

Course Title: Journalism 2			
Course Number: 1006010			
NGSSS Benchmark	Content Focus	Number of Questions	Suggested Cognitive Complexity (per CPALMS)
<i>Reporting Category 1:</i>			
LAFS.7.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	3	123
LAFS.7.W.3.8	Gather relevant information from multiple print and digital sources.	1	1
LAFS.7.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	2	12
HE.7.C.2.5	Analyze how messages from the media influence health behaviors.	1	1
LAFS.7.RI.3.7	Compare and contrast a text to an audio, video, or multimedia version of the text	1	1
LAFS.7.RL.2.4	Determine the meaning of words and phrases as they are used in a text	1	1
LAFS.7.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	1	1
LAFS.7.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>(this standard was not covered on the original CFR created)</i>	2	
<i>Reporting Category Total</i>		12 items from RC 1	
<i>Total Questions</i>		12 total questions	

Overall Percentage for Written Test: 60% (multiple choice)

Overall Percentage for Performance Tasks: 40%

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Overall Percentage for Performance Tasks: 40%

Performance Task #1	A news company asks a journalist to create a news story that involves an immediate family member. The news company is hoping to uncover revealing information otherwise guarded from the public. The journalist has concerns about this assignment. Write an essay arguing whether the journalist should write the article.
Weighting Percent for this Task	40%
Standard	LAFS.7.W.1.1, LAFS.7.L.1.2, LAFS.7.L.2.3
Exemplar (If applicable)	
Additional Information	
Suggested Assessment Team	ELA Teacher

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Introduce Claim	The student provides a clear, strong statement of the claim or position	The student provides a clear statement of the claim or position	A claim or position is present, but is not clearly stated	There is no claim or position stated	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Closing statement	The conclusion is strong and leaves the reader solidly understanding the writer's position.	The conclusion is recognizable.	The author's position is restated but not clearly understood	There is no conclusion - the essay just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Date Created: Dec 04, 2014 12:14 pm (CST)