

# PERFORMANCE TASK EXEMPLARS

Course: Pre-Calculus

Teacher: Smith

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

Knowledge and application of exponential functions can shed important insights about controversial public policy issues, yet transfer of these understandings is typically limited to professional economists even though many Americans have the educational background and need to consider these issues in this context. Using mathematical models can make individuals more informed and engaged citizens.

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

This issue is presently newsworthy and relevant to core subjects in Pre-Calculus.

**Student Prompt:** *What is the task (as presented to students)?*

1. Our federal government has been running deficits throughout modern history. Compile ten years of data, which is readily available from Internet sources to construct an exponential model predicting our nation's debt, debt-to-GDP ratio, and personal savings ratio.
2. Calculate the cost per United States citizen to pay the national debt down **today** and **in ten years** (consider that our population will also be different in 10 years).

You are an economic adviser to a freshman Congressperson developing her platform on budget matters:

- She asks you, first, to respond to the following statement: *The government creates a moral hazard by spending more money than it takes in each year. Obligations are passed to future generations for services that our generation is enjoying.*
- In reviewing the ten years of data, recommend ways in which the government can reduce its spending or increase its revenue.
- What suggestions do you have to pay down our debt, or is this even necessary?
- How have other countries with high debt-to-GDP ratios dealt with this problem

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**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

- Correct use of mathematical modeling to generate data.
- Formation of an informed opinion and construction of a justified argument to support a student's position.

**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

Film documentary: I.O.U.S.A

Government and non-government sponsored web sites containing economic data

# PERFORMANCE TASK EXEMPLARS

Course: Algebra I

Teacher: D'Ambola and Malloy

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

Understanding human impact on the environment is a perennial global challenge, and monitoring how carbon dioxide emissions often exceed recommended levels is one such example (Scientific America, 2009). Mathematical models, such as tables, graphs and linear inequalities can increase our understanding of the extent to which carbon dioxide emissions impact the environment.

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

The application of algebraic equations is a core concept in ninth grade and beyond. This task also assesses students' ability to apply the *CCSS Mathematical Practice Standards*.

**Student Prompt:** *What is the task (as presented to students)?*

"Cars in California offer a new kind of sticker shock this year: carbon. In addition to the familiar smog ratings, labels on new Cali cars rank them 1 to 10 based on greenhouse gas emissions. The best, a perfect 10, will emit less than 200 grams of greenhouse gases per mile. The bad ones more than 520" (Scientific America, 2009)

As a result of this research, you decide to look at your family's driving habits in an effort to help them limit the amount of carbon dioxide emitted.

### **Data Collection**

- Select two of your family vehicles. Be sure to note the vehicle's year, make, and model.
- Determine the approximate number of miles per month driven for each car.
- Organize your data using a method of your choice.

Make a recommendation to your family on how to best stay within the suggested limit. Use one or more math models to support your recommendation. Be specific and convincing.

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**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

- Accurate data collection
- Correct calculations and conversions leading to a reasonable coefficient for each vehicle
- Accurate mathematical model(s)
- Ability to construct and justify an argument with mathematical evidence

**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

Calculators

Internet for conversion rate (grams to pounds)

<http://www.travelmatters.org/calculator/individual/personal>

<http://www.scientificamerican.com/podcast/episode.cfm?id=carbon-dioxide-from-cars-09-01-08>

# PERFORMANCE TASK EXEMPLARS

Course: CP U.S. History

Teacher: Heffernen

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

Preserving inalienable rights in a democracy, particularly in an increasingly globalized society, is a complex issue. In times where our security is compromised, we need to consider the notion of how a democracy values those rights while balancing the fundamental need to both preserve rights, and also maintain security (which could protect rights).

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

This subject demonstrates an everlasting struggle between individual rights and security in American history during the 20th century, specifically, the notion of American power and how American power influences American policy and life.

Furthermore, debating these ideas are central to a democratic system. As Holmes stated in the *Schenck v. United States* case, the question of liberties are a matter of proximity and degree to a threat to those liberties. The question of balance for liberties has always been, and will remain, a complex problem in the American political system.

