

Assessment #7: Integrating Evidence

Reading: Informational Text 9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

<p>4 Determines a central idea from the text.</p> <p>Analyzes the development of the central idea over the course of the text, including how it emerges and is shaped by specific details building on one another.</p> <p>Evaluates the effectiveness of the development of the central idea.</p> <p>Summarizes the text objectively.</p>	<p>3 Determines a central idea from the text.</p> <p>Analyzes the development of the central idea over the course of the text, including how it emerges and is shaped by specific details.</p> <p>Summarizes the text objectively.</p>	<p>2 Determines a central idea from the text.</p> <p>Summarizes the text explaining who, what, when, where, why.</p>	<p>1 Determines a central idea from the text.</p> <p>Lists the who, what, when, where, why.</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

Writing: 9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<p>4 Writes a logical argument about a topic/text clarifying why the particular argument is important and valid while evoking the reader to take action.</p> <p>Compares how the position is one of several respecting those who might disagree.</p> <p>Organizes claims, counterclaims, reasons, and evidence into sections to build on each other.</p> <p>Develops using relevant facts, details, and examples.</p> <p>Critiques writing indicating strengths and weaknesses.</p>	<p>3 Writes a logical argument about a topic/text clarifying why the particular argument is important and valid.</p> <p>Compares how the position is one of several.</p> <p>Organizes claims, counterclaims, reasons, and evidence into sections to build on each other.</p> <p>Develops reasons using relevant facts, details, and examples.</p>	<p>2 Writes an argument about a topic/text explaining why it is important.</p> <p>Describes how claim is one of several.</p> <p>Organizes claim, counterclaim, reasons, and evidence into sections.</p> <p>Describes reasons using facts, details, and examples.</p>	<p>1 Writes an argument about a topic/text stating claim.</p> <p>Identifies the claim and reasons.</p> <p>Lists facts, details, and examples.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Assessment #7: Integrating Evidence “I Can” Statements

Reading Informational - RI 9-10.2

I can define central idea (main point in a piece of writing).

I can analyze how specific details developed over the course of a text shape and refine a central idea.

I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

Writing - W 9-10.1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.

I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.

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.

I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence found in credible sources.

I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument.