

Assessment #5: Character Sketch

Reading: Literature 9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

<p>4 Analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Compares the development of these interconnected ideas to another text or source.</p>	<p>3 Analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>2 Analyzes the development of complex characters over the course of a text to support the plot or theme.</p>	<p>1 Summarizes the development of complex characters over the course of a text in relation to plot or theme.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Reading: Literature 9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

<p>4 Analyzes the representation of a subject or a key scene in two different artistic mediums.</p> <p>Determines what is emphasized or absent in each account and evaluates the impact.</p>	<p>3 Analyzes the representation of a subject or a key scene in two different artistic mediums.</p> <p>Determines what is emphasized or absent in each account.</p>	<p>2 Compares and contrasts the representation of a subject or a key scene in two different artistic mediums.</p> <p>Identifies which details are emphasized in each account.</p>	<p>1 Identifies the representation of a subject or a key scene in two different artistic mediums.</p> <p>Lists details of each account.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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10th Grade, 1st Semester

Writing: 9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context.

<p>4 Writes informative/ explanatory text to examine complex key concepts within a topic teaching significant concepts and information.</p> <p>Analyzes sources of relevant information to support major and minor concepts.</p> <p>Applies a variety of text structures and formatting.</p> <p>Critiques writing indicating strengths and weaknesses.</p>	<p>3 Writes informative /explanatory text to examine and convey complex ideas, concepts, and information.</p> <p>Analyzes sources of relevant information to support major concepts.</p> <p>Constructs using a variety of text structures and formatting</p>	<p>2 Writes informative/explanatory text to describe key concepts within a topic making it understandable.</p> <p>Uses relevant information.</p> <p>Uses text structures and formatting.</p>	<p>1 Writes informative/explanatory text that tells about a concept within a topic.</p> <p>Tells information.</p> <p>Lists facts and details.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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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.

<p>4 Demonstrates command of standard English grammar and usage when writing or speaking.</p> <p>Uses correct and varied sentence structure with purpose.</p> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Analyzes the function and purpose of the grammar and convention choices.</p>	<p>3 Demonstrates command of standard English grammar and usage when writing or speaking.</p> <p>Uses correct and varied sentence structure.</p> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2 Shows knowledge of standard English grammar and usage when writing or speaking.</p> <p>Uses varied sentence structure.</p> <p>Shows knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1 Identifies knowledge of standard English grammar and usage when writing or speaking.</p> <p>Uses simple sentences.</p> <p>Identifies knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Assessment #5: Character Sketch

Reading Literature - RL 9-10.3

I can identify and explain the role of complex characters in a text.

I can analyze how complex characters develop over the course of a text.

I can analyze how characters develop through their interactions with others.

I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.

Reading Literature - RL 9-10.7

I can identify a subject or a key scene that is portrayed in two different artistic mediums (e.g., poetry, painting, drama).

I can determine what is emphasized or absent in each artistic medium.

I can analyze the impact of a particular subject or key scene from another artistic medium.

Writing - W 9-10.2

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.

I can define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structure(s) that will allow me to organize my complex ideas best.

I can analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure(s).

I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.

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.