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- 10.54.5033 Benchmark for Science Content Standard 3 Upon Graduation
- Rules 10.54.5034 through 10.54.5039 reserved
- 10.54.5040 Science Content Standard 4
- 10.54.5041 Benchmark for Science Content Standard 4 for End of Grade 4
- 10.54.5042 Benchmark for Science Content Standard 4 for End of Grade 8
- 10.54.5043 Benchmark for Science Content Standard 4 Upon Graduation
- Rules 10.54.5044 through 10.54.5049 reserved
- 10.54.5050 Science Content Standard 5
- 10.54.5051 Benchmark for Science Content Standard 5 for End of Grade 4
- 10.54.5052 Benchmark for Science Content Standard 5 for End of Grade 8
- 10.54.5053 Benchmark for Science Content Standard 5 Upon Graduation
- Rules 10.54.5054 through 10.54.5059 reserved

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- Rule 10.54.5060 Science Content Standard 6
- 10.54.5061 Benchmark for Science Content Standard 6 for End of Grade 4
- 10.54.5062 Benchmark for Science Content Standard 6 for End of Grade 8
- 10.54.5063 Benchmark for Science Content Standard 6 Upon Graduation
- Rules 10.54.5064 through 10.54.5086 reserved
- 10.54.5087 Advanced Science Performance Descriptors for End of Grade 4
- 10.54.5088 Proficient Science Performance Descriptors for End of Grade 4
- 10.54.5089 Nearing-Proficiency Science Performance Descriptors for End of Grade 4
- 10.54.5090 Novice Science Performance Descriptors for End of Grade 4
- 10.54.5091 Advanced Science Performance Descriptors for End of Grade 8
- 10.54.5092 Proficient Science Performance Descriptors for End of Grade 8
- 10.54.5093 Nearing-Proficiency Science Performance Descriptors for End of Grade 8
- 10.54.5094 Novice Science Performance Descriptors for End of Grade 8
- 10.54.5095 Advanced Science Performance Descriptors Upon Graduation
- 10.54.5096 Proficient Science Performance Descriptors Upon Graduation
- 10.54.5097 Nearing-Proficiency Science Performance Descriptors Upon Graduation
- 10.54.5098 Novice Science Performance Descriptors Upon Graduation
- Subchapters 51 through 59 reserved

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Social Studies Content Standards and Performance Descriptors

Rules 10.54.6001 through 10.54.6009 reserved

- Rule 10.54.6010 Social Studies Content Standard 1
- 10.54.6011 Benchmark for Social Studies Content Standard 1 for End of Grade 4
- 10.54.6012 Benchmark for Social Studies Content Standard 1 for End of Grade 8
- 10.54.6013 Benchmark for Social Studies Content Standard 1 Upon Graduation

Rules 10.54.6014 through 10.54.6019 reserved

- 10.54.6020 Social Studies Content Standard 2
- 10.54.6021 Benchmark for Social Studies Content Standard 2 for End of Grade 4
- 10.54.6022 Benchmark for Social Studies Content Standard 2 for End of Grade 8
- 10.54.6023 Benchmark for Social Studies Content Standard 2 Upon Graduation

Rules 10.54.6024 through 10.54.6029 reserved

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- Rule 10.54.6030 Social Studies Content Standard 3
- 10.54.6031 Benchmark for Social Studies Content Standard 3 for End of Grade 4
- 10.54.6032 Benchmark for Social Studies Content Standard 3 for End of Grade 8
- 10.54.6033 Benchmark for Social Studies Content Standard 3 Upon Graduation
- Rules 10.54.6034 through 10.54.6039 reserved
- 10.54.6040 Social Studies Content Standard 4
- 10.54.6041 Benchmark for Social Studies Content Standard 4 for End of Grade 4
- 10.54.6042 Benchmark for Social Studies Content Standard 4 for End of Grade 8
- 10.54.6043 Benchmark for Social Studies Content Standard 4 Upon Graduation
- Rules 10.54.6044 through 10.54.6049 reserved
- 10.54.6050 Social Studies Content Standard 5
- 10.54.6051 Benchmark for Social Studies Content Standard 5 for End of Grade 4
- 10.54.6052 Benchmark for Social Studies Content Standard 5 for End of Grade 8
- 10.54.6053 Benchmark for Social Studies Content Standard 5 Upon Graduation
- Rules 10.54.6054 through 10.54.6059 reserved
- 10.54.6060 Social Studies Content Standard 6
- 10.54.6061 Benchmark for Social Studies Content Standard 6 for End of Grade 4

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- Rule 10.54.6062 Benchmark for Social Studies Content Standard 6 for End of Grade 8
- 10.54.6063 Benchmark for Social Studies Content Standard 6 Upon Graduation
- Rules 10.54.6064 through 10.54.6086 reserved
- 10.54.6087 Advanced Social Studies Performance Standards for End of Grade 4
- 10.54.6088 Proficient Social Studies Performance Standards for End of Grade 4
- 10.54.6089 Nearing Proficiency Social Studies Performance Standards for End of Grade 4
- 10.54.6090 Novice Social Studies Performance Standards for End of Grade 4
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- 10.54.6092 Proficient Social Studies Performance Standards for End of Grade 8
- 10.54.6093 Nearing Proficiency Social Studies Performance Standards for End of Grade 8
- 10.54.6094 Novice Social Studies Performance Standards for End of Grade 8
- 10.54.6095 Advanced Social Studies Performance Standards Upon Graduation
- 10.54.6096 Proficient Social Studies Performance Standards Upon Graduation
- 10.54.6097 Nearing Proficiency Social Studies Performance Standards Upon Graduation
- 10.54.6098 Novice Social Studies Performance Standards Upon Graduation

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Information Literacy/Library Media Content Standards

Rules 10.54.6501 through 10.54.6509 reserved

- Rule 10.54.6510 Information Literacy/Library Media Content Standard 1
- 10.54.6511 Benchmark for Information Literacy/Library Media Content Standard 1 for the End of Grade 4
- 10.54.6512 Benchmark for Information Literacy/Library Media Content Standard 1 for the End of Grade 8
- 10.54.6513 Benchmark for Information Literacy/Library Media Content Standard 1 Upon Graduation

Rules 10.54.6514 through 10.54.6519 reserved

- 10.54.6520 Information Literacy/Library Media Content Standard 2
- 10.54.6521 Benchmark for Information Literacy/Library Media Content Standard 2 for the End of Grade 4
- 10.54.6522 Benchmark for Information Literacy/Library Media Content Standard 2 for the End of Grade 8
- 10.54.6523 Benchmark for Information Literacy/Library Media Content Standard 2 Upon Graduation

Rules 10.54.6524 through 10.54.6529 reserved

- 10.54.6530 Information Literacy/Library Media Content Standard 3
- 10.54.6531 Benchmark for Information Literacy/Library Media Content Standard 3 for the End of Grade 4
- 10.54.6532 Benchmark for Information Literacy/Library Media Content Standard 3 for the End of Grade 8
- 10.54.6533 Benchmark for Information Literacy/Library Media Content Standard 3 Upon Graduation

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Rules 10.54.6534 through 10.54.6539 reserved

- Rule 10.54.6540 Information Literacy/Library Media Content Standard 4
- 10.54.6541 Benchmark for Information Literacy/Library Media Content Standard 4 for the End of Grade 4
- 10.54.6542 Benchmark for Information Literacy/Library Media Content Standard 4 for the End of Grade 8
- 10.54.6543 Benchmark for Information Literacy/Library Media Content Standard 4 Upon Graduation

Rules 10.54.6544 through 10.54.6549 reserved

- 10.54.6550 Information Literacy/Library Media Content Standard 5
- 10.54.6551 Benchmark for Information Literacy/Library Media Content Standard 5 for the End of Grade 4
- 10.54.6552 Benchmark for Information Literacy/Library Media Content Standard 5 for the End of Grade 8
- 10.54.6553 Benchmark for Information Literacy/Library Media Content Standard 5 Upon Graduation

Rules 10.54.6554 through 10.54.6586 reserved

- 10.54.6587 Advanced Library Media Performance Standards for End of Grade 4 (REPEALED)
- 10.54.6588 Proficient Library Media Performance Standards for End of Grade 4 (REPEALED)
- 10.54.6589 Nearing Proficiency Library Media Performance Standards for End of Grade 4 (REPEALED)
- 10.54.6590 Novice Library Media Performance Standards for End of Grade 4 (REPEALED)
- 10.54.6591 Advanced Library Media Performance Standards for End of Grade 8 (REPEALED)
- 10.54.6592 Proficient Library Media Performance Standards for End of Grade 8 (REPEALED)

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- Rule 10.54.6593 Nearing Proficiency Library Media Performance Standards for End of Grade 8 (REPEALED)
- 10.54.6594 Novice Library Media Performance Standards for End of Grade 8 (REPEALED)
- 10.54.6595 Advanced Library Media Performance Standards Upon Graduation (REPEALED)
- 10.54.6596 Proficient Library Media Performance Standards Upon Graduation (REPEALED)
- 10.54.6597 Nearing Proficiency Library Media Performance Standards Upon Graduation (REPEALED)
- 10.54.6598 Novice Library Media Performance Standards Upon Graduation (REPEALED)

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Information Literacy/Library Media Performance Descriptors

- Rule 10.54.6601 Grade 4 Performance Descriptors for Content Standard 1 at the Advanced Level
- 10.54.6602 Grade 4 Performance Descriptors for Content Standard 1 at the Proficient Level
- 10.54.6603 Grade 4 Performance Descriptors for Content Standard 1 at the Nearing Proficient Level
- 10.54.6604 Grade 4 Performance Descriptors for Content Standard 1 at the Novice Level
- 10.54.6605 Grade 8 Performance Descriptors for Content Standard 1 at the Advanced Level
- 10.54.6606 Grade 8 Performance Descriptors for Content Standard 1 at the Proficient Level
- 10.54.6607 Grade 8 Performance Descriptors for Content Standard 1 at the Nearing Proficient Level
- 10.54.6608 Grade 8 Performance Descriptors for Content Standard 1 at the Novice Level
- 10.54.6609 Upon Graduation Performance Descriptors for Content Standard 1 at the Advanced Level

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- Rule 10.54.6610 Upon Graduation Performance Descriptors for Content Standard 1 at the Proficient Level
- 10.54.6611 Upon Graduation Performance Descriptors for Content Standard 1 at the Nearing Proficient Level
- 10.54.6612 Upon Graduation Performance Descriptors for Content Standard 1 at the Novice Level
- 10.54.6613 Grade 4 Performance Descriptors for Content Standard 2 at the Advanced Level
- 10.54.6614 Grade 4 Performance Descriptors for Content Standard 2 at the Proficient Level
- 10.54.6615 Grade 4 Performance Descriptors for Content Standard 2 at the Nearing Proficient Level
- 10.54.6616 Grade 4 Performance Descriptors for Content Standard 2 at the Novice Level
- 10.54.6617 Grade 8 Performance Descriptors for Content Standard 2 at the Advanced Level
- 10.54.6618 Grade 8 Performance Descriptors for Content Standard 2 at the Proficient Level
- 10.54.6619 Grade 8 Performance Descriptors for Content Standard 2 at the Nearing Proficient Level
- 10.54.6620 Grade 8 Performance Descriptors for Content Standard 2 at the Novice Level
- 10.54.6621 Upon Graduation Performance Descriptors for Content Standard 2 at the Advanced Level
- 10.54.6622 Upon Graduation Performance Descriptors for Content Standard 2 at the Proficient Level
- 10.54.6623 Upon Graduation Performance Descriptors for Content Standard 2 at the Nearing Proficient Level
- 10.54.6624 Upon Graduation Performance Descriptors for Content Standard 2 at the Novice Level

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Rule	10.54.6625	Grade 4 Performance Descriptors for Content Standard 3 at the Advanced Level
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	10.54.6629	Grade 8 Performance Descriptors for Content Standard 3 at the Advanced Level
	10.54.6630	Grade 8 Performance Descriptors for Content Standard 3 at the Proficient Level
	10.54.6631	Grade 8 Performance Descriptors for Content Standard 3 at the Nearing Proficient Level
	10.54.6632	Grade 8 Performance Descriptors for Content Standard 3 at the Novice Level
	10.54.6633	Upon Graduation Performance Descriptors for Content Standard 3 at the Advanced Level
	10.54.6634	Upon Graduation Performance Descriptors for Content Standard 3 at the Proficient Level
	10.54.6635	Upon Graduation Performance Descriptors for Content Standard 3 at the Nearing Proficient Level
	10.54.6636	Upon Graduation Performance Descriptors for Content Standard 3 at the Novice Level
	10.54.6637	Grade 4 Performance Descriptors for Content Standard 4 at the Advanced Level
	10.54.6638	Grade 4 Performance Descriptors for Content Standard 4 at the Proficient Level
	10.54.6639	Grade 4 Performance Descriptors for Content Standard 4 at the Nearing Proficient Level
	10.54.6640	Grade 4 Performance Descriptors for Content Standard 4 at the Novice Level

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- Rule 10.54.6641 Grade 8 Performance Descriptors for Content Standard 4 at the Advanced Level
- 10.54.6642 Grade 8 Performance Descriptors for Content Standard 4 at the Proficient Level
- 10.54.6643 Grade 8 Performance Descriptors for Content Standard 4 at the Nearing Proficient Level
- 10.54.6644 Grade 8 Performance Descriptors for Content Standard 4 at the Novice Level
- 10.54.6645 Upon Graduation Performance Descriptors for Content Standard 4 at the Advanced Level
- 10.54.6646 Upon Graduation Performance Descriptors for Content Standard 4 at the Proficient Level
- 10.54.6647 Upon Graduation Performance Descriptors for Content Standard 4 at the Nearing Proficient Level
- 10.54.6648 Upon Graduation Performance Descriptors for Content Standard 4 at the Novice Level
- 10.54.6649 Grade 4 Performance Descriptors for Content Standard 5 at the Advanced Level
- 10.54.6650 Grade 4 Performance Descriptors for Content Standard 5 at the Proficient Level
- 10.54.6651 Grade 4 Performance Descriptors for Content Standard 5 at the Nearing Proficient Level
- 10.54.6652 Grade 4 Performance Descriptors for Content Standard 5 at the Novice Level
- 10.54.6653 Grade 8 Performance Descriptors for Content Standard 5 at the Advanced Level
- 10.54.6654 Grade 8 Performance Descriptors for Content Standard 5 at the Proficient Level
- 10.54.6655 Grade 8 Performance Descriptors for Content Standard 5 at the Nearing Proficient Level

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- Rule 10.54.6656 Grade 8 Performance Descriptors for Content Standard 5 at the Novice Level
- 10.54.6657 Upon Graduation Performance Descriptors for Content Standard 5 at the Advanced Level
- 10.54.6658 Upon Graduation Performance Descriptors for Content Standard 5 at the Proficient Level
- 10.54.6659 Upon Graduation Performance Descriptors for Content Standard 5 at the Nearing Proficient Level
- 10.54.6660 Upon Graduation Performance Descriptors for Content Standard 5 at the Novice Level

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Subchapter 70

Health Enhancement Content Standards and Performance Descriptors

Rules 10.54.7001 through 10.54.7009 reserved

- Rule 10.54.7010 Health Enhancement Content Standard 1 (REPEALED)
- 10.54.7011 Benchmark for Health Enhancement Content Standard 1 for End of Grade 4 (REPEALED)
- 10.54.7012 Benchmark for Health Enhancement Content Standard 1 for End of Grade 8 (REPEALED)
- 10.54.7013 Benchmark for Health Enhancement Content Standard 1 Upon Graduation (REPEALED)
- Rules 10.54.7014 through 10.54.7019 reserved
- 10.54.7020 Health Enhancement Content Standard 2 (REPEALED)
- 10.54.7021 Benchmark for Health Enhancement Content Standard 2 for End of Grade 4 (REPEALED)
- 10.54.7022 Benchmark for Health Enhancement Content Standard 2 for End of Grade 8 (REPEALED)
- 10.54.7023 Benchmark for Health Enhancement Content Standard 2 Upon Graduation (REPEALED)

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Rules 10.54.7024 through 10.54.7029 reserved

- Rule 10.54.7030 Health Enhancement Content Standard 3 (REPEALED)
- 10.54.7031 Benchmark for Health Enhancement Content Standard 3 for End of Grade 4 (REPEALED)
- 10.54.7032 Benchmark for Health Enhancement Content Standard 3 for End of Grade 8 (REPEALED)
- 10.54.7033 Benchmark for Health Enhancement Content Standard 3 Upon Graduation (REPEALED)

Rules 10.54.7034 through 10.54.7039 reserved

- 10.54.7040 Health Enhancement Content Standard 4 (REPEALED)
- 10.54.7041 Benchmark for Health Enhancement Content Standard 4 for End of Grade 4 (REPEALED)
- 10.54.7042 Benchmark for Health Enhancement Content Standard 4 for End of Grade 8 (REPEALED)
- 10.54.7043 Benchmark for Health Enhancement Content Standard 4 Upon Graduation (REPEALED)

Rules 10.54.7044 through 10.54.7049 reserved

- 10.54.7050 Health Enhancement Content Standard 5 (REPEALED)
- 10.54.7051 Benchmark for Health Enhancement Content Standard 5 for End of Grade 4 (REPEALED)
- 10.54.7052 Benchmark for Health Enhancement Content Standard 5 for End of Grade 8 (REPEALED)
- 10.54.7053 Benchmark for Health Enhancement Content Standard 5 Upon Graduation (REPEALED)

Rules 10.54.7054 through 10.54.7059 reserved

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- Rule 10.54.7060 Health Enhancement Content Standard 6 (REPEALED)
- 10.54.7061 Benchmark for Health Enhancement Content Standard 6 for End of Grade 4 (REPEALED)
- 10.54.7062 Benchmark for Health Enhancement Content Standard 6 for End of Grade 8 (REPEALED)
- 10.54.7063 Benchmark for Health Enhancement Content Standard 6 Upon Graduation (REPEALED)
- Rules 10.54.7064 through 10.54.7069 reserved
- 10.54.7070 Health Enhancement Content Standard 7 (REPEALED)
- 10.54.7071 Benchmark for Health Enhancement Content Standard 7 for End of Grade 4 (REPEALED)
- 10.54.7072 Benchmark for Health Enhancement Content Standard 7 for End of Grade 8 (REPEALED)
- 10.54.7073 Benchmark for Health Enhancement Content Standard 7 Upon Graduation (REPEALED)
- Rules 10.54.7074 through 10.54.7086 reserved
- 10.54.7087 Advanced Health Enhancement Performance Standards for End of Grade 4 (REPEALED)
- 10.54.7088 Proficient Health Enhancement Performance Standards for End of Grade 4 (REPEALED)
- 10.54.7089 Nearing Proficiency Health Enhancement Performance Standards for End of Grade 4 (REPEALED)
- 10.54.7090 Novice Health Enhancement Performance Standards for End of Grade 4 (REPEALED)

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- Rule 10.54.7091 Advanced Health Enhancement Performance Standards for End of Grade 8 (REPEALED)
- 10.54.7092 Proficient Health Enhancement Performance Standards for End of Grade 8 (REPEALED)
- 10.54.7093 Nearing Proficiency Health Enhancement Performance Standards for End of Grade 8 (REPEALED)
- 10.54.7094 Novice Health Enhancement Performance Standards for End of Grade 8 (REPEALED)
- 10.54.7095 Advanced Health Enhancement Performance Standards Upon Graduation (REPEALED)
- 10.54.7096 Proficient Health Enhancement Performance Standards Upon Graduation (REPEALED)
- 10.54.7097 Nearing Proficiency Health Enhancement Performance Standards Upon Graduation (REPEALED)
- 10.54.7098 Novice Health Enhancement Performance Standards Upon Graduation (REPEALED)

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Subchapter 75

Technology Content Standards

Rules 10.54.7501 through 10.54.7509 reserved

- Rule 10.54.7510 Technology Content Standard 1
- 10.54.7511 Benchmark for Technology Content Standard 1 for the End of Grade 4
- 10.54.7512 Benchmark for Technology Content Standard 1 for the End of Grade 8
- 10.54.7513 Benchmark for Technology Content Standard 1 Upon Graduation

Rules 10.54.7514 through 10.54.7519 reserved

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- Rule 10.54.7520 Technology Content Standard 2
- 10.54.7521 Benchmark for Technology Content Standard 2 for the End of Grade 4
- 10.54.7522 Benchmark for Technology Content Standard 2 for the End of Grade 8
- 10.54.7523 Benchmark for Technology Content Standard 2 Upon Graduation
- Rules 10.54.7524 through 10.54.7529 reserved
- 10.54.7530 Technology Content Standard 3
- 10.54.7531 Benchmark for Technology Content Standard 3 for the End of Grade 4
- 10.54.7532 Benchmark for Technology Content Standard 3 for the End of Grade 8
- 10.54.7533 Benchmark for Technology Content Standard 3 Upon Graduation
- Rules 10.54.7534 through 10.54.7539 reserved
- 10.54.7540 Technology Content Standard 4
- 10.54.7541 Benchmark for Technology Content Standard 4 for the End of Grade 4
- 10.54.7542 Benchmark for Technology Content Standard 4 for the End of Grade 8
- 10.54.7543 Benchmark for Technology Content Standard 4 Upon Graduation
- Rules 10.54.7544 through 10.54.7549 reserved

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- Rule 10.54.7550 Technology Content Standard 5 (REPEALED)
- 10.54.7551 Benchmark for Technology Content Standard 5 for End of Grade 4 (REPEALED)
- 10.54.7552 Benchmark for Technology Content Standard 5 for End of Grade 8 (REPEALED)
- 10.54.7553 Benchmark for Technology Content Standard 5 Upon Graduation (REPEALED)
- Rules 10.54.7554 through 10.54.7559 reserved
- 10.54.7560 Technology Content Standard 6 (REPEALED)
- 10.54.7561 Benchmark for Technology Content Standard 6 for End of Grade 4 (REPEALED)
- 10.54.7562 Benchmark for Technology Content Standard 6 for End of Grade 8 (REPEALED)
- 10.54.7563 Benchmark for Technology Content Standard 6 Upon Graduation (REPEALED)
- Rules 10.54.7564 through 10.54.7586 reserved
- 10.54.7587 Advanced Technology Performance Standards for End of Grade 4 (REPEALED)
- 10.54.7588 Proficient Technology Performance Standards for End of Grade 4 (REPEALED)
- 10.54.7589 Nearing Proficiency Technology Performance Standards for End of Grade 4 (REPEALED)
- 10.54.7590 Novice Technology Performance Standards for End of Grade 4 (REPEALED)
- 10.54.7591 Advanced Technology Performance Standards for End of Grade 8 (REPEALED)
- 10.54.7592 Proficient Technology Performance Standards for End of Grade 8 (REPEALED)

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- Rule 10.54.7593 Nearing Proficiency Technology Performance Standards for End of Grade 8 (REPEALED)
- 10.54.7594 Novice Technology Performance Standards for End of Grade 8 (REPEALED)
- 10.54.7595 Advanced Technology Performance Standards Upon Graduation (REPEALED)
- 10.54.7596 Proficient Technology Performance Standards Upon Graduation (REPEALED)
- 10.54.7597 Nearing Proficiency Technology Performance Standards Upon Graduation (REPEALED)
- 10.54.7598 Novice Technology Performance Standards Upon Graduation (REPEALED)

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Technology Performance Descriptors

- Rule 10.54.7601 Grade 4 Performance Descriptors for Content Standard 1 at the Advanced Level
- 10.54.7602 Grade 4 Performance Descriptors for Content Standard 1 at the Proficient Level
- 10.54.7603 Grade 4 Performance Descriptors for Content Standard 1 at the Nearing Proficient Level
- 10.54.7604 Grade 4 Performance Descriptors for Content Standard 1 at the Novice Level
- 10.54.7605 Grade 8 Performance Descriptors for Content Standard 1 at the Advanced Level
- 10.54.7606 Grade 8 Performance Descriptors for Content Standard 1 at the Proficient Level
- 10.54.7607 Grade 8 Performance Descriptors for Content Standard 1 at the Nearing Proficient Level
- 10.54.7608 Grade 8 Performance Descriptors for Content Standard 1 at the Novice Level

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- Rule 10.54.7609 Upon Graduation Performance Descriptors for Content Standard 1 at the Advanced Level
- 10.54.7610 Upon Graduation Performance Descriptors for Content Standard 1 at the Proficient Level
- 10.54.7611 Upon Graduation Performance Descriptors for Content Standard 1 at the Nearing Proficient Level
- 10.54.7612 Upon Graduation Performance Descriptors for Content Standard 1 at the Novice Level
- 10.54.7613 Grade 4 Performance Descriptors for Content Standard 2 at the Advanced Level
- 10.54.7614 Grade 4 Performance Descriptors for Content Standard 2 at the Proficient Level
- 10.54.7615 Grade 4 Performance Descriptors for Content Standard 2 at the Nearing Proficient Level
- 10.54.7616 Grade 4 Performance Descriptors for Content Standard 2 at the Novice Level
- 10.54.7617 Grade 8 Performance Descriptors for Content Standard 2 at the Advanced Level
- 10.54.7618 Grade 8 Performance Descriptors for Content Standard 2 at the Proficient Level
- 10.54.7619 Grade 8 Performance Descriptors for Content Standard 2 at the Nearing Proficient Level
- 10.54.7620 Grade 8 Performance Descriptors for Content Standard 2 at the Novice Level
- 10.54.7621 Upon Graduation Performance Descriptors for Content Standard 2 at the Advanced Level
- 10.54.7622 Upon Graduation Performance Descriptors for Content Standard 2 at the Proficient Level

