The middle school standards are set at a level of performance approximately equivalent to the end of eighth grade. 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.)

### English Language Arts
- Reading
- Writing
- Speaking, Listening, and Viewing
- Conventions, Grammar, and Usage of the English Language
- Literature

### Mathematics
- Number and Operation Concepts
- Geometry and Measurement Concepts
- Function and Algebra Concepts
- Statistics and Probability Concepts
- Problem Solving and Mathematical Reasoning
- Mathematical Skills and Tools
- Mathematical Communication
- Putting Mathematics to Work

### Science
- Physical Sciences Concepts
- Life Sciences Concepts
- Earth and Space Sciences Concepts
- Scientific Connections and Applications
- Scientific Thinking
- Scientific Tools and Technologies
- Scientific Communication
- Scientific Investigation

### Applied Learning
- Problem Solving
- Communication Tools and Techniques
- Information Tools and Techniques
- Learning and Self-management Tools and Techniques
- Tools and Techniques for Working With Others
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 that 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:

E1 Reading;
E2 Writing;
E3 Speaking, Listening, and Viewing;
E4 Conventions, Grammar, and Usage of the English Language;
E5 Literature.

At the high school level, two additional standards are added:
E6 Public Documents;
E7 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, E1a, 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, E1b, 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, “Reading Log,” page 48. 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 standard, E1c, 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 fourth and fifth parts of the Reading standard, E1d and E1e, require students to demonstrate a familiarity with both public and functional documents. The category of public documents includes speeches, editorials, political advertisements, and other materials that engage a current issue. The category of functional documents consists of what is written or spoken in an attempt to get something done, whether that be a memorandum making a request of someone else, a computer reference manual, or a set of instructions that tell someone how to assemble something or how to carry out a
procedure. Familiarity with these kinds of documents in middle school prepares students for a more sophisticated treatment of them in high school.

The Writing standard, $S_2$, requires students to demonstrate accomplishment in four 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, $S_3$, 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, $S_4$, 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, $S_5$, 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.

Frederick Turner, who was a professor at Wisconsin as well as Harvard, believed that the frontier was the frontier. At first this was only an indirect hypothesis and theory turned out to be a fact. Turner wrote a thesis on the western movement for the United States to go coast to coast to write the Manifest Destiny. His theory involved the theory settled in what he termed "waves". These waves were his point of view. Was he right, or was he wrong?

There is a good deal of evidence in the six groups involved were: Fur Traders, Miners, Equipped Farmers, and Specialists who settled first among the group of six to settle in the west. They discovered parts of Tennessee and the Carolinas was among the Fur Traders and went from Tennessee and Kentucky, they brought with them leather. The Fur Traders helped settle the Western Cattleman. They stretched as far as the Cattleman, like the pioneer farmers, used to survive. They built cattle kingdoms and etrian food, and warmth. The group that came was a rumor of gold found in the West.

Thousands of people came to California. 49ers because in 1849, people came for...
**E1 Reading**

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. **1b**
- Generate a reading log or journal. **1b**
- Participate in formal and informal book talks. **1b, 3a, 3b**

**E1 b** 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.

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

- Construct a book review. **4a, 4b, 5a**
- Produce a literary response paper. **2b, 4a, 4b, 5a**
- Produce a research report. **1c, 2a, 4a, 4b, 5a**
- Participate in formal or informal book talk. **1a, 1c, 3a, 3b**
- Create an annotated book list organized according to author, theme, or genre. **1a**

**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. **2a, 4a, 4b, 5b, 5c, A3c**
- Write a report of information that draws from at least two sources. **2a, 4a, 4b**
- Incorporate expert opinions into a speech or position paper. **2a, 3c, 4a, 4b**
- Develop a proposal based on data obtained from reading informational texts. **4a, 4b**
- Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences. **4a, 4b**

**E1 d** The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

- identifies the social context of the document;
- identifies the author’s purpose and stance;
- analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;
- examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;
- identifies or uses commonly used persuasive techniques.

