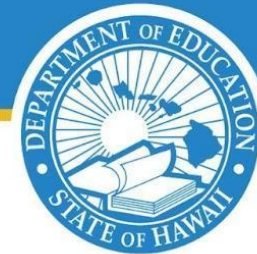


PERFORMANCE ASSESSMENT BOOKLET

Performance Assessment Name:	Grade Level(s) and Content Area(s):
Literary Analysis: <i>Graduation Ceremony Poetry Selection</i>	Gr 11-12 ELA
Names of Assessment Developers:	Position/Affiliation:
David Brooks Chayanee Brooks	Teacher, Ka'ū High School Teacher, Ka'ū High School
Citations/Attributions. If this task is an adaptation of work published elsewhere, list all citations/attribution. Permission to include copyrighted work must be obtained from the owner and documented here.	
N/A	
PERFORMANCE ASSESSMENT TARGETS	
Big Idea(s). Specify the big idea(s) that will be evaluated by the performance assessment.	
Literary Analysis • Comprehension of literary or informational text • Analysis of texts to show interrelationships of literary elements and culture • Communicating information demonstrating comprehension and analysis	
Standards. Identify the disciplinary content and practice standards that are measured in this performance assessment? In other words, what claims do you want to make about what a student knows and can do?	
NOTE: The focus of the performance assessment is communicating a literary analysis . In some cases, this may be in the form of a written text or it may be in the form of oral communication, or even a combination of the two. Additionally, students may have opportunities to conduct research. In the cases where research is conducted and/or students present information orally, teachers may want to identify appropriate standards to evaluate. Scoring rubrics should be created or selected to evaluate the quality of student performance in these areas; however, communicating a literary analysis should be evaluated using the rubric associated with this performance assessment. Research and oral communication standards and rubrics are not included in this performance assessment.	



W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, and information clearly and accurately through the effective selection, organization, and analysis of relevant content.

- W.11-12.2.A: 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.
- W.11-12.2.B: 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.
- W.11-12.2.C: 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.
- W.11-12.2.D: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2.F: 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).

ELA-Literacy.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

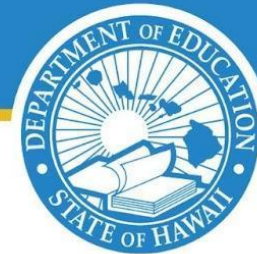
Narrative Text:

RL.11-12.1: 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.

RL.11-12.2: 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.

RL.11-12.3: 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).

RL.11-12.4: 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.)

RL.11-12.5: 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.

RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

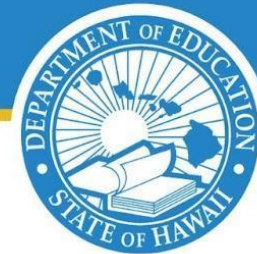
PERFORMANCE ASSESSMENT DESIGN

Brief Task Description. Describe what students will be required to produce, perform, or demonstrate in the task. Explicitly describe the authentic/real-world connection(s), cross-content connections, and key audience(s) beyond the classroom teacher, class, or school.

Description:

In this performance assessment, students will review works of poetry provided by the teacher. They will identify and analyze the literary elements & techniques to reflect upon how these literary elements/techniques reflect the theme for graduation in order to select the best poetry to be recited at their school graduation ceremony.

- **Authentic/real-world connection(s):** Highlight the connection between poetry and one of the most important events in their lives, graduation.
- **Cross-content connections:** History
- **Key audience(s) beyond the classroom teacher, class, or school:** Participants at graduation ceremony (students, teachers, parents, administrators, community)

**TEACHER DIRECTIONS**

Unit of Instruction. Identify curriculum connections and then briefly describe a potential unit of instruction (specify curricular unit) that would serve as a foundation for this performance assessment. This includes a general lesson sequence and activities, as well as formative assessment suggestions.

Curriculum Connections: [SpringBoard Grade 12: Literary Analysis](#)

- In this SpringBoard G12 Unit 1: Perception is Everything, students are introduced to literary theory in order to help them make meaning of the world through analysis of literature. Students will apply the theory they learn to interpret poetry. In the following performance assessment, they will then form an argument based on their analysis of literary elements/ techniques regarding what poetry will be best to recite at their high school graduation ceremony.

Summary of Unit of Instruction:

- This performance assessment will be administered at the end of the unit of literary elements and techniques instruction. After the process of brainstorming, students review a poetry set provided by the teacher to analyze and write about. Students will select the best poetry and analyze how that selection will be best to be presented at their graduation ceremony.
- This performance assessment could also be used as a culminating activity at the end of a unit about research and/or an interdisciplinary unit (with Social Studies) about literary analysis.