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- Rule 10.54.7623 Upon Graduation Performance Descriptors for Content Standard 2 at the Nearing Proficient Level
- 10.54.7624 Upon Graduation Performance Descriptors for Content Standard 2 at the Novice Level
- 10.54.7625 Grade 4 Performance Descriptors for Content Standard 3 at the Advanced Level
- 10.54.7626 Grade 4 Performance Descriptors for Content Standard 3 at the Proficient Level
- 10.54.7627 Grade 4 Performance Descriptors for Content Standard 3 at the Nearing Proficient Level
- 10.54.7628 Grade 4 Performance Descriptors for Content Standard 3 at the Novice Level
- 10.54.7629 Grade 8 Performance Descriptors for Content Standard 3 at the Advanced Level
- 10.54.7630 Grade 8 Performance Descriptors for Content Standard 3 at the Proficient Level
- 10.54.7631 Grade 8 Performance Descriptors for Content Standard 3 at the Nearing Proficient Level
- 10.54.7632 Grade 8 Performance Descriptors for Content Standard 3 at the Novice Level
- 10.54.7633 Upon Graduation Performance Descriptors for Content Standard 3 at the Advanced Level
- 10.54.7634 Upon Graduation Performance Descriptors for Content Standard 3 at the Proficient Level
- 10.54.7635 Upon Graduation Performance Descriptors for Content Standard 3 at the Nearing Proficient Level
- 10.54.7636 Upon Graduation Performance Descriptors for Content Standard 3 at the Novice Level

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- Rule 10.54.7637 Grade 4 Performance Descriptors for Content Standard 4 at the Advanced Level
- 10.54.7638 Grade 4 Performance Descriptors for Content Standard 4 at the Proficient Level
- 10.54.7639 Grade 4 Performance Descriptors for Content Standard 4 at the Nearing Proficient Level
- 10.54.7640 Grade 4 Performance Descriptors for Content Standard 4 at the Novice Level
- 10.54.7641 Grade 8 Performance Descriptors for Content Standard 4 at the Advanced Level
- 10.54.7642 Grade 8 Performance Descriptors for Content Standard 4 at the Proficient Level
- 10.54.7643 Grade 8 Performance Descriptors for Content Standard 4 at the Nearing Proficient Level
- 10.54.7644 Grade 8 Performance Descriptors for Content Standard 4 at the Novice Level
- 10.54.7645 Upon Graduation Performance Descriptors for Content Standard 4 at the Advanced Level
- 10.54.7646 Upon Graduation Performance Descriptors for Content Standard 4 at the Proficient Level
- 10.54.7647 Upon Graduation Performance Descriptors for Content Standard 4 at the Nearing Proficient Level
- 10.54.7648 Upon Graduation Performance Descriptors for Content Standard 4 at the Novice Level

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Subchapter 80

Career and Vocational/Technical Education Content Standards and Performance Descriptors

Rules 10.54.8001 through 10.54.8009 reserved

Rule 10.54.8010 Career and Vocational/Technical Education Content Standard 1

10.54.8011 Benchmark for Career and Vocational/Technical Education
Content Standard 1 for End of Benchmark 1

10.54.8012 Benchmark for Career and Vocational/Technical Education
Content Standard 1 for End of Benchmark 2

10.54.8013 Benchmark for Career and Vocational/Technical Education
Content Standard 1 for End of Benchmark 3

Rules 10.54.8014 through 10.54.8019 reserved

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- Rule 10.54.8020 Career and Vocational/Technical Education Content Standard 2
- 10.54.8021 Benchmark for Career and Vocational/Technical Education Content Standard 2 for End of Benchmark 1
- 10.54.8022 Benchmark for Career and Vocational/Technical Education Content Standard 2 for End of Benchmark 2
- 10.54.8023 Benchmark for Career and Vocational/Technical Education Content Standard 2 for End of Benchmark 3
- Rules 10.54.8024 through 10.54.8029 reserved
- 10.54.8030 Career and Vocational/Technical Education Content Standard 3
- 10.54.8031 Benchmark for Career and Vocational/Technical Education Content Standard 3 for End of Benchmark 1
- 10.54.8032 Benchmark for Career and Vocational/Technical Education Content Standard 3 for End of Benchmark 2
- 10.54.8033 Benchmark for Career and Vocational/Technical Education Content Standard 3 for End of Benchmark 3
- Rules 10.54.8034 through 10.54.8039 reserved
- 10.54.8040 Career and Vocational/Technical Education Content Standard 4
- 10.54.8041 Benchmark for Career and Vocational/Technical Education Content Standard 4 for End of Benchmark 1
- 10.54.8042 Benchmark for Career and Vocational/Technical Education Content Standard 4 for End of Benchmark 2
- 10.54.8043 Benchmark for Career and Vocational/Technical Education Content Standard 4 for End of Benchmark 3
- Rules 10.54.8044 through 10.54.8049 reserved

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- Rule 10.54.8050 Career and Vocational/Technical Education Content Standard 5
- 10.54.8051 Benchmark for Career and Vocational/Technical Education Content Standard 5 for End of Benchmark 1
- 10.54.8052 Benchmark for Career and Vocational/Technical Education Content Standard 5 for End of Benchmark 2
- 10.54.8053 Benchmark for Career and Vocational/Technical Education Content Standard 5 for End of Benchmark 3
- Rules 10.54.8054 through 10.54.8086 reserved
- 10.54.8087 Advanced Career and Vocational/Technical Education Performance Standards for End of Benchmark 1
- 10.54.8088 Proficient Career and Vocational/Technical Education Performance Standards for End of Benchmark 1
- 10.54.8089 Nearing Proficiency Career and Vocational/Technical Education Performance Standards for End of Benchmark 1
- 10.54.8090 Novice Career and Vocational/Technical Education Performance Standards for End of Benchmark 1
- 10.54.8091 Advanced Career and Vocational/Technical Education Performance Standards for End of Benchmark 2
- 10.54.8092 Proficient Career and Vocational/Technical Education Performance Standards for End of Benchmark 2
- 10.54.8093 Nearing Proficiency Career and Vocational/Technical Education Performance Standards for End of Benchmark 2
- 10.54.8094 Novice Career and Vocational/Technical Education Performance Standards for End of Benchmark 2

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- Rule 10.54.8095 Advanced Career and Vocational/Technical Education Performance Standards for End of Benchmark 3
- 10.54.8096 Proficient Career and Vocational/Technical Education Performance Standards for End of Benchmark 3
- 10.54.8097 Nearing Proficiency Career and Vocational/Technical Education Performance Standards for End of Benchmark 3
- 10.54.8098 Novice Career and Vocational/Technical Education Performance Standards for End of Benchmark 3

Subchapters 81 through 84 reserved

Subchapter 85

World Languages Content Standards and Performance Descriptors

Rules 10.54.8501 through 10.54.8509 reserved

- Rule 10.54.8510 World Languages Content Standard 1
- 10.54.8511 Benchmark for World Languages Content Standard 1 for End of Benchmark 1
- 10.54.8512 Benchmark for World Languages Content Standard 1 for End of Benchmark 2
- 10.54.8513 Benchmark for World Languages Content Standard 1 for End of Benchmark 3

Rules 10.54.8514 through 10.54.8519 reserved

- 10.54.8520 World Languages Content Standard 2
- 10.54.8521 Benchmark for World Languages Content Standard 2 for End of Benchmark 1
- 10.54.8522 Benchmark for World Languages Content Standard 2 for End of Benchmark 2
- 10.54.8523 Benchmark for World Languages Content Standard 2 for End of Benchmark 3

Rules 10.54.8524 through 10.54.8529 reserved

CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS

- Rule 10.54.8530 World Languages Content Standard 3
- 10.54.8531 Benchmark for World Languages Content Standard 3 for End of Benchmark 1
- 10.54.8532 Benchmark for World Languages Content Standard 3 for End of Benchmark 2
- 10.54.8533 Benchmark for World Languages Content Standard 3 for End of Benchmark 3
- Rules 10.54.8534 through 10.54.8539 reserved
- 10.54.8540 World Languages Content Standard 4
- 10.54.8541 Benchmark for World Languages Content Standard 4 for End of Benchmark 1
- 10.54.8542 Benchmark for World Languages Content Standard 4 for End of Benchmark 2
- 10.54.8543 Benchmark for World Languages Content Standard 4 for End of Benchmark 3
- Rules 10.54.8544 through 10.54.8549 reserved
- 10.54.8550 World Languages Content Standard 5
- 10.54.8551 Benchmark for World Languages Content Standard 5 for End of Benchmark 1
- 10.54.8552 Benchmark for World Languages Content Standard 5 for End of Benchmark 2
- 10.54.8553 Benchmark for World Languages Content Standard 5 for End of Benchmark 3
- Rules 10.54.8554 through 10.54.8559 reserved

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- Rule 10.54.8560 World Languages Content Standard 6
- 10.54.8561 Benchmark for World Languages Content Standard 6 for End of Benchmark 1
- 10.54.8562 Benchmark for World Languages Content Standard 6 for End of Benchmark 2
- 10.54.8563 Benchmark for World Languages Content Standard 6 for End of Benchmark 3
- Rules 10.54.8564 through 10.54.8569 reserved
- 10.54.8570 World Languages Content Standard 7
- 10.54.8571 Benchmark for World Languages Content Standard 7 for End of Benchmark 1
- 10.54.8572 Benchmark for World Languages Content Standard 7 for End of Benchmark 2
- 10.54.8573 Benchmark for World Languages Content Standard 7 for End of Benchmark 3
- Rules 10.54.8574 through 10.54.8579 reserved
- 10.54.8580 World Languages Content Standard 8
- 10.54.8581 Benchmark for World Languages Content Standard 8 for End of Benchmark 1
- 10.54.8582 Benchmark for World Languages Content Standard 8 for End of Benchmark 2
- 10.54.8583 Benchmark for World Languages Content Standard 8 for End of Benchmark 3
- Rules 10.54.8584 through 10.54.8589 reserved
- 10.54.8590 World Languages Content Standard 9
- 10.54.8591 Benchmark for World Languages Content Standard 9 for End of Benchmark 1

CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS

- Rule 10.54.8592 Benchmark for World Languages Content Standard 9 for End of Benchmark 2
- 10.54.8593 Benchmark for World Languages Content Standard 9 for End of Benchmark 3

Subchapter 86

Continuation of World Languages Content Standards and Performance Descriptors

Rules 10.54.8601 through 10.54.8606 reserved

- Rule 10.54.8607 Advanced World Languages Performance Standards for the End of Benchmark 1
- 10.54.8608 Proficient World Languages Performance Standards for the End of Benchmark 1
- 10.54.8609 Nearing Proficiency World Languages Performance Standards for the End of Benchmark 1
- 10.54.8610 Novice World Languages Performance Standards for the End of Benchmark 1
- 10.54.8611 Advanced World Languages Performance Standards for the End of Benchmark 2
- 10.54.8612 Proficient World Languages Performance Standards for the End of Benchmark 2
- 10.54.8613 Nearing Proficiency World Languages Performance Standards for the End of Benchmark 2
- 10.54.8614 Novice World Languages Performance Standards for the End of Benchmark 2
- 10.54.8615 Advanced World Languages Performance Standards for the End of Benchmark 3
- 10.54.8616 Proficient World Languages Performance Standards for the End of Benchmark 3

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- Rule 10.54.8617 Nearing Proficiency World Languages Performance Standards for the End of Benchmark 3
- 10.54.8618 Novice World Languages Performance Standards for the End of Benchmark 3

Subchapters 87 through 94 reserved

Subchapter 95

Workplace Competencies Content Standards and Performance Descriptors

Rules 10.54.9501 through 10.54.9509 reserved

- Rule 10.54.9510 Workplace Competencies Content Standard 1
- 10.54.9511 Benchmark for Workplace Competencies Content Standard 1 for End of Grade 4
- 10.54.9512 Benchmark for Workplace Competencies Content Standard 1 for End of Grade 8
- 10.54.9513 Benchmark for Workplace Competencies Content Standard 1 Upon Graduation

Rules 10.54.9514 through 10.54.9519 reserved

- 10.54.9520 Workplace Competencies Content Standard 2
- 10.54.9521 Benchmark for Workplace Competencies Content Standard 2 for End of Grade 4
- 10.54.9522 Benchmark for Workplace Competencies Content Standard 2 for End of Grade 8
- 10.54.9523 Benchmark for Workplace Competencies Content Standard 2 Upon Graduation

Rules 10.54.9524 through 10.54.9529 reserved

CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS

- Rule 10.54.9530 Workplace Competencies Content Standard 3
- 10.54.9531 Benchmark for Workplace Competencies Content Standard 3 for End of Grade 4
- 10.54.9532 Benchmark for Workplace Competencies Content Standard 3 for End of Grade 8
- 10.54.9533 Benchmark for Workplace Competencies Content Standard 3 Upon Graduation
- Rules 10.54.9534 through 10.54.9539 reserved
- 10.54.9540 Workplace Competencies Content Standard 4
- 10.54.9541 Benchmark for Workplace Competencies Content Standard 4 for End of Grade 4
- 10.54.9542 Benchmark for Workplace Competencies Content Standard 4 for End of Grade 8
- 10.54.9543 Benchmark for Workplace Competencies Content Standard 4 Upon Graduation
- Rules 10.54.9544 through 10.54.9549 reserved
- 10.54.9550 Workplace Competencies Content Standard 5
- 10.54.9551 Benchmark for Workplace Competencies Content Standard 5 for End of Grade 4
- 10.54.9552 Benchmark for Workplace Competencies Content Standard 5 for End of Grade 8
- 10.54.9553 Benchmark for Workplace Competencies Content Standard 5 Upon Graduation
- Rules 10.54.9554 through 10.54.9559 reserved
- 10.54.9560 Workplace Competencies Content Standard 6
- 10.54.9561 Benchmark for Workplace Competencies Content Standard 6 for End of Grade 4

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- Rule 10.54.9562 Benchmark for Workplace Competencies Content Standard 6 for End of Grade 8
- 10.54.9563 Benchmark for Workplace Competencies Content Standard 6 Upon Graduation
- Rules 10.54.9564 through 10.54.9586 reserved
- 10.54.9587 Advanced Workplace Competencies Performance Standards for End of Grade 4
- 10.54.9588 Proficient Workplace Competencies Performance Standards for End of Grade 4
- 10.54.9589 Nearing Proficiency Workplace Competencies Performance Standards for End of Grade 4
- 10.54.9590 Novice Workplace Competencies Performance Standards for End of Grade 4
- 10.54.9591 Advanced Workplace Competencies Performance Standards for End of Grade 8
- 10.54.9592 Proficient Workplace Competencies Performance Standards for End of Grade 8
- 10.54.9593 Nearing Proficiency Workplace Competencies Performance Standards for End of Grade 8
- 10.54.9594 Novice Workplace Competencies Performance Standards for End of Grade 8
- 10.54.9595 Advanced Workplace Competencies Performance Standards Upon Graduation
- 10.54.9596 Proficient Workplace Competencies Performance Standards Upon Graduation
- 10.54.9597 Nearing Proficiency Workplace Competencies Performance Standards Upon Graduation
- 10.54.9598 Novice Workplace Competencies Performance Standards Upon Graduation

Subchapters 1 through 24 Reserved

Subchapter 25

General Provisions

10.54.2501 EXPLANATION OF THE CONTENT AND PERFORMANCE STANDARDS (1) The content and performance standards shall be used by school districts to develop local curriculum and assessment in content areas including: library media; science; social studies; technology; world languages; workplace competencies; and career and vocational/technical education. The K-12 content standards describe what students shall know, understand and be able to do in these content areas. Benchmarks define the expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. Progress toward meeting these standards is measured at three points along that continuum: the end of grade 4, the end of grade 8, and upon graduation. Performance standards define the quality of student performance and describe the performance to be demonstrated. Performance level descriptions provide a picture or profile of student achievement at the four performance levels: advanced, proficient, nearing proficiency, and novice. (History: Mont. Const. Art. X, sec. 9, 20-2-114, MCA; IMP, Mont. Const. Art. X, sec. 9, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2001 MAR p. 953, Eff. 6/8/01; AMD, 2016 MAR p. ____, Eff. 7/1/17.)

10.54.2502 DEFINITIONS (1) "Benchmark" means expectations for a student's knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points: the end of grade 4, the end of grade 8, and upon graduation (grade 12).

(2) "Content standard" means what all students should know, understand, and be able to do in a specific content area, such as reading, mathematics, or social studies.

(3) "Performance level" means the level of achievement in broad, general terms.

(a) "Advanced level" means superior performance;

(b) "Proficient level" means solid academic performance for each benchmark, reaching levels of demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter;

(c) "Nearing proficiency level" means a student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark; and

(d) "Novice level" means a student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

(4) "Performance standard" means the specific expectations for performance in each content area at each of the three benchmarks. Performance standards define the quality of performance and describe the performance to be demonstrated. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.2503 STANDARDS REVIEW SCHEDULE (1) Montana's content and performance standards shall be reviewed and revised on a five-year cycle beginning July 1, 2005.

(2) A schedule for review of specific programs shall be established as a collaborative process with the Office of Public Instruction and the Board of Public Education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at intervals not exceeding five years.

(3) The standards review process shall use context information, criteria, processes, and procedures identified by the Office of Public Instruction with input from representatives of accredited schools. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Subchapters 26 and 27 Reserved

Subchapter 28

Arts Content and Performance Standards

10.54.2801 through 10.54.2809 reserved

10.54.2810 ARTS CONTENT STANDARD 1 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2811 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2812 BENCHMARK FOR ARTS CONTENT STANDARD 1 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2813 BENCHMARK FOR ARTS CONTENT STANDARD 1 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2814 through 10.54.2819 reserved

10.54.2820 ARTS CONTENT STANDARD 2 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2821 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2822 BENCHMARK FOR ARTS CONTENT STANDARD 2 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2823 BENCHMARK FOR ARTS CONTENT STANDARD 2 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2824 through 10.54.2829 reserved

10.54.2830 ARTS CONTENT STANDARD 3 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2831 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2832 BENCHMARK FOR ARTS CONTENT STANDARD 3 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2833 BENCHMARK FOR ARTS CONTENT STANDARD 3 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2834 through 10.54.2839 reserved

10.54.2840 ARTS CONTENT STANDARD 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2841 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2842 BENCHMARK FOR ARTS CONTENT STANDARD 4 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2843 BENCHMARK FOR ARTS CONTENT STANDARD 4 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2844 through 10.54.2849 reserved

10.54.2850 ARTS CONTENT STANDARD 5 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2851 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2852 BENCHMARK FOR ARTS CONTENT STANDARD 5 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2853 BENCHMARK FOR ARTS CONTENT STANDARD 5 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2854 through 10.54.2859 reserved

10.54.2860 ARTS CONTENT STANDARD 6 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2861 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2862 BENCHMARK FOR ARTS CONTENT STANDARD 6 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2863 BENCHMARK FOR ARTS CONTENT STANDARD 6 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2864 through 10.54.2886 reserved

10.54.2887 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2888 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2889 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2890 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00 ; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2891 ADVANCED ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2892 PROFICIENT ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2893 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2894 NOVICE ARTS PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2895 ADVANCED ARTS PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2896 PROFICIENT ARTS PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2897 NEARING PROFICIENCY ARTS PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

10.54.2898 NOVICE ARTS PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 3338, Eff. 10/6/00; REP, 2016 MAR p. 1387, Eff. 7/1/17.)

Subchapter 29 Reserved

Subchapter 30

Reading Content Standards and Performance Descriptors

Rules 10.54.3001 through 10.54.3009 reserved

10.54.3010 READING CONTENT STANDARD 1 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3011 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3012 BENCHMARK FOR READING CONTENT STANDARD 1 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3013 BENCHMARK FOR READING CONTENT STANDARD 1 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3014 through 10.54.3019 reserved

10.54.3020 READING CONTENT STANDARD 2 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3021 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3022 BENCHMARK FOR READING CONTENT STANDARD 2 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3023 BENCHMARK FOR READING CONTENT STANDARD 2 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3024 through 10.54.3029 reserved

10.54.3030 READING CONTENT STANDARD 3 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3031 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3032 BENCHMARK FOR READING CONTENT STANDARD 3 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3033 BENCHMARK FOR READING CONTENT STANDARD 3 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3034 through 10.54.3039 reserved

10.54.3040 READING CONTENT STANDARD 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3041 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3042 BENCHMARK FOR READING CONTENT STANDARD 4 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3043 BENCHMARK FOR READING CONTENT STANDARD 4 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3044 through 10.54.3049 reserved

10.54.3050 READING CONTENT STANDARD 5 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3051 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3052 BENCHMARK FOR READING CONTENT STANDARD 5 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3053 BENCHMARK FOR READING CONTENT STANDARD 5 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3054 through 10.54.3086 reserved

10.54.3087 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3088 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3089 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3090 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3091 ADVANCED READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3092 PROFICIENT READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3093 NEARING PROFICIENCY READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3094 NOVICE READING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3095 ADVANCED READING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3096 PROFICIENT READING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3097 NEARING PROFICIENCY READING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3098 NOVICE READING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Subchapter 31 reserved

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Subchapter 32

Literature Content Standards and Performance Descriptors

Rules 10.54.3201 through 10.54.3209 reserved

10.54.3210 LITERATURE CONTENT STANDARD 1 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3211 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3212 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3213 BENCHMARK FOR LITERATURE CONTENT STANDARD 1 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3214 through 10.54.3219 reserved

10.54.3220 LITERATURE CONTENT STANDARD 2 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3221 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3222 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3223 BENCHMARK FOR LITERATURE CONTENT STANDARD 2 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3224 through 10.54.3229 reserved

10.54.3230 LITERATURE CONTENT STANDARD 3 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3231 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3232 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3233 BENCHMARK FOR LITERATURE CONTENT STANDARD 3 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3234 through 10.54.3239 reserved

10.54.3240 LITERATURE CONTENT STANDARD 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3241 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3242 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3243 BENCHMARK FOR LITERATURE CONTENT STANDARD 4 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3244 through 10.54.3249 reserved

10.54.3250 LITERATURE CONTENT STANDARD 5 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3251 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3252 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3253 BENCHMARK FOR LITERATURE CONTENT STANDARD 5 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3254 through 10.54.3286 reserved

10.54.3287 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3288 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3289 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3290 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3291 ADVANCED LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3292 PROFICIENT LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3293 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3294 NOVICE LITERATURE PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3295 ADVANCED LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3296 PROFICIENT LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3297 NEARING PROFICIENCY LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3298 NOVICE LITERATURE PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Subchapter 33 reserved

Subchapter 34

Writing Content Standards and Performance Descriptors

Rules 10.54.3401 through 10.54.3409 reserved

10.54.3410 WRITING CONTENT STANDARD 1 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3411 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3412 BENCHMARK FOR WRITING CONTENT STANDARD 1 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3413 BENCHMARK FOR WRITING CONTENT STANDARD 1 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3414 through 10.54.3419 reserved

10.54.3420 WRITING CONTENT STANDARD 2 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3421 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3422 BENCHMARK FOR WRITING CONTENT STANDARD 2 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3423 BENCHMARK FOR WRITING CONTENT STANDARD 2 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3424 through 10.54.3429 reserved

10.54.3430 WRITING CONTENT STANDARD 3 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3431 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3432 BENCHMARK FOR WRITING CONTENT STANDARD 3 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3433 BENCHMARK FOR WRITING CONTENT STANDARD 3 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3434 through 10.54.3439 reserved

10.54.3440 WRITING CONTENT STANDARD 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3441 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3442 BENCHMARK FOR WRITING CONTENT STANDARD 4 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3443 BENCHMARK FOR WRITING CONTENT STANDARD 4 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3444 through 10.54.3449 reserved

10.54.3450 WRITING CONTENT STANDARD 5 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3451 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3452 BENCHMARK FOR WRITING CONTENT STANDARD 5 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3453 BENCHMARK FOR WRITING CONTENT STANDARD 5 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3454 through 10.54.3459 reserved

10.54.3460 WRITING CONTENT STANDARD 6 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3461 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3462 BENCHMARK FOR WRITING CONTENT STANDARD 6 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3463 BENCHMARK FOR WRITING CONTENT STANDARD 6 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3464 through 10.54.3486 reserved

10.54.3487 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3488 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3489 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3490 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3491 ADVANCED WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3492 PROFICIENT WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3493 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3494 NOVICE WRITING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3495 ADVANCED WRITING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3496 PROFICIENT WRITING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3497 NEARING PROFICIENCY WRITING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3498 NOVICE WRITING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Subchapter 35 reserved

Subchapter 36

Communication Arts Content Standards

Rules 10.54.3601 through 10.54.3609 reserved

10.54.3610 COMMUNICATION ARTS SPEAKING AND LISTENING
CONTENT STANDARD 1 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121,
20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR
p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3611 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND
LISTENING CONTENT STANDARD 1 FOR END OF GRADE 4 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999
MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR
p. 2520, Eff. 11/26/11.)

