Unit 2 The Search for Truth Summative Assessment

Performance of Understanding (GRASPS)

G: To show that you understand 1) how to present information for an audience based on the needs of the audience 2) how to be aware of your own perspective when interpreting/presenting information and 3) how to select reliable information in the digital age.

R: You are a content editor for an educational website for teenagers

A: The publisher of the website.

S: Your publisher has asked you to propose a new page for the website.

P: You must present the following information to your publisher:

1. The topic of your page
2. The perspective/angle you want to take on the topic
3. Two articles/pieces of writing you want to include on the website along with your justification for selecting these articles. Your justification will include
	1. An evaluation of the source’s validity
	2. An evaluation of why it will appeal to the target audience
	3. An evaluation of why it fits with your perspective/angle
4. One article that you DON’T want to include, based on the same three criteria
5. A mock layout of the page that includes some of the features of nonfiction text studied in the unit
	1. You can create this on a site such as Weebly, or draw a version on paper.
	2. Look on pages 884-886 in your textbook for features of nonfiction text

Congratulations! The publisher of the website you work for has asked you to propose a new and exciting page for your website. You are the content editor and you work for an educational website for teenagers. You must select an interesting topic that will be relevant to your teenage audience. You will need to find two articles on this topic that will be included on the website and your justification for selecting these two articles. You will want to keep in mind the source of the article, reasons the article will appeal to teenagers, and why this article fits your perspective. You will also need to include an article that you DO NOT want to use and also explain the reasons you would not want to use that article, keeping in mind your audience, appeal, and perspective. You will use all the information learned and examined in our second unit to organize and justify your reasonings for these selections. You will present this information using Powerpoint, Prezi, or google slides. You will need to include the link of your articles in this presentation and your clear and organized justifications of all 3 articles.

Project checklist

|  |  |
| --- | --- |
| Necessary Items | Completed? |
| Page topic |  |
| Your stance on this topic |  |
| Article #1: evaluation of validity |  |
| Article # 1: evaluation of why it will appeal to your audience |  |
| Article #1: evaluation of why it fits with your stance/angle |  |
| Article #2: evaluation of validity |  |
| Article # 2: evaluation of why it will appeal to your audience |  |
| Article #2: evaluation of why it fits with your stance/angle |  |
| Article #3: evaluation of validity (how it’s not valid) |  |
| Article # 3: evaluation of why it will not appeal to your audience |  |
| Article #3: evaluation of why it does not fit with your stance/angle |  |
| Mock web page layout with text features |  |

**Scholar** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Block** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Criterion Aii & iii**

|  |  |
| --- | --- |
| **Achievement Level** | **Descriptors** |
| 0 | This scholar does not reach a standard described by any of the descriptors below |
| 1-2 | The scholar:1. Provides ***minimal*** identification and explanation of the effects of the creator’s choices on an audience
2. ***Rarely*** justifies opinions and ideas with examples or explanations; uses ***little or no*** terminology
 |
| 3-4 | The scholar:1. Provides ***adequate*** identification and explanation of the effects of the creator’s choices on an audience
2. ***Justifies*** opinions and ideas with ***some*** examples and explanations , though this ***may not be consistent;*** uses some terminology
 |
| 5-6 | The scholar:1. Provides ***substantial*** identification and explanation of the effects of the creator’s choices on an audience
2. ***Sufficiently*** justified opinions and ideas with examples and explanations; uses accurate terminology
 |
| 7-8 | The scholar:1. Provides choices and ***perceptive*** identification and explanation of the effects of the creator’s choices on an audience
2. Gives ***detailed*** justification of opinions and ideas with a ***range of examples***, and thorough explanations; uses accurate terminology
 |

**Criterion B: Organizing**

|  |  |
| --- | --- |
| **Achievement Level** | **Descriptors** |
| 0 | The scholar does not reach any of the standards described by any of the descriptors below |
| 1-2 | The scholar:1. makes ***minimal*** use of organizational structures though these may not always serve the context and intention
2. organizes opinions and ideas with a ***minimal degree of coherence and logic***
3. makes ***minimal*** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
 |
| 3-4 | The scholar::1. makes ***adequate*** use of organizational structures that serve the context and intention
2. organizes opinions and ideas with ***some degree of coherence and logic***
3. makes ***adequate*** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
 |
| 5-6 | The scholar:1. makes ***competent*** use of organizational structures that serve the context and intention
2. organizes opinions and ideas in a ***coherent and logical*** manner with ideas building on each other
3. makes ***competent*** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
 |
| 7-8 | The scholar::1. makes ***sophisticated*** use of organizational structures that serve the context and intention effectively
2. ***effectively*** organizes opinions and ideas in a ***coherent and logical*** manner with ideas building on each other in a ***sophisticated*** way
3. makes ***excellent*** use of referencing and formatting tools to create an ***effective*** presentation style.
 |

**Comments:**

|  |  |
| --- | --- |
| **Achievement Level Totals** | **CMS Grade Equivalent** |
| 0-1 | 59 and below |
| 2-4 | 60-69 |
| 5-9 | 70-79 |
| 10-13 | 80-89 |
| 14-16 | 90 and up |