Assessment #8: Literature Review

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 11-12.3
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).

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

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.

4	3	2	1	0
Very effectively introduces significant claims and counterclaims, providing thorough evidence of each.	Introduces significant claims and counterclaims, providing thorough evidence of each.	Introduces claims while acknowledging counterclaims.	Introduces claims while acknowledging counterclaims.	There is no, or insufficient, evidence of learning to assess the standard at this time.
Writes very clearly and shows the relationships between reasons, claims, and evidence.	Writes clearly and shows the relationships between reasons, claims, and evidence.	Provides logical evidence. Writes clearly and supported reasons, claims, and evidence.	Provides clear evidence. Shows how reasons support the claims.	
Maintains a formal style appropriate to the discipline of the topic and targeted audience.	Maintains a formal style appropriate to the discipline of the topic.	Maintains a formal style. Provides a concluding statement that followed the claims.	Provides a concluding statement to the claims.	
Provides a strong concluding statement that supported the claims.	Provides a concluding statement that supported the claims.			

Assessment #8: Literature Review "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 of 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 11-12.1

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