Differentiated Curriculum

Challenging High End Learners: Addressing Oregon Standards and Benchmarks

Section VII Standards, TAG Plan and Assessment

Oregon Department of Education
Office of Special Education
Talented and Gifted
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### Differentiated Curriculum

#### Standards, TAG Plan and Assessment

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INTRODUCTION TO STANDARDS

To make sure students learn what they need, and learn it well, Oregon depends on a system of clear, measurable educational standards. Standards allow us to describe exactly what students need to know and be able to do at every stage of the educational continuum.

Oregon’s standards have been developed and refined over more than a decade, by teachers and other experts within our state and throughout the nation. They define what we expect of our students in seven major content areas: English/language arts, mathematics, science, social sciences, the arts, second languages (world languages), and physical education.

These content areas are organized into content strands. English/language arts, for example, is composed of four strands: Reading, Literature, Writing, and Communication. Within these strands, Common Curriculum Goals describe in broad terms the concepts students should understand to be proficient.

For each Common Curriculum Goal, there are one or more content standards. The content standards specify what students should know and be able to do by the end of four benchmark years (approximately grades 3, 5, 8, and 10.) Content standards are clear statements, starting with action words like identify, describe, and apply to explain in plain language what knowledge and skills we expect from students.

Oregon is gradually moving from benchmarked standards to a system of grade-level standards in English and mathematics providing learning expectations for students at every grade from 3 to 8 and at the Certificate of Initial Mastery (CIM) level. Grade-level standards provide more grade-level clarity and detail so that teachers know what is most important for students to learn in every grade.

Taken together, the content standards present a picture of the high academic achievement important for success in the 21st century. The standards do not tell teachers how to deliver instruction; they simply help them focus their instructional activities on the most critical areas of learning.

A wide variety of assessment tools are used to measure how well students are learning the concepts in the content standards. These include work samples, sample tests, and testing at the classroom level, as well as statewide assessments. In English/language arts, mathematics, science, and soon, social sciences, the state assesses students at benchmark years. In the arts, second languages (world languages), and physical education, local districts conduct their own assessment processes.

Students have the opportunity to earn the Certificate of Initial Mastery (CIM) and the Certificate of Advanced Mastery (CAM) in grades 9-12. To earn a CIM, they have to meet specific testing and classroom work requirements in a variety of content areas. Later in high school, they can earn a CAM through a combination of academic and career-related learning.

Our standards-based system provides a strong, consistent base for educators at every level, in every area of the state. For students, teachers, administrators, parents, and other community members, high standards encourage steady, deliberate progress through the educational system, and higher achievement for all.

ODE/TEACHING AND LEARNING TO STANDARDS

2002-03
CAREER-RELATED LEARNING
STANDARDS REVISIONS

The career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family and community life. These skills are integrated throughout the curriculum and emphasized in the student’s career-related learning experiences. The CRLS are a requirement for the Certificate of Advanced Mastery. The CRLS will also be required for a high school diploma in 2006-07.

Career and life role education helps students prepare to integrate the demands of six life roles (i.e., individual, learner, producer, consumer, family member and citizen) into family, community and work settings. Career and life role education helps students connect the personal side of their lives (“learning to live”) to educational growth (“learning to learn”) and career development (“learning to work”). Career and life role education is intended to be integrated across subject areas in school, community and workplace learning rather than only as a separate class.

Curriculum, instruction and assessment strategies must help students understand and use the career-related learning knowledge and skills in combination with other subject matter. The opportunity to demonstrate career-related learning in the context of accomplishing a task, explaining a problem and discovering a solution helps prepare students for the complexity of adult responsibilities. Look for the places where career-related learning opportunities are throughout these sample lessons.

PERSONAL MANAGEMENT

Standard
Exhibit appropriate work ethic and behaviors in school, community, and workplace.

Criteria
Identify tasks that need to be done and initiate action to complete the tasks.

Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.

Take responsibility for decisions and actions and anticipate consequences of decisions and actions.

Maintain regular attendance and be on time.

Maintain appropriate interactions with colleagues.

PROBLEM SOLVING

Standard
Apply decision-making and problem-solving techniques in school, community, and workplace.

Criteria
Identify problems and locate information that may lead to solutions.

Identify alternatives to solve problems.

Assess the consequences of the alternatives.

Select and explain a proposed solution and course of action.

Develop a plan to implement the selected course of action.

Assess results and take corrective action.

COMMUNICATION

Standard
Demonstrate effective communication skills to give and receive information in school, community, and workplace.

Criteria
Locate, process, and convey information using traditional and technological tools.

Listen attentively and summarize key elements of verbal and non-verbal communication.

Give and receive feedback in a positive manner.

Read technical/ instructional materials for information and apply to specific tasks.

Write instructions, technical reports, and business communications clearly and accurately.

Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.
TEAMWORK

Standard
Demonstrate effective teamwork in school, community, and workplace.

Criteria
Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting). Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.

EMPLOYMENT FOUNDATIONS

Standard
Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.

Criteria
Apply academic knowledge and technical skills in a career context.
Select, apply, and maintain tools and technologies appropriate for the workplace.
Identify parts of organizations and systems and how they fit together.
Describe how work moves through a system.
Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems.

Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.

Explain and follow health and safety practices in the work environment.

Explain and follow regulatory requirements, security procedures, and ethical practices.

CAREER DEVELOPMENT

Standard
Demonstrate career development skills in planning for post high school experiences.

Criteria
Assess personal characteristics related to educational and career goals.
Research and analyze career and educational information.
Develop and discuss a current plan designed to achieve personal, educational, and career goals.
Monitor and evaluate educational and career goals.
Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

Certificate of Advanced Mastery Design and Implementation
Oregon Department of Education

http://www.ode.state.or.us/cimcam/

The intent of the CIM/CAM web page is to provide the latest information on the Certificate of Advanced Mastery and encourage broad-based discussion, reaction and input. Additional materials are posted at the CAM site as they become available.
The Oregon University System (OUS) has adopted new admission requirements for students to be admitted to Oregon's public universities. These new requirements are being phased in beginning with the fall term of 2001.

To be admitted to an OUS university, students will need to demonstrate their knowledge and skill in six academic content areas: English, mathematics, science, second languages, visual and performing arts, and social science.

The required knowledge and skills are defined in terms of standards and criteria; the new system of admission is known as the Proficiency-based Admission Standards System (PASS).

How is PASS connected to CIM and CAM?
The knowledge and skills students demonstrate through earning the Certificates of Initial and Advanced Mastery (CIM and CAM) serve as the foundation for PASS. As students earn their CIM in a content area—such as math—they may also be demonstrating proficiency in one or more of the PASS standards. Student work completed in a CAM program may also provide evidence of PASS proficiency.

PASS Rating Description

(E) Exemplary. The collection demonstrates an exemplary mastery of the standard and exhibits exceptional intellectual maturity or unique thinking, methods, or talents.

(H) Highly proficient. The collection demonstrates mastery of the standard at a level higher than entry-level college coursework.

(M) Meets the standard. The collection demonstrates that the student is prepared for entry-level college coursework.

(W) Working toward the standard. The collection approaches readiness for entry-level college coursework. The level of performance may be improved by:
- providing a broader variety of opportunities and conditions of assessment;
- providing sufficient evidence to address the range of criteria for the standard;
- enrolling in more classes that target this standard.

Note: The “working toward” level assumes that students are on track to meet the standard, provided they exert sustained effort through the normal progression of coursework to improve their knowledge and skills in this area. Seniors who are in the process of applying to college would need to make every effort before graduation to build a sufficient collection of evidence that meets the standard. The collection demonstrates that the student is prepared for entry-level college coursework. (M) Meets the standard

(N) Not meeting the standard. The collection contains evidence that the student is not prepared to do entry-level college coursework.
**Level and Rate Assessment Descriptors**

Jackie Buisman

Levels are described in terms of highest to lowest. Developmental levels may be described in numerical and/or semantic terms.

### LEVEL OF INSTRUCTION

<table>
<thead>
<tr>
<th>Scoring levels</th>
<th>Scoring Vocabulary</th>
<th>Scoring Descriptors</th>
<th>One’s knowledge may be described as:</th>
<th>One’s skill may be described as:</th>
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<tr>
<td>6</td>
<td>Exemplary</td>
<td>Exceptional; memorable; distinctive; sophisticated application of knowledge and skills.</td>
<td>Profound</td>
<td>Excellent; highly advanced</td>
</tr>
<tr>
<td>5</td>
<td>Strong</td>
<td>Exceed standard; shows thorough and effective application of knowledge and skills.</td>
<td>Advanced</td>
<td>Above expected level</td>
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<tr>
<td>4</td>
<td>Proficient</td>
<td>Standard; acceptable work that demonstrated application of essential knowledge and skills.</td>
<td>General; standard</td>
<td>Medium; midpoint; usual expected level</td>
</tr>
<tr>
<td>3</td>
<td>Developing</td>
<td>Does not yet meet standard; shows basic, but inconsistent application of knowledge and skills. Work has minor errors or omissions that detract from the overall quality. It may need further development.</td>
<td>Basic</td>
<td>Basic, not always at usual expected level</td>
</tr>
<tr>
<td>2</td>
<td>Emerging</td>
<td>Shows a partial application of knowledge and skills. It is typically superficial, fragmented or incomplete and needs considerable development before reflecting the proficient level. Work at this level may contain errors or omissions.</td>
<td>Limited</td>
<td>Below expectation</td>
</tr>
<tr>
<td>1</td>
<td>Beginning</td>
<td>Work shows little or no application of knowledge and skills. Work contains major errors or omissions.</td>
<td>Unfamiliar; no knowledge of content</td>
<td>Unskillful; inefficient; poor; inexperienced; underdeveloped</td>
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### RATE OF LEARNING

- **Fast**
  - Rapid learner
  - Needs no repetitions

- **About right**
  - Learns at expected pace
  - Needs few repetitions

- **Slow**
  - Very methodical and takes a lot of time
  - Mostly needs no repetitions but some need several
TAG Plan

Each sample has a TAG Plan form that addresses specific needs of the talented and gifted. The teacher may use the form to indicate the needs being addressed, benchmark worked on, and career related learning experiences an important component of CAM.

The career-related learning standards (CRLSs) are fundamental skills essential for success in employment, college, family and community life. These skills are taught throughout the curriculum, integrated with academic learning and emphasized in the students career-related learning experiences. The following categories are provided for teacher reference:

- Personal Management
- Problem Solving
- Communication
- Teamwork
- Employment Foundations
- Career Development

For the teacher who wants a blank TAG Plan by specific content area or areas, see the following pages 10 – 22. If the student has been identified as academically gifted but not intellectually gifted, the left hand column will not be filled out.

~Jackie Buisman
### Science, Math, Eng/LA, Social Science

#### TAG NEEDS Addressed

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<td>Math Advanced Vocabulary Development</td>
<td>Leadership Training/Career</td>
<td>Decision Making; Ethical Use of Influence</td>
<td>Leadership Training/Career</td>
<td>Decision Making; Ethical Use of Influence</td>
<td>Regular Interaction with Talented Math Peers</td>
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* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.
### Science, Math, Eng/LA

#### TAG NEEDS ADDRESSED

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<th>INTELLECTUALLY GIFTED</th>
<th>ACADEMICALLY TALENTED SCIENCE</th>
<th>ACADEMICALLY TALENTED MATH</th>
<th>ACADEMICALLY TALENTED ENG/LA</th>
<th>CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery</th>
<th>TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSING</th>
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| Advanced Critical Reasoning | Advanced Creative Thinking in Science | Advanced Creative Thinking in Math | Advanced Creative Thinking in LA | Personal Management | Science: | ☐ 1  
| Scholarly Interaction | Continuous Progress/Level and Rate in Science | Continuous Progress/Level and Rate in Math | Continuous Progress/Level and Rate in LA | Problem Solving | ☐ 2 |  
| Continuous Progress for Level and Rate | Challenging Science Resources | Challenging Math Resources | Challenging LA Resources | Communication | ☐ 3 |  
| Challenging Resources | Creative Problem Solving Strategies in Science | Creative Problem Solving Strategies in Math | Creative Problem Solving Strategies in LA | Teamwork | ☐ CIM |  
| Effecting Change | Science Advanced Vocabulary Development | Math Advanced Vocabulary Development | Advanced Vocabulary Development | Organizations and Systems | ☐ CAM |  
| Decision Making; Ethical Use of Influence | Leadership Training/Career | Leadership Training/Career | Leadership Training/Career | Employment Foundations |  |  
| Leadership Training/Career | Decision Making; Ethical Use of Influence | Decision Making; Ethical Use of Influence | Career Development | Career Development |  |  
| Realistic Goal Setting | Regular Interaction with Talented Science Peer | Regular Interaction with Talented Math Peers | Regular Interaction with Talented Science Peer |  |  |  
| Regular Interaction with Intellectual Peers | Advanced Academic Planning | Advanced Academic Planning | Advanced Academic Planning | Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts. | Math: | ☐ 1 |  
| Social-Emotional Issues; Support; Coping Strategies | Opportunity for Competition/Failures/Successes | Opportunity for Competition/Failures/Successes | Opportunity for Competition/Failures/Successes |  | ☐ 2 |  
| Opportunity for Competition/Failures/Successes | Creative Problem Solving with Real Problem/Audience | Realistic Goal Setting | Realistic Goal Setting |  | ☐ CIM |  
| Advanced Academic Planning | Pursuit of Advanced Level Research | Opportunity for Competition/Failures/Successes | Opportunity for Competition/Failures/Successes |  | ☐ CAM |  

Student ___________________________ Grade ________  
Teacher ___________________________ School ___________________________  
Date Initiated _____________ Date Completed _____________  
Check TAG Identification category:  
☐ Intellectual  ☐ Academic Math  ☐ Academic LA
### Science, Eng/LA

#### TAG Needs Addressed

<table>
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<th>Academically Talented Eng/LA</th>
<th>Career Related Learning Standards for CAM - Certificate of Advanced Mastery</th>
<th>Teacher Checks the Benchmark Level Student Is Pursuing</th>
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<td>Advanced Creative Thinking in LA</td>
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<td>Creative Problem Solving Strategies in LA</td>
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<td>Opportunity for Competition/Failures/Successes</td>
<td>Creative Problem Solving Strategies with Real Problem/Audience</td>
<td>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</td>
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Student ___________________________________________ Grade _____

Teacher ________________________ School ____________________

Date Initiated _____________ Date Completed _____________

Check TAG Identification category:
- [ ] Intellectual
- [ ] Academic Math
- [ ] Academic LA
### Science

#### TAG NEEDS ADDRESSED

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<th>ADVANCED SCIENCE KNOWLEDGE/SKILLS</th>
<th>CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery</th>
<th>TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING</th>
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<tr>
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<td>Teamwork</td>
<td>☐ 3</td>
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<td>Effecting Change</td>
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<td>Organizations and Systems</td>
<td>☐ CIM</td>
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<td>Career Development</td>
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<td>Realistic Goal Setting</td>
<td>Decision Making; Ethical Use of Influence</td>
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<tr>
<td>Regular Interaction with Intellectual Peers</td>
<td>Regular Interaction with Talented Science Peer</td>
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<tr>
<td>Social-Emotional Issues; Support; Coping Strategies</td>
<td>Realistic Goal Setting</td>
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<tr>
<td>Advanced Academic Planning</td>
<td>Opportunity for Competition/ Failures/Successes</td>
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<td>Creative Problem Solving Strategies in Science</td>
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<td>Creative Problem Solving with Real Problems/Audiences</td>
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<td>Leadership Training/Career</td>
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*Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.*

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Student ___________________________ Grade ________

Teacher ___________________________ School __________________

Date Initiated ___________ Date Completed ___________

Check TAG Identification category:

- Intellectual
- Academic Math
- Academic LA
### Science, Eng/LA, Social Science

#### TAG Needs Addressed

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<td>Challenging LA Resources</td>
<td>Continuous Progress/Level and Rate in Soc Science</td>
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<tr>
<td>Science:</td>
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<tr>
<td>1</td>
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Check TAG Identification category:

- Intellectual
- Academic Math
- Academic LA
## TAG Needs Addressed

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---

**Student** ____________________________  **Grade** ________

**Teacher** ____________________________  **School** ____________________________

**Date Initiated** ____________  **Date Completed** ____________

**Check TAG Identification category:**

- Intellectual
- Academic Math
- Academic LA

---

**Science:**

- 1
- 2
- 3
- CIM
- CAM

**Math:**

- 1
- 2
- 3
- CIM
- CAM

**Social Sci:**

- 1
- 2
- 3
- CIM
- CAM
# Math

## TAG Needs Addressed

### Intellectually Gifted
- Advanced Critical Reasoning
- Scholarly Interaction
- Continuous Progress for Level and Rate*
- Challenging Resources
- Effecting Change
- Decision Making; Ethical Use of Influence
- Leadership Training/Career
- Realistic Goal Setting
- Regular Interaction with Intellectual Peers
- Social-Emotional Issues; Support; Coping Strategies
- Advanced Academic Planning
- Opportunity for Competition/Failures/Successes
- Creative Problem Solving with Real Problems/Audience
- Pursuit of Advanced Level Research
- Advanced Vocabulary Development

### Academically Talented Math
- Advanced Creative Thinking in Math
- Continuous Progress/Level and Rate* in Math
- Challenging Math Resources
- Creative Problem Solving Strategies in Math
- Math Advanced Vocabulary Development
- Leadership Training/Career
- Decision Making; Ethical Use of Influence
- Regular Interaction with Talented Math Peers
- Realistic Goal Setting
- Opportunity for Competition/Failures/Successes
- Advanced Academic Planning in Math

### Career Related Learning Standards for CAM - Certificate of Advanced Mastery
- Personal Management
- Problem Solving
- Communication
- Teamwork
- Organizations and Systems
- Employment Foundations
- Career Development

*Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.