Examples of activities through which students might produce evidence of familiarity with public documents include:

- Summarize and critique two or more local newspaper articles related to the same topic or issue. **2a, 4a, 4b**
- Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.
- Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).
- Write a letter to the editor in response to an editorial or to an article of local or national importance. **2a, 4a, 4b**

**E1 e** The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done) and produces written or oral work that does one or more of the following:

- identifies the institutional context of the document;
- identifies the sequence of activities needed to carry out a procedure;
- analyzes or uses the formatting techniques used to make a document user-friendly;
- identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

Examples of activities through which students might produce evidence of familiarity with functional documents include:

- Write a memo or conduct a briefing on procedures to be followed in a given situation. **2d, 3c, 4a, 4b**
- Produce a manual setting out school rules. **2d, 4a, 4b, A1a**
- Revise a set of instructions to improve their clarity. **2d, 4a, 4b**
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**
Anaya, Bless Me, Ultima; Armstrong, Sounder; Bonham, Durango Street; Cohen, Tell Us Your Secret; Collier, My Brother Sam Is Dead; Cormier, I Am the Cheese; Danziger, The Cat Ate My Gymsuit; Fast, April Morning; Gaines, A Gathering of Old Men; Goldman, The Princess Bride; Greene, Summer of My German Soldier; Hansen, Which Way Freedom; Hinton, The Outsiders; Holman, Slake's Limbo; London, The Call of the Wild; Mathis, Listen for the Fig Tree; Mohr, Nilda; Neufeld, Lisa, Bright and Dark; O'Brien, Z for Zachariah; Schaefer, Shane; Stevenson, Treasure Island; Voigt, Dicey's Song; Walker, To Hell With Dying; Walter, Because We Are; Zindel, The Pigman.

**Non-Fiction**
Amory, The Cat Who Came for Christmas; Berck, No Place to Be: Voices of Homeless Children; Frank, The Diary of a Young Girl; George, The Talking Earth; Gilbreth, Cheaper by the Dozen; Haskins, Outward Dreams; Hautzig, Endless Steppe: A Girl in Exile; Herriott, All Creatures Great and Small; Lester, To Be a Slave; Meyers, Pearson, a Harbor Seal Pup; Reiss, The Upstairs Room; Soto, Living Up the Street; White, Ryan White: My Own Story; Yates, Amos Fortune, Free Man.

**Poetry**
Adams, Poetry of Earth and Sky; Eliot, Old Possum’s Book of Practical Cats; Frost, You Come Too; Greenfield, Night on Neighborhood Street; Livingston, Cat Poems.

**Drama**
Blinn, Brian’s Song; Davis, Escape to Freedom; Gibson, The Miracle Worker; Lawrence and Lee, Inherit the Wind; Osborn, On Borrowed Time; Shakespeare, A Midsummer Night’s Dream; Stone, Metamora, or, the Last of the Wampanoags.

**Folklore/Mythology**
Blair, Tall Tale America; Bruchac, The First Strawberries: A Cherokee Story; Bryan, Beat the Story-Drum, Pum-Pum; D’Aulaire, Norse Gods and Giants; Gallico, The Snow Goose; Lee, Toad Is the Uncle of Heaven: A Vietnamese Folk Tale; Pyle, Merry Adventures of Robin Hood.

**Modern Fantasy and Science Fiction**
Babbitt, Tuck Everlasting; Bradbury, Dandelion Wine; Cooper, The Grey King; Hamilton, The Magical Adventures of Pretty Pearl; L’Engle, A Wrinkle in Time; Tolkien, The Hobbit; Yep, Dragon of the Lost Sea.

**Magazines/Periodicals**
Calliope (world history); Cobblestone (American history); Faces (anthropology); Junior Scholastic (Scholastic); Odyssey (science); Science World (Scholastic); Scope (Scholastic); World (National Geographic).

**Other**
Computer manuals; instructions; contracts. See also the reading lists included in award books corresponding to reading provided by the Girl Scouts of the U.S.A. and the Boy Scouts of America.

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**Notes: (E 1)** is intended to encourage students to invest themselves thoroughly in an area that interests them. Such an investment will generate reading from an array of resources, giving students more experience of reading as well as increased understanding of a subject. (E 1) is not intended to be a cursory experience of doing research on a topic which often requires little more than scanning materials, copying directly from references, and inserting transitional phrases and paragraphs. The challenge with the depth requirement is to encourage a complex understanding developed and enhanced through reading.

Much writing can be classified as belonging to the public arena. New Standards, however, defines public documents to mean those pieces of text that are concerned with public policy, that address controversial issues confronting the public, or that arise in response to controversial issues or public policy. At the middle school level (E 4), the issues students write about come primarily from the school or local community.

Functional writing is writing that exists in order to get things done. Functional writing is ordinarily considered technical writing and, as such, is often not part of the typical English curriculum. New Standards requires students to demonstrate proficiency with functional writing because such writing is of increasing importance to the complex literacy of our culture. Functional documents are included in (E 8).
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, and explaining benefits or limitations;
- 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 and 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, M7a, M7b, M7c, S7a, S7b, S7c

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 an understanding of the literary work;
- anticipates and answers a reader’s questions;
- provides a sense of closure to the writing.

Examples of responses to literature include:
- A literary analysis. 1b, 4a, 4b, 5a
- A book or movie review. 1b, 3d, 4a, 4b, 5a
- A literary response paper. 1b, 4a, 4b, 5a
- A comparison of a piece of literature with its media presentation. 1b, 3d, 4a, 4b, 5a

E2 c 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, 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
- A fiction or non-fiction story. 4a, 4b, 5b
- A personal narrative. 4a, 4b, 5b
- A historical account. 1c, 4a, 4b
- A detailed travel diary. 4a, 4b
- A news account of an event, fiction or non-fiction. 4a, 4b

E2 d 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 relatively complicated procedure in order to anticipate a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides 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
- A set of instructions for playing computer games. 4a, 4b
- A set of instructions for using media technology. 4a, 4b
- An explanation of a mathematical procedure. 4a, 4b, M7c, M7e
- A project manual. 4a, 4b, A1a

E2 e 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 and organizes a 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;
- provides a sense of closure to the writing.

Examples of persuasive essays include:
- A position paper. 4a, 4b
- An evaluation of a product or policy. 4a, 4b, A1a
- An editorial on a current issue that uses reasoned arguments to support an opinion. 4a, 4b
- A speech for a candidate running for school or public office. 4a, 4b
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.

E3a The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:
- initiatives new topics in addition to responding to adult-initiated topics;
- asks relevant questions;
- responds to questions with appropriate elaboration;
- uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...”; “very likely...”; “I'm unsure whether...”
- confirms understanding by paraphrasing the adult's directions or suggestions.

Examples of one-to-one interactions include:
- Book talks with a teacher or parent. 1a, 1b, 1c, 5a
- Analytical discussion of a movie or television program with a teacher or parent. 3d
- Student-teacher conferences regarding a draft of an essay, the student's progress on a mathematics assignment, or the status of a science project. 4b
- Interviews with teachers or adults. 2a
- Discussion with a teacher or parent about a portfolio of work. 4b

E3b 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).

Examples of activities involving group meetings include:
- Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project). Develop and negotiate a class rubric. Engage in classroom town meetings. Take part 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. 1c
- Participate in peer writing response groups. 4b

E3c 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:
- A presentation of project plans or a report for an Applied Learning project. 4a, 4b, 4c
- A report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences. 1c, 4a, 4b
- A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion. 1c, 4a, 4b
- A talk that outlines a plan of action for implementing a new school policy and the reasoning supporting the selected plan over other options. 4a, 4b
- A report that analyzes a trend running through several literary works. 1b, 4a, 4b, 5a

E3d 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 productions include:
- Present a paper or report on reasons for selecting one media choice over another. 1c, 2a, 3c
- Prepare a report on the benefits obtained (including information learned) from media exposure. 1c, 2a, 4a, 4b
- Summarize patterns of media exposure in writing or in an oral report. 1c, 2a, 3c, 4a, 4b
- Describe the appeal of particularly memorable commercials. 2a, 3c
- 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
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 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. 1d, 1e, 2a, 2b, 2c, 2d, 2e, 5a, 5b

Proofread acceptably the student’s own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate. 1d, 1e, 2a, 2b, 2c, 2d, 2e, 5a, 5b

Observe conventions of language during formal oral presentations. 3c

Revise a piece of writing by combining sentences. 1d, 1e, 2a, 2b, 2c, 2d, 2e, 5a, 5b

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, audience, 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.

Examples of activities through which students might provide evidence of analyzing and revising work include:

Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers. 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3c, 3d, 5a, 5b

Produce a series of distinctly different drafts that result in a polished piece of writing or presentation. 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3c, 3d, 5a, 5b

Describe the reasons for stylistic choices made as a writer or presenter. 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3c, 3d, 5a, 5b

Critique the writing or oral presentation of a peer.

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:
- identifies recurring themes across works;
- interprets the impact of authors’ decisions regarding word choice, content, and literary elements;
- identifies the characteristics of literary forms and genres;
- evaluates literary merit;
- identifies the effect of point of view;
- analyzes the reasons for a character’s actions, taking into account the situation and basic motivation of the character;
- makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, and themes;
- identifies stereotypical characters as opposed to fully developed characters;
- identifies the effect of literary devices such as figurative language, allusion, dialogue, and description.

Examples of responding to literature include:

Analyze stereotypical characters in a popular television production. 3d

Examine themes in the work (fiction or non-fiction) of one popular young-adult author. 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

Write or perform a skit. 1b, 2b, 4a, 4b

Write a parody. 2b, 4a, 4b

Speculate about point of view in a work read by the class. 3b

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 personal essay. 4a, 4b
A short story. 2c, 4a, 4b
A short play. 4a, 4b
A poem. 4a, 4b
A vignette. 4a, 4b
Work Sample & Commentary: Using the Library Reference Computers

The task
Students were asked to write a set of instructions for a familiar procedure. They were encouraged to find situations beyond the classroom where a set of instructions was needed. The students were asked to pay particular attention to the audience and purpose of their work. The final version of the following work sample that came from this assignment is being used currently in a library to guide students in their 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 d  Writing: Produce 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 relatively 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 guide engages the reader by establishing a simple context in the title, i.e., how to use reference computers to conduct research for school tasks.

The creation of the persona of a helpful, non-critical guide who has personal knowledge of the procedure being described lends credibility to the instructions.

B The guide anticipates the reader’s needs by describing what is on the computer screen and by explaining where to find the arrows that move the cursor, what the cursor looks like, and how to select a folder.

C White space and headings are incorporated as guides to the procedure. In addition, single words are used to provide transitions.

The guide includes information relevant to a particular type of computer in a specific library.

D Problems that the reader might encounter are anticipated in the section on “Helpful Tips.”
Conventions, Grammar, and Usage of the English Language: The student 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 written or oral work. The student demonstrates control of:

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

This guide provides evidence that the students managed effectively the conventions of English through almost error free writing.
Using the Library Reference Computers

**Getting Started**

Usually the computer is already turned on for you. On the screen there is a big, light green rectangle that says “Insured by: Author” and “Library Reference Computers”. In the bottom right hand corner there are four arrows that go up, down, left, and right. Click on the arrow to move to the folder you want. The cursor is a black blue line that highlights the title of the folder as you move the arrow.

**How to use the Reference Computers**

At the reference computer there are two different folders you can choose from: Title and Subject. To help you find the book you are looking for, the following directions will help you find your book:

**Title**

On the reference computer screen go to the folder that says “Insured by: Title” and press enter. Next type the title of the book into the computer. If the book you’re looking for is in our library it will give you the author’s name, the summary, call number, number of pages, and tell you if it is available or not.

**Subject**

On the reference computer screen go to the folder that says “Insured by: Subject” and press enter. Next type the subject you are looking for. If it lists the book you want, press enter and it will show you all the books we have on that subject. If it lists the book you want, press enter again and it will show you the call number, short summary, number of pages, title, and author name.

**A Helpful Tip**

To get out of a folder press the escape key (esc).
Work Sample & Commentary: Turner Essay

The task
Students were asked to evaluate Turner’s Frontier Hypothesis and compare his theory of the westward movement in America with what the students were learning in class about the actual events. The students were asked to discuss ways in which Turner was both right and wrong, and whether or not his hypothesis was an accurate one.

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

The few mistakes in the piece seem to represent slips rather than errors (e.g., using the word “seeked” instead of “sought”).

What the work shows

1. Reading: 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.

Information from a variety of sources is organized and restated in a manner appropriate for an informational piece of writing.

