

11.4

Performance Assessment

Introduction

In this four-lesson Performance Assessment, students craft an original narrative writing piece based upon their analysis of and interest in one of the three module texts (“On the Rainy River” from *The Things They Carried* by Tim O’Brien, “The Red Convertible” from *The Red Convertible* by Louise Erdrich, or *The Awakening* by Kate Chopin). Students research the setting of a module text of their choice and craft a narrative writing piece based on that setting. Students draw upon their analysis of narrative writing techniques introduced throughout the module and select two of the five W.11-12.3 substandards as the focus areas for their narrative writing. Through a four-lesson process of brainstorming, prewriting, research, drafting, peer review, and publishing, students work to craft research-based narrative writing pieces that develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Detailed instructions for the four-lesson assessment follow the prompt. Each lesson is likely to last one class period. However, timing may vary depending on individual class schedules and student needs.

This Performance Assessment is evaluated using the relevant portions of the 11.4 Narrative Writing Rubric and Checklist.

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Standards

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Assessed Standard(s)	
W.11-12.3.a-e	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
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Prompt

Over the course of this module, you have read and analyzed “On the Rainy River” by Tim O’Brien, “The Red Convertible” by Louise Erdrich, and *The Awakening* by Kate Chopin. You have also studied effective narrative writing techniques, including crafting engaging introductions, applying narrative techniques to develop characters and events, developing a sequence of events that demonstrate a coherent narrative whole, revising for precise/sensory language, and crafting conclusions that effectively follow from the narrative provided. For this assessment, craft a 1-3 page narrative writing piece in response to the following prompt:

Write an original narrative piece that assumes a specific point of view based on the setting of “On the Rainy River,” “The Red Convertible,” or *The Awakening*. Choose two narrative writing substandards (W.11-12.3.a-e) and develop the criteria of both substandards in your narrative writing piece.

To answer this prompt, use the setting of your selected text as a springboard for research into events, attitudes, and issues about the text’s setting. Additionally, based on the narrative writing instruction throughout the module, select two substandards from W.11-12.3 as the focus for your original narrative piece. This original narrative piece does not need to be a complete story; instead, craft a narrative writing piece that reflects the development of your choice of two W.11-12.3 substandards. For example, if you choose W.11-12.3.a and W.11-12.3.d, you will craft an engaging introduction with precise language and sensory details.

High Performance Response

High Performance Response(s)

A High Performance Response should:

- Identify a setting
- Develop a point of view based on the setting
- Develop two W.11-12.3 substandards in a 1-3 page original narrative
- Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling
- Demonstrate clear and coherent writing, in which the development, organization, and style are appropriate to task, purpose, and audience
- Students who select W.11-12.3.a must ensure their writing includes an introduction that engages and orients readers by setting out a problem, situation, or observation and its significance. Point of view must be established, and a narrator and/or characters introduced, and the writing should create a smooth progression of experiences or events.
- Students who select W.11-12.3.b must ensure their writing uses narrative techniques, such as dialogue, pacing, description, reflection, or multiple plot lines to develop experiences, events, and/or characters.
- Students who select W.11-12.3.c must ensure they use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- Students who select W.11-12.3.d must ensure they use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Students who select W.11-12.3.e must provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Students responses will be evaluated using the relevant portions of the 11.4 Narrative Writing Rubric and Checklist.

Standard-Specific Demands of the Performance Assessment

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This Module Performance Assessment requires students to meet numerous demands required by the ELA/Writing and Language Standards for grades 11-12.

Through deep engagement with the three module narratives, students have analyzed and compared how various authors craft engaging introductions; use narrative techniques, precise language and sensory details, and structural techniques to develop characters and sequence events; and craft compelling conclusions. This narrative writing instruction provides a solid foundation for the demands of this assessment, in which students must consider exemplary narrative writing technique in order to craft their own original narrative writing piece.

This assessment requires that students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W.11-12.3). In order to accomplish this, students will select two substandards of W.11-12.3 to focus their writing.

This assessment also requires students to produce clear and coherent writing, demonstrating development, organization, and style appropriate to the task, purpose, and audience (W.11-12.4). 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 narrative's purpose and audience (W.11-12.5). Additionally, this assessment requires students to use previously developed research skills to craft the text-based narrative (W.11-12.7). To demonstrate mastery of the *grade 11-12 Writing standards*, students must also demonstrate command of the conventions of standard English grammar and usage (L.11-12.1), and command of the conventions of standard English capitalization, punctuation, and spelling (L.11-12.2).

This assessment requires that students participate effectively and collaboratively in peer review and in pair and small group discussions about the writing process (SL.11-12.1).

Process

Students reflect on the three module narratives and choose a setting related to one of the texts. Students will use the setting as the basis for their original narrative writing (e.g., a different point of view from the same setting as *The Awakening*). Students use their notes, annotations, tools, and previous narrative writing pieces to prepare for conducting independent research on a selected setting. Students also use their module work to choose two focal narrative writing substandards. Students draft their narrative writing pieces in preparation for peer review and revision. After implementing revisions, students edit and publish their original narrative writing pieces.

Lesson 1

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Distribute or display the Module Performance Assessment prompt. Instruct students to review the prompt and to take out their module texts, text-based narrative writing pieces from 11.4.1 and 11.4.2, the 11.4 Narrative Writing Rubric and Checklist, and the previous lesson's homework.

Instruct students to form pairs and discuss their responses to the questions from the previous lesson's homework assignment:

- Which of the three module texts ("On the Rainy River," "The Red Convertible," or *The Awakening*) was the most profound, interesting, or thought-provoking to you?
- Which time period (the Vietnam War era or late-nineteenth-century America) is more intriguing to you and why?
- Which place (Native American reservation, New Orleans, the Rainy River in Northern Minnesota) would be the most interesting to write about and why?
- What questions are you left with after reading the texts?
- What might be some areas of research to explore based on each text?

Following the homework discussion, instruct students to select the text/setting they will use as the springboard for their original narrative writing piece. Instruct students to independently research the setting using their responses to the questions above as a guide for their research. Instruct students to begin their research by considering their selected module text, common or repeated themes or ideas in their responses to the previous homework questions, and the aspects of the setting they are most curious about. For example, if student responses to the questions above indicate a strong interest in Native American participation in the Vietnam War, that is an area for potential research. If student answers indicate a strong interest in the politics of the Vietnam War, that is an area for potential research. Or, if student responses indicate a strong interest in gender roles of late-nineteenth-century-America, that is an area for potential research.

During their research, instruct students to think about a point of view for their original narrative writing piece, based on the setting.

- Consider reminding students of their research skills from the previous module, Module 11.3. Students should assess sources for credibility and usefulness as previously instructed in Module 11.3.
- Consider using the Exploring a Topic Tool from Module 11.3 to guide students in their research.

Instruct students to begin brainstorming and prewriting in class by drafting ideas related to their selected setting and possible points of view. As they brainstorm and prewrite, remind students to be aware of questions and issues that surface for which they need more information regarding the setting and possible points of view. Explain that these questions and issues represent areas that may require further research.

~~For homework, instruct students to conduct more research pertinent to the setting and~~

Lesson 2

Instruct students to draft their narrative writing pieces using the two W.11-12.3 substandards they selected as the foci for their writing, and the setting and point of view they selected and researched in the previous lesson.

Remind students to use the setting of their selected module text, relevant notes and annotations, module tools, and their research from the previous lesson's homework as reference for the drafting process.

For homework, instruct students to complete their narrative writing drafts and come to the next class prepared for the peer review and revision process.

Lesson 3

Instruct students to form pairs to peer review their narrative writing drafts.

Once student reviewers complete their peer reviews, students should begin implementing revisions in their narrative writing pieces.

- If necessary, review the conventions of peer review, the Peer Review Accountability Tool, and constructive criticism that students were introduced to in 11.3.3 Lesson 11.

For homework, instruct students to complete the revisions of their narrative writing piece and read their drafts aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic.

Lesson 4

In this lesson, students finalize their narrative writing pieces for publication. When the narrative writing is complete, instruct students who wrote in response to "On The Rainy River's" setting to form one group; students who wrote in response to "The Red Convertible's" setting to form another group; and students who wrote in response to *The Awakening's* setting to form a third group. Instruct student groups to take turns sharing their published pieces within their respective groups.

- Each group should include no more than five students; multiple groups may represent each text.
- Consider using a class blog, introduced in 11.4.1 Lesson 16, for students to publish their narrative writing.

11.4 Module Performance Assessment

Research-Based Narrative

Your Task: Over the course of this module, you have read and analyzed “On the Rainy River” by Tim O’Brien, “The Red Convertible” by Louise Erdrich, and *The Awakening* by Kate Chopin. You have also studied effective narrative writing techniques, including crafting engaging introductions, applying narrative techniques to develop characters and events, developing a sequence of events that demonstrate a coherent narrative whole, revising for precise/sensory language, and crafting conclusions that effectively follow from the narrative provided. For this assessment, craft a 1-3 page narrative writing piece in response to the following prompt:

Write an original narrative piece that assumes a specific point of view based on the setting of “On the Rainy River,” “The Red Convertible,” or The Awakening. Choose two narrative writing substandards (W.11-12.3.a-e) and develop the criteria of both substandards in your narrative writing piece.

Your research-based narrative writing will be assessed using the relevant portions of the 11.4 Narrative Writing Rubric and Checklist.

Guidelines

Be sure to:

- Closely read the prompt.
- Organize your ideas and evidence.
- Research your chosen setting to inform your original narrative piece.
- Craft a narrative piece that responds directly to all parts of the prompt.
- Use effective narrative technique based on the two substandards selected.
- Follow the conventions of standard written English.