---

**Student** _____________________________ **Grade** ______

**Teacher** _____________________________ **School** _____________________________

**Date Initiated** _____________ **Date Completed** _____________

Check TAG Identification category:  
- [ ] Intellectual  
- [ ] Academic Math  
- [ ] Academic LA
## Math, Social Science

### TAG Needs Addressed

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<th>Academically Talented Social Science</th>
<th>Career Related Learning Standards for CAM - Certificate of Advanced Mastery</th>
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<td>Decision Making; Ethical Use of Influence</td>
<td>Career Development</td>
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| Student __________________________ | Grade _______

| Teacher __________________________ | School _____________________

| Date Initiated ___________ | Date Completed ___________ |

Check TAG Identification category:  
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- [ ] Academic Math  
- [ ] Academic LA
## Math, Science

### TAG NEEDS Addressed

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<td>☐ Career Development</td>
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<tr>
<th>TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING</th>
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<tbody>
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<td>☐ Math:</td>
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<td>☐ 1</td>
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<td>☐ 2</td>
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<tr>
<td>☐ 3</td>
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<td>☐ CIM</td>
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<tr>
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Date Initiated ____________ Date Completed ____________

Check TAG Identification category: ☐ Intellectual ☐ Academic Math ☐ Academic LA
## Eng/LA

### TAG NEEDS ADDRESSED

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<tr>
<td>Challenging Resources</td>
<td>Challenging LA Resources</td>
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<tr>
<td>Effecting Change</td>
<td>Creative Problem Solving Strategies in LA</td>
<td>Certificate of Advanced Mastery</td>
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<tr>
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Student ____________________________ Grade _________

Teacher ____________________________ School ____________________________

Date Initiated __________ Date Completed __________

Check TAG Identification category:  ☐ Intellectual  ☐ Academic Math  ☐ Academic LA
# Eng/LA, Social Science

## TAG NEEDS Addressed

### Intellectually
- Advanced Critical Reasoning
- Scholarly Interaction
- Continuous Progress for Level and Rate*
- Challenging Resources
- Decision Making; Ethical Use of Influence
- Leadership Training/Career
- Realistic Goal Setting
- Regular Interaction with Intellectual Peers
- Social-Emotional Issues; Support; Coping Strategies
- Advanced Academic Planning
- Opportunity for Competition/Failures/Successes
- Creative Problem Solving with Real Problems/Audience
- Pursuit of Advanced Level Research
- Advanced Vocabulary Development

* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.

### Academically Talented Eng/LA
- Advanced Creative Thinking in LA
- Continuous Progress/Level and Rate* in LA
- Challenging LA Resources
- Creative Problem Solving Strategies in LA
- Advanced Vocabulary Development
- Leadership Training/Career
- Decision Making; Ethical Use of Influence
- Regular Interaction with Talented LA Peer
- Realistic Goal Setting
- Opportunity for Competition/Failures/Successes
- Advanced Academic Planning in LA

### Academically Talented Social Studies
- Advanced Creative Thinking in Soc Science
- Continuous Progress/Level and Rate in Soc Science
- Challenging Soc Science Resources
- Creative Problem Solving Strategies in Soc Science
- Soc Science Advanced Vocabulary Development
- Leadership Training/Career
- Decision Making; Ethical Use of Influence
- Regular Interaction with Talented Soc Science Peer
- Realistic Goal Setting
- Opportunity for Competition/Failures/Successes
- Advanced Academic Planning in Social Studies

### Career Related Learning Standards for CAM - Certificate of Advanced Mastery
- Personal Management
- Problem Solving
- Communication
- Teamwork
- Organizations and Systems
- Employment Foundations
- Career Development

### Teacher Checks the Benchmark Level Student Is Pursuing

**English/LA:**
- 1
- 2
- 3
- CIM
- CAM

**Social Science:**
- 1
- 2
- 3
- CIM
- CAM

---

**Student ___________________________**  
**Teacher ___________________________**  
**School ___________________________**

**Date Initiated ____________**  
**Date Completed ____________**

Check TAG Identification category:  
- Intellectual  
- Academic Math  
- Academic LA
### TAG NEEDS Addressed

#### Academically Talented Eng/LA

- Advanced Creative Thinking in LA
- Continuous Progress/Level and Rate* in LA
- Challenging LA Resources
- Creative Problem Solving Strategies in LA
- Advanced Vocabulary Development
- Leadership Training/Career
- Decision Making; Ethical Use of Influence
- Regular Interaction with Talented LA Peer
- Realistic Goal Setting
- Opportunity for Competition/Failures/Successes
- Advanced Academic Planning in LA

#### Academically Talented Math

- Advanced Creative Thinking in Math
- Continuous Progress/Level and Rate in Math
- Challenging Math Resources
- Creative Problem Solving Strategies in Math
- Math Advanced Vocabulary Development
- Leadership Training/Career
- Decision Making; Ethical Use of Influence
- Regular Interaction with Talented Math Peers
- Realistic Goal Setting
- Opportunity for Competition/Failures/Successes
- Advanced Academic Planning in LA

#### Academically Talented Eng/LA

- Advanced Critical Reasoning
- Scholarly Interaction
- Continuous Progress for Level and Rate*
- Challenging Resources
- Effecting Change
- Decision Making; Ethical Use of Influence
- Leadership Training/Career
- Realistic Goal Setting
- Regular Interaction with Intellectual Peers
- Social-Emotional Issues; Support; Coping Strategies
- Advanced Academic Planning
- Opportunity for Competition/Failures/Successes
- Creative Problem Solving with Real Problems/Audience
- Pursuit of Advanced Level Research
- Advanced Vocabulary Development

* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.

---

**Student** ____________________________  **Grade** _______

**Teacher** ____________________________  **School** ________________

**Date Initiated** _____________  **Date Completed** ______________

Check TAG Identification category:  □ Intellectual  □ Academic Math  □ Academic LA
### Social Science

#### TAG Needs Addressed

<table>
<thead>
<tr>
<th>INTELLECTUALLY GIFTED</th>
<th>ACADEMICALLY TALENTED SOCIAL SCIENCE</th>
<th>CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery</th>
<th>TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Critical Reasoning</td>
<td>Advanced Creative Thinking in Soc Science</td>
<td>Personal Management</td>
<td>English/LA:</td>
</tr>
<tr>
<td>Scholarly Interaction</td>
<td>Continuous Progress/Level and Rate* in Soc Science</td>
<td>Problem Solving</td>
<td>□ 1</td>
</tr>
<tr>
<td>Challenging Resources</td>
<td>Challenging Soc Science Resources</td>
<td>Communication</td>
<td>□ 2</td>
</tr>
<tr>
<td>Continuous Progress for Level and Rate*</td>
<td>Creative Problem Solving Strategies in Soc Science</td>
<td>Teamwork</td>
<td>□ 3</td>
</tr>
<tr>
<td>Effecting Change</td>
<td>Soc Science Advanced Vocabulary Development</td>
<td>Organizations and Systems</td>
<td>CAM</td>
</tr>
<tr>
<td>Decision Making; Ethical Use of Influence</td>
<td>Leadership Training/Career</td>
<td>Employment Foundations</td>
<td></td>
</tr>
<tr>
<td>Leadership Training/Career</td>
<td>Decision Making; Ethical Use of Influence</td>
<td>Career Development</td>
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</tr>
<tr>
<td>Realistic Goal Setting</td>
<td>Regular Interaction with Talented Soc Science Peer</td>
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<td></td>
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</tr>
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</table>

#### Student

Student ____________________________________________________________ Grade ______

#### Teacher

Teacher ___________________________________________ School __________________________

Date Initiated ___________ Date Completed ___________

Check TAG Identification category: □ Intellectual □ Academic Math □ Academic LA
A scoring guide is an assessment tool used to judge the quality of student performance in relation to content standards. As an assessment tool, scoring guides provide specific criteria to describe a range of possible student responses and a consistent set of guidelines to rate student work. Use of scoring guides to assess a student’s work can provide:

- feedback about student progress toward meeting the benchmarks;
- a common vocabulary for discussing the standards across grade levels and across districts throughout the state;
- a vehicle for meaningful self-evaluation and self-reflection;
- a focus for meaningful peer feedback among students.

