

# Measures of Student Learning

# NYC Performance Assessment Sample



Dennis M. Walcott, Chancellor

## Grade 12 ELA

### Task Details

<u>Task Title:</u>	Should individuals enlist in the military and fight for their country?
<u>Grade:</u>	12
<u>Anchor Standard(s):</u>	R1, W1

Using all 3 texts, answer the following question:

**Prompt: Should individuals enlist in the military and fight for their country?**

Read and annotate the three texts provided, then write an argument in which you:

- Introduce a precise claim that addresses the essay prompt.
- Cite strong and thorough textual evidence to support analysis of what the texts say explicitly as well as inferences drawn from the texts, including determining where the text leaves matters uncertain.
- Analyze and critique an example from all three texts that illustrates your claim.
- Analyze and refute an alternative interpretation by using all three texts (i.e. counterclaim).
- Keeping your audience in mind, establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which you are writing.
- Provide a concluding paragraph that follows from and supports the argument you present.

Texts:

1. Woodrow Wilson's "War Message" of 1917
2. Wilfred Owen, "Wild With All Regrets"
3. The Sun Also Rises, pp.33-39, Scribner paperback edition 2006 (chapter IV); not included pending copyright permission

Text 1**Excerpt from President Woodrow Wilson's War Message to Congress, 2 April 1917<sup>1</sup>**

Gentlemen of the Congress:

I have called the Congress into extraordinary session because there are serious, very serious, choices of policy to be made, and made immediately, which it was neither right nor constitutionally permissible that I should assume the responsibility of making.

On the third of February last I officially laid before you the extraordinary announcement of the Imperial German Government that on and after the first day of February it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach either the ports of Great Britain and Ireland or the western coasts of Europe or any of the ports controlled by the enemies of Germany within the Mediterranean.

The present German submarine warfare against commerce is a warfare against mankind.

It is war against all nations.

American ships have been sunk, American lives taken, in ways which it has stirred us very deeply to learn of, but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. The challenge is to all mankind.

With a profound sense of the solemn and even tragic character of the step I am taking and of the grave responsibilities which it involves, but in unhesitating obedience to what I deem my constitutional duty, I advise that the Congress declare the recent course of the Imperial German Government to be in fact nothing less than war against the government and people of the United States; that it formally accept the status of belligerent which has thus been thrust upon it; and that it take immediate steps not only to put the country in a more thorough state of defense but also to exert all its power and employ all its resources to bring the Government of the German Empire to terms and end the war.

We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve.

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<sup>1</sup> [http://ww1.lib.byu.edu/index.php/Wilson's\\_War\\_Message\\_to\\_Congress](http://ww1.lib.byu.edu/index.php/Wilson's_War_Message_to_Congress)

A steadfast concert for peace can never be maintained except by a partnership of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. It must be a league of honor, a partnership of opinion. Intrigue would eat its vitals away; the plottings of inner circles who could plan what they would and render account to no one would be a corruption seated at its very heart. Only free peoples can hold their purpose and their honor steady to a common end and prefer the interests of mankind to any narrow interest of their own.

We enter this war only where we are clearly forced into it because there are no other means of defending our rights.

It is a distressing and oppressive duty, Gentlemen of the Congress, which I have performed in thus addressing you. There are, it may be, many months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance.

But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts, for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world at last free.

Text 2

**Wild with All Regrets<sup>2</sup>**  
by Wilfred Owen

To Siegfried Sassoon

My arms have mutinied against me -- brutes!  
 My fingers fidget like ten idle brats,  
 My back's been stiff for hours, damned hours.  
 Death never gives his squad a Stand-at-ease.  
 I can't read. There: it's no use. Take your book.  
 A short life and a merry one, my buck!  
 We said we'd hate to grow dead old. But now,  
 Not to live old seems awful: not to renew  
 My boyhood with my boys, and teach 'em hitting,  
 Shooting and hunting, -- all the arts of hurting!  
 -- Well, that's what I learnt. That, and making money.  
 Your fifty years in store seem none too many;  
 But I've five minutes. God! For just two years  
 To help myself to this good air of yours!  
 One Spring! Is one too hard to spare? Too long?  
 Spring air would find its own way to my lung,  
 And grow me legs as quick as lilac-shoots.

Yes, there's the orderly. He'll change the sheets  
 When I'm lugged out, oh, couldn't I do that?  
 Here in this coffin of a bed, I've thought  
 I'd like to kneel and sweep his floors for ever, --  
 And ask no nights off when the bustle's over,  
 For I'd enjoy the dirt; who's prejudiced  
 Against a grimed hand when his own's quite dust, --  
 Less live than specks that in the sun-shafts turn?  
 Dear dust, -- in rooms, on roads, on faces' tan!  
 I'd love to be a sweep's boy, black as Town;  
 Yes, or a muckman. Must I be his load?  
 A flea would do. If one chap wasn't bloody,  
 Or went stone-cold, I'd find another body.

Which I shan't manage now. Unless it's yours.  
 I shall stay in you, friend, for some few hours.  
 You'll feel my heavy spirit chill your chest,  
 And climb your throat on sobs, until it's chased  
 On sighs, and wiped from off your lips by wind.

I think on your rich breathing, brother, I'll be weaned  
 To do without what blood remained me from my wound.

5th December 1917.

