

## PADI Performance Task Template B – Pre/Post

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| PADI Assessment for:   | <b>English/Social Studies (Interdisciplinary)<br/>(Grade 12)</b>   |
| School District  | <b>Pelham UFSD<br/>Pelham Memorial High School</b>   |
| Author(s) of this assessment and contact information                   | <p><b><i>James Marcotullio (Economics - Social Studies), 914-738-8110 x1366</i></b><br/> <a href="mailto:jmarcotullio@pelhamschools.org"><u><i>jmarcotullio@pelhamschools.org</i></u></a></p> <p><b><i>Marc Sirico, (Economics - Social Studies) 914-738-8110 x 1364</i></b><br/> <a href="mailto:msirico@pelhamschools.org"><u><i>msirico@pelhamschools.org</i></u></a></p> <p><b><i>Bryan Sans, (English) 914-738-8110 x 1358</i></b><br/> <a href="mailto:bsans@pelhamschools.org"><u><i>bsans@pelhamschools.org</i></u></a></p> <p><b><i>Brian Powers, (English) 914-738-8110 x1356</i></b><br/> <a href="mailto:bpowers@pelhamschools.org"><u><i>bpowers@pelhamschools.org</i></u></a></p> <p><b><i>Thomas Beck, (English) 914-738-8110 x1351</i></b><br/> <a href="mailto:tbeck@pelhamschools.org"><u><i>tbeck@pelhamschools.org</i></u></a></p> <p><b><i>Maria Thompson, (K-12 Humanities) 914-738-8110 x1108</i></b><br/> <a href="mailto:mthompson@pelhamschools.org"><u><i>mthompson@pelhamschools.org</i></u></a></p> |
| Teacher(s) who will implement the assessment (if different from above) | <b><i>Megan Rice, (AP European History/Economics - Social Studies) - 914-738-8110 x1361</i></b><br><a href="mailto:mrice@pelhamschools.org"><u><i>mrice@pelhamschools.org</i></u></a>  |

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| <p>Brief Description of the Assessment (what students will do)</p> <ul style="list-style-type: none"> <li>• type of assessment: product, demonstration, process, combination</li> <li>• moments: diagnostic, formative, summative, pre/post</li> <li>• student involvement in self- and/or peer assessment</li> </ul> | <p><b><u>Type:</u></b><br/> <i>Students will explore different dynamics of citizenship through the creation of an online multimedia publication, community showcase presentation, speech and/or research paper that allows students to tie their passions to a personal social or socioeconomic issue of their choice.</i></p> <p><b><u>Moment:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Diagnostic Assessment: Students will respond to the essential question prompts: “What am I passionate about?” This is followed with: “How can I use my passion(s), strengths and skills to enact positive change in my community?”</i></li> <li>• <i>Diagnostic Assessment: Students will develop a concept map on citizenship and class Word cloud.</i></li> <li>• <i>Formative Assessment(s): Students will use checklists, student reflections and rubrics to self-assess and peer assess different aspects of the task.</i></li> </ul> <p><b><u>Student involvement:</u></b><br/> <i>Students will investigate the meaning(s), demands and responsibilities of citizenship in the 21st century through both self and peer assessment and reflection.</i></p> |
| <p>Brief Description of how results/evidence will be used by the teacher</p>  | <p><i>Teacher(s) will use the formative assessment results via checklists, student reflections and rubrics to assess student progress and growth and to inform our instruction throughout the project period to better prepare students for the performance-based assessment.</i></p>  |

## Section 1: Standards/Outcomes Assessed by the Task(s)

Notes:

- If you are designing an **ELA** assessment, you will use the **CCSS for Literacy**. You may or may not have content standards.
- If you are designing a **Math** assessment, you will have the **CCSS for Mathematics and Mathematical Practice Standards**.
- If you are designing for **SS, Science, Performing Arts, Health, PE, LOTE**, you will have your **content standards** and the **CCSS for Literacy**.
- If you are an **IB school/district**, it is your decision as to whether the IB standards replace or supplement the content and/or CCSS.
- Include any relevant dispositional (i.e., perseverance, open-mindedness) and other significant outcomes and skills (i.e., perspective taking, self-management).

