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.**

1. 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.
2. 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.**

1. 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.
2. 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
* (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.
	+ 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).

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 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.

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