**Student Prompt:** *What is the task (as presented to students)?*

## Part I

On October 30<sup>th</sup>, Sarah, a student at Northern Highlands had to stay late at school. Sarah had practice and then worked on a group project. By the time she finished it was 8 p.m. Living in Allendale, and without a ride, she decided to walk home. On the way home, a police officer confronted her, asked her for her name, address, and why she was out so late. After a long day, she was in no mood to answer questions, particularly since she was doing nothing wrong. The police officer demanded to look through her backpack, which she meticulously packed to balance her books and practice gear. Sarah did nothing suspicious, and committed no crime, and yet she felt

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that she had to submit to a search. Being familiar with the Constitution, she told the officer that he violated her Fourth Amendment right to be secure against unreasonable searches. The officer disagreed. Finding nothing, he nonetheless made her get in the police car and brought her to the police station and her parents were called. Police held her at the station, preventing her from leaving, until her parents arrived to take her home.

1. Imagine that this happened to you. How would you feel about this confrontation with the police officer? Does a police officer have the right to stop and bring you to the police station in this context? Can the police stop and search you?
2. Present a clear argument for why you've reached the conclusion that you've reached.

## Part II

Since 1929, the United States has faced major international crises in relative succession: the Great Depression, World War II, the Cold War, the age of terrorism, and near total collapse of the global economy in 2008. During this same time period, the United States became a global superpower.

These events had an influence on how American's live their lives. Evaluate the validity of the following statement and cite historical evidence to support your claim:

*The fundamental liberties of Americans as outlined in the Bill of Rights sometimes must be sacrificed or limited in order to maintain national security.*

## Part III

Self-evaluation: *Students are given their two responses. They examine the responses to consider how/if the first part and the second part align. Are the situations for Sarah and for society as a whole similar? Do they overlap?*

*Students form groups of four. Present a compelling argument for and against the sacrifice of certain liberties for the sake of security.*

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**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

Students present evidence of historical understanding of previous debates over liberty vs. security. Students display a conception of legal rights, as expressed in the Bill of Rights as well as times where these rights have been restricted.

**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

Selected Amendments: 1st, 2nd, 4th, 5th, 6th, 8th, 9th.

Short excerpt from Joseph McCarthy on Communism in the US, Pete Seeger Testimony before HUAC, Dennis v. US (1951), Brandenburg v. Ohio (1969), NY Times v. United States (1971), Pentagon Papers reactions, Patriot Act, Editorials on Snowden leaks.

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Course: U.S. History (CP, Honors, or AP)

Teacher: Heffernen

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

The role of government is a fundamental and foundational problem for the American people. From the inception of the nation the U.S. has engaged in debates over the size, scope, and role of governmental power. Despite the long and evidentiary basis for debate, at times various factions have laid claim to understand and possess the *real* or *authentic* understanding for the power of the American government. Whether the original disagreements between Federalists and Anti-federalists, to the sectional division that dissolved into Civil War, and in the contemporary dispute represented by the Tea Party and Occupy Wall Street movements, the debate is vibrant and difficult to resolve.

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

This task aligns with the overarching course aim in that the purpose of a history course, particularly an American History course is not to have children simply acquire information for the purpose of familiarity and regurgitation, but to prepare them to be citizens with a fundamental understanding of the common themes and history of the nation.

**Student Prompt:** *What is the task (as presented to students)?*

When a crisis arises, what is the proper response? In our own lives we might consult with friends, teachers, or parents. However, when a nation or larger society is presented with a crisis, the question arises as to who or what is the proper entity to resolve or present a solution for the crisis.

Examine the documents

**Progressive Party Platform:**

<http://teachingamericanhistory.org/library/document/progressive-platform-of-1912/>

<http://teachingamericanhistory.org/library/document/progressive-platform-of-1912/>

**The Triumph of America:** <http://teachingamericanhistory.org/library/document/the-triumph-of-america/>

<http://teachingamericanhistory.org/library/document/the-triumph-of-america/>

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**Tea Party Platform:** <http://www.teaparty-platform.com/>

<http://www.teaparty-platform.com/>

**Occupy Manifesto:**

<http://www.theguardian.com/commentisfree/2012/may/11/occupy-globalmay-manifesto>

As you read the documents:

1. Identify and consider the concerns of the authors as connected to the role and responsibility of the government.
2. Note the similarities and differences in the documents, particularly between the concerns of the Progressive Era writers to the contemporary writers.

Task:

John Dewey wrote, "the task of democracy is forever that of creation of a freer and more humane experience in which all share and to which all contribute.."

Using the sources provided, and your understanding of past and present events, evaluate the extent to which Americans have created a freer and humane society and where the role of government fits into this eternal challenge. In your response, consider arguments as to how to achieve a better society as well as examples of how this has or has not been accomplished.

