

Assessment #1: Analyzing Rhetorical Strategies

Reading: Informational Text 11-12.6
 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

<p>4 Determines an author's point of view or purpose in a text in which the rhetoric is particularly effective.</p> <p>Analyzes how style and content contribute to the effectiveness of the text.</p> <p>Critiques how the point of view or content could have been developed more efficiently.</p>	<p>3 Determines an author's point of view or purpose in a text in which the rhetoric is particularly effective.</p> <p>Analyzes how style and content contribute to the effectiveness of the text.</p>	<p>2 Determines an author's point of view or purpose in a text in which the rhetoric is particularly effective.</p> <p>Explains the style and content contribute to the text.</p>	<p>1 Identifies an author's point of view or purpose in a text in which the rhetoric is particularly effective.</p> <p>Identifies elements of style and content.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Writing: 11-12.2
 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

<p>4 Writes informative/explanatory text to examine and convey complex ideas, concepts, and information.</p> <p>Analyzes content through selection of relevant sources.</p> <p>Develops ideas, concepts, and information creating a unified whole.</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 content through selection of relevant sources.</p> <p>Develops ideas, concepts, and information creating a unified whole.</p>	<p>2 Writes informative/explanatory text to examine and convey ideas, concepts, and information.</p> <p>Examines content through selection of relevant sources.</p> <p>Develops ideas, concepts, and information</p>	<p>1 Writes informative/explanatory text to state information.</p> <p>Lists sources. 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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11th Grade, 1st Semester

Speaking and Listening: 11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

<p>4 Initiates and participates effectively in collaborative discussions.</p> <p>Expresses ideas clearly and persuasively.</p> <p>Builds on others' ideas.</p> <p>Connects to outside relevant contexts.</p>	<p>3 Initiates and participates effectively in collaborative discussions .</p> <p>Expresses ideas clearly and persuasively.</p> <p>Builds on others' ideas.</p>	<p>2 Participates effectively in collaborative discussions.</p> <p>Expresses ideas clearly.</p>	<p>1 Participates in collaborative discussions.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Assessment #1: Analyzing Rhetorical Strategies - "I can" Statements

Reading Informational Text - RI 11-12.6

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.

I can analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text.

Writing - W 11-12.2

I can choose a topic and identify and select the most significant and relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to develop and 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 so that each new element builds on what precedes it.

I can analyze the information, identify domain-specific vocabulary for my topic, incorporate techniques such as metaphor, simile, and analogy, 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 syntax (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.

Speaking and Listening - SL 11-12.1

I can review and/or research material(s) to be discussed and determine key points and/or central ideas.

I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.

I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making.

I can come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.

I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.

I can propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.

I can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required.