

Assessment #10: Research Project

Reading: Informational Texts 11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

<p>4 Integrates and evaluates multiple sources of information presented in different media or formats to address a question or solve a problem.</p> <p>Critiques the use of the effectiveness of each media/format.</p>	<p>3 Integrates and evaluates multiple sources of information presented in different media or formats to address a question or solve a problem.</p> <p>Describes the impact of each media / format.</p>	<p>2 Integrates multiple sources of information presented in different media or formats to address a question or solve a problem.</p>	<p>1 Integrates sources of information presented in different media or formats to address a question or solve a problem.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Writing: 11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<p>4 Very effectively introduces significant claims and counterclaims, providing thorough evidence of each.</p> <p>Writes very clearly and shows the relationships between reasons, claims, and evidence.</p> <p>Maintains a formal style appropriate to the discipline of the topic and targeted audience.</p> <p>Provides a strong concluding statement that supported the claims.</p>	<p>3 Introduces significant claims and counterclaims, providing thorough evidence of each.</p> <p>Writes clearly and shows the relationships between reasons, claims, and evidence.</p> <p>Maintains a formal style appropriate to the discipline of the topic.</p> <p>Provides a concluding statement that supported the claims.</p>	<p>2 Introduces claims while acknowledging counterclaims.</p> <p>Provides logical evidence.</p> <p>Writes clearly and supported reasons, claims, and evidence.</p> <p>Maintains a formal style.</p> <p>Provides a concluding statement that followed the claims.</p>	<p>1 Introduces claims while acknowledging counterclaims.</p> <p>Provides clear evidence.</p> <p>Shows how reasons support the claims.</p> <p>Provides a concluding statement to the claims.</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; 2nd Semester

Writing: 11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p>4 Conducts a longer research project to answer a self-generated question or solve a problem.</p> <p>Narrows and broadens the inquiry effectively and when appropriate.</p> <p>Synthesizes information from multiple highly relevant and credible sources on the subject, demonstrating a deep understanding of the subject under investigation.</p>	<p>3 Conducts a longer research project to answer a self-generated question or solve a problem.</p> <p>Narrows and broadens the topic where appropriate.</p> <p>Synthesizes information from multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>2 Conducts a short research project to answer a question.</p> <p>Narrows or broadens the topic where appropriate.</p> <p>Finds information from multiple sources on the subject to support a basic understanding of the topic.</p>	<p>1 Conducts elements of a research project.</p> <p>Topic is appropriate for researching.</p> <p>Multiple sources on the subject are used to support a basic understanding of the topic.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Language: 11-12.K

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<p>4 Demonstrates comprehension by applying knowledge of language.</p> <p>Analyzes how language functions in a specific context and its effectiveness.</p> <p>Analyzes the choices for meaning and style and their effectiveness.</p>	<p>3 Demonstrates comprehension by applying knowledge of language.</p> <p>Analyzes how language functions in a specific context.</p> <p>Analyzes the choices for meaning and style.</p>	<p>2 Demonstrates comprehension by applying knowledge of language.</p> <p>Describes how language functions in a specific context.</p> <p>Describes the choices for meaning and style.</p>	<p>1 Demonstrates comprehension by applying knowledge of language.</p> <p>Identifies language functions in a specific context.</p> <p>Identifies the choices for meaning and style.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Assessment #10: Research Project “I Can” Statements

Reading Literature - RL 11-12.1

I can define textual evidence.

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion.

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.

I can determine eplaces in the text that leave matters uncertain (e.g., when the reader must draw his/her own conclusions/assumptions).

Writing - W 11-12.1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.

I can choose a side of the argument, identify precise, knowledgeable claims, and establish the significance of the claim(s).

I can identify alternate or opposing claims that counter my argument.

I can organize claims, counterclaims, reasons, and evidence into a logical sequence.

I can anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by pointing out the most relevant strengths and limitations of both.

I can present my argument in a formal style and objective tone.

I can create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.

I can provide a concluding statement/section that supports my argument.

Writing - W 11-12.7

I can define research and distinguish how research differs from other types of writing.

I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined (e.g., *How did Edgar Allan Poe’s life experiences influence his writing style?*).

I can choose several sources (e.g., biographies, non-fiction texts, online encyclopedia) and synthesize information to answer my research inquiry.

I can determine if I need to narrow or broaden my inquiry based on the information gathered.

I can create a research paper/project to demonstrate understanding of the subject under investigation.

Language - L 11-12.K

I can identify how language functions in different contexts.

I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.

I can explain that syntax refers to how words are arranged to form sentences.

I can identify regular/normal syntax (a basic pattern of subject, verb, object).

I can identify irregular/varied syntax (placing words in varying order).

I can write using varied syntax and consult references for guidance as needed.

I can recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to emphasize ideas, etc.