

Assessment #10: Presenting an Argument

Reading: Informational 9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p>4 Cites pieces of relevant and specific text evidence to support analysis of the text.</p> <p>Draws evidence explicitly as well as inferentially.</p> <p>Justifies the text evidence selections to support the analysis.</p>	<p>3 Cites pieces of relevant and specific text evidence to support analysis of the text.</p> <p>Draws evidence explicitly as well as inferentially.</p>	<p>2 Cites relevant text evidence to support what the text says.</p> <p>Draws evidence explicitly.</p>	<p>1 Restates text evidence to support what the text says.</p> <p>Draws evidence explicitly.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Speaking and Listening: 9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.

<p>4 Presents unique information, findings and thorough evidence clearly, concisely, and logically, guiding listeners to effortlessly follow the line of reasoning.</p> <p>Specifically addresses the needs of the audience through choices in development, organization, substance, and style.</p>	<p>3 Presents information, findings and thorough evidence clearly, concisely, and logically, allowing listeners to follow the line of reasoning.</p> <p>Addresses the needs of the audience through choices in development, organization, substance, and style.</p>	<p>2 Presents information, findings and evidence clearly and logically, allowing listeners to follow the line of reasoning.</p> <p>Addresses the audience through choices in development, organization, substance, and style.</p>	<p>1 Presents information, findings and evidence.</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; 9th Grade

Speaking and Listening: 9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

4 Uses digital media strategically to engage the interest of the audience and deepen the audience's understanding.	3 Uses digital media to engage the interest of the audience and deepen the audience's understanding.	2 Uses digital media to add interest and understanding to the audience	1 Uses digital media	0 There is no, or insufficient, evidence of learning to assess the standard at this time.
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Assessment #10: Presenting an Argument

Reading Informational - RI 9-10.1

I can define textual evidence (a “word for word” support format)

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.

Speaking and Listening - SL 9-10.4

I can present information, findings, and/or supporting evidence clearly, concisely, and logically.

I can present my information in a sequence that allows the listener to follow my line of reasoning.

I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.

Speaking and Listening - SL 9-10.5

I can identify the parts of my presentation including findings, reasoning, and evidence, that could use clarification, strengthening, and/or additional interest.

I can integrate appropriate digital media in a strategic manner to improve my presentation.