

## 10.2

## Performance Assessment

## Introduction

In this Performance Assessment, students demonstrate the skills and habits they have practiced throughout this module as they analyze a range of texts and convey complex ideas through the effective selection and organization of textual evidence. Students identify a purpose common to two of the central texts from the module (Martin Luther King, Jr.'s "Letter from Birmingham Jail" and Julia Alvarez's "A Genetics of Justice"), as well as a third self-selected text from Unit 3. Students then respond to a prompt that encourages them to use what they have learned in this module about structure, rhetoric, and word choice to explore how each author uses these textual elements to advance a common purpose.

Detailed instructions for the three-lesson assessment follow the prompt. Each lesson is likely to last one class period. However, timing may vary depending on scaffolding necessary to address student needs.

This Performance Assessment is evaluated using the 10.2 Performance Assessment Text Analysis Rubric.

## Standards

Assessed Standard(s)	
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
W.9-10.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

	<ul style="list-style-type: none"> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</li> </ul>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Addressed Standard(s)</b>	
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SL.9-10.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other</li> </ul>

	<p>research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> <li>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</li> </ul>
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### Prompt

The focal texts for the first two units of this module are, respectively, Martin Luther King, Jr.'s "Letter from Birmingham Jail" and Julia Alvarez's "A Genetics of Justice." The third unit features an international document and two speeches. For this assessment, use the focal texts named for Units 1 and 2 and a third, self-selected text from Unit 3 to write a multi-paragraph response to the following prompt:

**Identify a purpose common to King's "Letter from Birmingham Jail," Alvarez's "A Genetics of Justice," and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.**

In order to address the prompt, review the texts as well as your notes, annotations, and any tracking tools about the texts in this module, including statements you have made about the purpose of each text and how the author of each text advances his or her purpose through the use of structure, rhetoric, and word choices. Participate in a gallery walk and whole-class discussion to review the module texts before identifying a purpose shared by the three texts you choose as a focus for your response. Next, gather relevant textual evidence to demonstrate how each text advances the stated purpose. After drafting a multi-paragraph response to the prompt, engage in the revision process, independently or with a classmate, to edit and revise your response.

### High Performance Response(s)

A High Performance Response should:

- Identify a purpose common to all three texts (e.g., promoting human rights is a moral/ethical obligation; protecting the rights of individuals creates a better world; demonstrating that human rights are necessary to live a life with dignity).
- Demonstrate how Martin Luther King, Jr.'s "Letter from Birmingham Jail" uses structure, rhetoric, or word choice to advance the selected purpose (e.g., King uses the form of a letter to address not only the clergymen who are the addressees, but also to moderate white Americans in general when he directly speaks to the addressees, as when he writes, "I must make two honest confessions to you, my Christian and Jewish brothers" (par. 19). King often uses parallel structure, as when he contrasts the evil of preserving segregation with the moral obligation to promote justice: "So I have tried to make it clear that it is wrong to use immoral means to attain moral ends. But now I must affirm that it is just as wrong, or even more, to use moral means to preserve immoral ends" (par. 36). King uses vivid language to describe the injustices experienced by African-Americans living in a segregated society: "when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, brutalize, and even kill your black brothers and sisters with impunity" (par. 11)).
- Demonstrate how Julia Alvarez's "A Genetics of Justice" uses structure, rhetoric, or word choice to advance the selected purpose (e.g., Alvarez uses flashbacks and imagined events to demonstrate the power of a dictator over his citizen's lives. Alvarez uses repetition in paragraph 17 when she uses the word "habits" and the phrase "would not disappear" to show that the her family remained fearful even after leaving the Dominican Republic. Alvarez uses powerful words like "monster" and "exorcism" to convey Trujillo's evil influences over his country and its citizens.).
- Demonstrate how a Unit 3 text uses structure, rhetoric, or word choice to advance the selected purpose (e.g., *The Universal Declaration of Human Rights* uses structure by setting forth basic beliefs in the preamble and then using the individual articles of the declaration to list the rights to which all human beings are entitled. In her speech "On the Adoption of *The Universal Declaration of Human Rights*," Eleanor Roosevelt uses rhetoric in paragraph 1. She makes an appeal to ethos by recalling the shared values of the documents to which she compares the UDHR: the Magna Carta, the Declaration of the Rights of Man, and the United States' Bill of Rights. Malala Yousafzai uses careful word choices in her "Address to the United Nations Youth Assembly" in paragraph 17, when she contrasts the "bright peaceful future" for which "sisters and brothers are waiting" with the "poverty, injustice and ignorance" from which "millions of people are suffering").