**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

Ability to cogently and effectively present evidence of historical understanding applying previous debates over the role of government in a well-constructed, organized expository essay.

**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

Included in prompt.

# PERFORMANCE TASK EXEMPLARS

**Course: Biology**

**Teacher: Scheese**

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

Scientists use technology and an organized approach to solve problems, test hypotheses and analyze data. Through hypothesis-based scientific study we can further our understanding of the nature of life.

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

This task requires students to demonstrate knowledge and application of the scientific method, and it incorporates authentic writing outside of a laboratory investigation.

**Student Prompt:** *What is the task (as presented to students)?*

MERCK is a pharmaceutical company, which is currently conducting a controlled experiment with the hopes that the results will conclusively prove the effectiveness of an anti-cancer treatment. The experiment required 30 people in a local hospital, all within the same age-range and suffering from various types of cancers, to report for tumor screenings every two weeks to determine if the size of their tumors had been reduced. Of the 30 people who volunteered to participate in the experiment, 15 of these individuals were given the medicine in question and the other 15 were given a placebo. After amazing results (all individuals receiving the drug were cured) the drug was denied by the FDA citing flaws in the experiment.

What are at least two reasons why the FDA rejected a potentially life-saving drug?

- a. Inconclusive results
- b. The sample size was too small to determine if medication was truly effective
- c. The experiment was unethical because patients were unknowingly administered a placebo.

Explain *why* you chose that specific choice.

Identify at least one additional flaw to this design and explain why that would influence the results.

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Even though the FDA did not approve the anti-cancer treatment after the first experiment, MERCK feels this drug is effective for cancer treatment and decides to conduct a new experiment to test this drug. Since you are an expert in the area of scientific experiment design, MERCK contacts you to be a consultant on their next anti-cancer treatment experiment. Design a new experiment for the anti-cancer treatment - make sure you address the flaws of the first MERCK experiment.

**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

- Recognize at least two flaws with the original experiment.
- Explain why the examples they chose were mistakes with the experiment.
- Design an experiment including a control group, experimental group, one testing variable, and appropriate sample size.

**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

Lab – A control experiment

Review of scientific method – including independent vs. depending variables, appropriate sample size, placebo, and valid scientific data.

# PERFORMANCE TASK EXEMPLARS

**Course: Biology**

**Teacher: Tralongo**

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

All living things have evolved mechanisms to maintain homeostasis and must do so by obtaining nutrients and materials while responding to stimuli within the environment. Students will be able to connect a response to stimuli to the regulation of the bodies systems in order to maintain homeostasis while demonstrating they understand the design of the chemicals used in this regulatory mechanism.

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

This topic is the basis for which all living things strive for survival and connects all living things. The rest of the course is spent teaching how living things perform these tasks.

**Student Prompt:** *What is the task (as presented to students)?*

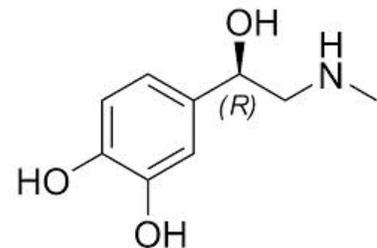
### Maintenance of Homeostasis

**ON YOUR DAILY EVENING DOG WALK YOU COME ACROSS A SMALL RODENT THAT IS MOSTLY BLACK WITH A LONG WHITE STRIPE DOWN ITS BACK. YOUR MUSCLES IMMEDIATELY TENSE UP, AND YOUR HEART RATE QUICKENS IN A RESPONSE TO THE RELEASE OF THE HORMONE EPINEPHRINE. EPINEPHRINE (AKA ADRENALINE) IMMEDIATELY CAUSES AN INCREASE IN HEART RATE (THE NUMBER OF TIMES YOUR HEART BEATS PER MINUTE) AS PART OF THE FIGHT OR FLIGHT RESPONSE.**

- Which Life Process is described here?
- Explain your answer and explain why this response would be beneficial to an organism's ability to survive? (Be sure to discuss the physiological response.)
- Explain which of the seven characteristics of life are being discussed here. (There will be multiple correct answers so be detailed in your explanation)

**Adrenaline is synthesized from the two molecules, Tyrosine and Phenylalanine. (FOR HONORS- Below is the structural diagram of epinephrine)**

- To which class of Macromolecule does Epinephrine belong?



