

The Lost Blue Bucket Mine Assessment (SL4 & W9)

The Readings:

You will need to read all four versions of the Lost Blue Bucket Mine found on pages 189-192 of *The Stories We Tell: An Anthology of Oregon Folk Literature*.

The Assessment:

You are going to write up a short speech (about four paragraphs long). You will then present your speech to the class. By accomplishing both parts of this assessment, you will be earning two assessment scores in the gradebook.

Prompt:

Of the four Lost Blue Bucket stories, you need to discuss which one seems the most probable based on the information given. You also need to explain what it is about the other three that make them seem improbable.

For W9:

You need to write up your speech in four paragraphs (more if needed).

After you present, you will need to hand in either a typed or handwritten copy of your speech.

Your paragraphs should include:

Introduction—introduce your topic and your position (which story you believe to be probable.

Body #1—explain the elements which show the other three stories to be improbable.

Body #2—give evidence that supports your choice for the most probable.

Conclusion—remind us of your key points, position, and leave us with something to think about.

For SL4:

You need to give an oral presentation of your speech. You will be in front of the class (behind the podium is an option). Your speech should cover the four paragraphs you created for W9.

Timeline:

Prep Time: _____

Presentations: _____

Day you signed up to present: _____

Speaking & Listening 4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

4	3	2	1	0
Presents information with multiple examples of supportive evidence that effectively connects to claim.	Presents information with a single example of supportive evidence that clearly connects to claim.	Presents information with a single example of evidence that does not have a clear connection to claim.	Presents information but lacks evidence to support claim.	Limited information with no evidence to support claim.
Presentation is organized so listeners can follow line of reasoning.		Presentation organized but with a couple of elements out of place which can cause minor confusion to listeners.		No organization to presentation which leaves listeners confused.
Thoroughly addresses alternate or opposing perspectives to support claim.	Addresses alternate or opposing perspectives to support claim.	Addresses alternate or opposing perspectives at a basic level to support claim.	Addresses alternate or opposing perspectives at a basic level. Inclusion does not help to support claim.	Does not address alternate or opposing perspectives in presentation.
Presentation is understandable by audience (volume, word choice, pacing).		Presentation is mostly understandable by audience (volume, word choice, pacing).		Presentation is not understandable by audience (volume, word choice, pacing).

Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

4	3	2	1	0
Multiple pieces of evidence pulled from literary or informational texts, which has been cited accurately.	Multiple pieces of evidence pulled from literary or informational texts, which have been cited inaccurately.	Singular piece of evidence pulled from literary or informational text, which has been cited inaccurately.	Evidence present but cannot tell where it came from.	No evidence included within response.
Selected evidence thoroughly and insightfully supports analysis and reflection.	Selected evidence supports clear analysis and reflection.	Selected evidence supports basic analysis and reflection.	Selected evidence gives no support to analysis and reflection.	No evidence included within response.