“The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.”

*Dr. Robert Mendenhall, President, Western Governor’s University*
English/Language Arts Content Area Graduation Competencies

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Graduation Competency 1: Read closely to analyze and evaluate all forms of (i.e. complex literary and informational) texts.

High School Performance Indicators (9-12)

a. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or High School sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.
b. Determine the central ideas of the text and provide an objective summary.
c. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
d. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone of a text or texts, including words with multiple meanings or language that is particularly effective for a desired purpose.
e. Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact.
f. Determine an author’s point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
g. Evaluate information from multiple sources presented in diverse media and formats (e.g., print, digital, visual, quantitative) to address a question or solve a problem.
h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
i. Integrate information from diverse sources into a coherent understanding of an idea or event, evaluating discrepancies among sources.

Performance Indicators Scoring Criteria for High School Graduation Competency 1

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Competent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cite strong and thorough textual evidence support an analysis of the text, including applicable primary or High School sources, and determining explicit and implicit meanings, such as inferences drawn from the text and where matters are uncertain.</td>
<td>Students select evidence but that evidence does not support analysis. Students paraphrase rather than cite. Students do not understand explicit or implicit meaning.</td>
<td>Students select evidence to support analysis but the cited evidence is not integrated. Students understand explicit but not implicit meaning.</td>
<td>Students construct support for analysis by citing integrated evidence from the text, including relevant supplementary sources. Students determine explicit and implicit meanings.</td>
<td>Students strengthen analysis through evaluation and selection of precisely integrated evidence, drawing from apt supplementary sources. Students articulate explicit and implicit meanings.</td>
</tr>
<tr>
<td>b. Determine the central ideas of the text and provide an</td>
<td>Students identify a central idea but provide a</td>
<td>Students identify multiple central ideas but provide</td>
<td>Students determine multiple central ideas and construct an</td>
<td>Students differentiate multiple central ideas and articulate an objective</td>
</tr>
<tr>
<td>Objective Summary</td>
<td>Subjective Rather Than Objective Summary</td>
<td>A Subjective Rather Than Objective Summary</td>
<td>Objective Summary</td>
<td>Summary That Distinguishes Dominant and Subordinate Ideas</td>
</tr>
<tr>
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<td>-------------------------------------------</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td><strong>c. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</strong></td>
<td>Students identify but cannot analyze a simple set of ideas or sequence of events.</td>
<td>Students analyze a complex set of ideas or sequence of events OR can identify but cannot analyze a complex set of ideas or sequences of events.</td>
<td>Students analyze a complex set of ideas or sequence of events and explain the interaction and development of specific elements throughout the text.</td>
<td>Students interpret a complex set of ideas or sequence of events and assess the interaction and development of specific elements throughout the text.</td>
</tr>
<tr>
<td><strong>d. Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone of the text, including words with multiple meanings or language that is particularly effective for a desired purpose.</strong></td>
<td>Students determine the literal but not figurative sense of words.</td>
<td>Students determine the literal and some figurative sense of words but cannot determine the impact of diction on meaning and tone.</td>
<td>Students determine the literal and figurative sense of words in order to analyze the impact of diction on meaning and tone. Students relate the author’s word choice to purpose.</td>
<td>Students determine the literal and figurative nuance of words in order to critique the effectiveness of diction on meaning and tone. Students evaluate the connection between word choice and author’s purpose.</td>
</tr>
<tr>
<td><strong>e. Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact.</strong></td>
<td>Students identify structural elements of the text but cannot analyze the purpose of structure.</td>
<td>Students determine the text’s structure and state the text’s meaning but cannot analyze how structure relates to meaning.</td>
<td>Students analyze the text’s structure and how it contributes to the text’s meaning as well as beauty or persuasiveness.</td>
<td>Students evaluate the text’s structure and assess how it advances the text’s meaning and enhances its beauty or persuasiveness.</td>
</tr>
<tr>
<td><strong>f. Determine an author’s point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</strong></td>
<td>Students identify the rhetorical elements of a text but cannot analyze the contribution of these elements to persuasiveness of the text.</td>
<td>Students identify the rhetorical elements of a text and understand the author’s persuasive purpose but cannot analyze how rhetorical elements contribute to purpose.</td>
<td>Students determine the rhetorical elements of a text and analyze their contribution to the persuasiveness of the text.</td>
<td>Students evaluate the rhetorical elements of a text and assess their contribution to the persuasiveness of the text.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th></th>
<th>Students explain source material but cannot analyze its viability in addressing the question or solving the problem.</th>
<th>Students evaluate source material but cannot draw on information from multiple sources to formulate an answer or solution.</th>
<th>Students evaluate source material that draws on multiple sources to formulate an answer or solution.</th>
<th>Students synthesize source material and purposefully select apt evidence to articulate an answer or solution.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>g. Evaluate information from multiple sources presented in diverse media and formats (e.g., print, digital, visual, quantitative) to address a question or solve a problem.</strong></td>
<td>Students explain information from diverse sources but cannot integrate material to form a coherent understanding.</td>
<td>Students integrate information from diverse sources to form a coherent understanding but cannot evaluate discrepancies among sources.</td>
<td>Students integrate information from diverse sources to demonstrate a coherent understanding, evaluating discrepancies among sources.</td>
<td>Students synthesize information from diverse sources to articulate a coherent and complex understanding, assessing discrepancies among sources.</td>
</tr>
<tr>
<td><strong>h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</strong></td>
<td>Students identify the argument but cannot delineate specific claims. Students identify some evidence but not reasoning.</td>
<td>Students determine the argument and delineate its claims, identifying the reasoning and evidence. Students cannot identify false reasoning.</td>
<td>Students delineate and evaluate an argument and its claims, identifying the reasoning and evidence. Students identify false reasoning.</td>
<td>Students assess an argument and discriminate its claims, justifying the validity of reasoning and relevance of evidence. Students refute false reasoning.</td>
</tr>
<tr>
<td><strong>i. Integrate information from diverse sources into a coherent understanding of an idea or event, evaluating discrepancies among sources.</strong></td>
<td>Students explain information from diverse sources but cannot integrate material to form a coherent understanding.</td>
<td>Students integrate information from diverse sources and can integrate material to form a coherent understanding but cannot evaluate discrepancies among sources.</td>
<td>Students integrate information from diverse sources to articulate a coherent and complex understanding, demonstrating a coherent understanding, evaluating discrepancies among sources.</td>
<td>Students synthesize information from diverse sources to articulate a coherent and complex understanding, assessing discrepancies among sources.</td>
</tr>
</tbody>
</table>
Sample Task for High School Graduation Competency 1

The learner will select a classic short story that’s representative of the course’s literary focus (Survey of Literature, World Literature, American Literature, or British Commonwealth Literature - a wide variety of short selected stories can be found at http://www.readbookonline.net/shortStory/ - and http://www.classicsshorts.com/).

After the student selects his or her short story, they will carefully read and annotate the text. Once the text has been annotated, the student will write a short critical analysis of the text. In the critical analysis, the student must determine the central ideas of the text, determine an author’s point of view and purpose, while determining the rhetorical strategies used to develop both (author’s point of view and purpose).

After completing the critical analysis, the student will then find THREE critical reviews of the story from valid internet sources that support their critical analysis of the text. Additionally, the student will find TWO published accounts of the text’s author discussing the work.

The student will then add researched evidence from the critical reviews (High School sources) and the author’s own account about the work (primary sources) to their previously written critical analysis.
Graduation Competency 2: Construct task-appropriate writing for diverse purposes and audiences.

### High School Performance Indicators (9-12)
- **a.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **b.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **c.** Write narratives to develop real or imagined experiences or events using effective technique, vivid details, and purposeful event sequences.
- **d.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with a focus on what is most effective for a specific purpose and audience.
- **e.** Use technology to produce, publish, and update individual or collaborative writing products in response to ongoing feedback, including new arguments or information.