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- b. Explain the way bonds are formed between monomers to form other types of this macromolecule.
- c. If Epinephrine wasn't broken down by enzymes its presence would lead to cardiac arrest. The enzyme mono-amine oxidase breaks down this chemical.

***Based upon what you know about enzyme structure, design a synthetic enzyme to breakdown excess adrenaline in the human body.***

**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

Students must first identify the correct answers then give an adequate explanation citing details. Finally, they must use their knowledge of Proteins and enzymes to analyze how to design an enzyme to perform a required function.

**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

# PERFORMANCE TASK EXEMPLARS

Course: CP/H Italian 3

Teacher: Astorina

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

Appropriate and authentic use of the target language, for Italian students, not only enhances their knowledge of conventions, it help students see how people in Italian-speaking countries interact socially in public and private matters.

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

This subject was chosen since it aligns with the course curriculum and core content curriculum standards integrating three modes of communication. The theme of food and drink is a real world context in which students can exhibit an understanding of knowledge and take purposeful action to achieve a result.

**Student Prompt:** *What is the task (as presented to students)?*

**Interpersonal:**

(3 Honors students must have a conversation with a minimum of at least 3 minutes and include level appropriate vocabulary and grammar.)

Inventa un dialogo orale con questi contenuti:  
(*Create a dialogue using the following*)

- Invitare qualcuno (un compagno in classe) a cena (*verbally invite someone in class to dinner*)
- Rispondere all'invito con un rifiuto gentile (*politely decline the invitation*)
- Insistere nell'invito spiegando il menu (*insist the invitee attend, explain the food selections on the menu*)
- Accettare e ringraziare (Accept the invitation and say thank you)

**Presentational:**

Log onto [www.invitomio.it](http://www.invitomio.it) and create an invitation that your teacher will be invited to. Research the website and then send your invitation to [astorinal@northernhighlands.org](mailto:astorinal@northernhighlands.org)

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**Interpretive:**

Interpret following Italian invitation and answer the corresponding questions in English.

## HONORS:



**PINKO**  
presents

**MAKE UP MY STYLE**

Venerdì 30 Novembre @ PINKO STORE PESARO  
Via G.Branca, 75 - Pesaro  
h 18:00

Vieni a scoprire la collezione AW12 PINKO,  
fatti guidare dai consigli  
della fashion blogger **Martina Cancellotti**  
e lasciati coccolare dalle nostre make up artists.  
**Ti aspettano tante sorprese!**

**Vuoi partecipare?**  
Vai su facebook e iscriviti subito al gruppo  
dello store PINKO di Pesaro:  
<http://bit.ly/PINKOPesaro>  
<http://www.facebook.com/PINKO.official>  
Twitter: @PINKO  
Instagram: @pinkoofficial

- 1) What is the purpose of this invitation?
- 2) Who is celebrating the event?
- 3) Where will this event take place?
- 4) When will this event take place (day and time (12 hour clock)
- 5) What is the address of the location where this event will take place?
- 6) How can a person rsvp to this event?

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CP:

1970  
  
 PRO LOCO

in collaborazione con BAR DEL CENTENARIO presentano

**sabato 26 maggio 2012 ore 20.00**  
 presso Ottagono del Parco del Centenario  
 via Milano (Trezzano sul Naviglio – MI)

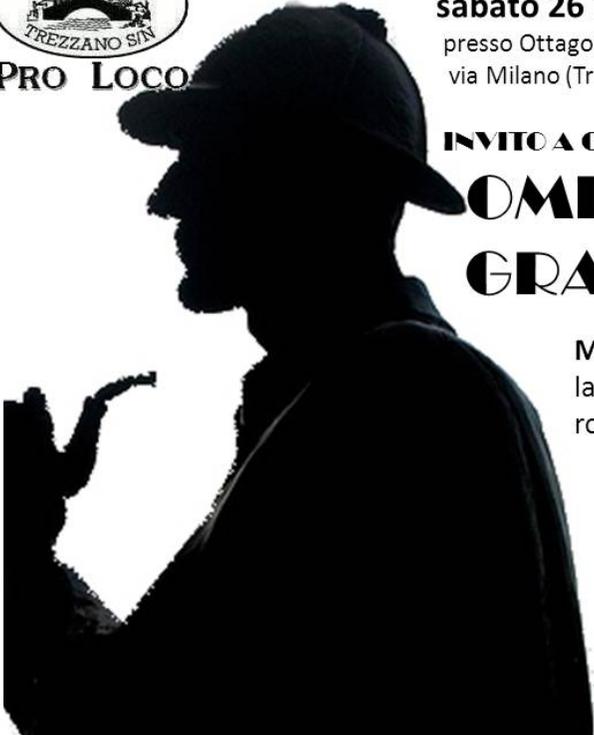
**INVITO A CENA CON DELITTO**  
**OMICIDIO AL**  
**GRAND HOTEL**

