

12 LC Module Performance Assessment

Text-Based Response

Your Task: Based on your reading of Toni Morrison’s *Song of Solomon*, Morrison’s Foreword to *Song of Solomon*, and A. Leslie Harris’s “Myth as Structure in Toni Morrison’s *Song of Solomon*,” respond to the following prompt:

Revise your original response to the 12 LC Second Interim Assessment prompt, using the literary criticism to further develop or refine your analysis.

Your response will be assessed using the 12 LC Performance Assessment Rubric.

Guidelines

Be sure to:

- Closely read the prompt.
- Organize your ideas and evidence.
- Examine and revise your response to the 12 LC Second Interim Assessment.
- Incorporate literary criticism to develop or refine your analysis.
- Cite strong and thorough textual evidence to support your analysis.
- Follow the conventions of standard written English.

File: 12 LC Performance Assessment Date: 6/30/15

Classroom Use: Starting 9/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



CCSS: CCRA.R.9, RL.11-12.2, RL.11-12.3, RL.11-12.5, W.11-12.2.a-f, W.11-12.9.a, b, 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.11-12.2.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).

File: 12 LC Performance Assessment Date: 6/30/15

Classroom Use: Starting 9/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



File: 12 LC Performance Assessment **Date:** 6/30/15

Classroom Use: Starting 9/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