Use of Scoring Guides

Teachers who are supporting students in meeting the state standards need to become very familiar with the Official Scoring Guides. The official guides must be used to assess all work samples for the grades 3-10 benchmarks. Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers need to carefully align their classroom assessments to the criteria described on the scoring guide.

Science Student Work Permission Form available at this website also:

2001 - 2003 Scoring Guides

- Mathematics (Spanish | Russian)
- Science - Benchmark 2
- Science - Benchmark 3
- Science - CIM
- Speaking
- Writing (Spanish)

Student Language Scoring Guides

Teachers also need to develop ways for students to use the scoring guide effectively. The Official Scoring Guides have been translated into student language for this purpose. Some suggested practices to help students use these guides as learning tools include:

- guiding students in grouping their ideas into categories that match the scoring guide;
- having students write their own versions of the Official Scoring Guide (or even the student version);
- creating colorful classroom posters with key words, phrases, and pictures or graphics for each dimension of the scoring guide (students may create these);
- obtaining samples of student work to share with students, and teaching students to assess these using the scoring guide; applying the same process for peer feedback groups;
- comparing and contrasting b/weak examples to illustrate areas on the scoring guide;
- developing mini-lessons on common problem areas;
- having students track their own scores and track progress over time.

- Reading Checklists (Grades K-3)
- Reading Intermediate (Grades 4-5)
- Reading Secondary (Grades 6-12)
- Science Benchmark 2
- Science Benchmark 3
- Science CIM Benchmark
- Speaking Primary (Grades K-2)
- Speaking Elementary (Grade 3)
- Speaking Intermediate (Grade 5)
- Speaking Secondary (Grades 8-10)
- Writing Primary (Grades K-3)
- Writing Intermediate (Grades 4-6)
- Writing Middle School
- Writing High School
### Differentiated Curriculum Challenging High End Learners Addressing Oregon Standards & Benchmarks

#### Oregon Department of Education

**Science Inquiry Scoring Guide Benchmark 2 (5th Grade) 2002-2003**

<table>
<thead>
<tr>
<th>Forming a Question or Hypothesis</th>
<th>Designing an Investigation</th>
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</thead>
<tbody>
<tr>
<td>Make observations. Ask questions or form hypotheses based on those observations which can be explored through scientific investigations.</td>
<td>Design a simple scientific investigation to answer questions or test hypotheses.</td>
</tr>
<tr>
<td><strong>6</strong></td>
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</tr>
<tr>
<td>A) Explains the origin of the question or hypothesis based on background that is relevant to the investigation.</td>
<td>A) Records logical procedures with an obvious connection to the student's scientific knowledge. (Teacher guidance in safety and ethics is acceptable.)</td>
</tr>
<tr>
<td>N) Forms a question or hypothesis that can be answered or tested using data and provides focus for a simple scientific investigation.</td>
<td>N) Presents a practical design appropriate for answering the question or testing the hypothesis with evidence of recognition of some important variables.</td>
</tr>
<tr>
<td>C) Communicates (A) &amp; (N) clearly and effectively.</td>
<td>C) Communicates an organized design and detailed procedures.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td>A) Links background to the question or hypothesis.</td>
<td>A) Records logical procedures that imply a connection to student's scientific knowledge. (Teacher guidance in safety and ethics is acceptable.)</td>
</tr>
<tr>
<td>N) Forms a question or hypothesis that can be answered or tested using data gathered in a simple scientific investigation.</td>
<td>N) Presents a practical design for an investigation that addresses the question or hypothesis and attempts to provide a fair test.</td>
</tr>
<tr>
<td>C) Communicates (A) &amp; (N) clearly.</td>
<td>C) Communicates a plan and some procedures, but it may generally lack detail.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>A) Provides some support or background (prior knowledge, preliminary observations, or personal interest and experience) which is relevant to the investigation.</td>
<td>A) Records logical procedures with only minor flaws. (Teacher guidance in safety and ethics is acceptable.)</td>
</tr>
<tr>
<td>N) Forms a question or hypothesis that can be explored using data in a simple scientific investigation.</td>
<td>N) Presents a practical plan for an investigation that addresses the question or hypothesis.</td>
</tr>
<tr>
<td>C) Communicates (A) &amp; (N) understandably.</td>
<td>C) Communicates a plan and some procedures, but it may generally lack detail.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>A) Background is either irrelevant or missing.</td>
<td>A) Records generally logical procedures having flaws. (Teacher guidance in safety and ethics is acceptable.)</td>
</tr>
<tr>
<td>N) Forms a question or hypothesis that provides limited opportunity for data collection.</td>
<td>N) Presents a practical plan related to the topic that minimally addresses the question or hypothesis.</td>
</tr>
<tr>
<td>C) Communicates a question or hypothesis that is incomplete or only partially understandable.</td>
<td>C) Communicates an incomplete plan, with few procedures.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>A) Not Applicable</td>
<td>A) Records procedures that are significantly flawed. (Teacher guidance in safety and ethics, if offered, may not have been incorporated.)</td>
</tr>
<tr>
<td>N) Forms a question or hypothesis that cannot be explored through a simple scientific investigation.</td>
<td>N) Presents a plan somewhat related to the topic which may not address the question or hypothesis.</td>
</tr>
<tr>
<td>C) Communicates a question or hypothesis that is not understandable.</td>
<td>C) Communicates an incomplete plan that is difficult to follow.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>A) Not Applicable</td>
<td>A) Records procedures that are wholly inappropriate.</td>
</tr>
<tr>
<td>N) Not Applicable</td>
<td>N) Presents a plan that is impractical or unrelated to the topic.</td>
</tr>
<tr>
<td>C) Does not express the purpose of the investigation as either a question or a hypothesis.</td>
<td>C) Communicates a plan or procedures that cannot be followed.</td>
</tr>
</tbody>
</table>

[A= Application of Scientific Knowledge  N= Nature of Scientific Inquiry  C= Communication]
### Collecting and Presenting Data

- **Collect, organize, and summarize data from investigations.**

#### A) Records accurate data and/or observations consistent with complex procedures.
- N) Transforms data into a student-selected format that is most appropriate to clarify results.
- C) Designs a data table (or other format) for communicating observations and/or measurements which is efficient, organized and uses appropriate units.

#### Analyzing and Interpreting Results

- **Summarize, analyze and interpret data from investigations.**

#### A) Reports results and identifies simple relationships (e.g., connecting one variable to another).
- N) Not Applicable
- C) Explicitly uses results to address the question or hypothesis and illustrate simple relationships.

#### 6

#### 5

- **A) Reports results accurately and identifies obvious patterns (e.g., noting a pattern of change for one variable).**
- N) Not Applicable
- C) Explicitly uses results to address the question or hypothesis.

#### 4

- **A) Reports results accurately.**
- N) Not Applicable
- C) Responds to the question or hypothesis with some support from results.

#### 3

- **A) Reports results incompletely or in a misleading way.**
- N) Not Applicable
- C) Responds to the question or hypothesis without support from the results.

#### 2

- **A) Reports results inaccurately.**
- N) Not Applicable
- C) Provides a response(s) to the question or hypothesis that is unrelated to the investigation.

#### 1

- **A) Omits results in reports.**
- N) Not Applicable
- C) Does not respond to the question or hypothesis.

---

*A= Application of Scientific Knowledge N= Nature of Scientific Inquiry C= Communication*
### Oregon Department of Education

**SCIENCE INQUIRY SCORING GUIDE BENCHMARK 3 (8TH GRADE) 2002-2003 PAGE 1**

#### Forming a Question or Hypothesis
Based on observations and scientific concepts, ask questions or form hypotheses that can be explored through scientific investigations.

| A | Provides a focused rationale for the investigation by using the most relevant background scientific knowledge or preliminary observations. | N | Forms a question or hypothesis which can be answered or tested using data and that points toward an investigation of scientific relationships (e.g., dependency, correlation, causation). | C | Expresses question or hypothesis along with the application of background information clearly enough to imply an appropriate investigative design. |
|---|---|---|---|---|
| 6 | | | | |

| A | Provides background scientific knowledge or preliminary observations and shows how they are connected to the investigation. | N | Forms a question or hypothesis that can be answered or tested using data and provides focus for a scientific investigation. | C | Expresses question or hypothesis along with the explanation of background information clearly enough to imply an appropriate investigative approach. |
|---|---|---|---|---|
| 5 | | | | |

| A | Provides background information or observations relevant to the investigation. | N | Forms a question or hypothesis that can be answered or tested using data gathered in a scientific investigation. | C | Expresses a question or hypothesis along with background information. |
|---|---|---|---|---|
| 4 | | | | |

| A | Provides background science knowledge or preliminary observations that are either irrelevant or incomplete. | N | Forms a question or hypothesis that can be investigated using data but not directly answered or tested. | C | Either question, hypothesis or the explanation of background information is unclear or incomplete. |
|---|---|---|---|---|
| 3 | | | | |

| A | Provides background science knowledge or preliminary observations that are inappropriate or substantially incorrect. | N | Forms a question or hypothesis that cannot be investigated using data. | C | The question or hypothesis is included with no supporting explanation. |
|---|---|---|---|---|
| 2 | | | | |

| A | Background information not included. | N | Forms a question or hypothesis that cannot be answered or tested. | C | No hypothesis or question included. |
|---|---|---|---|---|
| 1 | | | | |

