**Grade 7 Performance Assessment Sample: Lindsay (Canyons District)**

A Four-Passage Text Set - Neruda, Alcott, Whitman, Goodrich and Hackett

Passage #1: Pablo Neruda. EXCERPT FROM *The Book of Questions.*

Source: <http://aeetwatermark.wordpress.com/2009/01/17/pablo-neruda-the-book-of-questions-trans-william-odaly-19741991/>

Lexile: N/A

Placement: Mid 7th Grade

Word Count: 10

Passage #2: Louisa May Alcott. EXCERPT FROM *Little Women.*

Source: Free from Project Gutenberg; <http://www.gutenberg.org/ebooks/514>

Lexile: 1230

Placement: High 7th Grade

Word Count: 2,067

Passage #3: Walt Whitman. “O Captain! My Captain!”

Source: Free from Project Gutenberg; The Project Gutenberg EBook Poems of American Patriotism: <http://www.gutenberg.org/cache/epub/6316/pg6316.html>

Lexile: N/A

Placement: High 7th Grade

Word Count: 202

Passage #4: Frances Goodrich and Albert Hackett. EXCERPT FROM “The Diary of Anne Frank.”

Source: <http://www.nexuslearning.net/books/Holt-EOL2/default.htm>

Lexile: 1080

Placement: Mid 7th Grade

Word Count: 2,317

Utah Common Core Standards Addressed:

**RL.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2**: Determine a central theme or idea of a text and analyze its over the course of the text; provide an objective summary of the text.

**RL.7.4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.

1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented.

**W.7.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.7.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Learning Task #1: Reading and Note-taking (DOK 2/3)**

Do a close reading of Chapter Forty, “The Valley of the Shadow,” from *Little Women*. Note how Jo spends her last days with Beth. What kinds of activities do they do together? What do they talk about? Use evidence in the text and your background knowledge to make inferences about what the two characters are thinking.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What She Does** | **What She Says** | **What She Thinks** |
| **Jo** |  |  |  |
| **Beth** |  |  |  |

**Learning Task #1 Standards Addressed:**

**RL.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**W.7.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Learning Task #2: Reading and Annotating (DOK 3)**

Read “O Captain! My Captain!” with the understanding that the poem is an extended metaphor and was written to honor Abraham Lincoln. As you read, annotate the poem for details about how the speaker feels about his “captain.” Consider the following guiding questions as you do so:

* How would the speaker describe his leader’s accomplishments?
* How does the metaphor of the ship and its captain represent the life and accomplishments of the leader being described?
* From the point of view of the speaker, how will his leader’s legacy live on?
* How do people who are not part of the “crew” on the ship react to the captain’s death?
* Does the speaker want to follow in the captain’s footsteps?
* In what ways does the speaker accept his leader’s death? In what ways does he resist it?

When you have finished annotating the poem, share your annotations with a partner. Share one idea from your annotations that your partner can record and record one idea your partner shares with you. Together, write a one-sentence description of the poem’s theme.

**Learning Task #2 Standards Addressed:**

**RL.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL7.2**: Determine a central theme or idea of a text and analyze its over the course of the text; provide an objective summary of the text.

**RL.7.4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**W.7.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Learning Task #3: Reading and Dialectical Journal (DOK 3)**

In a small group, read Act II, Scenes IV and V, from “The Diary of Anne Frank.” As you read, discuss and record brief quotes or passages that describe how the characters view life and death. What can you infer about their perspective on life and death from what they say or do? Respond to the quote or passage with your own reactions, thoughts, questions, or connections using the dialectical journal format. Include at least two entries for Anne and two for Mr. Frank.

|  |  |  |
| --- | --- | --- |
| **Character** | **Quote or Passage** | **Reactions, Thoughts, Questions, Connections** |
| Anne |  |  |
| Anne |  |  |
| Mr. Frank |  |  |
| Mr. Frank |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Learning Task #3 Standards Addressed:**

**RL.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**W.7.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Learning Task #4: Constructed Response (DOK 3)**

In “The Book of Questions,” Pablo Neruda asks: “What weighs heavier on the belt, sadness or memories?” Write a short but formal response in which you answer this question from your personal perspective. Use your background knowledge, including examples from the above texts you read or events you have experienced, to support your answer.

**Learning Task #4 Standards Addressed:**

**RL.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.

1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented.

**W.7.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.7.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**PERFORMANCE TASK: Extended Writing Response (DOK 4)**

In “The Book of Questions,” Pablo Neruda asks: “What weighs heavier on the belt, sadness or memories?” Reread the excerpts from *Little Women* and “The Diary of Anne Frank” and reread the poem “O Captain! My Captain!” Choose TWO of the following to compare how each character would answer Neruda’s question:

* Jo from *Little Women*
* Speaker in “O Captain! My Captain”
* Mr. Frank from “The Diary of Anne Frank”

Once you have chosen your two characters, write an argumentative essay in which you discuss how each character would answer Neruda’s question and how their answers compare and contrast. Use evidence from the texts to support your position. Complete the graphic organizer below to plan and organize your response.

|  |  |  |  |
| --- | --- | --- | --- |
| Character/Speaker#1 | Argument (Claim):How would this character answer Neruda’s question? | Evidence:What details in the text support your answer? | Warrant:How do these details support your answer? |
|  |  |  |  |
|  |  |
|  |  |
| Character/Speaker#2 | Argument (Claim):How would this character answer Neruda’s question? | Evidence:What details in the text support your answer? | Warrant:How do these details support your answer? |
|  |  |  |  |
|  |  |
|  |  |

**Performance Task Standards Addressed:**

**RL.7.1**: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2**: Determine a central theme or idea of a text and analyze its over the course of the text; provide an objective summary of the text.

**RL.7.4**: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.

1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented.

**W.7.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.7.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.