### Performance Indicators Scoring Criteria for High School Graduation Competency 2

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Competent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.</td>
<td>Students write an argument.</td>
<td>Students write an argument with limited use of substantive texts.</td>
<td>Students write an argument that reflects their analysis of substantive texts.</td>
<td>Students write a complex argument that reflects sophisticated reasoning and analysis of substantive texts.</td>
</tr>
<tr>
<td><strong>b.</strong> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>Students write an informative/explanatory text.</td>
<td>Students write an organized informative/explanatory text.</td>
<td>Students write an organized informative/explanatory text that employs supported, complex ideas.</td>
<td>Students write an organized informative/explanatory text that supported, complex ideas with a sophisticated command of the language.</td>
</tr>
<tr>
<td><strong>c.</strong> Write narratives to develop real or imagined experiences or events using effective technique, vivid details, and purposeful event sequences.</td>
<td>Students write a narrative.</td>
<td>Students write an organized narrative with limited details.</td>
<td>Students write an organized narrative with style and vivid details.</td>
<td>Students write an organized narrative with style, vivid details, and purposeful development.</td>
</tr>
<tr>
<td><strong>d.</strong> Develop and strengthen writing as needed by planning, revising.</td>
<td>Students demonstrate knowledge of</td>
<td>Students demonstrate knowledge and</td>
<td>Students employ the writing process to adjust</td>
<td>Students explore various approaches and employ the</td>
</tr>
</tbody>
</table>
**Sample Task for High School Graduation Competency 2**

The learner will read a drama that is representative of the course’s literary focus and examine how the protagonist transforms over the course of the drama. The educator will either assign or allow students to select their dramas. The students will be divided into three groups, with each group reading a different drama.

**Example Dramas:**

- **Grade 09:** A Doll’s House, The Miracle Worker, Romeo and Juliet
- **Grade 10:** Hamlet, “Master Harold”…and the boys, Rhinoceros
- **Grade 11:** Death of a Salesman, Fences, A Raisin in the Sun
- **Grade 12:** Doctor Faustus, The Importance of Being Earnest, Othello

In addition to determining the central ideas of the text, the learner will identify the most significant change that the protagonist undergoes and determine the mechanisms that the author utilizes to accomplish and communicate the transformation. The learner should annotate the text and take notes while reading.

After reading and annotating, the learner will participate in a group discussion with peers who read the same drama. The learner should think critically about the protagonist’s transformation and communicate his/her ideas effectively. The learner should take notes where appropriate during these discussions.
Transformation Analysis
The learner will write an informative/explanatory essay that conveys a clear and focused analysis of the protagonist’s transformation from the beginning to the end of the drama. The learner will focus on the following:

- organization
- connections
- distinctions
- concrete details
- transitions
- cohesion

Transformation Justification
Was the protagonist’s transformation essential to the author’s central idea and purpose? The learner will write an argumentative essay that supports or refutes the importance of the protagonist’s transformation. The learner will focus on the following:

- author’s purpose
- claim
- reasoning
- textual evidence
- organization

Witnessing the Transformation
After reading the drama and analyzing the protagonist’s transformation, the learner will write a narrative from the perspective of another character. The narrative should describe the secondary character’s reaction to the protagonist, his/her transformation, and other key events in the drama. The learner will focus on the following:

- pacing
- dialogue
- description
- reflection
- figurative language

The learner will take all of the writing tasks through the writing process, soliciting feedback from peers and revising as necessary. The educator will conference with the learner to support and ensure mastery of the standards. The published essays will be produced, updated, and published via the student’s choice of technology.
Graduation Competency 3: Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

High School Performance Indicators (9-12)

a. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.

b. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.

c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Performance Indicators Scoring Criteria for High School Graduation Competency 3

