



**Achieve's Comparison of the
American Diploma Project (ADP) English Benchmarks
with the
Rhode Island High School Grade-Span Expectations (GSEs) for
Reading, Writing, and Oral Communication for Grades 9-10, 11-12**

June 30, 2006

**ACHIEVE'S
BENCHMARKING INITIATIVE**

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ACHIEVE'S METHODOLOGY

Achieve, Inc. has been asked to review the Rhode Island expectations for high school exit in reading, writing and oral communication against the American Diploma Project (ADP) English Benchmarks to determine any gaps in alignment. For the purposes of this comparison, Achieve staff constructed a side-by-side chart comparing Achieve's ADP Benchmarks to the draft Rhode Island High School Grade Span Expectations (GSEs) for Grades 9-10 and Grades 11-12 in reading, writing, and oral communication.

Achieve has been conducting reviews of standards for seven years, by benchmarking a state's Academic Standards to "exemplary standards." In this review, Achieve's American Diploma Project (ADP) Benchmarks for College and Workplace Readiness were used as the basis of comparison for the review of the Rhode Island GSEs.

THE DEVELOPMENT OF THE AMERICAN DIPLOMA PROJECT (ADP) BENCHMARKS FOR COLLEGE AND WORKPLACE READINESS

The American Diploma Project (ADP) commissioned leading economists to examine labor market projections for the most promising jobs—those that pay enough to support a small family and provide real potential for career advancement—to pinpoint the academic knowledge and skills required for success in those occupations. ADP then surveyed officials from 22 occupations, ranging from manufacturing to financial services, about the skills they believe are most useful for their employees to bring to the job. Following those conversations, ADP worked closely with two- and four-year postsecondary leaders in the partner states to determine the prerequisite English and mathematics knowledge and skills required for success in entry-level, credit-bearing courses in English, mathematics, the sciences and the humanities. The resulting ADP Benchmarks reflect an unprecedented convergence in what these employers and postsecondary faculty say are needed for new employees and freshmen entering credit-bearing coursework to be successful. In mathematics, the Benchmarks reflect a rigorous four-year course sequence that includes content typically taught in Algebra I, Geometry and Algebra II, as well as some data analysis and statistics. In English, the Benchmarks reflect four years of grade-level high school courses that emphasize logic, writing and research. The ADP Benchmarks and sample tasks from employers and postsecondary faculty may be found at www.achieve.org.

Achieve, Education Trust and the Thomas B. Fordham Foundation launched ADP to help states restore the diploma's value by anchoring high school graduation standards to those of jobs and colleges. Toward that end, ADP moves beyond the kinds of standards that reflect experts' consensus view of what is *desirable* for students to learn, to expectations linked directly to the *essential* demands faced by students preparing for college, work and citizenship. These benchmarks are not test blueprints; a fair number of the benchmarks are not able to be assessed through on-demand measures, for example. Rather, they are intended to describe the knowledge and skills that are needed by high school graduates in order to be prepared to achieve in multiple postsecondary venues.

DOCUMENTS USED FOR REVIEW

The New England Common Assessment Program Reading and Writing Grade Level Expectations (GLEs) have been developed as a means to identify the reading and writing content knowledge and skills expected of all students of reading in Grades 3-8 and of writing in Grades 5 and 8. Reviewed in this report are the draft Rhode Island High School GSEs for Grades 9-10 and Grades 11-12, which have been developed for public review and comment. GLEs and GSEs are intended to capture the “big ideas” of reading, writing, and speaking that can be assessed without narrowing the curriculum locally.

Achieve also analyzed the Rhode Island Board of Governors for Higher Education Entry-Level Expectations, which were developed by the PK-16 Language Arts Advisory Committee, a working committee of the PK-16 Council chaired by Governor Donald Carcieri, which describe the skills and knowledge required by incoming students if they are to succeed in the state’s higher education institutions. Since these were developed with the same intention of assuring that Rhode Island’s high school graduates are ready to succeed in the postsecondary world, Achieve examined the alignment of these two sets of goals for high school students.

ALIGNMENT OF RHODE ISLAND’S HIGH SCHOOL ENGLISH GSEs WITH THE ADP BENCHMARKS

In general, the Rhode Island GSEs for reading, writing, and oral communication align quite well with the ADP Benchmarks. The state acknowledges that these expectations are not intended to define the complete range of instruction for reading, writing, and oral communication, and, in the same manner, the ADP Benchmarks are not intended to encompass all instruction but rather to call out those skills that are necessary for postsecondary success. Both documents align in terms of major skills in language, oral communication, writing, research, informational text, and literature. Particularly strong agreement, for example, is evident in both documents’ descriptions of what is entailed in effective oral presentations.