10.54.3612 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND
LISTENING CONTENT STANDARD 1 FOR END OF GRADE 8 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999
MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR
p. 2520, Eff. 11/26/11.)

10.54.3613 BENCHMARK FOR COMMUNICATION ARTS SPEAKING AND
LISTENING CONTENT STANDARD 1 UPON GRADUATION (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999
MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR
p. 2520, Eff. 11/26/11.)

Rules 10.54.3614 through 10.54.3619 reserved

10.54.3620 COMMUNICATION ARTS READING CONTENT STANDARD 2
(REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA;
NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP,
2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3621 BENCHMARK FOR COMMUNICATION ARTS READING
CONTENT STANDARD 2 FOR END OF GRADE 4 (REPEALED) (History: 20-2-
114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff.
10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff.
11/26/11.)

10.54.3622 BENCHMARK FOR COMMUNICATION ARTS READING CONTENT STANDARD 2 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3623 BENCHMARK FOR COMMUNICATION ARTS READING CONTENT STANDARD 2 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

Rules 10.54.3624 through 10.54.3629 reserved

10.54.3630 COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3631 BENCHMARK FOR COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3632 BENCHMARK FOR COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3633 BENCHMARK FOR COMMUNICATION ARTS LITERATURE CONTENT STANDARD 3 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

Rules 10.54.3634 through 10.54.3639 reserved

10.54.3640 COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3641 BENCHMARK FOR COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3642 BENCHMARK FOR COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 8 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3643 BENCHMARK FOR COMMUNICATION ARTS MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

Rules 10.54.3644 through 10.54.3649 reserved

10.54.3650 COMMUNICATION ARTS WRITING CONTENT STANDARD 5 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3651 BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3652 BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3653 BENCHMARK FOR COMMUNICATION ARTS WRITING CONTENT STANDARD 5 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

Rules 10.54.3654 through 10.54.3686 reserved

10.54.3687 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3688 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3689 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3690 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3691 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3692 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3693 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3694 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3695 ADVANCED SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3696 PROFICIENT SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3697 NEARING PROFICIENCY SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3698 NOVICE SPEAKING AND LISTENING PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Subchapter 37

Communication Arts Performance Descriptors

10.54.3701 GRADE 4 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3702 GRADE 4 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3703 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3704 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3705 GRADE 8 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3706 GRADE 8 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3707 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3708 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3709 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3710 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3711 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

10.54.3712 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2010 MAR p. 220, Eff. 1/29/10; REP, 2011 MAR p. 2520, Eff. 11/26/11.)

Subchapter 38

Media Literacy Content Standards and Performance Descriptors

Rules 10.54.3801 through 10.54.3809 reserved

10.54.3810 MEDIA LITERACY CONTENT STANDARD 1 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999
MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3811 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD
1 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121,
20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR
p. 220, Eff. 1/29/10.)

10.54.3812 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD
1 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121,
20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR
p. 220, Eff. 1/29/10.)

10.54.3813 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD
1 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-
3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p.
220, Eff. 1/29/10.)

Rules 10.54.3814 through 10.54.3819 reserved

10.54.3820 MEDIA LITERACY CONTENT STANDARD 2 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999
MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3821 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD
2 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121,
20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR
p. 220, Eff. 1/29/10.)

10.54.3822 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD
2 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121,
20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR
p. 220, Eff. 1/29/10.)

10.54.3823 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 2 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3824 through 10.54.3829 reserved

10.54.3830 MEDIA LITERACY CONTENT STANDARD 3 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3831 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3832 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3833 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 3 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3834 through 10.54.3839 reserved

10.54.3840 MEDIA LITERACY CONTENT STANDARD 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3841 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3842 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3843 BENCHMARK FOR MEDIA LITERACY CONTENT STANDARD 4 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Rules 10.54.3844 through 10.54.3886 reserved

10.54.3887 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3888 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3889 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3890 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3891 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3892 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3893 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3894 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS FOR THE END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3895 ADVANCED MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3896 PROFICIENT MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3897 NEARING PROFICIENCY MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

10.54.3898 NOVICE MEDIA LITERACY PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2010 MAR p. 220, Eff. 1/29/10.)

Subchapter 39 reserved

Subchapter 40

Mathematics Content Standards

Rules 10.54.4001 through 10.54.4009 reserved

10.54.4010 MATHEMATICS CONTENT STANDARD 1 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4011 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4012 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4013 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

Rules 10.54.4014 through 10.54.4019 reserved

10.54.4020 MATHEMATICS CONTENT STANDARD 2 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4021 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4022 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4023 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

Rules 10.54.4024 through 10.54.4029 reserved

10.54.4030 MATHEMATICS CONTENT STANDARD 3 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4031 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4032 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4033 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

Rules 10.54.4034 through 10.54.4039 reserved

10.54.4040 MATHEMATICS CONTENT STANDARD 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4041 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4042 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4043 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

Rules 10.54.4044 through 10.54.4049 reserved

10.54.4050 MATHEMATICS CONTENT STANDARD 5 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4051 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4052 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4053 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 5 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

Rules 10.54.4054 through 10.54.4059 reserved

10.54.4060 MATHEMATICS CONTENT STANDARD 6 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4061 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4062 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4063 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 6 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

Rules 10.54.4064 through 10.54.4069 reserved

10.54.4070 MATHEMATICS CONTENT STANDARD 7 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4071 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4072 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4073 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 7 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

Rules 10.54.4074 through 10.54.4086 reserved

10.54.4087 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4088 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4089 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4090 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4091 ADVANCED MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4092 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4093 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4094 NOVICE MATHEMATICS PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4095 ADVANCED MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4096 PROFICIENT MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98. ; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4097 NEARING PROFICIENCY MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

10.54.4098 NOVICE MATHEMATICS PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1998 MAR p. 2707, Eff. 10/9/98; REP, 2009 MAR p. 1657, Eff. 9/25/09.)

Subchapter 41

Mathematics Performance Descriptors

10.54.4101 GRADE 4 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4102 GRADE 4 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4103 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4104 GRADE 4 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4105 GRADE 8 PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4106 GRADE 8 PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4107 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4108 GRADE 8 PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4109 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE ADVANCED LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4110 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE PROFICIENT LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4111 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NEARING PROFICIENCY LEVEL (REPEALED) History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

10.54.4112 UPON GRADUATION PERFORMANCE DESCRIPTORS AT THE NOVICE LEVEL (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2009 MAR p. 1657, Eff. 9/25/09; REP, 2011 MAR p. 2522, Eff. 11/26/11.)

Subchapters 42 through 49 reserved

Subchapter 50

Science Content Standards and Performance Descriptors

Rules 10.54.5001 through 10.54.5009 reserved

10.54.5010 SCIENCE CONTENT STANDARD 1 (1) To satisfy the requirements of science content standard 1, a student must, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5011 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for science content standard 1 at the end of grade 4 is that the student will:

(a) develop the abilities necessary to safely conduct scientific inquiry, including (a step-by-step sequence is not implied):

(i) asking questions about objects, events, and organisms in the environment; and

(ii) planning and conducting simple investigations;

(b) select and use appropriate tools, including technology, to make measurements (including metric units) and represent results of basic scientific investigations;

(c) use data to describe and communicate the results of scientific investigations;

(d) use models that illustrate simple concepts and compare those models to the actual phenomenon;

(e) identify a valid test in an investigation; and

(f) identify how observations of nature form an essential base of knowledge among the Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5012 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for science content standard 1 at the end of grade 8 is that the student will:

- (a) identify a question, determine relevant variables and a control, formulate a testable hypothesis, plan and predict the outcome of an investigation, safely conduct a scientific investigation, and compare and analyze data;
- (b) select and use appropriate tools including technology to make measurements (in metric units), gather, process, and analyze data from scientific investigations;
- (c) review, communicate, and defend results of investigations, including considering alternative explanations;
- (d) create models to illustrate scientific concepts and use the model to predict change (e.g., computer simulation, stream table, and graphic representation);
- (e) identify strengths and weakness in an investigation design; and
- (f) compare how observations of nature form an essential base of knowledge among the Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5013 BENCHMARK FOR SCIENCE CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for science content standard 1 upon graduation is that the student will:

- (a) generate a question, identify dependent and independent variables, formulate testable, multiple hypotheses, plan an investigation, predict its outcome, safely conduct the scientific investigations, and collect and analyze data;
- (b) select and use appropriate tools, including technology, to make measurements (in metric units), gather, process and analyze data from scientific investigations using appropriate mathematical analysis, error analysis, and graphical representation;
- (c) review evidence, communicate and defend results, and recognize that the results of a scientific investigation are always open to revision by further investigations (e.g., through graphical representation or charts);
- (d) analyze observations and explain with scientific understanding to develop a plausible model (e.g., atom and expanding universe);
- (e) identify strengths, weaknesses, and assess the validity of the experimental design of an investigation through analysis and evaluation; and
- (f) explain how observations of nature form an essential base of knowledge among the Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

Rules 10.54.5014 through 10.54.5019 reserved

10.54.5020 SCIENCE CONTENT STANDARD 2 (1) To satisfy the requirements of science content standard 2, a student must, through the inquiry process, demonstrate knowledge of properties, forms, changes, and interactions of physical and chemical systems. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5021 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for science content standard 2 at the end of grade 4 is that the student will:

- (a) create mixtures and separate them based on different physical properties (e.g., salt and sand, iron filings and soil, oil and water);
- (b) examine, measure, describe, compare, and classify objects in terms of common physical properties;
- (c) identify the basic characteristics of light, heat, motion, magnetism, electricity, and sound;
- (d) model and explain that matter exists as solids, liquids, and gases and can change from one form to another;
- (e) identify that the position of an object can be described by its location relative to another object and its motions described and measured by external forces acting upon it;
- (f) identify, build, and describe mechanical systems and the forces acting within those systems; and
- (g) observe, measure, and manipulate forms of energy, sound, light, heat, electrical, and magnetic. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5022 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for science content standard 2 at the end of grade 8 is that the student will:

(a) classify, describe, and manipulate the physical models of matter in terms of elements and compounds, pure substances and mixtures, and atoms and molecules;

(b) examine, describe, compare, and classify objects and substances based on common physical properties and simple chemical properties;

(c) describe energy and compare and contrast the energy transformations and the characteristics of light, heat, motion, magnetism, electricity, sound, and mechanical waves;

(d) model and explain the states of matter are dependent upon the quantity of energy present in the system and describe what will change and what will remain unchanged at the particulate level when matter experiences an external force or energy change;

(e) describe and explain the motion of an object in terms of its position, direction, and speed as well as the forces acting upon it;

(f) identify, build, describe, measure, and analyze mechanical systems (e.g., simple and complex compound machines) and describe the forces acting within those systems; and

(g) give examples and describe how energy is transferred and conserved (e.g., electric to light and heat [light bulb], chemical to mechanical [fuel to propulsion]). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5023 BENCHMARK FOR SCIENCE CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for science content standard 2 upon graduation is that the student will:

(a) describe the structure of atoms, including knowledge of:

(i) subatomic particles and their relative masses, charges, and locations within the atom;

(ii) the electrical and nuclear forces that hold the atom together;

(iii) fission and fusion; and

(iv) radioactive decay;

(b) explain how the particulate-level structure and properties of matter affect its macroscopic properties, including the effective of:

(i) valence electrons on the chemical properties of elements and the resulting periodic trends in these properties;

(ii) chemical bonding;

(iii) molecular geometry and intermolecular forces;

(iv) kinetic molecular theory on phases of matter; and

(v) carbon-carbon atom bonding on biomolecules;

- (c) describe the major features associated with chemical reactions, including:
 - (i) giving examples of reactions important to industry and living organism;
 - (ii) energy changes associated with chemical changes;
 - (iii) classes of chemical reactions;
 - (iv) rates of reactions; and
 - (v) the role of catalysts;
- (d) identify, measure, calculate, and analyze relationships associated with matter and energy transfer or transformations and the associated conservation of mass;
- (e) explain the interactions between motions and forces, including:
 - (i) the laws of motion; and
 - (ii) an understanding of the gravitational and electromagnetic forces;
- (f) explain how energy is stored, transferred, and transformed, including:
 - (i) the conservation of energy;
 - (ii) kinetic and potential energy and energy contained by a field;
 - (iii) heat energy and atomic and molecular motion; and
 - (iv) energy tends to change from concentrated to diffuse; and
- (g) describe how energy and matter interact, including:
 - (i) waves;
 - (ii) the electromagnetic spectrum;
 - (iii) quantization of energy; and
 - (iv) insulators and conductors. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

Rules 10.54.5024 through 10.54.5029 reserved

10.54.5030 SCIENCE CONTENT STANDARD 3 (1) To satisfy the requirements of science content standard 3, students, through the inquiry process, must demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5031 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for science content standard 3 at the end of grade 4 is that students will:

- (a) identify that plants and animals have structures and systems that serve different functions for growth, survival, and reproduction;
- (b) identify, measure, and describe basic requirements of energy and nutritional needs for an organism;
- (c) describe and use models that trace the life cycles of different plants and animals and discuss how they differ from species to species;
- (d) explain cause and effect relationships between nonliving and living components within ecosystems and explain individual response to the changes in the environment including identifying differences between inherited, instinctual, and learned behaviors; and
- (e) create and use a classification system to group a variety of plants and animals according to their similarities and differences. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5032 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for science content standard 3 at the end of grade 8 is that the student will:

- (a) compare the structure and function of prokaryotic cells (bacteria) and eukaryotic cells (plant, animal, etc.) including the levels of organization of the structure and function, particularly with humans;
- (b) explain how organisms and systems of organisms obtain and use energy resources to maintain stable conditions (e.g., food webs, photosynthesis, respiration);
- (c) communicate the differences in the reproductive processes of a variety of plants and animals using the principles of genetic modeling (e.g., Punnett squares);
- (d) investigate and explain the interdependent nature of populations and communities in the environment and describe how species in these populations adapt by evolving; and
- (e) create and use a basic classification scheme to identify plants and animals. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5033 BENCHMARK FOR SCIENCE CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for science content standard 3 upon graduation is that the student will:

(a) investigate and use appropriate technology to demonstrate that cells have common features including differences that determine function and that they are composed of common building blocks (e.g., proteins, carbohydrates, nucleic acids, and lipids);

(b) describe and explain the complex processes involved in energy use in cell maintenance, growth, repair, and development;

(c) model the structure of DNA and protein synthesis, discuss the molecular basis of heredity, and explain how it contributes to the diversity of life;

(d) predict and model the interaction of biotic and abiotic factors that affect populations through natural selection and explain how this contributes to the evolution of species over time; and

(e) generate and apply biological classification schemes to infer and discuss the degree of divergence between local ecosystems. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

Rules 10.54.5034 through 10.54.5039 reserved

10.54.5040 SCIENCE CONTENT STANDARD 4 (1) To satisfy the requirements of science content standard 4, students must, through the inquiry process, demonstrate knowledge of the composition, structures, processes, and interactions of earth's systems and other objects in space. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5041 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for science content standard 4 at the end of grade 4 is that the student will:

- (a) describe and give examples of earth's changing features;
- (b) describe and measure the physical properties of earth's basic materials (including soil, rocks, water, and gases) and the resources they provide;
- (c) investigate fossils and make inferences about life, the plants, animals, and the environment at that time;
- (d) observe and describe the water cycle and the local weather and demonstrate how weather conditions are measured;
- (e) identify seasons and explain the difference between weather and climate;
- (f) identify objects (e.g., moon, stars, and meteors) in the sky and their patterns of movement and explain that light and heat come from a star called the sun; and
- (g) identify technology and methods used for space exploration (e.g., star parties, space shuttles, and telescopes). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5042 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for science content standard 4 at the end of grade 8 is that the student will:

- (a) model and explain the internal structure of the earth and describe the formation and composition of earth's external features in terms of the rock cycle and plate tectonics and constructive and destructive forces;
- (b) differentiate between rock types and mineral types and classify both by how they are formed and the utilization by humans;
- (c) use fossils to describe the geological timeline;
- (d) describe the water cycle, the composition and structure of the atmosphere, and the impact of oceans on large scale weather patterns;
- (e) describe and model the motion and tilt of earth in relation to the sun, and explain the concepts of day, night, seasons, year, and climatic changes;
- (f) describe the earth, moon, planets, and other objects in space in terms of size, force of gravity, structure, and movement in relation to the sun; and
- (g) identify scientific theories about the origin and evolution of the earth and solar system. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5043 BENCHMARK FOR SCIENCE CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for science content standard 4 upon graduation is that the student will:

- (a) understand the theory of plate tectonics and how it explains the interrelationship between earthquakes, volcanoes, and sea floor spreading;
- (b) identify and classify rocks and minerals based on physical and chemical properties and the utilization by humans (e.g., natural resources and building materials);
- (c) explain scientific theories about how fossils are used as evidence of changes over time;
- (d) collect and analyze local and regional weather data to make inferences and predictions about weather patterns, explain factors influencing global weather and climate, and describe the impact on earth of fluctuations in weather and climate (e.g., drought, surface and ground water, and glacier instability);
- (e) explain the impact of terrestrial, solar, oceanic, and atmospheric conditions on global climatic patterns;
- (f) describe the origin, location, and evolution of stars and their planetary systems in respect to the solar system, the Milky Way, the local galactic group, and the universe; and
- (g) relate how evidence from advanced technology applied to scientific investigations (e.g., large telescopes and space borne observatories) has dramatically impacted our understanding of the origin, size, and evolution of the universe. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

Rules 10.54.5044 through 10.54.5049 reserved

10.54.5050 SCIENCE CONTENT STANDARD 5 (1) To satisfy the requirements of science content standard 5, students must, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures, and societies. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5051 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for science content standard 5 at the end of grade 4 is that the student will:

- (a) describe and discuss examples of how people use science and technology;
- (b) describe a scientific or technological innovation that impacts communities, cultures, and societies;
- (c) simulate scientific collaboration by sharing and communicating ideas and identify and describe problems;
- (d) use scientific knowledge to make inferences and propose solutions for simple environmental problems; and
- (e) identify how the knowledge of science and technology influenced the development of the Montana American Indian cultures. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5052 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for science content standard 5 at the end of grade 8 is that the student will:

- (a) describe the specific fields of science and technology as they relate to occupations within those fields;
- (b) apply scientific knowledge and process skills to understand issues and everyday events;
- (c) simulate collaborative problem solving and give examples of how scientific knowledge and technology are shared with other scientists and the public;
- (d) use scientific knowledge to investigate problems and their proposed solutions and evaluate those solutions while considering environmental impacts; and
- (e) describe how the knowledge of science and technology influenced the development of the Montana American Indian cultures. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5053 BENCHMARK FOR SCIENCE CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for science content standard 5 upon graduation is that the student will:

- (a) predict how key factors (e.g., technology, competitiveness and world events) affect the development and acceptance of scientific thought;
- (b) give examples of scientific innovation challenging commonly held perceptions;
- (c) evaluate the ongoing, collaborative scientific process by gathering and critiquing information;
- (d) analyze benefits, limitations, costs, consequences, and ethics involved in using scientific and technological innovations (e.g., biotechnology and environmental issues); and
- (e) explain how the knowledge of science and technology applies to contemporary Montana American Indian communities (e.g., natural resources development, management, and conservation). (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

Rules 10.54.5054 through 10.54.5059 reserved

10.54.5060 SCIENCE CONTENT STANDARD 6 (1) To satisfy the requirements of science content standard 6, students must understand historical developments in science and technology. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5061 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for science content standard 6 at the end of grade 4 is that the student will:

- (a) give historical examples of scientific and technological contributions to communities, cultures, and societies, including Montana American Indian examples;
- (b) describe how scientific inquiry has produced much knowledge about the world and a variety of contributions toward understanding events and phenomenon within the universe; and
- (c) describe science as a human endeavor and an ongoing process. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5062 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for science content standard 6 at the end of grade 8 is that the student will:

(a) give examples of scientific discoveries and describe the interrelationship between technological advances and scientific understanding, including Montana American Indian examples;

(b) identify major milestones in science that have impacted science, technology, and society; and

(c) describe and explain science as a human endeavor and an on-going process. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5063 BENCHMARK FOR SCIENCE CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for science content standard 6 upon graduation is that the student will:

(a) analyze and illustrate the historical impact of scientific and technological advances, including Montana American Indian examples;

(b) trace developments that demonstrate scientific knowledge is subject to change as new evidence becomes available; and

(c) describe, explain, and analyze science as a human endeavor and an on-going process. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

Rules 10.54.5064 through 10.54.5086 reserved

10.54.5087 ADVANCED SCIENCE PERFORMANCE DESCRIPTORS FOR
END OF GRADE 4 (1) A fourth-grade student at the advanced level in science

demonstrates superior performance. He/she:

(a) safely completes a simple investigation by asking questions, using appropriate tools and with identified variables, identifies relations and communicates results, and identifies that observation is a key inquiry process used by Montana American Indians;

(b) selects and accurately uses tools for measurement of solids, liquids, and gases, identifying properties of each state of matter and describes and models characteristics of and changes within physical and mechanical systems;

(c) identifies multiple attributes of biotic (living) and abiotic (nonliving) objects, including classification based on similarities and differences, and describes and models structures, functions, and processes of biotic (living) and abiotic (nonliving) systems;

(d) describes and explains the details of earth's physical features and cycles;

(e) discusses interactions between technology, science, and society;

(f) independently identifies scientific information in the news and discusses the possible impact on local problems;

(g) identifies the historical significance of scientists, discusses the impacts of their discoveries on humans today, and identifies influences of science and technology on the development of Montana American Indian cultures; and

(h) identifies examples of Montana American Indian contributions to scientific and technological knowledge. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5088 PROFICIENT SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 4 (1) A fourth-grade student at the proficient level in science demonstrates solid academic performance. He/she:

(a) with direction, safely completes a simple investigation by asking questions with identified variables, uses appropriate tools, communicates results, and identifies that observation is a key inquiry process used by Montana American Indians;

(b) selects and uses tools for simple measurement of solids, liquids, and gases, identifying properties of each state of matter and describes and models characteristics of and changes within basic physical and mechanical systems;

(c) identifies attributes of biotic (living) things and abiotic (nonliving) objects, including classification based on similarities and differences, basic structure, function, and processes of each system;

(d) identifies and accurately illustrates earth's features, locating several observable changes of those features;

(e) identifies interactions among technology, science, and society;

(f) discusses scientific information related to current events and local problems;

(g) identifies the historical significance of scientists, identifies the impacts of their discoveries on humans today, and identifies influences of science and technology on the development of Montana American Indian cultures; and

(h) identifies examples of Montana American Indian contributions to scientific and technological knowledge. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5089 NEARING-PROFICIENCY SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 4 (1) A fourth-grade student at the nearing-proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

(a) identifies and describes a simple investigation, and with step-by-step direction, given the appropriate tools, identifies and describes a simple, safe investigation, and identifies that observation is a key inquiry process used by Montana American Indians;

(b) with direction, effectively uses tools for simple measurement of solids, liquids, and gases, naming some properties of each state of matter and names components of basic physical and mechanical systems;

(c) with direction, identifies some of biotic (living) and abiotic (nonliving) objects, groups objects based on common attributes, provides basic descriptions of structure, function, and processes of a system;

(d) with direction, identifies some and describes earth's features and recognizes simple observable changes of those features;

(e) with direction, identifies some interactions among technology, science, and society;

(f) with direction, discusses how science plays a role in current events and local problems;

(g) with direction, identifies some of the historical significance of scientists, with direction, identifies the impacts of their discoveries on humans today, and with direction, identifies influences of science and technology on the development of Montana American Indian cultures; and

(h) with direction, identifies some examples of Montana American Indian contributions to scientific and technological knowledge. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5090 NOVICE SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 4 (1) A fourth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

- (a) with direction, identifies and describes a safe, simple investigation with identified variables, and identifies that observation is a key inquiry process used by Montana American Indians;
- (b) with direction, identifies and uses tools for simple measurement of solids, liquids, and gases, and with direction, identifies basic components of basic physical and mechanical systems;
- (c) with direction, identifies basic attributes of biotic (living) and abiotic (nonliving) objects, and groups objects based on common attributes;
- (d) with direction, identifies basic features of the earth and identifies fundamental changes of those features;
- (e) with direction, identifies how basic scientific inquiry can blend current events and local issues;
- (f) with direction, identifies how science plays a role in current events and local problems;
- (g) with direction, identifies the basic historical significance of a prominent scientist, with direction, identifies the impact of his or her discoveries on humans today, and, with direction, identifies influences of science and technology on the development of Montana American Indian cultures; and
- (h) with direction, identifies an example of Montana American Indian contributions to scientific and technological knowledge. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5091 ADVANCED SCIENCE PERFORMANCE DESCRIPTORS FOR
END OF GRADE 8 (1) An eighth-grade student at the advanced level in science demonstrates superior performance. He/she:

