

ENGLISH Standards for 2005-06

TRANSITIONS



**A Framework of Oregon Standards
to Prepare Middle- and High-School Students
for College Success**

SPONSORED BY:
Oregon University System
Oregon Department of Education
Department of Community Colleges
& Workforce Development



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This document and the *Transitions* documents for other content areas are available as PDFs on the PASS website, www.ous.edu/pass

Introduction

This *Transitions* document illustrates the aligned academic standards for English that Oregon educators have identified for Grade 8 through college entry.

- The Grade 8 standards describe what students should know to move successfully into high school coursework and meet the expectations of an increasingly complex curriculum.
- The High School standards define initial mastery of basic high school knowledge and skills. These standards support students as they move from high school to their future roles as family members, college students, workforce participants, and citizens.
- The High School-to-College standards are based on the Proficiency-based Admission Standards System (PASS) used by the Oregon University System (OUS). OUS uses the PASS standards and assessments to define and measure the knowledge and skills students need for a successful transition from high school to college.

Each document in the *Transitions* series supplements:

1. the *PASS Guides to Teaching and Assessing Proficiency for University Admission* in each content area (available through the *documents/standards-assess* link at <http://pass.ous.edu/>) and
2. the *Oregon Standards Newspaper* (available from the *Publications* link at <http://www.ode.state.or.us/>). Note that in the columns for Grade 8 and High School standards, the italicized text defines eligible content that may appear on the Oregon Statewide Assessments.

Oregon is a leader among states in identifying and adopting an aligned framework of K-16 academic standards. The *Transitions* documents will be useful to those who guide students through their transitions from middle school to high school and from high school to community college, the university, and beyond.

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OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

READING

DECODING AND WORD RECOGNITION

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

VOCABULARY

Determine meanings of words using contextual and structural clues.

Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses.

READ TO PERFORM A TASK

Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.

Understand and explain the use of a complex mechanical device by following technical directions.

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DECODING AND WORD RECOGNITION

Read at an independent and instructional reading level appropriate to grade level.

VOCABULARY

Determine meanings of words using contextual and structural clues.

Identify and use the literal and figurative meanings of words and phrases.

Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.

Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.

Understand technical vocabulary in subject area reading.

READ TO PERFORM A TASK

Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.

Analyze the structure and format of job and consumer-related materials, including the graphics and headers, and explain how the features support the intended purposes.

Demonstrate sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

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PASS assumes that reading skills are in place.

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OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

READING, *cont.*

INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING

Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.

INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION

Predict probable future outcomes supported by the text, including foreshadowing clues.

Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE

Determine the author's purpose and perspective and relate them to specific details in the text.

Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.

Compare and contrast information on the same topic after reading several passages or articles.

Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).

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INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING

Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries.

INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION

Predict probable future outcomes supported by the text, including foreshadowing clues.

Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns, or symbols found in text.

Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE

Draw conclusions about the author's purpose based on evidence in the text.

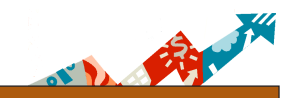
Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.

Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.

Compare and contrast information on the same topic after reading several passages or articles.

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OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

READING, *cont.*

Find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject.

Synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

Evaluate the logic, unity, and consistency of text.

Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source materials).

Evaluate the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Generate relevant questions about readings on issues that can be researched.

Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

ENGLISH



**OREGON GRADE-LEVEL STANDARDS
Grade 8**

**HIGH SCHOOL STANDARDS (CERTIFICATES OF
INITIAL AND ADVANCED MASTERY)**

**OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS
(PASS)**

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OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

LITERATURE

LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

LITERARY TEXT: DEVELOP AN INTERPRETATION

Predict probable future outcomes supported by the text.

Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.

Identify and analyze the development of themes in literary works based on evidence in the text.

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Infer unstated reasons for actions based on evidence in the text.

LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE

Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and use those elements to analyze and evaluate the work.

Evaluate how well literary elements contribute to the overall effectiveness of a selection.

Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text.

Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.

Analyze how dialogue is used to develop characters and mood in a selection.

Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax, including the

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LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

LITERARY TEXT: DEVELOP AN INTERPRETATION

Predict probable future outcomes supported by the text.

Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot.

Identify themes in literary works, and provide support for interpretations from the text.

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Identify and analyze unstated reasons for actions or beliefs based on explicitly stated information.

LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE

Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.

Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.

Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Analyze an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.

Evaluate the impact of word choice and figurative language on tone, mood, and theme.

Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.

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READ FROM A VARIETY OF LITERARY GENRES AND PERIODS (PASS Standard B)

Read a broad selection of literature from a variety of historical periods, cultures, literary perspectives, and genres, including poetry, novels, short stories, essays, and drama.

Criterion B1: BREADTH AND DEPTH OF LITERARY EXPERIENCE

Read works of recognized literary merit from a variety of historical periods, cultures, and genres.

Descriptions of Proficient Performance for B1:

- has read works of literary merit from:
 - a variety of historical literary periods and movements
 - a variety of contemporary writers and regions
 - a variety of cultures and in a variety of forms

INTERPRET LITERARY WORKS (PASS Standard C)

Analyze literary forms, elements, devices, and themes to interpret and critique literary works.

Criterion C1: ANALYSIS OF LITERARY ELEMENTS AND DEVICES

Recognize, examine, and understand the uses and effects of literary elements, language use and structure, and themes within and among literary works.

Descriptions of Proficient Performance for C1:

- within a variety of literary genres and works, recognizes and analyzes:
 - the uses of the elements of literature
 - the writer's choices and uses of language
 - the patterns and motifs developed within and among literary works
- draws well-supported conclusions about the effects of motifs and language use and structure on the

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HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

LITERATURE, *cont.*

way in which conflicts are (or are not) addressed and resolved.

Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

Analyze the impact the choice of literary form has on the author’s message or purpose.

Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.

Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

reader’s experience and the meaning, unity, and effectiveness of a literary work

- relates general observations to specific textual evidence
- uses concepts and terminology correctly and appropriately

Criterion C2: INTERPRETATION AND USE OF TEXTUAL EVIDENCE

Use textual evidence to develop and support an interpretation of a literary work.

Descriptions of Proficient Performance for C2:

- develops an interpretation that exhibits personal engagement, originality, careful reading, understanding, and insight
- extends beyond literal interpretation, summarizing, verbatim quoting, or personal judgment
- develops the interpretation from a clear, compelling central thesis
- establishes and organizes the interpretation around several clear ideas, premises, or images related to the thesis
- develops, explains, and justifies the interpretation through sustained use of examples and textual evidence
- integrates textual references and quotations smoothly and appropriately to achieve a coherent discussion
- uses appropriate conventions of style and format in citing and documenting textual references
- expresses the interpretation clearly, coherently, and vigorously

Criterion C3: CRITICISM

Use critical approaches in analyzing and critiquing a literary work.

