

## **Coding Procedures for Curriculum Content Analyses**

### **Materials included in this packet:**

Rating Sheet  
Comments & Suggestions worksheet  
Subject Topic List  
Categories of Student Expectations (Cognitive Demand) List

### **Introduction**

Thank you for your participation in this content analysis workshop. Your assistance will assist us in collecting descriptive information about the subject matter content contained in the assessments and standards documents to be analyzed. Our goal is to content analyze several state standards and assessments using a two-dimensional taxonomy for describing subject matter content.

The data collected will be summarized into content maps and graphs that can be used to highlight the relative emphasis of academic content embedded in these curriculum related documents. The resulting content maps and graphs permit graphic comparisons of teacher reports of instructional content with locally relevant assessment instruments or standards. Content analysis will also serve to support alignment analyses into the relationships between instruction, assessment and standards. Results will be used to support the information needs of participating states, districts and schools, and will also be used in analyses associated with several NSF funded studies being conducted in the states and districts represented at this workshop.

### **Coding Dimensions**

#### *Topics*

Each assessment item is to be rated on two intersecting dimensions. The first dimension relates to subject topic. Topic lists are organized by subject. The appropriate topic lists are contained in this packet, covering K-12 curriculum content for Mathematics, Science, English Language Arts/Reading and Social Studies. The topic lists are organized at two levels. The more general level identifies content areas (e.g. Number Sense, Measurement, Algebraic Concepts in math; or Energy, Biochemistry, Genetics in science, etc.) Within each of these content areas are listed some number of topics associated with that content area. You will note that each topic has a three- or four-digit number listed to its left. This number is the >topic code= and is to be entered on the rating sheet to identify the particular topic(s) associated with a given assessment item or standard strand or goal. Though each content area also has a number code associated with it, most coding is done at the fine grain, or topic level that most content coding is to be done. Exceptions to this rule are discussed in the coding conventions section below.

*Expectations for Students (Cognitive Demand)*

In addition, assessment items are coded in terms of the expectations for student performance (or cognitive demand) targeted by a given item or standard. Your packet contains a list of cognitive expectations for the appropriate subject(s), organized into five categories. Each category is defined using a list of descriptors to identify the types of cognitive demand associated with a given category of student expectation. It should be noted that the descriptors listed for each category are not exhaustive, but intended to be illustrative of the types of activities associated with each category. Unlike the topic list, raters are not asked to code at this fine-grain level of cognitive demand descriptors. Cognitive demand is coded only at the broader categorical level of student expectation. Each category is given a letter designation (B-F) to be used for coding purposes.

## Procedures

### 1. *Pre-coding Exercise*

A sample set of assessment items will be content analyzed individually by each rater using the coding procedures described below. These sample items and their related content codes will then be discussed by each rating team in order to establish a common understanding and set of coding conventions for conducting the content analyses of the various documents. Note the coding conventions listed at the end of this handout. Any additional conventions agreed upon by your team should be noted in the “Comments & Suggestions Worksheet” located in your packet.

### 2. *Rating Form Identification*

Please make sure that you complete the information listed at the top of each rating form. This includes:

- § District/State (as applicable)
- § Assessment Name (e.g. Terra Nova, SAT-9, or relevant state assessment)
- § Rater# (refer to the label on your folder)
- § Subject (mathematics, science or language arts)
- § Test Form (if applicable)
- § Rating form page # (if more than two rating forms are required)

### 3. *Coding Procedures.*

Below is an excerpted line from the sheet you will record content codes on.

Item Number	Content Code 1		Content Code 2		Content Code 3	
	Topic Code 1	Expectation Code 1	Topic Code 2	Expectation Code 2	Topic Code 3	Expectation Code 3
1	503	B				

The correct way to record a content code (**503B**) is illustrated in the column in the above table labeled **Content Code 1**. Note that the number for the Sub-Topic and the letter for the Student Expectation are placed in separate cells. Every content code should consist of both a topic

number and a cognitive demand letter, even if one or the other repeats a previous code for that item.

