

12.4

Performance Assessment

Introduction

In this four-lesson Performance Assessment, students select one of two writing assessments through which they synthesize their analysis of the idea of identity in the 12.4 module texts. Each writing assessment is a two-part analysis that provides students with an opportunity to write formally in two different genres. After drafting their initial responses, students share their writing in a small group peer review discussion. During the final lesson of this Module Performance Assessment, students revise their responses based on feedback from the peer review discussion. Students are assessed on the final drafts of their written responses.

Each of the four lessons in this Performance Assessment is likely to last one class period. However, timing may vary depending on individual class schedules and student needs.

This Performance Assessment is assessed using the 12.4 Performance Assessment Rubric.

- The Performance Assessment includes an optional extension activity in which students use quotes from *A Streetcar Named Desire* and “The Overcoat” as the basis for further interpretation, analysis, and evaluation of module texts in relation to other texts, ideas, events, or situations in their lives or the world (RL.11-12.11).

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Standards

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Assessed Standard(s)	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.11	Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
W.11-12.1.d, e*	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>d. 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>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

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W. 11-12.2.a-f*	<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> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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).
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.

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W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.11-12.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
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.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*The assessed writing standard for this performance assessment will depend upon the individual student’s selected option.

Prompt

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Throughout your analysis of the 12.4 module texts, you have explored how individual identity is shaped by internal and external forces. Additionally, throughout the module, you have responded to various text-analysis prompts using narrative, argument, or informative writing and through evidence-based discussion. Based on your work with evidence-based writing and discussion, choose one writing assessment option below to complete for the Performance Assessment. After completing both parts of the writing assessment, you will engage in a peer review discussion to revise your writing for final publication.

Performance Assessment (Choose from one of the two writing assessment options below.)

Option #1: Narrative + Informative Writing: This is a two-part writing assessment.

- A. Choose a key scene or critical moment from one of the module texts. Rewrite the key scene or critical moment so that the character(s) make a different choice than the one made in the actual text. Choose whichever genre (play or story) best fits the scene. The scene should have a narrative arc and the content should remain consistent with the original text.
- B. After drafting the narrative, write a commentary on how the narrative choices you made shape or re-shape the character's identity and explain how your choices impact the original text.

Option #2: Argument + Narrative Writing: This is a two-part writing assessment.

- A. Select 1-2 of the module texts and make an evidence-based claim about the role of place or culture in creating an identity. Discuss the role of place or culture in creating an identity using textual evidence for support.
- B. Write a 1-2 page personal narrative about the influence of place or culture on your identity. Ground your narrative in a quote from one of the module texts or an experience of one of the characters.

High Performance Response

High Performance Response(s)

A High Performance Response should:

Writing Assessment Option 1:

Narrative

- Select and rewrite a key scene or critical moment so that one or more characters make a different choice than the one made in the original text.

Informative

- Analyze how the different choice shapes or reshapes the identity of the character.
- Explain how the different choice impacts the original text.

Writing Assessment Option 2:

Argument

- Craft a claim about the role of place or culture in shaping an identity based on 1-2 of the module texts.
- Support the claim with evidence from 1-2 of the module texts.

Narrative

- Describe the impact of place or culture in shaping your identity in a personal narrative response.
- Select a quote from one of the module texts or an experience of one of the characters with which to ground the narrative response.

For Both Writing Assessments:

- Demonstrate clear and coherent writing, in which the development, organization, and style are appropriate to task, purpose, and audience.
- Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling.
- Student responses will be assessed using the [12.4 Performance Assessment Rubric](#).

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/Literacy standards for grades 11-12.

This Performance Assessment requires students to return to the texts in the module (*A Streetcar Named Desire*, “A Daily Joy to Be Alive,” “The Overcoat” from *The Collected Tales of Nikolai Gogol* and *The Namesake*) to consider the roles of individual choices and outside influences in constructing or shaping identity. Students select one of two possible writing assessment options.

