

10.2.3 End-of-Unit Assessment

Text-Based Response

Your Task: Based on your reading of “The Universal Declaration of Human Rights,” Eleanor Roosevelt’s “On the Adoption of *The Universal Declaration of Human Rights*,” and Malala Yousafzai’s “Address to the United Nations Youth Assembly,” as well as your notes, annotations, and various tracking tools, write a well-developed, multi-paragraph response to the following prompt:

Delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.

- ① **Differentiation Consideration:** Consider offering the following optional extension question to deepen students’ understanding, particularly for students who would benefit from more challenging work:

Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.

Your response will be assessed using the 10.2.3 End-of-Unit 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: RL.9-10.8, 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.9-10.8 because it demands that students:

- Delineate and evaluate arguments in three different texts, assessing whether the reasoning in each text is valid and the evidence is relevant and sufficient.

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.