Every item should be given at least 1 content code. **Up to three separate *topic by expectation combinations*** may be selected for any one assessment item, and up to six ***topic by expectation combinations*** may be coded for standards and/or other curriculum materials. For example, an assessment item might relate to two distinct topic areas, while involving only one student expectation category. In that case, the coder would enter two different topic codes in cells **Topic Code 1** and **Topic Code 2** on the Coding Sheet, but would enter the same expectation code in cells **Expectation Code 1** and **Expectation Code 2**. As another example, an item might be coded with three distinct topic by expectation combinations, with perhaps one topic being associated with two types of expectations, while a second topic is associated with yet a third category of expectation. Such an example might be coded as follows:

Item Number	Content Code 1		Content Code 2		Content Code 3	
	Topic Code 1	Expectation Code 1	Topic Code 2	Expectation Code 2	Topic Code 3	Expectation Code 3
1	103	B	103	D	102	C

Again, up to 3 topic by expectation combinations may be coded for each assessment item, and six combinations for each standard strand or curriculum materials section. Should a coding item be so complex as to suggest more than these limits, select the most dominant elements of the item to code up to the accepted limit of content codes.

### Coding Conventions

Occasionally items are difficult to code with the taxonomy. The following coding conventions have been established to cover most situations.

1. If you determine that an item or standard cannot be associated with a specific topic in the taxonomy, then:

If the content to code fits a general content area, but is ***not specific enough to identify a particular topic***, use the code for the major content area, (e.g., A200" for "Measurement" in mathematics, or "200" for "Science & Technology" in science).

If the content pertains to a ***specific topic not listed in the taxonomy***, use the code for the most appropriate content area, and add "90" for the last two digits, (e.g., A290" for "Measurement" in mathematics, or "290" for "Science & Technology" in science).

Use the Topic code “000” cases where you determine there is *no appropriate content code whatsoever in the topic list* that fits a given item or standard.

Use the Topic code A999" in cases where you determine the item *refers to content out of subject area* (e.g., science content on a mathematics test).

2. If you determine that an item or standard *cannot be associated with a specific category of cognitive demand*, enter a “Z” in the cognitive demand cell.
3. If you use any of the above conventions, please include a suggestion for an additional content area, topic or cognitive demand descriptor on the *Comments & Suggestions worksheet* in your packet. This will assist us in considering future revisions to the taxonomies. (Please be sure to return the “Comments and Suggestions” worksheet to one of the workshop staff before leaving.)
4. **If your coding team establishes additional conventions for coding items, please note these as well on the Comments & Suggestions worksheet.**

Rater:

Document:

Date:

Page

of

	Test Item Nbr	Content Code 1		Content Code 2		Content Code 3	
		TPC1	CGD1	TPC2	CGD2	TPC3	CGD3
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
32							
33							
34							
35							

	Test Item Nbr	Content Code 1		Content Code 2		Content Code 3	
		TPC1	CGD1	TPC2	CGD2	TPC3	CGD3
36							
37							
38							
39							
40							
41							
42							
43							
44							
45							
46							
47							
48							
49							
50							
51							
52							
53							
54							
55							
56							
57							
58							
59							
60							
61							
62							
63							
64							
65							
66							
67							
68							
69							
70							



## SEC K-12 Mathematics Taxonomy

<b>100</b>	<b>Nbr. sense /Properties/ Relationships</b>
<b>200</b>	<b>Operations</b>
<b>300</b>	<b>Measurement</b>
<b>400</b>	<b>Consumer Applications</b>
<b>500</b>	<b>Basic Algebra</b>
<b>600</b>	<b>Advanced Algebra</b>
<b>700</b>	<b>Geometric Concepts</b>
<b>800</b>	<b>Advanced Geometry</b>

<b>900</b>	<b>Data Displays</b>
<b>1000</b>	<b>Statistics</b>
<b>1100</b>	<b>Probability</b>
<b>1200</b>	<b>Analysis</b>
<b>1300</b>	<b>Trigonometry</b>
<b>1400</b>	<b>Special Topics</b>
<b>1500</b>	<b>Functions</b>
<b>1600</b>	<b>Instructional Technology</b>

### Other Coding Conventions

#### Topics:

<b>0</b>	<b>All</b>
<b>999</b>	<b>Out of Subject Area</b>

#### Cognitive Demands:

<b>B</b>	<b>Memorize</b>
<b>C</b>	<b>Perform Procedures</b>
<b>D</b>	<b>Demonstrate Understanding</b>
<b>E</b>	<b>Conjecture/Analyze</b>
<b>F</b>	<b>Solve Non-Routine Problems</b>
<b>Z</b>	<b>Non-Specific Cognitive Demand</b>

K-12 Mathematics Taxonomy

<b>100</b>	<b>Nbr. sense /Properties/ Relationships</b>
101	Place value
102	Whole numbers and Integers
103	Operations
104	Fractions
105	Decimals
106	Percents
107	Ratio and proportion
108	Patterns
109	Real and/or Rational numbers
110	Exponents and scientific notation
111	Factors, multiples, and divisibility
112	Odd/even/prime/composite/square numbers
113	Estimation
114	Number Comparisons (order, magnitude, relative size, inverse, opposites, equivalent forms, scale or number line)
115	Order of operations
116	Computational Algorithms
117	Relationships between operations
118	Number Theory (e.g. base-ten and non-base-ten systems)
119	Mathematical properties (e.g., distributive property)
190	Other
<b>200</b>	<b>Operations</b>
201	Add/subtract whole numbers and integers
202	Multiply whole numbers and integers
203	Divide whole numbers and integers
204	Combinations of operations on whole numbers or integers
205	Equivalent and non-equivalent fractions
206	Add/subtract fractions
207	Multiply fractions
208	Divide fractions
209	Combinations of operations on fractions
210	Ratio and proportion
211	Representations of fractions
212	Equivalence of decimals, fractions, and percents
213	Add/ subtract decimals
214	Multiply decimals
215	Divide decimals
216	Combinations of operations on decimals
217	Computing with percents
218	Computing with exponents and radicals
290	Other

<b>300</b>	<b>Measurement</b>
301	Use of measuring instruments
302	Theory (arbitrary, standard units and unit size)
303	Conversions
304	Metric (SI) system
305	Length and perimeter
306	Area and volume
307	Surface Area
308	Direction, Location, Navigation
309	Angles
310	Circles (e.g., pi, radius, area)
311	Mass (weight)
312	Time and temperature
313	Money
314	Derived measures (e.g., rate and speed)
315	Calendar
316	Accuracy and Precision
390	Other
<b>400</b>	<b>Consumer Applications</b>
401	Simple interest
402	Compound interest
403	Rates (e.g., discount and commission)
404	Spreadsheets
490	Other
<b>500</b>	<b>Basic Algebra</b>
501	Absolute value
502	Use of variables
503	Evaluation of formulas, expressions, and equations
504	One-step equations
505	Coordinate Planes
506	Patterns
507	Multi-step equations
508	Inequalities
509	Linear and non-linear relations
510	Rate of change/slope/line
511	Operations on polynomials
512	Factoring
513	Square roots and radicals
514	Operations on radicals
515	Rational expressions
516	Multiple representations
590	Other

K-12 Mathematics Taxonomy

<b>600</b>	<b>Advanced Algebra</b>
601	Quadratic equations
602	Systems of equations
603	Systems of inequalities
604	Compound Inequalities
605	Matrices and determinants
606	Conic sections
607	Rational, negative exponents/radicals
608	Rules for exponents
609	Complex numbers
610	Binomial theorem
611	Factor/remainder theorem
612	Field properties of real number system
613	Multiple representations
690	Other
<b>700</b>	<b>Geometric Concepts</b>
701	Basic terminology
702	Points, lines, rays, segments, and vectors
703	Patterns
704	Congruence
705	Similarity
706	Parallels
707	Triangles
708	Quadrilaterals
709	Circles
710	Angles
711	Polygons
712	Polyhedra
713	Models
714	3-D relationships
715	Symmetry
716	Transformations (e.g., flips or turns)
717	Pythagorean Theorem
790	Other
<b>800</b>	<b>Advanced Geometry</b>
801	Logic, reasoning, and proofs
802	Loci
803	Spheres, cones, and cylinders
804	Coordinate Geometry
805	Vectors
806	Analytic Geometry
807	Non-Euclidean Geometry
808	Topology
890	Other

<b>900</b>	<b>Data Displays</b>
901	Summarize data in a table or graph
902	Bar graph and histograms
903	Pie charts and circle graphs
904	Pictographs
905	Line graphs
906	Stem and Leaf plots
907	Scatter plots
908	Box plots
909	Line plots
910	Classification and Venn diagrams
911	Tree diagrams
990	Other
<b>1000</b>	<b>Statistics</b>
1001	Mean, median, and mode
1002	Variability, standard deviation, and range
1003	Line of best fit
1004	Quartiles and percentiles
1005	Bivariate distribution
1006	Confidence intervals
1007	Correlation
1008	Hypothesis testing
1009	Chi Square
1010	Data Transformation
1011	Central Limit Theorem
1090	Other
<b>1100</b>	<b>Probability</b>
1101	Simple probability
1102	Compound probability
1103	Conditional probability
1104	Empirical probability
1105	Sampling and Sample spaces
1106	Independent vs. dependent events
1107	Expected value
1108	Binomial distribution
1109	Normal curve
1190	Other
<b>1200</b>	<b>Analysis</b>
1201	Sequences and series
1202	Limits
1203	Continuity
1204	Rates of change
1205	Maxima, Minima, and Range
1206	Differentiation
1207	Integration
1290	Other

