

Grade Band 9-10 Performance Assessment Sample: Merrell (Box Elder District)

Passage #1: Lincoln, Abraham. "Gettysburg Address." (1863)

Source: From Appendix B: Informational Text Exemplar for Grade Band 9-10

URL: http://www.corestandards.org/assets/Appendix_B.pdf

Lexile: 1340

Placement: More Complex

Word Count: 272

Utah Core Standard(s):

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferred.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text.

RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5: 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.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Assessment rubric to be used for close reading tasks: Reading Self-Assessment Rubric/Standards Side-by-Side: Grades 9-10 Close Reading of Informational Text

Rubric available at this link: http://www.schools.utah.gov/CURR/langartsec/Close-Reading-Rubrics/Grade_9-10_CLOSE-READING-RUBRIC.aspx

Assessment rubric to be used for argument writing tasks: Rubric/Utah Writing Standards Side-by-Side: Grades 9-10 Argumentation

Rubric available at this link: <http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics/Grade-9-10-RUBRIC-ARGUMENT.aspx>

Learning Task 1: Analysis DOK3

1.1 Complete an independent close reading of passage #1.

1.2 In the first paragraph of passage #1, Lincoln claims, “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.” Discuss the meaning of this claim with a partner and then, working collaboratively with that partner, rewrite Lincoln’s claim from paragraph #1 in your own words.

1.3 In the second paragraph of passage #1, Lincoln claims, “Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. . . . We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live.” Discuss the meaning of this claim with a partner and then, working collaboratively with that partner, rewrite Lincoln’s claim from paragraph #2 in your own words.

1.4 In the third paragraph of passage #1, Lincoln claims, “It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.” Discuss the meaning of this claim with a partner and then, working collaboratively with that partner, rewrite Lincoln’s claim from paragraph #3 in your own words.

1.5 Working collaboratively with that same partner, use the rewritten claims from tasks 1.1, 1.2, and 1.3, to summarize passage #1 (Lincoln) in no more than 25 words.

1.6 Get with another pair of students. Read your summaries of passage #1. Listen attentively as the pair of students in your group read their summaries.

1.7 As a group, choose the strongest summary (one of your group member’s summaries or a new revised summary) you will share with the class.

1.8 Share your group’s summary.