

Name:

Revisions/Late Due:

Period:

Truth - Formative assessment #1

Standards: CCSS 9-10.1a, CCSS 9-10.1b, CCSS W5)

Directions: Read the poem by Emily Dickinson and the essay by Sam Harris (*White Lies* section), which both discuss lying, and complete the following graphic organizer. I have provided tables to complete; however, if you require more space, please complete the organizer on loose leaf paper. Remember: you are being held to what you learned about argument in Writing 1 and crafting a well written thesis and body paragraph.

Purpose: The purpose of this exercise is to strengthen your argument skills by refreshing your memories about the parts of an argument. You will begin to do this by identifying the explicit claims, evidence, and counterclaims in these texts. Then you will demonstrate your ability to take a position and defend it as you were taught in Writing 1.

I. Graphic Organizer

Directions: Identify at least one claim, evidence, explanation of the evidence found in the text, counterclaim, and rebuttal in the text. If the text does not have one of these elements, write “Not Applicable”, and be able to justify your answer.

Emily Dickinson - “Tell All the Truth”

Claims/Arguments	Evidence	Explanation/Warrants	Counterclaim	Rebuttal

Sam Harris-*White Lies*

Claims/Arguments	Evidence	Explanation/Warrant s	Counterclaim	Rebuttal

Standard/LT	4 - Mastery	3 - Proficient	2 - Developing	1 - Beginning	0 - Not Present
<p>Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence. (CCSS 9-10.1a)</p>	<p>The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.</p>	<p>The text 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 text 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 text contains an unidentifiable claim or vague position. The text has limited structure and organization.</p>	<p>No claim present. Claim does not follow given format.</p>
<p>Development: The text provides <i>sufficient</i> data and evidence to back up the claim as well as a conclusion that supports the argument. (CCSS 9-10.1b)</p>	<p>The text provides sufficient and relevant data and evidence to back up the claim. The conclusion or “so what” effectively reinforces the claim and evidence.</p>	<p>The text provides sufficient data and evidence to back up the claims. The conclusion ties to the claim and evidence.</p>	<p>The text provides data and evidence that attempts to back up the claim. The conclusion merely restates the position.</p>	<p>The text contains limited data and evidence related to the claim. The text may fail to conclude the argument or position.</p>	<p>No evidence found. No conclusion or “so what” is drawn about the evidence.</p>
<p>Planning: Develop and strengthen writing as needed by planning, revising,...focusing on what is most significant for a specific purpose. (CCSS W5)</p>	<p>Graphic organizer is utilized to strengthen writing; clear connection between planning work and finalized product</p>	<p>Graphic organizer is attempted; connections found between claim, evidence, and warrants</p>	<p>Inadequate effort placed into planning; little connection between planning and finalized product</p>	<p>Graphic organizer is incomplete, only one or two elements are attempted.</p>	<p>Graphic organizer is not attempted or is illegible.</p>