#### Designing an Investigation
Design a scientific investigation to answer a question or test a hypothesis.

| A | Proposes precise, safe and ethical procedure that demonstrates application of relevant scientific principles and procedures. | N | Presents a practical design that should provide data of sufficient quantity and quality to answer the question or test the hypothesis and investigate possible relationships (i.e., cause/effect). | C | Communicates a unified design and logical, detailed procedures that can be replicated. |
|---|---|---|---|---|
| 6 | | | | |

| A | Proposes logical, safe, and ethical procedures in a design with no scientific errors. | N | Presents a practical design that should provide data of sufficient quantity and quality to answer the question or test the hypothesis (i.e. fair test). | C | Communicates an organized design and detailed procedures. |
|---|---|---|---|---|
| 5 | | | | |

| A | Proposes logical, safe, and ethical procedures in a design with only minor scientific errors. | N | Presents a practical design that should provide data applicable for answering the question or testing the hypothesis, although the quantity of data may be insufficient. | C | Communicates a plan including important specific procedures. |
|---|---|---|---|---|
| 4 | | | | |

| A | Proposes safe, ethical procedures in a design that contains some significant scientific errors. | N | Presents a design that should provide data somewhat applicable to the question or hypothesis. | C | Communicates a general plan with few procedures, and generally lacks detail. |
|---|---|---|---|---|
| 3 | | | | |

| A | Uses little scientific knowledge or does not consistently use reasonable, safe, or ethical procedures in a proposed design. | N | Presents a design that is impractical or likely to produce flawed data. | C | Communicates an incomplete plan. |
|---|---|---|---|---|
| 2 | | | | |

| A | Uses minimal or incorrect scientific knowledge and unacceptable procedures in a proposed design. | N | Presents a design that will not provide applicable data. | C | Communicates a plan that is unclear or illogical. |
|---|---|---|---|---|
| 1 | | | | |

[A= Application of Scientific Knowledge  N= Nature of Scientific Inquiry  C= Communication]
### Collecting and Presenting Data
Collect, organize, and display sufficient data to support analysis.

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<tbody>
<tr>
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<td>A) Records accurate data completely consistent with complex procedures. N) Transforms data into graphic displays/formats that highlight information and patterns to support interpretation of relationships. C) Creates displays (e.g., data tables) for communicating observations or measurements, using appropriate units, precisely and thoroughly in a logical and organized fashion.</td>
</tr>
<tr>
<td>5</td>
<td>A) Records accurate data completely consistent with the planned procedure. N) Transforms data into displays/formats that present and clarify results and facilitate scientific analysis and interpretation. C) Creates displays (e.g., data tables) for communicating observations or measurements, using appropriate units, in a logical and organized fashion.</td>
</tr>
<tr>
<td>4</td>
<td>A) Records reasonable data consistent with the planned procedure. N) Chooses data transformations that are valid and complete (but do not necessarily facilitate scientific analysis and interpretation). C) Creates displays (e.g., data tables) for communicating observations or measurements, using appropriate units, in an organized fashion.</td>
</tr>
<tr>
<td>3</td>
<td>A) Records reasonable data consistent with the planned procedure with some obvious errors. N) Chooses data transformations that are sometimes invalid or incomplete. C) Creates displays for communicating observations or measurements that are somewhat incomplete or disorganized.</td>
</tr>
<tr>
<td>2</td>
<td>A) Records data inconsistent with the planned procedure. N) Chooses data transformations that are substantially incomplete. C) Creates displays for communicating observations or measurements that are substantially inaccurate, incomplete, or disorganized.</td>
</tr>
<tr>
<td>1</td>
<td>A) Records data unrelated to the planned procedure. N) Presents results in ways that are confusing or incorrect. C) Does not display data.</td>
</tr>
</tbody>
</table>

### Analyzing and Interpreting Results
Summarize and analyze data including possible sources of error. Explain results.

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<tr>
<td>6</td>
<td>A) Uses scientific concepts, models, and terminology to report results, discuss relationships, and propose explanations. N) Provides evidence that design, procedures, and results have been reviewed to identify some important limitations and sources of error. C) Explicitly analyzes the results of the investigation to support conclusions that address the question or hypothesis and any relationships discovered.</td>
</tr>
<tr>
<td>5</td>
<td>A) Uses scientific terminology to report results, identify patterns and propose explanations. N) Provides evidence that the design or procedures have been reviewed to identify some obvious limitations and sources of error. C) Explicitly uses the results of the investigation to support conclusions that address the question or hypothesis.</td>
</tr>
<tr>
<td>4</td>
<td>A) Uses scientific terminology with minimal errors to report results and identify patterns, and attempts to propose explanations. N) Provides evidence that the design or procedures have been reviewed to identify some obvious limitations or sources of error. C) Uses the results of the investigation to generate conclusions that address the question or hypothesis.</td>
</tr>
<tr>
<td>3</td>
<td>A) Uses scientific terminology with major errors to report results and identify obvious patterns, or fails to propose explanations. N) Provides evidence that the design or procedures have been reviewed, but reported errors are trivial or illogical. C) Develops conclusions related to the question or hypothesis, but support from the investigation is lacking.</td>
</tr>
<tr>
<td>2</td>
<td>A) Uses scientific terminology incorrectly to propose explanations to report results or to identify patterns or proposed explanations. N) Provides minimal evidence that the design or procedures have been reviewed and reports the investigation ignoring errors. C) Presents conclusions that are not clearly related to the question or hypothesis.</td>
</tr>
<tr>
<td>1</td>
<td>A) Does not relate explanation to investigation or explanation has been omitted. N) Does not review or report the investigation. C) Develops conclusions unrelated to the question or hypothesis.</td>
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</tbody>
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<td>A) Provides a focused rationale for the investigation by using the most relevant background scientific knowledge or preliminary observations.</td>
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<td>N) Forms a question or hypothesis which can be answered or tested using data and that points toward an investigation of scientific relationships (e.g., dependency, correlation, causation).</td>
<td>N) Presents a practical design that should provide data of sufficient quantity and quality to answer the question or test the hypothesis and investigate possible relationships (i.e., cause/effect).</td>
</tr>
<tr>
<td>C) Expresses question or hypothesis along with the application of background information clearly enough to imply an appropriate investigative design.</td>
<td>C) Communicates a unified design and logical, detailed procedures that can be replicated.</td>
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<td>A) Provides background information or observations relevant to the investigation.</td>
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</tr>
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<td>N) Forms a question or hypothesis that can be answered or tested using data gathered in a scientific investigation.</td>
<td>N) Presents a practical design that should provide data applicable for answering the question or testing the hypothesis, although the quantity of data may be insufficient.</td>
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<td>C) Either question, hypothesis or the explanation of background information is either irrelevant or incomplete.</td>
<td>C) Communicates a general plan with few procedures, and generally lacks detail.</td>
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<tr>
<td>A) Provides background science knowledge or preliminary observations that are inappropriate or substantially incorrect.</td>
<td>A) Uses little scientific knowledge or does not consistently use reasonable, safe, or ethical procedures in a proposed design.</td>
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<tr>
<td>N) Forms a question or hypothesis that cannot be investigated using data.</td>
<td>N) Presents a design that is impractical or likely to produce flawed data.</td>
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<tr>
<td>C) The question or hypothesis is included with no supporting explanation.</td>
<td>C) Communicates an incomplete plan.</td>
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<tr>
<td>3</td>
<td>A) Records reasonable data consistent with the planned procedure with some obvious errors. N) Chooses data transformations that are sometimes invalid or incomplete. C) Creates displays for communicating observations or measurements that are somewhat incomplete or disorganized.</td>
</tr>
<tr>
<td>2</td>
<td>A) Records data inconsistent with the planned procedure. N) Chooses data transformations that are substantially incomplete. C) Creates displays for communicating observations or measurements that are substantially inaccurate, incomplete, or disorganized.</td>
</tr>
<tr>
<td>1</td>
<td>A) Records data unrelated to the planned procedure. N) Presents results in ways that are confusing or incorrect. C) Does not display data.</td>
</tr>
</tbody>
</table>