List standards and indicators here, with codes and complete as many templates as needed if you have more than one pre- and post-

**PRE**

**POST**

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| <ul style="list-style-type: none"> <li>● Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.             <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.             <ul style="list-style-type: none"> <li>a. <u>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></li> </ul> </li> </ul> |
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- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). **(NYS - CCW11-12 Standard 2)**

- Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. **(NYS - CCR ELA 11-12 for Literature Texts Standard 11)**
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a

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- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a

question or solve a problem.

**(NYS - CCR11-12 for Informational Texts Standard 7)**

- Write arguments focused on discipline-specific content.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

**(NYS - CCW11-12 Standard 1)**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

question or solve a problem.

**(NYS - CCR11-12 for Informational Texts Standard 7)**

- Write arguments focused on discipline-specific content.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
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  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.

**(NYS - CCW11-12 Standard 1)**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.  
**(NYS - CCW11-12 Standard 4)**

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**(NYS - CCW11-12 Standard 5)**

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**(NYS - CCW11-12 Standard 6)**

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**(NYS - CCW11-12 Standard 8)**

- Given that the resources of individuals (and societies) are limited, decisions as to what goods and services will be produced and to whom to sell one's resources are driven by numerous factors, including a desire to derive the maximum benefit from and thus the most efficient allocation of those resources.

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**(NYS - CCW11-12 Standard 4)**

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**(NYS - SS Framework - Standard 12.E2a)**

- The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).

**(NYS - SS Framework - Standard 12.E3c)**

- The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

**(NYS - SS Framework - Standard 12.E3e)**

- In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

**(NYS - SS Framework - Standard 12.E1a)**

**(NYS - SS Framework- Standard 12.E2a)**

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**(NYS - SS Framework - Standard 12.E3e)**

- In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

**(NYS - SS Framework - Standard 12.E1a)**

**Section 2: Task(s) Description & Teacher Support**

(with explicit standard alignment in parentheses)

*Complete as many templates as needed if you have more than one pre- and post-*

If teachers need to prepare students for the assessment with instructions or resources, list these below as chronological steps.

1. **Students will be introduced to the task and discussion of the concept of 21st century citizenship as well as their passions.**
2. **Have students identify their personal understanding(s) and the demands of 21st century citizenship. Students will respond to the following writing prompt: Describe something you are passionate about which you believe can be utilized to make a difference in society.**
3. **Provide students with class time in the library information center to research their social or socioeconomic passion using library databases and online resources.**
4. **Time for class discussion and peer/self evaluations during class period(s).**

## PRE

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| <p>What will the <b>students</b> do or produce to demonstrate their understanding and abilities? What is the task?</p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"><li>• <b>How can I use my passion(s), strengths and skills to enact positive change in my community?</b></li></ul> <p><b>Student Objectives:</b></p> <ul style="list-style-type: none"><li>• <b>Students will define their unique understanding of citizenship through a group discussion/concept map. (NYS - CCWHST 11-12 Standard 4)</b></li><li>• <b>Students will focus on an issue or passion they would like to address and its connection to the demands of 21st century citizenship. (NYS - CCW11-12 Standard</b></li></ul> | <p>What will the <b>teacher(s)</b> do to support student learning? How will feedback be embedded in the process?</p> <ul style="list-style-type: none"><li>• <b>Teachers will introduce the various aspects of the project and facilitate a discussion on the concept of citizenship.</b></li><li>• <b>Teacher will construct a Word cloud/concept map using the student-generated responses.</b></li><li>• <b>Teacher will provide clarifications on concepts and compelling questions to assist the students in their topic selection.</b></li><li>• <b>Teacher will group the student-generated responses into</b></li></ul> |
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| <p>2)</p> <ul style="list-style-type: none"> <li>• Students will select the type of performance they will complete based on their passions.</li> </ul> | <p>common categories. (New subtopics may evolve from the group discussion.)</p> |
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If teachers need to prepare students for the assessment with instructions or resources, list these below as chronological steps.

- The teacher will facilitate a discussion on the concept of Citizenship through the use of class discussion, think-pair-share, as well as through the use of a reading passage on evolving nature of citizenship in the 21st century.
- Teacher will create a Word cloud to help show understanding and spur future discussion on the concepts of the assessment.
- Teacher will review student's choices and provide feedback
- Teacher will establish checkpoints for current research, drafts, and action steps for creating change through their individual goals.
- Teacher will support the use of appropriate technology to complete project through the use of tutorials and modeling of best practices.