- In Part A of Option #1, the Performance Assessment demands that students write a brief narrative in which a selected character makes a different choice by developing imagined experiences or events in the selected character’s life using effective technique, well-chosen details, and well-structured event sequences (W.11-12.3.a-e). In Part B of Option #1, students write an informative commentary on their narrative choices by examining and conveying complex ideas, concepts, and information clearly and accurately through the effective analysis of content (W.11-12.2.a-f).
- In Part A of Option #2, the Performance Assessment demands that students write a brief argument to support claims about the way place or culture shapes the identity of a character in one of the module texts, using relevant and sufficient evidence (W.11-12.1.d and e). In Part B of Option #2, students develop a personal narrative that describes the importance of place or culture in shaping their own identity using effective technique, well-chosen details, and well-structured event sequences (W.11-12.3.a-e).
- In both writing assessment options, students will be expected to produce clear and coherent writing, demonstrating development, organization, and style appropriate to the task, purpose, and audience (W.11-12.4). Also, in both options, 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).
- In both options, students continue to explore the idea of identity as it relates to 1-2 of the module texts (CCRA.R.9). Additionally, students will demonstrate their understanding of the texts’ central ideas, story elements, and structure when completing the assessment (RL.11-12.2, RL.11-12.3, RL.11-12.5).
- This assessment also requires that students participate effectively and collaboratively in peer review discussions of the writing process (SL.11-12.1).

Process

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This Module Performance Assessment requires students to draft their responses individually, and then engage in a peer review to revise their responses for publication. For homework in 12.4.2 Lesson 23, students review the writing assessment options and select one. In Lesson 1, students craft responses to Part A of their selected writing assessment, and in Lesson 2 students craft responses to Part B of their selected writing assessment. In Lesson 3, students share their drafts with their peers in a small group peer review discussion. In the final lesson, students use the feedback provided in the small group peer review to guide their revisions and finalization of their responses.

Lesson 1

Instruct students to review their notes on the writing assessment option they selected for homework in 12.4.2 Lesson 23. Instruct students to begin drafting a response to Part A of their selected writing assessment.

Explain to students that Part A of each writing assessment does not have a minimum length, but should be detailed enough to adequately respond to the prompt. Remind students to use their notes from the previous lesson's homework as reference during their drafting process.

For homework, instruct students to complete the drafts of their responses to Part A and come to the next class prepared to draft their responses to Part B.

- Students were introduced to and practiced narrative writing in Module 12.1 as they developed their personal narrative essays in response to the Common Application prompts. Students were introduced to and practiced argument writing in Module 12.3 as they developed their research-based argument papers. Students also learned and practiced informative writing in Modules 12.1 and 12.2.

Lesson 2

Instruct students to begin drafting their responses to Part B of their selected writing assessment. Remind students to refer to specific examples in their drafts of Part A as they develop their responses.

For homework, instruct students to complete the drafts of Part B of their chosen writing assessment and come to the next lesson prepared to share their drafts of Parts A and B.

Lesson 3

Instruct students to form groups of 3-4, based on the writing assessment they selected. Instruct student groups to conduct a peer review of each others' drafts in preparation for finalizing their responses in the following lesson.

Instruct students to share Part A of their selected writing assessments with one other group member. Instruct students to engage in a student-directed peer review discussion of the drafts. The peer reviewer should provide the writer with at least two pieces of critical feedback on their draft to aid in revisions.

Instruct students to share Part B of their selected writing assessment with a different group member and follow the peer review steps previously explained.

- If necessary, review the conventions of peer review and constructive criticism that were taught in 12.3.2 Lesson 10. Additionally, consider following the round robin peer review process used in 12.3.2 Lesson 10.
- Peer review groups should be comprised of students who chose the same writing assessment.

Lesson 4

Instruct students to review the 12.4 Performance Assessment Rubric and Checklist distributed in 12.4.2 Lesson 23.

Instruct students to revise and finalize both parts of their responses, as necessary, based on the peer review from the previous lesson and according to the 12.4 Performance Assessment Rubric and Checklist.

Extension Activity

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- Consider completing the following additional activity to guide students to further interpret, analyze, and evaluate texts by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations (RL.11-12.11). Post or project the following prompt and quotes. Instruct students to form small groups to read the prompt and quotes aloud, discussing the contextual meaning of each quote.

Instruct students to select one of the quotes and respond independently in writing to the prompt:

Over the course of this module, you have read several texts, including *A Streetcar Named Desire* and “The Overcoat.” Choose one of the quotes from the list below and respond to one of the following prompts. In your response, be sure to explain what the quote means in its original context, citing textual evidence to support your explanation.

- “In some kinds of people some tenderer feelings have had some little beginning! That we have got to make *grow*! And *cling* to, and hold as our flag! In this dark march toward whatever it is we’re approaching...*Don’t—don’t hang back with the brutes!*” (*A Streetcar Named Desire*, page 83)
- “When I was sixteen, I made the discovery—love. All at once and much, much too completely. It was like you suddenly turned a blinding light on something that had always been half in shadow, that’s how it struck the world for me” (*A Streetcar Named Desire*, page 114)
- “Her future is mapped out for her.” (*A Streetcar Named Desire*, page 127)
- “I don’t want realism. I want magic!...Yes, yes, magic! I try to give that to people. I misrepresent things to them. I don’t tell truth. I tell what *ought* to be truth.” (*A Streetcar Named Desire*, page 145)
- “many a time in his life he shuddered to see how much inhumanity there is in man, how much savage coarseness is concealed in refined, cultivated manners, and God! even in a man the world regards as noble and honorable...” (“The Overcoat,” page 397)
- “Thus everything in holy Russia is infected with imitation, and each one mimics and apes his superior.” (“The Overcoat,” page 415)
- “Vanished and gone was the being, protected by no one, dear to no one, interesting to no one, who had not even attracted the attention of a naturalist—who does not fail to stick a pin through a common fly and examine it under a microscope; a being who humbly endured office mockery and went to his grave for no particular reason” (“The Overcoat,” page 419)

How does this quote relate to other texts you have read outside of this module?

How does this quote relate to other ideas, events, or situations in your life or the world?

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12.4 Module Performance Assessment

Text-Based Response

Your Task: Throughout your analysis of the 12.4 module texts, you have explored how individual identity is shaped by internal and external forces. Additionally, throughout the module, you have responded to various text-analysis prompts using narrative, argument, or informative writing and through evidence-based discussion. Based on your work with evidence-based writing and discussion, choose one writing assessment option below to complete for the Performance Assessment. After completing both parts of the writing assessment, you will engage in a peer review discussion to revise your writing for final publication.

Performance Assessment (Choose from one of the two writing assessment options below.)

Option #1: Narrative + Informative Writing: This is a two-part writing assessment.

- A. Choose a key scene or critical moment from one of the module texts. Rewrite the key scene or critical moment so that the character(s) make a different choice than the one made in the actual text. Choose whichever genre (play or story) best fits the scene. The scene should have a narrative arc and the content should remain consistent with the original text.
- B. After drafting the narrative, write a commentary on how the narrative choices you made shape or re-shape the character's identity and explain how your choices impact the original text.

Option #2: Argument + Narrative Writing: This is a two-part writing assessment.

- A. Select 1-2 of the module texts and make an evidence-based claim about the role of place or culture in creating an identity. Discuss the role of place or culture in creating an identity using textual evidence for support.
- B. Write a 1-2 page personal narrative about the influence of place or culture on your identity. Ground your narrative in a quote from one of the module texts or an experience of one of the characters.

Your response will be assessed using the 12.4 Performance Assessment Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Organize your ideas and evidence

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- (Depending on the selected writing assessment) Craft a narrative piece and informative piece that responds directly to all parts of the prompt OR craft an argument and a narrative piece that responds directly to all parts of the prompt
- Utilize effective techniques based on the sub-standards of the appropriate writing standard selected
- Follow the conventions of standard written English

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CCSS: CCRA.R.9, RL.11-12.2, RL.11-12.3, RL.11-12.5, W.11-12.1.d and e*, W.11-12.2.a-f*, W.11-12.3.a-e, W.11-12.4, L.11-12.1, L.11-12.2

Commentary on the Task:

This task measures CCRA.R.9 because it demands that students:

- Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

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

- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

This task measures RL.11-12.3 because it demands that students:

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

This task measures W.11-12.1.d and e* because it demands that students:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Explore and inquire into areas of interest to formulate an argument.
 - 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 argument presented.

This task measures W.11-12.2.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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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12.4 Performance Assessment Rubric

____ / ____ (Total points)

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Content and Analysis The extent to which the response analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Skillfully analyze how two or more texts address similar themes or topics.	Accurately analyze how two or more texts address similar themes or topics.	With partial accuracy, analyze how two or more texts address similar themes or topics.	Inaccurately analyze how two or more texts address similar themes or topics.

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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>Content and Analysis</p> <p>The extent to which the response determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another; and provides an objective summary of a text.</p> <p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.</p>	<p>Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.</p>	<p>Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.</p>	<p>Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.</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:
Content and Analysis The extent to which the response analyzes the impact of the author's choices regarding how to develop and relate elements of a story. CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Skillfully analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Accurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.	With partial accuracy, analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Inaccurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.
Content and Analysis The extent to which the response analyzes how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Skillfully analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.	Accurately analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.	With partial accuracy, analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.	Inaccurately analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact.

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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>Content and Analysis</p> <p>The extent to which the response interprets, analyzes, and evaluates narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p>CCSS.ELA-Literacy.RL.11-12.11</p> <p>Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</p>	<p>Skillfully interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making precise connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</p>	<p>Accurately interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</p>	<p>With partial accuracy, interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making partial connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</p>	<p>Inaccurately interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making few or irrelevant connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</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:
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response thoroughly develops the topic through the effective selection and analysis of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>* CCSS.ELA-Literacy.W.11-12.2</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>* CCSS.ELA-Literacy.W.11-12.2.b</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>Thoroughly and skillfully develop the topic with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Develop the topic with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the topic with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Minimally develop the topic, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</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:
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces precise, knowledgeable claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and organizes claim(s), counterclaims, reasons, and evidence, establishing clear relationships among all components.</p> <p>* CCSS.ELA-Literacy.W.11-12.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>The extent to which the response establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>* CCSS.ELA-Literacy.W.11-12.1.d</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</p>	<p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the argument presented. (W.11-12.1.e)</p>	<p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1.e)</p>	<p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the argument presented. (W.11-12.1.e)</p>	<p>Lack a formal style or objective tone that adheres to the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that does not follow from or support the argument presented. (W.11-12.1.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:
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>* CCSS.ELA-Literacy.W.11-12.2</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>* CCSS.ELA-Literacy.W.11-12.2.a</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response uses appropriate and</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; skillfully include formatting, graphics, and multimedia when useful to aiding comprehension. (W.11-12.2.a)</p> <p>Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. (W.11-12.2.a)</p> <p>Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; somewhat effectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.11-12.2.a)</p> <p>Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.11-12.2.a)</p> <p>Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</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:
<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,</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.
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.

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- 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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12.4 Performance Assessment Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Analyze how two or more texts address similar themes or topics? (CCRA.R.9)	<input type="checkbox"/>
	Identify two or more central ideas from the text and analyze their development? (RL.11-12.2)	<input type="checkbox"/>
	Provide examples to support analysis of how the central ideas interact and build on one another? (RL.11-12.2)	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development of the central ideas? (RL.11-12.2)	<input type="checkbox"/>
	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama? (RL.11-12.3)	<input type="checkbox"/>
	Analyze how an author's choices concerning how to structure specific parts of a text contribute to the text's overall structure and meaning as well as its aesthetic impact? (RL.11-12.5)	<input type="checkbox"/>
	Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations? (RL.11-12.11)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the topic with the most significant and relevant textual evidence? (*W.11-12.2.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? (*W.11-12.1.d)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the argument presented? (*W.11-12.1.e)	<input type="checkbox"/>
	Introduce a topic? (*W.11-12.2.a)	<input type="checkbox"/>

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Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? (*W.11-12.2.a)	<input type="checkbox"/>
When useful to aiding comprehension, include formatting, graphics, and multimedia? (*W.11-12.2.a)	<input type="checkbox"/>
Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (*W.11-12.2.c)	<input type="checkbox"/>
Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? (*W.11-12.2.d)	<input type="checkbox"/>
Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? (*W.11-12.2.e)	<input type="checkbox"/>
Provide a concluding statement or section that follows from and supports the explanation or analysis? (*W.11-12.2.f)	<input type="checkbox"/>
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"/>

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	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"/>
	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts? (W.11-12.3.f)	<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"/>
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)	<input type="checkbox"/>

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