### Analyzing and Interpreting Results
Summarize and analyze data including possible sources of error. Explain results and offer reasonable and accurate interpretations and implications.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>A) Uses scientific concepts, models, and terminology to report results, discuss relationships, and propose explanations. N) Provides evidence that design, procedures, and results have been reviewed to identify some important limitations and sources of error. C) Explicitly analyzes the results of the investigation to support conclusions that address the question or hypothesis and any relationships discovered.</td>
</tr>
<tr>
<td>5</td>
<td>A) Uses scientific terminology to report results, identify patterns and propose explanations. N) Provides evidence that the design or procedures have been reviewed to identify some obvious limitations and sources of error. C) Explicitly uses the results of the investigation to support conclusions that address the question or hypothesis.</td>
</tr>
<tr>
<td>4</td>
<td>A) Uses scientific terminology with minimal errors to report results and identify patterns, and attempts to propose explanations. N) Provides evidence that the design or procedures have been reviewed to identify some obvious limitations or sources of error. C) Uses the results of the investigation to generate conclusions that address the question or hypothesis.</td>
</tr>
<tr>
<td>3</td>
<td>A) Uses scientific terminology with major errors to report results and identify obvious patterns, or fails to propose explanations. N) Provides evidence that the design or procedures have been reviewed, but reported errors are trivial or illogical. C) Develops conclusions related to the question or hypothesis, but support from the investigation is lacking.</td>
</tr>
<tr>
<td>2</td>
<td>A) Uses scientific terminology incorrectly to propose explanations to report results or to identify patterns or proposed explanations. N) Provides minimal evidence that the design or procedures have been reviewed and reports the investigation ignoring errors. C) Presents conclusions that are not clearly related to the question or hypothesis.</td>
</tr>
<tr>
<td>1</td>
<td>A) Does not relate explanation to investigation or explanation has been omitted. N) Does not review or report the investigation. C) Develops conclusions unrelated to the question or hypothesis.</td>
</tr>
</tbody>
</table>

[A= Application of Scientific Knowledge  N= Nature of Scientific Inquiry  C= Communication]
### Conceptual Understanding

Interpreting the concepts of the task and translating them into mathematics

**WHAT?**

- **6** The translation of the task is enhanced through connections and/or extensions to other mathematical ideas
- **5** The translation of the task into mathematical concepts is thoroughly developed
- **4** The translation of the task into adequate mathematical concepts using relevant information is completed
- **3** The translation of the major concepts of the task is partially completed and/or partially displayed.
- **2** The translation of the task is underdeveloped, sketchy and/or may be flawed
- **1** The translation of the task uses inappropriate concepts or is minimal or not evident

### Processes & Strategies

Choosing strategies that can work, and then carrying out the strategies chosen

**HOW?**

- **6** Elegant, complex and/or enhanced mathematical processes/strategies are completed
- **5** Pictures, models, diagrams, and/or symbols used to solve the task are thoroughly developed
- **4** Pictures, models, diagrams, and/or symbols are complete
- **3** Pictures, models, diagrams, and/or symbols may be only partially useful and/or partially recorded
- **2** Pictures, models, diagrams, and/or symbols used are underdeveloped or sketchy
- **1** Pictures, models, diagrams, and/or symbols are ineffective, minimal, not evident, or may conflict with their solution

### Verification

In addition to solving the task, evidence of a second look at the concepts/strategies/calculations to defend a solution

**DEFEND!**

- **6** The review is related to the task, and enhanced, possibly by using a different perspective as the defense
- **5** The review is a thoroughly developed look at the concepts/strategies/calculations in relation to the task
- **4** The review is completed (concepts/strategies/calculations), and supports a solution
- **3** The review is partially completed, partially recorded, and/or partially effective
- **2** The review is underdeveloped or sketchy (e.g., focusing only on their answer or its reasonableness)
- **1** The review is ineffective, minimal, inappropriate and/or not evident

### Communication

Using pictures, symbols, and/or vocabulary to convey the path to the identified solution

**THE CONNECTING PATH!**

- **6** The connecting path is enhanced (e.g., graphics, examples) allowing the reader to move easily and make connections from one thought to another.
- **5** The path connecting concepts, strategies, and/or verification to the identified solution is thoroughly developed
- **4** The path connecting concepts, strategies, and/or verification to the identified solution is complete
- **3** The path connecting concepts, strategies, and/or verification to the solution is partially complete, and/or partially displayed with significant gaps
- **2** The path connecting concepts, strategies, and/or verification toward a solution is underdeveloped or sketchy.
- **1** The path connecting concepts, strategies, and/or verification toward a solution is ineffective, minimal or not evident

### Accuracy

<table>
<thead>
<tr>
<th>5)</th>
<th>4)</th>
<th>1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer given is mathematically justifiable and supported by the work.</td>
<td>The answer given is adequate and/or it may contain a minor error, but no additional instruction appears necessary.</td>
<td>The answer given is incorrect, incomplete or correct but conflicts with the work.</td>
</tr>
</tbody>
</table>

http://www.ode.state.or.us/asmt/resource/scorguides/mathsg.htm
Oregon Department of Education
WRITING SCORING GUIDE
IDEAS AND CONTENT

6
The writing is exceptionally clear, focused, and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by

- clarity, focus, and control.
- main idea(s) that stand out.
- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.
- a thorough, balanced, in-depth explanation / exploration of the topic; the writing makes connections and shares insights.
- content and selected details that are well-suited to audience and purpose.

4
The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by

- an easily identifiable purpose.
- clear main idea(s).
- supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.
- a topic that is explored / explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.
- content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose.

5
The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by

- clarity, focus, and control.
- main idea(s) that stand out.
- supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.
- a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights.
- content and selected details that are well-suited to audience and purpose.

2
Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by

- a purpose and main idea(s) that may require extensive inferences by the reader.
- minimal development; insufficient details.
- irrelevant details that clutter the text.
- extensive repetition of detail.

1
The writing lacks a central idea or purpose. The writing is characterized by

- ideas that are extremely limited or simply unclear.
- attempts at development that are minimal or nonexistent; the paper is too short to demonstrate the development of an idea.

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The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of "writing to be read." The writing is expressive, engaging, or sincere. The writing is characterized by

- an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.).

- a exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.

- a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.

Technical writing may require greater distance.).

- a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.

- a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.

4
A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of "writing to be read." In places, the writing is expressive, engaging, or sincere. The writing is characterized by

- a questionable or inconsistent level of closeness to or distance from the audience.

- a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places.

- liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.

5
The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of "writing to be read." The writing is expressive, engaging, or sincere. The writing is characterized by

- an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting.

- a questionable or inconsistent level of closeness to or distance from the audience.

- a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places.

- liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.

2
The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by

- little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.

- a voice that is likely to be overly informal and personal.

- a lack of audience awareness; there is little sense of "writing to be read."

- little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.

1
The writing seems to lack a sense of involvement or commitment. The writing is characterized by

- no engagement of the writer; the writing is flat and lifeless.

- a lack of audience awareness; there is no sense of "writing to be read."

- no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

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WRITING SCORING GUIDE

WORD FLUENCY

6 Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by
- accurate, strong, specific words; powerful words energize the writing.
- fresh, original expression; slang, if used, seems purposeful and is effective.
- vocabulary that is striking and varied, but that is natural and not overdone.
- ordinary words used in an unusual way.
- words that evoke clear images; figurative language may be used.

4 Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by
- words that work but do not particularly energize the writing.
- expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.
- attempts at colorful language that may occasionally seem overdone.
- occasional overuse of technical language or jargon.
- rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.

5 Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by
- accurate, specific words; word choices energize the writing.
- fresh, vivid expression; slang, if used, seems purposeful and is effective.
- vocabulary that may be striking and varied, but that is natural and not overdone.

3 Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of "generic" paper filled with familiar words and phrases. The writing is characterized by
- words that work, but that rarely capture the reader's interest.

2 Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by
- words that are colorless, flat or imprecise.
- monotonous repetition or overwhelming reliance on worn expressions that repeatedly detract from the message.
- images that are fuzzy or absent altogether.

1 The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by
- general, vague words that fail to communicate.
- an extremely limited range of words.
- words that simply do not fit the text; they seem

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Oregon Department of Education
WRITING SCORING GUIDE
SENTENCE FLUENCY

6
The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by

- a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.
- extensive variation in sentence structure, length, and beginnings that add interest to the text.
- sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.
- varied sentence patterns that create an effective combination of power and grace.
- strong control over sentence structure; fragments, if used at all, work well.
- stylistic control; dialogue, if used, sounds natural.
- control over sentence structure; fragments, if used at all, work well.
- stylistic control; dialogue, if used, sounds natural.
- good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.
- sentences which, although functional, lack energy.
- lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.

4
The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by

- a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.
- some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.
- strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.
- occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.