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
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<th>Competent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.</td>
<td>Students compile information from sources using research methods.</td>
<td>Students compile relevant information from print or digital sources using research or search methods with some credibility according to task and purpose.</td>
<td>Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.</td>
<td>Students compile and use relevant information from a variety of print and digital sources, employ effective research and online-search methods, and determine the credibility and accuracy of the sources with fidelity while assessing the strengths and limitations of each source for the specific task, purpose, and audience, eliminating irrelevant material.</td>
</tr>
<tr>
<td>b. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.</td>
<td>Students integrate information from multiple sources into the text.</td>
<td>Students integrate information from sources into the text to maintain the structure of ideas.</td>
<td>Students integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.</td>
<td>Students analyze information to be integrated into the text effectively from a variety of sources, maintaining the structure or providing an analysis of ideas, while following all appropriate citation formats.</td>
</tr>
<tr>
<td>c. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>Students draw evidence from texts.</td>
<td>Students draw evidence from texts to support analysis, reflection, or research.</td>
<td>Students draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>Students draw evidence from a variety of literary and informational texts to analyze, reflect, and research specific, relevant topics.</td>
</tr>
<tr>
<td></td>
<td>Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.</td>
<td>Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.</td>
<td>Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.</td>
<td>Students compile, synthesize, and use relevant information from a variety of print and digital sources, employ effective research and online-search methods, and determine the credibility and accuracy of the sources with fidelity while assessing the strengths and limitations of each source for the specific task, purpose, and audience, eliminating irrelevant material.</td>
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</tr>
<tr>
<td>d. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.</td>
<td>Students compile relevant information from sources using research methods.</td>
<td>Students compile relevant information from print or digital sources using research or search methods with some credibility according to task and purpose.</td>
<td>Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.</td>
<td>Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.</td>
</tr>
<tr>
<td>e. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.</td>
<td>Students integrate information from sources into the text.</td>
<td>Students integrate information from multiple sources into the text to maintain the structure of ideas.</td>
<td>Students integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.</td>
<td>Students integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.</td>
</tr>
<tr>
<td>f. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>Students draw evidence from texts.</td>
<td>Students draw evidence from texts to support analysis, reflection, or research.</td>
<td>Students draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>Students draw evidence from a variety of literary and informational texts to analyze, reflect, and research specific, relevant topics, eliminating irrelevant information.</td>
</tr>
</tbody>
</table>
Sample Task for High School Graduation Competency 3

To begin the task, the teacher will provide students with three to five research questions that are based on a specific course relevant topic or theme. Each student will select a research question for the task.

Next, the teacher will provide sources that are credible and those that are unreliable related to the research question selected by the student. Students will be asked to read and distinguish between the two types of sources; teachers are encouraged to utilize the media specialist to introduce students to the online search engines available.

Once credibility using the sources has been established, students will employ an appropriate style format to construct a short, cohesive research paper that synthesizes and integrates multiple sources.

Next, students will be tasked with generating their own topics/relevant thematic ideas. Students will find their own sources, distinguishing between what are good, reliable sources and those that lack reliability. After sources are collected, students will use documentation appropriate to the selected topic to construct a research paper. They will synthesize their multiple sources of information and integrate these sources into their paper to formulate a cohesive argument.
Graduation Standard 4: Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

High School Performance Indicators (9-12)

a. Employ evidence from relevant texts and research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Respond thoughtfully through collaboration to complete group tasks employing diverse perspectives.

c. Integrate multiple sources of information presented in diverse media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies.

d. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Performance Indicators Scoring Criteria for High School Graduation Competency 4

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Progressing</th>
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<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Employ evidence from relevant texts and research on the</strong></td>
<td>Students include some evidence</td>
<td>Students employ evidence from texts</td>
<td>Students employ evidence from relevant texts and</td>
<td>Students analyze evidence from texts and employ</td>
</tr>
<tr>
<td><strong>topic or issue to stimulate a thoughtful, well-</strong></td>
<td>and participate in class discussions on topic.</td>
<td>or research to thoughtfully</td>
<td>research on the topic or issue to stimulate a</td>
<td>research on topics and issues to effectively</td>
</tr>
<tr>
<td><strong>reasoned exchange of ideas.</strong></td>
<td></td>
<td>participate in class discussions.</td>
<td>thoughtful, well-reasoned exchange of ideas.</td>
<td>stimulate a thoughtful, well-reasoned exchange</td>
</tr>
<tr>
<td><strong>b. Respond thoughtfully through collaboration to complete</strong></td>
<td>Students respond and collaborate</td>
<td>Students respond and collaborate</td>
<td>Students respond thoughtfully through collaboration</td>
<td>Students critically respond through thoughtful</td>
</tr>
<tr>
<td><strong>group tasks employing diverse perspectives.</strong></td>
<td>during group tasks.</td>
<td>thoughtfully during group tasks</td>
<td>to complete group tasks employing diverse</td>
<td>collaborative to complete group tasks and</td>
</tr>
<tr>
<td><strong>c. Integrate multiple sources of information presented in</strong></td>
<td>Students integrate some information from media sources to make decisions or solve problems.</td>
<td>Students integrate some information from multiple media sources to make somewhat informed decisions or solve problems.</td>
<td>Students integrate multiple sources of information presented in diverse media to make informed decisions and solve problems, evaluating credibility and accuracy of each source and noting discrepancies.</td>
<td>Students integrate a variety of informational sources presented in diverse media to make informed decisions and critically solve problems while effectively evaluating credibility and accuracy of each, noting discrepancies and irrelevant material.</td>
</tr>
<tr>
<td><strong>d. Evaluate a speaker’s point of view, reasoning, and use of</strong></td>
<td>Students understand a speaker’s point of view or reasoning relating to evidence.</td>
<td>Students evaluate a speaker’s point of view or reasoning relating to evidence.</td>
<td>Students evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</td>
<td>Students analyze and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric with fidelity.</td>
</tr>
</tbody>
</table>
Sample Task for High School Graduation Competency 4