ADP	Rhode Island GSE
B6. Make oral presentations that: <ul style="list-style-type: none"> ▪ exhibit a logical structure appropriate to the audience, context and purpose; ▪ group related ideas and maintain a consistent focus; 	OC—10—2 [OC—12—2] In oral communication, students make oral presentations ... OC—10—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose OC—10—2.2 [OC—12—2.2] Maintaining a consistent focus
<ul style="list-style-type: none"> ▪ include smooth transitions ▪ support judgments with sound evidence and well-chosen details; ▪ make skillful use of rhetorical devices; ▪ provide a coherent conclusion; 	OC—10—2.3 [OC—12—2.3] Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion
<ul style="list-style-type: none"> ▪ employ proper eye contact, speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively 	OC—10—2.5 [OC—12—2.5] Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively

Rhode Island’s GSEs are among the few state standards that document the criteria for an effective oral presentation so well. Indeed, the necessity for being able to present ideas in an oral presentation format is present in many venues, both in the academic and business world. It is important that such skills be clearly delineated and practiced.

Only two elements cited in the ADP Benchmarks are absent from the Rhode Island GSE—supporting judgments with sound evidence and making skillful use of rhetorical devices (highlighted in the above table). Although seemingly minor, these elements of rigor that are repeatedly emphasized in the ADP document and may be somewhat weak in the Rhode Island GLEs. As argued by George Hillocks, Jr. in his book *The Testing Trap: How State Writing Assessments Control Learning*¹:

¹ Teachers College Press, 2002.

Most scoring rubrics that we examined do not call for evidence, only support. In most cases, the benchmark papers indicate that support means general elaboration . . . rather than specific, warranted evidence. (202)

Although Hillocks is referring specifically here to writing assessments, the caution remains the same—details are not the same as evidence. Just as Hillocks argues for logic and evidence, so do the ADP Benchmarks place a priority on critical thinking in messages delivered in all media, including the both the oral and the written.

In the case of the academic essay, however, the GSEs are not only aligned to the ADP Benchmarks, but also go beyond those set by ADP in terms of the level of detail provided. These GSEs should prove extremely helpful both to students and teachers in determining those elements of writing an essay that contribute to a successful piece of writing, thus guiding the development of both internal and external criteria for students.

ADP	Rhode Island GSE
<p>C9. Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay) that:</p> <ul style="list-style-type: none"> ▪ develops a thesis; 	<p>W—10—3 [W—12—3] In response to literary or informational text, students make and support analytical judgments about text by...</p> <p>W—10—3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (state)</p> <p>W—10—3.1b [W—12—3.1b] Establishing an interpretive claim/assertion in the form of a thesis (purpose)</p> <p>W—10—7.2 [W—12—7.2] Stating and maintaining a focus/controlling idea/thesis</p>
<ul style="list-style-type: none"> ▪ creates an organizing structure appropriate to purpose, audience and context; 	<p>W—10—1.4 [W—12—1.4] Applying a format and text structure appropriate to purpose, audience, and context</p> <p>W—10—7.3 Writing with a sense of audience, when appropriate</p>

<ul style="list-style-type: none"> ▪ includes relevant information and excludes extraneous information; ▪ makes valid inferences; ▪ supports judgments with relevant and substantial evidence and well-chosen details; and provides a coherent conclusion. 	<p>W—10—6.2 [W—12—6.2] Selecting appropriate and relevant information (excluding extraneous details) to set context</p> <p>W—10—8.2 [W—12—8.2] Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information</p> <p>W—10—3.2 [W—12—3.2] Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft</p> <p>W—10—3.3 [W—12—3.3] Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions</p> <p>W—10—8.3 [W—12—8.3] Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose</p> <p>W—10—3.4 [W—12—3.4] Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)</p> <p>W—10—6.4 [W—12—6.4] Drawing a conclusion by synthesizing information</p>
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In other areas, the match between the ADP Benchmarks and the GSEs is weaker, as in, for instance, the research essay. ADP found an unprecedented convergence between the knowledge and skills employers seek in new workers and those that college faculty expect of entering students. Both groups expect that high school graduates can complete a significant research report, for example. Several significant aspects of the research essay are called out by the ADP Benchmarks, but the Rhode Island GSEs address only parts of these criteria and also do not stipulate explicitly the production of such a piece of writing.

ADP	Rhode Island GSE
<p>D5. Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources, that:</p> <ul style="list-style-type: none"> ▪ marshals evidence in support of a clear thesis statement and related claims; ▪ paraphrases and summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate; and ▪ cites sources correctly and documents quotations, paraphrases and other information using a standard format. 	<p>R—10—15.3 [R—12—15.3] Organizing, analyzing, and interpreting the information</p> <p>R—10—15.4 [R—12—15.4] Drawing conclusions/judgments and supporting them with evidence</p> <p>W—10—6.6 [W—12—6.6] Listing and citing sources using standard format</p>

Additionally, although the state expects students to participate in structured discussions, the demands of functioning within a work team as described by the ADP Benchmarks are markedly different.

ADP	Rhode Island GLE
<p>B7. Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision), including:</p> <ul style="list-style-type: none"> ▪ posing relevant questions; ▪ listening with civility to the ideas of others; ▪ extracting essential information from others' input; ▪ building on the ideas of others and contributing relevant information or ideas in group discussions; ▪ consulting texts as a source of ideas; ▪ gaining the floor in respectful ways; ▪ defining individuals' roles and responsibilities and setting clear goals; ▪ acknowledging the ideas and contributions of individuals in the group; ▪ understanding the purpose of the team project and the ground rules for decision-making; ▪ maintaining independence of judgment, offering dissent courteously, ensuring a hearing for the range of positions on an issue and avoiding premature consensus; ▪ tolerating ambiguity and a lack of consensus; and ▪ selecting leader /spokesperson when necessary. 	<p>R—10—17.2 [R—12—17.2] Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others.</p> <p>OC—10—1.4 [OC—12—1.4] Participating in large and small group discussions showing respect for a range of individual ideas</p> <p>OC—10—1.5 [OC—12—1.5] Reaching consensus to solve a problem, make a decision, or achieve a goal</p>

The ability to participate productively in work teams is more and more an aspect of both collegiate classrooms and the world of work at all levels. The more specifically the characteristics of performances are identified, the more likely it is that clear criteria are set and achieved by students, and the more likely the success.

A side-by-side chart that compares all of the ADP English Benchmarks to the Rhode Island GSEs in reading, writing, and speaking is included in Appendix A at the end of this report.

Areas of Non-Alignment of Rhode Island GSEs with the ADP Benchmarks

A major area of non-alignment between the ADP Benchmarks and the state's GSEs occurs because the high school standards do not explicitly address the analysis and evaluation of media. Unlike printed materials, electronic media use sound and moving images; therefore, they can convey information, entertain, and persuade in ways that are distinct from the printed word alone. Students need to view non-print media with an equally appreciative, yet discriminating, eye to learn how a work changes when it is

adapted from print to non-print media. Similarly, an equally appreciative, yet discriminating, eye is necessary for students when learning how to create their own media.

Other areas that are emphasized in the ADP Benchmarks and not in the Rhode Island GSEs include some logic, writing, and literature elements. A full listing of all the expectations included in the ADP Benchmarks and not addressed by the Rhode Island GSEs is included with commentary in Appendix B at the end of this report.

Alignment of Rhode Island GSEs to the RIBGHE Entry-Level Expectations

The RIBGHE Entry-Level Expectations also describe the skills and knowledge required of the state's students in order to succeed in the state's higher education institutions.

Addressing the areas of reading and writing, these expectations are clearly stated and are well matched by the states GSEs. Both the high school and the college-ready expectations place an emphasis on like skills in reading, including attention to vocabulary, the use of reading strategies, reading informational as well as literary texts. In terms of writing, the two sets are also well aligned, focusing on both the products of writing in a variety of genres, and also on the processes of composition. The GSEs also include expectations for oral presentations and active listening. Although the college-ready expectations do not include these areas, attention to such skills could only serve to increase a student's success in a college course.

The two sets of expectations deliver a singular message to the state's high school students. Students who meet the high school skill levels described will also be well prepared to meet those expectations described by RIBGHE.

Conclusion

The standard against which student expectations are measured is whether or not the public description of the knowledge and skills is clear enough to articulate a goal for students and transparent enough to guide instruction toward that goal. The Rhode Island GSEs appear to provide sufficient guidance in many aspects of the ADP Benchmarks so that the state's students are offered the opportunity to succeed in their postsecondary endeavors.

In English, the ADP Benchmarks demand strong communication skills, as well as the analytic and reasoning skills typically associated with today's advanced and honors classes. Whether interpreting an introductory economics text in a college classroom or communicating safety rules to a construction crew, high school graduates must master content and skills beyond those expected by present state standards. The state's GSEs appear to approach quite clearly those postsecondary needs.

APPENDIX A: SIDE-BY-SIDE COMPARISON OF THE ADP ENGLISH BENCHMARKS TO THE RHODE ISLAND GRADE SPAN EXPECTATIONS

American Diploma Project	Rhode Island Grade Span Expectations POST Field Review draft NH and RI High School Reading GSEs Version 5.0; 9/2004 Written and Oral Communication GSEs Version 4.0; 9/2004
A. Language	
A1. Demonstrate control of standard English through the use of grammar, punctuation, capitalization and spelling.	<p>W—10—9 [W—12—9] In independent writing, students demonstrate command of appropriate English conventions by...</p> <p>W—10—9.1 [W—12—9.1] Applying rules of standard English usage to correct grammatical errors</p> <p>W—10—9.2 [W—12—9.2] Applying capitalization rules</p> <p>W—10—9.4 [W—12—9.4] Applying appropriate punctuation to various sentence patterns to enhance meaning</p> <p>W—10—9.5 [W—12—9.5] Applying conventional and word-derivative spelling patterns/rules</p>
A2. Use general and specialized dictionaries, thesauruses and glossaries (print and electronic) to determine the definition, pronunciation, etymology, spelling and usage of words.	<p>R—10—2.1 [R—12—2.1] Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or general and specialized print or electronic resources, including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge)</p>
A3. Use roots, affixes and cognates to determine the meaning of unfamiliar words.	
A4. Use context to determine the meaning of unfamiliar words.	
A5. Identify the meaning of common idioms, as well as literary, classical and biblical allusions; use them in oral and written communication.	<p>R—10—3.1 [R—12—3.1] Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English.</p>
A6. Recognize nuances in the meanings of words; choose words precisely to enhance communication.	<p>R—10—3.2 [R—12—3.2] Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary</p>
A7. Comprehend and communicate quantitative, technical and mathematical information.	
B. Communication	
B1. Give and follow spoken instructions to perform specific tasks, to answer questions or to	<p>OC—10—1.1 [OC—12—1.1] Following verbal instructions, to perform specific tasks, to answer</p>

American Diploma Project	Rhode Island Grade Span Expectations POST Field Review draft NH and RI High School Reading GSEs Version 5.0; 9/2004 Written and Oral Communication GSEs Version 4.0; 9/2004
solve problems.	questions, or to solve problems
B2. Summarize information presented orally by others.	OC—10—1.2 Summarizing, paraphrasing, questioning, or contributing to information presented [OC—12—1.2: to advance understanding]
B3. Paraphrase information presented orally by others.	
B4. Identify the thesis of a speech and determine the essential elements that elaborate it.	OC—10—1.3 [OC—12—1.3] Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message
B5. Analyze the ways in which the style and structure of a speech support or confound its meaning or purpose.	W—10—1.3 [W—12—1.3] Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, <u>deductive/inductive</u>
B6. Make oral presentations that: ▪ exhibit a logical structure appropriate to the audience, context and purpose;	OC—10—2 [OC—12—2] In oral communication, students make oral presentations ... OC—10—2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose
▪ group related ideas and maintain a consistent focus;	OC—10—2.2 [OC—12—2.2] Maintaining a consistent focus
▪ include smooth transitions	OC—10—2.3 [OC—12—2.3] Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion
▪ support judgments with sound evidence and well-chosen details;	
▪ make skillful use of rhetorical devices;	
▪ provide a coherent conclusion;	
▪ employ proper eye contact, speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively.	OC—10—2.5 [OC—12—2.5] Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively
B7. Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision), including: ▪ posing relevant questions; ▪ listening with civility to the ideas of others; ▪ extracting essential information from others' input; ▪ building on the ideas of others and contributing relevant information or ideas in group discussions; ▪ consulting texts as a source of ideas; ▪ gaining the floor in respectful ways; ▪ defining individuals' roles and responsibilities	R—10—17.2 [R—12—17.2] Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others. OC—10—1.4 [OC—12—1.4] Participating in large and small group discussions showing respect for a range of individual ideas OC—10—1.5 [OC—12—1.5] Reaching consensus to solve a problem, make a decision, or achieve a

American Diploma Project	Rhode Island Grade Span Expectations POST Field Review draft NH and RI High School Reading GSEs Version 5.0; 9/2004 Written and Oral Communication GSEs Version 4.0; 9/2004
<p>and setting clear goals;</p> <ul style="list-style-type: none"> ▪ acknowledging the ideas and contributions of individuals in the group; ▪ understanding the purpose of the team project and the ground rules for decision-making; ▪ maintaining independence of judgment, offering dissent courteously, ensuring a hearing for the range of positions on an issue and avoiding premature consensus; ▪ tolerating ambiguity and a lack of consensus; and ▪ selecting leader /spokesperson when necessary. 	goal
C. Writing	
C1. Plan writing by taking notes, writing informal outlines and researching.	
C2. Select and use formal, informal, literary or technical language appropriate for the purpose, audience and context of the communication.	<p>W—10—7.4 [W—12—7.4] Establishing an authoritative voice</p> <p>W—10—7.5 [W—12—7.5] Using precise and descriptive language that clarifies and supports intent</p> <p>W—12—7.3 Selecting and using formal, informal, literary, or technical language appropriate to audience and context</p>
C3. Organize ideas in writing with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.	<p>W—10—3.4 [W—12—3.4] Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)</p> <p>W—10—1 [W—12—1] Students demonstrate command of the structures of sentences, paragraphs, and text by...</p> <p>W—10—1.2 [W—12—1.2] Using paragraph structures appropriately (e.g., block or indented format)</p> <p>W—10—6.3 [W—12—6.3] Using transitional words or phrases appropriate to text structure</p>
C4. Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs and correct errors in logic.	
C5. Edit both one's own and others' work for grammar, style and tone appropriate to audience, purpose and context.	<p>W—10—9 [W—12—9] In independent writing, students demonstrate command of appropriate English conventions by...</p> <p>W—10—9.1 [W—12—9.1] Applying rules of</p>

American Diploma Project	Rhode Island Grade Span Expectations POST Field Review draft NH and RI High School Reading GSEs Version 5.0; 9/2004 Written and Oral Communication GSEs Version 4.0; 9/2004
	<p>standard English usage to correct grammatical errors</p> <p>W—10—9.2 [W—12—9.2] Applying capitalization rules</p> <p>W—10—9.4 [W—12—9.4] Applying appropriate punctuation to various sentence patterns to enhance meaning</p> <p>W—10—9.5 [W—12—9.5] Applying conventional and word-derivative spelling patterns/rules</p>
<p>C6. Cite print or electronic sources properly when paraphrasing or summarizing information, quoting, or using graphics.</p>	<p>W—10—6.6 [W—12—6.6] Listing and citing sources using standard format</p>
<p>C7. Determine how, when and whether to employ technologies (such as computer software, photographs and video) in lieu of, or in addition to, written communication.</p>	<p>OC—10—2.6 [OC—12—2.6] Using tools of technology to enhance message</p>
<p>C8. Present written material using basic software programs (such as Word, Excel and PowerPoint) and graphics (such as charts, ratios and tables) to present information and ideas best understood visually.</p>	
<p>C9. Write an academic essay (for example, a summary, an explanation, a description, a literary analysis essay) that:</p> <ul style="list-style-type: none"> ▪ develops a thesis; 	<p>W—10—3 [W—12—3] In response to literary or informational text, students make and support analytical judgments about text by...</p> <p>W—10—3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (state)</p> <p>W—10—3.1b [W—12—3.1b] Establishing an interpretive claim/assertion in the form of a thesis (purpose)</p> <p>W—10—7.2 [W—12—7.2] Stating and maintaining a focus/controlling idea/thesis</p>
<ul style="list-style-type: none"> ▪ creates an organizing structure appropriate to purpose, audience and context; 	<p>W—10—1.4 [W—12—1.4] Applying a format and text structure appropriate to purpose, audience, and context</p> <p>W—10—7.3 Writing with a sense of audience, when appropriate</p>
<ul style="list-style-type: none"> ▪ includes relevant information and excludes extraneous information; 	<p>W—10—6.2 [W—12—6.2] Selecting appropriate and relevant information (excluding extraneous details) to set context</p> <p>W—10—8.2 [W—12—8.2] Including facts and details relevant to focus/controlling idea or thesis,</p>

American Diploma Project	Rhode Island Grade Span Expectations POST Field Review draft NH and RI High School Reading GSEs Version 5.0; 9/2004 Written and Oral Communication GSEs Version 4.0; 9/2004
	and excluding extraneous information
<ul style="list-style-type: none"> ▪ makes valid inferences; 	W—10—3.2 [W—12—3.2] Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft
<ul style="list-style-type: none"> ▪ supports judgments with relevant and substantial evidence and well-chosen details; and 	<p>W—10—3.3 [W—12—3.3] Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions</p> <p>W—10—8.3 [W—12—8.3] Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose</p>
<ul style="list-style-type: none"> ▪ provides a coherent conclusion. 	<p>W—10—3.4 [W—12—3.4] Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)</p> <p>W—10—6.4 [W—12—6.4] Drawing a conclusion by synthesizing information</p>
<p>C10. Produce work-related texts (for example, memos, e-mails, correspondence, project plans, work orders, proposals, bios) that:</p> <ul style="list-style-type: none"> ▪ address audience needs, stated purpose and context; 	
<ul style="list-style-type: none"> ▪ translate technical language into non-technical English; 	
<ul style="list-style-type: none"> ▪ include relevant information and exclude extraneous information; 	W—10—6.2 [W—12—6.2] Selecting appropriate and relevant information (excluding extraneous details) to set context
<ul style="list-style-type: none"> ▪ use appropriate strategies, such as providing facts and details, describing or analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate; 	W—10—8.5 [W—12—8.5] Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)
<ul style="list-style-type: none"> ▪ anticipate potential problems, mistakes and misunderstandings that might arise for the reader; 	W—10—8.4 [W—12—8.4] Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience)
<ul style="list-style-type: none"> ▪ create predictable structures through the use of headings, white space and graphics, as appropriate; and 	
<ul style="list-style-type: none"> ▪ adopt a customary format, including proper salutation, closing and signature, when appropriate. 	
D. Research	
<p>D1. Define and narrow a problem or research topic.</p>	

American Diploma Project	Rhode Island Grade Span Expectations POST Field Review draft NH and RI High School Reading GSEs Version 5.0; 9/2004 Written and Oral Communication GSEs Version 4.0; 9/2004
D2. Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews and surveys.	R—10—15.1 [R—12—15.] Identifying and evaluating potential sources of information W—10—6.5 Synthesizing information from multiple research studies, including primary sources
D3. Make distinctions about the credibility, reliability, consistency, strengths and limitations of resources, including information gathered from Web sites.	R—10—15.2 [R—12—15.2] Evaluating and selecting the information presented, in terms of completeness, relevance, and validity
D4. Report findings within prescribed time and/or length requirements, as appropriate.	
D5. Write an extended research essay (approximately six to 10 pages), building on primary and secondary sources, that: ▪ marshals evidence in support of a clear thesis statement and related claims; ▪ paraphrases and summarizes with accuracy and fidelity the range of arguments and evidence supporting or refuting the thesis, as appropriate; and	R—10—15.3 [R—12—15.3] Organizing, analyzing, and interpreting the information R—10—15.4 [R—12—15.4] Drawing conclusions/judgments and supporting them with evidence
▪ cites sources correctly and documents quotations, paraphrases and other information using a standard format.	W—10--6.6 [W—12—6.6] Listing and citing sources using standard format
E. Logic	
E1. Distinguish among facts and opinions, evidence and inferences.	R—10—8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts
E2. Identify false premises in an argument.	
E3. Describe the structure of a given argument; identify its claims and evidence; and evaluate connections among evidence, inferences and claims.	
E4. Evaluate the range and quality of evidence used to support or oppose an argument.	R—12—8.4 Critiquing author’s use of strategies to achieve intended purpose or message (e.g., to inform, explain, entertain, persuade) EXAMPLE (critique public documents): May include analysis of using anecdotes, addressing counterclaims, appealing to audience, using emotionally-laden language EXAMPLE (critique functional documents): May include visual appeal, logical sequences, awareness of possible reader misunderstanding
E5. Recognize common logical fallacies, such as the appeal to pity (<i>argumentum ad misericordiam</i>), the personal attack (<i>argumentum ad hominem</i>), the appeal to common opinion (<i>argumentum ad populum</i>) and the false dilemma (assuming only two options when there are more options available); understand why these	