# New York City Performance Assessment Common Rubric

July 2013

Grades 11-12 Writing Rubric	Level 4 Exceeding the Standards	3.5	Level 3 Meeting the Standards	2.5	Level 2 Approaching the Standards	1.5	Level 1 Attempting the Standards	Level 0
<b>Focus: Position</b> (CCLS W.1)	Establishes a precise and convincing position, while also acknowledging limitations and the complexity of the issue/topic.		Establishes a precise and credible position, <b>grounded in evidence and reasoning</b> .		Establishes a general position that responds to the prompt.		States a position but does not completely address the prompt.	
<b>Development<sup>1</sup></b> (CCLS W.1, R.1)	<b>Elaboration</b> CCLS W.1	Provides <b>thorough</b> explanations of the most important claim(s), reasons and evidence that support and develop a <b>convincing</b> position.	Provides <b>detailed</b> explanations of the <b>most important</b> claim(s), reasons and evidence that support and develop the position.		Position is <b>explained</b> with claim(s), reasons and evidence.		Position is <b>minimally developed</b> with <b>little explanation</b> of claim(s), reasons and evidence.	
	<b>Textual Analysis</b> CCLS R.1	<ul style="list-style-type: none"> <li>• <b>Thoroughly</b> analyzes both explicit and inferred ideas/information from texts through interpretation of the author's meaning and purpose, <b>and author's choices</b>;</li> <li>• Consistently refers to sources when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyzes both explicit and inferred</b> ideas/information from texts through <b>interpretation</b> of the author's meaning and purpose;</li> <li>• <b>Consistently</b> refers<sup>2</sup> to sources when appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Analyzes</b> explicit ideas/information from texts and <b>begins to interpret</b> the author's meaning and purpose;</li> <li>• Refers to sources <b>when appropriate</b>.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Summarizes</b> explicit ideas/information from texts;</li> <li>• Refers to sources <b>rarely</b>.</li> </ul>	
	<b>Counter Claims</b> CCLS W.1	<ul style="list-style-type: none"> <li>• Develops counterclaim(s) or alternate claims fairly and <b>thoroughly</b> with <b>most important</b> evidence</li> <li>• Explains why counterclaim is less convincing than the claim.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develops counterclaim(s) or alternate claim(s) fairly</b> with <b>relevant</b> evidence;</li> <li>• <b>Explains why counterclaim is less convincing than the claim.</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Makes note of a specific</b> counterclaim, alternate claim, or counter-evidence.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Demonstrates awareness of a</b> counterclaim, alternate claim, or counter-evidence.</li> </ul>	
	<b>Reading</b> (CCLS R.1)	<ul style="list-style-type: none"> <li>• Represents content from reading materials accurately <b>and fully</b>;</li> <li>• When appropriate, <b>discusses</b> gaps in information or areas where the texts leave matters uncertain.</li> </ul>	<ul style="list-style-type: none"> <li>• Represents content from reading materials <b>accurately</b>;</li> <li>• When appropriate, <b>makes note of gaps in information or areas where the texts leave matters uncertain</b>.</li> </ul>		<ul style="list-style-type: none"> <li>• Content from reading materials is <b>mostly accurate</b>;</li> <li>• When appropriate, <b>begins to question whether</b> information from texts is complete.</li> </ul>		<ul style="list-style-type: none"> <li>• Content from reading materials is <b>incomplete or inaccurate</b>.</li> </ul>	
	<b>Organization</b> (CCLS W.1)	<input type="checkbox"/> Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that clarifies the reasoning and logic of the argument; <ul style="list-style-type: none"> <li>• Conclusion clarifies, strengthens the position while <b>raising credible implications</b>.</li> </ul>	<input type="checkbox"/> Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that <b>clarifies</b> the reasoning and logic of the argument; <ul style="list-style-type: none"> <li><input type="checkbox"/> Conclusion <b>clarifies and strengthens</b> the position.</li> </ul>		<input type="checkbox"/> Orders ideas and information within and across paragraphs and uses appropriate transitional words/phrases in a way that <b>allows the audience to follow the argument</b> ; <ul style="list-style-type: none"> <li><input type="checkbox"/> Conclusion simply <b>restates</b> the position.</li> </ul>		<input type="checkbox"/> Groups ideas and information through a <b>basic</b> use of paragraph structure and some transitional words/ phrases; <ul style="list-style-type: none"> <li><input type="checkbox"/> Conclusion <b>detracts from or confuses</b> the position.</li> </ul>	
	<b>Conventions</b> (CCLS W.1)	<ul style="list-style-type: none"> <li>• Uses precise language and tone <b>consistently</b> appropriate to the purpose in a style that engages the audience;</li> <li>• Demonstrates and maintains a <b>well-developed</b> command of standard English conventions with <b>negligible</b> errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language and tone <b>appropriate</b> to the audience and purpose;</li> <li>• Demonstrates a command of standard English conventions with <b>occasional minor</b> errors.</li> </ul>		<ul style="list-style-type: none"> <li>• Uses language and tone <b>generally appropriate</b> to the audience and purpose with <b>minor lapses</b>;</li> <li>• Includes a <b>number of minor</b> errors that do not interfere with audience understanding.</li> </ul>		<ul style="list-style-type: none"> <li>• Uses <b>basic</b> language and <b>uneven tone</b> with some <b>improper usage of words and phrases</b>;</li> <li>• Includes <b>major</b> errors that interfere with audience understanding.</li> </ul>	

<sup>1</sup> Development: Focus Dimension for grades 7-12 to capture nuanced growth.

<sup>2</sup> "Refers to sources": Does not require formal citation of sources. Naming of source title, author, or "Text 1", for example, when quoting or paraphrasing is sufficient.