Assessment #6: Evaluating a Text

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.

4	3	2	1	0
Explains what the text directly says as well as the meaning behind the text. Identifies the evidence that most strongly supports this analysis and proposes an argument for why this evidence is the strongest. Determines where the text leaves matters uncertain and proposes ideas about why these were left uncertain.	Explains what the text directly says as well as the meaning behind the text. Identifies the evidence that most strongly supports this analysis. Determines where the text leaves matters uncertain.	Explains what the text directly says as well as the meaning behind the text. Identifies evidence. Identifies some basic matters in the text that were left uncertain.	States what the text directly says as well as the meaning behind the text.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Reading: Literature 11-12.6
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

4	3	2	1	0
Analyzes the narrative point of view through the author's use of literary devices and style. Critiques what the text literally states, what it implies, and how it develops the tone over the course of a text to convey purpose.	Explains the narrative point of view through the author's use of literary devices and style. Analyzes what is directly stated in a text from its figurative meaning or tone.	Determines the narrative point of view through the author's use of literary devices and style. Summarizes what the text literally states and what it implies over the course of a text to convey purpose.	Identifies a narrative point of view, literary devices and style. Summarizes what the text literally states over the course of a text to convey purpose.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Speaking and Listening: 11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

4	3	2	1	0
Initiates and participates effectively in collaborative discussions. Expresses ideas clearly and persuasively. Poses and responds to questions that propel the discussion further. Draws on relevant evidence from selected sources to stimulate a thoughtful well reasoned exchange of ideas.	Initiates and participates effectively in collaborative discussions. Expresses ideas clearly and persuasively. Poses and responds to questions that builds on other's ideas. Draws on relevant evidence from selected sources to stimulate a well reasoned exchange of ideas.	Participates effectively in collaborative discussions. Expresses ideas clearly. Poses and responds to questions. Draws on evidence from selected sources to add to the discussion.	Participates in collaborative discussions. Poses or responds to questions. Restates evidence from the discussion.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Assessment 6: Evaluating a Text "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 conclusion("Based on what I've read, it's most likely true that…").
I can read closely and find answers explicitly in text 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 leaves matters uncertain (E.g., when the reader must draw his/her own conclusions/assumptions).

Reading Literature - RL 11-12.6
I can identify an author's point of view in a text.
I can analyze words stated directly in a text and determine when an author is requiring the reader to make an inference as to what is really meant (e.g., reading between the lines)
I can recognize when the authors use literary techniques (e.g., satire, sarcasm, irony, or understatement) to shape the content and style of a text.

Speaking and Listening - SL 11-12.1

I can review and/or research material(s) to be discussed and determine key points and/or central ideas.

I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.

I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making.

I can come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.

I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.

I can propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.

I can respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required.