11.3.1 End-of-Unit Assessment

**Part One: Text-Based Response**

**Your Task:** Rely on your close reading of “Hope, Despair and Memory”to write a well-crafted multi-paragraph response to the following prompt:

**How do two or more central ideas interact and build on one another over the course of the text?**

Your writing will be assessed using the Text Analysis Rubric.

**Guidelines:**

**Be sure to:**

* Closely read the prompt
* Respond directly to all parts of the prompt
* Paraphrase, quote, and reference relevant evidence to support your analysis
* Organize your ideas in a cohesive and coherent manner
* Use precise language appropriate for your task
* Follow the conventions of standard written English

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| **CCSS:** RI.11-12.2; W.11-12.2.a, b, d, e, f; W.11-12.9.b; L.11-12.1; L.11-12.2  **Commentary on the Task:**  This task measures RI.11-12.2 because it demands that students:   * Analyze the development of two or more central ideas over the course of the text, including how they interact and build on one another to provide a complex analysis.   This task measures W.11-12.2.a, b, d, e, f and W.11-12.9.b because it demands that students:   * Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.   1. Establish and maintain a formal style. 2. Provide a concluding statement or section that follows from and supports the information or explanation presented.  * Apply grades 11–12 Reading standards to literary nonfiction.   This task measures L.11-12.1 and L.11-12.2 because it demands that students:   * Demonstrate command of the conventions of standard English grammar when writing. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

11.3.1 End-of-Unit Assessment

**Part Two: Articulating Areas of Investigation**

**Your Task:** Rely on your Surfacing Issues Tool and Exploring a Topic Tool along with your notes from “Hope, Despair and Memory”to write a well-crafted multi-paragraph response to the following prompt:

Articulate two to three distinct areas of investigation and where they emerge from the text.

Your writing will be assessed using the Area Evaluation Checklist.

**Guidelines:**

**Be sure to:**

* Closely read the prompt
* Respond directly to all parts of the prompt
* Paraphrase, quote, and reference relevant evidence to support your analysis
* Organize your ideas in a cohesive and coherent manner
* Use precise language appropriate for your task
* Follow the conventions of standard written English

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| **CCSS:** W.11-12.9.b; L.11-12.1; L.11-12.2  **Commentary on the Task:**  This task measures W.11-12.9 because it demands that students:   * Draw evidence from literary or informational texts to support analysis, reflection, and research.   This task measures L.9-10.1 and L.9-10.2 because it demands that students:   * Demonstrate command of the conventions of standard English grammar when writing. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |