**Grade Band 11-12 Performance Assessment Sample: Krieger-James (Nebo District)**

A Three Passage Text Set - Thoreau, Wilder and Dickinson

Passage #1: Henry David Thoreau. *Walden.*

Source: Free from Project Gutenberg; The Project Gutenberg EBook of Walden, and On The Duty Of Civil Disobedience, by Henry David Thoreau;

<http://www.gutenberg.org/files/205/205-0.txt>

Lexile: 1070

Placement: More Complex

Word Count: 219

Passage #2: Thornton Wilder. *Our Town*.

Source: EXCERPT FROM Stage Agent Monologues: All monologues are the property and copyright of their owners. Monologues are presented on StageAgent for educational purposes only: <http://www.stageagent.com/Shows/MonologuesView/986>

Lexile: 400

Placement: Less Complex

Word Count: 293

Passage #3: Emily Dickinson. VII. ALMOST!

Source: Free from Project Gutenberg; Project Gutenberg's Poems: Three Series, Complete, by Emily Dickinson; <http://www.gutenberg.org/files/12242/12242-h/12242-h.htm>

Lexile: 620

Placement: Less Complex

Word Count: 41

Standards Addressed in Learning Tasks 1, 2, and 3:

11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

 11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

11-12RI1:  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12W5: 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.

11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Assessment rubric to be used for close reading tasks[: Reader Self-Assessment Rubric/Standards Side-by-Side: Grades 11-12 Close Reading of Informational Text](http://www.schools.utah.gov/CURR/langartsec/Close-Reading-Rubrics/Grade_11-12_CLOSE-READING-RUBRIC.aspx)

Rubric available at this link: <http://www.schools.utah.gov/CURR/langartsec/Close-Reading-Rubrics/Grade_11-12_CLOSE-READING-RUBRIC.aspx>

Assessment rubric to be used for argument writing tasks: [Rubric/Utah Writing Standards Side-by-Side: Grades 11-12 Argumentation](http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics/Grade-11-12-RUBRIC-ARGUMENT.aspx)

Rubric available at this link: <http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics/Grade-11-12-RUBRIC-ARGUMENT.aspx>

Learning Task 1: (DOK 3)

* 1. Complete a close reading of passage #1.
  2. In passage #1 Thoreau claims, “The millions are awake enough for physical labor; but only one in a million is awake enough for effective intellectual exertion, only one in a hundred millions to a poetic or divine life. To be awake is to be alive.” Discuss the meaning of this claim with a partner and then, working collaboratively with that partner, rewrite Thoreau’s claim as though you were explaining it to someone who has not read passage #1.
  3. Get with another pair of students. Read your rewritten version of Thoreau’s claim from passage #1. Listen attentively as the pair of students in your group read their rewritten version of Thoreau’s claim.
  4. As a group, decide which rewritten version of Thoreau’s claim you will share with the class.
  5. Share your group’s rewritten claim.

Passage #1: Henry David Thoreau. *Walden.*

The millions are awake enough for physical labor; but only one in a million is awake enough for effective intellectual exertion, only one in a hundred millions to a poetic or divine life. To be awake is to be alive. I have never yet met a man who was quite awake. How could I have looked him in the face?

We must learn to reawaken and keep ourselves awake, not by mechanical aids, but by an infinite expectation of the dawn, which does not forsake us in our soundest sleep. I know of no more encouraging fact than the unquestionable ability of man to elevate his life by a conscious

endeavor. It is something to be able to paint a particular picture, or to carve a statue, and so to make a few objects beautiful; but it is far more glorious to carve and paint the very atmosphere and medium through which we look, which morally we can do. To affect the quality of the day, that is the highest of arts. Every man is tasked to make his life, even in its details, worthy of the contemplation of his most elevated and critical hour.

Learning Task 2: (DOK 3)

2.1 After doing an independent close reading of passage #2 (the passage from *Our Town*), decide what claim Wilder is making. Record that claim.

