

# Reading Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Analyze</b>	<ul style="list-style-type: none"> <li>-match letters to sounds</li> <li>-recognize personal and social sight words in text and in isolation</li> <li>-understand basic reading practices such as read from left to right and top to bottom</li> <li>-locate specific information in predictable, functional, personally relevant, or repetitive text</li> <li>-recall information in predictable text or retell a story</li> </ul>	<ul style="list-style-type: none"> <li>-use a variety of strategies to figure out unfamiliar words in text and in isolation (e.g., word families, phonics, prediction)</li> <li>-recognize high frequency sight words in text and in isolation</li> <li>-describe the purpose of simple punctuation (e.g., capital letters, end punctuation)</li> <li>-locate specific information in a single piece of text and/or document</li> <li>-use the organization of text to understand it (e.g., title, pictures, paragraphing)</li> </ul>	<ul style="list-style-type: none"> <li>-use appropriate strategies to figure out words with two or more syllables in text and in isolation (e.g., structural analysis)</li> <li>-----&gt;</li> <li>-describe the purpose of the comma, colon, semicolon, apostrophes, brackets</li> <li>-locate information in a book or a document, using appropriate strategies and graphic organizers (e.g., pictures, index, headings)</li> <li>-use the form and structure of poetry to understand it (e.g., rhymes, stanzas, haiku, limericks)</li> </ul>	<ul style="list-style-type: none"> <li>-use appropriate strategies to figure out difficult words (e.g. word families, phonics, prediction, structural analysis)</li> <li>-recognize complex and technical words by sight -----&gt;</li> <li>-describe the purpose of various punctuation used in written English</li> <li>-locate and compare information in books, documents or on the internet</li> <li>-use the form and structure of text to understand popular media (e.g., newspapers, magazines, online information)</li> </ul>
<b>Interpret</b>	<ul style="list-style-type: none"> <li>-use context cues (meaning and language) to figure out words in familiar text</li> <li>-use print or sound cues (phonics) to figure out unfamiliar words</li> <li>-make a prediction and/or inference after listening to a fictional piece of text read by another person</li> <li>-identify the theme, after listening to a fictional piece of text read by another person</li> <li>-identify the main idea, after listening to a non-fictional piece of text read by another person</li> <li>-relate text to prior knowledge, after listening to a piece of text</li> <li>-identify the difference between fact and opinion, after listening to a passage read by another person</li> </ul>	<ul style="list-style-type: none"> <li>-use context cues (meaning and language) to predict words and their meaning</li> <li>-----&gt;</li> <li>-make inferences and predictions after reading a piece of fiction</li> <li>-identify the theme, after reading a piece of fiction</li> <li>-identify the main idea, after reading a non-fictional piece of text</li> <li>-relate text to prior knowledge, after reading a piece of text</li> <li>-identify the difference between fact and opinion after reading a non-fictional piece of text</li> </ul>	<ul style="list-style-type: none"> <li>-use context to determine meaning of difficult vocabulary</li> <li>-understand how a dictionary works</li> <li>-make inferences, predictions, and/or draw conclusions in a piece of text or document</li> <li>-identify and analyze features of themes conveyed through characters, actions and images</li> <li>-state main idea, details, and sequence in a short, non-fictional piece of text</li> <li>-----&gt;</li> <li>-form opinions after reading a piece of text or document</li> </ul>	<ul style="list-style-type: none"> <li>-use context to help determine the meaning of abstract words and figures of speech (e.g., metaphors, analogies)</li> <li>-use a dictionary to find meanings of unknown words</li> <li>-identify inferences and conclusions in text or document</li> <li>-identify universal themes in fiction (e.g., loss, sacrifice, heroism)</li> <li>-summarize non-fictional text</li> <li>-----&gt;</li> <li>-identify propaganda in popular media</li> </ul>
<b>Monitor</b>	<ul style="list-style-type: none"> <li>-understand that print has meaning and some personal application</li> <li>-recognize when unable to understand text</li> <li>-recognize when unable to figure out words (decode)</li> </ul>	<ul style="list-style-type: none"> <li>make links to prior knowledge</li> <li>-ask questions when unable to comprehend text and/or graphic material</li> <li>- identify that reading difficulties may be because reading material is not at the right level</li> <li>-use appropriate strategies to assist comprehension and/or decoding difficulties (e.g., re-reading, context clues, looking at the title)</li> </ul>	<ul style="list-style-type: none"> <li>-ask questions when unable to understand text or graphic material</li> <li>-initiate strategies to assist comprehension and decoding (e.g., re-reading, context clues, looking at the title, memory association techniques)</li> </ul>	<ul style="list-style-type: none"> <li>-----&gt;</li> <li>-----&gt;</li> </ul>

Reader increases automaticity and fluency ----->

Text becomes increasingly difficult ----->

# Reading Benchmarks – Analyze

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Analyze	<ul style="list-style-type: none"> <li>-match letters to sounds</li> <li>-recognize personal and social sight words in text and in isolation</li> <li>-understand basic reading practices such as read from left to right and top to bottom</li> <li>-locate specific information in predictable, functional, personally relevant, or repetitive text</li> <li>-recall information in predictable text or retell a story</li> </ul>	<ul style="list-style-type: none"> <li>-use a variety of strategies to figure out unfamiliar words in text and in isolation (e.g., word families, phonics, prediction)</li> <li>-recognize high frequency sight words in text and in isolation</li> <li>-describe the purpose of simple punctuation (e.g., capital letters, end punctuation)</li> <li>-locate specific information in a single piece of text and/or document</li> <li>-use the organization of text to understand it (e.g., title, pictures, paragraphing)</li> </ul>	<ul style="list-style-type: none"> <li>-use appropriate strategies to figure out words with two or more syllables in text and in isolation (e.g., structural analysis)</li> <li>-----&gt;</li> <li>-describe the purpose of the comma, colon, semicolon, apostrophes, brackets</li> <li>-locate information in a book or a document, using appropriate strategies and graphic organizers (e.g., pictures, index, headings)</li> <li>-use the form and structure of poetry to understand it (e.g., rhymes, stanzas, haiku, limericks)</li> </ul>	<ul style="list-style-type: none"> <li>-use appropriate strategies to figure out difficult words (e.g. word families, phonics, prediction, structural analysis)</li> <li>-recognize complex and technical words by sight -----&gt;</li> <li>-describe the purpose of various punctuation used in written English</li> <li>-locate and compare information in books, documents or on the internet</li> <li>-use the form and structure of text to understand popular media (e.g., newspapers, magazines, online information)</li> </ul>

## Reading Benchmarks - Interpret

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Interpret</b>	<p>-use context cues (meaning and language) to figure out words in familiar text</p> <p>-use print or sound cues (phonics) to figure out unfamiliar words</p> <p>-make a prediction and/or inference after listening to a fictional piece of text read by another person</p> <p>-identify the theme, after listening to a fictional piece of text read by another person</p> <p>-identify the main idea, after listening to a non-fictional piece of text read by another person</p> <p>-relate text to prior knowledge, after listening to a piece of text</p> <p>-identify the difference between fact and opinion, after listening to a passage read by another person</p>	<p>-use context cues (meaning and language) to predict words and their meaning</p> <p>-----&gt;</p> <p>-make inferences and predictions after reading a piece of fiction</p> <p>-identify the theme, after reading a piece of fiction</p> <p>-identify the main idea, after reading a non-fictional piece of text</p> <p>-relate text to prior knowledge, after reading a piece of text</p> <p>-identify the difference between fact and opinion after reading a non-fictional piece of text</p>	<p>-use context to determine meaning of difficult vocabulary</p> <p>-understand how a dictionary works</p> <p>-make inferences, predictions, and/or draw conclusions in a piece of text or document</p> <p>-identify and analyze features of themes conveyed through characters, actions and images</p> <p>-state main idea, details, and sequence in a short, non-fictional piece of text</p> <p>-----&gt;</p> <p>-form opinions after reading a piece of text or document</p>	<p>-use context to help determine the meaning of abstract words and figures of speech (e.g., metaphors, analogies)</p> <p>-use a dictionary to find meanings of unknown words</p> <p>-identify inferences and conclusions in text or document</p> <p>-identify universal themes in fiction (e.g., loss, sacrifice, heroism)</p> <p>-summarize non-fictional text</p> <p>-----&gt;</p> <p>-identify propaganda in popular media</p>

# Reading Benchmarks - Monitor

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Monitor</b>	<ul style="list-style-type: none"> <li>-understand that print has meaning and some personal application</li> <li>-recognize when unable to understand text</li> <li>-recognize when unable to figure out words (decode)</li> </ul>	<ul style="list-style-type: none"> <li>make links to prior knowledge</li> <li>-ask questions when unable to comprehend text and/or graphic material</li> <li>- identify that reading difficulties may be because reading material is not at the right level</li> <li>-use appropriate strategies to assist comprehension and/or decoding difficulties (e.g., re-reading, context clues, looking at the title)</li> </ul>	<ul style="list-style-type: none"> <li>-ask questions when unable to understand text or graphic material</li> <li>-initiate strategies to assist comprehension and decoding (e.g., re-reading, context clues, looking at the title, memory association techniques)</li> </ul>	<ul style="list-style-type: none"> <li>-----&gt;</li> <li>-----&gt;</li> </ul>

Reader increases automaticity and fluency ----->

Text becomes increasingly difficult ----->

# Level 1 Reading Checklist

The text is short, personally relevant, predictable, repetitive, and often accompanied by illustrations. The text is often produced by the student (e.g., language experience stories).

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>ANALYZE</b>	<p>Match letters to sounds</p> <p>Recognize personal and social sight words in text and in isolation</p> <p>Understand basic reading practices such as read from left to right and top to bottom</p> <p>Locate specific information in predictable, functional, personally relevant, or repetitive text</p> <p>Recall information from predictable text or retell a story</p>			
<b>INTERPRET</b>	<p>Use context cues (meaning and language) to figure out words in familiar text</p> <p>Uses print or sound cues (phonics) to figure out unfamiliar words</p> <p>Listen to someone read a piece of fiction and:</p> <ul style="list-style-type: none"> <li>• make inferences (read between the lines)</li> <li>• predict what might happen next</li> <li>• identify the most important idea (theme)</li> </ul> <p>Listen to someone read a piece of non-fiction and:</p> <ul style="list-style-type: none"> <li>• identify the main idea</li> <li>• identify the difference between fact and opinion</li> </ul> <p>Relate text to prior knowledge</p>			
<b>MONITOR</b>	<p>Understand that print has meaning and personal application</p> <p>Recognize when unable to understand text</p> <p>Recognize when unable to figure out words (decode)</p>			

# Level 2 Reading Checklist

The text is personally relevant and often accompanied by illustrations. It contains familiar and simple vocabulary and sentence patterns.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>ANALYZE</b>	<p>Use a variety of strategies to figure out unfamiliar words (for example, word families, phonics, prediction) in text and in isolation</p> <p>Recognize high frequency sight words in text and in isolation</p> <p>Describe the purpose of simple punctuation (for example capital letters, periods, question marks, exclamation marks)</p> <p>Locate specific information in a text and/or document</p> <p>Use the organization of text to understand it (for example, title, pictures, paragraphing)</p>			
<b>INTERPRET</b>	<p>Use context clues (meaning and language) to predict words and their meaning</p> <p>Use print or sound cues (phonics) to figure out unfamiliar words</p> <p><i>Read a piece of fiction and:</i></p> <ul style="list-style-type: none"> <li>• make inferences. (read between the lines)</li> <li>• predict what might happen next</li> <li>• identify the theme</li> </ul> <p><i>Read a piece of non-fiction and:</i></p> <ul style="list-style-type: none"> <li>• identify the main idea</li> <li>• identify the difference between fact and opinion</li> </ul> <p>Relate text to prior knowledge</p>			
<b>MONITOR</b>	<p>Ask questions when unable to understand text or graphic material</p> <p>Identify that reading difficulties may be because reading material is not at the right level</p> <p>Use appropriate strategies to assist comprehension and/or decoding (for example, re-reading, context clues, looking at the title)</p>			

# Level 3 Reading Checklist

The text contains more compound and complex sentences, multi-syllabic words, and unfamiliar vocabulary.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>ANALYZE</b>	<p>Use appropriate strategies to figure out words with two or more syllables (for example, structural analysis) in text and in isolation</p> <p>Recognize high frequency sight words</p> <p>Describe the purpose of the comma, colon, semicolon, apostrophe, bracket</p> <p>Locate information in a book or complex document using appropriate strategies and graphic organizers (for example, pictures, index, headings)</p> <p>Use the form and structure of poetry to understand it (for example rhymes, stanzas, haiku, limericks)</p>			
<b>INTERPRET</b>	<p>Use context to determine meaning of difficult vocabulary</p> <p>Understand how a dictionary works</p> <p><i>Read a piece of text and/or document (fiction and/or non-fiction)and:</i></p> <ul style="list-style-type: none"> <li>• make inferences (read between the lines)</li> <li>• predict what might come next</li> <li>• draw conclusions</li> <li>• form opinions</li> </ul> <p>Identify and analyze features of themes conveyed through characters, actions and images</p> <p>Identify the main idea, details, and sequence in a short piece of non-fiction</p>			
<b>MONITOR</b>	<p>Ask questions when unable to understand text or graphic material</p> <p>Initiate strategies to assist comprehension and decoding (for example, re-reading, context clues, looking at the title, memory association techniques)</p>			

# Level 4 Reading Checklist

The text contains compound and complex sentences, multi-syllabic words, unfamiliar vocabulary, and some abstract concepts.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>ANALYZE</b>	<p>Use appropriate strategies to figure out difficult words (for example, word families, phonics, prediction, structural analysis)</p> <p>Recognize complex and technical words by sight</p> <p>Describe the purpose of various punctuation used in written English</p> <p>Locate and compare information in books, documents or on the internet</p> <p>Use the form and structure of text to understand popular media (for example, newspapers, magazines, online information)</p>			
<b>INTERPRET</b>	<p>Use context to help determine the meaning of abstract words and figures of speech (for example, metaphors, analogies)</p> <p>Use a dictionary to find meanings of unknown words</p> <p>Read a piece of text and/or document and:</p> <ul style="list-style-type: none"> <li>• identify inferences</li> <li>• identify conclusions</li> </ul> <p>Identify universal themes in fiction (for example, loss, sacrifice, heroism)</p> <p>Summarize non-fictional text</p> <p>Identify propaganda in popular media</p>			
<b>MONITOR</b>	<p>Ask questions when unable to understand text or graphic material</p> <p>Initiate strategies to assist comprehension and decoding (for example, re-reading, context clues, looking at the title, memory association techniques)</p>			

