

**Assessment #6: Analyzing Rhetoric**

**Reading: Informational Text 9-10.8**

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

<p><b>4</b></p> <p>Delineates and evaluates the argument and specific claims in a text.</p> <p>Assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>Identifies false statements and fallacious reasoning.</p> <p>Evaluates the effectiveness of the argument.</p>	<p><b>3</b></p> <p>Delineates and evaluates the argument and specific claims in a text.</p> <p>Assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>Identifies false statements and fallacious reasoning.</p>	<p><b>2</b></p> <p>Outlines the argument and specific claims in a text.</p> <p>Categorizes valid reasoning and relevant evidence.</p>	<p><b>1</b></p> <p>Outlines the argument.</p> <p>Labels reasoning and evidence.</p>	<p><b>0</b></p> <p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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**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.

<p><b>4</b></p> <p>Clarifies the topic embedding relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>3</b></p> <p>Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>2</b></p> <p>Includes facts, definitions, details, quotations, and examples.</p>	<p><b>1</b></p> <p>Lists facts, details, and examples.</p>	<p><b>0</b></p> <p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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2nd Semester; 10th Grade

**Speaking and Listening: 9-10.4**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.

<p><b>4</b></p> <p>Presents unique information, findings and thorough evidence clearly, concisely, and logically, guiding listeners to effortlessly follow the line of reasoning.</p> <p>Specifically addresses the needs of the audience through choices in development, organization, substance, and style</p>	<p><b>3</b></p> <p>Presents information, findings and thorough evidence clearly, concisely, and logically, allowing listeners to follow the line of reasoning.</p> <p>Addresses the needs of the audience through choices in development, organization, substance, and style</p>	<p><b>2</b></p> <p>Presents information, findings and evidence clearly and logically, allowing listeners to follow the line of reasoning.</p> <p>Addresses the audience through choices in development, organization, substance, and style</p>	<p><b>1</b></p> <p>Presents information, findings and evidence.</p>	<p><b>0</b></p> <p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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**Assessment #6: Analyzing Rhetoric “I Can” Statements**

**Reading Informational - RI 9-10.8**

I can identify the side of an argument an author presents in a text

I can determine the credibility of the author and his/her purpose (who wrote it, when it was written, and why it was written)

I can identify claims that are supported by fact(s) and those that are opinion(s).

I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence), false statements, and/or fallacious reasoning (incorrect reasoning - *People who sneeze have allergies, Katy sneezed, so she must be allergic to something.*) to his/her argument.

I can delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim

**Writing - W 9-10.2**

I can select a topic and identify and gather relevant information 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, and a concluding statement/section that supports the information presented.

**Speaking and Listening - SL 9-10.4**

I can present information, findings, and/or supporting evidence clearly, concisely, and logically.

I can present my information in a sequence that allows the listener to follow my line of reasoning.

I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task and audience.