

Assessment #4: Literary Analysis

Reading: Literature 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>4 Cites pieces of strong and thorough text 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>3 Cites pieces of strong and thorough text 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>2 Cites relevant text evidence to support analysis of the text.</p> <p>Draws evidence explicitly.</p> <p>Summarizes the literal meaning.</p>	<p>1 Restates text evidence to support what the text says.</p> <p>Draws evidence explicitly.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Reading: Literature 11-12.2
 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

<p>4 Determines multiple themes or complex central ideas of a text.</p> <p>Evaluates their development over the course of the text, including how they interact and build on one another to produce a complex account.</p> <p>Provides a coherent and objective summary of the text including key details without opinions or judgments.</p>	<p>3 Determines two or more themes or central ideas of a text.</p> <p>Analyzes their development over the course of the text, including how they interact and build on one another to produce a complex account.</p> <p>Provides an objective summary of the text including key details.</p>	<p>2 Determines two or more themes or central ideas of a text.</p> <p>Explains their development over the course of the text, including how they interact and build on one another.</p> <p>Provides an objective summary of the text.</p>	<p>1 Determines two or more themes or central ideas of a text.</p> <p>Outlines their development over the course of the text, including where they interact with one another.</p> <p>Provides a summary of the text.</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

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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Assessment #4: Literary Analysis - “I can” Statements

Reading Literature - RL 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 conclusions (“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 Literature - RL 11-12.2

I can define theme (a central idea or lesson the author is revealing - *Honesty is the best policy.*)

I can analyze plot (the events that happen) to determine two or more themes (author’s overall messages).

I can determine how multiple themes in a text develop and interact to build on one another and produce a complex account (e.g. *The Old Man and the Sea, Wuthering Heights, Jane Eyre.*)

I can define summary (a shortened version of the text that states key points).

I can compose an objective summary stating the key point of the text without adding my own opinions or feelings.

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.