Prerequisite Knowledge and Skills:

- Students should have the opportunity to brainstorm/list their knowledge and interests about the seven different poetry sets available and choose one to focus on for their analysis.
- Students should have the opportunity to review, and have continued access to, the poetry set of their choosing.
- Students must be able to integrate arguments in the writing of their analysis of literature.
- Students must have been exposed to synthesizing information from multiple resources.
- Students should have been taught and had opportunities to identify literary elements within texts.
- Teachers should provide an exposure to the expectations of the literary analysis rubric.
- Students must know the expectations and structure of an analysis writing piece.
- Teachers should provide an exposure to the expectations of an argument structure.

Possible Formative Assessments:

- During whole group discussion, the teacher models and elicits students' understanding of how the author utilizes different literary elements and techniques to portray perspectives or how their lives are represented through those elements and techniques.
- Teacher facilitates the whole group to brainstorm about their knowledge and interests about the poetry set they might want to explore.



- Small groups share their understanding of the poetry set they reviewed, as well as what they'd like to focus upon in their writing piece, before sharing out to the whole class.
- Individual written notes/graphic organizers about poetry and literature examined.
- Graphic organizers using structure, organization, and style of informational writing to outline a writing plan.

Prior to the Administration of Performance Task:

The student instructions, including the rubric, should be reviewed with students and clarifying questions answered to ensure the students understand what they are being asked to do and understand all vocabulary and concepts used before they begin the performance task. Teachers should take the task themselves prior to administering it to students.

The teacher can activate background knowledge by discussing the students' own lives to which they have already been exposed, thereby using the discussion as a tool to connect to the performance task.

The teacher could start with the task with a whole group discussion, think-pair-share, or table group discussion so students can share with each other their knowledge.

Note: Modifications to the Student Rubrics can be made to support student understanding of the success criteria.

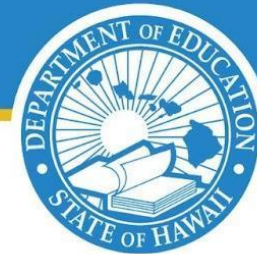
Time Required. Identify the estimated amount of time required for students to complete this performance assessment (not the unit of instruction). If identifying class periods, specify the class period's length of time.

Students will need a total of 4 - 6 hours to complete this performance assessment:

- 2 hours to brainstorm the knowledge on literary elements and techniques and review/analyze poetry set resources.
- 2 hours to organize, produce, review, and edit their analysis product.
- 1-2 hours to present their analysis (optional)

Resources and/or Materials. Provide a clear list of materials, including technology, required to complete the task. Add hyperlinks for online resources and names of print resources.

1. Teacher provided texts:
 - [Blackberry Picking](#)
 - [Hammock](#)
 - [For Julia*](#)
 - [Grounded](#)
 - [Sonnet 73](#)



- [Do Not Go Gentle Into That Goodnight](#)
- [The Summer Day](#)

*“Some texts provided are complex, higher-level texts which may contain mature content and themes. 'Mature content' may include, but is not limited to strong language, disturbing details, controversial content, and/or culturally diverse themes. These texts are selected based on their historical, cultural, and literary merit. The instructional purpose is to expose students to multiple perspectives in order to analyze complex issues and to promote individual reflection and academic growth.”

2. Additional texts can be found by teachers or students to be discussed in class with students.
3. Other poems can be used for the performance assessment at teacher discretion.
4. Laptop with Internet connection
5. Scratch paper
6. Pens/ pencils
7. Highlighters
8. Audio/video recording devices for students who choose to speak to present their analysis arguments

Accessibility Strategies. List the universal tools, designated supports, and accommodations most relevant to this task.

Universal tools (available for all students):

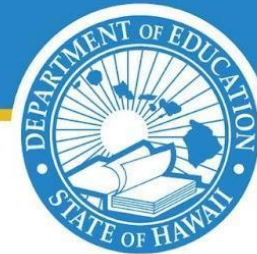
- English Dictionary (online/paper), Highlighter, Spell Check, Graphic Organizers, Thesaurus (online/paper), Speech-to-Text

Designated supports (available to all students based on teacher discretion):

- Read Aloud, Scribe, Simplify Student Instructions, Text-to-Speech, Translations (Glossary), Bilingual Dictionary

Accommodations (available for students with IEP or 504 plans):

- Text-to-Speech, Read Aloud, American Sign Language
- Students can take as much time as needed to complete the task.