   A. The student produced evidence from various sources to support a possible criticism of the theory being discussed.

   B. The student used evidence from a variety of sources to make a judgment about the theory of manifest destiny.

   C. Ideas that emerged from the theory of manifest destiny are related to modern day circumstances.

2. 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, and explaining benefits or limitations;
   - provides a sense of closure to the writing.

D. The essay establishes in the opening paragraph the information that is to be presented in the body of the work, generating an interest in the material in the body of the essay that helps maintain the reader’s interest throughout.
E The controlling idea of the essay is established in the form of a question regarding the accuracy of a particular theory.

The student worked within an appropriate structure for an informational piece of writing by presenting the information that serves as the basis for later judgments.

F The essay includes an appropriate amount of information on each of the groups mentioned in Turner’s theory, but not so much that the reader becomes bogged down in extraneous details.

A B The student analyzed the two possible answers to the initial question asked in the essay: “Was he [Turner] right, or was he wrong?”

G The essay closes appropriately with a restatement of the original question and a brief summary of the findings.
Work Sample & Commentary: Interview With the Vet

The task
As an Applied Learning project students on an English/history team decided to design and publish a series of magazines organized around historical themes. The magazines were then distributed to middle school students who could not afford to buy magazines of this kind. The article here was one of many produced by the students that was subsequently published.

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

Although a single student took the responsibility for this particular article, the decisions as to topics, as well as the compilation of written articles into magazines, were handled by the class as a whole.

The error in the transition from page one to page two occurred during the process of setting up the page layout.

What the work shows

- **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, and explaining benefits or limitations;
  - provides a sense of closure to the writing.

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

- **Writing:** Produce a report.

A The reader’s interest is engaged by a brief story that introduces the subject of the article.

B The article makes a transition from the opening story that took place in Vietnam to the present day interview that identifies the controlling idea for the article: a soldier remembering what the war was like.

The structure of the article replicates the organizing structure often found in human interest articles in newspapers and magazines. The structure is appropriate here considering that the article is written within this genre.

The student stayed within the genre of a human interest article throughout, focusing on what the war was like primarily through the eyes of the article’s subject, as opposed to dealing with the war in broad generalizations. As a result, the information included was appropriate.
The article includes a number of strategies appropriate to this genre. For example, the article begins with an engaging anecdote before moving on to less interesting facts and details, allowing those details to gain significance for the reader.

A sense of closure is produced by ending on an uplifting note appropriate for human interest articles.
Work Sample & Commentary: Miss Sadie

The task
In an on-demand assessment setting, students were asked to present a special person to readers who do not know the person. They could present the person through details of appearance and manner, descriptions of working or living environment, or habits and typical activities. In addition, the students were to reveal the personal quality of their relationship with the person presented.

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

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

Errors in this first draft may 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. The spelling and grammatical errors in the work sample do not detract from the overall quality of the work.

What the work shows

- **Writing**: 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, and specific narrative action, e.g., movement, gestures, expressions;
  - provides a sense of closure to the writing.

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

- **Writing**: Produce a narrative account.

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A The reader's interest is engaged by a vivid beginning that raises a question about why Miss Sadie is not in her rocking chair even though the narrator claims she can still see her.
The reader is further engaged by the creation of a persona that can handle an emotional issue, that is, the loss of a valued friend, without becoming overly sentimental.

The significance of the events of the summer are established.

The student created an organizing structure by effectively completing the circle begun in the first paragraph: from "Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her," to "Because Miss Sadie no longer sits in her rocking chair on her porch on summer days. I'm glad that I can still see her."

Sensory details are included that draw the reader into the situations being described.

The character of Miss Sadie is developed through dialogue, description, short anecdotes, and a recounting of certain events, so that when the final meeting between the persona and Miss Sadie occurs, the reader has a clear understanding of its significance.

The student used a wide range of strategies to present the character of Miss Sadie, including:

- vivid imagery;
- dialect;
- accounts of ancestors; and
- the ability to understand and forgive rude behavior.

The reader is addressed by a glasses "May I help you?"

"Miss Sadie... it's me, Melanie."

"I'm so glad," she said, "I don't remember the road and shut the door. I waved saying I was coming home again and she responded, "Please, leave.""

I went back inside and my mother told me to stay watching Miss Sadie."

"And I wasn't noticing her," she said.

