

## 7th Grade Semester 2, Assessment # 6

### Generate a Claim Rubric

<b>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Analyzes how different authors highlight different evidence, or interpretations to influence their arguments on the same topic.  Proves which author is more effective.	Analyzes how different authors highlight different evidence, or interpretations to influence their arguments on the same topic.	Compares and contrasts how two authors present evidence on the same topic.	Identifies evidence each author presents on the same topic.	There is no, or insufficient evidence of learning to assess the standard at this time.
<b>W.7.1A Introduce claim(s)</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Introduces the claim(s) providing specific context for the position, previewing the overall argument	Introduces the claim(s) and previewing the overall argument	Introduces the claim(s) and reasons.	States the claim.	There is no, or insufficient evidence of learning to assess the standard at this time.
<b>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</b>				
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Presents claims and findings in a dynamic, organized, and focused way.  Points are salient and pertinent for the intended target audience.  Uses descriptions, facts, details, and examples to emphasize points.  Maintains appropriate eye contact with the audience.  Uses natural vocal expressions and articulates, enunciates, and pronounces words clearly throughout the presentation.	Presents claims and findings in an organized and focused way.  Uses descriptions, facts, details, and examples to emphasize points.  Maintains appropriate eye contact with the audience.  Uses natural vocal expressions and articulates, enunciates, and pronounces words clearly throughout the presentation.	Ideas were presented in an organized and focused way.  Makes appropriate eye contact with audience.  Uses vocal expression and pronounces words clearly throughout the presentation.	Ideas presented.  Some eye contact is made.  Uses vocal expression to communicate ideas.	There is no, or insufficient evidence of learning to assess the standard at this time.

## **Student “I Can” Statements**

### **READING STANDARD:**

- I can recognize that authors present information differently based on their point of view. [Knowledge]
- I can analyze how authors interpret and emphasize different evidence when writing about the same topic. [Reasoning]
- I can describe how one author’s interpretation of a topic can be different from another author’s depending on the facts he/she chooses to emphasize. [Reasoning]

### **WRITING STANDARD:**

- I can identify a topic that causes or has caused a debate in society. [Knowledge]
- I can use search terms effectively to gather information needed to support my research. [Skill]
- I can choose a side of the argument and identify reasons that support my choice. [Reasoning]
- I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source. [Reasoning]

### **SPEAKING/LISTENING STANDARD:**

- I can determine salient (important/key) points and emphasize them when presenting my claims and/or findings. [Skill]
- I can support my claims and/or findings with pertinent descriptions, facts, details, and examples that support the main idea or theme. [Skill]
- I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation. [Product]