**Menu:**  
 lasagne e pasta alla puttanesca -  
 road beef e tonnato - patate al forno

**Costo Cena + Spettacolo 20,00€**  
 (bevande escluse)

**Pagamento al momento della prenotazione,**  
**obbligatoria entro mercoledì 23.05.2012**

Informazioni e prenotazioni presso il BAR DEL  
 CENTENARIO oppure [prolocotrezzano@gmail.com](mailto:prolocotrezzano@gmail.com)  
 oppure tel: 333.64 61 354 – 339.84 41 118



- 1) What is the purpose of this invitation?
- 2) What does the cost of this event include? What does it not include?
- 3) Where will this event take place?
- 4) When will this event take place (day and time (12 hour clock))
- 5) What is the address of the location where this event will take place?
- 6) How can a person rsvp to this event?

**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

- Use of idiomatic expressions appropriate to the given situation in the Italian language.
- Approximate native- like pronunciation, intonation, and inflection (presentational)
- Interpretation of various media from the language and culture for entertainment or personal growth.
- Sustain a conversation by asking and answering questions

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**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

SuperCi@o 2 text. Chapter 3 "Cibi e Bevande" (attività 11: "Invito a cena", pagina 59)  
Website: [www.invitomio.it](http://www.invitomio.it)

Supplemental: un menu in italiano includendo antipasti, primi piatti, insalate, secondi, e dolci

Invitations to a fashion event and dinner and show

# PERFORMANCE TASK EXEMPLARS

**Course: French I**

**Teacher: Gilli**

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

School systems, schedules, curricula and assessments are different from country to country. Likewise, acceptance and access to higher education varies between countries. Learning more about an educational system can provide deep insights into culture, social systems, and economies of nations.

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

The ability to interpret text is essential in language acquisition. By answering questions students have, they rely on familiar vocabulary and culture, but also the ability to interpret unfamiliar vocabulary and structure through context. The ability to present oneself appropriately in the target language is essential to function in a foreign country. This task encompasses these skills and aptitudes.

**Student Prompt:** *What is the task (as presented to students)?*

Premise: You receive an email from a young French middle school student seeking an American e-pal.

Interpretive Assessment:

You will answer comprehension questions about this young person's email.

Interpersonal / Presentational Assessment:

Then, you will write a response including responses to his questions and including any information you feel is pertinent and appropriate.

*Salut,*

*Je m'appelle Jean-Pierre Cornay. J'ai 14 ans et j'habite dans un petit village au nord de Paris. Je cherche un correspondant Américain pour pratiquer l'Anglais.*

*J'ai un frère qui s'appelle Daniel et une sœur qui s'appelle Catherine. Daniel a 18 ans et Catherine a 12 ans. Ma sœur et moi, nous allons au collège de Luzarches. Catherine est en 6eme et moi je suis en 4eme. Mon grand frère Daniel est au Lycée de Luzarches, il est en terminale et il passe l'examen qui s'appelle le Bac cette année.*

*Nous habitons dans une jolie maison à l'entrée du village. Nous avons un très grand jardin. J'ai deux chiens, trois chats et un hamster. L'école commence à huit heures du matin. Nous ne prenons pas l'autobus parce que le collège et le lycée sont à 5 minutes de la maison. L'école finit à 4h30. Catherine et moi, nous n'avons pas classe le mercredi après-midi mais nous avons classe le samedi matin.*

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*Et toi ? Tu as des frères et des sœurs ?  
Où est-ce que tu habites ?  
Tu fais du sport ? Moi j'adore le foot  
Comment est ton école ?  
Tu as des animaux ?  
Qu'est-ce que tu aimes faire ?  
J'espère que tu veux bien commencer une correspondance avec moi*

*Jean-Pierre*

## **Questions:**

1. Describe Jean-Pierre's house and family.
2. What does he say about his siblings?
3. Does he speak about his parents?
4. What is terminale?
5. What is "le Bac"?
6. How many pets does he have?
7. What is Luzarches? Where is it?

