

Assessment #6: Analyzing an Argument

Reading: Informational Text 9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

<p>4 Delineates and evaluates the argument and specific claims in a text.</p> <p>Assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>Identifies false statements and fallacious reasoning.</p> <p>Evaluates the effectiveness of the argument.</p>	<p>3 Delineates and evaluates the argument and specific claims in a text.</p> <p>Assesses whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>Identifies false statements and fallacious reasoning.</p>	<p>2 Outlines the argument and specific claims in a text.</p> <p>Categorizes valid reasoning and relevant evidence.</p>	<p>1 Outlines the argument.</p> <p>Labels reasoning and evidence.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
---	---	--	--	---

Writing: 9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

<p>4 Critiques and connects evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>3 Develops evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2 Draws evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>1 Labels evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
---	---	--	---	---

2nd Semester; 9th Grade

Speaking and Listening: 9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

<p>4 Initiates and participates effectively in collaborative discussions.</p> <p>Builds on others' ideas.</p> <p>Connects to outside relevant contexts.</p> <p>Expresses ideas clearly and persuasively.</p>	<p>3 Initiates and participates effectively in collaborative discussions.</p> <p>Builds on others' ideas.</p> <p>Expresses ideas clearly and persuasively.</p>	<p>2 Participates effectively in collaborative discussions.</p> <p>Expresses ideas clearly.</p>	<p>1 Participates in collaborative discussions.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
---	---	--	--	---

Assessment #6: Analyzing an Argument “I Can” Statements

Reading Informational - RI 9-10.8

I can identify the side of an argument an author presents in a text.

I can determine the credibility of the author and his/her purpose (who wrote it, when it was written and why it was written).

I can identify claims that are supported by fact(s) and those that are opinion(s).

I can recognize when an author introduces irrelevant evidence (unrelated or unnecessary evidence), false statements, and/or fallacious reasoning (incorrect reasoning) to his/her argument.

I can delineate and evaluate an argument using the evidence an author provide and determine if the evidence provided is relevant and sufficient enough to support the claim.

Writing - W 9-10.9

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

I can determine textual evidence that supports my analysis, reflection, and/or research.

I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.

2nd Semester; 9th Grade

Speaking and Listening - SL 9-10.1

I can review and/or research material(s) to be discussed and determine key points and/or central ideas.

I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.

I can work with peers to define the rules and roles necessary for collegial discussions and decision-making.

I can come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.

I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel the discussion.

I can make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.

I can respond thoughtfully to diverse perspectives presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence introduced by others.