

Assessment #3 - Developing Professionalism

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 Very clearly introduced the topic.</p> <p>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.</p> <p>Thoroughly developed the topic with the most significant facts, information, and examples appropriate to the audience's prior knowledge.</p> <p>Uses appropriate and varied style, transitions, language, and domain specific vocabulary to explain complex details.</p> <p>Provides a conclusion that follows and supports the information and could lead to the reader taking action.</p>	<p>3 Clearly introduces the topic and previews the ideas to come.</p> <p>Organizes complex ideas, concepts, and information so that each new element builds on previous elements.</p> <p>Develops the topic with the most significant facts, information, and examples appropriate to the audience's prior knowledge.</p> <p>Uses appropriate and varied style, transitions, language, and domain specific vocabulary to explain complex details.</p> <p>Provides a conclusion that follows and supports the information.</p>	<p>2 Introduces the topic, previewing ideas to come.</p> <p>Organizes information and includes formatting, graphics, and multimedia to help the reader.</p> <p>Develops the topic with relevant facts and other information and examples.</p> <p>Uses appropriate transitions, language, and vocabulary.</p> <p>Provides a conclusion.</p>	<p>1 Introduces the topic.</p> <p>Provides information and formatting, graphics, and multimedia to help the reader.</p> <p>Includes facts and other information and examples.</p> <p>Uses appropriate style, transitions, language, and domain specific vocabulary.</p> <p>Provides a concluding statement.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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12th Grade, 1st Semester

Language 11-12.C

Demonstrates command of standard English grammar and usage when writing or speaking. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<p>4 Demonstrates command of standard English grammar and usage when writing or speaking.</p> <p>Uses correct and varied sentence structure with purpose.</p> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>3 Demonstrates command of standard English grammar and usage when writing or speaking.</p> <p>Uses correct and varied sentence structure.</p> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2 Shows knowledge of standard English grammar and usage when writing or speaking.</p> <p>Uses varied sentence structure.</p> <p>Shows knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1 Identifies knowledge of standard English grammar and usage when writing or speaking.</p> <p>Uses simple sentences. Identifies knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.</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.V

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>4 Acquires and accurately uses complex academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>Demonstrates ability to instruct others in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>3 Acquires and accurately uses general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>Demonstrates independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>2 Acquires and accurately used general academic and domain-specific words and phrases; gathers vocabulary knowledge that supported comprehension or expression.</p>	<p>1 Acquires and uses general academic and domain-specific words and phrases; gathers vocabulary knowledge to support comprehension or expression.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Assessment #3: Developing Professionalism - “I can” statements

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 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.

Language - L 11-12.C

I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence).

I can apply common hyphenation conventions (e.g., dividing a word at the end of a line between syllables, compound numbers from twenty-one to ninety-nine, spelled out fractions, certain compound nouns).

I can recognize that there are many different rules concerning hyphens and use resources to assist me in hyphenating correctly.

I can identify misspelled words and use resources to assist me in spelling correctly.

Language - L 11-12.V

I can recognize the difference between general academic words and phrases (Tier Two words are subtle or precise ways to say relatively simple things, e.g., saunter instead of walk.) and domain-specific words and phrases (Tier Three words are specific to content knowledge, e.g., lava, legislature, carburetor.).

I can acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening.

I can consider vocabulary knowledge including denotation, nuance, etymology, et.c and determine the most appropriate words or phrases to express overall meaning.

I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.

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