5
The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by

- a natural, fluent sound; it glides along with one sentence flowing into the next.
- variation in sentence structure, length, and beginnings that add interest to the text.
- sentence structure that enhances meaning.
- some passages that invite fluid oral reading; however, others do not.
- some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns.
- text that does not invite--and may not even permit--smooth oral reading.
- confusing word order that is often jarring and irregular.
- sentence structure that frequently obscures meaning.
- sentences that are disjointed, confusing, or rambling.

2
The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by

- significant portions of the text that are difficult to follow or read aloud.
- sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).
- a significant number of awkward, choppy, or rambling constructions.

1
The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by

- text that does not invite--and may not even permit--smooth oral reading.
- confusing word order that is often jarring and irregular.
- sentence structure that frequently obscures meaning.
- sentences that are disjointed, confusing, or rambling.

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Oregon Department of Education
WRITING SCORING GUIDE
CONVENTIONS

6
The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by:

- strong control of conventions; manipulation of conventions may occur for stylistic effect.
- strong, effective use of punctuation that guides the reader through the text.
- correct capitalization; errors, if any, are minor.
- correct spelling, even of more difficult words.
- paragraph breaks that reinforce the organizational structure.
- correct capitalization; errors, if any, are minor.
- correct grammar and usage that contribute to clarity and style.
- skill in using a wide range of conventions in a sufficiently long and complex piece.
- little need for editing.
- effective use of punctuation that guides the reader through the text.
- correct capitalization; errors, if any, are minor.
- occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.
- moderate need for editing.

5
The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by:

- strong control of conventions.
- control over conventions used, although a wide range is not demonstrated.
- correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.
- spelling that is usually correct, especially on common words.
- basically sound paragraph breaks that reinforce the organizational structure.
- some control over basic conventions; the text may be too simple to reveal mastery.
- end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.
- spelling errors that distract the reader; misspelling of common words occurs.
- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
- errors in grammar and usage that do not block meaning but do distract the reader.
- significant need for editing.

4
The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by:

- control over conventions used, although a wide range is not demonstrated.
- correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.
- spelling that is usually correct, especially on common words.
- basically sound paragraph breaks that reinforce the organizational structure.
- control over conventions used, although a wide range is not demonstrated.
- correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.
- spelling that is usually correct, especially on common words.
- basically sound paragraph breaks that reinforce the organizational structure.
- significant need for editing.

3
The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by:

- some control over basic conventions; the text may be too simple to reveal mastery.
- end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.
- spelling errors that distract the reader; misspelling of common words occurs.
- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
- errors in grammar and usage that do not block meaning but do distract the reader.
- significant need for editing.

2
The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors are evident and begin to impede readability. The writing is characterized by:

- some control over basic conventions; the text may be too simple to reveal mastery.
- end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.
- spelling errors that distract the reader; misspelling of common words occurs.
- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
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- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
- errors in grammar and usage that do not block meaning but do distract the reader.
- significant need for editing.

6
The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by:

- strong control of conventions; manipulation of conventions may occur for stylistic effect.
- strong, effective use of punctuation that guides the reader through the text.
- correct capitalization; errors, if any, are minor.
- correct spelling, even of more difficult words.
- paragraph breaks that reinforce the organizational structure.
- correct capitalization; errors, if any, are minor.
- correct grammar and usage that contribute to clarity and style.
- skill in using a wide range of conventions in a sufficiently long and complex piece.
- little need for editing.
- effective use of punctuation that guides the reader through the text.
- correct capitalization; errors, if any, are minor.
- occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.
- moderate need for editing.

5
The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by:

- strong control of conventions.
- control over conventions used, although a wide range is not demonstrated.
- correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.
- spelling that is usually correct, especially on common words.
- basically sound paragraph breaks that reinforce the organizational structure.
- some control over basic conventions; the text may be too simple to reveal mastery.
- end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.
- spelling errors that distract the reader; misspelling of common words occurs.
- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
- errors in grammar and usage that do not block meaning but do distract the reader.
- significant need for editing.

4
The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by:

- control over conventions used, although a wide range is not demonstrated.
- correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.
- spelling that is usually correct, especially on common words.
- basically sound paragraph breaks that reinforce the organizational structure.
- control over conventions used, although a wide range is not demonstrated.
- correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.
- spelling that is usually correct, especially on common words.
- basically sound paragraph breaks that reinforce the organizational structure.
- significant need for editing.

3
The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by:

- some control over basic conventions; the text may be too simple to reveal mastery.
- end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.
- spelling errors that distract the reader; misspelling of common words occurs.
- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
- errors in grammar and usage that do not block meaning but do distract the reader.
- significant need for editing.

2
The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors are evident and begin to impede readability. The writing is characterized by:

- some control over basic conventions; the text may be too simple to reveal mastery.
- end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.
- spelling errors that distract the reader; misspelling of common words occurs.
- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
- errors in grammar and usage that do not block meaning but do distract the reader.
- significant need for editing.

1
The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors are evident and begin to impede readability. The writing is characterized by:

- some control over basic conventions; the text may be too simple to reveal mastery.
- end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.
- spelling errors that distract the reader; misspelling of common words occurs.
- paragraphs that sometimes run together or begin at ineffective places.
- capitalization errors.
- errors in grammar and usage that do not block meaning but do distract the reader.
- significant need for editing.
2. The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by:

- little control over basic conventions.
- many end-of-sentence punctuation errors; internal punctuation contains frequent errors.
- spelling errors that frequently distract the reader; misspelling of common words often occurs.
- paragraphs that often run together or begin in ineffective places.
- capitalization that is inconsistent or often incorrect.
- errors in grammar and usage that interfere with readability and meaning.
- substantial need for editing.

1. Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by:

- very limited skill in using conventions.
- basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.
- frequent spelling errors that significantly impair readability.
- paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.
- capitalization that appears to be random.
- a need for extensive editing.
6 The writing demonstrates exceptionally strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. The writer has

- acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority.
- paraphrased all quoted materials; errors, if any, are minor.
- provided specific in-text documentation for each borrowed item.
- provided a bibliography page listing every source cited in the paper; omitted sources that were consulted but not used.

4 The writing demonstrates a commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Minor errors, while perhaps noticeable, do not blatantly violate the rules of documentation. The writer has

- acknowledged borrowed material by sometimes introducing the quotation or paraphrase with the name of the authority.
- punctuated all quoted materials; errors, while noticeable, do not impede understanding.
- paraphrased material by rewriting using writer’s style and language.
- provided in-text documentation for most borrowed material.
- provided a bibliography page listing every source cited in the paper; included sources that were consulted but not used.

5 The writing demonstrates a strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writer has

- acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority; key phrases are directly quoted so as to give full credit where credit is due.
- punctuated all quoted materials; errors are minor.
- paraphrased material by rewriting using writer’s style and language.
- provided specific in-text documentation for borrowed material.
- included paraphrased material that is not properly documented.
- paraphrased material by simply rearranging sentence patterns.

2 The writing demonstrates little commitment to the quality and significance of research and the accuracy of the written document. Frequent errors in documentation result in instances of plagiarism and often do not enable the reader to check the source. The writer has

- enclosed quoted materials within quotation marks; however, incorrectly used commas, colons, semicolons, question marks or exclamation marks that are part of the quoted material.
- attempted paraphrasing but included words that should be enclosed by quotation marks or rephrased into the writer’s language and style.
- altered the essential ideas of the source.
- included citations that incorrectly identify reference sources.

1 The writing demonstrates disregard for the conventions of research writing. Lack of proper documentation result in plagiarism and do not enable the reader to check the source. The writer has

- borrowed abundantly from an original source, even to the point of retaining the essential wording.
- no citations that credit source material.
- included words or ideas from a source without providing quotation marks.
- no bibliography page listing sources that were used.

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**SPEAKING: IDEAS AND CONTENT**

**6** The content is extremely clear, focused and well-suited to audience and purpose. Main ideas significantly draw the audience’s attention and are developed by strong and compelling supporting details. The communication is characterized by

- an extremely clear, focused purpose and main ideas.
- carefully selected supporting details that are significant and command the audience’s attention.
- insightful, complex connections or conclusions; more than one perspective may be included.
- use and citation of a variety of conventional and creative resources, when appropriate, that provide accurate and credible support.
- an impressive and creative adaptation of content and details

**5** The content is clear, focused and well-suited to audience and purpose. Main ideas stand out and are developed by strong supporting detail. The communication is characterized by

- a clear, focused purpose and main ideas.
- strong supporting details that contribute to the audience’s understanding.
- insightful connections or conclusions although only one perspective may be included.
- use and citation of resources, when appropriate, that provide accurate and credible support.
- a highly successful attempt to adapt content and details to audience and purpose.