(a) generates testable questions, safely constructs a plan for a controlled investigation, makes logical inferences based on observations, accurately interprets data by identifying the strengths and weaknesses in an investigation design, communicates results, and communicates that observation is a key inquiry process used by Montana American Indians;

(b) uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions;

(c) organizes, classifies, and describes interactions of the biotic (living) and abiotic (nonliving) parts of the biosphere as well as the natural history of interactions of life on earth and uses these skills to solve related novel (to the student) problems;

(d) describes, explains, and models the processes that occur in the lithosphere, hydrosphere, and atmosphere of the earth and the universe;

(e) describes connections and interactions among technology, science, and society by applying scientific inquiry;

(f) describes scientific information related to current events and the impact on local problems;

(g) independently identifies and describes examples of how science and technology are the results of human activity throughout history, independently seeks new information that connects past to present, and describes influences of science and technology on Montana American Indian cultures; and

(h) describes and explains multiple examples of Montana American Indian contributions to scientific and technological knowledge. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5092 PROFICIENT SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 8 (1) An eighth-grade student at the proficient level in science demonstrates solid academic performance. He/she:

(a) identifies and communicates testable questions, safely plans and conducts experimental investigations, communicates results, and communicates that observation is a key inquiry process used by Montana American Indians;

(b) given supporting detail, describes the physical world through the application of simple chemical reactions, chemical formulas, physical, theoretical, and mathematical models;

(c) identifies and classifies biotic (living) things and abiotic (nonliving) objects through the application of common classification schemes, identifies the interdependence of life and the environment, and explains how characteristics of living things change because of the environment;

(d) describes and explains the structure and function of the earth's lithosphere, hydrosphere, and atmosphere and the universe;

(e) describes connections and interactions among technology, science, and society by applying scientific inquiry;

(f) describes scientific information related to current events and the impact on local problems;

(g) identifies and describes examples of how science and technology are the results of human activity throughout history, with direction, seeks new information that connects past to present, and describes influences of science and technology on Montana American Indian cultures; and

(h) describes and explains examples of Montana American Indian contributions to scientific and technological knowledge. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5093 NEARING-PROFICIENCY SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 8 (1) An eighth-grade student at the nearing-proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

- (a) with step-by-step direction, identifies and communicates testable questions, safely plans a controlled investigation, making simple inferences based on observations and interpretation of data, and communicates that observation is a key inquiry process used by Montana American Indians;
- (b) gives explanations describing the physical world through the use of simple chemical reactions, chemical formulas, physical laws, and physical models;
- (c) describes interactions of the biotic (living) and abiotic (nonliving) parts of the biosphere, uses common classification schemes, and lists examples of the interdependence of life and the environment;
- (d) describes the basic structure and function of the earth's lithosphere, hydrosphere, and atmosphere and the universe;
- (e) with direction, describes connections and interactions among technology, science, and society by applying scientific inquiry;
- (f) expresses how current events impact local problems and, with prompting, can discuss scientific information that affects these problems;
- (g) with direction, identifies and describes examples of how science and technology are the results of human activity throughout history, with direction, seeks new information that connects past to present, and describes influences of science and technology on Montana American Indian cultures; and
- (h) with direction, describes examples of Montana American Indian contributions to scientific and technological knowledge. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5094 NOVICE SCIENCE PERFORMANCE DESCRIPTORS FOR END OF GRADE 8 (1) An eighth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

(a) identifies and describes a testable question, plans for a safely controlled investigation, makes simple observations, and communicates that observation is a key inquiry process used by Montana American Indians;

(b) with direction, describes the physical world, identifies simple chemical reactions, chemical formulas, and demonstrates a limited understanding of physical models;

(c) with direction, describes some basic interactions of the biotic (living) and abiotic (nonliving) parts of the biosphere and, with direction, provides basic descriptions of structure and function;

(d) with direction, identifies and describes the basic function and structure of the earth's lithosphere, hydrosphere, and atmosphere and the universe;

(e) with direction, identifies connections and interactions between technology, science, and society;

(f) with direct instruction, can discuss basic scientific information in current events and how it impacts local problems;

(g) with direction, identifies and describes examples of how science and technology are the results of human activity throughout history and, with direction, describes influences of science and technology on Montana American Indian cultures; and

(h) with direction, describes examples of Montana American Indian contributions to scientific and technological knowledge. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5095 ADVANCED SCIENCE PERFORMANCE DESCRIPTORS

UPON GRADUATION (1) A graduating student at the advanced level in science demonstrates superior performance. He/she:

(a) formulates testable questions, safely constructs a plan, makes logical inferences, interprets data by identifying the strengths and weaknesses, communicates results, presents another investigation that more accurately assesses the topic of study, and explains that observation is a key inquiry process used by Montana American Indians;

(b) creates and uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions about physical and chemical phenomena;

(c) creates and uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions about the biotic (living) and abiotic (nonliving) parts of the biosphere as well as the natural history of interactions of life on earth and uses these skills to solve related, novel (to the student) problems;

(d) creates and uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions about the processes that occur in the lithosphere, hydrosphere, and atmosphere of the earth and the universe;

(e) analyzes and evaluates connections and interactions between technology, science, and society by applying scientific inquiry;

(f) discriminately compares scientific and social issues based on observations, data, analysis, and knowledge of the natural world and effectively communicates those decisions to others;

(g) identifies the positive and negative impacts of past, present, and future technological and scientific advances, gives possible solutions that may minimize the negative impacts on the global community, and describes and explains how science and technology apply to contemporary Montana American Indian communities; and

(h) analyzes and explains Montana American Indian contributions to scientific and technological knowledge and analyzes and explains the historical impact of scientific and technological advances, including Montana American Indian examples.

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5096 PROFICIENT SCIENCE PERFORMANCE DESCRIPTORS UPON GRADUATION (1) A graduating student at the proficient level in science demonstrates solid academic performance. He/she:

(a) generates testable questions, safely constructs a plan for a controlled investigation, makes logical inferences based on observations, accurately interprets data by identifying the strengths and weaknesses in an investigation design, communicates results, and describes and explains that observation is a key inquiry process used by Montana American Indians;

(b) uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions about physical and chemical phenomena;

(c) organizes, classifies, and describes interactions of the biotic (living) and abiotic (nonliving) parts of the biosphere as well as the natural history of interactions of life on earth and uses these skills to solve related, novel (to the student) problems;

(d) describes, explains, and models the processes that occur in the lithosphere, hydrosphere, and atmosphere of the earth and the universe;

(e) analyzes and communicates connections and interactions among technology, science, and society by applying scientific inquiry;

(f) makes informed decisions about scientific and social issues based on observations, data, analysis, and knowledge of the natural world and effectively communicates those decisions to others;

(g) identifies the positive and negative impacts of past, present, and future technological and scientific advances, with direction, gives possible solutions that may minimize the negative impacts on the global community, and describes and explains how science and technology apply to contemporary Montana American Indian communities; and

(h) analyzes and explains Montana American Indian contributions to scientific and technological knowledge and analyzes and explains the historical impact of scientific and technological advances, including Montana American Indian examples. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5097 NEARING-PROFICIENCY SCIENCE PERFORMANCE
DESCRIPTORS UPON GRADUATION

(1) A graduating student at the nearing-proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

(a) with step-by-step direction, safely conducts and communicates the results from simple investigations, sometimes inferring real world applications and explains that observation is a key inquiry process used by Montana American Indians;

(b) identifies and constructs physical, mental, and mathematical models depicting the properties of matter in the physical world to investigate teacher-guided problems and/or questions about scientific phenomena;

(c) uses models to investigate problems and/or questions about the biotic (living) and abiotic (nonliving) parts of the biosphere as well as the natural history of the interactions of life on earth;

(d) with direction, describes, explains, and models the processes that occur in the lithosphere, hydrosphere, and atmosphere of the earth and the universe;

(e) identifies and describes connections and interactions among technology, science, and society by applying scientific inquiry;

(f) using scientific inquiry, partially communicates interactions of science, technology, and society;

(g) identifies the positive and negative impacts of past, present, and future technological and scientific advances and describes how science and technology apply to contemporary Montana American Indian communities; and

(h) explains Montana American Indian contributions to scientific and technological knowledge and explains the historical impact of scientific and technological advances, including Montana American Indian examples. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

10.54.5098 NOVICE SCIENCE PERFORMANCE DESCRIPTORS UPON GRADUATION (1) A graduating student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

- (a) identifies, describes, and safely conducts a simple investigation, identifies a variable and makes real world applications, and, with direction, explains that observation is a key inquiry process used by Montana American Indians;
- (b) with direction, identifies and uses models depicting the properties of matter in the physical world;
- (c) with direction, uses physical models to investigate problems and/or questions about the biotic (living) and abiotic (nonliving) parts of the biosphere and describes some factors which may cause the extinction of a species;
- (d) with direction, describes and explains processes that occur in the lithosphere, hydrosphere, and atmosphere of the earth and the universe;
- (e) identifies connections and interactions among technology, science, and society by applying scientific inquiry;
- (f) identifies, but inconsistently communicates, interactions of science, technology, and their effect on society;
- (g) with direction, identifies the positive and negative impacts of past, present, and future technological and scientific advances and, with direction, describes how science and technology apply to contemporary Montana American Indian communities; and
- (h) with direction, explains Montana American Indian contributions to scientific and technological knowledge and with direction describes the historical impact of scientific and technological advances, including Montana American Indian examples. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2006 MAR p. 2910, Eff. 11/23/06.)

Subchapters 51 through 59 reserved

Sub-Chapter 60

Social Studies Content and Performance Standards

10.54.6001 through 10.54.6009 reserved

10.54.6010 SOCIAL STUDIES CONTENT STANDARD 1 (1) To satisfy the requirements of social studies content standard 1, a student must access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6011 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 1 for a student at the end of grade 4 is the ability to:

- (a) identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);
- (b) evaluate information quality (e.g., accuracy, relevance, fact or fiction); and
- (c) use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6012 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 1 for a student at the end of grade 8 is the ability to:

- (a) apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);
- (b) assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author); and
- (c) interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6013 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for social studies content standard 1 for a student upon graduation is the ability to:

(a) analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process);

(b) apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, distortion of information and ideas); and

(c) synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6014 through 10.54.6019 reserved

10.54.6020 SOCIAL STUDIES CONTENT STANDARD 2 (1) To satisfy the requirements of social studies content standard 2, a student must analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6021 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 2 for a student at the end of grade 4 is the ability to:

(a) explain the purpose and various levels of government;

(b) recognize local, state, tribal, and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president);

(c) identify the major responsibilities of local, state, tribal, and federal government;

(d) explain how governments provide for needs and wants of people by establishing order and security and managing conflict;

(e) identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility, respect for diversity, and the rights of others;

(f) describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns); and

(g) explore the role of technology in communications, transportation, information processing, or other areas as it contributes to or helps resolve problems. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6022 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 2 for a student at the end of grade 8 is the ability to:

- (a) describe the purpose of government and how the powers of government are acquired, maintained and used;
- (b) identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government);
- (c) identify the significance of tribal sovereignty and Montana tribal governments' relationships to local, state, and federal governments;
- (d) analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security;
- (e) identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule);
- (f) explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements); and
- (g) explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6023 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for social studies content standard 2 for a student upon graduation is the ability to:

- (a) analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified, and used (e.g., checks and balances, Bill of Rights, court decisions);
- (b) compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States;
- (c) identify representative political leaders and philosophies from selected historical and contemporary settings;
- (d) relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments;
- (e) analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society;
- (f) analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens;
- (g) analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television); and
- (h) analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6024 through 10.54.6029 reserved

10.54.6030 SOCIAL STUDIES CONTENT STANDARD 3 (1) To satisfy the requirements of social studies content standard 3, a student must apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, regions). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6031 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 3 for a student at the end of grade 4 is the ability to:

- (a) identify and use various representations of the earth (e.g., maps, globes, photographs, latitude and longitude, scale);
- (b) locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders);
- (c) describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters);
- (d) describe how human movement and settlement patterns reflect the wants and needs of diverse cultures;
- (e) use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world;
- (f) identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes; and
- (g) describe and compare the ways in which people in different regions of the world interact with their physical environments. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6032 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 3 for a student at the end of grade 8 is the ability to:

- (a) analyze and use various representations of the earth (e.g., physical, topographical, and political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place;
- (b) locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem;

- (c) analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana;
- (d) explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict;
- (e) use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density);
- (f) describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms), and long-term physical changes (e.g., plate tectonics, erosion, glaciation); and
- (g) describe major changes in a local area that have been caused by human beings (e.g., a new highway, fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6033 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for social studies content standard 3 for a student upon graduation is the ability to:

- (a) interpret, use, and synthesize information from various representations of the earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models);
- (b) differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population);
- (c) assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution);
- (d) analyze how human settlement patterns create cooperation and conflict which influence the division and control of the earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights);
- (e) select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes;
- (f) analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources); and
- (g) describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms and ranches). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6034 through 10.54.6039 reserved

10.54.6040 SOCIAL STUDIES CONTENT STANDARD 4 (1) To satisfy the requirements of social studies content standard 4, a student must demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6041 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 4 for a student at the end of grade 4 is the ability to:

(a) identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past;

(b) use a timeline to select, organize, and sequence information describing eras in history;

(c) examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events;

(d) identify and describe famous people, important democratic values (e.g., democracy, freedom, justice), symbols (e.g., Montana and United States flags, state flower), and holidays in the history of Montana, American Indian tribes, and the United States;

(e) identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications);

(f) recognize that people view and report historical events differently; and

(g) explain the history, culture, and current status of the American Indian tribes in Montana and the United States. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6042 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 4 for a student at the end of grade 8 is the ability to:

(a) interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used;

(b) describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues);

(c) use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens;

- (d) identify significant events, people, and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indians, United States, and world history;
- (e) identify major scientific discoveries and technological innovations and describe their social and economic effects on society;
- (f) explain how and why events (e.g., American revolution, battle of the Little Big Horn, immigration, women's suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians; and
- (g) summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6043 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for social studies content standard 4 for a student upon graduation is the ability to:

- (a) select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States;
- (b) interpret how selected cultures, historical events, periods, and patterns of change influence each other;
- (c) apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues;
- (d) analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world;
- (e) analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position;
- (f) analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future;
- (g) investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts); and
- (h) analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., artifacts, repatriation, natural resources, language, jurisdiction). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6044 through 10.54.6049 reserved

10.54.6050 SOCIAL STUDIES CONTENT STANDARD 5 (1) To satisfy the requirements of social studies content standard 5, a student must make informed decisions based on economic principles of production, distribution, exchange, and consumption. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6051 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 5 for a student at the end of grade 4 is the ability to:

- (a) give examples of needs and wants, scarcity and choice (e.g., budgeting of allowance, trading cards);
- (b) identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community;
- (c) distinguish between private goods and services (e.g., family car, local restaurant) and public goods and services (e.g., interstate highway system, United States postal service);
- (d) describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, the United States, and the world;
- (e) explain the roles of money, banking, and savings in everyday life; and
- (f) identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6052 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 5 for a student at the end of grade 8 is the ability to:

- (a) identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; private goods and services);
- (b) apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns;
- (c) compare and contrast the difference between private and public goods and services;
- (d) analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment);
- (e) explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, governments); and
- (f) analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national, and global economies. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6053 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for social studies content standard 5 for a student upon graduation is the ability to:

- (a) analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems;
- (b) use basic economic concepts (e.g., production, distribution, consumption, market economy, command economy) to compare and contrast local, regional, national, and global economies across time and at the present time;
- (c) assess the costs and benefits to society of allocating goods and services through private and public sectors;
- (d) compare and contrast how values and beliefs influence economic decisions in different economic systems;
- (e) explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies); and
- (f) explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States, and the world (e.g., international trade, space exploration, national defense). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6054 through 10.54.6059 reserved

10.54.6060 SOCIAL STUDIES CONTENT STANDARD 6 (1) To satisfy the requirements of social studies content standard 6, a student must demonstrate an understanding of the impact of human interaction and cultural diversity on individuals and societies. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6061 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 4 (1) The benchmark for social studies content standard 6 for a student at the end of grade 4 is the ability to:

- (a) identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity;
- (b) describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folk tales, music, art, dance);
- (c) identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices;
- (d) identify characteristics of American Indian tribes and other cultural groups in Montana;

(e) identify examples of individual struggles and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks); and

(f) identify roles in group situations (e.g., student, family member, peer member). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6062 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 FOR END OF GRADE 8 (1) The benchmark for social studies content standard 6 for a student at the end of grade 8 is the ability to:

(a) compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity;

(b) explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture;

(c) identify and differentiate ways regional, ethnic, and national cultures influence individual's daily lives and personal choices;

(d) compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana;

(e) explain the cultural contributions of and tensions between racial and ethnic groups in Montana, the United States, and the world; and

(f) identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6063 BENCHMARK FOR SOCIAL STUDIES CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for social studies content standard 6 for a student upon graduation is the ability to:

(a) analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity;

(b) analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture;

(c) analyze the impact of ethnic, national, and global influences on specific situations or events;

(d) evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments);

(e) analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States, and the world; and

(f) analyze the interactions of individuals, groups, and institutions in society (e.g., social mobility, class conflict, globalization). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6064 through 10.54.6086 reserved

10.54.6087 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced level in social studies demonstrates superior performance. He/she:

- (a) consistently recognizes and follows the steps of an inquiry process to locate, evaluate, and thoughtfully use information in decision making;
- (b) clearly describes the purpose and various levels of government in our lives;
- (c) effectively practices citizenship rights and responsibilities across various communities;
- (d) consistently applies geographic knowledge to other subject areas and independently relates geographic understandings to the world around him/her in meaningful ways;
- (e) consistently locates and applies information of historical events and issues from a variety of sources to effectively explain connections between past and present;
- (f) consistently identifies basic economic principles and clearly describes their effects on individuals and communities; and
- (g) independently recognizes and clearly describes how culture influences and diversity contributes to human development, identity, and behavior. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6088 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in social studies demonstrates solid academic performance. He/she:

- (a) recognizes and follows the steps of an inquiry process to locate, evaluate, and use information in decision making roles;
- (b) describes the purpose and various levels of government in our lives;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) applies basic geographic knowledge to other subject areas and relates geographic understanding to the world around him/her;
- (e) locates and uses basic information of historical events to explain connections between past and present;
- (f) identifies basic economic principles and describes their general effects on individuals and communities; and
- (g) recognizes and describes how culture influences and diversity contributes to human development, identity, and behavior. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6089 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

- (a) recognizes and follows some of the steps of an inquiry process to locate and use information in decision making, but has difficulty evaluating the quality of the information;
- (b) identifies, with assistance, the purpose and some of the levels of government in our lives;
- (c) practices, with assistance, citizenship rights and responsibilities across various communities;
- (d) sometimes applies geographic knowledge to other subject areas and relates obvious geographic knowledge to the world around him/her;
- (e) locates and sometimes uses basic information of historical events to explain obvious connections between past and present;
- (f) sometimes identifies basic economic principles, but incompletely describes their obvious effects on individuals and communities; and
- (g) sometimes recognizes but has difficulty explaining how culture influences and diversity contributes to human development, identity, and behavior. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6090 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

- (a) sometimes recognizes and follows some of the steps of an inquiry process to locate information, but needs much assistance to evaluate the quality of information or to use it in decision making;
- (b) seldom identifies the purpose or levels of government in our lives;
- (c) has difficulty practicing citizenship rights and responsibilities in the classroom community;
- (d) sometimes identifies geographic knowledge but often is unable to relate this knowledge to other subject areas and usually needs assistance relating geographic knowledge to the world around him/her;
- (e) locates but seldom uses basic information of historical events and has difficulty explaining connections between past and present;
- (f) seldom identifies economic principles but, with assistance, describes some of the effects on individuals and communities; and
- (g) seldom recognizes how culture influences and diversity contributes to human development, identity, and behavior. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6091 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in social studies demonstrates superior performance. He/she:

- (a) consistently and effectively applies an inquiry process to locate, evaluate, and use in a variety of decision making situations;
- (b) clearly describes and compares the principles and structure of power, authority, and governance;
- (c) purposefully practices citizenship rights and responsibilities across various communities;
- (d) actively explores geographic information and problems, and proposes novel, well-articulated ideas and solutions by independently applying geographic skills and tools;
- (e) consistently conducts research to draw unique parallels between historical and current events and issues;
- (f) independently recognizes fundamental economic issues and thoroughly illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) critically examines and effectively compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6092 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in social studies demonstrates solid academic performance. He/she:

- (a) applies an inquiry process to locate, evaluate, and use information in a variety of decision making scenarios;
- (b) describes and compares the principles and structure of power, authority, and governance;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) effectively seeks information, solves problems, and communicates findings using geographic skills and tools;
- (e) conducts appropriate research to draw reasonable parallels between historical and current events and issues;
- (f) recognizes fundamental economic issues and meaningfully illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) examines and compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6093 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

- (a) applies an inquiry process to locate information for use in limited decision making scenarios, but has difficulty evaluating the information;
- (b) describes, but with difficulty, compares the principles and structure of power, authority, and governance;
- (c) practices, with assistance, citizenship rights and responsibilities across various communities;
- (d) gathers, with assistance, information related to geographic problems, but has difficulty using geographic skills and tools to communicate findings;
- (e) sometimes conducts appropriate research and, with assistance, draws parallels between historical and current events and issues;
- (f) frequently recognizes fundamental economic issues and, with assistance, illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) explains and sometimes compares how culture influences and diversity contributes to human development, identity, and behavior. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6094 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

- (a) sometimes applies an inquiry process to locate information for use in limited decision making scenarios, and seldom evaluates the information;
- (b) sometimes describes, but seldom compares, the principles and structure of power, authority, and governance;
- (c) seldom practices citizenship rights and responsibilities;
- (d) inconsistently locates required geographic information, has difficulty relating this information to a larger geographic problem, and does not clearly understand when to apply specific geographic skills and tools to his/her work;
- (e) seldom conducts appropriate research, but with assistance, draws a few obvious parallels between historical and current events;
- (f) sometimes recognizes fundamental economic issues but seldom illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) sometimes explains, but seldom compares, how culture influences and diversity contributes to human development, identity, and behavior. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6095 ADVANCED SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in social studies demonstrates superior performance. He/she:

(a) independently analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and effectively applies that information to various decision making situations;

(b) effectively analyzes and critiques the principles and structure of power, authority, and governance;

(c) independently demonstrates civic responsibility by participating meaningfully as a citizen in the process;

(d) makes meaningful geographic inferences in a variety of contexts and independently conducts geography-related research to develop and extensively support a position on an issue;

(e) consistently analyzes historical patterns and conducts independent research to thoroughly and effectively develop and defend a position on an issue;

(f) analyzes unique impacts of the application of economic principles on decision making in national and global economies; and

(g) independently analyzes and critiques the impact of human interaction on society and purposefully evaluates the effects of cultural diversity on individuals and society. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6096 PROFICIENT SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in social studies demonstrates solid academic performance. He/she:

(a) analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and applies that information to various decision making situations;

(b) analyzes and critiques the principles and structure of power, authority, and governance;

(c) demonstrates civic responsibility by participating meaningfully as a citizen across various communities;

(d) makes meaningful geographic inferences and actively conducts geography-related research to develop and adequately support a position on an issue;

(e) analyzes historical patterns and conducts research to develop and adequately defend a position on an issue;

(f) analyzes various impacts of the application of economic principles on decision making in national and global economies; and

(g) analyzes and critiques the impact of human interaction on society and evaluates the effects of cultural diversity on individuals and society. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6097 NEARING PROFICIENCY SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in social studies. He/she:

- (a) usually analyzes and adapts an inquiry process to locate information from a variety of sources, incompletely evaluates information, and with limited success, applies the information to various decision making situations;
- (b) sometimes analyzes, but ineffectively critiques the principles and structure of power, authority, and governance;
- (c) occasionally demonstrates civic responsibility by participating as a citizen across various communities;
- (d) sometimes makes meaningful geographic inferences but has difficulty conducting geography-related research to develop and support a position on an issue;
- (e) identifies some historical patterns, and with assistance, conducts research to develop and partially defend a position on an issue;
- (f) sometimes analyzes obvious impacts of the application of economic principles on decision making in national and global economies; and
- (g) sometimes analyzes and critiques the impact of human interaction on society and evaluates the obvious effects of cultural diversity on individuals and society. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.6098 NOVICE SOCIAL STUDIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in social studies. He/she:

- (a) inconsistently uses and seldom analyzes or adapts an inquiry process to locate information even from limited sources, evaluates information with assistance, and rarely applies information to decision making situations;
- (b) incompletely analyzes and, with difficulty, critiques the principles and structure of power, authority, and governance;
- (c) demonstrates limited civic responsibility;
- (d) seldom makes meaningful geographic inferences and requires assistance conducting geography-related research to develop and support a position on an issue;
- (e) sometimes identifies historical patterns and, with assistance, conducts research, but has difficulty developing or defending a position on an issue;
- (f) analyzes, with much assistance, obvious impacts of the application of economic principles on decision making in national and global economies; and
- (g) seldom analyzes the impact of human interaction on society and exhibits limited ability to evaluate the effects of cultural diversity on individuals and society. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