# Writing Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Attend</b>	<ul style="list-style-type: none"> <li>-understand the difference between oral and written language</li> <li>-print/ write individual words legibly and consistently</li> <li>-show awareness that grammar, punctuation, and spelling affect readers' understanding</li> </ul>	<p>-----&gt;</p> <ul style="list-style-type: none"> <li>-use correct spacing between words and sentences</li> <li>-use capital letters and end punctuation (e.g., periods, questions marks and exclamation marks)</li> <li>-spell functional and high frequency sight words correctly</li> <li>-use correct subject/verb agreement</li> </ul>	<p>-----&gt;</p> <ul style="list-style-type: none"> <li>-print/write legibly and consistently</li> <li>-use commas, quotations marks, and apostrophes</li> <li>-identify root words and add suffixes and prefixes correctly</li> <li>-use personal dictionary and structural analysis for spelling</li> <li>-use consistent verb tense</li> </ul>	<p>-----&gt;</p> <p>-----&gt;</p> <ul style="list-style-type: none"> <li>-use more complex punctuation conventions. (e.g., parentheses, colons)</li> <li>- use personal dictionary, structural analysis and phonics to assist with spelling</li> <li>-use appropriate pronouns, prepositions, adjective and adverbs</li> </ul>
<b>Compose</b>	<ul style="list-style-type: none"> <li>-<i>show awareness that writing serves different purposes and audiences (e.g., difference between fiction and non-fiction, a flyer and an essay)</i></li> <li>-show awareness that people use their own knowledge and outside sources of information to compose text</li> <li>-complete, with assistance, simple forms that require personal information (e.g., order and subscription forms)</li> <li>-copy words from printed material</li> <li>-complete frame sentences</li> <li>-create language experience stories</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience affect choice of topic</li> <li>-discuss and use own knowledge about a topic for writing purposes</li> <li>-use simple planning strategies to organize ideas on a familiar topic. (e.g., brainstorming, mapping, webbing), with assistance</li> <li>-complete personal forms (e.g. cheques)</li> <li>-write simple and complete sentences (statement and question)</li> <li>-create lists, notes, short personal letters, e-mails, stories, and/or journal entries, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience affect choice of format, language, and tone</li> <li>-gather information on a specific topic from library and/or internet</li> <li>-use imagination to develop writing topic</li> <li>-use simple planning strategies to organize ideas on a familiar topic. (e.g., brainstorming, mapping, webbing)</li> <li>-complete complex forms. (for example, job application), with assistance</li> <li>-write compound sentences that use descriptive words</li> <li>-understand and use common formats such as personal letters, emails, journal entries, memos, short reports, stories</li> <li>- use basic paragraph structure.</li> </ul>	<ul style="list-style-type: none"> <li>-choose and use appropriate writing style for intended audience</li> <li>-gather information on a specific topic from a variety of sources</li> <li>-use imagination to develop a writing topic</li> <li>-choose and use an appropriate strategy to organize information (e.g. brainstorming, mapping, outlining)</li> <li>- understand and use conventional formats to write. (e.g., resume, business letter)</li> <li>-write sentences that use figures of speech and specialized vocabulary</li> <li>-choose and use a range of formats to communicate message. (e.g., memo, chart, graph, 3-4 paragraph composition, short report)</li> <li>-use appropriate transitions, conversation, variation in sentence length in composition</li> <li>-summarize a piece of text or document</li> </ul>
<b>Monitor</b>	<ul style="list-style-type: none"> <li>-understand that, even for experienced writers, writing is a process that involves revision and editing</li> </ul>	<ul style="list-style-type: none"> <li>-evaluate writing to determine if the writing achieves purpose and reaches audience</li> <li>-proofread for basic punctuation (eg: capitalization and end punctuation)</li> <li>-identify spelling errors and correct familiar words</li> <li>-proofread for subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>-revise, paying attention to clarity, organization, and voice</li> <li>-proofread for more complex punctuation. (e.g., commas, quotation marks, and apostrophes)</li> <li>-identify and correct non-standard spelling using resources and strategies (e.g., spell-check, personal dictionaries, phonics, structural analysis)</li> <li>-proofread for consistent verb tense and subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>-revise, paying attention to development of ideas, clarity, organization, and voice</li> <li>-pay attention to spelling and punctuation, to minimize barriers to readers' comprehension</li> </ul> <p>-----&gt;</p> <ul style="list-style-type: none"> <li>-proofread for appropriate pronouns, prepositions, verb tense agreement</li> </ul>

## Writing Benchmarks – Attend

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Attend</b>	<p>-understand the difference between oral and written language</p> <p>-print/ write individual words legibly and consistently</p> <p>-show awareness that grammar, punctuation, and spelling affect readers' understanding</p>	<p>-----&gt;</p> <p>-use correct spacing between words and sentences</p> <p>-use capital letters and end punctuation (e.g., periods, questions marks and exclamation marks)</p> <p>-spell functional and high frequency sight words correctly</p> <p>-use correct subject/verb agreement</p>	<p>-----&gt;</p> <p>-print/write legibly and consistently</p> <p>-use commas, quotations marks, and apostrophes</p> <p>-identify root words and add suffixes and prefixes correctly</p> <p>-use personal dictionary and structural analysis for spelling</p> <p>-use consistent verb tense</p>	<p>-----&gt;</p> <p>-----&gt;</p> <p>-use more complex punctuation conventions. (e.g., parentheses, colons)</p> <p>- use personal dictionary, structural analysis and phonics to assist with spelling</p> <p>-use appropriate pronouns, prepositions, adjective and adverbs</p>

## Writing Benchmarks – Compose

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Compose</b>	<ul style="list-style-type: none"> <li>-show awareness that writing serves different purposes and audiences (e.g., difference between fiction and non-fiction, a flyer and an essay)</li> <li>-show awareness that people use their own knowledge and outside sources of information to compose text</li> <li>-complete, with assistance, simple forms that require personal information (e.g., order and subscription forms)</li> <li>-copy words from printed material</li> <li>-complete frame sentences</li> <li>-create language experience stories</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience affect choice of topic</li> <li>-discuss and use own knowledge about a topic for writing purposes</li> <li>-use simple planning strategies to organize ideas on a familiar topic. (e.g., brainstorming, mapping, webbing), with assistance</li> <li>-complete personal forms (e.g. cheques)</li> <li>-write simple and complete sentences (statement and question)</li> <li>-create lists, notes, short personal letters, e-mails, stories, and/or journal entries, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience affect choice of format, language, and tone</li> <li>-gather information on a specific topic from library and/or internet</li> <li>-use imagination to develop writing topic</li> <li>-use simple planning strategies to organize ideas on a familiar topic. (e.g., brainstorming, mapping, webbing)</li> <li>-complete complex forms. (for example, job application), with assistance</li> <li>-write compound sentences that use descriptive words</li> <li>-understand and use common formats such as personal letters, emails, journal entries, memos, short reports, stories</li> <li>- use basic paragraph structure.</li> </ul>	<ul style="list-style-type: none"> <li>-choose and use appropriate writing style for intended audience</li> <li>-gather information on a specific topic from a variety of sources</li> <li>-use imagination to develop a writing topic</li> <li>-choose and use an appropriate strategy to organize information (e.g. brainstorming, mapping, outlining)</li> <li>- understand and use conventional formats to write. (e.g., resume, business letter)</li> <li>-write sentences that use figures of speech and specialized vocabulary</li> <li>-choose and use a range of formats to communicate message. (e.g., memo, chart, graph, 3-4 paragraph composition, short report)</li> <li>-use appropriate transitions, conversation, variation in sentence length in composition</li> <li>-summarize a piece of text or document</li> </ul>

## *Writing Bechmarks – Monitor*

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Monitor</b>	-understand that, even for experienced writers, writing is a process that involves revision and editing	-evaluate writing to determine if the writing achieves purpose and reaches audience  -proofread for basic punctuation (eg: capitalization and end punctuation)  -identify spelling errors and correct familiar words  -proofread for subject/verb agreement	-revise, paying attention to clarity, organization, and voice  -proofread for more complex punctuation. (e.g., commas, quotation marks, and apostrophes)  -identify and correct non-standard spelling using resources and strategies (e.g., spell-check, personal dictionaries, phonics, structural analysis)  -proofread for consistent verb tense and subject/verb agreement	-revise, paying attention to development of ideas, clarity, organization, and voice  -pay attention to spelling and punctuation, to minimize barriers to readers' comprehension  ----->  -proofread for appropriate pronouns, prepositions, verb tense agreement

Increasing fluidity and practice----->

# Level 1 Writing Checklist

Writing is personally relevant and about familiar subjects. It is usually dictated.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>ATTEND</b>	<p>Understand the differences between oral and written language</p> <p>Print/write individual words legibly and consistently</p> <p>Show awareness that grammar, punctuation, and spelling affect readers' understanding</p>			
<b>COMPOSE</b>	<p>Show awareness that writing serves different purposes and audiences (for example, difference between fiction and non-fiction, a flyer and a story)</p> <p>Show awareness that people use their knowledge and outside sources of information to compose text</p> <p>Complete, with assistance, simple forms that require personal information (for example, order and subscription forms)</p> <p>Copy words from printed material</p> <p>Complete frame sentences</p> <p>Create language experience stories</p>			
<b>MONITOR</b>	<p>Understand that, even for experienced writers, writing is a process that involves revision and editing</p>			

## Level 2 Writing Checklist

Writing is short, personal, functional and about familiar topics, and is developed with assistance. It contains familiar and simple vocabulary and sentence patterns.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>ATTEND</b>	<p>Use correct spacing between words and sentences</p> <p>Use capital letters and end punctuation (for example, periods, questions marks and exclamation marks)</p> <p>Spell functional and high frequency sight words correctly</p> <p>Use correct subject/verb agreement</p>			
<b>COMPOSE</b>	<p>Understand how purpose and audience affect choice of topic</p> <p>Discuss and use own knowledge about a topic for writing purposes</p> <p>Use simple planning strategies to organize ideas on a familiar topic. (for example, brainstorming, mapping, webbing), with assistance</p> <p>Complete personal forms. (for example, cheques)</p> <p>Write simple and complete sentences (statement and question)</p> <p>Create lists, notes, short personal letters, e-mails, stories and/or journal entries, with assistance</p>			
<b>MONITOR</b>	<p>Evaluate writing to determine if the writing achieves purpose and reaches audience</p> <p>Proofread for basic punctuation. (for example, capitalization, end punctuation)</p> <p>Identify spelling errors and correct familiar words</p> <p>Proofread for subject/verb agreement</p>			