Students will gather and examine various media texts that represent different perspectives on a focused topic or thematic idea relevant to the course:

- 2 verbal texts (such as TED Talks and political speeches)
- 2 political cartoons
- 2 essays or editorials

In small groups, students analyze the various media texts and work collaboratively to generate guiding questions for the class discussion.

In preparation for class discussion, students conduct research for context about central topic or idea as well as determine the following for each media text:

- speaker’s point of view and purpose
- context and occasion
- intended audience
- speaker’s reasoning and evidence
- rhetorical appeals and devices employed by speaker
- textual evidence to support purpose, reasoning, and rhetorical elements

Students participate in a group discussion in which they analyze the various media texts and evaluate each speaker’s credibility as well as the similarities and differences in the speakers’ effectiveness, points of view, purposes, reasoning, and rhetorical elements employed.
Graduation Standard 5: Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

High School Performance Indicators (9-12)

a. Develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences.

b. Make strategic use of digital media to enhance presentations.

c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Performance Indicators Scoring Criteria for High School Graduation Competency 5

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Competent</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences.</td>
<td>Students present a reasoned response.</td>
<td>Students present a reasoned response which includes an opposing viewpoint.</td>
<td>Students develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences.</td>
<td>Students construct a clear, sophisticated, and reasoned response that includes aligned and opposing perspectives, uses elevated language, employs effective development, and reflects a keen awareness of purpose and audience.</td>
</tr>
<tr>
<td>b. Make strategic use of digital media to enhance presentations.</td>
<td>Students use digital media to create a presentation.</td>
<td>Students use digital media to create a clear and thorough presentation.</td>
<td>Students make strategic use of digital media to enhance presentations.</td>
<td>Students create complex, sophisticated presentations strategically employing digital media that reflects thorough information, reasoning, supportive evidence, and a distinct perspective.</td>
</tr>
<tr>
<td>c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</td>
<td>Students communicate with limited variety of contexts and tasks.</td>
<td>Students communicate some acquisition of knowledge through speech variety of contexts and tasks.</td>
<td>Students adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</td>
<td>Students communicate acquisition of new knowledge in a stylistically appropriate speech, adapting to a variety of contexts and tasks, and provide a clear and distinct perspective.</td>
</tr>
</tbody>
</table>
Sample Task for High School Graduation Competency 5

Students will generate and examine a topic representative of the course’s thematic focus. Topics may include political, social, historical and/or current events, and popular culture.

After the student selects a topic, he or she will research two opposing viewpoints and create an outline of reasoning for each that they will develop into two different speeches, adapting the speeches for opposing audiences and purposes. In the outline, the learner must determine the following for each speech:

- central argument
- context and occasion
- intended audience
- supporting reasons and evidence
- articulate a counterclaim that is addressed in the opposing viewpoint
- rhetorical appeals and devices employed by speaker
- textual evidence to support purpose, reasoning, and rhetorical elements

Additionally, the learner will design a digital media presentation comprised of images and sound ONLY (no spoken words) in which the images/sounds parallel and reinforce the ideas in the learner’s two speeches.
Graduation Competency 6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.