STUDENT DIRECTIONS

Task(s)/Activity(ies). Include the task as it will be presented to the students. This includes all student instructions used in the administration of this performance assessment. Include any supplemental materials that are presented to students.

A student booklet should be used for administration and linked in below. The student booklet should also contain the rubric for student reference.

[W APPROVED-Grades 11-12 ELA_Graduation Ceremony Poetry Selection_Literary Analysis...](#)

Underline aspects of the student directions that can vary based on local context without changing the intended measurement outcomes (i.e., construct).

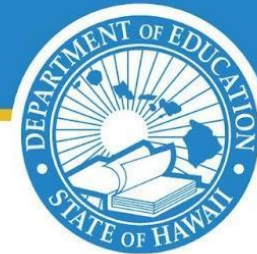
BACKGROUND:

High school graduations are special ceremonies where parents, family, friends, teachers, and others in the school and wider community come to celebrate your beginning as a young adult. *Commencement* means “beginning” and the beginnings you all will have upon graduation are moments for cheer (and possibly worry) by everyone who loves and cares for you.

Part of your preparations for your ‘beginnings’ that come after high school are and have been your English, Math, Social Studies, and all other courses. In English class, you have practiced literary mindedness by analyzing poetry, novels, and other literary and informational texts. Your task in this assessment is to use your literary skills to choose one poem from the provided list of poems to read aloud at your graduation ceremony. (Relax, you will not have to actually read your choice of poem in front of hundreds of people, but do imagine that audience and context when you choose your poem.)

Once you have read through the poems provided, and have selected the one you think will have the greatest impact on the audience, you will write an essay which analyzes and explains the literary elements and techniques the poet uses and why this poem is appropriate for the graduation ceremony audience in the context of a graduation ceremony speech. You also have the option of presenting your choice and sharing the analysis of the poem with your classmates during class verbally instead of writing an essay. Your verbal presentation will need to have the text of the poem available to the audience for you to reference and explain what is happening in the poem and why it is an appropriate choice.

Refer to the attached rubric for expectations in your essay or presentation.

**PROMPT:**

Choose one poem from the selection list, then analyze and explain the literary elements and techniques the poet uses and why this poem is appropriate for the graduation ceremony audience in the context of a graduation ceremony speech. You can write an essay **or** develop a presentation to your class.

While writing your essay or creating your presentation using analytical writing processes, be sure to include:

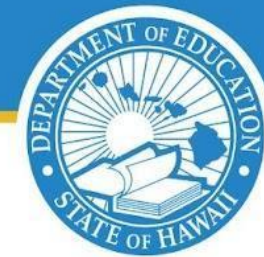
- A thesis that presents a defensible interpretation of literary technique(s) and the meaning of the poem
- Introduction and conclusion
- Evidence to support your claim(s)
- Explanation of how the evidence supports your claim(s)

SCORING GUIDANCE

Anchor Papers and Annotations. To support more consistent and accurate scoring of this performance assessment, create anchor papers and annotations for selected student work samples using the templates.

See teacher scoring rubric on the next page.

 APPROVED-Grades 11-12 ELA_Graduation Ceremony Poetry Selection_Literary Analysis...



Grades 11-12 Literary Analysis Scoring Rubric Graduation Ceremony Poetry Selection

Communicating a literary analysis can be in the form of writing, speaking, or a multimedia presentation. See below for writing or speaking standards.	4 Exceeds	3 Meets	2 Nearly Met	1 Not Met
Comprehension and ELA Content CCSS.ELA-Literacy.RL/RI.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. CCSS.ELA-Literacy.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences.	- Introduces and thoroughly establishes the criteria for the analysis through a compelling thesis statement. - Demonstrates a sophisticated understanding of the literary techniques, author's craft, and/or text structure and their cumulative impact on the development of the text.	- Introduces and explains the criteria for the analysis through a thoughtful thesis statement. - Demonstrates an understanding of the literary techniques, author's craft, and/or text structure and their cumulative impact on the development of the text.	- Introduces the criteria for the analysis through a thesis statement, but parts of the analysis shift and do not connect to the criteria. - Demonstrates a basic understanding of the literary techniques, author's craft, or text structure and an emerging awareness of their impact on the development of the text.	- Introduces an incomplete or disconnected thesis statement. - Demonstrates little understanding of the literary techniques, author's craft, or text structure.
Development of Evidence and Analysis CCSS.ELA-Literacy.RL/RI.11-12.1: 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. CCSS.ELA-Literacy.W.11-12.9 a/b: Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.SL.11-12.9.4: Present information, findings, and supporting evidence, conveying a clear and distinct	- Provides a range of well-chosen explicit and implicit text evidence and insightful interpretations that reveals the literary elements/author's craft. - Offers a thorough and insightful analysis substantiating the thesis using well-developed reasoning and insightful perspectives of the text evidence and inferences.	- Provides explicit and implicit evidence and appropriate inferences that reveals the literary elements/author's craft. - Offers an analysis supporting the thesis statement using logical reasoning of the text evidence and interpretations.	- Provides vague or limited text evidence and superficial inferences with a tendency to retell the text in an attempt to reveal the literary elements/author's craft. - Offers a basic analysis with a limited explanation of how the text evidence supports the topic and ideas.	- Provides irrelevant or ineffective text evidence and inferences which may be loosely connected or unrelated to the literary elements/author's craft. - Offers a confused analysis and explanations or no analysis and explanations of how the evidence supports the topic or ideas.



perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.				
Organization (Structure, Coherence) CCSS.ELA-Literacy.W.11-12.2a: 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. CCSS.ELA-Literacy.W.11-12.2c: 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. CCSS.ELA-Literacy.W.11-12.2f: 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). CCSS.ELA-Literacy.SL.11-12.9.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	- Includes an elaborated and insightful introduction that captures the readers' attention in a thoughtful and engaging manner and previews ideas explored in the analysis. - Seamlessly organizes complex ideas, concepts, and information, to create a cohesive and coherent analytical response. - Incorporates various transitions (words, phrases, and clauses) to create coherent relationships between ideas and concepts. - Includes an insightful conclusion that offers readers insight into the text and author's literary choices.	- Includes a logical and engaging introduction that previews ideas explored in the analysis. - Organizes ideas, concepts, and information to create a coherent analytic response. - Uses various transitions (words, phrases, and clauses) to create coherent relationships between ideas and concepts. - Includes a conclusion that supports the topic and ideas.	- Includes a basic introduction. - Attempts to organize ideas and information; however, the structure creates some confusion. - Uses simplistic transitions attempting to show relationships between ideas and concepts. - Includes a basic conclusion that restates the topic.	- Includes a beginning, but it is unclear, may not be appropriate for the task, or is missing an introduction. - Demonstrates little organization of ideas and information or lacks a clear organizational structure. - Uses inappropriate transitions which do not show relationships between ideas and concepts or does not use transitions. - Uses a conclusion disconnected from the topic or does not include a conclusion/concluding statement.
Language / Conventions* CCSS.ELA-Literacy.L.11-12.1: Demonstrate	Written Expression: Uses sophisticated grammar, usage, tense, punctuation, and	Written Expression:	Written Expression: Demonstrates some errors in grade-level grammar, usage, tense,	Written Expression: Demonstrates many errors in grade-level grammar, usage, tense,



command of conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.11-12.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.11-12.3: 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. CCSS.ELA-Literacy.W.11-12.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CCSS.ELA-Literacy.W.11-12.2e: Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing. *Note: If the performance assessment is a presentation which does not require formal writing or speaking, this criterion may not apply.	spelling, and any minor errors, do not impact the meaning and readability. • Uses advanced literary vocabulary and a sentence structure which maintains a consistent and engaging formal style demonstrating authority. Oral Expression: • Uses sophisticated grammar, usage, and tense and any minor errors do not impact the meaning and quality of the presentation. • Uses advanced literary vocabulary and a sentence structure which maintains a consistent and engaging formal style demonstrating authority.	• Uses appropriate grammar, usage, tense, punctuation, and spelling, and any minor errors, do not impact the meaning and readability. • Consistently uses literary vocabulary along with varied sentence structure to maintain a formal style. Oral Expression: • Uses appropriate grammar, usage, and tense, and any minor errors do not impact the meaning or quality of the presentation. • Consistently uses literary vocabulary along with varied sentence structure to maintain a formal style.	punctuation, and/or spelling which weaken the overall quality of the meaning and readability.. • Uses some literary and generic vocabulary and standard sentence structures in an attempt to create a formal style, but lacks consistency. Oral Expression: • Demonstrates some errors in grade-level grammar, usage, and tense, which weaken the overall meaning and quality of the presentation. • Uses some literary and generic vocabulary and standard sentence structures in an attempt to create a formal style, but lacks consistency.	punctuation, and/or spelling which significantly detracts from the meaning and readability. • Limited use of literary vocabulary and sentences are short and choppy, creating an informal style and tone. Oral Expression: • Demonstrates many errors in grade-level grammar, usage, and tense, which significantly detracts from the meaning and quality of the presentation. • Limited use of literary vocabulary and sentences are short and choppy, creating an informal style and tone.
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