**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

- Ability to interpret authentic text
- Choice and accuracy of level-appropriate vocabulary to describe him/herself
- Ability to express likes and dislikes

**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

# PERFORMANCE TASK EXEMPLARS

Course: 9<sup>th</sup> Grade English

Teacher: Leib

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

Synthesizing ideas to construct a convincing, well-supported argument in several formats, addressing a basic construct of life, is a skill people need to demonstrate in their personal and professional lives.

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

The overarching aims of any English course are to help the students learn to read critically, including the evaluation of sources, and write clearly in different contexts to different audiences. This assessment evaluates both.

**Student Prompt:** *What is the task (as presented to students)?*

"Love Makes the World Go Round."

Is love the most important human interaction? Do emotions and hormones overrule reason? Discuss the concept citing evidence from at least four sources from the following list (no more than one source from each category):

- The works we have read in class (e.g., *Of Mice and Men*, *The Little Prince*)
- The poems attached to this packet (e.g., "Sonnet 18," "Sonnets from the Portuguese #43")
- Article on Cultural Anthropology and/or Evolutionary Sociology (e.g., <http://www.psychologytoday.com/blog/the-athletes-way/201212/the-evolutionary-biology-altruism> [edited])
- The graphics attached to this packet (e.g., "Fertility" by Edvard Munch, "Le Printemps" by Pierre August Cot)
- Any films or television shows you are familiar with
- Other books you may have read

1. Construct an essay that logically argues your position.
2. Write a blog post that expresses your personal view.
3. Demonstrate how you would explain your opinion to your younger sibling.

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**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

- Critical interpretation of the source materials (including the ability to evaluate the source materials)
- Construction of a structured, convincing argument that employs the appropriate form and grammar
- Demonstrated grasp of voice in her writing

**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

Texts used in class

Additional sources including poetry and artwork

# PERFORMANCE TASK EXEMPLARS

**Course: Literature about the Individual**

**Teacher: Monahan**

**Enduring Understanding/Big Idea:** *What is the core concept, content, skill or habit students must retain over time?*

Reading literature about different characters can provide insights into one's own individual identity and struggles with life, which may in turn, lead students to resolve their own situations or behaviors. As readers, students can improve their comprehension by applying close reading practices and context clues when encountering challenging texts.

**Rationale for Curricular Focus of the Assessment Item:** *Why was this subject chosen as the basis for evaluation? How does it align with your overarching course aim?*

"Literature about the Individual" focuses on the self and one's identity in the community/society. For this assessment, students focus on one character and identify character struggles. Students read two articles to help synthesize a clear reason as to why the character struggles with identity and offer some support for him/her. Students have the opportunity to practice identifying character traits and annotate articles, which connect to specific themes.

**Student Prompt:** *What is the task (as presented to students)?*

*Students read and annotate articles, "Teen Identity: How to Nurture a Healthy Identity in Your Kids and Teens," by Ivana Pejokovic and "Teenagers and the Struggle for Identity," by Seth Mullins. Students are given the articles for a homework assignment to read and annotate on their own in preparation for the assessment.*

Task: Identify one character from one of the novels, novellas, short stories, read prior to the assessment. Complete a character sketch of the one main character as he/she relates to other characters, his/her struggles in the text and your opinion of the character's self-worth. Identify specific experiences the character faces that ultimately change his/her view on life.

Using the articles and annotated notes, create a working thesis describing what the character struggles with, what may be missing in order for him/her to live a strong, independent life, and generate alternatives for the character to use in order to maintain a strong personal identity.

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**Evidence of Student Mastery:** *What is acceptable and appropriate evidence students have performed effectively in response to the prompt?*

- Annotations: Application of close reading skills.
- Thesis: Clear and compelling statement developing cause and effect of character's loss of identity and resolution of how the character should rebuild self-identity.
- MLA Format: Proper integration of sources
- Risk Taking: Independence in developing original ideas and taking a chance with limited guidance

**Materials and Resources:** *What teaching and/or student sources are connected to this prompt?*

Computer access

Character sketch graphic organizer (student generated through learning style)

Close reading skills check list (student notes from frequent close reading exercises in and out of class)

Two Articles:

[Teen Identity How to Nurture a Healthy Identity in Your Kids and Teens \(Print Ready\).mht](#)

[Teenagers and the Struggle For Identity.docx](#)