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

A Three Passage Text Set – Lincoln, Monk, and Hand

**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

**Passage #2:** Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution.* New York: Hyperion, 2003. (2003)

Source: From Appendix B: Informational Text Exemplar: History/Social Studies for Grade Band 6-8

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

Lexile: 1340

Placement: More Complex

Word Count: 300

**Passage #3:** Hand, Learned. “I Am an American Day Address.” (1944)

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

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

Lexile: 880

Placement: Less Complex

Word Count: 57

**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.

**Learning Task 2: Strategic Thinking DOK 3**

**2.1** After completing an independent close reading of passage #2, decide what claim Monk is making. Use textual evidence to support your 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 behind the 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, identify the specific textual evidence that supports that claim.

**2.5** Writing Prompt: Explain how Monk’s passage (passage #2) might counter Lincoln’s claim concerning the war and/or the nation. Use textual evidence to support your counterclaim.

**3.0 Learning Task: Application and Extension DOK4**

**3.1** Analyze the meaning of passage #3 (Hand’s quote):

“Liberty lies in the hearts of men and women; …the spirit of liberty is the spirit which seeks to understand the mind of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded.” – Learned Hand

**3.2** With your group of four, discuss how the quote applies to both Lincoln’s claim (passage #1) and Monk’s claim (passage #2).

**3.3** Which of the following claims do you feel BEST captures the similarities in Lincoln’s, Monk’s, and Hand’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. The greater ideal is to preserve the principle of self-government.

b. The dedication to the spirit of liberty for every American comes at a cost.

c. At stake is not only the survival of the nation, but the survival of the principles on which it is based.

d. A new birth of freedom requires the dedication and action of men and women alike.

**3.4** With a partner, explain your reasons for selecting the claim you chose that captures the similarities in the three passages. Use specific evidence from all three texts to support your position.

**3.5** Writing Prompt: Connect the ideas and information provided in both passage #1 and passage #2 to show how they either support or refute Hand’s statement. Use textual evidence from the passages to support your position.

**3.6** Extension: You are writing an essay to earn the right to become the HOBY Ambassador from your school at the Hugh O’Brian Youth Leadership Seminar this summer. The essay prompt is “How is America both a place and an idea?” Use specific evidence/examples from all three texts within the body of your essay.