# Level 3 Writing Checklist

Writing contains some compound sentences and multi-syllabic words and is developed more independently. Topics can be less personal and familiar. Proof reading is performed with assistance.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>ATTEND</b>	Print/write legibly and consistently Use commas, quotations marks, and apostrophes Identify root words and add suffixes and prefixes correctly Use personal dictionary and structural analysis for spelling Use consistent verb tense			
<b>COMPOSE</b>	Understand how purpose and audience affect choice of format, language, and tone Gather information on a specific topic from library and/or internet Use imagination to develop writing topic Use planning strategies to organize ideas on a familiar topic (for example, brainstorming, mapping, webbing), Complete complex forms. (for example, job application), with assistance Write compound sentences that use descriptive words Understand and use common formats such as personal letters, emails, journal entries, memos, short reports, and stories Use basic paragraph structure			
<b>MONITOR</b>	Revise, paying attention to clarity, organization, and voice Proofread for more complex punctuation. (for example, commas, quotation marks, and apostrophes) Identify and correct non-standard spelling using resources and strategies (for example, spell-check, personal dictionaries, phonics, structural analysis) Proofread for consistent verb tense and subject/verb agreement			

# Level 4 Writing Checklist

Writing contains more compound sentences and multi-syllabic words. Topics can be less personal and familiar. Composition is three to four paragraphs.

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>ATTEND</b>	<p>Print/Write legibly and consistently</p> <p>Use more complex punctuation conventions. (for example, parentheses, colons)</p> <p>Use personal dictionary, structural analysis and phonics to assist with spelling</p> <p>Use appropriate pronouns, prepositions, adjective and adverbs</p>			
<b>COMPOSE</b>	<p>Choose and use appropriate writing style for intended audience</p> <p>Gather information on a specific topic from a variety of sources</p> <p>Use imagination to develop writing topic</p> <p>Choose and use an appropriate strategy to organize information, (for example, brainstorming, mapping, outlining)</p> <p>Understand and use conventional formats to write (for example, resume and business letter)</p> <p>Write sentences that use figures of speech and specialized vocabulary</p> <p>Choose and use a range of formats to communicate message. (for example, memo, chart, graph, 3-4 paragraph composition, short report)</p> <p>Use appropriate transitions, conversation, variation in sentence length in composition</p> <p>Summarize a piece of text or document</p>			
<b>MONITOR</b>	<p>Revise, paying attention to development of ideas, clarity, organization, and voice</p> <p>Pay attention to spelling and punctuation, to minimize barriers to readers' comprehension</p> <p>Proofread for appropriate pronouns, prepositions, verb tense agreement</p>			

# Math Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Number Sense	<ul style="list-style-type: none"> <li>-understand and apply the concepts of counting by 2s, 5s, and 10s, up to 100</li> <li>-solve 1- and 2-digit addition problems</li> <li>-solve 1- and 2-digit subtraction problems</li> </ul> <ul style="list-style-type: none"> <li>-use objects to represent commonly-used fractions. (for example, 1/2 a chocolate bar)</li> </ul> <ul style="list-style-type: none"> <li>-select the appropriate operation to solve problems involving addition and subtraction of whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>-understand and apply the concepts of counting by 25s, 50s, and 100s to 1000</li> <li>-solve 5-digit addition and subtraction problems</li> <li>-solve multiplication problems (3-digit by 1-digit numbers)</li> <li>-solve division problems (2-digit by 1-digit numbers)</li> <li>-represent and describe proper fractions concretely, pictorially, and with number symbols</li> <li>-understand the relationship between money and decimals</li> <li>-select the appropriate operation to solve problems using the four operations with whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>-describe and represent whole numbers (up to 1,000,000)</li> <li>-----&gt;</li> <li>-solve multiplication problems (4-digit by 2-digit numbers)</li> <li>-solve division problems (4-digit by 2-digit numbers)</li> <li>-add and subtract fractions with common denominators</li> <li>-describe and represent decimals (tenths, hundredths, thousandths)</li> <li>-add and subtract decimals</li> <li>-convert common fractions to decimals and vice versa</li> <li>-solve real-world problems involving decimals and fractions</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate an understanding of percent concretely, pictorially, and symbolically</li> <li>-----&gt;</li> <li>-----&gt;</li> <li>-----&gt;</li> <li>-add and subtract fractions with unlike denominators</li> <li>-multiply and divide fractions with common denominators</li> <li>-multiply and divide decimals</li> <li>convert common fractions to decimals and percents and vice versa</li> <li>-solve real-world problems using fractions and decimals</li> </ul>
Patterns and Relations	<ul style="list-style-type: none"> <li>-describe, create, reproduce, and extend a repeating pattern, using manipulatives, diagrams, and/or actions (pattern can be from personal experience - schedules, architecture, gardens, quilts)</li> </ul>	<ul style="list-style-type: none"> <li>-describe, create, reproduce, and extend increasing and decreasing patterns, using manipulatives, diagrams, and/or actions.</li> <li>-identify and describe patterns found in tables and charts. (for example, multiplication tables)</li> <li>-solve addition and subtraction equations with one unknown variable (e.g., <math>6 + y = 12</math>)</li> </ul>	<ul style="list-style-type: none"> <li>-identify the pattern rule and make predictions</li> <li>-represent and describe patterns, using graphs and tables (for example, a number plus one, plus two, etc)</li> <li>-use simple one-step equations to solve problems with whole numbers (for example, <math>4c = 12</math>)</li> </ul>	<ul style="list-style-type: none"> <li>-----&gt;</li> <li>-----&gt;</li> <li>-----&gt;</li> </ul>
Shape and Space	<ul style="list-style-type: none"> <li>-show awareness of how measurement is used in day-to-day activities</li> <li>-estimate familiar quantities (for example, length, volume, weight, time, temperature)</li> <li>-compare familiar quantities (for example, length, volume, weight, time, temperature) using informal comparative language and methods. (for example, big, bigger, biggest)</li> <li>-recognize, name, and describe common 2-D shapes. (for example square, circle, rectangle)</li> </ul>	<ul style="list-style-type: none"> <li>-measure length, perimeter, area, volume, weight, time, and temperature using common standard units</li> <li>-name, describe, compare, and classify a variety of 2D shapes and 3D objects (for example, polygons, prisms, pyramids)</li> </ul>	<ul style="list-style-type: none"> <li>-measure length, perimeter, area, volume, weight, time, and temperature with precision using common standard units</li> <li>-use formulas to measure the perimeter and area of rectangles and squares.</li> <li>-construct 2D shapes and 3D objects</li> </ul>	<ul style="list-style-type: none"> <li>-make common conversions (e.g. miles to kilometers, pounds to kilograms)</li> <li>-use formulas to calculate the area and perimeter of parallelograms, triangles, circles, and quadrilaterals</li> <li>-construct 2D shapes and 3D objects that meet certain criteria</li> </ul>
Statistics and Probability		<ul style="list-style-type: none"> <li>-collect, organize and record data about self and others, or familiar subjects (for example, charts, webs, Venn diagram)</li> <li>-describe the likelihood of an outcome, using probability vocabulary such as impossible, possible, against the odds.</li> </ul>	<ul style="list-style-type: none"> <li>-choose and use an appropriate method for collecting data to answer a question. (e.g., questionnaire, experiment, observation)</li> <li>Create a bar graph to represent data</li> </ul>	<ul style="list-style-type: none"> <li>-choose and use the most appropriate method to display and analyze data (for example, circle graphs, scatter plots, stem and leaf plots)</li> </ul>