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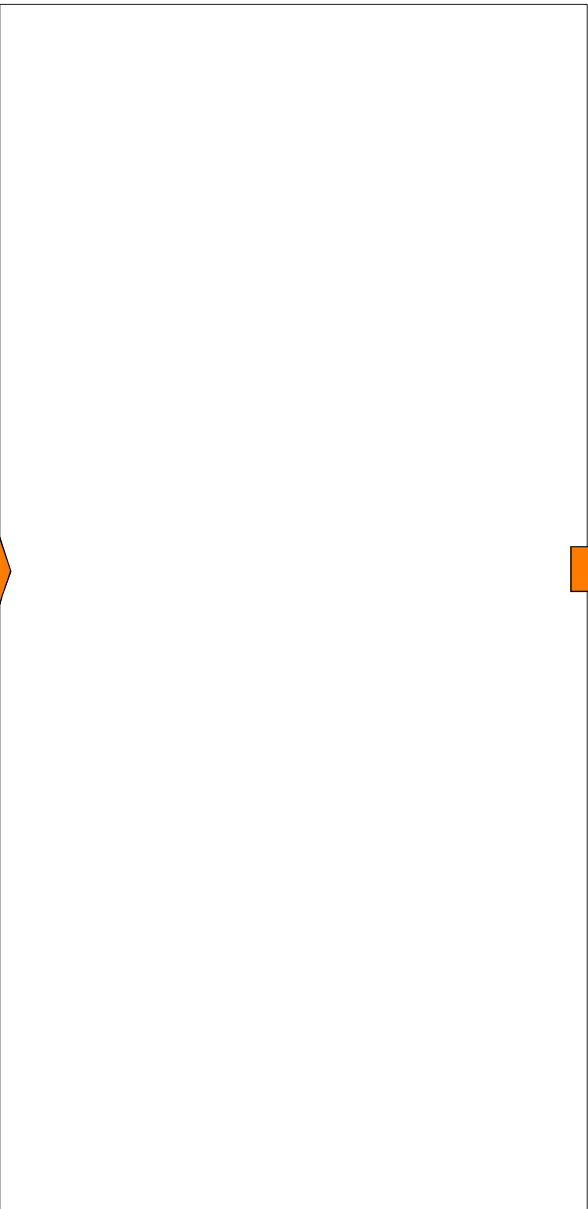
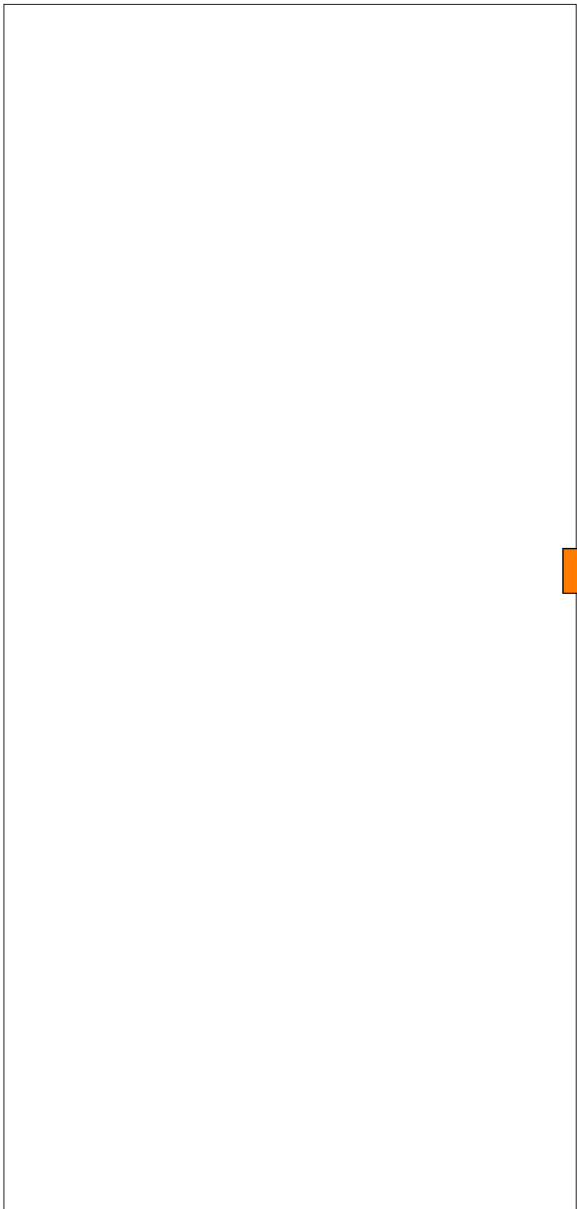


**OREGON GRADE-LEVEL STANDARDS
Grade 8**

**HIGH SCHOOL STANDARDS (CERTIFICATES OF
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**OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS
(PASS)**

LITERATURE, *cont.*



Descriptions of Proficient Performance for C3:

- establishes and applies a logical method for analyzing, interpreting, or critiquing a literary work
- uses and responds to the ideas of critics in analyzing and critiquing a literary work
- supports critical judgments with specific evidence
- indicates awareness of one or more approaches to literary criticism (e.g., personal, historical, biographical, psychological, sociological, formal, "new critical," feminist) in analyzing and critiquing a literary work

ANALYZE RELATIONSHIPS OF THE HUMANITIES AND HUMAN/SOCIAL EXPERIENCE (PASS Standard E)

Explain how works of literature and/or the humanities (e.g., art, philosophy, music, dance, architecture) reflect, influence, and comment on human experiences and societal assumptions, traditions, structures, and/or changes.