Sub-Chapters 61 through 64 Reserved

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Subchapter 65

Information Literacy/Library Media Content Standards

Rules 10.54.6501 through 10.54.6509 reserved

10.54.6510 INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 (1) To satisfy the requirements of information literacy/library media content standard 1, a student must identify the task and determine the resources needed. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6511 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 FOR THE END OF GRADE 4 (1) The benchmark for information literacy/library media content standard 1 for a student at the end of grade 4 is the ability to:

- (a) define the problem;
- (b) identify types of information needed; and
- (c) choose from a range of resources. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6512 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 FOR THE END OF GRADE 8 (1) The benchmark for information literacy/library media content standard 1 for a student at the end of grade 8 is the ability to:

- (a) analyze the parts of the problem to be solved;
- (b) identify information resources needed; and
- (c) evaluate and select appropriate resources. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6513 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for information literacy/library media content standard 1 for a student upon graduation is the ability to:

- (a) evaluate the purpose and scope of the problem;
- (b) determine the nature and extent of information needed; and
- (c) evaluate and select appropriate resources. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

Rules 10.54.6514 through 10.54.6519 reserved

10.54.6520 INFORMATION LITERACY/LIBRARY MEDIA CONTENT

STANDARD 2 (1) To satisfy the requirements of information literacy/library media content standard 2, a student must locate sources, use information, and present findings. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6521 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 FOR THE END OF GRADE 4

(1) The benchmark for information literacy/library media content standard 2 for a student at the end of grade 4 is the ability to:

- (a) locate a resource needed to solve the problem;
- (b) evaluate resources;
- (c) locate information within the resource;
- (d) extract information from resources needed to solve the problem;
- (e) organize information to solve the problem; and
- (f) create a product that presents findings. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6522 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 FOR THE END OF GRADE 8

(1) The benchmark for information literacy/library media content standard 2 for a student at the end of grade 8 is the ability to:

- (a) locate multiple resources using search tools;
- (b) evaluate resources;
- (c) locate information within multiple resources;
- (d) extract information from multiple resources needed to solve the problem;
- (e) organize and manage information to solve the problem; and
- (f) create a product that presents findings. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6523 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for information literacy/library media content standard 2 for a student upon graduation is the ability to:

- (a) locate multiple resources using a variety of search tools;
- (b) evaluate resources;
- (c) locate information within a wide variety of resources;
- (d) extract information from a wide variety of resources needed to solve the problem;
- (e) organize and manage information from a wide variety of sources to solve the problem; and
- (f) create and defend a product that presents findings. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

Rules 10.54.6524 through 10.54.6529 reserved

10.54.6530 INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 (1) To satisfy the requirements of information literacy/library media content standard 3, a student must evaluate the product and learning process. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6531 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 FOR THE END OF GRADE 4 (1) The benchmark for information literacy/library media content standard 3 for a student at the end of grade 4 is the ability to:

- (a) assess the quality of the product; and
- (b) describe the process. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6532 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 FOR THE END OF GRADE 8 (1) The benchmark for information literacy/library media content standard 3 for a student at the end of grade 8 is the ability to:

- (a) assess the quality and effectiveness of the product; and
- (b) evaluate how the process met the need for information. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6533 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for information literacy/library media content standard 3 for a student upon graduation is the ability to:

- (a) assess the quality and effectiveness of the product; and
- (b) evaluate the process in order to revise strategies. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

Rules 10.54.6534 through 10.54.6539 reserved

10.54.6540 INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 (1) To satisfy the requirements of information literacy/library media content standard 4, a student must use information safely, ethically, and legally. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6541 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 FOR THE END OF GRADE 4 (1) The benchmark for information literacy/library media content standard 4 for a student at the end of grade 4 is the ability to:

- (a) legally obtain and use information;
- (b) identify the owner of ideas and information; and
- (c) participate and collaborate in intellectual and social networks following safe and accepted practices. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6542 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 FOR THE END OF GRADE 8 (1) The benchmark for information literacy/library media content standard 4 for a student at the end of grade 8 is the ability to:

- (a) legally obtain, store, and disseminate text, data, images, or sounds;
- (b) appropriately credit ideas and works of others; and
- (c) participate and collaborate in intellectual and social networks following safe and accepted practices. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6543 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for information literacy/library media content standard 4 for a student upon graduation is the ability to:

- (a) legally obtain, store, and disseminate text, data, images, or sounds;
- (b) follow copyright laws and fair use guidelines when using the intellectual property of others; and
- (c) participate and collaborate in intellectual and social networks following safe and accepted practices. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; AMD, 2008 MAR p. 1693, Eff. 8/15/08.)

Rules 10.54.6544 through 10.54.6549 reserved

10.54.6550 INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 (1) To satisfy the requirements of information literacy/library media content standard 5, a student must pursue personal interests through literature and other creative expressions. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6551 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 FOR THE END OF GRADE 4 (1) The benchmark for information literacy/library media content standard 5 for a student at the end of grade 4 is the ability to:

- (a) use a variety of print and digital formats for pleasure and personal growth;
- (b) use a variety of genres for pleasure and personal growth;
- (c) access and understand multiple resources from diverse cultures, including those of Montana American Indians; and
- (d) access libraries to seek information for personal interest. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6552 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 FOR THE END OF GRADE 8 (1) The benchmark for information literacy/library media content standard 5 for a student at the end of grade 8 is the ability to:

- (a) use and respond to a variety of print and digital formats for pleasure and personal growth;
- (b) use and respond to a variety of genres for pleasure and personal growth;
- (c) analyze and respond to multiple resources and creative expressions from diverse cultures, including those of Montana American Indians; and
- (d) access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6553 BENCHMARK FOR INFORMATION LITERACY/LIBRARY MEDIA CONTENT STANDARD 5 UPON GRADUATION (1) The benchmark for information literacy/library media content standard 5 for a student upon graduation is the ability to:

- (a) use and critique a variety of print and digital formats for pleasure and personal growth;
- (b) use and critique a variety of genres for pleasure and personal growth;
- (c) evaluate multiple resources and other creative expressions from diverse cultures, including those of Montana American Indians; and
- (d) access and use resources and information from all types of information environments to pursue personal and creative interests. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

Rules 10.54.6554 through 10.54.6586 reserved

10.54.6587 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6588 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6589 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6590 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6591 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6592 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6593 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6594 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6595 ADVANCED LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6596 PROFICIENT LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6597 NEARING PROFICIENCY LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6598 NOVICE LIBRARY MEDIA PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00; REP, 2008 MAR p. 1693, Eff. 8/15/08.)

Subchapter 66

Information Literacy/Library Media Performance Descriptors

10.54.6601 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE ADVANCED LEVEL (1) A fourth grade student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) summarizes and restates the task or problem to be solved;
- (b) brainstorms search terms to guide problem solving;
- (c) narrows or broadens a topic;
- (d) identifies possible resources; and
- (e) selects an appropriate resource to meet information needs. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p.1693, Eff. 8/15/08.)

10.54.6602 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE PROFICIENT LEVEL (1) A fourth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) summarizes and restates the task or problem to be solved;
- (b) brainstorms several search terms to guide problem solving;
- (c) narrows or broadens a topic;
- (d) identifies possible resources; and
- (e) selects an appropriate resource to meet information needs. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p.1693, Eff. 8/15/08.)

10.54.6603 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NEARING PROFICIENT LEVEL (1) A fourth grade student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) summarizes and restates the task or problem to be solved;
- (b) brainstorms a few search terms to guide problem solving;
- (c) narrows or broadens a topic;
- (d) identifies possible resources; and
- (e) selects an appropriate resource to meet information needs. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6604 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NOVICE LEVEL (1) A fourth grade student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) restates the task or problem to be solved;
- (b) brainstorms a search term to guide problem solving;
- (c) narrows or broadens a topic;
- (d) identifies possible resources; and
- (e) selects an appropriate resource to meet information needs. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6605 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE ADVANCED LEVEL (1) An eighth grade student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) summarizes and restates the task or problem to be solved;
- (b) breaks down the task into manageable parts;
- (c) brainstorms search terms to guide problem solving;
- (d) narrows or broadens the topic to manageable focus;
- (e) identifies possible sources of information;
- (f) compares resources needed; and
- (g) decides which resources will be the most appropriate for the problem to be solved. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6606 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE PROFICIENT LEVEL (1) An eighth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) summarizes and restates the task or problem to be solved;
- (b) breaks down the task into manageable parts;
- (c) brainstorms several search terms to guide problem solving;
- (d) narrows or broadens the topic to manageable focus;
- (e) identifies possible sources of information;
- (f) compares resources needed; and
- (g) decides which resources will be the most appropriate for the problem to be solved. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6607 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NEARING PROFICIENT LEVEL

(1) An eighth grade student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) summarizes and restates the task or problem to be solved;
- (b) breaks down the task into manageable parts;
- (c) brainstorms a few search terms to guide problem solving;
- (d) narrows or broadens the topic to manageable focus;
- (e) identifies possible sources of information;
- (f) compares two or more resources needed; and
- (g) decides which resources will be the most appropriate for the problem to

be solved. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6608 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NOVICE LEVEL

(1) An eighth grade student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) restates the task or problem to be solved;
- (b) breaks down the task into manageable parts;
- (c) brainstorms a search term to guide problem solving;
- (d) narrows or broadens the topic to a manageable focus;
- (e) identifies possible sources of information;
- (f) compares two resources needed; and
- (g) decides which resources will be the most appropriate for the problem to

be solved. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6609 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE ADVANCED LEVEL

(1) A graduating student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) determines the parameters of the problem;
- (b) formulates questions to guide problem solving;
- (c) brainstorms search terms to guide problem solving;
- (d) narrows or broadens the topic to a manageable focus;
- (e) decides the types and the amount of information needed to solve the

problem;

- (f) identifies possible resources;
- (g) evaluates resources; and

(h) selects resources to solve the problem. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6610 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) determines the parameters of the problem;
- (b) formulates questions to guide problem solving;
- (c) brainstorms search terms to guide problem solving;
- (d) narrows or broadens the topic to a manageable focus;
- (e) decides the types and the amount of information needed to solve the problem;
- (f) identifies possible resources;
- (g) evaluates resources; and
- (h) selects resources to solve the problem. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6611 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NEARING PROFICIENT LEVEL (1) A graduating student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) determines the parameters of the problem;
- (b) formulates questions to guide problem solving;
- (c) brainstorms search terms to guide problem solving;
- (d) narrows or broadens the topic to a manageable focus;
- (e) decides the types and the amount of information needed to solve the problem;
- (f) identifies possible resources;
- (g) evaluates resources; and
- (h) selects resources to solve the problem. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6612 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NOVICE LEVEL (1) A graduating student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) determines the parameters of the problem;
- (b) formulates questions to guide problem solving;
- (c) brainstorms search terms to guide problem solving;
- (d) narrows or broadens the topic to a manageable focus;
- (e) decides the types and the amount of information needed to solve the problem;
- (f) identifies possible resources;
- (g) evaluates resources; and
- (h) selects resources to solve the problem. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6613 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE ADVANCED LEVEL

(1) A fourth grade student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) locates resources to solve the problem;
- (b) locates information within resources;
- (c) identifies the point of view in information, including perspectives of Montana American Indians;
- (d) reads, views, and listens to extract information from resources;
- (e) organizes information for use; and
- (f) creates a product that presents findings. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6614 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE PROFICIENT LEVEL

(1) A fourth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) locates resources to solve the problem within a preselected range or collection of resources;
- (b) locates information within resources;
- (c) identifies the point of view in information, including perspectives of Montana American Indians;
- (d) reads, views, and listens to extract information from resources;
- (e) organizes information for use; and
- (f) creates a product that presents findings using established guidelines. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6615 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE NEARING PROFICIENT LEVEL

(1) A fourth grade student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) locates resources to solve the problem within a preselected range or collection of resources;
- (b) locates information within resources;
- (c) identifies the point of view in information, including perspectives of Montana American Indians;
- (d) reads, views, and listens to extract information from resources;
- (e) organizes information for use; and
- (f) creates a product that presents findings using established guidelines. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6616 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE NOVICE LEVEL (1) A fourth grade student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

(a) locates resources to solve the problem within a preselected range or collection of resources;

(b) locates information within resources;

(c) identifies the point of view in information, including perspectives of Montana American Indians;

(d) reads, views, and listens to extract information from resources;

(e) organizes information for use; and

(f) creates a product that presents findings using established guidelines.

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6617 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE ADVANCED LEVEL (1) An eighth grade student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

(a) locates multiple resources using a variety of search tools;

(b) evaluates authority, accuracy, and currency of resources;

(c) locates information within resources;

(d) reads, views, and listens to extract information from resources;

(e) identifies the point of view or bias in information, including perspectives of Montana American Indians;

(f) organizes information for use; and

(g) creates a product that presents findings. (History: 20-2-114, MCA, IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6618 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE PROFICIENT LEVEL (1) An eighth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

(a) locates multiple resources using preselected search tools;

(b) evaluates authority, accuracy, and currency of resources;

(c) locates information within resources;

(d) reads, views, and listens to extract information from resources;

(e) identifies the point of view or bias in information, including perspectives of Montana American Indians;

(f) organizes information for use; and

(g) creates a product that presents findings. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6619 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT
STANDARD 2 AT THE NEARING PROFICIENT LEVEL (1) An eighth grade

student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) locates multiple resources using preselected search tools;
- (b) evaluates authority, accuracy, and currency of resources;
- (c) locates information within resources;
- (d) reads, views, and listens to extract information from resources;
- (e) identifies the point of view or bias in information, including perspectives of Montana American Indians;
- (f) organizes information for use; and
- (g) creates a product that presents findings. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6620 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT
STANDARD 2 AT THE NOVICE LEVEL (1) An eighth grade student at the novice

level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) locates multiple resources using preselected search tools;
- (b) evaluates authority, accuracy, and currency of resources;
- (c) locates information within resources;
- (d) reads, views, and listens to extract information from resources;
- (e) identifies the point of view in information, including perspectives of Montana American Indians;
- (f) organizes information for use; and
- (g) creates a product that presents findings. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6621 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE ADVANCED LEVEL (1) A graduating student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) locates a wide range of resources using a variety of search tools;
- (b) evaluates authority, accuracy, relevancy, and currency of resources;
- (c) locates information within a variety of resources;
- (d) reads, views, and listens to extract information to solve the problem;
- (e) identifies the origin, point of view, or bias in information, including perspectives of Montana American Indians;
- (f) organizes and manages a wide range of sources to draw conclusions to solve problems; and
- (g) creates, presents, and defends a solution to the problem. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6622 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) locates a wide range of resources using a variety of search tools;
- (b) evaluates authority, accuracy, relevancy, and currency of resources;
- (c) locates information within a variety of resources;
- (d) reads, views, and listens to extract information to solve the problem;
- (e) identifies the origin, point of view, or bias in information, including perspectives of Montana American Indians;
- (f) organizes and manages a wide range of sources to draw conclusions to solve problems; and
- (g) creates, presents, and defends a solution to the problem. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6623 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR
CONTENT STANDARD 2 AT THE NEARING PROFICIENT LEVEL (1) A

graduating student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) locates a wide range of resources using a variety of search tools;
- (b) evaluates authority, accuracy, relevancy, and currency of resources;
- (c) locates information within a variety of resources;
- (d) reads, views, and listens to extract information;
- (e) identifies the origin, point of view, or bias in information, including perspectives of Montana American Indians;
- (f) organizes and manages a wide range of sources to draw conclusions to solve problems;
- (g) creates, presents, and defends a solution to the problem. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6624 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR
CONTENT STANDARD 2 AT THE NOVICE LEVEL (1) A graduating student at the

novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) locates a range of resources using search tools;
- (b) evaluates authority, accuracy, relevancy, and currency of resources;
- (c) locates information within a variety of resources;
- (d) reads, views, and listens to extract information to solve the problem;
- (e) identifies the origin, point of view, or bias in information, including perspectives of Montana American Indians;
- (f) organizes and manages a wide range of sources to draw conclusions to solve problems; and
- (g) creates, presents, and defends a solution to the problem. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6625 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT
STANDARD 3 AT THE ADVANCED LEVEL (1) A fourth grade student at the

advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) evaluates the finished product according to criteria; and
- (b) uses criteria to judge how well the steps of the problem solving process were followed. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6626 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE PROFICIENT LEVEL (1) A fourth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) evaluates the finished product according to criteria; and
- (b) uses criteria to judge how well the steps of the problem solving process were followed. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6627 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NEARING PROFICIENT LEVEL (1) A fourth grade student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) evaluates the finished product according to criteria; and
- (b) uses criteria to judge how well the steps of the problem solving process were followed. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6628 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NOVICE LEVEL (1) A fourth grade student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) evaluates the finished product according to criteria; and
- (b) uses criteria to judge how well the steps of the problem solving process were followed. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6629 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE ADVANCED LEVEL (1) An eighth grade student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) evaluates the finished product according to criteria;
- (b) uses criteria to judge how well the steps of the problem solving process were followed; and
- (c) identifies improvements to the problem solving process. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6630 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE PROFICIENT LEVEL (1) An eighth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) evaluates the finished product according to criteria;
- (b) uses criteria to judge how well the steps of the problem solving process were followed; and
- (c) identifies improvements to the problem solving process. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6631 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NEARING PROFICIENT LEVEL (1) An eighth grade student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) evaluates the finished product according to criteria;
- (b) uses criteria to judge how well the steps of the problem solving process were followed; and
- (c) identifies improvements to the problem solving process. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6632 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NOVICE LEVEL (1) An eighth grade student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) evaluates the finished product according to criteria;
- (b) uses criteria to judge how well the steps of the problem solving process were followed; and
- (c) identifies improvements to the problem solving process. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6633 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE ADVANCED LEVEL (1) A graduating student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) evaluates the finished product according to criteria;
- (b) uses criteria to judge how well the steps of the problem solving process were followed;
- (c) identifies improvements to the problem solving process; and
- (d) justifies decisions based on project criteria. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6634 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) evaluates the finished product according to criteria;
- (b) uses criteria to judge how well the steps of the problem solving process were followed;
- (c) identifies improvements to the problem solving process; and
- (d) justifies decisions based on project criteria. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6635 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NEARING PROFICIENT LEVEL (1) A graduating student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) evaluates the finished product according to criteria;
- (b) uses criteria to judge how well the steps of the problem solving process were followed;
- (c) identifies improvements to the problem solving process; and
- (d) justifies decisions based on project criteria. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6636 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NOVICE LEVEL (1) A graduating student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) evaluates the finished product according to criteria;
- (b) uses criteria to judge how well the steps of the problem solving process were followed;
- (c) identifies improvements to the problem solving process; and
- (d) justifies decisions based on project criteria. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6637 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE ADVANCED LEVEL

(1) A fourth grade student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) follows copyright laws and fair use guidelines when using information;
- (b) credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in supervised intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6638 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE PROFICIENT LEVEL

(1) A fourth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) follows copyright laws and fair use guidelines when using information;
- (b) credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in supervised intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6639 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NEARING PROFICIENT LEVEL

(1) A fourth grade student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) follows copyright laws and fair use guidelines when using information;
- (b) credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in supervised intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6640 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NOVICE LEVEL

(1) A fourth grade student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) follows copyright laws and fair use guidelines when using information;
- (b) credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in supervised intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6641 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE ADVANCED LEVEL (1) An eighth grade student at the advanced level in information literacy/library media demonstrates superior performance. He/she:

- (a) independently follows copyright laws and fair use guidelines when obtaining, storing, and disseminating text, data, images, or sounds;
- (b) independently and appropriately credits ideas and works of others; and
- (c) independently practices safe, ethical, and legal behavior in intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6642 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE PROFICIENT LEVEL (1) An eighth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) follows copyright laws and fair use guidelines when obtaining, storing, and disseminating text, data, images, or sounds;
- (b) appropriately credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6643 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NEARING PROFICIENT LEVEL (1) An eighth grade student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) follows copyright laws and fair use guidelines when obtaining, storing, and disseminating text, data, images, or sounds;
- (b) appropriately credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6644 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NOVICE LEVEL (1) An eighth grade student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) follows copyright laws and fair use guidelines when obtaining, storing, and disseminating text, data, images, or sounds;
- (b) appropriately credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6645 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE ADVANCED LEVEL (1) A graduating student at the advanced level in information literacy/library media demonstrates superior performance. He/she:

- (a) independently follows copyright laws and fair use guidelines when obtaining, storing, and disseminating text, data, images, or sounds;
- (b) independently and appropriately credits ideas and works of others; and
- (c) independently practices safe, ethical, and legal behavior in intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6646 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) follows copyright laws and fair use guidelines when obtaining, storing, and disseminating text, data, images, or sounds;
- (b) appropriately credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6647 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NEARING PROFICIENT LEVEL (1) A graduating student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) follows copyright laws and fair use guidelines when obtaining, storing, and disseminating text, data, images, or sounds;
- (b) appropriately credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6648 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NOVICE LEVEL (1) A graduating student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) follows copyright laws and fair use guidelines when obtaining, storing, and disseminating text, data, images, or sounds;
- (b) appropriately credits ideas and works of others; and
- (c) practices safe, ethical, and legal behavior in intellectual and social networks. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6649 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE ADVANCED LEVEL (1) A fourth grade student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) chooses resources based on personal interests;
- (b) uses a variety of print and digital resources;
- (c) explores a variety of genres; and
- (d) explores multiple resources and other creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6650 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE PROFICIENT LEVEL (1) A fourth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) chooses resources based on personal interests;
- (b) uses a variety of print and digital resources;
- (c) explores a variety of genres; and
- (d) explores multiple resources and other creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6651 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE NEARING PROFICIENT LEVEL (1) A fourth grade student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) chooses resources based on personal interests;
- (b) uses some print and digital resources;
- (c) explores a variety of genres; and
- (d) explores multiple resources and other creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6652 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE NOVICE LEVEL (1) A fourth grade student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) chooses resources based on personal interests;
- (b) uses a few print and digital resources;
- (c) explores a variety of genres; and
- (d) explores multiple resources and other creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6653 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE ADVANCED LEVEL (1) An eighth grade student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) chooses resources based on personal interests;
- (b) uses and responds to a variety of print and digital resources;
- (c) uses and responds to a variety of genres; and
- (d) analyzes and responds to multiple resources and creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6654 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE PROFICIENT LEVEL (1) An eighth grade student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) chooses resources based on personal interests;
- (b) uses and responds to a variety of print and digital resources;
- (c) uses and responds to a variety of genres; and
- (d) analyzes and responds to multiple resources and creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6655 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE NEARING PROFICIENT LEVEL (1) An eighth grade student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) chooses resources based on personal interests;
- (b) uses and responds to some print and digital resources;
- (c) uses and responds to genres; and
- (d) analyzes and responds to multiple resources and creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6656 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE NOVICE LEVEL (1) An eighth grade student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) chooses resources based on personal interests;
- (b) uses and responds to a few print and digital resources;
- (c) uses and responds to genres; and
- (d) compares and contrasts multiple resources and creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6657 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE ADVANCED LEVEL (1) A graduating student at the advanced level in information literacy/library media demonstrates superior performance. He/she independently:

- (a) chooses resources based on personal interests;
- (b) uses and critiques a variety of print and digital resources;
- (c) uses and critiques a variety of genres; and
- (d) evaluates multiple resources and other creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6658 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in information literacy/library media demonstrates solid academic performance. He/she:

- (a) chooses resources based on personal interests;
- (b) uses and critiques a variety of print and digital resources;
- (c) uses and critiques a variety of genres; and
- (d) evaluates multiple resources and other creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6659 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE NEARING PROFICIENT LEVEL (1) A graduating student at the nearing proficient level in information literacy/library media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in information literacy/library media performance. He/she, with guidance:

- (a) chooses resources based on personal interests;
- (b) uses and critiques some print and digital resources;
- (c) uses and critiques genres; and
- (d) evaluates multiple resources and other creative expressions from diverse cultures, including those of Montana American Indians. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

10.54.6660 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 5 AT THE NOVICE LEVEL (1) A graduating student at the novice level in information literacy/library media is beginning to attain prerequisite knowledge and skills that are fundamental in information literacy/library media performance. He/she, with assistance:

- (a) chooses resources based on personal interests;
- (b) uses and critiques a few print and digital resources;
- (c) compares and contrasts genres; and
- (d) compares and contrasts multiple resources and other creative

expressions from diverse cultures, including those of Montana American Indians.

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1693, Eff. 8/15/08.)

