12 LC Second Interim Assessment

**Text-Based Response**

**Your Task:** Write a 2–3 page analysis of *Song of Solomon*, focusing on a question about the novel that you have explored in your daily journal or a new question left unexplored. Your analysis should reflect an evidence-based interpretation of the novel.

Your response will be assessed using 12 LC Second Interim Assessment Text Analysis Rubric.

**Guidelines**

**Be sure to:**

* Closely read the prompt.
* Address all elements of the prompt in your response.
* Paraphrase, quote, and reference relevant evidence to support your claim.
* Organize your ideas in a cohesive and coherent manner.
* Maintain a formal style of writing.
* Follow the conventions of standard written English.

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| **CCSS:** RL.11-12.2,RL.11-12.3, or R.11-12.5 and W.11-12.2.a-f, W.11-12.9.a, L.11-12.1, L.11-12.2  **Commentary on the Task:**  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).   This task measures W.11-12.9.a because it demands that students:   * Draw evidence from literary texts to support analysis and reflection.   This task measures L.11-12.1 because it demands that students:   * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   This task measures L.11-12.2 because it demands that students:   * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |