

Assessment 10.2.5 Rubric: Creating Rhetorical Elements

Scores: W.6 _____ SL.3 _____ SL.2 _____ W.1a _____

Literacy - 10th Grade - Writing - W.9.10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

4	3	2	1	0
<p>Creates, produces, publishes and updates writing projects with appropriate technology.</p> <p>Uses technology to seamlessly link and display information to enhance the quality of writing.</p>	<p>Creates, produces, publishes and updates writing projects with technology.</p> <p>Uses technology to seamlessly link and display information.</p>	<p>Creates, produces, publishes and updates writing projects with technology.</p> <p>Uses technology to accurately link and display information.</p>	<p>Creates, produces, publishes and updates writing projects with technology with guidance.</p> <p>Uses technology to link and display information.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

Literacy - 10th Grade - Speaking and Listening - SL.9.10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

4	3	2	1	0
<p>Listens and assesses the speaker's point of view, reasoning, and use of evidence.</p> <p>Evaluates the speaker's use of multiple, specific rhetorical devices and explains how each affects the speaker's message.</p> <p>Analyzes how faulty reasoning and/or exaggerated, distorted evidence affects the audience.</p>	<p>Listens and assesses the speaker's point of view, reasoning, and use of evidence.</p> <p>Evaluates the speaker's use of rhetoric and explains how its use affects the speaker's message.</p> <p>Explains how faulty reasoning and/or exaggerated, distorted evidence affects the audience.</p>	<p>Listens to the speaker's point of view, reasoning, and use of evidence.</p> <p>Identifies the speaker's use of rhetoric and summarizes how its use affects the speaker's message.</p> <p>Identifies the faulty reasoning and/or exaggerated, distorted evidence.</p>	<p>Listens to the speaker's point of view, reasoning, and use of evidence.</p> <p>Identifies the speaker's use of rhetoric and the target audience.</p> <p>Lists the faulty reasoning and/or exaggerated, distorted evidence.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

Literacy - 10th Grade - Speaking and Listening - SL.9.10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

4	3	2	1	0
<p>Integrates multiple sources of information presented in diverse media or formats to make informed decisions or solve a problem.</p> <p>Evaluates the credibility and accuracy of each source and notes any discrepancies among the data.</p>	<p>Integrates multiple sources of information presented in diverse media or formats.</p> <p>Evaluates the credibility and accuracy of each source.</p>	<p>Integrates multiple sources of information presented from two different media or formats.</p> <p>Explains the credibility and accuracy of some sources.</p>	<p>Integrates sources of information presented from the same media or format.</p> <p>Identifies the credibility of sources.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

Literacy - 10th Grade - Writing - W.9.10.1.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

4	3	2	1	0
<p>Introduces the claim(s) providing specific context for the position, previewing the overall argument.</p> <p>Acknowledges and distinguish the claim(s) from alternate or opposing claims, providing needed background information to show complexity of the claim.</p> <p>Organizes claims, counterclaims, reasons, and evidence into sections to logically build on each other, clarifying how sections are connected.</p>	<p>Introduces the claim(s) providing specific context for the position, previewing the overall argument.</p> <p>Acknowledges and distinguish the claim(s) from alternate or opposing claims.</p> <p>Organizes claims, counterclaims, reasons, and evidence into sections to logically build on each other.</p>	<p>Introduces the claim(s) States the claim(s) and alternate or opposing claim(s).</p> <p>Organizes the reasons and evidence.</p>	<p>States the claim and counterclaim.</p> <p>Lists reasons and evidence.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

Comments:

