

FIGURE 3.12 Example Using CBE Tool 6: Developing a Task-Neutral Performance Scale

CBE Tool 6		Performance Scale Developed by Proviso East High School		
<b>Competency Statement:</b> <i>The student will analyze how an author's content and rhetorical choices communicate a text's purpose.</i>				
<b>Grade Level:</b> <i>Grade 11</i>				
<b>Unit of Study:</b> <i>Rhetorical Analysis—Analyze the rhetorical techniques from an author's argumentative work.</i>				
<b>EXPANDING</b> <b>Score 4.0</b> Construct new knowledge/(far) transfer, extend thinking	<b>In addition to Score 3.0</b> , in-depth insights, solutions, and/or applications go beyond what was explicitly taught. <b>The student:</b> <i>Decides how an author uses satire or irony as well as point of view to challenge expectations or common practice.</i>		<b>Evidence From This Unit/Course</b> <b>(List Instructional or Assessment Tasks)</b> <ul style="list-style-type: none"> <li>Write a reflection explaining theme, purpose, use of rhetoric, and effectiveness of each strategy.</li> </ul>	
	<b>3.5</b>	<b>In addition to score 3.0 performance</b> , exhibits some in-depth insight or applications with <b>partial success</b> = attempts to go beyond what was taught; extends thinking, but was not completely successful.		
<b>PROFICIENT</b> <b>Score 3.0</b> Integrate skills and knowledge (near and far) transfer with more complex tasks	The student exhibits <i>no major misconceptions</i> , no key factual inaccuracies, nor relevant omissions. <b>The student:</b> <i>Analyzes how an author's content and rhetorical choices communicate a text's purpose.</i>		<ul style="list-style-type: none"> <li>Create an original product incorporating each rhetorical strategy (ethos, logos, and pathos).</li> </ul>	
	<b>2.5</b>	<b>In addition to score 2.0 performance</b> , no major errors and partial knowledge of most of the 3.0 content and skills. Evidence of some flawed explanations, thinking/misconceptions.		
<b>DEVELOPING</b> <b>Score 2.0</b> Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks	There are no major errors or omissions regarding <i>the basic details, facts, and routine processes</i> . The student may exhibit some <i>key misconceptions</i> regarding the integration of more complex ideas and processes. <b>The student:</b> <i>Describes the purpose of the text.</i> <i>Explains the main ideas or themes presented in a text.</i> <i>Explains how the main ideas or themes of a text are addressed by the author.</i> <i>Explains the impact the rhetorical techniques and content had upon the text purpose.</i>		<ul style="list-style-type: none"> <li>Complete a rhetorical analysis graphic organizer for two additional examples.</li> <li>Compare and contrast the rhetorical strategies used in each.</li> </ul>	
<b>BEGINNING</b> <b>Score 1.0</b> Demonstrate foundational skills	With extensive scaffolding and added supports, the student demonstrates a partial understanding of some basic details, terms, and routine processes. <b>The student:</b> <i>Recognizes or recalls specific vocabulary (content, entertain, ethos, inform, logos, pathos, persuade, purpose, rhetoric, omit).</i> <i>Identifies the purpose of a text.</i> <i>Identifies the main ideas or themes in a text.</i> <i>Annotates the use of ethos, logos, and pathos in a text.</i> <i>Highlights sections of a text where an author poses debatable questions or omits expected information.</i> <i>Describes common purposes of a text (such as to inform, persuade, entertain).</i>		<ul style="list-style-type: none"> <li>Annotate the use of ethos, logos, and pathos in a text.</li> </ul>	

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