Criterion E1: UNDERSTANDING OF CONTEXTUAL AND BIOGRAPHICAL INFLUENCES

Explain how works from literature and/or the humanities are influenced by historical, social, cultural, political, literary, or creative contexts and individual experiences.

Descriptions of Proficient Performance for E1:

- identifies and explains significant biographical or contextual influences on an author's/creator's work
- accurately places and analyzes the work within the context of an influential movement (or the works of other authors/creators)

Criterion E2: UNDERSTANDING OF SOCIAL/CULTURAL COMMENTARY

Explain social/cultural perspectives, themes, and commentary, and examine techniques used to critique a

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OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

LITERATURE, *cont.*

society or to promote social change in works from literature and/or the humanities.

Descriptions of Proficient Performance for E2:

- identifies and interprets significant social/cultural issues, themes, or commentary represented in a literary, philosophical, or artistic work
- examines how and why a literary, philosophical, or artistic work attempts to promote or resist social/cultural change
- examines multiple social or cultural viewpoints represented in a literary, artistic, historical, or philosophical work
- compares and contrasts social and cultural perspectives, issues, and/or themes between two or more works from literature and/or the humanities
- identifies the reader's own social and cultural points of view and biases that may influence perceptions of and responses to a literary, philosophical, or artistic work

Criterion E3: UNDERSTANDING OF SOCIAL/CULTURAL REPRESENTATIONS

Examine how individuals, groups, and cultures are represented in specific works from literature and/or the humanities.

Descriptions of Proficient Performance for E3:

- identifies the social, cultural, historical, or political context presented in a literary or artistic work
- identifies and analyzes the ways in which individuals, groups, relationships, and social dynamics are depicted within a literary or artistic work
- recognizes, analyzes, and critiques stereotypical characterizations
- analyzes the influences of social and cultural membership, ethnicity, or gender within a literary or artistic work



OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

WRITING

WRITING

Note: These standards are assessed using Oregon’s Official Writing Scoring Guide in grades 3-CIM.

Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.

Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.

Establish coherence within and among paragraphs through effective transitions and parallel structures.

Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.

To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.

To enhance clarity and to support meaning, use parallelism in sentence construction—to present items in a series and items juxtaposed for emphasis.

To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.

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WRITING

Note: These standards are assessed using Oregon’s Official Writing Scoring Guide in grades 3-CIM.

Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well-supported conclusion.

Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.

Use precise language, action verbs, sensory details, and appropriate modifiers.

Demonstrate an understanding of sentence construction—including parallel structure and subordination—to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.

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WRITE FOR VARIED PURPOSES (PASS Standard A)

Write clearly, coherently, and effectively in a range of modes to discover and convey meaning.

Criterion A1: QUALITY OF THINKING

Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose.

Descriptions of Proficient Performance for A1:

- builds from the thinking of others while discovering, developing, and expressing original and well-developed ideas
- conveys thinking that is comprehensible and interesting for its intended audience
- fully develops ideas and content appropriate to mode and audience, avoiding superficial discussions or disconnected content
- develops and connects ideas
- reasons carefully and supports claims using relevant details, examples, or evidence
- achieves clarity, focus, and control of thinking through a balanced and insightful treatment of the topic

Criterion A2: ORGANIZATION AND COHERENCE

Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.

Descriptions of Proficient Performance for A2:

- understands and uses a variety of organizational patterns, based on content, context, purpose, and audience
- organizes to unify, highlight, develop, and enhance central ideas or images
- sequences ideas and information clearly, logically, and coherently
- establishes smooth, effective connections and transitions among ideas, paragraphs, and sentences
- integrates details, examples, and supporting evidence smoothly and appropriately
- uses repetition, contrast, and parallel organizational structures where appropriate to highlight relationships among ideas, paragraphs, and sentences

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OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

WRITING, *cont.*

CONVENTIONS

SPELLING
Use correct spelling conventions.

GRAMMAR
Use consistent verb tenses.
Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).
Demonstrate appropriate English usage.

PUNCTUATION
Use conventions of punctuation correctly, including commas, hyphens, dashes, and semicolons.

CAPITALIZATION
Use correct capitalization.

HANDWRITING
Write legibly.

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CONVENTIONS

SPELLING
Produce writing that shows accurate spelling.