Subchapters 67 through 69 reserved

Subchapter 70

Health Enhancement Content and Performance Standards

10.54.7001 through 10.54.7009 reserved

10.54.7010 HEALTH ENHANCEMENT CONTENT STANDARD 1
(REPEALED) (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7011 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 FOR END OF GRADE 4 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7012 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7013 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 1 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99 ; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7014 through 10.54.7019 reserved

10.54.7020 HEALTH ENHANCEMENT CONTENT STANDARD 2
(REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99 ; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7021 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99 ; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7022 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99 ; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7023 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 2 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7024 through 10.54.7029 reserved

10.54.7030 HEALTH ENHANCEMENT CONTENT STANDARD 3 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7031 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7032 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7033 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 3 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7034 through 10.54.7039 reserved

10.54.7040 HEALTH ENHANCEMENT CONTENT STANDARD 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7041 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7042 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7043 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 4 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7044 through 10.54.7049 reserved

10.54.7050 HEALTH ENHANCEMENT CONTENT STANDARD 5 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7051 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7052 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 FOR END OF GRADE 8 (REPEALED) (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7053 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 5 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7054 through 10.54.7059 reserved

10.54.7060 HEALTH ENHANCEMENT CONTENT STANDARD 6 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7061 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7062 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7063 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 6 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7064 through 10.54.7069 reserved

10.54.7070 HEALTH ENHANCEMENT CONTENT STANDARD 7 (REPEALED) (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7071 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7072 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7073 BENCHMARK FOR HEALTH ENHANCEMENT CONTENT STANDARD 7 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7074 through 10.54.7086 reserved

10.54.7087 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7088 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7089 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7090 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7091 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7092 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7093 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7094 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7095 ADVANCED HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7096 PROFICIENT HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7097 NEARING PROFICIENCY HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

10.54.7098 NOVICE HEALTH ENHANCEMENT PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2016 MAR p. 1389, Eff. 7/1/17.)

Sub-Chapters 71 through 74 Reserved

Subchapter 75

Technology Content Standards

Rules 10.54.7501 through 10.54.7509 reserved

10.54.7510 TECHNOLOGY CONTENT STANDARD 1 (1) To satisfy the requirements of technology content standard 1, a student must use digital tools and resources for problem solving and decision making. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7511 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 FOR THE END OF GRADE 4 (1) The benchmark for technology content standard 1 for a student at the end of grade 4 is the ability to:

- (a) identify and investigate a problem and generate possible solutions;
- (b) collect data and information using digital tools;
- (c) organize collected data and information using a variety of digital tools;
- (d) identify the accuracy, diversity, and points of view, including those of Montana American Indians, of digital information; and
- (e) share information ethically and cite sources. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7512 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 FOR THE END OF GRADE 8 (1) The benchmark for technology content standard 1 for a student at the end of grade 8 is the ability to:

- (a) use multiple approaches to explore alternative solutions;
- (b) collect relevant data and information on a subject from a variety of digital resources;
- (c) analyze and ethically use data and information from digital resources;
- (d) compare accuracy, diversity, relevance, and points of view, including those of Montana American Indians, of digital information; and
- (e) share data and information ethically and appropriately cite sources. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7513 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 1 UPON GRADUATION (1) The benchmark for technology content standard 1 for a student upon graduation is the ability to:

- (a) use multiple approaches and diverse perspectives, including those of Montana American Indians, to explore alternative solutions;
- (b) collect relevant data and information on a subject from a variety of digital resources;
- (c) select from an array of digital tools to organize and analyze data from a variety of resources;
- (d) evaluate and synthesize data and information; and
- (e) share data and information ethically and appropriately cite sources.

(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

Rules 10.54.7514 through 10.54.7519 reserved

10.54.7520 TECHNOLOGY CONTENT STANDARD 2 (1) To satisfy the requirements of technology content standard 2, a student must collaborate and communicate globally in a digital environment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7521 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 FOR THE END OF GRADE 4 (1) The benchmark for technology content standard 2 for a student at the end of grade 4 is the ability to:

- (a) identify and explore online collaboration and communication tools;
- (b) identify and explore safe, legal, and responsible use of digital collaboration and communication tools;
- (c) communicate the results of research and learning with others using digital tools; and
- (d) explore how technology has expanded the learning environment beyond the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7522 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 FOR THE END OF GRADE 8 (1) The benchmark for technology content standard 2 for a student at the end of grade 8 is the ability to:

- (a) select and use online collaboration and communication tools;
- (b) use digital collaboration and communication tools in a safe, legal, and responsible manner;
- (c) communicate the results of research and learning with others using digital tools; and
- (d) use technology in a global learning environment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7523 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 2 UPON GRADUATION (1) The benchmark for technology content standard 2 for a student upon graduation is the ability to:

- (a) evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects;
- (b) use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others;
- (c) synthesize and communicate the results of research and learning with others using various digital tools; and
- (d) apply technology that supports collaboration, learning, and productivity in a global environment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

Rules 10.54.7524 through 10.54.7529 reserved

10.54.7530 TECHNOLOGY CONTENT STANDARD 3 (1) To satisfy the requirements of technology content standard 3, a student must apply digital tools and skills with creativity and innovation to express him/herself, construct knowledge, and develop products and processes. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7531 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 FOR THE END OF GRADE 4 (1) The benchmark for technology content standard 3 for a student at the end of grade 4 is the ability to:

- (a) use digital tools for personal expression;
 - (b) use various digital media to share information and tell stories;
 - (c) use technology to discover connections between facts;
 - (d) understand ownership of digital media; and
 - (e) use digital tools and skills to construct new personal understandings.
- (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7532 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 FOR THE END OF GRADE 8 (1) The benchmark for technology content standard 3 for a student at the end of grade 8 is the ability to:

- (a) apply a variety of digital tools for personal and group expression;
- (b) use a variety of digital tools to create a product;
- (c) use technology to recognize trends and possible outcomes; and
- (d) examine the relationship of copyright to ownership of digital media.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7533 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for technology content standard 3 for a student upon graduation is the ability to:

- (a) develop projects combining multiple digital tools to suit a variety of audiences and purposes;
- (b) evaluate and employ a variety of digital tools to effectively produce an original work;
- (c) use models and simulations to identify trends, predict outcomes, and investigation information; and
- (d) evaluate legal protections for intellectual property and apply that understanding to personally created digital media. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

Rules 10.54.7534 through 10.54.7539 reserved

10.54.7540 TECHNOLOGY CONTENT STANDARD 4 (1) To satisfy the requirements of technology content standard 4, a student must possess a functional understanding of technology concepts and operations. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7541 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 FOR THE END OF GRADE 4 (1) The benchmark for technology content standard 4 for a student at the end of grade 4 is the ability to:

- (a) show skills needed to use communication, information, and processing technologies;
- (b) use appropriate terminology when communicating about current technology; and
- (c) transfer current knowledge to learning new technology skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7542 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 FOR THE END OF GRADE 8 (1) The benchmark for technology content standard 4 for a student at the end of grade 8 is the ability to:

(a) apply and refine the skills needed to use communication, information, and processing technologies;

(b) use appropriate terminology when communicating about current technology; and

(c) transfer current knowledge to learning of new technology skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7543 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for technology content standard 4 for a student upon graduation is the ability to:

(a) apply and refine the skills needed to use communication, information, and processing technologies;

(b) use appropriate terminology when communicating about current technology; and

(c) transfer current knowledge to learning new technology skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; AMD, 2008 MAR p. 1696, Eff. 8/15/08.)

Rules 10.54.7544 through 10.54.7549 reserved

10.54.7550 TECHNOLOGY CONTENT STANDARD 5 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7551 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7552 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7553 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 5 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

Rules 10.54.7554 through 10.54.7559 reserved

10.54.7560 TECHNOLOGY CONTENT STANDARD 6 (REPEALED)
(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7561 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7562 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7563 BENCHMARK FOR TECHNOLOGY CONTENT STANDARD 6 UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

Rules 10.54.7564 through 10.54.7586 reserved

10.54.7587 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7588 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7589 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7590 NOVICE TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 4 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7591 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7592 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7593 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7594 NOVICE TECHNOLOGY PERFORMANCE STANDARDS FOR END OF GRADE 8 (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7595 ADVANCED TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7596 PROFICIENT TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7597 NEARING PROFICIENCY TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7598 NOVICE TECHNOLOGY PERFORMANCE STANDARDS UPON GRADUATION (REPEALED) (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99; REP, 2008 MAR p. 1696, Eff. 8/15/08.)

Subchapter 76

Technology Performance Descriptors

10.54.7601 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT

STANDARD 1 AT THE ADVANCED LEVEL (1) A fourth grade student at the advanced level in technology demonstrates superior performance. He/she:

- (a) consistently uses digital tools and resources for problem solving and decision making;
- (b) effectively uses assigned digital tools to identify a problem;
- (c) brainstorms ways to generate possible solutions;
- (d) uses assigned digital tools to collect data and information from a variety of resources;
- (e) uses assigned digital tools to organize data and information;
- (f) effectively identifies accurate and inaccurate information;
- (g) understands diversity and points of view, including those of Montana American Indians;
- (h) identifies and notes the work of others; and
- (i) understands the concept of digital media ownership. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7602 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT

STANDARD 1 AT THE PROFICIENT LEVEL (1) A fourth grade student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) uses digital tools and resources for problem solving and decision making;
- (b) effectively uses assigned digital tools to identify a problem;
- (c) uses guided brainstorming to generate possible solutions;
- (d) explores assigned digital tools to collect data and information from a variety of resources;
- (e) uses assigned digital tools to organize data and information;
- (f) differentiates between accurate and inaccurate information;
- (g) recognizes diversity and points of view, including those of Montana American Indians;
- (h) recognizes that using the work of others needs to be noted; and
- (i) explores the concept of digital media ownership. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7603 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NEARING PROFICIENT LEVEL (1) A fourth grade student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

- (a) with guidance, examines digital tools and resources for problem solving and decision making;
- (b) with guidance, uses digital tools to identify a problem;
- (c) chooses a solution from a teacher-provided list;
- (d) with guidance, explores assigned digital tools to collect data and information from a variety of resources;
- (e) uses an assigned digital template to organize data and information;
- (f) with guidance, differentiates between accurate and inaccurate information;
- (g) with guidance, recognizes diversity and points of view, including those of Montana American Indians;
- (h) with guidance, recognizes that using the work of others needs to be noted; and
- (i) with guidance, explores the concept of digital media ownership. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7604 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NOVICE LEVEL (1) A fourth grade student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she:

- (a) demonstrates limited understanding of digital tools and resources for problem solving and decision making;
- (b) has limited understanding of digital tools used to identify a problem;
- (c) with assistance, chooses a solution from a teacher-provided list;
- (d) with assistance, uses a basic digital tool to collect data and information;
- (e) with assistance, uses an assigned digital template to organize data and information;
- (f) has limited understanding of accurate and inaccurate information;
- (g) has limited understanding of diversity and points of view, including those of Montana American Indians;
- (h) has limited recognition of the concept of using the work of others; and
- (i) has limited understanding of the concept of digital media ownership. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7605 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE ADVANCED LEVEL

(1) An eighth grade student at the advanced level in technology demonstrates superior performance. He/she:

- (a) independently uses multiple approaches to explore alternative solutions;
- (b) thoughtfully collects relevant data and information on a subject from a variety of digital resources;
- (c) clearly demonstrates analysis and ethical use of data and information from digital resources;
- (d) evaluates the accuracy, diversity, relevance, and points of view, including those of Montana American Indians, of digital information;
- (e) consistently demonstrates ethical practices when sharing data and information; and
- (f) appropriately cites sources using multiple styles. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7606 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE PROFICIENT LEVEL

(1) An eighth grade student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) demonstrates clear understanding of multiple approaches to explore alternative solutions;
- (b) collects relevant data and information on a subject from a variety of digital resources;
- (c) analyzes and ethically uses data and information from digital resources;
- (d) understands the concepts of accuracy, diversity, relevance, and points of view, including those of Montana American Indians, of digital information;
- (e) demonstrates ethical practices when sharing data and information; and
- (f) correctly cites digital sources. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7607 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NEARING PROFICIENT LEVEL

(1) An eighth grade student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she, with guidance:

- (a) explores multiple approaches to explore alternative solutions;
- (b) collects relevant data and information on a subject from a variety of digital sources;
- (c) understands the analysis and ethical use of data and information from digital resources;
- (d) occasionally recognizes accuracy, relevance, and points of view, including those of Montana American Indians, of digital information;
- (e) demonstrates ethical practices when sharing data and information; and
- (f) cites digital sources. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7608 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NOVICE LEVEL (1) An eighth grade student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she:

- (a) has difficulty selecting approaches to explore alternative solutions;
- (b) has limited success collecting relevant data and information on a subject from digital resources;
- (c) has difficulty analyzing data and information from digital resources;
- (d) has difficulty understanding ethical use of data and information from digital resources;
- (e) has difficulty identifying accuracy, relevance, and points of view, including those of Montana American Indians, of digital information;
- (f) has limited success sharing data and information ethically; and
- (g) has difficulty citing sources appropriately. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7609 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE ADVANCED LEVEL (1) A graduating student at the advanced level in technology demonstrates superior performance. He/she:

- (a) independently applies multiple approaches and diverse perspectives, including those of Montana American Indians, to explore alternative solutions;
- (b) independently and effectively collects relevant data and information on a subject from a variety of digital resources;
- (c) independently explores and implements an appropriate digital tool to organize and analyze data from a variety of resources;
- (d) routinely evaluates and synthesizes data and information;
- (e) consistently shares data and information ethically; and
- (f) independently cites sources in the appropriate style. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7610 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) applies multiple approaches and diverse perspectives, including those of Montana American Indians, to explore alternative solutions;
- (b) consistently collects relevant data and information on a subject from a variety of digital resources;
- (c) successfully selects from an array of digital tools to organize and analyze data from a variety of resources;
- (d) effectively evaluates and synthesizes data and information;
- (e) shares data and information ethically; and
- (f) cites sources in the appropriate style. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7611 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NEARING PROFICIENT LEVEL (1) A graduating student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she, with guidance:

- (a) uses multiple approaches and diverse perspectives, including those of Montana American Indians, to explore alternate solutions;
- (b) collects relevant data and information on a subject from a variety of digital resources;
- (c) selects from a designated set of digital tools to organize and analyze data from a variety of resources;
- (d) evaluates and synthesizes data and information;
- (e) shares data and information ethically; and
- (f) appropriately cites sources. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7612 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 1 AT THE NOVICE LEVEL (1) A graduating student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she:

(a) has limited success using multiple approaches and diverse perspectives, including those of Montana American Indians, and difficulty exploring alternative solutions;

(b) has difficulty finding relevant data and information on a subject from a variety of digital resources;

(c) has difficulty selecting digital tools to organize and analyze data from a variety of resources;

(d) can seldom evaluate and synthesize data and information;

(e) can seldom share data and information ethically; and

(f) has difficulty citing sources. (History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7613 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE ADVANCED LEVEL (1) A fourth grade student at the advanced level in technology demonstrates superior performance. He/she:

(a) independently uses digital tools to synchronously and asynchronously communicate with other age-level students outside their classroom environment;

(b) independently uses digital tools to collaborate with peers on projects and assignments outside their classroom environment;

(c) identifies and consistently uses safe, legal, and responsible practices in using communication and collaboration technologies;

(d) shares the results of research with peers using digital presentation tools both online and in person; and

(e) independently identifies and uses technologies that provide learning opportunities beyond the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7614 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE PROFICIENT LEVEL (1) A fourth grade student at the proficient level in technology demonstrates solid academic performance. He/she:

(a) uses digital tools to synchronously and asynchronously communicate with other age-level students in their classroom environment;

(b) uses digital tools to collaborate with peers on projects and assignments in their classroom environment;

(c) identifies safe, legal, and responsible practices in using communication and collaboration technologies;

(d) shares the results of research with peers using digital presentation tools either online or in person; and

(e) identifies technologies that provide learning opportunities beyond the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7615 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE NEARING PROFICIENT LEVEL (1) A fourth grade student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she, with guidance:

- (a) uses digital tools to synchronously and asynchronously communicate with other age-level students in their classroom environment;
- (b) uses digital tools to collaborate with peers on projects and assignments in their classroom environment;
- (c) identifies safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) shares the results of research with peers using digital presentation tools either online or in person; and
- (e) identifies technologies that provide learning opportunities beyond the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7616 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE NOVICE LEVEL (1) A fourth grade student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she, with assistance:

- (a) uses simple digital tools to synchronously or asynchronously communicate with other age-level students in their classroom environment;
- (b) uses simple digital tools to collaborate with peers on projects and assignments in their classroom environment;
- (c) identifies core safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) shares the results of research with peers using digital presentation tools either online or in person; and
- (e) identifies basic technologies that provide learning opportunities beyond the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7617 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE ADVANCED LEVEL (1) An eighth grade student at the advanced level in technology demonstrates superior performance. He/she:

- (a) independently selects the most effective digital tools to synchronously and asynchronously communicate with other age-level students in and out of their classroom environment;
- (b) independently selects the most effective digital tools to collaborate with peers on projects and assignments in and out of their classroom environment;
- (c) independently uses safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) independently and effectively shares the results of research with peers using a variety of digital presentation tools both online and in person; and
- (e) independently and effectively uses a variety of technologies to learn beyond the scope of the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7618 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE PROFICIENT LEVEL (1) An eighth grade student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) selects appropriate digital tools to synchronously and asynchronously communicate with other age-level students in and out of their classroom environment;
- (b) selects appropriate digital tools to collaborate with peers on projects and assignments in and out of their classroom environment;
- (c) consistently uses safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) effectively shares the results of research with peers using digital presentation tools both online and in person; and
- (e) effectively uses technology to learn beyond the scope of the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7619 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE NEARING PROFICIENT LEVEL (1) An eighth grade student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she, with guidance:

- (a) selects appropriate digital tools to synchronously and asynchronously communicate with other age-level students in and out of their classroom environment;
- (b) selects appropriate digital tools to collaborate with peers on projects and assignments in and out of their classroom environment;
- (c) consistently uses safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) effectively shares the results of research with peers using digital presentation tools both online and in person; and
- (e) effectively uses technology to learn beyond the scope of the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7620 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE NOVICE LEVEL (1) An eighth grade student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she, with assistance:

- (a) uses digital tools to synchronously and asynchronously communicate with other age-level students in their classroom environment;
- (b) uses digital tools to collaborate with peers on projects and assignments in their classroom environment;
- (c) identifies safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) shares the results of research with peers using digital presentation tools either online or in person; and
- (e) identifies technologies to learn beyond the scope of the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7621 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE ADVANCED LEVEL (1) A graduating student at the advanced level in technology demonstrates superior performance. He/she:

- (a) evaluates and independently selects digital tools to synchronously and asynchronously communicate with others outside of the formal classroom environment;
- (b) evaluates and independently selects digital tools to collaborate with others on projects and assignments outside of the formal classroom environment;
- (c) independently uses and advocates to others safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) independently and effectively synthesizes and communicates the results of research with others using digital presentation tools both online and in person outside of the formal classroom environment; and
- (e) independently and effectively uses technology to learn and teach beyond the scope of the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7622 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) evaluates and independently selects digital tools to synchronously and asynchronously communicate with others in and out of their classroom environment;
- (b) evaluates and independently selects digital tools to collaborate with others on projects and assignments in and out of their classroom environment;
- (c) consistently uses and advocates to others safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) effectively synthesizes and communicates the results of research with others using digital presentation tools both online and in person; and
- (e) effectively uses technology to learn and teach beyond the scope of the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7623 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE NEARING PROFICIENT LEVEL (1) A graduating student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

- (a) with guidance, evaluates and selects digital tools to synchronously and asynchronously communicate with others in and out of their classroom environment;
- (b) with guidance, evaluates and selects digital tools to collaborate with others on projects and assignments in and out of their classroom environment;
- (c) consistently uses and with direction, advocates to others safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) with guidance, communicates the results of research with others using digital presentation tools both online and in person; and
- (e) with guidance, uses technology to learn and teach beyond the scope of the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7624 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 2 AT THE NOVICE LEVEL (1) A graduating student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she, with assistance:

- (a) selects digital tools to synchronously and asynchronously communicate with others in their classroom environment;
- (b) selects digital tools to collaborate with others on projects and assignments in their classroom environment;
- (c) uses safe, legal, and responsible practices in using communication and collaboration technologies;
- (d) communicates the results of research with others using digital presentation tools either online or in person; and
- (e) uses technology to learn beyond the scope of the traditional classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7625 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE ADVANCED LEVEL (1) A fourth grade student at the advanced level in technology demonstrates superior performance. He/she:

- (a) effectively applies digital tools and skills to create and share personal expressions in a variety of media;
- (b) independently uses digital tools creatively to produce original works uncommon for this grade level;
- (c) applies basic rules of ownership of digital media to their own personal use; and
- (d) uses digital tools to develop new understandings by discovering the connections between facts. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7626 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE PROFICIENT LEVEL (1) A fourth grade student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) applies digital tools and skills to create and share personal expressions in a variety of media;
- (b) understands basic rules of ownership of digital media; and
- (c) uses digital tools to discover connections between facts. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7627 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NEARING PROFICIENT LEVEL (1) A fourth grade student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she, with guidance:

- (a) attempts to apply digital tools and skills to create and share personal expressions in a variety of media;
- (b) acknowledges basic rules of ownership of digital media; and
- (c) uses digital tools to discover connections between facts. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7628 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NOVICE LEVEL (1) A fourth grade student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she, with assistance:

- (a) attempts to apply digital tools and skills to create and share personal expressions in a variety of media;
- (b) recognizes basic rules of ownership of digital media; and
- (c) attempts to use digital tools to discover connections between facts. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7629 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE ADVANCED LEVEL (1) An eighth grade student at the advanced level in technology demonstrates superior performance. He/she:

- (a) effectively applies a variety of digital tools to create a multimedia product for personal and group expression;
- (b) independently combines digital tools creatively to produce original works that exceed expectations;
- (c) effectively uses technology to predict reasonable trends and outcomes; and
- (d) independently applies basic rules of ownership of digital media to their own personal use. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7630 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE PROFICIENT LEVEL (1) An eighth grade student at the proficient level in technology demonstrates solid academic performance. He/she:

(a) applies a variety of digital tools to create a product for personal and group expression;

(b) uses technology to predict reasonable trends and outcomes; and

(c) understands the relationship of copyright to ownership of digital media.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7631 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NEARING PROFICIENT LEVEL (1) An eighth grade student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

(a) uses a digital tool to create a product for personal and group expression;

(b) with guidance, uses technology to predict reasonable trends and outcomes; and

(c) explores the relationship of copyright to ownership of digital media.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7632 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NOVICE LEVEL (1) An eighth grade student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she, with assistance:

(a) uses a digital tool to create a product for personal and group expression;

(b) uses technology to predict trends and outcomes; and

(c) begins to understand the relationship of copyright to ownership of digital media. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7633 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE ADVANCED LEVEL (1) A graduating student at the advanced level in technology demonstrates superior performance. He/she:

- (a) initiates distinguished multimedia projects combining image, text, and sound to suit a variety of audiences and purposes;
- (b) adapts digital tools to create products of a professional quality;
- (c) independently evaluates and employs a variety of digital tools to effectively create innovative work;
- (d) creates models and simulations to identify trends, predict reasonable outcomes, and effectively investigate information; and
- (e) independently selects the appropriate legal protections for personally created digital media. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7634 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) develops multimedia projects combining image, text, and sound to suit a variety of audiences and purposes;
- (b) evaluates and employs a variety of digital tools to effectively produce an original work;
- (c) uses models and simulations to accurately identify trends, predict reasonable outcomes, and effectively investigate information; and
- (d) selects, with support, the appropriate legal protections for personally created digital media. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7635 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NEARING PROFICIENT LEVEL (1) A graduating student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she:

- (a) with guidance, develops multimedia projects combining image, text, and sound to suit a variety of audiences and purposes;
- (b) with guidance, evaluates and employs a variety of digital tools to produce an original work;
- (c) with guidance, uses models and simulations to identify trends, predict outcomes, and investigate information; and
- (d) explores the appropriate legal protections for personally created digital media. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7636 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 3 AT THE NOVICE LEVEL (1) A graduating student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she, with assistance:

- (a) develops a multimedia project combining image, text, and sound to suit a specific audience and purpose;
- (b) evaluates and employs a variety of digital tools to produce an original work;
- (c) begins to use models and simulations to identify trends, predict outcomes, and investigate information; and
- (d) begins to understand appropriate legal protections for personally created digital media. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7637 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE ADVANCED LEVEL (1) A fourth grade student at the advanced level in technology demonstrates superior performance. He/she independently:

- (a) demonstrates ability to input commands and data into digital devices;
- (b) identifies the appropriate digital tool to complete tasks;
- (c) uses proper terminology when communicating about technology; and
- (d) adapts current technology skills to additional and emerging technologies. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7638 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE PROFICIENT LEVEL (1) A fourth grade student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) demonstrates ability to input commands and data into digital devices;
- (b) identifies the appropriate digital tool to complete tasks;
- (c) uses proper terminology when communicating about technology; and
- (d) adapts current technology skills to additional and emerging technologies. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7639 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NEARING PROFICIENT LEVEL (1) A fourth grade student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she, with guidance:

- (a) demonstrates ability to input commands and data into digital devices;
- (b) identifies the appropriate digital tool to complete tasks;
- (c) uses proper terminology when communicating about technology; and
- (d) adapts current technology skills to additional and emerging technologies.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7640 GRADE 4 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NOVICE LEVEL (1) A fourth grade student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she, with assistance:

- (a) demonstrates ability to input commands and data into digital devices;
- (b) identifies the appropriate digital tool to complete tasks; and
- (c) attempts the use of proper terminology when communicating about technology. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7641 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE ADVANCED LEVEL (1) An eighth grade student at the advanced level in technology demonstrates superior performance. He/she:

- (a) independently demonstrates a consistent ability to input commands and data into digital devices;
- (b) independently identifies the best appropriate digital tool to complete tasks;
- (c) independently uses proper terminology when communicating about technology;
- (d) independently adapts current technology skills to additional and emerging technologies; and

(e) teaches others proper usage and core technology skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7642 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE PROFICIENT LEVEL (1) An eighth grade student at the proficient level in technology demonstrates solid academic performance. He/she:

(a) demonstrates a consistent ability to input commands and data into digital devices;

(b) identifies the best digital tool to complete tasks;

(c) uses proper terminology when communicating about technology; and

(d) adapts current technology skills to additional and emerging technologies.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7643 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NEARING PROFICIENT LEVEL (1) An eighth grade student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she, with guidance:

(a) demonstrates a consistent ability to input commands and data into digital devices;

(b) identifies the best digital tool to complete tasks;

(c) uses proper terminology when communicating about technology; and

(d) adapts current technology skills to additional and emerging technologies.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7644 GRADE 8 PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NOVICE LEVEL (1) An eighth grade student at the novice level in technology is beginning to attain prerequisite knowledge and skills that are fundamental in technology. He/she, with assistance:

(a) demonstrates an ability to input commands and data into digital devices;

(b) identifies the appropriate digital tool to complete tasks; and

(c) attempts the use of proper terminology when communicating about technology. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7645 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE ADVANCED LEVEL (1) A graduating student at the advanced level in technology demonstrates superior performance. He/she:

- (a) independently demonstrates a consistent ability to input commands and data into digital devices;
- (b) independently identifies the best appropriate digital tool to complete tasks;
- (c) independently uses proper terminology when communicating about technology;
- (d) independently adapts current technology skills to additional and emerging technologies;
- (e) teaches others advanced usage and core technology skills; and
- (f) adapts existing digital tools to create and process data in innovative ways.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7646 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE PROFICIENT LEVEL (1) A graduating student at the proficient level in technology demonstrates solid academic performance. He/she:

- (a) demonstrates a consistent ability to input commands and data into digital devices;
- (b) identifies the best digital tool to complete tasks;
- (c) uses proper terminology when communicating about technology;
- (d) adapts current technology skills to additional and emerging technologies;

and

- (e) teaches others proper usage and core technology skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7647 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR CONTENT STANDARD 4 AT THE NEARING PROFICIENT LEVEL (1) A graduating student at the nearing proficient level in technology demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in technology. He/she, with guidance:

- (a) demonstrates a consistent ability to input commands and data into digital devices;
- (b) identifies the best digital tool to complete tasks;
- (c) uses proper terminology when communicating about technology; and
- (d) adapts current technology skills to additional and emerging technologies.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

10.54.7648 UPON GRADUATION PERFORMANCE DESCRIPTORS FOR
CONTENT STANDARD 4 AT THE NOVICE LEVEL (1) A graduating student at the
novice level in technology is beginning to attain prerequisite knowledge and skills
that are fundamental in technology. He/she, with assistance:

- (a) demonstrates an ability to input commands and data into digital devices;
- (b) identifies the appropriate digital tool to complete tasks; and
- (c) attempts the use of proper terminology when communicating about
technology. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA;
NEW, 2008 MAR p. 1696, Eff. 8/15/08.)

