

**Assessment #7: Deconstructing an Argument**

**Reading: Informational Text 9-10.6**  
 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

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| <p><b>4</b><br/>                 Determines an author's point of view or purpose in a text.</p> <p>Analyzes how an author uses rhetoric to advance that point of view or purpose.</p> <p>Examines why audience influences rhetorical choices.</p> | <p><b>3</b><br/>                 Determines an author's point of view or purpose in a text.</p> <p>Analyzes how an author uses rhetoric to advance that point of view or purpose.</p> | <p><b>2</b><br/>                 Determines the author's point of view or purpose in a text.</p> <p>Analyzes the rhetoric used to prove the point of view or purpose.</p> | <p><b>1</b><br/>                 Determines the author's point of view or purpose in a text.</p> <p>Explains the rhetoric the author uses to share point of view or purpose.</p> | <p><b>0</b><br/>                 There is no, or insufficient, evidence of learning to assess the standard at this time.</p> |
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**Writing: 9-10.2**  
 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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| <p><b>4</b><br/>                 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><b>3</b><br/>                 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><b>2</b><br/>                 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><b>1</b><br/>                 Writes informative/explanatory text that tells about a concept within a topic.</p> <p>Tells information.</p> <p>Lists facts and details.</p> | <p><b>0</b><br/>                 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: 9-10.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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| <p><b>4</b><br/>Listens and assesses the speaker's point of view, reasoning, and use of evidence.</p> <p>Evaluates the speaker's use of multiple, specific rhetorical devices and explains how each affects the speaker's message.</p> <p>Analyzes how faulty reasoning and/or exaggerated, distorted evidence affects the audience.</p> | <p><b>3</b><br/>Listens and assesses the speaker's point of view, reasoning, and use of evidence.</p> <p>Evaluates the speaker's use of rhetoric and explains how its use affects the speaker's message.</p> <p>Explains how faulty reasoning and/or exaggerated, distorted evidence affects the audience.</p> | <p><b>2</b><br/>Listens to the speaker's point of view, reasoning, and use of evidence.</p> <p>Identifies the speaker's use of rhetoric and summarizes how its use affects the speaker's message.</p> <p>Identifies the faulty reasoning and/or exaggerated, distorted evidence</p> | <p><b>1</b><br/>Listens to the speaker's point of view, reasoning, and use of evidence.</p> <p>Identifies the speaker's use of rhetoric and the target audience</p> <p>Lists the faulty reasoning and/or exaggerated, distorted evidence</p> | <p><b>0</b><br/>There is no, or insufficient, evidence of learning to assess the standard at this time.</p> |
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**Assessment #7: Deconstructing an Argument "I Can" Statements**

**Reading Informational - RI 9-10.6**

I can define point of view as how the author feels about the situation/topic of a text.

I can determine an author's point of view (*What do I know about the author's opinions, values, and/or beliefs?*) and explain his/her purpose for writing the text.

I can define rhetoric (a technique an author uses to persuade a reader to consider a topic from a different perspective.)

I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.

**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.

2nd Semester; 10th Grade

**Speaking and Listening - SL 9-10.3**

I can define point of view as how the speaker feels about the institution/topic being presented.

I can determine a speaker's point of view (*What do I know about the speaker's opinions, values, and/or beliefs?*) and explain his/her reasoning.

I can define rhetoric (a technique used to persuade a listener to consider a topic from a different perspective).

I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose.

I can recognize when a speaker introduces distorted evidence (unjust interpretation) and/or fallacious reasoning (incorrect reasoning - *People who sneeze have allergies. Katy sneezed, so she must be allergic to something.*) to his/her argument.