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fallacies do not prove the point being argued.	
E6. Analyze written or oral communications for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning.	
E7. Understand the distinction between a deductive argument (where, if the premises are all true and the argument's form is valid, the conclusion is inescapably true) and inductive argument (in which the conclusion provides the best or most probable explanation of the truth of the premises, but is not necessarily true).	W—10—1.3 [W—12—1.3] Recognizing organizational structures within paragraphs or within texts EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, <u>deductive/inductive</u>
E8. Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions.	R—10—8.1 Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas R—12—8: Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by... R—12—8.1 Explaining connections among ideas <i>across multiple</i> texts
E9. Construct arguments (both orally and in writing) that: <ul style="list-style-type: none"> ▪ develop a thesis that demonstrates clear and knowledgeable judgment; ▪ structure ideas in a sustained and logical fashion; ▪ use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies and illustrations; ▪ clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning; ▪ anticipate and address the reader's concerns and counterclaims; and ▪ provide clear and effective conclusions. 	
F. Informational Text	
F1. Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems.	R—12—7.2 Using information from the text to answer questions, perform specific tasks, or solve problems ; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or to interpret maps, charts, timelines, tables, or diagrams
F2. Identify the main ideas of informational text and determine the essential elements that elaborate them.	R—10—7.2 Using information from the text to answer questions, to state the main/central ideas , to provide supporting details, to explain visual components supporting the text, or to interpret

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	maps, charts, timelines, tables, or diagrams.
F3. Summarize informational and technical texts and explain the visual components that support them.	<p>R—10—7.3 [R—12—7.3] Organizing information to show understanding or relationships among facts, ideas, and events (i.e., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining, or connecting information with related ideas)</p> <p>W—10—2.1 [W—12—2.1] Selecting and summarizing key ideas to set context, appropriate to audience</p>
F4. Distinguish between a summary and a critique.	
F5. Interpret and use information in maps, charts, graphs, time lines, tables and diagrams.	<p>R—10—7.1 [R—12—7.1] Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations</p> <p>W—12—2.4 Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate</p>
F6. Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.	R—10—8.1 Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas
F7. Synthesize information from multiple informational and technical sources.	<p>R—10—8.2 [R—12—8.2] Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)</p> <p>R—12—8.1 Explaining connections among ideas <i>across multiple</i> texts</p> <p>W—12—6.5 Synthesizing information from multiple sources to draw conclusions <i>beyond</i> those found in any single source</p>
F8. Draw conclusions based on evidence from informational and technical texts.	R—10—8.3 [R—12—8.3] Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant
F9. Analyze the ways in which a text’s organizational structure supports or confounds its meaning or purpose.	W—10—1.3 [W—12—1.3] Recognizing organizational structures within paragraphs or within texts
F10. Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities,	R-10-8.6 [R-12--8.6] Evaluating the clarity and

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overstatement and understatement in text and explain their effect on the reader.		accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)	
F11. Evaluate informational and technical texts for their clarity, simplicity and coherence and for the appropriateness of their graphics and visual appeal.			
G. Media			
G1. Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain (for example, anecdote, expert witness, vivid detail, tearful testimony and humor).			
G2. Examine the intersections and conflicts between the visual (such as media images, painting, film and graphic arts) and the verbal.			
G3. Recognize how visual and sound techniques or design (such as special effects, camera angles and music) carry or influence messages in various media.			
G4. Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects — if possible — and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos).			
H. Literature			
H1. Demonstrate knowledge of 18th and 19th century foundational works of American literature.			
H2. Analyze foundational U.S. documents for their historical and literary significance (for example, The Declaration of Independence, the Preamble to the U.S. Constitution, Abraham Lincoln’s “Gettysburg Address,” Martin Luther King’s “Letter from Birmingham Jail”).			
H3. Interpret significant works from various forms of literature: poetry, novel, biography, short story, essay and dramatic literature; use understanding of genre characteristics to make deeper and subtler interpretations of the meaning of the text.		R—10—4.4 [R—12—4.4] Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts : poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles)	
		R—10—4.5 [R—12—4.5] Identify literary devices as appropriate to genre (e.g., similes, metaphors,	