CCSS: W.11-12.3.a-e, W.11-12.4, W.11-12.5, L.11-12.1, L.11-12.2

Commentary on the Task:

This task measures W.11-12.3.a-e because it demands that students:

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Write in a manner that engages and orients readers by setting out a problem, situation, or observation and its significance. Point of view must be established, and a narrator and/or characters must be introduced as well. Writing should create a smooth progression of experiences or events.
- Employ narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
- Write in a manner that uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- Write in a manner that uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

This task measures W.11-12.4 because it demands that students:

- Produce clear and coherent writing which shows development, organization, and style are appropriate to their task, purpose, and audience.

This task measures W.11-12.5 because it demands that students:

- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage.

This task measures L.11-12.2 because it demands that students:

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

11.4 Narrative Writing Rubric

_____ / _____ (Total points)

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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:
<p>Coherence, Organization, and Style</p> <p>The extent to which the response engages and orients the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; and creates a smooth progression of experiences or events.</p> <p>CCSS.ELA-Literacy.W.11-12.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-Literacy.W.11-12.3.a</p> <p>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>The extent to which the response uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences,</p>	<p>Skillfully engage and orient the reader by thoroughly and clearly setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; skillfully create a smooth progression of experiences or events. (W.11-12.3.a)</p> <p>Skillfully use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, thoroughly developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Skillfully use a variety of techniques to sequence events so that they build on one another to create a coherent whole and clearly build toward a particular tone and outcome. (W.11-12.3.c)</p> <p>Skillfully use precise words and phrases, telling details, and sensory language, conveying a complete and vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that clearly follows from and skillfully reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p>	<p>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.11-12.3.a)</p> <p>Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (W.11-12.3.c)</p> <p>Use precise words and phrases, telling details, and sensory language, conveying a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p>	<p>Somewhat effectively engage or orient the reader by partially setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an unclear progression of experiences or events. (W.11-12.3.a)</p> <p>Somewhat effectively use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, partially developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Somewhat effectively use techniques, or use unvaried techniques to sequence events so that they insufficiently build on one another to create a loosely connected whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Somewhat effectively use precise words and phrases, telling details, and sensory language, conveying a clear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that loosely follows from and partially reflects on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p>	<p>Ineffectively engage or orient the reader by insufficiently setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a disorganized collection of experiences or events. (W.11-12.3.a)</p> <p>Ineffectively or rarely use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, insufficiently developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Ineffectively use techniques, creating a disorganized collection of events that fail to build on one another to create a coherent whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Ineffectively use precise words and phrases, telling details, and sensory language, conveying an unclear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that does not follow from or reflect on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p>

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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:
Coherence, Organization, and Style The extent to which the response demonstrates clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Consistently demonstrate clear and coherent writing in which the development, organization, and style thoroughly and skillfully address the task, purpose, and audience.	Demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Inconsistently demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Rarely demonstrate clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
Coherence, Organization, and Style The extent to which the response develops and strengthens writing during the writing process, addressing what is most significant for the specific purpose and audience. CCSS.ELA-Literacy.W.11-12.5 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.	Thoroughly develop and strengthen writing during the writing process, skillfully addressing what is most significant for the specific purpose and audience.	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience.	Partially develop and strengthen writing during the writing process, somewhat effectively addressing what is most significant for the specific purpose and audience.	Insufficiently develop and strengthen writing during the writing process, ineffectively addressing what is most significant for the specific purpose and audience.

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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:
Control of Conventions The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CCSS.ELA-Literacy.L.11-12.1 CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

- 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.

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11.4 Narrative Writing Checklist

Assessed Standards: _____

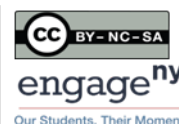
	Does my response...	✓
Coherence, Organization, and Style	Engage and orient the reader by setting out a problem, situation, or observation and its significance? (W.11-12.3.a)	<input type="checkbox"/>
	Establish one or multiple point(s) of view? (W.11-12.3.a)	<input type="checkbox"/>
	Introduce a narrator and/or characters? (W.11-12.3.a)	<input type="checkbox"/>
	Create a smooth progression of experiences or events? (W.11-12.3.a)	<input type="checkbox"/>
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters? (W.11-12.3.b)	<input type="checkbox"/>
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome? (W.11-12.3.c)	<input type="checkbox"/>
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters? (W.11-12.3.d)	<input type="checkbox"/>
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative? (W.11-12.3.e)	<input type="checkbox"/>
	Demonstrate clear and coherent writing in which the development, organization, and style that are appropriate to task, purpose, and audience? (W.11-12.4)	<input type="checkbox"/>
	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience? (W.11-12.5)	<input type="checkbox"/>


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Control of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	
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