# Math Benchmarks – Number Sense

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Number Sense</b>	<ul style="list-style-type: none"> <li>-understand and apply the concepts of counting by 2s, 5s, and 10s, up to 100</li> <li>-solve 1- and 2-digit addition problems</li> <li>-solve 1- and 2-digit subtraction problems</li> <li>-use objects to represent commonly-used fractions. (for example, 1/2 a chocolate bar)</li> <li>-select the appropriate operation to solve problems involving addition and subtraction of whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>-understand and apply the concepts of counting by 25s, 50s, and 100s to 1000</li> <li>-solve 5-digit addition and subtraction problems</li> <li>-solve multiplication problems (3-digit by 1-digit numbers)</li> <li>-solve division problems (2-digit by one-digit numbers)</li> <li>-represent and describe proper fractions concretely, pictorially, and with number symbols</li> <li>-understand the relationship between money and decimals</li> <li>-select the appropriate operation to solve problems using the four operations with whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>-describe and represent whole numbers (up to 1,000,000)</li> <li>-----&gt;</li> <li>-solve multiplication problems (4-digit by 2-digit numbers)</li> <li>-solve division problems (4-digit by 2-digit numbers)</li> <li>-add and subtract fractions with common denominators</li> <li>-describe and represent decimals (tenths, hundredths, thousandths)</li> <li>-add and subtract decimals</li> <li>-convert common fractions to decimals and vice versa</li> <li>-solve real-world problems involving decimals and fractions</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate an understanding of percent concretely, pictorially, and symbolically</li> <li>-----&gt;</li> <li>-----&gt;</li> <li>-----&gt;</li> <li>-add and subtract fractions with unlike denominators</li> <li>-multiply and divide fractions with common denominators</li> <li>-multiply and divide decimals</li> <li>convert common fractions to decimals and percents and vice versa</li> <li>-solve real-world problems using fractions and decimals</li> </ul>

## *Math Benchmarks – Patterns and Relations*

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Patterns and Relations</b>	-describe, create, reproduce, and extend a repeating pattern, using manipulatives, diagrams, and/or actions (pattern can be from personal experience - schedules, architecture, gardens, quilts)	-describe, create, reproduce, and extend increasing and decreasing patterns, using manipulatives, diagrams, and/or actions.  -identify and describe patterns found in tables and charts. (for example, multiplication tables)  -solve addition and subtraction equations with one unknown variable (e.g., $6 + y = 12$ )	-identify the pattern rule and make predictions  -represent and describe patterns, using graphs and tables (for example, a number plus one, plus two, etc)  -use simple one-step equations to solve problems with whole numbers (for example, $4c = 12$ )	----->  ----->  ----->

## *Math Benchmarks – Shape and Space*

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Shape and Space</b>	<p>-show awareness of how measurement is used in day-to-day activities</p> <p>-estimate familiar quantities (for example, length, volume, weight, time, temperature)</p> <p>-compare familiar quantities (for example, length, volume, weight, time, temperature) using informal comparative language and methods. (for example, big, bigger, biggest)</p> <p>-recognize, name, and describe common 2-D shapes. (for example square, circle, rectangle)</p>	<p>-measure length, perimeter, area, volume, weight, time, and temperature using common standard units</p> <p>-name, describe, compare, and classify a variety of 2D shapes and 3D objects (for example, polygons, prisms, pyramids)</p>	<p>-measure length, perimeter, area, volume, weight, time, and temperature with precision using common standard units</p> <p>-use formulas to measure the perimeter and area of rectangles and squares.</p> <p>-construct 2D shapes and 3D objects</p>	<p>-make common conversions (e.g. miles to kilometers, pounds to kilograms)</p> <p>-use formulas to calculate the area and perimeter of parallelograms, triangles, circles, and quadrilaterals</p> <p>-construct 2D shapes and 3D objects that meet certain criteria</p>

***Math Benchmarks – Statistics and Probability***

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Statistics and Probability		<p>-collect, organize and record data about self and others, or familiar subjects (for example, charts, webs, Venn diagram)</p> <p>-describe the likelihood of an outcome, using probability vocabulary such as impossible, possible, against the odds.</p>	<p><b>-choose and use an appropriate method for collecting data to answer a question. (e.g., questionnaire, experiment, observation)</b></p> <p>Create a bar graph to represent data</p>	<p>-choose and use the most appropriate method to display and analyze data (for example, circle graphs, scatter plots, stem and leaf plots)</p>

# Level 1 Math Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>NUMBER SENSE</b>	<p>Understand and apply the concepts of counting by 2s, 5s, and 10s, up to 100</p> <p>Solve 1- and 2-digit addition problems</p> <p>Solve 1- and 2-digit subtraction problems</p> <p>Use objects to represent commonly-used fractions. (for example, <math>\frac{1}{2}</math> a chocolate bar)</p> <p>Select the appropriate operation to solve problems involving addition and subtraction of whole numbers</p>			
<b>PATTERNS and RELATIONS</b>	<p>Describe, create, reproduce, and extend a repeating pattern, using manipulatives, diagrams, and/or actions (Pattern can be from personal experience – schedules, architecture, gardens, quilts)</p>			
<b>SHAPE AND SPACE</b>	<p>Show awareness of how measurement is used in day-to-day activities</p> <p>Estimate familiar quantities (for example, length, volume, weight, time, temperature)</p> <p>Compare familiar quantities (for example, length, volume, weight, time, temperature) using informal comparative language and methods. (for example, big, bigger, biggest)</p> <p>Recognize, name, and describe common 2-D shapes. (for example square, circle, rectangle)</p>			

## Level 2 Math Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>NUMBER SENSE</b>	<p>Understand and apply the concepts of counting by 25s, 50s, and 100s to 1000</p> <p>Solve 5-digit addition and subtraction problems</p> <p>Solve multiplication problems (3-digit by 1-digit numbers)</p> <p>Solve division problems (2-digit by one-digit numbers)</p> <p>Represent and describe proper fractions concretely, pictorially, and with number symbols</p> <p>Understand the relationship between money and decimals</p> <p>Select the appropriate operation to solve problems using the four operations with whole numbers.</p>			
<b>PATTERNS AND RELATIONS</b>	<p>Describe, create, reproduce, and extend increasing and decreasing patterns, using manipulatives, diagrams, and/or actions.</p> <p>Identify and describe patterns found in tables and charts. (for example, multiplication tables)</p> <p>Solve addition and subtraction equations with one unknown variable (e.g., <math>6 + y = 12</math>)</p>			
<b>SHAPE AND SPACE</b>	<p>Measure length, perimeter, area, volume, weight, time, and temperature using common standard units</p> <p>Name, describe, compare, and classify a variety of 2D shapes and 3D objects (for example, polygons, prisms, pyramids)</p>			
<b>STATISTICS AND PROBABILITY</b>	<p>Collect, organize and record data about self and others, or familiar subjects (for example, charts, webs, Venn diagram)</p> <p>Describe the likelihood of an outcome, using probability vocabulary such as impossible, possible, against the odds.</p>			

# Level 3 Math Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>NUMBER SENSE</b>	<p>Describe and represent whole numbers (up to 1,000,000)</p> <p>Solve multiplication problems (4-digit by 2-digit numbers)</p> <p>Solve division problems (4-digit by 2-digit numbers)</p> <p>Add and subtract fractions with common denominators</p> <p>Describe and represent decimals (tenths, hundredths, thousandths)</p> <p>Add and subtract decimals</p> <p>Convert common fractions to decimals and vice versa</p> <p>Solve real-world problems involving decimals and fractions</p>			
<b>PATTERNS AND RELATIONS</b>	<p>Identify the pattern rule and make predictions</p> <p>Represent and describe patterns, using graphs and tables (for example, a number plus one, plus two, etc)</p> <p>Use simple one-step equations to solve problems with whole numbers (for example, <math>4c = 12</math>)</p>			
<b>SHAPE AND SPACE</b>	<p>Measure length, perimeter, area, volume, weight, time, and temperature with precision using appropriate standard units</p> <p>Use formulas to measure the perimeter and area of rectangles and squares.</p> <p>Construct 2D and 3D shapes</p>			
<b>STATISTICS AND PROBABILITY</b>	<p>Choose and use an appropriate method for collecting data to answer a question (for example, questionnaire, experiment, observation)</p> <p>Create a bar graph to represent data</p>			

# Level 4 Math Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>NUMBER SENSE</b>	<p>Demonstrate an understanding of percent concretely, pictorially, and symbolically</p> <p>Solve addition, subtraction, multiplication, division problems</p> <p>Add and subtract fractions with unlike denominators</p> <p>Multiply and divide fractions with common denominators</p> <p>Multiply and divide decimals</p> <p>Convert common fractions to decimals and percents and vice versa</p> <p>Solve real-world problems using fractions and decimals</p>			
<b>PATTERNS AND RELATIONS</b>	<p>Identify pattern rules and make predictions</p> <p>Represent and describe patterns, using graphs and tables</p> <p>Use simple one-step equations to solve problems with whole numbers</p>			
<b>SHAPE AND SPACE</b>	<p>Make common conversions (for example, miles to kilometers, pounds to kilograms)</p> <p>Use formulas to calculate the area and perimeter of parallelograms, triangles, circles, and quadrilaterals</p> <p>Construct 2D shapes and 3D objects that meet certain criteria</p>			
<b>STATISTICS AND PROBABILITY</b>	<p>Choose and use the most appropriate method to display and analyze data (for example, circle graphs, scatter plots, stem and leaf plots)</p>			

