

Assessment #7 : Character 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 Explains what the text directly says as well as the meaning behind the text.</p> <p>Identifies the evidence that most strongly supports this analysis and proposes an argument for why this evidence is the strongest.</p> <p>Determines where the text leaves matters uncertain and proposes ideas about why these were left uncertain.</p>	<p>3 Explains what the text directly says as well as the meaning behind the text.</p> <p>Identifies the evidence that most strongly supports this analysis.</p> <p>Determines where the text leaves matters uncertain.</p>	<p>2 Explains what the text directly says as well as the meaning behind the text.</p> <p>Identifies evidence.</p> <p>Identifies some basic matters in the text that were left uncertain.</p>	<p>1 States what the text directly says as well as the meaning behind 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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Reading: Literature 11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

<p>4 Evaluates how the author's choices on how to develop and relate elements of the story or drama impacted the story as a whole.</p> <p>Proposes possible changes the author could have made.</p>	<p>3 Analyzes how the author's choices on how to develop and relate elements of the story or drama impacted the story as a whole.</p>	<p>2 Explains the choices the author made to develop and relate elements of the story or drama.</p>	<p>1 Identifies the choices the author made to develop and relate elements of the story or drama.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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2nd Semester; 12th Grade

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.

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<p>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>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>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>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>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

Assessment #7: Character 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 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 11-12.3

I can identify elements of a story or drama (e.g., setting, events, characters).

I can analyze how elements of a story or drama are developed and/or interrelated.

I can analyze the impact of an author’s choices in presenting elements of a story or drama.

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 structurea (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.

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.