"Miss Sadie, it's a distance. My mother's house makes her feel things... people... family... even things. And so, I don't want you.""

"Then, I didn't careless or compartmentalize someone to special. You could forget you even existed when you've shared a summer so special and vivid in your mind."

"I forgot to bring Miss Sadie along because you weren't there."

"I learned from a family member that she was in the hospital and I thought she'd been soon."

"The woman, a daughter, maybe spoke my heart more...

"Really, you made sure she gets those cookies," I said, my voice wobbling and tears welling in my eyes.

"Today, I've learned to love this people, for their weakness, for their knowledge. We learn to always treat people with kindness no..."

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Work Sample & Commentary: A Geographical Report

The task
Students in a science class were asked to define an interesting question that could be answered through scientific research. The students were required to conduct a review of the research and to produce a report of information. The teacher encouraged the use of illustrations to clarify key points and the inclusion of a complete bibliography.

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

- alone
- in class
- with teacher feedback
- timed

This work sample represents a substantial project carried out over a period of several months.

What the work shows

Reading: 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.

Information acquired through a number of interviews is restated and summarized clearly.

The report relates new information to prior knowledge. In the section titled “Protection Techniques” the information presented earlier in the report regarding the ecological value of vernal pools leads to the judgments here that more education is needed and that preserves for the vernal pools should be established.

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

- E1 Reading: Read and comprehend informational materials.
- E2 Writing: Produce a report.
- E4 Conventions: Demonstrate an understanding of the rules of the English language.
A Geographical Report

Verbal pools are very rare, specific features. Hardly any can be found that we don't know how to keep. These used to be common pools in many of the regions and valleys of San Diego County, and in the Sangre Valley of California. New "hidings" are formed from natural pools in the Orange Valley, and are threatened by a lot of factors, including a lot of damage. These factors are indigenous to the region, and can be very dramatic. Some of these bodies are located in the valley, as well as others. They have been found near the coast of the ocean, and have not been found near the coast of the ocean. They are often found near the coast of the ocean, and have not been found near the coast of the ocean.

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A Geographical Report

C The student extended ideas by speculating about the topic of a possible nature center in the section titled “Recognizing An Asset.”

D The student made connections by reflecting on the implications inherent in the information gathered, particularly in the “Conclusion.”

E 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, and explaining benefits or limitations;
• provides a sense of closure to the writing.

E G The student established a context by identifying the subject of the report as “a very rare and unique wetland” and by posing a significant question: “how can you establish vernal pools being thought of as a geographical asset?”

F The report successfully engages the reader by creating, in the section on “Methods,” the authoritative persona of a reasonable, intelligent individual who takes logical steps to find information, by referring to “public libraries,” “a university library,” “several authorities in the field,” “several maps and photos,” “charts of changing land use,” and developing “a questionnaire” which “surveyed two classrooms... and a group of forty-two adults.”

G H The student developed a controlling idea by posing a question, “how can you establish vernal pools...?” The student used the researched information to conclude that “A balance between expansion and preservation will not come easily, but...will shift toward long-term vernal pool preservation.”

The organizing structure divides the report into appropriate sections.

The report includes appropriate facts and details within each section, including graphics and illustrations where appropriate.

I The student used a range of appropriate strategies, including adequate illustrations and diagrams. He also argued persuasively for the benefits of educating the public about vernal pool preservation in the section titled “Recognizing An Asset.”
A Geographical Report

The conventions, grammar, and usage of the English Language: The student 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 managed the conventions, grammar, and usage of English so that they aid rather than interfere with reading.

The student managed a variety of sentence constructions, e.g., paragraph three in “Methods”; and paragraph structures, e.g., paragraph three in “What Vernal Pools Are.”
Work Sample & Commentary: Analysis of The Old Man and the Sea

The task
During a unit on literature, students were asked to write a critical analysis on a work of their choice.

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 b 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 nonprint media, or references to personal knowledge;
- demonstrates an understanding of the literary work;
- anticipates and answers a reader’s questions;
- provides a sense of closure to the writing.

**A** The essay engages the reader through a brief summary of the plot in the first paragraph.

**B** The final sentence of the first paragraph establishes a context by incorporating a quotation into the guiding statement or thesis.

**C** The essay advances an interpretive judgment, i.e., “Santiago does not let the loss of his friend or the defeat that others see him suffer keep him off the sea…and prepares to catch the biggest fish of his life.”

**D** Assertions about the piece are supported through references to the text.

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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.
The student demonstrated an understanding of the literary work by making evaluative judgments that connected Santiago's dreams of lions to his victory over tremendous odds.

The material is organized logically by using two key elements of the quotation from the thesis statement as devices to guide the structure, i.e., "destroyed" but "not defeated" are the elements which are repeated in each paragraph; the concluding paragraph returns to the quotation in the guiding statement.

Conventions, Grammar, and Usage of the English Language: The student 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 managed the conventions, grammar, and usage of English so that they aid rather than interfere with reading.

The student managed a variety of sentence constructions and paragraph structures, e.g., see paragraph three for use of detail to develop the paragraph.
Work Sample & Commentary: Lena and Chayim

The task
Students were asked to write a story about someone who meant something to them. The students read a number of narratives to help them become familiar with the various elements that create a narrative and to learn how different writers work to achieve different effects according to the purpose of the story. The student who wrote this story preceded it with a note labeled “Author’s Note.” The note reads:
“Everything in the story you are about to read is true! There are no falsities whatsoever! All the characters were real people! Thank You.”

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 Writing: 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, and specific narrative action, e.g., movement, gestures, expressions;
- provides a sense of closure to the writing.

The work creates an omniscient point of view for the voice of the narrator and then maintains that voice consistently throughout the story.

The student established a plot sequence that followed the timeline of Lena’s entry into America and her first ten years or so of trying to deal with life in a new country.

The organizing structure centers on the difficulties experienced by the main character. These difficulties build to the tragedy of Charlie’s death in ways that make Lena’s reaction understandable and Charlie’s dramatic recovery that much more welcome.

A The student used language in a mature fashion, bringing to life the various characters and developing the plot at the same time. The short paragraph describing Charlie’s death is a good example of the student’s capacity to do both.

B By giving brief glimpses of certain events and more extended versions of others, the student created differing effects to communicate different messages. The selection of information serves to create the desired effects.

C The story creates the various characters and identifies the complex nature of each character. In the case of Chayim, for example, the story identifies Chayim’s frustration at not being able to make a living in his new country, and then identifies the series of events that caused him to start drinking heavily and to eventually alienate himself from his family.
The student used dialogue sparingly, but where it is used it serves as a strategy to tell the reader something about the character.

The student used suspense as an effective strategy, allowing it to create reader anticipation both in the introduction when Lena and Chayim are first trying to enter the country and then towards the end when Charlie dies.

The use of tension as a strategy between the moments of anticipation where things suddenly look brighter for Lena and Chayim, and the events that serve to squelch the anticipation, such as the births and deaths of three children, serve to make the story interesting.

The story ends in the fashion of many stories with a “happily ever after” conclusion. Although the ending is a bit dissatisfying for a story of this caliber, the parenthetical note in the last sentence showing that the student recognized this fact, combined with the preface to the piece that declares the truthfulness of the events being recounted, indicates that the choice for an ending was a conscious one. The clear indication that the student understood the implications for such a simplistic ending and yet chose it nevertheless, suggests that the ending functions just as the student intended.

**E4a Conventions, Grammar, and Usage of the English Language:** The student 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 demonstrated through virtually error free writing the ability to manage the conventions of grammar and usage. The student managed a variety of sentence constructions, appropriate punctuation, and complex syntax. This is evident throughout the work.
Work Sample & Commentary: Conformity in Numbers

The task
Students were asked to write an essay to persuade an audience one way or another on an issue of current significance in the news.

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

E1d  Reading: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

• identifies the social context of the document;
• identifies the author’s purpose and stance;
• analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;
• examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;
• identifies or uses commonly used persuasive techniques.

The student responded to a matter of public policy that may affect her directly, and yet did so in a manner that engages the issue rather than attacks it irresponsibly.

The essay analyzes the major argument for advocating school uniforms and identifies some of the possible problems with the argument.

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

E1d Reading: Demonstrate a familiarity with public documents.

E2 Writing: Produce a persuasive essay.
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 and 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;
- provides a sense of closure to the writing.