# Oral Communication Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Comprehend</b>	<ul style="list-style-type: none"> <li>-understand a variety of commonly used words</li> <li>-recognize the importance of active listening</li> <li>-listen to and retell simple information</li> </ul>	<ul style="list-style-type: none"> <li>-understand some idioms and more developed vocabulary</li> <li>-draw conclusions</li> <li>-retell information that contains some detail</li> </ul>	<ul style="list-style-type: none"> <li>-understand many idioms and relevant specialized vocabulary</li> <li>-listen and evaluate information</li> <li>-listen and identify main idea; list key points</li> </ul>	<ul style="list-style-type: none"> <li>-understand complex vocabulary, figurative language, and specialized vocabulary</li> <li>-identify assumptions in oral communications</li> <li>-synthesize information</li> </ul>
<b>Generate</b>	<ul style="list-style-type: none"> <li>-show awareness that spoken language serves different purposes, audiences, and contexts</li> <li>-provide basic personal information</li> <li>-listen and respond in a familiar setting with a familiar audience, e.g. in a class, with family, or with a tutor</li> <li>-use familiar vocabulary</li> <li>-show awareness of basic oral communication conventions. (e.g., volume, tone, facial expressions, body language)</li> </ul>	<ul style="list-style-type: none"> <li>-understand how spoken language serves different purposes, audiences, and contexts</li> <li>-ask for information in a group setting or from another person</li> <li>-listen, respond and provide information in a less familiar setting, for example, at the bank or the grocery store</li> <li>-use familiar vocabulary, basic grammar, some idioms</li> <li>-use appropriate volume, tone, pace, and eye contact (unless it is not culturally appropriate to do so)</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience will affect the way that information is selected and organized</li> <li>-communicate to persuade in one-to-one or group settings</li> <li>-listen, respond, and provide information in some unfamiliar situations and unpredictable contexts, e.g. at a child's school</li> <li>-use specialized vocabulary for specific contexts (e.g. for work or in specific community settings)</li> <li>-----&gt;</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience affect choice of delivery (e.g., dialogue, speech, personal story, powerpoint)</li> <li>-communicate to advocate for self, family, and friends in one-to-one and group settings</li> <li>-communicate clearly in unfamiliar and/or unpredictable situations</li> <li>-use precise and some figurative language, complex grammatical forms</li> <li>-use appropriate speaking techniques. (e.g., example, effective volume, pitch, tone and gestures)</li> </ul>
<b>Interact</b>	<ul style="list-style-type: none"> <li>-understand that communication is a two-way process</li> <li>-participate by observing and listening in a class, other familiar group setting, or with another person</li> <li>-open and close conversations</li> </ul>	<ul style="list-style-type: none"> <li>-listen to another person's point of view</li> <li>-show increased participation in a group or one to one situations, sometimes asking questions and offering opinions or suggestions</li> <li>-allow others to speak and wait for own turn to speak</li> </ul>	<ul style="list-style-type: none"> <li>-show awareness of diversity (gender, social, cultural differences) and its affect on communication</li> <li>-recognize own biases and values</li> <li>-encourage and assist others to participate in a group</li> <li>-engage in extended conversation with another familiar person</li> <li>-provide opinions and suggestions</li> <li>-encourage others to speak and take on challenges</li> </ul>	<ul style="list-style-type: none"> <li>-analyze the effects of diversity on communication</li> <li>-actively engage in and facilitate group discussion or conversations with one or two others</li> <li>-negotiate with others to resolve conflicts and reach agreement</li> </ul>
<b>Monitor</b>	<ul style="list-style-type: none"> <li>-alert to problems in communication and respond appropriately, e.g., ask speaker to repeat information</li> </ul>	<ul style="list-style-type: none"> <li>-ask questions to clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>-paraphrase to clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>-use advanced paraphrasing and questioning to clarify meaning</li> </ul>

## *Oral Communication Benchmarks – Comprehend*

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Comprehend</b>	<ul style="list-style-type: none"><li>-understand a variety of commonly used words</li><li>-recognize the importance of active listening</li><li>-listen to and retell simple information</li></ul>	<ul style="list-style-type: none"><li>-understand some idioms and more developed vocabulary</li><li>-draw conclusions</li><li>-retell information that contains some detail</li></ul>	<ul style="list-style-type: none"><li>-understand many idioms and relevant specialized vocabulary</li><li>-listen and evaluate information</li><li>-listen and identify main idea; list key points</li></ul>	<ul style="list-style-type: none"><li>-understand complex vocabulary, figurative language, and specialized vocabulary</li><li>-identify assumptions in oral communications</li><li>-synthesize information</li></ul>

## Oral Communication Benchmarks – Generate

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Generate</b>	<ul style="list-style-type: none"> <li>-show awareness that spoken language serves different purposes, audiences, and contexts</li> <li>-provide basic personal information</li> <li>-listen and respond in a familiar setting with a familiar audience, e.g. in a class, with family, or with a tutor</li> <li>-use familiar vocabulary</li> <li>-show awareness of basic oral communication conventions. (e.g., volume, tone, facial expressions, body language)</li> </ul>	<ul style="list-style-type: none"> <li>-understand how spoken language serves different purposes, audiences, and contexts</li> <li>-ask for information in a group setting or from another person</li> <li>-listen, respond and provide information in a less familiar setting, for example, at the bank or the grocery store</li> <li>-use familiar vocabulary, basic grammar, some idioms</li> <li>-use appropriate volume, tone, pace, and eye contact (unless it is not culturally appropriate to do so)</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience will affect the way that information is selected and organized</li> <li>-communicate to persuade in one-to-one or group settings</li> <li>-listen, respond, and provide information in some unfamiliar situations and unpredictable contexts, e.g. at a child's school</li> <li>-use specialized vocabulary for specific contexts (e.g. for work or in specific community settings)</li> <li>-----&gt;</li> </ul>	<ul style="list-style-type: none"> <li>-understand how purpose and audience affect choice of delivery (e.g., dialogue, speech, personal story, powerpoint)</li> <li>-communicate to advocate for self, family, and friends in one-to-one and group settings</li> <li>-communicate clearly in unfamiliar and/or unpredictable situations</li> <li>-use precise and some figurative language, complex grammatical forms</li> <li>-use appropriate speaking techniques. (e.g., example, effective volume, pitch, tone and gestures)</li> </ul>

## *Oral Communication Benchmarks – Interact*

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Interact</b>	<ul style="list-style-type: none"> <li>-understand that communication is a two-way process</li> <li>-participate by observing and listening in a class, other familiar group setting, or with another person</li> <li>-open and close conversations</li> </ul>	<ul style="list-style-type: none"> <li>-listen to another person’s point of view</li> <li>-show increased participation in a group or one to one situations, sometimes asking questions and offering opinions or suggestions</li> <li>-allow others to speak and wait for own turn to speak</li> </ul>	<ul style="list-style-type: none"> <li>-show awareness of diversity (gender, social, cultural differences) and its affect on communication</li> <li>-recognize own biases and values</li> <li>-encourage and assist others to participate in a group</li> <li>-engage in extended conversation with another familiar person</li> <li>-provide opinions and suggestions</li> <li>-encourage others to speak and take on challenges</li> </ul>	<ul style="list-style-type: none"> <li>-analyze the effects of diversity on communication</li> <li>-actively engage in and facilitate group discussion or conversations with one or two others</li> <li>-negotiate with others to resolve conflicts and reach agreement</li> </ul>

## ***Oral Communication Benchmarks - Monitor***

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Monitor</b>	-alert to problems in communication and respond appropriately, e.g., ask speaker to repeat information	-ask questions to clarify meaning	-paraphrase to clarify meaning	-use advanced paraphrasing and questioning to clarify meaning

