

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

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.
 - a. 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.
 - b. 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.
 - e. Establish and maintain a formal style.
 - f. 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.

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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

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.