### Standard-Specific Demands of the Performance Assessment

This Module Performance Assessment requires students to meet numerous demands required by the ELA/Literacy Standards for grades 9–10.

Students’ deep engagement with these texts and practice with identifying textual evidence in support of inferences and claims provide a solid foundation for the demands of this assessment. Throughout this module students have examined how authors use structure, rhetoric, and word choice to further their purposes throughout the module. In addition, students have edited, revised, and refined their writing during the module, a process in which they will re-engage during this Performance Assessment.

This Performance Assessment requires that students have read and comprehended informational texts and literary nonfiction in the grades 9–10 text complexity band (RI.9-10.10). The Performance Assessment demands that students determine authors’ purpose and analyze how these authors use rhetoric (RI.9-10.6), structure (RI.9-10.5), and word choices (RI.9-10.4) to advance that purpose.

The assessment also requires students to write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (W.9-10.2.a-f). To satisfy this demand, students must draw evidence from the text to support their analysis; develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, and quotations; and use precise language and domain-specific vocabulary to manage the complexity of the topic they write about (W.9-10.2.a-f, W.9-10.9.b).

As part of the drafting process, students must develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for the essay’s purpose and audience (W.9-10.5). The writing, revising, and editing of the essay also requires that students demonstrate command of the conventions of English grammar, capitalization, punctuation, spelling, and usage (L.9-10.1, L.9-10.2).

Preparation for the written component of this assessment requires students to participate in a range of collaborative discussions, as they incorporate other perspectives, and propel conversations forward by building on each other’s ideas and expressing their own clearly and persuasively (SL.9-10.1.a-e).

**Process**

The Module Performance Assessment encourages students to revisit two of the unit's central texts, as well as the texts from Unit 3 in order to consider how different authors use structure, rhetoric, and word choice to convey a common purpose. In this module students have had multiple opportunities to examine both the content and craft of nonfiction texts; they are now ready to apply what they have learned in an independent analysis. Students demonstrate their own writing skills in a multi-paragraph essay by selecting and organizing relevant textual evidence to support their analysis; expressing their own ideas clearly; and building upon the ideas of others through small group discussions. Finally, students draft, revise, and edit their multi-paragraph responses.

**Lesson 1**

Post and explain the Performance Assessment prompt for student reference. Working in small groups, students review their annotations and previous work with the selected module texts. Students first work collaboratively to review and/or complete the Performance Assessment Synthesis Tool for the texts by King, Alvarez, and one Unit 3 text of their own choosing.

① This use of focused analysis supports students' engagement with W.9-10.9.b, which addresses the use of textual evidence in writing. As students build on their own and others' ideas in collaborative discussions on grade 9–10 topics and texts, they are working with SL.9-10.1.a-e.

After students have completed this tool, post chart paper around the room with one text title on each piece of paper. Working in groups (based on the selection of a Unit 3 text), have students circulate and generate observations, add evidence, and make statements about how each text uses structure, rhetoric, and/or word choices to advance a purpose. At the end of Lesson 1, students use the evidence-based discussion to help them select a third text to analyze in their essays. (Based on the gallery walk and class discussion, some students may choose a text other than the one they analyzed in class.)

**Optional Writing Instruction**

Depending on the strength of student writing, consider devoting some class time to reviewing writing skills and habits students have been developing across this module. It may be necessary to revisit structural expectations such as how to develop an introduction and a conclusion, as well as formal language expectations such as the conventions of English grammar, capitalization, punctuation, and spelling (specifically, the appropriate use of parallel structure, semicolons, and colons).

**Lesson 2**

Students meet in small groups with other students who have selected the same text to review notes and annotations and briefly discuss the prompt. Students gather relevant evidence to be used in their essays. Students then independently write a first draft of their essay using the analysis from the previous lesson. Remind students to use the module's vocabulary wherever possible in their essays.

**Lesson 3**

Depending on student needs and strengths, have students self-review or peer-review using the 10.2 Performance Assessment Text Analysis Rubric. Students use this review to strengthen and refine the response they drafted in the previous lesson. Students edit, revise, and rewrite as necessary, ensuring their analysis is clear, accurate, and effectively supported by relevant and sufficient textual evidence.

- ① Consider incorporating collaborative technologies such as Google Drive or Track Changes in the revision and editing process (W.9-10.6).

## Model Performance Assessment Synthesis Tool

Name:		Class:		Date:	
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**Directions:** Review your notes, annotations, and tools to identify and record a purpose for each text. Use your notes, annotations, and tools to identify structures, rhetorical devices, and word choices that advance the purpose you identified for each text.

① The Model Performance Assessment Synthesis Tool is not an exhaustive list of all possible student responses. The responses on this tool represent some possible ways in which students might analyze the texts.

Text and Purpose	Structure	Rhetoric	Word Choices
<p><b>Text:</b></p> <p>Martin Luther King, Jr. "Letter from Birmingham Jail"</p> <p><b>Purpose:</b></p> <p>To promote human rights (by gathering support for nonviolent campaign for Civil Rights)</p>	<ul style="list-style-type: none"> <li>Letter to specific addressees: Begins with logical presentation of his activities in Birmingham explaining the need to fight for rights; continues with disappointments, including with white moderates, to demonstrate how lack of action is contributing to the violation of human rights; concludes with disappointment with white church leadership to spur action</li> <li>Descriptive passages</li> </ul>	<ul style="list-style-type: none"> <li>Appeals to Logos:               <ul style="list-style-type: none"> <li>Logical presentation of facts</li> <li>Analysis of legal points</li> </ul> </li> <li>Appeal to Ethos:               <ul style="list-style-type: none"> <li>Establishes credibility</li> <li>Establishes shared values through references: from the Bible (Paul, Jesus, etc.); from American history (Lincoln, Jefferson, etc.) and events from American history (Pilgrims' arrival, "Declaration of Independence," etc.)</li> </ul> </li> <li>Appeals to Pathos:               <ul style="list-style-type: none"> <li>Vivid descriptions: "when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she cannot go to the public</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Transitions create logical sequence of ideas: <i>beyond this, moreover, then, now, of course, but</i> (par. 1–5).</li> <li>Analyses of word meanings (<i>tension, extremist</i>), ideas (positive/negative), and concepts (time, just/unjust laws)</li> <li>Violent verbs show police brutality: <i>lynch, curse, kick, brutalize, kill, smother, biting, push, slap</i> (par. 11, 35)</li> </ul>



Text and Purpose	Structure	Rhetoric	Word Choices
		<p>amusement park.” (par. 11)</p> <ul style="list-style-type: none"> <li>• Concession: “Of course, there are some notable exceptions.” (par. 26)</li> <li>• Parallel Structure: “An unjust law is....This is difference made legal... a just law is....This is sameness made legal.” (par. 14).</li> <li>• Repetition: “extreme/ extremist” (par. 22, 24)</li> <li>• Rhetorical Questions: “Why didn’t you give the new administration time to act?” (par. 10)</li> <li>• Contrast</li> </ul>	
<p><b>Text:</b></p> <p>Julia Alvarez’s “A Genetics of Justice”</p> <p><b>Purpose:</b></p> <p>To promote human rights (by demonstrating how lack of human rights in a dictatorship affects its citizens).</p>	<ul style="list-style-type: none"> <li>• Essay is literary nonfiction</li> <li>• 3 sections: par. 1–15; par.16–22; par. 23–31</li> <li>• Time shifts</li> <li>• Official versions/true versions/imagined versions</li> <li>• Use mother’s storytelling</li> <li>• Mother’s proverb (“No flies fly into a closed mouth”)</li> <li>• Short/long sentences (create tension and contrast)</li> <li>• Climax</li> </ul>	<ul style="list-style-type: none"> <li>• Irony: describing Trujillo as a “great man” (par. 10)</li> <li>• Repetition: repeating the word “habits” and also the phrase “would not disappear” (par. 17) to highlight the persistence of fear</li> <li>• Contrast: emphasizing the difference between the physical distance between the Alvarez family and the Dominican Republic and the way in which they continue to act as though they were still living under Trujillo: “a plane ride north that put hundreds of miles distance between the Island and our apartment in New York” (par. 17)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>spared, endured, absolute rule</i> (par. 1) – Creates atmosphere of tension, suspense</li> <li>• <i>been disappeared</i> (par. 5) – The <i>expression</i> makes the reader wonder who causes the disappearance and hints at the power of Trujillo.</li> <li>• <i>repression, censorship, terror</i> (par. 17) – These words express the control Trujillo exerted on Dominicans.</li> <li>• <i>mandate of silence</i> (par. 22) – Silence and breaking silence are significant ideas in the text; choosing this expression to convey</li> </ul>

Text and Purpose	Structure	Rhetoric	Word Choices
			<p>Alvarez’s mother’s refusal to discuss events in the Dominican Republic shows that she is so controlled by Trujillo that she is continuing his “mandate of silence” in her family in the United States.</p> <ul style="list-style-type: none"> <li>• <i>A Genetics of Justice</i> (title, par. 31) – The words of the title and found in the concluding sentence suggest that justice can be genetic; Alvarez has showed how a dictator denying civil rights affects not only the people who live under his regime, but also generations beyond. Similarly, the desire for justice can be passed down through <i>generations</i>. Using the word <i>genetics</i> makes it clear that human rights affect more than a single generation.</li> </ul>
<p><b>Text:</b></p> <p><i>The Universal Declaration of Human Rights</i></p> <p><b>Purpose:</b></p> <p>Promote human rights for all citizens of the world (by having UN member nations clarify</p>	<ul style="list-style-type: none"> <li>• International document consisting of preamble with Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Appeal to Reasoning: <ul style="list-style-type: none"> <li>○ “Whereas...therefore...”</li> </ul> </li> <li>• Appeal to Ethos: “a common standard of achievement for all peoples” (par. 8)</li> <li>• Allusions: (drafters use the language of the “Declaration of Independence” without explicitly quoting it)</li> <li>• Repetition: “Article 7: All are equal before the law....All are</li> </ul>	<ul style="list-style-type: none"> <li>• <i>inherent, inalienable, foundation</i> (par. 1 of Preamble) – Using these words suggests that the rights named in the UDHR are basic and universally acknowledges; <i>inalienable</i> echoes the United States’ “Declaration of Independence.”</li> <li>• <i>disregard, contempt, barbarous</i> – All of these</li> </ul>

Text and Purpose	Structure	Rhetoric	Word Choices
what they mean by human rights)		<p>entitled to equal....Article 13: (1) Everyone has the right to....(2) Everyone has the right to..."</p> <ul style="list-style-type: none"> <li>• Contrast: "Article 15: (1) Everyone has...(2) No one shall... Article 17: (1) Everyone has the right... (2) No one shall" – draws attention to the use of "everyone" and "no one" to create "blanket statements" that emphasize the universality of the ideas expressed</li> </ul>	<p>words have negative connotations, so choosing these words shows that not recognizing the rights in the document is considered unacceptable.</p> <ul style="list-style-type: none"> <li>• <i>tyranny, oppression</i> – Again, these words have negative connotations and are used to show that governments that do not support human rights are seen in a negative light.</li> <li>• <i>endowed</i> (Article 1) – The word echoes the United States' "Declaration of Independence."</li> <li>• <i>entitled</i> (Article 2) – Using this word shows that rights are not given to people; rather, governments owe these rights to their citizens (people are "entitled").</li> <li>• <i>subjected, degrading</i> (Article 5) –These words show the negative consequences of ignoring human rights (using torture or cruel, inhuman treatment).</li> </ul>

Text and Purpose	Structure	Rhetoric	Word Choices
<p><b>Text:</b> Eleanor Roosevelt's "On the Adoption of the <i>Universal Declaration of Human Rights</i>"</p> <p><b>Purpose:</b> To promote human rights (by having member nations support UDHR without Soviet proposals)</p>	<ul style="list-style-type: none"> <li>Public Speech</li> <li>Background (par. 1)</li> <li>Clarification of document's function</li> <li>Context (par. 11–12)</li> <li>Ethical/spiritual reasons for supporting document (including quotation) (par. 13–14)</li> <li>Final appeal (par. 15–16)</li> </ul>	<ul style="list-style-type: none"> <li>Repetition: "It is not..." (par. 10)</li> <li>Appeal to Ethos: Description of what happens through the "flagrant violation of human rights" (par. 12)</li> <li>Appeal to Ethos: Reminder that majority of member nations support human rights and have worked to create the document; 58 members have signed the charter, which aspires to support human rights</li> <li>Cultural references: Magna Carta; Declaration of the Rights of Man; Bill of Rights</li> <li>Appeal to Authority – Quotes Gladstone and Marshall – (Article 9)</li> </ul>	<ul style="list-style-type: none"> <li><i>composite</i> (par. 1), <i>long</i>, <i>Meticulous</i>, (par. 1) <i>exhaustive</i> (par. 2), <i>comprehensively</i> (par. 6) – Roosevelt's choice of words emphasizes the collective effort that has gone into creating the UDHR and the need to end the process by adopting the UDHR.</li> <li><i>dressed up</i> (par. 2) – The phrase shows Roosevelt's attitude toward the Soviet proposals; Roosevelt does not think they reflect any new thought, they are merely the same ideas presented in a new format.</li> <li><i>burden</i> (par. 1), <i>imposition</i> (par. 3) – Roosevelt's choice of words reflect a sense that the Soviets are being unreasonable and adding unnecessary work to the United Nations.</li> <li><i>warmongering</i> (par. 5) – This word means <i>urging war</i>, which is against the principles of the UN; using this word suggests that Roosevelt thinks the Soviets can be unhelpful; their amendments are a further example of their negative behavior.</li> </ul>

Text and Purpose	Structure	Rhetoric	Word Choices
			<ul style="list-style-type: none"> <li>• <i>abuse</i> (par. 5) – <i>Flagrant</i> emphasizes the abuse that Roosevelt thinks will result from the introduction of the terms the Soviets have included in their amendments; by using this word Roosevelt suggests that the amendments themselves will not only be unhelpful, but might promote abuse.</li> </ul>
<p><b>Text:</b></p> <p>Malala Yousafzai’s “Address to the United Nations Youth Assembly”</p> <p><b>Purpose:</b></p> <p>To promote human rights (by encouraging UN member nations to support education, especially for women and girls)</p>	<ul style="list-style-type: none"> <li>• Public speech</li> <li>• Lengthy greetings</li> <li>• Personal account of attack</li> <li>• Appeal to governments</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition: “the same... the same” (par. 6)</li> <li>• Parallel Structure: “Weakness, fear and hopelessness died. Strength, power and courage was [sic] born.” (par. 6)</li> <li>• Appeals to Ethos: <ul style="list-style-type: none"> <li>○ Generates good will through greetings</li> <li>○ Establishes credibility by telling personal story</li> <li>○ Reminds listeners of shared values through religious references</li> </ul> </li> <li>• References to religious and historical figures: Muhammad, Jesus Christ, Lord Buddha, Martin Luther King, Nelson Mandela, Ali Jinnah, Gandhi Jee, Bacha Khan, Mother Teresa, parents</li> <li>• Contrast: “light when we see</li> </ul>	<ul style="list-style-type: none"> <li>• <i>struggling</i> (par. 4) – more emotional word than <i>working</i>; invites sympathy</li> <li>• <i>hurdles of extremism</i> (par. 12) – Yousafzai uses the phrase to show that the work of groups like the Taliban creates problems (hurdles) instead of solving them and that the groups are not part of a larger tradition, but are on the edges of tradition (extreme) and so do not have the same support as Yousafzai and her colleagues.</li> <li>• <i>poverty, ignorance, injustice, racism, and the deprivation of human rights</i> (par. 12) – By grouping these words together Yousafzai suggests that just as the</li> </ul>

Text and Purpose	Structure	Rhetoric	Word Choices
		<p>darkness...voice when we are silenced" (par. 9)</p> <ul style="list-style-type: none"> <li>• Synecdoche: Using objects to represent ideas: The word "guns" represents violence. The word "books" represents education (par. 9).</li> </ul>	<p>first three items in the list are recognized evils, so is the deprivation of human rights.</p> <ul style="list-style-type: none"> <li>• <i>brutality</i> (par. 14) – By linking "brutality and harm" to "terrorism and violence" Yousafzai contrasts her own goals of "educational opportunities for girls in the developing world" with those of the terrorists and extremists who are trying to deny girls educational opportunities.</li> </ul>

## 10.2 Module Performance Assessment

### Text-Based Response

**Your Task:** Based on your reading of “Letter from Birmingham Jail,” “The Genetics of Justice,” and a text from Unit 3 (*The Universal Declaration of Human Rights*, Eleanor Roosevelt’s “On the Adoption of the *Universal Declaration of Human Rights*,” or Malala Yousafzai’s “Address to the United Nations Youth Assembly”), write a well-developed, multi-paragraph response to the following prompt:

*Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.*

Your response will be assessed using the 10.2 Performance Assessment Text Analysis Rubric.

### Guidelines

#### Be sure to:

- Closely read the prompt.
- Organize your ideas and evidence.
- Develop a claim that responds directly to all parts of the prompt.
- Cite strong and thorough textual evidence to support your analysis.
- Follow the conventions of standard written English.

**CCSS:** RI.9-10.4, RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2

### Commentary on the Task:

This task measures RI.9-10.4 because it demands that students:

- Demonstrate the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

This task measures RI.9-10.5 because it demands that students:

- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

This task measures RI.9-10.6 because it demands that students:

- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

This task measures W.9-10.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and

information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.b because it demands that students:

- Draw evidence from informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



## 10.2 Performance Assessment Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Content and Analysis</b>  <b>The extent to which the response determines and analyzes the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b>  <b>CCSS.ELA-Literacy.RI.9-10.4</b>  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Accurately determine the contextual meanings of words and phrases and skillfully analyze the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone.	Determine the contextual meanings of words and phrases and analyzes the cumulative impact of specific word choice, including figurative and connotative language on meaning and tone.	Determine the contextual meanings of words and phrases with partial accuracy or completeness; provide partial or insufficient analysis of the impact of word choices on meaning and tone.	Inaccurately determine the contextual meanings of words and phrases; provide inaccurate or little to no analysis of the impact of word choice on meaning and tone.
<b>Content and Analysis</b>  <b>The extent to which the response analyzes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</b>  <b>CCSS.ELA-Literacy.RI.9-10.5</b>  Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Skillfully analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Inaccurately identify an author's ideas or claims in a text or misidentify sentences, paragraphs, or larger portions of a text that develop or refine an author's ideas or claims.	Inaccurately identify an author's ideas or claims; provide little to no analysis of how particular sentences, paragraphs, or larger portions of a text develop or refine those claims.
<b>Content and Analysis</b>  <b>The extent to which the response identifies an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.</b>  <b>CCSS.ELA-Literacy.RI.9-10.6</b>  Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Accurately determine an author's point of view or purpose in a text and skillfully analyze how an author uses rhetoric to advance that point of view or purpose.	Accurately determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Inaccurately identify an author's point of view or purpose in a text and/or ineffectively analyze how an author uses rhetoric to advance that point of view or purpose.	Inaccurately identify an author's point of view or purpose in a text; provide inaccurate or insufficient analysis of how an author uses rhetoric to advance a point of view or purpose.

<p><b>Command of Evidence and Reasoning</b></p> <p><b>The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.9-10.2.b</b></p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic</p> <p><b>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p><b>CCSS.ELA-Literacy.W.9</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>The extent to which responses apply grade 9-10 Reading standards to literary nonfiction.</b></p> <p><b>CCSS.ELA-Literacy.W.9.b</b></p> <p>Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<p>Develop the response and support analysis with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.9-10.2.b)</p>
<p><b>Coherence, Organization, and Style</b></p> <p><b>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</b></p>	<p>Skillfully introduce a topic; effectively organizes complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Skillfully use appropriate and varied transitions to</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Inconsistently use appropriate and varied</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Effectively use appropriate and varied transitions</p>

<p><b>CCSS.ELA-Literacy.W.9-10.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.9-10.2.a</b></p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2.c</b></p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2.d</b></p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2.e</b></p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>The extent to which the response provides a</b></p>	<p>link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.9-10.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c) Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.9-10.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.9-10.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.9-10.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>
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<p>concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>CCSS.ELA-Literacy.W.9-10.2.f</b></p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
<p><b>Control of Conventions</b></p> <p><b>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p> <p><b>CCSS.ELA-Literacy.L.9-10.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CCSS.ELA-Literacy.L.9-10.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension.</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

## 10.2 Performance Assessment Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my writing...	✓
<b>Content and Analysis</b>	Identify the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone? <b>(RI.9-10.4)</b>	<input type="checkbox"/>
	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text? <b>(RI.9-10.5)</b>	<input type="checkbox"/>
	Determine an author's point of view or purpose in a text? <b>(RI.9-10.6)</b>	<input type="checkbox"/>
	Analyze how an author uses rhetoric to advance a point of view or purpose? <b>(RI.9-10.6)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? <b>(W.9-10.2.b, W.9-10.9.b)</b>	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? <b>(W.9-10.2.a)</b>	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? <b>(W.9-10.2.a)</b>	<input type="checkbox"/>
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? <b>(W.9-10.2.c)</b>	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? <b>(W.9-10.2.d,e)</b>	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? <b>(W.9-10.2.f)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate control of the conventions with infrequent errors? <b>(L.9-10.1, L.9-10.2)</b>	<input type="checkbox"/>