**POST**

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| <p>What will the <b>students</b> do or produce to demonstrate their understanding and abilities? What is the task?</p> <p><b>Research/Writing Subtopic Prompts:</b></p> <ol style="list-style-type: none"> <li>1. <b>Individual Decision-Making - How the choices we make as citizens impact ourselves and the greater community? (NYS - SS Framework - Standard 12.E1a)</b></li> </ol> | <p>What will the <b>teacher(s)</b> do to support student learning? How will feedback be embedded in the process?</p> <ul style="list-style-type: none"> <li>• Teacher will provide supporting materials and scaffolding in the form of outline and planning guides for students to respond to the prompts and connect their conceptual understandings of citizenship to the task.</li> </ul> |
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2. **Growth & Sustainability** - Can we as citizens work together to ensure continued societal growth? (NYS - SS Framework - Standard 12.E3c)
3. **Technology & Innovation** - How will technology redefine the meaning of citizenship and the impact that you will have on the community, nation or world? (NYS - SS Framework - Standard 12.E1a)
4. **Economic Disparity** - What can we do as citizens to promote equity and equality of opportunity? (NYS - SS Framework - Standard 12.E3c, 12.E3e)

*Students will create an online digital/multimedia portfolio, community showcase presentation, or speech that will be shared with the school community, school board and community members that address one of the subtopic prompts above.*  
(NYS - CCW11-12 Standard 1, 4, 5, 6, 8)

**Students will:**

- **Define their personal understanding(s) of citizenship.**
- **Identify the responsibilities they have as citizens to attempt to address one of the socioeconomic issues above.**
- **Explore specific issue(s) related to the selected social or socioeconomic issue.**

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| <ul style="list-style-type: none"> <li>● <b>Develop an argument that specifies the action steps/process for resolving the social or socioeconomic issue(s).</b></li> <li>● <b>Conceive how their role as a citizen will evolve in the future to continue to address the selected social or socioeconomic issue(s).</b><br/>(NYS - CCW11-12 Standard 1, 4, 5, 6, 8)<br/>(NYS - CCR ELA 11-12 for Literature Texts Standard 11; NYS - CCR11-12 for Informational Texts Standard 7)</li> <li>● <b>Students will construct a presentation that connects their passions and social or socioeconomic issue to their conceptual understanding of citizenship. (NYS - SS Framework - Standard 12.E1a,E3c, E1a,E3c)</b></li> </ul> | <ul style="list-style-type: none"> <li>● <b>Teacher will model best research practices and use of library media center's databases.</b></li> <li>● <b>Teacher will expose students to sample argument statements and will assess their effectiveness using a checklist/rubric.</b></li> </ul> |
| <p><b>English</b></p>   |   |

**How can I make a positive contribution to the community /world in which I live?**

**Students will:**

- **Provide a personal definition of what it is to be a citizen**  
(NYS - CCW11-12 Standard 2)
- **Discuss a problem facing the community/world.**  
(NYS - CCW11-12 Standard 1)
- **Construct a research paper focusing on how they can work to be an agent of change in the world**  
(NYS - CCR11-12 for Informational Texts Standard 7)

**Teacher will...**

- **Provide an exemplar of different models of citizenship**
- **Show differing examples of problems facing the community/world.**
- **Provide examples of people who have become agents of change in the world**

**Rubric for Formative Feedback and Summative Evaluation (with explicit standards alignment)**

**Writing Checklist for Self/Peer Assessment**

| <b>Dimension/Category</b>  | <b>Yes</b> | <b>No</b> | <b>Somewhat/<br/>Comments for improvements</b> |
|--|------------|-----------|--|
| <b>Claim</b> - The text introduces the claim that is arguable and takes a position.<br>(NYS - CCW11-12 Standard 1, 2 )   |            |           |  |
| <b>Development</b> - The text provides data and evidence to back up the claim and addresses counterclaim(s).<br>(NYS - CCR11-12 for Informational Texts Standard 7;<br>NYS - CCR ELA 11-12 for Literature Texts Standard 11) |            |           |  |
| <b>Audience</b> - The text considers the audience’s knowledge level concerns values and possible biases about the claim<br>(NYS - CCW11-12 Standard 1, 2 )   |            |           |  |
| <b>Cohesion</b> - The text uses words, phrases and clauses as well as varied syntax to link the major sections of the text. The text connects the claim, reasons, and counterclaims.<br>(NYS - CCW11-12 Standard 4)          |            |           |  |
| <b>Style and Conventions</b> - The text presents a formal tone and demonstrates standard english conventions of usage and mechanics while attending to the norms of the disciplines (MLA for English and Turabian for Social |            |           |  |