High School Performance Indicators (9-12)

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
f. Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level and employ independence in acquiring knowledge of vocabulary.

Performance Indicators Scoring Criteria for High School Graduation Competency 6

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Progressing</th>
<th>Competent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Students demonstrate limited command of the conventions of formal standard English grammar and usage in some speaking or writing tasks.</td>
<td>Students demonstrate some command of the conventions of formal standard English grammar and usage in some speaking or writing tasks.</td>
<td>Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Students demonstrate, with mastery, command of the conventions of formal standard English grammar and usage effectively in all speaking or writing tasks.</td>
</tr>
<tr>
<td>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Students use the conventions of standard English capitalization, punctuation, and spelling in some writing tasks.</td>
<td>Students demonstrate the conventions of standard English capitalization, punctuation, and spelling in some writing tasks.</td>
<td>Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in most writing tasks.</td>
<td>Students demonstrate, with mastery, command of the conventions of formal standard English capitalization, punctuation, and spelling in all writing tasks.</td>
</tr>
<tr>
<td>c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
<td>Students use limited knowledge of language and its conventions and use that knowledge in some reading, writing, speaking, or listening tasks.</td>
<td>Students demonstrate limited knowledge of language and its conventions in some reading, writing, speaking, or listening tasks.</td>
<td>Students apply knowledge of language to understand how language functions in different contexts, to make effective choices for</td>
<td>Students effectively demonstrate application of their knowledge of language and understanding of how language functions in a variety of contexts and are able to make</td>
</tr>
<tr>
<td>d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</td>
<td>Students determine meaning of unknown and multiple-meaning words or phrases using limited strategies.</td>
<td>Students determine the meaning of unknown and multiple-meaning words or phrases using some strategies.</td>
<td>Students determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</td>
<td>Students effectively determine and clarify the meaning of unknown and multiple-meaning words and phrases based on their ability to choose knowledgeably between a range of appropriate strategies.</td>
</tr>
<tr>
<td>e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>Students demonstrate limited understanding of figurative language, word relationships, and nuances in word meanings tasks.</td>
<td>Students demonstrate some understanding of figurative language, word relationships, and nuances in word meanings tasks.</td>
<td>Students demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>Students effectively demonstrate understanding of figurative language, word relationships, and nuances in word meanings in all variety of tasks.</td>
</tr>
<tr>
<td>f. Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level and employ independence in acquiring knowledge of vocabulary.</td>
<td>Students use limited grade-appropriate general academic or domain-specific words and phrases using limited knowledge of vocabulary.</td>
<td>Students use grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening, using some knowledge of vocabulary.</td>
<td>Students accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level and employ independence in acquiring knowledge of vocabulary.</td>
<td>Students accurately analyze grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level while effectively employing independent acquisition of the knowledge of vocabulary.</td>
</tr>
</tbody>
</table>
Sample Task for High School Graduation Competency 6

The learner will select a TED Talk on a topic of interest. The learner will listen to the talk, taking notes on how the speaker uses language to convey his or her point. Then, the learner will download the transcript. The learner will carefully read and annotate the transcript, noting the author’s use of language. The learner will also identify unfamiliar vocabulary words and use either context clues or reference sources (print or digital) to understand the meaning of the words. After the learner has annotated the transcript, the learner will write a short critical analysis of the author’s use of language and how this language use creates a specific style and reflects a specific context. The learner should revise and edit the analysis to ensure correct use of standard English.

Next, the learner will select two other texts (either written or spoken) related to the same topic as the TED Talk. Each text should be intended for a different audience or purpose. The learner will annotate each text with an emphasis on the authors’ use of language. The learner will also define unfamiliar vocabulary. The learner will extend the critical analysis of the TED Talk to include an analysis of the two other texts. The analysis should conclude with a summary of how each author’s use of language creates a unique style and reflects a unique context.

Finally, the learner will synthesize significant information from the three sources and create two different presentations of the information, each intended for a unique context. Possible presentation formats include a speech, a letter, a blog posting, or an editorial. Each presentation should be stylistically suited to the specific context.