Assessment #3: Evaluating Sources

Reading: Informational Text 9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

4	3	2	1	0
Cites pieces of relevant and specific text evidence to support analysis of the text. Draws evidence explicitly as well as inferentially. Justifies the text evidence selections to support the analysis.	Cites pieces of relevant and specific text evidence to support analysis of the text. Draws evidence explicitly as well as inferentially.	Cites relevant text evidence to support what the text says. Draws evidence explicitly.	Restates text evidence to support what the text says. Draws evidence explicitly.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Writing: 9-10.2b
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

4	3	2	1	0
Clarifies the topic embedding relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Includes facts,definitions, details, quotations, and examples.	Lists facts, details, and examples.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Writing: 9-10.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

4	3	2	1	0
Uses advanced searches to gather information from multiple sources.	Uses effective searches to gather information from multiple sources.	Uses searches to gather information from multiple sources.	Uses a search to gather information from multiple sources.	There is no, or insufficient, evidence of learning to assess the standard at this time.
Systematically evaluates the accuracy, currency, authority, relevance, and bias of sources to determine their usefulness and reliability.	Evaluates the accuracy, currency, authority, relevance, and bias of sources to determine their usefulness and reliability.	Evaluates some aspects of sources for accuracy, authority, relevance, and bias to determine their usefulness and reliability.	Evaluates some sources to determine their usefulness and reliability.	
Includes information from only the highest quality sources.	Includes information from reliable sources.	Includes information from some reliable sources.	Integrates information	
Selectively and purposefully integrates information controlling the flow of ideas.	Integrates information controlling the flow of ideas.	Integrates information	Attempts to avoid plagiarism by adhering to a standard format for in-text citations.	
Avoids plagiarism by adhering to a standard format for in-text citations.	Avoids plagiarism by adhering to a standard format for in-text citations.	Avoids plagiarism by adhering to a standard format for in-text citations.	Attempts to avoid plagiarism by adhering to a standard format for the Works Cited.	
Avoids plagiarism by adhering to a standard format for the Works Cited.	Avoids plagiarism by adhering to a standard format for the Works Cited.	Avoids plagiarism by adhering to a standard format for the Works Cited.		

Language: 9-10.C
Demonstrates command of standard English grammar and usage when writing or speaking. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4	3	2	1	0
Demonstrates command of standard English grammar and usage when writing or speaking.	Demonstrates command of standard English grammar and usage when writing or speaking.	Shows knowledge of standard English grammar and usage when writing or speaking.	Identifies knowledge of standard English grammar and usage when writing or speaking.	There is no, or insufficient, evidence of learning to assess the standard at this time.
Uses correct and varied sentence structure with purpose.	Uses correct and varied sentence structure.	Uses varied sentence structure.	Uses simple sentences.	
Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Shows knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.	Identifies knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Analyzes the function and purpose of the grammar and convention choices.				

Assessment #3: Evaluating Sources "I Can" Statements

Reading Informational - RI 9-10.1

I can define textual evidence (a "word for word" support format)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read, it's most likely true that…").

I can read closely and find answers explicitly in text (right there answers) and answers that require an inference.

I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.

Writing - W 9-10.2b

I can select a topic and identify and gather relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to share with my audience.

Writing - W 9-10.8

I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.

I can assess the usefulness of my sources to determine those that contain the information that best answers my research question.

I can use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support my research.

I can define plagiarism.

I can avoid plagiarism by paraphrasing and/or summarizing my research findings.

I can determine when my research data or facts must be quoted (directly stated "word for word") and integrate the information into my text to maintain the flow of ideas.

I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing.

Language - L 9-10.C

I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence).

I can identify and explain when to use semicolons (to connect closely related independent clauses with or without conjunctive adverbs).

I can use a semicolon with a conjunctive adverb

I can identify and explain when to use a colon

I can use a colon to introduce a list

I can identify misspelled words and use resources to assist me in spelling correctly.