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| Studies)<br>(NYS - CCW11-12 Standard 5) |  |  |  |
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**Performance Checklist for Self/Peer Assessment**

| <b>Dimension/Category</b>   | <b>Yes</b> | <b>No</b> | <b>Somewhat/<br/>Comments for improvement</b> |
|---|------------|-----------|---|
| <b>Eye Contact</b> - Did the speaker make eye contact with the audience?  |            |           |   |
| <b>Vocal Quality</b> - Did the speaker speak with clarity and proper diction?   |            |           |   |
| <b>Textual Citations</b> - Did the speaker make references to specific textual evidence?                                |            |           |   |
| <b>Flow/Pacing</b> - Did the speaker speak at an appropriate pace?  |            |           |   |
| <b>Use of Technology</b> - Did the speaker use technology to enhance their presentation?<br>(NYS - CCW11-12 Standard 6) |            |           |   |
| <b>Energy/Enthusiasm</b> - Did the speaker demonstrate passion for  |            |           |   |

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| their topic?   |  |  |  |
| <b>Reflective Piece</b> - Did the speaker reflect on the concept of citizenship and how this project altered their understanding of citizenship? |  |  |  |

| <b>Dispositional/Presentation Rubric</b>  |   |   |  |   |
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| <b>Dimensions</b>   | <b>Below Standard<br/>(Level 1)</b>               | <b>Approaching Standard<br/>(Level 2)</b>                   | <b>Meeting Standard<br/>(Level 3)</b>  | <b>Exceeding Standard<br/>(Level 4)</b> |
|   | Some aspects of dimensions are present but flawed | Many aspects of dimensions are present but not consistently | All standards are met to the minimum criteria  | Goes well beyond expected standards     |
| <b>Technology Integration:</b><br>Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity |   |   | Design and customize technology-enriched project that engages the development of research questions about real-world issues or problems, proposing and evaluating multiple creative solutions, and presenting a report to an audience, either face-to-face or virtually, for feedback. |   |
| <b>Commitment to Reflection:</b><br>Sharing thinking to develop and evaluate the projects; thinking about our thinking setting appropriate goals; self assessment       |   |   |  |   |

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| <p><b>Intellectual Perseverance:</b><br/>Considering ideas or questions for a period of time to improve our work; revising and revisiting our work and our thinking to improve it and to reach high standards; ensure the finest quality submission</p> |  |  |  |  |
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**Common Core Writing Rubric**

| <b>Dimensions (Standards)</b>   | <b>Below Standard (Level 1)</b>  | <b>Approaching Standard (Level 2)</b>  | <b>Meeting Standard (Level 3)</b>  | <b>Exceeding Standard (Level 4)</b>  |
|---|--|--|--|--|
| <p><b>Thesis Claim:</b><br/>The paper introduces a clear, arguable claim that can be supported by reasons and evidence.<br/><b>(NYS -CCW11-12 Standard 1a)</b></p>  | <p>The paper contains an unidentifiable claim or vague position. The text has limited structure and organization.</p>        | <p>The paper contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.</p> | <p>The paper introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.</p> | <p>The paper introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.</p> |
| <p><b>Thematic Content Focus:</b><br/>The paper focuses on theme of citizenship and their passion to inform a reader with ideas, concepts, and information that creates a unified whole.<br/><b>(NYS -CCW11-12 Standard 2a)</b></p> | <p>The paper has an unidentifiable topic that is unconnected to the theme with minimal ideas, concepts, and information.</p> | <p>The paper has an unclear or thematically limited topic with some ideas, concepts, and information.</p>  | <p>The paper has a thematically appropriate topic that informs the reader with ideas, concepts, and information that creates a unified whole.</p>    | <p>The paper clearly focuses on a compelling and thematically complex topic that informs the reader with ideas, concepts, and information that creates a unified whole.</p>                                    |
| <p><b>Development &amp; Use of Evidence:</b><br/>The paper provides sufficient data and evidence to back up the claim while</p>   | <p>The paper does not develop the topic by selecting information and examples from the text(s).</p>                          | <p>The paper attempts to develop the topic using facts and other information, but evidence is inaccurate, irrelevant, and/or</p>                               | <p>The paper develops the topic by selecting significant and relevant facts, concrete details, quotations, or other information and examples.</p>    | <p>The paper develops the topic thoroughly by selecting the most significant and relevant facts, concrete details, quotations, or other</p>  |

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| <p>pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.<br/> <b>(NYS -CCW11-12 Standard 1b, 1e, 2b, 2e)</b><br/> <b>(NYS - CCW11-12 Standard 8)</b></p>   | <p>The paper contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.</p> <p>The paper does not integrate information from research.</p> <p>The paper does not assess the strengths and limitations of each source.</p> | <p>insufficient.</p> <p>The paper provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.</p> <p>The paper attempts to integrate information into the text selectively to maintain the flow of ideas and advance the thesis, but some information is insufficient or irrelevant.</p> <p>The paper attempts to assess the strengths and limitations of each source, but misinterprets information.</p> | <p>The paper provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.</p> <p>The paper integrates information into the text selectively to maintain the flow of ideas and advance the thesis.</p> <p>The paper assesses the strengths and limitations of each source.</p> | <p>information and examples</p> <p>The paper provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.</p> <p>The paper skillfully integrates information into the text selectively to maintain the flow of ideas and advance the thesis.</p> <p>The paper skillfully assesses the strengths and limitations of each source .</p> |
| <p><b>Analysis:</b><br/> The text demonstrates depth of reasoning through significant evaluation and delineation of informational and literature texts.<br/> <b>(NYS - CCR11-12 for Informational Texts Standard 7)</b><br/> <b>(NYS - CCR ELA 11-12 for Literature Texts Standard 11)</b><br/> <b>(NYS - CCW11-12 Standard 8)</b></p> | <p>The paper does not use evidence from the informational texts to support analysis and/or thesis/claim.</p> <p>The paper does not delineate or evaluate claims in text.</p> <p>The paper does not identify false claims or fallacious reasoning.</p>  | <p>The paper attempts to draw evidence from informational texts to support analysis and thesis/claim but evidence is insufficient and/or irrelevant.</p> <p>The paper attempts to delineate and evaluate the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant, but analysis is insufficient.</p> <p>The paper attempts to identify false statements and fallacious reasoning, but argument is incomplete or insufficient.</p>                       | <p>The paper draws evidence from research to support analysis and thesis/claim.</p> <p>The paper delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>The paper identifies false statements and fallacious reasoning.</p>  | <p>The paper skillfully draws evidence from informational texts to support analysis and thesis/claim.</p> <p>The paper skillfully delineates and evaluates the argument and specific claims in cited texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>The paper skillfully identifies false statements and fallacious reasoning.</p>  |

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| <p><b>Audience:</b><br/>The text anticipates the audience’s knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.<br/><b>(NYS - CCW11-12 Standard 1b, 2b)</b></p>   | <p>The paper lacks an awareness of the audience’s knowledge level and needs.</p>   | <p>The paper illustrates an inconsistent awareness of the audience’s knowledge level and needs.</p>  | <p>The paper considers the audience’s knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.</p>  | <p>The paper consistently addresses the audience’s knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>  |
| <p><b>Cohesion:</b><br/>The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.<br/><b>(NYS - CCW11-12 Standard 1c, 2c)</b><br/><b>(NYS - CCW11-12 Standard 4)</b></p> | <p>The paper contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.</p>       | <p>The paper contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.</p>    | <p>The paper uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.</p> | <p>The paper strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.</p> |
| <p><b>Style and Conventions:</b><br/>The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, Turabian).<br/><b>(NYS - CCW11-12 Standard 1d, 2d)</b></p>   | <p>The paper illustrates a limited awareness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.</p> | <p>The paper illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.</p> | <p>The paper presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline.</p>   | <p>The paper presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline.</p>  |

