - reports, organizes, and conveys information and ideas accurately;
  - includes relevant narrative details, such as scenarios, definitions, and examples;
  - anticipates readers’ problems, mistakes, and misunderstandings;
  - uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;
  - establishes a persona that is consistent with the document’s purpose;
  - employs word choices that are consistent with the persona and appropriate for the intended audience.

The organization of the work into three brief sections serves to communicate a great deal of information in a limited space.

A The “Fertilization” section includes clear instructions for determining the amount of fertilizer for a lawn.

The students used several layers of headings, indicated by changes in the font size, type, and placement.

The persona of the piece is clear and direct, thus diminishing the opportunity for misunderstanding.

B The trade language used, such as “15-5-10 percentage fertilizer,” is appropriate for the audience of the Grounds and Maintenance Department.

C The information that the Grounds and Maintenance Department would already have is not included, e.g., the rationale for fertilization dates is left out, which is appropriate for the expert audience but would not be appropriate for a novice audience.

This work sample illustrates a standard-setting performance for the following part of the standards:

- **E7** Functional Documents: Produce a functional document.
Work Sample & Commentary: Books, Tomes, Novels, Treasures

The task
Students were asked to submit a log of reading done both in and out of school.

Circumstances of performance
This sample of student work was produced under the following conditions:

- alone
- in class
- with teacher feedback
- timed
- in a group
- as homework
- with peer feedback
- opportunity for revision

What the work shows

E1 a Reading: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

The reading log provides evidence that the student met the goal of reading twenty-five books of the appropriate quality of literature for the high school standard. In fact, some of the literature on his list is included in many college level courses. The reading log also shows the variety of texts the student engaged in from fiction, classic literature, and informational materials.

E1 b Reading: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- makes and supports warranted and responsible assertions about the texts;
- supports assertions with elaborated and convincing evidence;
- draws the texts together to compare and contrast themes, characters, and ideas;
- makes perceptive and well developed connections;
- evaluates writing strategies and elements of the author's craft.

The reading log shows evidence that the student read four or more books in one genre. He fulfilled the requirement by reading a number of plays, including several groups of plays within more specific categories, such as Greek tragedy.

This work sample illustrates a standard-setting performance for the following parts of the standards:

E1 a Reading: Read at least twenty-five books or book equivalents each year.

E1 b Reading: Read and comprehend at least four books about one issue or subject, or four books by a single writer, or four books in one genre.
Books, Tomes, Novels, Treasures

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