


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		
Competency Statement: <i>The student will analyze how an author's content and rhetorical choices communicate a text's purpose.</i>				
Grade Level: <i>Grade 11</i>				
Unit of Study: <i>Rhetorical Analysis—Analyze the rhetorical techniques from an author's argumentative work.</i>				
EXPANDING Score 4.0 Construct new knowledge/(far) transfer, extend thinking		In addition to Score 3.0 , in-depth insights, solutions, and/or applications go beyond what was explicitly taught. The student: <i>Decides how an author uses satire or irony as well as point of view to challenge expectations or common practice.</i>	Evidence From This Unit/Course (List Instructional or Assessment Tasks) • <i>Write a reflection explaining theme, purpose, use of rhetoric, and effectiveness of each strategy.</i>	
	3.5	In addition to score 3.0 performance , exhibits some in-depth insight or applications with partial success = attempts to go beyond what was taught; extends thinking, but was not completely successful.		
PROFICIENT Score 3.0 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. The student: <i>Analyzes how an author's content and rhetorical choices communicate a text's purpose.</i>	• <i>Create an original product incorporating each rhetorical strategy (ethos, logos, and pathos).</i>	
	2.5	In addition to score 2.0 performance , no major errors and partial knowledge of most of the 3.0 content and skills. Evidence of some flawed explanations, thinking/misconceptions.		
DEVELOPING Score 2.0 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. The student: <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>	• <i>Complete a rhetorical analysis graphic organizer for two additional examples.</i> • <i>Compare and contrast the rhetorical strategies used in each.</i>	
BEGINNING Score 1.0 Demonstrate foundational skills		With extensive scaffolding and added supports, the student demonstrates a partial understanding of some basic details, terms, and routine processes. The student: <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>	• <i>Annotate the use of ethos, logos, and pathos in a text.</i>	

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