Assessment #1: Analyzing Narratives

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.

4	3	2	1	0
Evaluates and explains how two or more themes or central ideas in a text developed over the course of the text. Evaluates how they interact and build on one another. Clearly and succinctly summarizes the text without opinions or judgments.	Examines and explains how two or more themes or central ideas in a text developed over the course of the text. Explains how they interact and build on one another. Summarizes the text without opinions or judgments.	Explains the details in the text that contribute to the development, emergence, or refining of a theme or central idea. Summarizes the text.	Identifies the details in the text that contributed to the development of a theme or central idea.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Reading: Literature 11-12.5
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

4	3	2	1	0
Critiques specific parts of a text and how they contribute to its overall structure and meaning, as well as its aesthetic impact.	Analyzes specific parts of a text and how they contribute to its overall structure and meaning, as well as its aesthetic impact.	Explains specific parts of a text and how they contribute to its overall structure and meaning.	Describes the structure of specific parts of a text. Describes the overall structure and meaning.	There is no, or insufficient, evidence of learning to assess the standard at this time.

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.

4	3	2	1	0
Very clearly introduced the topic.

Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole that flows easily.

Thoroughly developed the topic with the most significant facts, information, and examples appropriate to the audience's prior knowledge.

Uses appropriate and varied style, transitions, language, and domain specific vocabulary to explain complex details.

Provides a conclusion that follows and supports the information and could lead to the reader taking action. | Clearly introduces the topic and previews the ideas to come.

Organizes complex ideas, concepts, and information so that each new element builds on previous elements.

Develops the topic with the most significant facts, information, and examples appropriate to the audience's prior knowledge.

Uses appropriate and varied style, transitions, language, and domain specific vocabulary to explain complex details.

Provides a conclusion that follows and supports the information. | Introduces the topic, previewing ideas to come.

Organizes information and includes formatting, graphics, and multimedia to help the reader.

Develops the topic with relevant facts and other information and examples.

Uses appropriate transitions, language, and vocabulary.

Provides a conclusion. | Introduces the topic.

Provides information and formatting, graphics, and multimedia to help the reader.

Includes facts and other information and examples.

Uses appropriate style, transitions, language, and domain specific vocabulary.

Provides a concluding statement. | There is no, or insufficient, evidence of learning to assess the standard at this time. |

Assessment #1: Analyzing Narratives - "I can" statements

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 points of the text without adding my own opinions or feelings.

Reading Literature - RL 11-12.5

I can determine how an author chose to structure specific parts of a text.

I can analyze specific parts of a text and explain how the individual parts fit into the overall structure (e.g., An author chooses to begin a story with the main character's death and relate the events in an extended flashback.).

I can analyze how an author's choice of structuring specific parts of a text affects the overall meaning (e.g., An author may choose to write in short, choppy sentences to build suspense.).

I can analyze how an author's choice of structuring specific parts of a tet creates an aesthetic impact (e.g., An author creates beauty through words, sentence structure, etc. to impact the reader on an emotional level.).

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 include nad introductions 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/sections that supports the information presented.