A A bleak context is established in the opening sentence that serves to emphasize the negative judgment.

B The controlling idea for the argument is established in a thesis statement at the end of the first paragraph.

The essay holds to the structure of the argument identified in the thesis statement, dealing first with the idea of stifled creativity and then with the idea that uniforms do not properly address the issue of violence.

C The essay deals directly with the traditional arguments given in support of school uniform policies, particularly in dealing with the issue of violence.

D The strong conclusion reiterates the point made in the opening regarding school uniforms, but in a more forceful manner that takes into consideration the argument presented.

Conformity in Numbers
The task

For an Applied Learning project students planned a school carnival and used the proceeds to buy food for a homeless shelter. The project was initiated by a proposal from a student. As the actual event drew near the students recognized the need for a number of documents to help manage the event. The flier included here was produced to provide some last minute details so that the event would flow as smoothly as possible.

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

E1 Reading: The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done) and produces written or oral work that does one or more of the following:
- identifies the institutional context of the document;
- identifies the sequence of activities needed to carry out a procedure;
- analyzes or uses the formatting techniques used to make a document user-friendly;
- identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

The work identifies the context of the flier clearly and concisely, so that readers will know immediately its purpose.

The students attempted to make the document readable by numbering the points to be made, listing the points in a logical order so that similar points are grouped together, and including a border so that the flier stands out from other papers and can be recognized easily.

The flier points out that those participating in the carnival will need to be aware of a number of procedures integral to doing their jobs. The procedures are succinct and to the point, providing an appropriate amount of information so that the participants should have no trouble following them.
Work Sample & Commentary: *Sunset on the Water*

**The task**

Students were asked to write poems that served as a reflection of a time or place that held special meaning to them. The assignment came during an intensive unit on poetry in which students read a great deal of poetry, studied the various elements of poetry, and were given numerous opportunities to try their hands at writing poems.

**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**

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

A sunset on a beach provides the focal point for the poetic reflection.

- The personification of the water as a close friend serves to show the significance of the image of the ocean for the poet, whether she is physically near the ocean or merely visiting it in her mind.

**B** The poem appeals to the senses of hearing and touch in the descriptions of the physical sensations of the beach during the day.

**C** The images of the poem combine effectively to evoke a feeling of oneness between the words in the poem and the sights and sounds of the beach. The combination of words and images is particularly evocative considering that the persona of the poem is trying to capture an image and “weave that moment into my mind.”

**D** The poem concludes by a return of the persona to the present, away from the water and the beach, but with the image of the welcoming ocean firmly embedded in memory. The conclusion allows the reader to relate to the feelings of the poet by sharing the feeling of being absent from someone or something and looking forward to the time when a reunion can take place.

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

**B** Literature: Produce work in at least one literary genre that follows the conventions of the genre.
Work Sample & Commentary: Reading Log

The task
Students were asked to keep a reading log of the materials they read throughout the course of one year. The students' logs were to consist of three parts: a log listing the books read with brief annotations; a log listing the articles and informational materials read with brief annotations; and a two week log that went into depth in terms of a detailed description of the reading students did during those two weeks. The log of books read is included, as is one page from the five page log of articles and informational materials.

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

**E1** 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 quality of literature appropriate for the middle school standard. The reading log also shows the variety of texts he engaged in from fiction, classic literature, and informational materials.

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.
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 in depth at least four books from one author or at least four texts in one genre. He fulfilled the requirement by reading more than four books by Robert Louis Stevenson as well as four books by Tom Clancy.
Reading Log

Reading Log Over The Black Arrow by: Robert Louis Stevenson

Dear Diary,

Today I read a book titled "The Black Arrow" by Robert Louis Stevenson. It's a historical novel set in the 14th century during the English Wars of the Roses. The story is about the adventures of a young man named Gillette, who is trying to find his way in a world filled with war, politics, and intrigue.

I found the book to be quite engaging and I enjoyed how the author weaved history, politics, and romance into the story. The characters were well-developed and I found myself rooting for them as they navigated through the challenges of their time.

Overall, I think "The Black Arrow" is a great read for anyone interested in historical fiction. It's well-written and I'm already planning to read more of Stevenson's work.

Sincerely,

[Your Name]