

Assessment #5 - Research Project

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>4 Identifies the evidence that most strongly and thoroughly supports the explicit meanings as well as major and subtle meanings in the text. Determines where the text leaves matters uncertain and proposed ideas about why these were left uncertain.</p>	<p>3 Identifies evidence that most strongly showed understanding of both explicit meaning and major inferences. Determines where the text leaves matters uncertain.</p>	<p>2 Identifies evidence in the text and understands the explicit meaning in the text. Identifies some basic matters in the text that were left uncertain.</p>	<p>1 Identifies evidence in the text understands the explicit meaning in 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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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. Writes very clearly and shows the relationships between reasons, claims, and evidence. Maintains a formal style appropriate to the discipline of the topic and targeted audience. Provides a strong concluding statement that supported the claims.</p>	<p>3 Introduces significant claims and counterclaims, providing thorough evidence of each. Writes clearly and shows the relationships between reasons, claims, and evidence. Maintains a formal style appropriate to the discipline of the topic. Provides a concluding statement that supported the claims.</p>	<p>2 Introduces claims while acknowledging counterclaims. Provides logical evidence. Writes clearly and supported reasons, claims, and evidence. Maintains a formal style. Provides a concluding statement that followed the claims.</p>	<p>1 Introduces claims while acknowledging counterclaims. Provides clear evidence. Shows how reasons support the claims. 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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12th Grade, 1st 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 an understanding of the subject under investigation.

<p>4 Conducts a research project to answer a self-generated question or solve a problem.</p> <p>Narrows and broadens the inquiry when appropriate.</p> <p>Synthesizes and analyzes information from multiple sources to demonstrate understanding of the subject under investigation and justify the inquiry.</p>	<p>3 Conducts a research project to answer a question or solve a problem.</p> <p>Narrows and broadens the inquiry when appropriate.</p> <p>Synthesizes information from multiple sources on the subject to demonstrate understanding of the subject under investigation.</p>	<p>2 Conducts a research project to answer a question.</p> <p>Compiles information from multiple sources on the subject to demonstrate knowledge of the subject under investigation.</p>	<p>1 Conducts a research project to answer a question.</p> <p>Lists information from multiple sources on the subject demonstrate recall of the subject under investigation.</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.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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Assessment #5: Research Project - “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).

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 an understanding of the subject under investigation.

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.