	<p>alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view</p> <p>R—10—5.4 Explaining how the narrator’s point of view or author’s style is evident and affects the reader’s interpretation</p> <p>R—12—5.4 Explaining how the narrator’s point of view, or author’s style, or tone is evident and affects the reader’s interpretation or is supported throughout the text(s)</p> <p>R—10—6.1 Demonstrating knowledge of author’s style or use of literary elements and devices (i.e., [R—12—6.1: simile, metaphor, point of view] imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, genre, or bias, or use of punctuation) to analyze literary works</p>
<p>H4. Analyze the setting, plot, theme, characterization and narration of classic and contemporary short stories and novels.</p>	<p>R—10—4.1 [R—12—4.1] Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action</p> <p>R—10—5.1 [R—12—5.1] Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot)</p> <p>R—10—5.2 [R—12—5.2] Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time</p>
<p>H5. Demonstrate knowledge of metrics, rhyme scheme, rhythm, alliteration and other conventions of verse in poetry.</p>	<p>W—10—13.2 [W—12—13.2] Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language</p>
<p>H6. Identify how elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction and dialogue) articulate a playwright’s vision.</p>	
<p>H7. Analyze works of literature for what they suggest about the historical period in which they were written.</p>	

<p>H8. Analyze the moral dilemmas in works of literature, as revealed by characters' motivation and behavior.</p>	
<p>H9. Identify and explain the themes found in a single literary work; analyze the ways in which similar themes and ideas are developed in more than one literary work.</p>	<p>R—10—5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots [R—12--5.3: theme/setting, symbolism/characterization])</p> <p>R—10—5.5 [R—12—5.5] Explaining how the author's message or theme (which may include universal themes) is supported within the text</p> <p>R—10—14.3 [R—12—14.3] Reading multiple texts for depth of understanding an author, a subject, a theme, or genre</p>

APPENDIX B: ADP BENCHMARKS NOT INCLUDED IN RHODE ISLAND HIGH SCHOOL STANDARDS

American Diploma Project	Achieve Commentary
B. Communication	
<p>B7. Participate productively in self-directed work teams for a particular purpose (for example, to interpret literature, write or critique a proposal, solve a problem, make a decision), including:</p> <ul style="list-style-type: none"> ▪ posing relevant questions; ▪ listening with civility to the ideas of others; ▪ extracting essential information from others' input; ▪ building on the ideas of others and contributing relevant information or ideas in group discussions; ▪ consulting texts as a source of ideas; ▪ gaining the floor in respectful ways; ▪ defining individuals' roles and responsibilities and setting clear goals; ▪ acknowledging the ideas and contributions of individuals in the group; ▪ understanding the purpose of the team project and the ground rules for decision-making; ▪ maintaining independence of judgment, offering dissent courteously, ensuring a hearing for the range of positions on an issue and avoiding premature consensus; ▪ tolerating ambiguity and a lack of consensus; and ▪ selecting leader /spokesperson when necessary. 	<p>Although some elements of ADP B7 are addressed by elements within the Rhode Island high school standards, the most important aspect of this Benchmark is that students have experience in working in groups. Not only is such collaboration a prime expectation in the workplace, but also often in the post-secondary classroom as well.</p>
C. Writing	
<p>C1. Plan writing by taking notes, writing informal outlines and researching.</p>	<p>Not including the planning stage of the writing process may simply be an oversight here, but Achieve reviewers regard the planning process as so necessary to the successful execution of writing that it should be called out in any set of writing standards.</p>
<p>C4. Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs and correct errors in logic.</p>	<p>Likewise, attention needs to be drawn to the necessity of peer review and collaboration in the revision process.</p>
<p>C10. Produce work-related texts (for example, memos, e-mails, correspondence, project plans, work orders, proposals, bios) that:</p> <ul style="list-style-type: none"> • address audience needs, stated purpose and context; • translate technical language into non-technical English; • include relevant information and exclude extraneous information; • use appropriate strategies, such as providing facts and details, describing or analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate; • anticipate potential problems, mistakes and misunderstandings that might arise for the reader; • create predictable structures through the use of headings, white space and graphics, as appropriate; • adopt a customary format, including proper 	<p>Although as noted in regard to workgroups, the Colorado standards address some elements of workplace documents. Since the ADP is focused not solely on academic writing, however, the reviewers suggest that more explicit attention be drawn to the need for the student to be familiar with a broader range of writing tasks.</p>

American Diploma Project	Achieve Commentary
salutation, closing and signature, when appropriate.	
D. Research	
D1. Define and narrow a problem or research topic.	The vast majority of secondary and post-secondary teachers cite the definition and specification of a research topic as a major element in successful research. For this reason, this skill is worthy of being singled out for attention in standards.
D4. Report findings within prescribed time and/or length requirements, as appropriate.	Although timelines are typically a part of any secondary assignment, the necessity of producing materials on time is so crucial to success in both the college and work place that it is helpful to draw attention to this ability.
E. Logic	
E2. Identify false premises in an argument.	High school standards typically pay scant attention to elements of logic, but clear and substantiated thinking is highly valued in any venue. Attention, therefore, is recommended to these elements.
E3. Describe the structure of a given argument; identify its claims and evidence; and evaluate connections among evidence, inferences and claims.	
E5. Recognize common logical fallacies, such as the appeal to pity (<i>argumentum ad misericordiam</i>), the personal attack (<i>argumentum ad hominem</i>), the appeal to common opinion (<i>argumentum ad populum</i>) and the false dilemma (assuming only two options when there are more options available); understand why these fallacies do not prove the point being argued.	
E6. Analyze written or oral communications for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning.	
E9. Construct arguments (both orally and in writing) that: <ul style="list-style-type: none"> • develop a thesis that demonstrates clear and knowledgeable judgment; • structure ideas in a sustained and logical fashion; • use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies and illustrations; • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/or expressions of commonly accepted beliefs and logical reasoning; • anticipate and address the reader’s concerns and counterclaims; and • provide clear and effective conclusions. 	Argumentation is part and parcel of the academic life as well as in business. The elements of this type of presentation need to be clarified and taught in order to prepare students for their futures.
Informational Text	
F4. Distinguish between a summary and a critique.	A typical error made by students at all levels is to regard summary as critique, believing that a re-telling is also an analysis. ADP poses this Benchmark as an important element in students’ response to informational texts.
G. Media	
G1. Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet for their ability to inform, persuade and entertain (for example, anecdote, expert witness, vivid detail, tearful testimony and humor).	Rhode Island should consider drawing attention to the need for students to be thoughtful consumers of media by addressing this area specifically.
G2. Examine the intersections and conflicts between the visual (such as media images, painting, film and graphic arts) and the verbal.	
G3. Recognize how visual and sound techniques or design (such as special effects, camera angles and music) carry or influence messages in various media.	

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G4. Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects — if possible — and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos).	
H. Literature	
H1. Demonstrate knowledge of 18th and 19th century foundational works of American literature.	ADP calls out these specific areas of study to acknowledge the power of literature to teach cultural as well as literary values. It may be the case that Rhode Island has developed a recommended or model reading list that highlights such texts. If not, the state may consider doing so.
H2. Analyze foundational U.S. documents for their historical and literary significance (for example, The Declaration of Independence, the Preamble to the U.S. Constitution, Abraham Lincoln’s “Gettysburg Address,” Martin Luther King’s “Letter from Birmingham Jail”).	
H6. Identify how elements of dramatic literature (for example, dramatic irony, soliloquy, stage direction and dialogue) articulate a playwright’s vision.	The state should consider adding a standard that draws attention to the need to understand dramatic conventions as well as poetic.
H7. Analyze works of literature for what they suggest about the historical period in which they were written.	Although great works of literature are so because they are relevant to any historical period, it is the case that texts do grow out of the culture and times in which they are created. Attention to the era of a text can expand the analysis of it.
H8. Analyze the moral dilemmas in works of literature, as revealed by characters’ motivation and behavior.	Employers report that employees who have considered the moral dilemmas encountered by literary characters are better able to tolerate ambiguity and nurture problem solving in the workplace.

APPENDIX C: BIOGRAPHIES

ACHIEVE STAFF

JOANNE THIBAUT ERESH, SENIOR ASSOCIATE, ENGLISH LANGUAGE ARTS, ACHIEVE

JoAnne Thibault Eresh is a senior associate at Achieve, where she leads the English language arts aspects of the reviews of standards and assessments. She taught writing at the university level and English at public and private high schools in St. Louis, Mo., and in Fitchburg, Mass. She began her work in curriculum design and performance assessment in 1979 under Superintendent Richard C. Wallace, Jr., and from 1981 to 1994 was director of the Division of Writing and Speaking for the Pittsburgh Public Schools. During that time, she directed The Pittsburgh Discussion Model Project, funded by the Rockefeller Foundation and part of the CHART network, and she later directed the imaginative writing part of the ARTS Propel Project, a joint project with Harvard's Project Zero and the Educational Testing Service. She was the Pittsburgh district coordinator for the New Standards Project and wrote the teachers' guides for the New Standards ELA Portfolios. In 1995, she was one of the original resident fellows at the Institute for Learning at the University of Pittsburgh's Learning Research and Development Center. She also coordinated the New Standards Linking Projects. From 1997 to March 2001, she was the coordinator of staff development in Community District Two in New York City where she was responsible for the hiring, training, and coordination of that district's staff development group. JoAnne holds a bachelor's degree in English from Webster College in St. Louis, Mo., and a master's degree in English from the University of Missouri, St. Louis.

LAURA MCGIFFERT SLOVER, DIRECTOR, CONTENT & POLICY RESEARCH, ACHIEVE

Laura McGiffert Slover is director of Content & Policy Research at Achieve, where she has senior responsibility for overseeing a number of Achieve's major initiatives. She supervises Achieve's Benchmarking Initiative, leads its work with states on building mathematics capacity, and oversees the organization's research agenda. Laura has extensive experience reviewing academic standards and education policies in the United States and abroad, and she has written a number of reports and articles on the topic. Before joining Achieve in 1998, Laura was a high school English teacher in Eagle County, Colorado, where she was involved in the district's early efforts to develop standards and benchmark assessments. She also taught writing and composition at Colorado Mountain College. A native Washingtonian, Laura earned a bachelor's degree in English and American Literature from Harvard University; a master's in Education Curriculum and Instruction from the University of Colorado at Boulder; and a master's in Education Policy from Georgetown University. She is a mentor and a member of the Board of Directors of Project Northstar, an organization that provides mentoring and tutoring to homeless and at-risk students in the District of Columbia.