# Level 1 Oral Communication Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>COMPREHEND</b>	<p>Understand a variety of commonly used words</p> <p>Recognize the importance of active listening</p> <p>Listen to and retell simple information</p>			
<b>GENERATE</b>	<p>Show awareness that spoken language serves different purposes, audiences, and contexts</p> <p>Provide basic personal information</p> <p>Listen and respond in a familiar setting with a familiar audience (for example, in a class, with family or with a tutor)</p> <p>Use familiar vocabulary</p> <p>Show awareness of basic oral communication conventions. (for example, volume, tone, facial expressions, body language)</p>			
<b>INTERACT</b>	<p>Understand that communication is a two-way process</p> <p>Participate by observing and listening in a class, other familiar group setting, or with another person</p> <p>Open and close conversations</p>			
<b>MONITOR</b>	<p>Ask speaker to repeat information, when message is not understood</p>			

## Level 2 Oral Communication Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>COMPREHEND</b>	<p>Understand some idioms and more developed vocabulary</p> <p>Listen and:</p> <ul style="list-style-type: none"> <li>draw conclusions.</li> <li>retell information that contains some detail</li> </ul>			
<b>GENERATE</b>	<p>Understand how spoken language serves different purposes, audiences, and contexts</p> <p>Communicate:</p> <ul style="list-style-type: none"> <li>to ask for information in a group setting or with another person</li> <li>in a less familiar setting with an unfamiliar audience (for example, at the bank or grocery store)</li> <li>by using familiar vocabulary, basic grammar, some idioms</li> </ul> <p>Use appropriate volume, tone, pace, and eye contact (unless it is not culturally appropriate to do so)</p>			
<b>INTERACT</b>	<p>Listen to other person's point of view</p> <p>Show increased participation in a group or one to one situations, sometimes asking questions and offering opinions or suggestions</p> <p>Allow others to speak and wait for own turn to speak</p>			
<b>MONITOR</b>	<p>Ask questions to clarify meaning</p>			

## Level 3 Oral Communication Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>COMPREHEND</b>	Understand many idioms and relevant specialized vocabulary  Listen and: <ul style="list-style-type: none"> <li>• Evaluate information</li> <li>• Identify main idea and list key points</li> </ul>			
<b>GENERATE</b>	Understand how purpose and audience affect how information is selected and organized  Communicate: <ul style="list-style-type: none"> <li>• to persuade in one-to-one or group settings</li> <li>• in some unfamiliar situations and unpredictable contexts (for example at a child's school)</li> <li>• by using specialized vocabulary (for example for work or in specific community settings)</li> <li>• by using appropriate pace, tone, volume and facial expressions</li> </ul>			
<b>INTERACT</b>	Show awareness of diversity (for example, gender, social, and cultural differences) and its affect on communication  Recognize own biases and values  Encourage and assist others to participate in a group  Engage in extended conversation with another familiar person  Provide opinions and suggestions  Encourage others to speak and take on challenges			
<b>MONITOR</b>	Paraphrase to clarify meaning.			

## Level 4 Oral Communication Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>COMPREHEND</b>	Understand complex vocabulary, figurative language, and specialized vocabulary  Listen and: <ul style="list-style-type: none"> <li>• identify assumptions</li> <li>• synthesize information</li> </ul>			
<b>GENERATE</b>	Understand how purpose and audience affect choice of delivery. (for example, dialogue, speech, personal story, powerpoint)  Communicate: <ul style="list-style-type: none"> <li>• to advocate for self, family, and friends in one-to-one and group settings</li> <li>• clearly in unfamiliar situations or in unpredictable situations</li> <li>• by using precise and some figurative language and complex grammatical forms</li> <li>• by using appropriate speaking techniques (for example, effective volume, pitch, tone and gestures)</li> </ul>			
<b>INTERACT</b>	Analyze the effects of diversity on communication  Actively engage in and facilitate group discussion or conversations with one or two others  Negotiate with others to resolve conflicts and reach agreement			
<b>MONITOR</b>	Use advanced paraphrasing and questioning to clarify meaning			

# Information Technology Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Communicate</b>	<p>-use and understand basic technology vocabulary, (e.g., monitor, keyboard, printer)</p> <p>-show awareness of the computer as a communication tool (can be used to lay out and store written text, or to send and receive emails)</p> <p>-use the mouse</p>	<p>-use and understand vocabulary related to keyboarding, (e.g., enter key, delete, backspace)</p> <p>-use basic e-mail skills with assistance (e.g., create an email account, send an email)</p> <p>-create documents with assistance</p> <p>-use the keyboard; begin typing</p>	<p>-use and understand very specific technology vocabulary (e.g., hard drive, software, search engines)</p> <p>-use email skills independently</p> <p>-create documents independently</p> <p>-comfortable with keyboard use</p>	<p>-use and understand a broad range of vocabulary related to computer use</p> <p>-use and manage email program features (e.g., add attachments, make contact lists, save to folders, delete)</p> <p>-use various features of document programs (e.g., create folders, edit and format tools)</p> <p>-----&gt;</p>
<b>Find information</b>	<p>-show awareness of the computer as a source of information (ask someone to find information on the internet)</p>	<p>-choose and use appropriate research tools and resources to access information, with assistance</p>	<p>-perform basic search techniques to access and locate information independently (e.g. use a search engine like Google or Yahoo)</p>	<p>-use more refined search techniques to access information (e.g. look through internet sites, revise key word searches)</p>
<b>Monitor</b>	<p>-show understanding of how internet is created and how information is put there</p>	<p>-understand potential for varying degrees of accuracy and bias in internet information</p> <p>-understand and use practices for internet safety (e.g., use of credit card, provision of personal information)</p>	<p>-recognize fact and opinion in internet information</p> <p>-understand and use email etiquette (e.g., some messages do not need to go to everyone on a list, chain mail may not be appreciated by everyone)</p>	<p>-evaluate information from internet for accuracy and bias</p> <p>-understand virus protection and how to use it</p>

## *IT Benchmarks - Communicate*

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Communicate</b>	<p>-use and understand basic technology vocabulary, (e.g., monitor, keyboard, printer)</p> <p>-show awareness of the computer as a communication tool (can be used to lay out and store written text, or to send and receive emails)</p> <p>-use the mouse</p>	<p>-use and understand vocabulary related to keyboarding, (e.g., enter key, delete, backspace)</p> <p>-use basic e-mail skills with assistance (e.g., create an email account, send an email)</p> <p>-create documents with assistance</p> <p>-use the keyboard; begin typing</p>	<p>-use and understand very specific technology vocabulary (e.g., hard drive, software, search engines)</p> <p>-use email skills independently</p> <p>-create documents independently</p> <p>-comfortable with keyboard use</p>	<p>-use and understand a broad range of vocabulary related to computer use</p> <p>-use and manage email program features (e.g., add attachments, make contact lists, save to folders, delete)</p> <p>-use various features of document programs (e.g., create folders, edit and format tools)</p> <p>-----&gt;</p>

## ***IT Benchmarks – Find Information***

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Find information</b>	-show awareness of the computer as a source of information (ask someone to find information on the internet)	-choose and use appropriate research tools and resources to access information, with assistance	-perform basic search techniques to access and locate information independently (e.g. use a search engine like Google or Yahoo)	-use more refined search techniques to access information (e.g. look through internet sites, revise key word searches)

## ***IT Benchmarks - Monitor***

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Monitor</b>	-show understanding of how internet is created and how information is put there	-understand potential for varying degrees of accuracy and bias in internet information  -understand and use practices for internet safety (e.g., use of credit card, provision of personal information)	-recognize fact and opinion in internet information  -understand and use email etiquette (e.g., some messages do not need to go to everyone on a list, chain mail may not be appreciated by everyone)	-evaluate information from internet for accuracy and bias  -understand virus protection and how to use it

# Level 1 Information Technology Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>Communicate</b>	Use and understand basic technology vocabulary, (for example, monitor, keyboard, printer)  Show awareness of the computer as a communication tool (can be used to lay out and store written text, or to send and receive emails)  Use the mouse			
<b>Find information</b>	Show awareness of the computer as a source of information (ask someone to find information on the internet)			
<b>Monitor</b>	Show understanding of how internet is created and how information is put there			

## Level 2 Information Technology Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>Communicate</b>	<p>Use and understand vocabulary related to keyboarding, (for example, enter key, delete, backspace)</p> <p>Use basic e-mail skills with assistance (for example, create an email account, send an email)</p> <p>Create documents with assistance</p> <p>Use the keyboard; begin typing</p>			
<b>Find information</b>	<p>Choose and use appropriate research tools and resources to access information, with assistance</p>			
<b>Monitor</b>	<p>Understand potential for varying degrees of accuracy and bias in internet information</p> <p>Understand and use practices for internet safety (for example, use of credit card, provision of personal information)</p>			

## Level 3 Information Technology Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>Communicate</b>	Use and understand very specific technology vocabulary (for example, hard drive, software, search engines)  Use email skills independently  Create documents independently  Comfortable with keyboard use			
<b>Find information</b>	Perform basic search techniques to access and locate information independently (for example, use a search engine like Google or Yahoo)			
<b>Monitor</b>	Recognize fact and opinion in internet information  Understand and use email etiquette (for example, some messages do not need to go to everyone on a list, chain mail may not be appreciated by everyone)			

## Level 4 Information Technology

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>Communicate</b>	<p>Use and understand a broad range of vocabulary related to computer use</p> <p>Use and manage email program features (for example, add attachments, make contact lists, save to folders, delete)</p> <p>Use various features of document programs (for example, create folders, edit and format tools)</p> <p>Comfortable with keyboard use</p>			
<b>Find information</b>	<p>Use more refined search techniques to access information (for example, look through internet sites, revise key word searches)</p>			
<b>Monitor</b>	<p>Evaluate information from internet for accuracy and bias</p> <p>Understand virus protection and how to use it</p>			

# Strategies and Participation Benchmarks

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Set Goals</b>	-recognize value of goal-setting in both personal and learning contexts  -identify a personal goal	-identify a goal and break it into steps	-identify challenges that make it difficult to reach goal or to get to next step  -apply strategies to minimize impact of challenges to reaching a goal	-identify learning style and strengths that support attainment of steps and goals
<b>Organize</b>	-demonstrate basic organizational skills in learning and personal contexts	-understand and apply techniques for managing time and organizing daily life (learning and personal contexts)	-use more advanced time and daily life management techniques	-understand and apply advanced time and daily life management techniques
<b>Problem Solve</b>	-acknowledge and identify problems related to self, family, community, school, and/or work	-use basic problem-solving techniques to address problems. (e.g., brainstorming and prioritizing)	-use more complex problem solving-techniques to resolve problems. (e.g., lateral thinking, finding appropriate resources - people with more knowledge & experience, creating “what if” scenarios)	-put personal problems into a larger context, and examine root causes of problems. (e.g., difficulties finding a job might be due to local or regional economic conditions)
<b>Reflect</b>	-understand the importance of reflection	-critically analyze one’s actions – (eg: what worked to achieve goal and what did not)	-identify and analyze beliefs, values, and attitudes of self and others	-identify and analyze assumptions made by self and by others
<b>Engagement</b>	-listen to stories and conversation; observe interactions in groups or observe tutor perform a task	-choose reading material (books, newspapers, comics, horoscopes)  -ask for specific learning activities	-volunteer to take part in activities  -begin to study independently but with support	-initiate activities beyond the class or the tutor relationship, such as take a course, attend a meeting, join a club

## Expanded Explanations

**Organize:** These benchmarks are about the ability to manage one’s time and circumstances to meet personal goals and complete tasks. Increased skills in this area have to do with applying techniques to increasingly difficult tasks, inasmuch as they have to do with learning new organizational skills.

Level 1: Basic organizational skills for learning includes having books, pens, pencils and other equipment required for tutor session or class. This might mean that a special bag is kept for the purpose of carrying these things, or that a specific place at home is identified where these things are always kept. Organizational skills for personal contexts might include leaving keys consistently in the same place when not using them or making a list of things to do.

Level 2: Basic time management techniques includes things like prioritizing activities, setting alarm clock to provide enough time for getting ready for an appointment, making lists.

Level 3: More advanced time/daily life management includes things like: breaking down tasks that need to be done over a longer period of time; identifying when a task is beyond one’s own control to get done

Level 4: Advanced time/daily life management techniques includes developing work plans, setting dates for each stage of a complex task, keeping track of resources being used (books borrowed) and paperwork (making use of binders and other organization aids)

***Strategies and Participation Benchmarks – Set Goals***

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Set Goals</b>	<p>-recognize value of goal-setting in both personal and learning contexts</p> <p>-identify a personal goal</p>	<p>-identify a goal and break it into steps</p>	<p>-identify challenges that make it difficult to reach goal or to get to next step</p> <p>-apply strategies to minimize impact of challenges to reaching a goal</p>	<p>-identify learning style and strengths that support attainment of steps and goals</p>

## *Strategies and Participation Benchmarks – Organize*

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Organize</b>	-demonstrate basic organizational skills in learning and personal contexts	-understand and apply techniques for managing time and organizing daily life (learning and personal contexts)	-use more advanced time and daily life management techniques	-understand and apply advanced time and daily life management techniques

## *Strategies and Participation Benchmarks – Problem Solve*

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Problem Solve</b>	-acknowledge and identify problems related to self, family, community, school, and/or work	-use basic problem-solving techniques to address problems. (e.g., brainstorming and prioritizing)	-use more complex problem solving-techniques to resolve problems. (e.g., lateral thinking, finding appropriate resources - people with more knowledge & experience, creating “what if” scenarios)	-put personal problems into a larger context, and examine root causes of problems. (e.g., difficulties finding a job might be due to local or regional economic conditions)

*Strategies and Participation Benchmarks – Reflect*

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Reflect	-understand the importance of reflection	-critically analyze one’s actions – (eg: what worked to achieve goal and what did not)	-identify and analyze beliefs, values, and attitudes of self and others	-identify and analyze assumptions made by self and by others

## *Strategies and Participation Benchmarks – Engagement*

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Engagement</b>	-listen to stories and conversation; observe interactions in groups or observe tutor perform a task	-choose reading material (books, newspapers, comics, horoscopes)  -ask for specific learning activities	-volunteer to take part in activities  -begin to study independently but with support	-initiate activities beyond the class or the tutor relationship, such as take a course, attend a meeting, join a club

# Level 1 Participation Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>Set Goals</b>	Recognize value of goal-setting in both personal and learning contexts  Identify a personal goal			
<b>Organize</b>	Demonstrate basic organizational skills in learning and personal contexts (for example, have books, pens, pencils and other equipment required for tutor session or class)			
<b>Problem Solve</b>	Acknowledge and identify problems related to self, family, community, school, and/or work			
<b>Reflect</b>	Understand the importance of reflection			
<b>Engagement</b>	Listen to stories and conversation; observe interactions in groups or observe tutor perform a task			

## Level 2 Participation Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>Set Goals</b>	Identify a goal and break it into steps			
<b>Organize</b>	Understand and apply techniques for managing time and organizing daily life (for example, prioritize activities, set alarm clock to provide enough time for getting ready for an appointment, make lists)			
<b>Problem Solve</b>	Use basic problem solving-techniques to address problems (for example, brainstorm and prioritize)			
<b>Reflect</b>	Critically analyze one's actions – (for example, what worked to achieve goal and what did not)			
<b>Engagement</b>	Choose reading material (for example, books, newspapers, comics, horoscopes)  Ask for specific learning activities			

## Level 3 Participation Checklist

PROCESS	BENCHMARK	BASIC	PROFICIENT	STRONG
<b>Set Goals</b>	<p>Identify challenges that make it difficult to reach goal</p> <p>Apply strategies to minimize impact of challenges to reaching goal</p>			
<b>Organize</b>	<p>Use more advanced time and daily life management techniques (for example, break down tasks that have to happen over a period of time; identify when a task depends on something beyond one's own control to get done)</p>			
<b>Problem Solve</b>	<p>Use more complex problem solving-techniques to resolve problems. (for example., lateral thinking, finding appropriate resources – people with more knowledge and experience, creating “what if” scenarios)</p>			
<b>Reflect</b>	<p>Identify and analyze beliefs, values, and attitudes of self and others</p>			
<b>Engagement</b>	<p>Volunteer to take part in activities</p> <p>Begin to study independently but with support</p>			

## Level 4 Participation Checklist

<b>PROCESS</b>	<b>BENCHMARK</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>STRONG</b>
<b>Set Goals</b>	Identify learning style and strengths that support attainment of goals			
<b>Organize</b>	Understand and apply advanced time and daily life management techniques (for example, develop work plans, set dates for each stage of a complex task)			
<b>Problem Solve</b>	Put personal problems into a larger context, and examine root causes of problems. (for example, difficulties finding a job might be due to local or regional economic conditions)			
<b>Reflect</b>	Identify and analyze assumptions made by self and by others			
<b>Engagement</b>	Initiate activities beyond the class or tutor relationship such as taking a course, attend a meeting, join a club			