GRAMMAR
Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.
Understand and use proper placement of modifiers.
Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.

PUNCTUATION
Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens.

CAPITALIZATION
Use correct capitalization.

HANDWRITING
Write legibly.

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Criterion A3: STYLE AND TECHNIQUE
Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing.

Descriptions of Proficient Performance for A3:

- adapts voice, style, sentence patterns, and word choices to content, context, purpose, and audience
- uses language in natural, fresh, vivid, and lively ways
- varies language to achieve interest
- evokes clear and compelling images, using figurative language when appropriate
- crafts and varies sentences to achieve clarity and interest and to enhance meaning
- demonstrates understanding and control of sentence structure; uses sentence fragments sparingly and only where effective

Criterion A4: CONVENTIONS AND FORMAT
Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, formatting, and, when appropriate, citations.

Descriptions of Proficient Performance for A4:

- uses conventions of usage, form, and style appropriate for content, context, audience, mode, and purpose
- selects and uses punctuation effectively to guide the reader through the text
- spells words correctly in final drafts, using spell checks and other support resources when necessary
- manages complex ideas through effective paragraphing; uses paragraph structures and breaks to communicate and enhance the organizational structure of the work
- uses language, grammar, and syntax correctly to achieve clarity and style; avoids errors that would impede readability
- correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used)
- uses page formats, layouts, fonts, and spacing to increase readability and impact of document that is appropriate for content, context, audience, and purpose
- reviews and proofs documents so they are essentially free from mechanical, typographic, or production errors

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OREGON GRADE-LEVEL STANDARDS Grade 8

WRITING MODES

Note: Work Samples can be selected from any of the listed modes. Examples of writing applications for these modes can be found on pages 24-25 in Section B of in the ODE newsprint document, available as a PDF at <http://www.ode.state.or.us/>

Personal Narrative

Fictional Narrative (Imaginative)

Expository

Persuasive

RESEARCH REPORT WRITING

Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics.

Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Plan and conduct multiple-step information searches by using computer networks.

Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.

Achieve an effective balance between documented researched information and original ideas.

Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries–MLA, Reference Entries–APA).

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HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

WRITING, *cont.*

WRITING MODES

Note: Work Samples can be selected from any of the listed modes. Examples of writing applications for these modes can be found on page 28 in Section B of the ODE newsprint document, available as a PDF at <http://www.ode.state.or.us/>

Personal Narrative

Fictional Narrative (Imaginative)

Expository

Persuasive

RESEARCH REPORT WRITING

Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.

Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.

Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.

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OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

Criterion A5: **MODES, PURPOSES, AND FORMS**

Write for varied purposes in a variety of modes and forms.

Descriptions of Proficient Performance for A5:

- writes in, uses, and adjusts writing for a variety of modes (expository, persuasive, narrative, imaginative)
- writes effectively for a variety of purposes (to discover and work out ideas, express self, inform, report, persuade, narrate, entertain)
- writes effectively in a variety of forms (e.g., essays, research papers, technical reports, letters or business and electronic communications, fiction, poetry, drama)

Criterion A6: **WRITING PROCESS**

Use effective processes to generate, compose, organize, revise, and present writing.

Descriptions of Proficient Performance for A6:

- employs writing processes and strategies that fit purpose, context, audience, and personal style
- uses effective processes to organize and order ideas, either before composing or in revising early drafts
- demonstrates a focused process of improvement from early to final drafts

CONDUCT INQUIRY AND RESEARCH (PASS Standard D)

Conduct inquiry and research, using a variety of primary and secondary sources and informational resources to investigate questions and topics, gather and synthesize information, and create and communicate knowledge in written form.

Criterion D1: **RESEARCH PROCESS**

Identify and frame topics, questions, and purposes for inquiry; plan and conduct research.