K-12 Mathematics Taxonomy

<b>1300</b>	<b>Trigonometry</b>
1301	Basic ratios
1302	Radian measure
1303	Right triangle trigonometry
1304	Law of Sines and Cosines
1305	Identities
1306	Trigonometric equations
1307	Polar coordinates
1308	Periodicity
1309	Amplitude
1390	Other
<b>1400</b>	<b>Special Topics</b>
1401	Sets
1402	Logic
1403	Mathematical induction
1404	Linear programming
1405	Networks
1406	Iteration and recursion
1407	Permutation combinations
1408	Simulations
1409	Fractals
1490	Other
<b>1500</b>	<b>Functions</b>
1501	Notation
1502	Relations
1503	Linear
1504	Quadratic
1505	Polynomial
1506	Rational
1507	Logarithmic
1508	Exponential
1509	Trigonometric and circular
1510	Inverse
1511	Composition
1590	Other
<b>1600</b>	<b>Instructional Technology</b>
1601	Use of calculators
1602	Use of graphing calculators
1603	Use of computers and internet
1604	Computer programming
1605	Use of Spreadsheets
1690	Other

### Cognitive Demand Categories for Mathematics

B	C	D	E	F
Memorize Facts, Definitions, Formulas	Perform Procedures	Demonstrate Understanding of Mathematical Ideas	Conjecture, Analyze, Generalize, Prove	Solve Non-Routine Problems / Make Connections
<u>Recite basic mathematical facts</u>	<u>Use numbers to count, order, denote</u>	<u>Communicate mathematical ideas</u>	<u>Determine the truth of a mathematical pattern or proposition</u>	<u>Apply and adapt a variety of appropriate strategies to solve non-routine problems</u>
<u>Recall mathematics terms and definitions</u>	<u>Do computational procedures or algorithms</u>	<u>Use representations to model mathematical ideas</u>	<u>Write formal or informal proofs</u>	<u>Apply mathematics in contexts outside of mathematics</u>
<u>Recall formulas and computational procedures</u>	<u>Follow procedures / instructions</u>	<u>Explain findings and results from data analysis strategies</u>	<u>Recognize, generate or create patterns</u>	<u>Apply to real world situations</u>
_____	<u>Solve equations/formulas/routine word problems</u>	<u>Develop/explain relationships between concepts</u>	<u>Find a mathematical rule to generate a pattern or number sequence</u>	<u>Synthesize content and ideas from several sources</u>
_____	_____	_____	_____	_____
_____	<u>Organize or display data</u>	<u>Show or explain relationships between models, diagrams, and/or other representations</u>	<u>Make and investigate mathematical conjectures</u>	_____
_____	_____	_____	_____	_____
_____	<u>Read or produce graphs and tables</u>	_____	<u>Identify faulty arguments or misrepresentations of data</u>	_____
_____	_____	_____	_____	_____
_____	<u>Execute geometric constructions</u>	_____	<u>Reason inductively or deductively</u>	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**K-12 English Language Arts/Reading Taxonomy**

**K-12 ELAR Content Areas**

<b>100</b>	<b>Phonemic awareness</b>
<b>200</b>	<b>Phonics</b>
<b>300</b>	<b>Vocabulary</b>
<b>400</b>	<b>Text and print features</b>
<b>500</b>	<b>Fluency</b>
<b>600</b>	<b>Comprehension</b>
<b>700</b>	<b>Critical Reasoning</b>
<b>800</b>	<b>Author's craft</b>
<b>900</b>	<b>Writing processes</b>

<b>1000</b>	<b>Elements of Presentation (Verbal and Written)</b>
<b>1100</b>	<b>Writing applications</b>
<b>1200</b>	<b>Language Study</b>
<b>1300</b>	<b>Listening and Viewing</b>
<b>1400</b>	<b>Speaking and Presenting</b>
<b>1500</b>	<b>Forms of Text</b>
<b>1600</b>	<b>Genre (fiction or non-fiction)</b>
<b>1700</b>	<b>Sources of Text</b>
<b>1800</b>	<b>Choice</b>