Subchapters 77 through 79 reserved

Subchapter 80

Career and Vocational/Technical Education
Content and Performance Standards

10.54.8001 through 10.54.8009 reserved

10.54.8010 CAREER AND VOCATIONAL/TECHNICAL EDUCATION

CONTENT STANDARD 1 (1) To satisfy the requirements of career and vocational/technical education content standard 1, a student must experience various career opportunities and assess personal career pathways. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8011 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) describe and demonstrate the importance of goal setting and career and life planning;
- (b) explore and investigate career opportunities; and
- (c) describe various lifetime roles (e.g., friend, student, leader, worker, family member). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8012 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career and life goals;
- (b) utilize local resources to research career plans; and
- (c) recognize the interrelationships of family, community, career, and leisure roles. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8013 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 1 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 1 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) develop, evaluate, and modify personal career and life plans;
- (b) experience an internship, job shadow, or work experience related to one's career plan; and
- (c) evaluate career choices and the effect on family and lifestyle. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8014 through 10.54.8019 reserved

10.54.8020 CAREER AND VOCATIONAL/TECHNICAL EDUCATION

CONTENT STANDARD 2 (1) To satisfy the requirements of career and vocational technical education content standard 2, a student must demonstrate an understanding of and ability to apply principles of resource management (i.e., financial, time, and personal management). (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8021 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) use basic monetary skills, practice maintaining basic financial records;
- (b) follow detailed instructions and complete assignment (e.g., project/time management);
- (c) recognize time constraints (e.g., personal time); and
- (d) recognize limitations on physical resources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8022 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) prepare a budget and keep financial records;
- (b) prioritize, allocate time, and prepare and follow schedules to complete a project;
- (c) apply appropriate time to task; and
- (d) use physical resources wisely to accomplish a goal. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8023 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 2 FOR END OF BENCHMARK 3

(1) The benchmark for career and vocational/technical education content standard 2 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) prepare and analyze financial plans, make forecasts, make adjustments to meet objectives, and evaluate financial records;
- (b) select, design, complete, and evaluate a project (e.g., manage multiple facets of a project);
- (c) manage multiple priorities and assess effectiveness of outcomes (e.g., school, work, family); and
- (d) evaluate the use of physical resources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Rules 10.54.8024 through 10.54.8029 reserved

10.54.8030 CAREER AND VOCATIONAL/TECHNICAL EDUCATION

CONTENT STANDARD 3 (1) To satisfy the requirements of career and vocational /technical education content standard 3, a student must acquire and utilize personal and leadership skills to become a successful, productive citizen. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8031 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 1

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) serve as a positive role model by following the rules and management strategies for school, family, and community;
- (b) identify personal and work ethics;
- (c) recognize characteristics of good citizenship;
- (d) identify methods that can increase a person's self-esteem;
- (e) observe and recognize diversity; and
- (f) describe several methods of communication. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8032 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 2

(1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) demonstrate active leadership skills by participation in group activities and projects;
- (b) demonstrate positive personal and work ethics;
- (c) demonstrate skills to be a productive citizen;
- (d) apply self-esteem building practices;
- (e) demonstrate appreciation for diverse perspective needs and characteristics; and
- (f) practice several methods of effective communication. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8033 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 3 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 3 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) assume a leadership role (e.g., team leader, career and technical student organization officer, committee chair);
 - (b) evaluate, compare, and contrast positive personal and work ethics;
 - (c) implement and evaluate a successful, productive citizenship activity (i.e., community service project);
 - (d) select methods to constructively build esteem in others as well as self;
 - (e) respect differences and work well with individuals from diverse backgrounds and philosophies; and
 - (f) utilize multiple communication methods to complete a class project.
- (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Rules 10.54.8034 through 10.54.8039 reserved

10.54.8040 CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 (1) To satisfy the requirements of career and vocational/technical education content standard 4, a student must acquire and demonstrate current technical skills leading to an occupation. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8041 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) identify appropriate technical skills required for selected occupation;
- (b) practice safe and appropriate use of technology;
- (c) identify and use the appropriate tools and equipment for the task;
- (d) identify and demonstrate appropriate care of technological tools; and
- (e) follow basic technical instruction. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8042 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) practice technical skills and procedures required for an occupation;
- (b) practice safe and appropriate use of technology;
- (c) select the appropriate tools, equipment, and procedures for the task;
- (d) manage and maintain technological tools and follow troubleshooting protocol; and
- (e) apply technical information to a variety of sources. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8043 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 4 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 4 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) master the technical skills required for an entry level job or advanced training;
 - (b) practice safe and appropriate use of technology;
 - (c) master tools and equipment needed for an entry level job or advanced training;
 - (d) manage and maintain technological systems and follow troubleshooting protocol; and
 - (e) adapt technical information generated from a variety of technical sources.
- (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Rules 10.54.8044 through 10.54.8049 reserved

10.54.8050 CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 (1) To satisfy the requirements of career and vocational/technical education content standard 5, a student must know and demonstrate the requirements of the workplace through authentic application. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8051 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 1 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 1 (by the end of 8th grade) is the ability to:

- (a) apply academic and technical skills to a class project;
- (b) identify the concepts of entrepreneurship;
- (c) describe how decisions affect self and others; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8052 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 2 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 2 (grades 9 through 12) is the ability to:

- (a) practice and demonstrate academic and technical skills in a workplace setting;
- (b) apply the concepts of entrepreneurship;
- (c) identify possible outcomes and consequences of decisions; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8053 BENCHMARK FOR CAREER AND VOCATIONAL/TECHNICAL EDUCATION CONTENT STANDARD 5 FOR END OF BENCHMARK 3 (1) The benchmark for career and vocational/technical education content standard 5 for a student at the end of benchmark 3 (concentrators) is the ability to:

- (a) transfer academic and technical skills to the level of industry standards;
- (b) evaluate and/or design components of a business plan;
- (c) demonstrate decision-making and problem-solving skills; and
- (d) use appropriate equipment and processes reflecting industry standards for school setting or other learning environment. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Rules 10.54.8054 through 10.54.8086 reserved

10.54.8087 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1

(1) An eighth-grade student at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:

- (a) consistently and independently demonstrates the skills needed to research a career and identify a life goal;
- (b) consistently identifies and uses all available resources;
- (c) consistently demonstrates the skills needed to become a successful, productive citizen;
- (d) consistently identifies and uses technical skills, tools, and equipment for a task; and
- (e) consistently and independently applies appropriate equipment and processes to a classroom project. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8088 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1 (1) An eighth-grade student at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:

- (a) demonstrates the skills needed to research a career and identify a life goal;
- (b) identifies all available resources;
- (c) usually recognizes the skills needed to become a successful, productive citizen;
- (d) usually identifies and uses technical skills, tools, and equipment for a task; and
- (e) usually applies appropriate equipment and processes to a classroom project. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8089 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1

(1) An eighth-grade student at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

- (a) usually demonstrates the skills needed to research a career and, with guidance, identifies a life goal;
- (b) usually identifies all available resources;
- (c) sometimes identifies the skills needed to become a successful, productive citizen;
- (d) sometimes identifies and uses technical skills, tools, and equipment for a task; and
- (e) with assistance, applies appropriate equipment and processes to a classroom project. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8090 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 1

(1) An eighth-grade student at the novice level in career and vocational/technical education is beginning to attain prerequisite knowledge and skills that are fundamental in career and vocational/technical education. He/she:

- (a) sometimes demonstrates the skills needed to research a career, but has difficulty identifying a life goal;
- (b) sometimes identifies all available resources;
- (c) rarely identifies the skills needed to become a successful, productive citizen;
- (d) seldom identifies and uses technical skills, tools, and equipment for a task; and
- (e) with difficulty, applies appropriate equipment and processes to a classroom project. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8091 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2

(1) A high school student completing one course in career and vocational/technical education at the advanced level demonstrates superior performance. He/she:

- (a) clearly utilizes local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;
- (b) consistently uses resources and applies principles of resource management;

- (c) consistently demonstrates leadership and citizenship skills;
- (d) consistently uses and demonstrates advanced technical skills and problem-solving; and
- (e) effectively applies the concepts of an entrepreneur and technical skills to a workplace setting. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8092 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2

- (1) A high school student completing one course in career and vocational/technical education at the proficient level demonstrates solid academic performance. He/she:
 - (a) usually utilizes local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;
 - (b) usually uses resources and applies basic principles of resource management;
 - (c) usually demonstrates leadership and citizenship skills in classroom activities;
 - (d) usually demonstrates advanced technical skills and problem-solving; and
 - (e) applies the concepts of an entrepreneur and technical skills to a workplace setting. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8093 NEARING PROFICIENCY CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2

- (1) A high school student completing one course in career and vocational/technical education at the nearing proficiency level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:
 - (a) sometimes locates local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;
 - (b) sometimes uses resources and applies principles of resource management;
 - (c) sometimes demonstrates leadership and citizenship skills in classroom activities;
 - (d) sometimes demonstrates advanced technical skills and problem-solving; and
 - (e) sometimes applies the concepts of an entrepreneur and technical skills to a workplace setting. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8094 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 2

(1) A high school student completing one course in career and vocational/technical education at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency in career and vocational/technical education. He/she:

- (a) with assistance, finds local resources and identifies his/her interests, aptitudes, and personal needs as related to career and life plans;
- (b) with assistance, uses resources and applies principles of resource management;
- (c) rarely demonstrates leadership and citizenship skills;
- (d) rarely demonstrates advanced technical skills and problem-solving; and
- (e) rarely applies the concepts of an entrepreneur and technical skills to a workplace setting. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8095 ADVANCED CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3 (1) A graduating student and vocational concentrator at the advanced level in career and vocational/technical education demonstrates superior performance. He/she:

- (a) purposefully develops and evaluates career and life plans that include work experience;
- (b) consistently manages and evaluates resource use;
- (c) readily assumes leadership roles and is a productive citizen;
- (d) masters current technical skills, tools, and equipment for an entry level job or advanced training; and
- (e) independently transfers academic and technical skills to practical experience related to his/her career and life plans. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8096 PROFICIENT CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3

(1) A graduating student and vocational concentrator at the proficient level in career and vocational/technical education demonstrates solid academic performance. He/she:

- (a) completes career and life plans that include work experience;
- (b) manages and evaluates resource use;
- (c) accepts leadership roles and is a productive citizen;
- (d) demonstrates current technical skills, tools, and equipment for an entry level job or advanced training; and
- (e) often transfers academic and technical skills to practical experience related to his/her career and life plans. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8097 NEARING PROFICIENCY CAREER AND VOCATIONAL/ TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3

(1) A graduating student and vocational concentrator at the nearing proficiency level in career and vocational/technical education demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in career and vocational/technical education. He/she:

- (a) develops partial career and/or life plans that include work experience;
- (b) sometimes manages and evaluates resource use;
- (c) sometimes assumes leadership roles and is a productive citizen;
- (d) sometimes demonstrates current technical skills, tools, and equipment for an entry level job or advanced training; and
- (e) with assistance, transfers academic and technical skills to practical experience related to his/her career and/or life plans. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

10.54.8098 NOVICE CAREER AND VOCATIONAL/TECHNICAL EDUCATION PERFORMANCE STANDARDS FOR END OF BENCHMARK 3

(1) A graduating student and vocational concentrator at the novice level in career and vocational/technical education is beginning to attain prerequisite knowledge and skills that are fundamental in career and vocational/technical education. He/she:

- (a) rarely develops complete career and/or life plans;
- (b) seldom manages and evaluates resource use;
- (c) rarely assumes leadership roles and is a productive citizen;
- (d) has difficulty with current technical skills, tools, and equipment for an entry level job or advanced training; and
- (e) struggles to transfer academic and technical skills to practical experience related to his/her career and/or life plans. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Subchapters 81 through 84 Reserved

Subchapter 85

World Languages Content and Performance Standards

10.54.8501 through 10.54.8509 reserved

10.54.8510 WORLD LANGUAGES CONTENT STANDARD 1 (1) To satisfy the requirements of world languages content standard 1, a student must engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8511 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 1 is the ability to:

- (a) express feelings, likes, and dislikes;
- (b) respond in one-on-one interactions;
- (c) create simple descriptions of people and things within a context;
- (d) express agreement and disagreement; and
- (e) express basic needs. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8512 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 2 is the ability to:

- (a) qualify feelings, likes, and dislikes;
- (b) exchange information using appropriate gestures;
- (c) create detailed descriptions within a context;
- (d) describe a problem and suggest and recommend solutions; and
- (e) elaborate on needs and interact in basic survival situations. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8513 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 1 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 1 for a student at the end of benchmark 3 is the ability to:

- (a) exchange personal ideas and support them;
- (b) initiate, sustain, and conclude conversations appropriate to the setting on a variety of topics;
- (c) create more elaborate descriptions and add opinions;
- (d) collaborate and compromise to develop, propose, and negotiate solutions; and
- (e) manage unforeseen situations. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8514 through 10.54.8519 reserved

10.54.8520 WORLD LANGUAGES CONTENT STANDARD 2 (1) To satisfy the requirements of world languages content standard 2, a student must understand and interpret spoken and/or written language on a variety of topics. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8521 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 1 is the ability to:

- (a) identify people and objects using aural, visual, and contextual cues;
- (b) comprehend and respond appropriately to simple oral and written communications; and
- (c) read and respond to developmentally appropriate material and identify the main idea. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8522 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 2 is the ability to:

- (a) respond appropriately to complex aural, visual, written, or contextual cues;
- (b) comprehend and respond appropriately to complex oral and written communications; and
- (c) interpret the main idea and significant details from authentic materials and literary samples. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8523 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 2 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 2 for a student at the end of benchmark 3 is the ability to:

- (a) analyze information based on complex aural, visual, written, or contextual cues;
- (b) comprehend and respond appropriately to oral and written communications intended for native speakers; and
- (c) interpret and analyze relationships, sequences, mood, cause and effect, and applied meaning in authentic materials and literary samples. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8524 through 10.54.8529 reserved

10.54.8530 WORLD LANGUAGES CONTENT STANDARD 3 (1) To satisfy the requirements of world languages content standard 3, a student must convey information, concepts, and ideas to listeners and/or readers for a variety of purposes. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8531 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 1 is the ability to:

- (a) give directions, commands, and instructions;
- (b) give a description orally and/or in writing using simple phrases;
- (c) write a personal communication (e.g., note, letter, invitation); and
- (d) summarize main idea of selected authentic and/or contextualized material. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8532 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 2 is the ability to:

- (a) explain a process based on prior knowledge and/or experience;
- (b) give a description orally and/or in writing using complex sentences;
- (c) produce formal and informal written and/or oral communication; and
- (d) interpret information from authentic material for an audience. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8533 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 3 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 3 for a student at the end of benchmark 3 is the ability to:

- (a) explain a complex process incorporating detailed instructions;
- (b) give a description orally and in writing using complex, detailed paragraphs;
- (c) produce a written sample to convey a mood, implied meaning, or abstract idea; and
- (d) create an analysis of authentic media or literary samples and present it to an audience. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8534 through 10.54.8539 reserved

10.54.8540 WORLD LANGUAGES CONTENT STANDARD 4 (1) To satisfy the requirements of world languages content standard 4, a student must demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8541 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 1 is the ability to:

- (a) identify significant cultural perspectives and practices;
- (b) recognize and interpret language and behaviors that reflect the culture;
- (c) identify objects, images, symbols, products, and other contributions of the culture; and
- (d) identify the expressive forms of the culture (e.g., art, architecture, music, dance). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8542 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 2 is the ability to:

- (a) describe cultural characteristics and behaviors of everyday life (e.g., social and geographic factors);
- (b) produce language and behaviors appropriate to the culture;
- (c) explain objects, images, symbols, products, and other contributions of the culture; and
- (d) describe and discuss the expressive forms of the culture (e.g., art, architecture, music, dance). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8543 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 4 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 4 for a student at the end of benchmark 3 is the ability to:

- (a) analyze the development of different cultural practices (e.g., social and geographic factors);
- (b) apply language and behaviors that reflect the culture in an authentic situation;
- (c) analyze and evaluate the cultural significance of objects, images, symbols, products, and other contributions of the culture; and
- (d) analyze and evaluate the expressive forms of the culture (e.g., art, architecture, music, dance). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8544 through 10.54.8549 reserved

10.54.8550 WORLD LANGUAGES CONTENT STANDARD 5 (1) To satisfy the requirements of world languages content standard 5, a student must reinforce and increase his/her knowledge of other disciplines through world languages. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8551 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 1 is the ability to:

(a) identify and apply, within a familiar context, information and skills shared by the language classroom and other disciplines; and

(b) identify, through world language resources, information for use in other disciplines. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8552 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 2 is the ability to:

(a) transfer and apply, within a designated context, information and skills common to the language classroom and other disciplines; and

(b) analyze information gathered through world language resources for use in other disciplines. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8553 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 5 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 5 for a student at the end of benchmark 3 is the ability to:

(a) apply, within an unfamiliar context, information and skills common to the language classroom and other disciplines; and

(b) locate authentic language resources and synthesize information for use in other disciplines. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8554 through 10.54.8559 reserved

10.54.8560 WORLD LANGUAGES CONTENT STANDARD 6 (1) To satisfy the requirements of world languages content standard 6, a student must acquire information and perspectives through authentic materials in the world languages and within the cultures. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8561 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 1 is the ability to:

(a) gather information from sources intended for native speakers of the language; and

(b) use authentic sources to identify perspectives of world cultures. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8562 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 2 is the ability to:

(a) analyze and apply information from sources intended for native speakers of the language; and

(b) use authentic sources to analyze perspectives of world cultures. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8563 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 6 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 6 for a student at the end of benchmark 3 is the ability to:

(a) acquire and synthesize information from sources intended for native speakers of the language; and

(b) use authentic sources to synthesize perspectives of world cultures. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8564 through 10.54.8569 reserved

10.54.8570 WORLD LANGUAGES CONTENT STANDARD 7 (1) To satisfy the requirements of world languages content standard 7, a student must recognize that different languages use different patterns and apply this knowledge to his/her own language. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8571 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 1 is the ability to:

(a) identify sound patterns of the target language and compare them to the student's own language;

(b) identify structural patterns of the target language;

(c) identify idiomatic expressions of the target language; and

(d) identify connections among languages. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8572 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 2 is the ability to:

(a) apply, within limited contexts, sound patterns of the target language;

(b) apply, within limited contexts, structural patterns of the target language;

(c) compare and contrast idiomatic expressions of the target language and the student's own language; and

(d) explain the changing nature of languages. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8573 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 7 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 7 for a student at the end of benchmark 3 is the ability to:

- (a) apply, in a variety of contexts, sound patterns of the target language;
 - (b) use knowledge of structural patterns in both the target language and the student's own language to communicate effectively;
 - (c) use idiomatic expressions of the target language in the correct context;
- and
- (d) describe how languages influence each other. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8574 through 10.54.8579 reserved

10.54.8580 WORLD LANGUAGES CONTENT STANDARD 8 (1) To satisfy the requirements of world languages content standard 8, a student must demonstrate understanding of the concept of culture through comparisons of the cultures studied and his/her own. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8581 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 1 is the ability to recognize similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8582 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 2 is the ability to analyze similarities and differences, including behavior patterns, among target cultures and the student's own culture using evidence from authentic sources. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8583 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 8 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 8 for a student at the end of benchmark 3 is the ability to:

- (a) analyze and explain significance of similarities and differences among target cultures and the student's own culture using evidence from authentic sources;
- and
- (b) use knowledge of similar and different behavioral patterns to interact effectively in a variety of social contexts in target cultures and the student's own culture. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8584 through 10.54.8589 reserved

10.54.8590 WORLD LANGUAGES CONTENT STANDARD 9 (1) To satisfy the requirements of world languages content standard 9, a student must apply language skills and cultural knowledge in daily life. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8591 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 1 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 1 is the ability to:

(a) identify the target language in the student's daily life and share that knowledge with others;

(b) locate connections with the target culture through the use of technology, media, and authentic sources; and

(c) locate resources in the community to learn about the target culture.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8592 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 2 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 2 is the ability to:

(a) respond to the target language encountered in the student's daily life;

(b) establish connections with the target culture through the use of technology, media, and authentic sources; and

(c) interact with members of the community to research the target culture.

