

Assessment #3 - Annotated Bibliography

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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Reading: Informational Text 11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

<p>4 Interprets two or more meaningful and/or subtle central ideas in the text. Evaluates how they develop over the course of the text. Evaluates how the ideas interact, build on, and impact one another. Clearly summarizes the text without opinions or judgments.</p>	<p>3 Interprets two or more central ideas in the text and explained how they developed over the course of the text. Analyzes how the ideas interact and build on one another. Summarizes the text without opinions or judgments.</p>	<p>2 Interprets a central idea from the text and explains how it developed over the course of the text, including specific details. Summarizes the text.</p>	<p>1 Identifies a central idea from the text and explains how it develops over the course of the text. Summarizes the text, including personal opinions</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: 11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

<p>4 Gathers highly relevant information from multiple authoritative and credible print and digital sources using advanced search effectively.</p> <p>Shows evidence of assessing the strengths and limitations of each source in terms of task, purpose, and audience.</p> <p>Integrates information and text selectively to maintain flow while avoiding plagiarism or overreliance on any one source.</p> <p>Follows appropriate standard format for citation.</p> <p>Proposes where extended real-world research is needed.</p>	<p>3 Gathers relevant information from multiple authoritative print and digital sources using advanced search effectively.</p> <p>Shows evidence of assessing the strengths and limitations of each source in terms of task, purpose, and audience.</p> <p>Integrates information and text selectively to maintain flow while avoiding plagiarism or overreliance on any one source.</p> <p>Follows appropriate standard format for citation.</p>	<p>2 Gathers relevant information from multiple print and digital sources.</p> <p>Shows evidence of assessing the credibility of each source.</p> <p>Quotes or paraphrases to avoid plagiarism and follows a standard format for citation.</p>	<p>1 Gathers relevant information from print and digital sources or prior knowledge.</p> <p>Assesses the credibility of each source.</p> <p>Provides basic bibliographic information for sources.</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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Assessment #3: Annotated Bibliography - “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).

Reading Informational Text - RI 11-12.2

- I can define central idea (main point in a piece of writing)
- I can determine two or more central ideas of a text.
- I can determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning.
- I can analyze how central ideas develop over the course of a text.
- I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

12th Grade, 1st Semester

Writing - W 11-12.8

I can determine the credibility of a source by reviewing who wrote it, when and why it was written.

I can assess the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose, and audience avoiding overreliance on any one source.

I can use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support my research.

I can define plagiarism (using someone else's words/ideas as my own).

I can avoid plagiarism by paraphrasing (putting in my own words) and/or summarizing my research findings.

I can determine when my research data or facts must be quoted (directly stated "word for "word") and integrate the information into my text to maintain the flow of ideas.

I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quotes in my writing.

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.