Assessment #9: Research Proposal

Reading: Informational Text 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.

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

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.

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

Writing: 9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

4	3	2	1	0
Conducts short as well as more sustained research projects. Answers a question (including a self-generated question) or solve a problem Narrows or broadens the inquiry when appropriate Synthesizes multiple sources on the subject Develops the subject under investigation to demonstrate understanding. Creates further research opportunities.	Conducts short as well as more sustained research projects. Answers a question (including a self-generated question) or solve a problem Narrows or broadens the inquiry when appropriate Synthesizes multiple sources on the subject Describes the subject under investigation to demonstrate understanding.	Organizes a short research project. Answers a generalized question Categorizes information from multiple sources on the subject Explains the subject under investigation to demonstrate understanding.	Plans a research project. Identifies facts or evidence related to a question. Lists relevant sources. Defines the subject under investigation to demonstrate understanding.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Assessment #9: Research Proposal "I Can" Statements

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.

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.

Writing - W 9-10.7

I can define research and distinguish how research differs from other types of writing.

I can focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined.

I can choose several sources (e.g., biographies, non-fictions texts, online encyclopedia) and synthesize information to answer my research inquiry.

I can determine if I need to narrow or broaden my inquiry based on the information gathered.

I can demonstrate understanding of the subject under investigation.