2.2 Discuss the passage with a group of four. Taking turns and listening attentively, each group member shares his or her claim and explains the rationale for his or her claim.

2.3 Choose the strongest claim (this may be your original claim, one of your group member’s claims, or a new claim).

2.4 After deciding on the strongest claim, highlight/underline the specific textual evidence that supports that claim.

Passage #2: Thornton Wilder. *Our Town*. EXCERPT FROM Stage Agent Monologues: All monologues are the property and copyright of their owners. Monologues are presented on StageAgent for educational purposes only: <http://www.stageagent.com/Shows/MonologuesView/986>

I can't bear it. They're so young and beautiful. Why did they ever have to get old? Mama, I'm here. I'm grown up. I love you all, everything. - I can’t look at everything hard enough.

(Pause, talking to her mother who does not hear her. She speaks with mounting urgency)

Oh, Mama, just look at me one minute as though you really saw me. Mama, fourteen years have gone by. I'm dead. You're a grandmother, Mama. I married George Gibbs, Mama. Wally's dead, too. Mama, his appendix burst on a camping trip to North Conway. We felt just terrible about it - don't you remember? But, just for a moment now we're all together. Mama, just for a moment we're happy. Let's look at one another.

(Pause, looking desperate because she has received no answer. She speaks in a loud voice, forcing herself to not look at her mother)

I can't. I can't go on. It goes so fast. We don't have time to look at one another.

(She breaks down sobbing, she looks around)

I didn't realize. All that was going on in life and we never noticed. Take me back - up the hill - to my grave. But first: Wait! One more look. Good-by, Good-by, world. Good-by, Grover's Corners? Mama and Papa. Good-bye to clocks ticking? And Mama's sunflowers. And food and coffee. And new-ironed dresses and hot baths? And sleeping and waking up. Oh, earth, you're too wonderful for anybody to realize you.

(She asks abruptly through her tears)

Do any human beings ever realize life while they live it? - Every, every minute? (She sighs)

I'm ready to go back. I should have listened to you. That's all human beings are! Just blind people.

Learning Task 3: (DOK 3 and 4)

3.1 Do a close reading of passage #3 (Dickinson’s poem).

3.2 Summarize the poem in one or two sentences, answering the following question in the process: What is Dickinson’s message about life?

3.3 With your group of four, discuss how the theme of Dickinson’s poem is both LIKE and UNLIKE the claims of Thoreau’s and Wilder’s passages.

3.4 Using specific evidence from all three texts, use a compare/contrast triangle to compare and contrast the three passages.

3.5Which of the following claims do you feel BEST captures the similarities in Thoreau’s, Wilder’s, and Dickinson’s viewpoints? If none reflects the claim you feel is the best representation, feel free to create your own, as long as it can be supported with specific textual evidence.

a. Life moves too quickly for human beings to truly appreciate it.

b. Life’s moments are precious and human beings should strive to savor them.

c. Human beings must make choices in life and then live with the consequences of those choices.

d. It is challenging, but human beings are capable of savoring life’s precious moments.

3.6With a partner, explain your reasons for selecting the claim you chose that captures the similarities in the three viewpoints. Use specific evidence from all three texts that explain your selection.

3.7 Writing Prompt: You are writing a speech to give at your high school graduation about how to live a meaningful life. Write a speech in which your central idea is the same as the claim you selected above. Use specific evidence/examples from all three texts within the body of your speech. [(Use Rubric/Utah Writing Standards Side-by-Side: Grades 11-12 Argumentation)](http://www.schools.utah.gov/CURR/langartsec/Writing-Rubrics/Grade-11-12-RUBRIC-ARGUMENT.aspx)

Passage #3: Emily Dickinson. VII. ALMOST!

ALMOST!  
Within my reach!  
I could have touched!  
I might have chanced that way!  
Soft sauntered through the village,  
Sauntered as soft away!  
So unsuspected violets  
Within the fields lie low,  
Too late for striving fingers  
That passed, an hour ago.