

Reading/Literature/Writing Alternative Assessment

Name _____

Course _____ Hour ____

Date _____

Assignment: Research Paper

1 = Below Expectations 2 = Meets Expectations 3 = Exceeds Expectations

- A. ACQUIRES AND USES CRITICAL THINKING SKILLS (114) 1 2 3
- B. READS WORKS OF LITERATURE (122) 1 2 3
- C. READS AND ANALYZES LITERATURE FROM AND ABOUT VARIOUS HISTORICAL PERIODS (123) 1 2 3
- D. READS AND ANALYZES LITERATURE REPRESENTING VARIOUS VALUE SYSTEMS AND PHILOSOPHIES (124) 1 2 3
- E. USES APPROPRIATE LANGUAGE AND STYLE IN WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES (131) 1 2 3
- F. WRITES TO COMMUNICATE (134) 1 2 3
- G. THINKS CRITICALLY AS HE/SHE WRITES TO DEVELOP SKILLS IN PROBLEM SOLVING AND DECISION MAKING (136) 1 2 3
- H. UNDERSTANDS THE NATURE AND USE OF LANGUAGE (172) 1 2 3
- I. MEETS LENGTH REQUIREMENT 1 2

EVALUATOR _____

TOTAL POINTS _____

RESEARCH PAPER CRITERIA

- A. ACQUIRES AND USES CRITICAL THINKING SKILLS (114)**
Exceeds: Student goes beyond main idea to make inferences, predict outcomes, and explain causal relationships.
Meets: Student can find main idea and recall specific details for support.
Below: Student does not find the main idea.
- B. READS WORKS OF LITERATURE (122)**
Exceeds: Student applies works read outside/inside class to writing.
Meets: Student applies works read in common as a class to writing.
Below: Student is not able to apply works read to writing.
- C. READS AND ANALYZES LITERATURE FROM AND ABOUT VARIOUS HISTORICAL PERIODS (123)**
Exceeds: Student recognizes and synthesizes relationships between time periods.
Meets: Student recognizes different styles based on time periods.
Below: Student does not recognize literature based on time periods.
- D. READS AND ANALYZES LITERATURE REPRESENTING VARIOUS VALUE SYSTEMS AND PHILOSOPHIES (124)**
Exceeds: Student identifies major philosophical movements and explains how authors were influenced.
Meets: Student identifies major philosophical movements.
Below: Student cannot identify major philosophical movements.
- E. USES APPROPRIATE LANGUAGE AND STYLE IN WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES (131)**
Exceeds: Student writes multiple drafts with a complex thesis statement.
Meets: Student writes multiple drafts with a specific topic.
Below: Student does not write multiple drafts and does not have a focus.
- F. WRITES TO COMMUNICATE (134)**
Exceeds: Student uses a variety and complexity of sentence structure as well as transitions.
Meets: Student uses a specific organizational pattern with multiple paragraphs with complete sentence structure.
Below: Student uses paragraphs, but fails to demonstrate a specific organizational pattern or complete sentences.
- G. THINKS CRITICALLY AS HE/SHE WRITES TO DEVELOP SKILLS IN PROBLEM SOLVING AND DECISION MAKING (136)**
Exceeds: Student synthesizes external positions to validate original thesis statement.
Meets: Student develops and supports a thesis statement.
Below: Student does not develop and support a thesis statement.
- H. UNDERSTANDS THE NATURE AND USE OF LANGUAGE (172)**
Exceeds: Student consistently uses standard English with few errors.
Meets: Student identifies levels of language and uses standard English with minimal errors.
Below: Student writes using nonstandard English.
- I. MEETS LENGTH REQUIREMENT**
Meets: Student writes prescribed _____ to _____ page research paper.
Below: Student fails to write prescribed _____ to _____ page research paper.