

Assessment #5: Analyzing Theme

Reading: Literature 9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

<p>4 Analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Compares the development of these interconnected ideas to another text or source.</p>	<p>3 Analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>2 Analyzes the development of complex characters over the course of a text to support the plot or theme.</p>	<p>1 Summarizes the development of complex characters over the course of a text in relation to plot or theme.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Writing: 9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context.

<p>4 Writes informative/explanatory text to examine complex key concepts within a topic teaching significant concepts and information.</p> <p>Analyzes sources of relevant information to support major and minor concepts.</p> <p>Applies a variety of text structures and formatting.</p> <p>Critiques writing indicating strengths and weaknesses.</p>	<p>3 Writes informative/explanatory text to examine and convey complex ideas, concepts, and information.</p> <p>Analyzes sources of relevant information to support major concepts.</p> <p>Constructs using a variety of text structures and formatting</p>	<p>2 Writes informative/explanatory text to describe key concepts within a topic making it understandable.</p> <p>Uses relevant information.</p> <p>Uses text structures and formatting.</p>	<p>1 Writes informative/explanatory text that tells about a concept within a topic.</p> <p>Tells information.</p> <p>Lists facts and details.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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9th Grade, 1st Semester

Language: 9-10.V

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<p>4 Apply, connect, and/or justify the meaning of words, phrases, and figurative language in context including academic and domain specific vocabulary</p>	<p>3 Interprets, Infers, and/or draws conclusions about the meaning of words, phrases, and figurative language in context including academic and domain specific vocabulary</p>	<p>2 Explains, describes, and/or compares the meanings of words and phrases that are used in the text</p>	<p>1 Identifies, matches, and/or retells the meanings of words and phrases that are used 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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Assessment #5: Analyzing Theme “I Can” Statements

Reading Literature - RL 9-10.3

I can identify and explain the role of complex characters in a text.

I can analyze how complex characters develop over the course of a text.

I can analyze how characters develop through their interactions with others.

I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.

Writing - W 9-10.2

I can select a topic and identify and gather relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to 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 best.

I can analyze the information, identify domain-specific vocabulary for my topic, 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 transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.

Language - L 9-10.V

I can recognize the difference between general academic words and phrases and domain-specific words and phrases.

I can acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening.

I can consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.

I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.