**Other Coding Conventions**

**Topics:**

<b>0</b>	<b>All</b>
<b>999</b>	<b>Out of Subject Area</b>

**Cognitive Demands:**

<b>B</b>	<b>Memorize/Recall</b>
<b>C</b>	<b>Perform Procedures</b>
<b>D</b>	<b>Generate/Create</b>
<b>E</b>	<b>Analyze/Investigate</b>
<b>F</b>	<b>Evaluate/Integrate</b>
<b>Z</b>	<b>Non-Specific Cognitive Demand</b>

<b>100</b>	<b>Phonemic awareness</b>
101	Phoneme isolation(e.g.,the distinct sounds /c/,/a/,and /t/)
102	Phoneme blending (e.g., c/a/t = cat)
103	Phoneme segmentation
104	Onset-rime
105	Sound patterns
106	Rhyme recognition
107	Phoneme deletion, substitution, and addition
108	Identify Syllables
190	Other
<b>200</b>	<b>Phonics</b>
201	Alphabetic principle (includes alphabet recognition and order)
202	Consonants
203	Consonant blends
204	Consonant digraphs (e.g., ch, sh, th, etc.)
205	Diphthongs (e.g., oi, ou, ow, oy [as in "boy"], etc.)
206	R-controlled vowels (e.g., farm, torn, turn, etc.)
207	Patterns within words
208	Vowel letters (a, e, i, o, u, y)
209	Vowel phonemes (15 sounds)
210	Sound and symbol relationships
211	Blending sounds
290	Other
<b>300</b>	<b>Vocabulary</b>
301	Compound words and contractions
302	Inflectional forms (e.g., -s, -ed, -ing)
303	Suffixes, prefixes, and root words
304	Word definitions (including new vocabulary)
305	Word origins
306	Synonyms, antonyms, homonyms
307	Word or phrase meaning from context
308	Denotation and connotation
309	Analogies
310	Sight words
311	Use of references
390	Other
<b>400</b>	<b>Text and print features</b>
401	Book handling
402	Directionality; sequence of text
403	Parts of a book (e.g., cover, title, front, back)
404	Letter, word, and sentence distinctions
405	Structural elements (e.g., index, glossary, table of contents, subtitles, and headings)
406	Graphical elements (e.g., graphs, charts, images, illustrations)
407	Technical elements (e.g., bullets, instructions, forms, sidebars)
408	Electronic elements (e.g., hypertext links, animations)
409	Environmental print, i.e. prints or symbols found in students' everyday environment
490	Other

<b>500</b>	<b>Fluency</b>
501	Prosody (e.g., phrasing, intonation, and inflection)
502	Automaticity of words and phrases (e.g. sight and decodable words)
503	Speed and pace
504	Accuracy
505	Independent reading (e.g. repeated/silent reading for fluency)
590	Other
<b>600</b>	<b>Comprehension</b>
601	Word meaning from context
602	Phrase
603	Sentence
604	Paragraph
605	Main idea(s), key concepts, and sequence(s) of events
606	Descriptive elements (e.g., detail, color, condition)
607	Narrative elements (e.g., events, characters, setting, and plot)
608	Persuasive elements (e.g. propaganda, advertisement, and emotional appeal)
609	Expository or informational elements (e.g., explanation, lists, and organizational patterns such as description, cause-effect, and compare-contrast)
610	Technical elements (e.g., bullets, instruction, form, sidebars, etc.)
611	Electronic elements (e.g., hypertext links, animations)
612	Strategies (e.g., activating prior knowledge, questioning; making connections, predictions; inference, imagery, summarization, re-telling)
613	Self-correction strategies (e.g., monitoring, cueing systems, and fix-up)
614	Metacognitive processes (e.g., reflecting about one's thinking)
615	Interpreting maps, graphs, charts
616	Test-taking strategies
690	Other

<b>700</b>	<b>Critical Reasoning</b>
701	Fact and opinion
702	Appealing to authority, reason, or emotion
703	Validity and significance of assertion or argument
704	Relationships among purpose, organization, format, and meaning in text
705	Author's assumptions or bias
706	Comparison of topic, theme, treatment, scope, or organization across texts
707	Inductive/deductive approaches (e.g., making inferences and drawing conclusions from texts)
708	Logical reasoning in text (e.g. implications, authors' rationale, development of argument, etc.)
709	Textual evidence and/or use of references to support
710	Drawing meaning from allegory and myth
711	Distinguishing real from fantastical events in literature
790	Other
<b>800</b>	<b>Author's craft</b>
801	Theme/thesis
802	Purpose (e.g., inform, perform, critique, or appreciate)
803	Characteristics of genre and forms
804	Point of view (e.g., first or third person, multiple perspectives, etc.)
805	Literary devices (e.g., analogy, simile, metaphor, hyperbole, flashbacks, structure, and archetypes)
806	Literary analysis (e.g., symbolism, voice, style, tone, and mood)
807	Influence of time and place on authors and texts (e.g., historical era or culture)
808	Aesthetic aspects of text (e.g. dramatic or poetic elements)
890	Other
<b>900</b>	<b>Writing processes</b>
901	Printing, cursive writing, and penmanship
902	Pre-writing (e.g., essential questions, topic selection, brainstorming, etc.)
903	Drafting and revising
904	Editing for conventions (e.g., usage, spelling, and structure)
905	Manuscript conventions (e.g., indenting, margins, citations, references, etc.)
906	Final draft and publishing
907	Use of technology (e.g., word processing, multimedia, etc.)
990	Other

<b>1000</b>	<b>Elements of Presentation (Verbal and Written)</b>
1001	Purpose, audience, and context
1002	Main ideas
1003	Organization
1004	Word choice
1005	Support and elaboration
1006	Style, voice, technique, and use of figurative language
1007	Writing Conventions (e.g. capitalization, punctuation, indentation, citation, etc.)
1008	Transitional Devices
1090	Other
<b>1100</b>	<b>Writing applications</b>
1101	Narrative (e.g., stories, fiction, and plays)
1102	Poetry
1103	Expository (e.g., report, theme, essay, etc.)
1104	Critical/evaluative (e.g., review)
1105	Expressive (e.g., journals or reflections)
1106	Persuasive (e.g., editorial, advertisement, argumentative)
1107	Procedural (e.g., instructions, brochure, lab report)
1108	Technical(e.g., manuals, specifications, research
1109	Real world applications of writing (e.g., resumes, letters to editor, note taking)
1190	Other
<b>1200</b>	<b>Language Study</b>
1201	Syllabication
1202	Spelling
1203	Capitalization and punctuation
1204	Signs and symbols (e.g., semiotics)
1205	Syntax and sentence structure
1206	Grammatical analysis
1207	Standard and non-standard language usage
1208	Linguistic knowledge (including dialects and diverse forms)
1209	History of language
1210	Relationships of language forms, contexts, and purposes (e.g., rhetoric and semantics)
1211	Effects of race, gender, ethnicity on language and language use
1290	Other
<b>1300</b>	<b>Listening and Viewing</b>
1301	Listening
1302	Viewing
1303	Nonverbal communication
1304	Consideration of others' ideas
1305	Similarities/differences of print, graphic, and nonprint communications
1306	Literal and connotative meanings
1307	Diction, tone, syntax, convention, rhetorical structure in speech
1308	Media-supported communication
1390	Other

K-12 English Language Arts/Reading Taxonomy

<b>1400</b>	<b>Speaking and Presenting</b>
1401	Public speaking and oral presentation
1402	Diction, tone, syntax, convention, and rhetorical structure in speech
1403	Demonstrating confidence
1404	Effective nonverbal skills(e.g., gesture, eye contact, etc.)
1405	Knowledge of situational and cultural norms for expression
1406	Conversation and discussion (e.g., Socratic seminars, literature circles, and peer discussion)
1407	Debate and structure of argument
1408	Dramatics and creative interpretation
1409	Media-supported communication
1410	Selecting presentation format
1411	Interviewing
1490	Other
<b>1500</b>	<b>Forms of Text</b>
1501	Myths, tales, fables, or epics
1502	Short stories
1503	Novels (including chapter books)
1504	Picture books
1505	Drama
1506	Poetry
1507	Public documents
1508	Consumer, technical, and business writing (e.g., manuals, how-to texts, ads, memos)
1509	Newspaper or magazine articles
1510	Speeches
1511	Essays
1512	Criticism and commentary
1513	Historical accounts
1514	Biography and autobiography
1515	Content area materials
1590	Other

<b>1600</b>	<b>Genre (fiction or non-fiction)</b>
1601	Traditional literature
1602	Contemporary literature
1603	Multicultural literature
1690	Other
<b>1700</b>	<b>Sources of Text</b>
1701	Basic readers
1702	Anthologies
1703	"Leveled" books
1704	Textbooks
1705	Children's trade books
1706	Young adult trade books
1707	Other supplementary texts
1708	Periodicals
1709	Non-print media
1790	Other
<b>1800</b>	<b>Choice</b>
1801	Teacher assigned
1802	Class or group choice
1803	Individual student choice
1890	Other