(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8593 BENCHMARK FOR WORLD LANGUAGES CONTENT STANDARD 9 FOR END OF BENCHMARK 3 (1) The benchmark for world languages content standard 9 for a student at the end of benchmark 3 is the ability to:

(a) interact appropriately in the target language in real-life situations;

(b) maintain connections with the target culture through the use of technology, media, and authentic sources; and

(c) collaborate and use resources in the community to research the target culture. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Subchapter 86

Continuation of World Languages Content and Performance Standards

10.54.8601 through 10.54.8606 reserved

10.54.8607 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the advanced level of world languages demonstrates superior performance. He/she:

- (a) initiates conversations, on familiar topics, comprehensible to a native speaker;
- (b) comprehends and interprets main ideas from authentic material appropriate for his/her level;
- (c) initiates communication orally and/or in writing for a variety of purposes and audiences;
- (d) identifies significant cultural contributions of the target language culture;
- (e) consistently recognizes culturally embedded behaviors and acts appropriately, within familiar contexts, target language knowledge and skills, and cultural understanding;
- (f) eagerly uses authentic resources to identify culturally relevant information and perspectives;
- (g) identifies sound and structural patterns of the target language and compares them to his/her first language;
- (h) identifies and compares significant similarities and differences among target cultures with his/her culture; and
- (i) identifies and expands understanding and information gained through world language study within and outside the classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8608 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the proficient level of world languages demonstrates solid academic performance. He/she:

- (a) initiates exchanges of simple information (e.g., likes and dislikes, descriptions, basic needs, familiar topics);
- (b) comprehends main ideas from authentic material appropriate for his/her level;
- (c) communicates orally and/or in writing for an assigned purpose and audience;
- (d) identifies some significant cultural contributions of the target language culture;

- (e) identifies, within familiar contexts, target language information and skills;
- (f) uses authentic resources to recognize some cultural information and perspectives;
- (g) recognizes sound and structural patterns of the target language and makes connections to his/her first language;
- (h) identifies similarities and differences among target cultures with his/her culture; and
- (i) identifies language and culture connections within and outside the classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8609 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

- (a) exchanges simple information, with prompting, (e.g., likes and dislikes, basic needs, familiar topics);
- (b) responds to repeated oral and/or written material appropriate for his/her level;
- (c) communicates orally and/or in writing in limited situations;
- (d) recognizes obvious cultural contributions of the target language culture;
- (e) sometimes identifies, within familiar contexts, target language information and skills;
- (f) uses, with assistance, authentic resources to recognize some cultural information and perspectives;
- (g) sometimes recognizes sound and structural patterns of the target language and, with assistance, makes connections to his/her first language;
- (h) identifies some similarities and differences among target cultures with his/her culture; and
- (i) identifies, with assistance, some language and culture connections within and outside the classroom. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8610 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 1 (1) A student at the end of benchmark 1, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

- (a) exchanges basic information, with prompting, (e.g., likes and dislikes, basic needs);
- (b) responds to some oral and/or written cues;
- (c) attempts limited oral and/or written communication;
- (d) recognizes, with assistance, obvious cultural contributions of the target language culture;

- (e) seldom identifies, in any context, target language information and skills;
- (f) has difficulty using authentic resources to recognize cultural information;
- (g) seldom recognizes sound and structural patterns of the target language;
- (h) identifies, with assistance, some similarities and differences among target cultures with his/her culture; and
- (i) seldom recognizes language and culture connections. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8611 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the advanced level of world languages demonstrates superior performance. He/she:

- (a) initiates and sustains conversations, on a variety of topics, comprehensible to a native speaker;
- (b) consistently comprehends and interprets main ideas and supporting details from authentic material above his/her level;
- (c) independently and routinely communicates verbally and/or in writing and easily elaborates on familiar topics in a variety of situations;
- (d) analyzes and describes, in detail, significant cultural contributions of the target language culture;
- (e) consistently analyzes and applies target language information and skills to other contexts;
- (f) thoroughly examines and applies information and perspectives of world cultures using authentic sources;
- (g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language;
- (h) observes, analyzes, and explains significant similarities and differences among target cultures with his/her culture; and
- (i) enhances classroom activities by independently seeking new information and illustrating language and culture connections. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8612 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the proficient level of world languages demonstrates solid academic performance. He/she:

- (a) exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at normal speed;
- (b) comprehends and interprets main ideas from authentic material appropriate for his/her level;
- (c) communicates verbally and/or in writing and elaborates on familiar topics in survival situations;

- (d) describes significant cultural contributions of the target language culture;
- (e) analyzes and applies target language information and skills to designated contexts and other disciplines;
- (f) investigates and applies information and perspectives of world cultures using authentic sources;
- (g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, and compares target language to his/her first language;
- (h) observes and describes significant similarities and differences among target cultures with his/her culture; and
- (i) contributes to classroom activities by finding and sharing language and culture connections. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8613 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

- (a) often exchanges information on familiar topics in survival situations verbally and/or in writing and usually understands and produces speech at near-normal speed;
- (b) identifies main ideas from material appropriate for his/her level;
- (c) communicates verbally and/or in writing and sometimes elaborates on familiar topics in survival situations;
- (d) describes some significant cultural contributions of the target language culture;
- (e) applies limited target language information to other disciplines;
- (f) investigates and applies information and common perspectives of world cultures;
- (g) applies, in limited contexts, sound and structural patterns and idiomatic expressions of the target language, but has difficulty comparing target language to his/her first language;
- (h) provides limited explanation of similarities and differences among target cultures with his/her culture; and
- (i) sometimes contributes to classroom activities by finding and sharing language and culture connections. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8614 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 2 (1) A student at the end of benchmark 2, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

- (a) exchanges predictable information verbally and/or in writing, and relies on questions or prompts to produce understandable language;
- (b) identifies main ideas from familiar material appropriate for his/her level;
- (c) describes familiar topics, but rarely elaborates on these topics in survival situations;
- (d) describes some significant cultural contributions of the target language culture;
- (e) seldom applies limited target language information to other disciplines;
- (f) has difficulty applying information of world cultures;
- (g) seldom applies, even in limited contexts, sound and structural patterns or idiomatic expressions of the target language to his/her first language;
- (h) has difficulty identifying similarities and differences among target cultures with his/her culture; and
- (i) rarely contributes to classroom activities. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8615 ADVANCED WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the advanced level of world languages demonstrates superior performance. He/she:

- (a) confidently initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker;
- (b) comprehends and responds to oral and/or written communication intended for a native speaker;
- (c) adeptly uses a variety of language strategies to convey meaning in the target language;
- (d) thoroughly analyzes and evaluates significant cultural contributions to effectively interact in authentic situations;
- (e) integrates and consistently applies information and skills to familiar and unfamiliar contexts;
- (f) independently acquires and integrates world cultures perspectives from authentic sources, and communicates new understanding;
- (g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively;
- (h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and
- (i) independently and enthusiastically extends classroom learning by seeking out language and culture connections and thoroughly communicating his/her findings. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8616 PROFICIENT WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the proficient level of world languages demonstrates solid academic performance. He/she:

- (a) initiates, sustains, and concludes conversations, in a variety of contexts, comprehensible to a native speaker;
- (b) comprehends and responds to oral and/or written communication intended for a native speaker;
- (c) consistently uses a variety of language strategies to convey meaning in the target language;
- (d) analyzes and evaluates significant cultural contributions to effectively interact in authentic situations;
- (e) integrates information from authentic sources and applies that information and skills to familiar and unfamiliar contexts;
- (f) acquires and integrates world cultures information and perspectives from authentic sources;
- (g) confidently applies, in a variety of contexts, sound and structural patterns and idiomatic expressions of the target language and his/her first language to communicate effectively;
- (h) analyzes and explains significant similarities and differences among target cultures to interact effectively in a variety of contexts; and
- (i) extends classroom learning by seeking out language and culture connections and by communicating his/her findings. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8617 NEARING PROFICIENCY WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the nearing proficiency level of world languages demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficiency in world languages. He/she:

- (a) initiates, sustains, and concludes limited conversations comprehensible to a native speaker accustomed to non-native speakers;
- (b) usually comprehends and responds to oral and/or written communication intended for a native speaker;
- (c) uses some language strategies to convey meaning in the target language;
- (d) identifies and analyzes significant cultural contributions, but needs assistance to effectively interact in authentic situations;
- (e) sometimes integrates information from authentic sources and applies the information and skills to familiar contexts;
- (f) acquires and integrates world cultures information and perspectives from authentic sources;

- (g) applies, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language;
- (h) explains significant similarities and differences among target cultures, but has difficulty interacting effectively; and
- (i) sometimes extends classroom learning by locating and sharing language and culture connections. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

10.54.8618 NOVICE WORLD LANGUAGES PERFORMANCE STANDARDS FOR THE END OF BENCHMARK 3 (1) A student at the end of benchmark 3, at the novice level of world languages is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in world languages. He/she:

- (a) engages in limited conversations;
- (b) usually comprehends and responds to familiar oral and/or written material;
- (c) seldom uses language strategies to convey meaning in the target language;
- (d) identifies significant cultural contributions, but seldom interacts in authentic situations;
- (e) sometimes integrates predictable information from authentic sources but has difficulty applying the information;
- (f) sometimes acquires, but seldom integrates world cultures information or perspectives from authentic sources;
- (g) recognizes, in limited contexts, sound and structural patterns, and idiomatic expressions of the target language and his/her first language;
- (h) explains predictable similarities and differences among target cultures and seldom interacts effectively; and
- (i) rarely makes language and culture connections to extend classroom learning. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1999 MAR p. 2440, Eff. 10/22/99.)

Subchapters 87 through 94 Reserved

Subchapter 95

Workplace Competencies Content and Performance Standards

10.54.9501 through 10.54.9509 reserved

10.54.9510 WORKPLACE COMPETENCIES CONTENT STANDARD 1

(1) To satisfy the requirements of workplace competencies content standard 1, a student must identify, organize, plan, and allocate workplace resources of time, money, materials, facilities, and human resources. (History: 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9511 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 4

(1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 4 is the ability to:

- (a) manage time effectively (e.g., assignment notebook, calendar);
- (b) use basic monetary skills;
- (c) acquire, store, allocate, and use materials or space (e.g., supplies, notebook); and
- (d) manage personal resources. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9512 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 FOR END OF GRADE 8

(1) The benchmark for workplace competencies content standard 1 for a student at the end of grade 8 is the ability to:

- (a) create and manage plans/schedules with specific timelines that take into account constraints, priorities, and goals;
- (b) practice maintaining personal financial records;
- (c) acquire, store, allocate, and use materials or space; and
- (d) manage personal and team resources to achieve personal and team goals. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9513 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 1 UPON GRADUATION

(1) The benchmark for workplace competencies content standard 1 for a student upon graduation is the ability to:

- (a) select goal-relevant activities, rank them, allocate time, and prepare and follow schedules;
- (b) use or prepare budgets, make forecasts, keep records, make adjustments to meet objectives, and evaluate financial records;
- (c) allocate and evaluate time, materials, facilities, and resources to set and achieve goals; and
- (d) assess skills and distribute work accordingly, evaluate performance, and provide feedback toward the accomplishment of personal and team goals. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9514 through 10.54.9519 reserved

10.54.9520 WORKPLACE COMPETENCIES CONTENT STANDARD 2

(1) To satisfy the requirements of workplace competencies content standard 2, a student must acquire and demonstrate interpersonal workplace skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9521 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 4

(1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 4 is the ability to:

- (a) practice one's role as an active and cooperative team player while recognizing individual differences and cultural diversity (e.g., be accountable for one's actions);
- (b) demonstrate a learned skill to peers (e.g., give a "how to" demonstration);
- (c) identify and practice leadership skills (e.g., team leader, class officer, class job);
- (d) identify and practice negotiation skills and conflict resolution in structured situations; and
- (e) practice basic customer and electronic etiquette (e.g., roleplay, order from a menu, appropriate e-mail language). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9522 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 FOR END OF GRADE 8

(1) The benchmark for workplace competencies content standard 2 for a student at the end of grade 8 is the ability to:

- (a) use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills);
- (b) demonstrate a learned skill and teach others;
- (c) demonstrate leadership skills by making positive use of rules, regulations, and policies of schools and community;
- (d) work toward agreements that include exchanging specific resources or resolving divergent interests in structured and unstructured situations; and
- (e) practice positive interpersonal communication skills (e.g., customer service, electronic etiquette, community service project). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9523 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 2 UPON GRADUATION

(1) The benchmark for workplace competencies content standard 2 for a student upon graduation is the ability to:

- (a) practice various roles required as a member of an effective team while recognizing individual differences and cultural diversity;
- (b) demonstrate and teach a learned skill including performance evaluation of self and others in this process;

- (c) communicate ideas to justify position, persuade and convince others, and responsibly challenge existing procedures and policies;
- (d) practice and evaluate negotiating process including researching, goal setting, presenting, listening, clarifying, adjusting, and compromising; and
- (e) practice and evaluate positive service skills (e.g., resolving misunderstandings, consumer complaints). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9524 through 10.54.9529 reserved

10.54.9530 WORKPLACE COMPETENCIES CONTENT STANDARD 3

- (1) To satisfy the requirements of workplace competencies content standard 3, a student must acquire and use workplace information. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9531 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 4

- (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 4 is the ability to:
 - (a) identify a variety of sources that provide workplace information;
 - (b) organize information using systematic methods (e.g., assignment book, alphabetizing, calendar);
 - (c) use a variety of methods (e.g., oral, written, graphic, pictorial, multimedia) to complete a task; and
 - (d) access and organize information from print and electronic sources.(History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9532 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 FOR END OF GRADE 8

- (1) The benchmark for workplace competencies content standard 3 for a student at the end of grade 8 is the ability to:
 - (a) identify the need for and obtain data in order to make informed decisions in the workplace;
 - (b) organize and maintain written or computerized records using systematic methods;
 - (c) select and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia); and
 - (d) acquire, organize, communicate, process, and analyze information from print and electronic sources. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9533 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 3 UPON GRADUATION (1) The benchmark for workplace competencies content standard 3 for a student upon graduation is the ability to:

- (a) gather, compile, and analyze data from a variety of sources and evaluate relevance and accuracy in making informed decisions in the workplace;
- (b) organize, process, analyze, and maintain written and computerized records and other forms of information using systematic methods;
- (c) select, analyze, and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia); and
- (d) acquire, organize, communicate, process, analyze, and evaluate information from print and electronic sources. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9534 through 10.54.9539 reserved

10.54.9540 WORKPLACE COMPETENCIES CONTENT STANDARD 4

- (1) To satisfy the requirements of workplace competencies content standard 4, a student must demonstrate an understanding of how social, organizational, and technological systems work. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9541 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 4 (1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 4 is the ability to:

- (a) identify components of family, school, and community systems encountered in daily life;
- (b) identify and model how components of systems interact (e.g., roleplay, class jobs); and
- (c) work within a system (e.g., team, study group, group structure, classroom rules, mechanical model). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9542 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 FOR END OF GRADE 8 (1) The benchmark for workplace competencies content standard 4 for a student at the end of grade 8 is the ability to:

- (a) describe and illustrate a system (e.g., relationships among self, family, school, community);
- (b) analyze how a system works (i.e., input, process, output, feedback, performance improvement); and
- (c) design and work within a system (e.g., committees, student council, mock government, simple electrical circuit) to manage, control, and improve performance. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9543 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 4 UPON GRADUATION (1) The benchmark for workplace

competencies content standard 4 for a student upon graduation is the ability to:

(a) evaluate quality and performance of a variety of systems (e.g., impact of technology on production);

(b) practice and analyze principles of successful system management considering external factors and planning for uncontrolled variables (e.g., balance professional and personal lives); and

(c) design, evaluate, and refine a system composed of subsystems (e.g., community service project, peer mediation, web page design). (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9544 through 10.54.9549 reserved

10.54.9550 WORKPLACE COMPETENCIES CONTENT STANDARD 5

(1) To satisfy the requirements of workplace competencies content standard 5, a student must work safely with a variety of workplace technologies. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9551 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 4 (1) The benchmark for workplace

competencies content standard 5 for a student at the end of grade 4 is the ability to:

(a) identify and select information sources using technology;

(b) solve problems both individually and with others;

(c) prevent or identify and solve problems using technology;

(d) discriminate between responsible and irresponsible use of technology;

and

(e) identify and demonstrate appropriate care of technological tools. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9552 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 FOR END OF GRADE 8 (1) The benchmark for workplace

competencies content standard 5 for a student at the end of grade 8 is the ability to:

(a) use technology for learning, communications, and productivity;

(b) use technology to observe, analyze, interpret, and draw conclusions;

(c) prevent or identify and solve problems using technology;

(d) acknowledge others' rights and practice responsible use of technology;

and

(e) manage and maintain technological tools and follow troubleshooting protocol. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9553 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 5 UPON GRADUATION

(1) The benchmark for workplace competencies content standard 5 for a student upon graduation is the ability to:

- (a) choose procedures and technology to complete a task;
- (b) create new knowledge by evaluating, combining, and extending information using multiple technologies;
- (c) prevent or identify and solve problems using technology;
- (d) practice and advocate ethical behavior in the use of technology; and
- (e) manage and maintain technological systems and follow troubleshooting protocol. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9554 through 10.54.9559 reserved

10.54.9560 WORKPLACE COMPETENCIES CONTENT STANDARD 6

(1) To satisfy the requirements of workplace competencies content standard 6, a student must acquire and demonstrate skills in life and career planning and workplace readiness. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9561 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 4

(1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 4 is the ability to:

- (a) describe how current learning relates to life and career development;
- (b) demonstrate positive ways of performing work activities;
- (c) describe how decisions affect self and others;
- (d) describe various lifetime roles (e.g., friend, student, leader, worker, family member);
- (e) explore and discuss a variety of occupational clusters (e.g., health, science) and their contribution to society; and
- (f) describe and demonstrate the importance of personal goal setting and planning. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9562 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 FOR END OF GRADE 8

(1) The benchmark for workplace competencies content standard 6 for a student at the end of grade 8 is the ability to:

- (a) identify how the skills taught in school subjects are used in various life roles and occupations;
- (b) demonstrate personal qualities (e.g., dependability, punctuality, cooperation) that are needed to get and keep jobs;
- (c) identify possible outcomes and consequences of decisions;

- (d) recognize and describe the interrelationships of lifetime roles of family, community, work, and leisure roles;
- (e) locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias or traditional roles; and
- (f) explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative life and career goals. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9563 BENCHMARK FOR WORKPLACE COMPETENCIES CONTENT STANDARD 6 UPON GRADUATION (1) The benchmark for workplace

competencies content standard 6 for a student upon graduation is the ability to:

- (a) describe how skills developed in academic and occupational programs relate to life and career planning;
- (b) display workplace readiness skills (e.g., responsibility, sociability, self-management, job-seeking skills);
- (c) demonstrate decision making and problem-solving skills;
- (d) describe and evaluate life and career choices and the effect on family and lifestyle;
- (e) discuss and demonstrate strategies to overcome bias and stereotyping in the workplace; and
- (f) develop, evaluate, and adjust life and career plans. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9564 through 10.54.9586 reserved

10.54.9587 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the advanced

level in workplace competencies demonstrates superior performance. He/she:

- (a) consistently and effectively applies basic management tools to plan the use of personal resources;
- (b) purposefully practices leadership skills and is an effective team member;
- (c) consistently locates, organizes, and presents workplace information using a variety of print and electronic sources;
- (d) consistently identifies group members and defines their roles within a system;
- (e) consistently demonstrates understanding of the overall operations and practices responsible, safe use of appropriate technologies; and
- (f) clearly describes various lifetime roles and consistently demonstrates positive ways to perform work activities. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9588 PROFICIENT WORKPLACE COMPETENCIES

PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

- (a) applies basic management tools to plan the use of personal resources;
- (b) practices leadership skills and is an effective team member;
- (c) locates, organizes, and presents workplace information using a variety of print and electronic sources;
- (d) identifies group members and defines their roles within a system;
- (e) demonstrates understanding of the overall operations and practices responsible, safe use of appropriate technologies; and
- (f) describes various lifetime roles and demonstrates positive ways to perform work activities. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9589 NEARING PROFICIENCY WORKPLACE COMPETENCIES

PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

- (a) sometimes applies basic management tools to plan the use of personal resources;
- (b) sometimes practices leadership skills and, with assistance, is an effective team member;
- (c) locates workplace information from a variety of print and electronic sources, but has difficulty organizing workplace information and is uncomfortable making presentations;
- (d) identifies group members and sometimes defines their roles within a system;
- (e) demonstrates understanding of some of the basic operations and, with assistance, practices responsible use of appropriate technologies; and
- (f) sometimes describes various lifetime roles and, with assistance, demonstrates positive ways to perform work activities. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9590 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 4 (1) A fourth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

- (a) seldom applies basic management tools to plan the use of personal resources;
- (b) rarely practices leadership skills, but is sometimes an effective team member;
- (c) sometimes locates workplace information from a variety of print and electronic sources, but rarely organizes or presents workplace information;
- (d) sometimes identifies group members, but seldom defines their roles within a system;
- (e) demonstrates a limited understanding of the basic operations, but seldom practices responsible use of appropriate technologies; and
- (f) sometimes describes various lifetime roles, but seldom demonstrates positive ways to perform work activities. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9591 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the advanced level in workplace competencies demonstrates superior performance. He/she:

- (a) consistently selects and uses a variety of tools to practice time, money, and space management;
- (b) consistently recognizes and practices workplace skills and effectively uses a variety of leadership styles to cooperatively participate as a team member;
- (c) independently uses computers to acquire, organize, process, and analyze information to make informed decisions;
- (d) effectively designs, implements, and evaluates a simple system;
- (e) uses technological skills effectively to create original work, solve problems, including troubleshooting, and evaluate the results; and
- (f) consistently applies personal interests, aptitudes, abilities, and work ethics to daily life and develops strategies to plan life and career goals. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9592 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

- (a) prepares and works with a variety of tools to practice time, money, and space management;
- (b) recognizes and practices workplace skills and uses a variety of leadership styles to cooperatively participate as a team member;
- (c) uses computers to acquire, organize, process, and analyze information to make informed decisions;
- (d) designs, implements, and evaluates a simple system;
- (e) uses technological skills to create original work, solve problems, including troubleshooting, and evaluate the results; and
- (f) applies personal interests, aptitudes, abilities, and work ethics to daily life and develops strategies to plan life and career goals. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9593 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

- (a) sometimes prepares and works with a variety of tools to practice time, money, and space management;
- (b) recognizes and practices workplace skills and uses some leadership styles to cooperatively participate as a team member;
- (c) uses computers to acquire and organize information, but needs assistance to analyze information and make informed decisions;
- (d) sometimes designs and implements a simple system, but has difficulty evaluating system performance;
- (e) sometimes uses technological skills to create original work and, with assistance, solve problems, but has difficulty evaluating the results; and
- (f) sometimes recognizes how the connections among personal interests, aptitudes, abilities, and work ethics help to plan life and career goals. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9594 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS FOR END OF GRADE 8 (1) An eighth grade student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

- (a) seldom practices or uses a variety of tools to practice time, money, and space management;
- (b) recognizes, but has difficulty practicing workplace skills and seldom uses any leadership styles to participate as a team member;
- (c) sometimes uses computers to acquire information, but has difficulty organizing and analyzing information;
- (d) sometimes designs and implements a simple system, but seldom evaluates system performance;
- (e) sometimes, with assistance, uses technological skills to solve problems, but seldom evaluates the results; and
- (f) recognizes, but has a limited understanding of how personal interests, aptitudes, abilities, and work ethics help to plan life and career goals. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9595 ADVANCED WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the advanced level in workplace competencies demonstrates superior performance. He/she:

- (a) independently identifies, organizes, plans, and allocates workplace resources of time, money, human resources, material, and facilities;
- (b) consistently practices workplace skills to identify, analyze, and evaluate procedures, policies, and individual team members' strengths;
- (c) competently communicates, interprets, and evaluates information;
- (d) independently evaluates and redesigns a variety of complex systems to improve system performance;
- (e) consistently selects, uses, and evaluates appropriate technologies and troubleshooting protocol in all learning situations; and
- (f) purposefully develops, evaluates, and adjusts life and career plans and effectively demonstrates workplace readiness skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9596 PROFICIENT WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the proficient level in workplace competencies demonstrates solid academic performance. He/she:

- (a) identifies, organizes, plans, and allocates workplace resources of time, money, human resources, material, and facilities;
- (b) practices workplace skills to identify, analyze, and evaluate procedures, policies, and individual team members' strengths;
- (c) competently communicates, interprets, and evaluates information;
- (d) evaluates and redesigns a variety of complex systems to improve system performance;
- (e) selects, uses, and evaluates appropriate technologies and troubleshooting protocol in all learning situations; and
- (f) develops, evaluates, and adjusts life and career plans and demonstrates workplace readiness skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9597 NEARING PROFICIENCY WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the nearing proficiency level demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in workplace competencies. He/she:

- (a) sometimes identifies, organizes, and plans workplace resources of time, money, human resources, material, and facilities, but has difficulty allocating these resources effectively;
- (b) sometimes practices workplace skills to identify and analyze procedures, policies, and individual team members' strengths and, with assistance, evaluates the results;
- (c) communicates basic workplace information and, with assistance, interprets and evaluates basic workplace information;
- (d) sometimes evaluates and, with assistance, redesigns a system to improve system performance;
- (e) sometimes selects and uses appropriate technologies in learning situations and, with assistance, uses troubleshooting protocol; and
- (f) develops life and career plans and, with assistance, evaluates and makes adjustments and demonstrates workplace readiness skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)

10.54.9598 NOVICE WORKPLACE COMPETENCIES PERFORMANCE STANDARDS UPON GRADUATION (1) A graduating student at the novice level is beginning to attain the prerequisite knowledge and skills that are fundamental in workplace competencies. He/she:

- (a) identifies, but has difficulty organizing, planning, or allocating workplace resources of time, money, human resources, material, and facilities;
- (b) seldom practices workplace skills;
- (c) seldom communicates, interprets, or evaluates information;
- (d) seldom evaluates and has difficulty redesigning a basic system to improve system performance;
- (e) seldom selects or uses technologies or troubleshooting protocol in learning situations; and
- (f) rarely develops, evaluates, or adjusts life and career plans but, with assistance, demonstrates workplace readiness skills. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2000 MAR p. 2685, Eff. 10/6/00.)