**4** The content is clear, focused, and appropriate to audience and purpose although it may be limited or general. The communication is characterized by

- a clear purpose and main ideas.
- supporting details that are relevant, but may not be consistently strong.
- valid connections or conclusions although only one perspective may be included.
- use and citation of resources, when appropriate, that provide accurate and adequate support.
- a successful attempt to adapt content and details to the audience and purpose.

**3** The content is clear and appropriate to audience and purpose although it may be overly broad or simplistic. Support is present but may lack development or relevance. The communication is characterized by

- identifiable main ideas and purpose that may be slightly unfocused.
- supporting details that are often limited, overly general or slightly off-topic.
- connections or conclusions that seem to echo observations heard elsewhere and offer no new insights.
- use of resources that do not provide consistently strong, accurate or credible support.
- an attempt to adapt content and details to the audience and purpose.

**2** The content requires extensive inferences by the audience. Development is attempted but is minimal or may be unsuited to audience and purpose. The communication is characterized by

- an unclear purpose and/or main ideas.
- too little supporting detail or too much irrelevant, inaccurate or redundant material.
- connections or conclusions that present internal contradictions or inconsistencies.
- reliance on questionable sources, clichés or stereotypes.
- minimal or unsuccessful attempts to take the audience or purpose into account.

**1** The content lacks an apparent purpose or central theme. The communication is characterized by

- no apparent purpose or main ideas.
- confusing or missing supporting detail; the communication may be too short to demonstrate the development of an idea.
- a lack of knowledge and/or understanding of the topic.
- inaccurate interpretation of a resource, or disregard for resources other than personal experience or opinions.
- no discernible attempt to take the audience or purpose into account.

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SPEAKING: ORGANIZATION

6 The organization enhances the main ideas and their development. The order and structure are strong and support the audience’s understanding and involvement. The communication is characterized by

- a strong, creative introduction that brings the audience to the topic and creates a desire to hear more.
- a clear, complex organizational structure that enhances the purpose and message.
- smooth, well-designed transitions that contribute to the message.
- details that are carefully selected and strategically placed for optimum impact.
- an imaginatively designed conclusion that matches the content and purpose of the speech.

5 The organization enhances the main ideas and their development. The order and structure support the audience’s understanding. The communication is characterized by

- a highly effective introduction that brings the audience to the topic.
- a clear organizational structure that enhances the audience’s understanding of the purpose and message.
- smooth transitions.
- carefully selected details that are placed for impact.
- a well-designed conclusion that matches the content and purpose of the speech.

4 The organization is easy to follow but may seem stilted, overly obvious, or not consistently effective. The communication is characterized by

- an effective introduction that brings the audience to the topic.
- a clear organizational structure that is relatively easy to follow.
- transitions that work, but that may be formulaic or predictable.
- details that fit within a planned structure.
- a planned conclusion that may lack subtlety, but still matches the content and purpose of the speech.

3 The organization has been attempted but the overall structure is inconsistent or skeletal. The communication is characterized by

- an introduction that is either underdeveloped or awkward.
- organizational structure that is occasionally unclear.
- transitions that usually work, but may be repetitive or sometimes unclear.
- details that sometimes leave the audience confused.
- a conclusion that is underdeveloped, obvious, or fails to match the content and purpose of the speech.

2 The organization lacks a clear structure. An occasional organizational device is discernible; however, the communication is difficult to follow or too short to demonstrate organizational skills adequately. The communication is characterized by

- an introduction extremely undeveloped, or missing.
- a limited organizational structure that is confusing.
- transitions that are ineffective, overused or missing.
- random details that do not fit within the limited structure.
- a conclusion that is extremely undeveloped, or missing.

1 The organization lacks structure. An occasional organizational device may be discernible; however, the communication is extremely difficult to follow or too short to demonstrate organizational skills. The communication is characterized by

- a missing or unrelated introduction.
- no apparent organizational structure; it is difficult to follow the message or understand the purpose.
- no transitions.
- isolated details that have no apparent relationship or purpose.
- a missing or unrelated conclusion.
SPEAKING: LANGUAGE

6 The language is original, with a wide range of words carefully selected to impact the purpose and impress the audience. The intended message is conveyed clearly and word choice is precise and vivid. The communication is characterized by
   - fresh, colorful, precise language that makes a strong and purposeful impact.
   - impressive figurative or creative language that evokes clear images and an appropriate emotional response from the audience.
   - slang or jargon that, if used, skillfully enhances the message or purpose.
   - clear command of the technical language necessary to make the content of the speech clear.
   - correct grammar and usage.

5 The language is original with a variety of carefully selected words to impact the purpose. The intended message is conveyed clearly and vividly. The communication is characterized by
   - precise, descriptive language that makes a strong impact.
   - figurative or creative language that, if used, evokes clear images and an appropriate emotional response from the audience.
   - slang or jargon that, if used, enhances the message or purpose.
   - effective use of the technical language necessary to make the content of the speech clear.
   - grammar and usage that are almost entirely correct.

4 The language is original, functional and appropriate to audience and purpose. The intended message is conveyed clearly, but word choice may be somewhat lacking in vividness, precision, or interest. The communication is characterized by
   - words that work but do not create a strong impact.
   - attempts at colorful language that occasionally evoke an appropriate emotional response from the audience, but at times may seem awkward or overdone.
   - slang or jargon that, if used, does not detract from the message or purpose.
   - competent, practiced use of the technical language necessary to make the content of the speech clear.
   - grammar and usage that are usually correct.

3 The language is quite ordinary, lacking precision, variety and clarity; or it reveals a limited sense of audience and purpose. The communication is characterized by
   - words that rarely hold the audience’s interest; occasional mundane expressions or clichés.
   - attempts at colorful language that, if present, are awkward and forced.
   - slang or jargon that is sometimes inappropriate or ineffective.
   - attempts to use technical language to make the content clear.
   - distracting lapses in grammar and usage.

2 The language is awkward, repetetive or misused with a very limited sense of audience and purpose. The communication is characterized by
   - words that are flat or vague; colorful language, if used, is exaggerated and forced.
   - inappropriate or ineffective use of slang or jargon.
   - misunderstood, misused or underused technical language.
   - frequent errors in grammar and usage that interfere with meaning.

1 The language is extremely limited or so misused that the meaning is obscured with no sense of audience and purpose. The communication is characterized by
   - words that are vague, inadequate or just plain wrong; no attempt to use colorful language.
   - inappropriate or ineffective use of slang or jargon.
   - no evidence of ability to use technical language.
   - significant errors in grammar and usage that may compromise meaning and speaker credibility.

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SPEAKING: DELIVERY

6 The speaker demonstrates skillful control of technique and an ability to use technique to bring about a thoughtful response in the audience. The communication is characterized by

- consistently effective eye contact that commands audience involvement.
- exceptionally clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns.
- outstanding variations in rate, volume, tone, and voice inflection that are designed to impact the purpose and message.
- superior fluent delivery.
- exceptional use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to effectively impact the audience’s understanding of the message.

5 The speaker demonstrates skillful control of technique. The communication is characterized by

- effective eye contact that supports audience involvement.
- clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns.
- effective variations in rate, volume, tone, and voice inflection that are appropriate to audience and purpose.
- fluent delivery.
- strong use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to effectively impact the audience’s understanding of the message.

4 The speaker demonstrates control of technique. Minor weaknesses, while perhaps noticeable, do not detract from the message and purpose. The communication is characterized by

- eye contact that is present but may not be made consistently with all members of the audience.
- mostly clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns.
- effective rate, volume, tone, and voice inflection that are appropriate to audience and purpose.
- generally fluent delivery.
- appropriate use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that helps convey the message.

3 The speaker demonstrates limited control of technique. Though the delivery may have effective moments, weaknesses, such as reading the content, detract from the message and purpose. The communication is characterized by

- minimal eye contact with audience; some reading of content.
- some rate or volume inadequacies; little variation in tone and voice inflection.
- a somewhat halting delivery with frequent space fillers such as "um," "like," "you know," "whatever."
- inconsistent use of appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence).

2 The speaker demonstrates little control of technique. Problems are significant and numerous and interfere with audience’s ability to understand and maintain interest. The communication is characterized by

- little or no eye contact; speaker reads the content.
- frequent unclear enunciation or incorrect pronunciation.
- rate that is too fast or too slow; volume that is too loud or too soft; a monotone or highly erratic voice inflection.
- a halting delivery with frequent distracting space fillers such as "um," "like," "you know," "whatever."
- few, if any, appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence).

1 The speaker is unable to develop rapport with the audience. Lack of clarity or distracting errors and gestures impede meaning. The communication is characterized by

- no eye contact; total dependence on notes.
- unclear enunciation or pronunciation that is frequently incorrect.
- rate that is too fast or too slow; a monotone or too soft to hear.
- a halting delivery that seriously detracts from the speaker’s credibility and message.
- nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that, if used, are distracting.

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