

**Assessment #3: Rhetorical Analysis**

**Reading: Informational Text 11-12.1**  
 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

<p><b>4</b>                  Cites pieces of strong and thorough textual evidence to support analysis of the text.</p> <p>Draws evidence explicitly as well as inferentially.</p> <p>Determines where the text leaves matters uncertain using the text evidence selections to justify the analysis.</p>	<p><b>3</b>                  Cites pieces of strong and thorough textual evidence to support analysis of the text.</p> <p>Draws evidence explicitly as well as inferentially.</p> <p>Identifies where the text leaves matters uncertain.</p>	<p><b>2</b>                  Cites relevant textual evidence to support analysis of the text.</p> <p>Draws evidence explicitly                  Summarizes the literal meaning.</p>	<p><b>1</b>                  Restates textual evidence to support what the text says.</p> <p>Draws evidence explicitly.</p>	<p><b>0</b>                  There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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**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><b>4</b>                  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><b>3</b>                  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><b>2</b>                  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><b>1</b>                  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><b>0</b>                  There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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11th Grade, 1st Semester

**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><b>4</b> 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><b>3</b> 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><b>2</b> 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><b>1</b> Writes informative/explanatory text to state information.</p> <p>Lists sources. Lists facts and details.</p>	<p><b>0</b> There is no, or insufficient, evidence of learning to assess the standard at this time</p>
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**Assessment #3: Rhetorical Analysis - “I can” Statements**

**Reading Informational Text - RI 11-12.1**

I can define textual evidence (“word for word” support)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, It’s most likely true that…”).

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

**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.