Descriptions of Proficient Performance for D1:

- identifies topics, asks questions, and develops ideas leading to inquiry, investigation, and research
- plans and conducts multi-step information searches and/or investigations for varied purposes
- uses a variety of research methods and resources, including online information searches
- uses a variety of primary and secondary sources, distinguishing the nature and value of each
- plans and conducts scripted and/or open-ended interviews, using appropriate questioning, recording, and analyzing techniques

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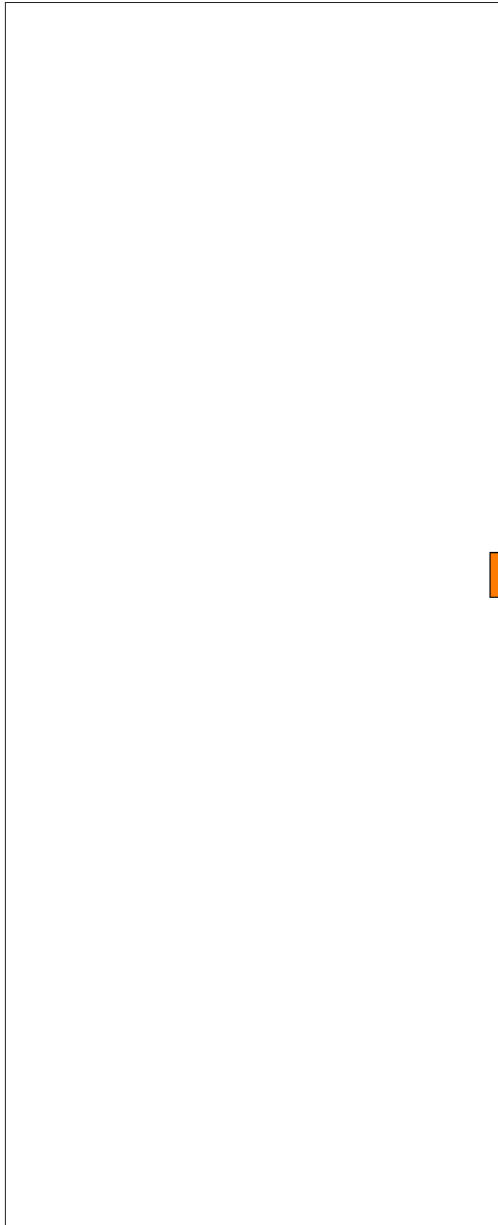


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HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

WRITING, *cont.*



Integrate quotations and citations into a written text while maintaining the flow of ideas.

Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries–MLA, Reference Entries–APA).

Design and publish documents by using publishing software and graphics programs.

Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.

- reports and reflects upon research processes (in journals, oral reports, “I-search” papers, research logs, etc.)

Criterion D2: ANALYSIS OF INFORMATION SOURCES

Locate and interpret varied information sources; distinguish among facts, supported inferences, and opinions; evaluate information.

Descriptions of Proficient Performance for D2:

- independently uses organizational features of libraries, electronic media, information sources and texts to access information
- locates varied and sufficient sources of information, using available library, electronic, and human resources
- accurately interprets information presented in text and graphic forms
- selects, categorizes, organizes, and records information to facilitate access and use
- clearly distinguishes among facts, supported inferences, and opinions in information sources
- identifies possible bias, stereotyping, unsupported inferences, fallacious reasoning, etc., in information sources

Criterion D3: USE OF RESEARCHED INFORMATION

Use, integrate, and cite researched information and evidence.

Descriptions of Proficient Performance for D3:

- synthesizes information attained through research to develop coherent conclusions, discussions, and presentations
- supports conclusions and arguments with adequate and appropriate researched information
- quotes or paraphrases information sources accurately and appropriately, avoiding plagiarism and parroting
- integrates quotations and citations into written text, maintaining flow of ideas, avoiding overuse of quotations, and achieving a balance between information and own ideas
- correctly uses appropriate MLA, APA, or other accepted conventions (include style sheet if style other than MLA or APA is used) for in-text documentation and works cited
- coherently and appropriately combines and integrates information from inquiry-based research
- achieves an accurate, balanced, and honest research presentation
- uses reasonably correct spelling, grammar, punctuation, capitalization, paragraph structure, and sentence structure



OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

SPEAKING & LISTENING

SPEAKING

Note: These standards are assessed using Oregon’s Official Speaking Scoring Guide for the purpose of classroom work sample assessment.

Develop a focus and present information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

Outline a speech based on a chosen pattern of organization, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

Use credible and relevant information to convey message.

Use feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and to rearrange words and sentences to clarify the meaning.

Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

Use appropriate grammar.

Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations.

SPEAKING

Note: These standards are assessed using Oregon’s Official Speaking Scoring Guide for the purpose of classroom work sample assessment.

Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause.

Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.

Use appropriate grammar.

Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).

Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).

Analyze the occasion and the interests of the audience, and choose effective verbal and nonverbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.

COMMUNICATE AND ANALYZE IN ORAL, VISUAL, AND WRITTEN FORMS (PASS Standard F)

Use and analyze oral, visual, written, and multimedia communication forms to convey information and ideas for a variety of purposes, audiences, and contexts.

Criterion F1: USE OF ORAL, VISUAL, AND WRITTEN FORMS

Use and integrate oral, visual, written, and multimedia forms to communicate ideas in ways appropriate to topic, context, audience, and purpose.

Descriptions of Proficient Performance for F1:

- effectively uses a variety of communication forms (oral, visual, written, multimedia) and methods (speeches, dramatizations, informal presentations, slide presentations, computer and web graphics, posters, films/videos, print journalism, reports, essays, creative writing)
- selects a communication form appropriate for audience and purpose
- demonstrates the principles of a chosen form of communication
- communicates clear, coherent thinking
- establishes a tone appropriate for the form of communication, context, audience, and purpose
- effectively integrates forms of communication in multimedia presentations

Criterion F2: ORGANIZATION OF PRESENTATIONS

Organize oral presentations in clear, coherent sequences appropriate to topic, context, audience, and purpose.

Descriptions of Proficient Performance for F2:

- uses an effective organizational pattern, based on audience and purpose
- sequences ideas clearly, logically, and coherently
- incorporates an effective beginning, smooth transitions, and a strong sense of closure
- integrates visuals effectively to enhance audience interest and understanding

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OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

SPEAKING & LISTENING, *cont.*

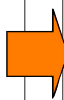
LISTENING
Analyze oral presentations, including language choice and delivery, and the effect of the speaker’s interpretations on the listener.
Paraphrase a speaker’s purpose and point of view, and ask relevant questions concerning the speaker’s content, delivery, and purpose.

ANALYSIS
Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener.
Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
Interpret and evaluate the various ways in which visual image-makers (e.g., graphic artists, illustrators, news photographers, film makers) communicate information and affect impressions and opinions.



LISTENING
Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.
Follow complex verbal instructions that include technical vocabulary and processes.

ANALYSIS
Evaluate the clarity, quality, and effectiveness of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
Identify and analyze the types of argument used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.
Compare and contrast the ways media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.
Analyze historically significant speeches (e.g., Abraham Lincoln’s “Gettysburg Address,” Martin Luther King’s “I Have a Dream”) to find the rhetorical devices and features that make them memorable.
Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.



Criterion F3: USE OF LANGUAGE AND TECHNIQUES
Use the languages, techniques, and conventions of various communication forms to communicate ideas.
Descriptions of Proficient Performance for F3:

- in *oral communication*, uses precise language; clear enunciation; correct pronunciation; fluent delivery; variations in rate, volume, tone, and inflection; effective eye contact, expressions, and gestures; visual aids, media, and props, where appropriate
- in *visual/multimedia communication*, uses clear and effective graphic language and symbols; elements and principles of design; effective use of media; correct techniques and processes
- in *written communication*, uses clear and precise language whose tone and aesthetic effect are appropriate for the ideas and purpose of the communication
- chooses language to achieve desired audience response

Criterion F4: ANALYSIS OF ORAL, VISUAL, WRITTEN, AND MULTIMEDIA COMMUNICATIONS
Analyze and evaluate oral, visual, and written/media communications, considering topic, context, audience, purpose, delivery, and language.
Descriptions of Proficient Performance for F4 :

- identifies key information and ideas from oral, visual, written, or multimedia presentations
- analyzes how form, technique, and language are used in a variety of oral, visual, written or multimedia communications
- evaluates the effectiveness of an oral, visual, written or multimedia communication in relationship to its context, audience, purpose, and delivery
- identifies and critically evaluates communications and language which reflect biases, stereotypes, persuasive techniques, and propaganda from various sources
- reflects upon and critically evaluates student’s own use of language in relationship to context, audience, purpose, personal voice, and style



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