

Assessment #4 - 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>
--	---	--	---	---

12th Grade, 1st Semester

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.

<p>4 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>3 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>2 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>1 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>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
--	--	---	--	---

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>
--	---	---	--	---

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>
---	--	--	--	---

Assessment #4: 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 11-12.2

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 structures (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(s).

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 transition 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.

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.