English Language Arts / English Language Development

Collaborative Discourse and Rhetorical Literary Analysis

**Performance Supertask |
Teacher Document**

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Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities Initiative Overview

Thank you for utilizing the materials developed for the *Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities* initiative. The strategy and materials developed for this performance task were created through a partnership between the California State Board of Education (SBE), the California Department of Education (CDE), and WestEd. The included performance task is one of many resources developed for this initiative. Senate Bill 101 provided funding to the development of these materials which focus strategically on providing students with disabilities options that would support their high school coursework completion. While the resources are aimed at supporting students with disabilities, LEA governing boards may consider adopting this initiative for all student demographics through Education Code 51225.3. Additionally, because this performance task is based on the general requirements for graduation, it should not be seen as a modification to coursework and is therefore able to be made available to all students with disabilities.[1]

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[1] This performance task may not be appropriate for some students with disabilities based on their needs. It is an IEP team decision whether students with disabilities are working toward coursework requirements tied to this initiative and congruent with a standard diploma that meets federal definitions, an alternate pathway to a diploma, or a certificate of completion.

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Multiple Routes to Proficiency

Figure 1 provides the conceptual framework for the *Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities* initiative. The graphic displays a mountain with the peek representing coursework requirements for earning a diploma, and the routes up the mountain representing different alternative means of expression made available to students for showing their understanding. The first bar at the foundation of the mountain represents the documents, materials, and resources—such as content-specific practice briefs, performance tasks, and assessment tools—serving as sample alternative means of expression. The second bar at the foundation of the mountain references the general tools, such as the Best Practice Guide, created through this initiative to support schools and districts in providing flexible assessment models.

Figure 1. Conceptual Framework for Inclusive Access to a Diploma Initiative

Earning a Diploma

Alternative Means of Expression

Content-Specific Practice Briefs, Performance Tasks, and Tools

General Tools for Flexible Assessment
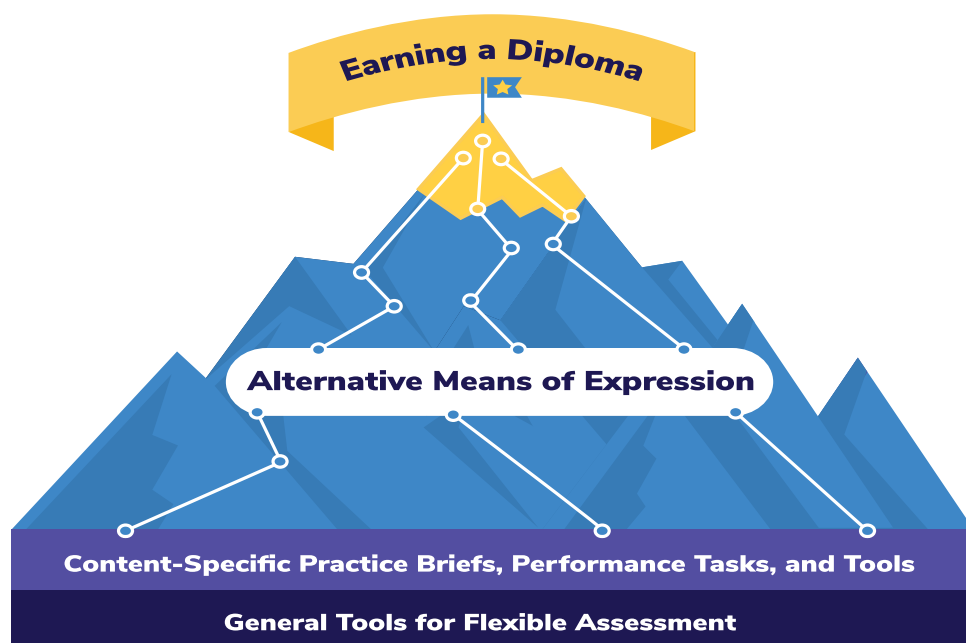
Overview of the Performance Task

This performance task evaluates students' understanding of the following key Big Ideas within a grade nine English language arts (ELA) and English language development (ELD)-based course:

- **Collaborative Discourse**: Contributing ideas in collaborative discussions about complex text and topics

- **Rhetorical Literary Analysis**: Using knowledge of rhetoric to analyze literature from diverse perspectives and write narratives

This performance task is divided into parts, each targeting a specific component of the Big Ideas. Each part of this task aligns with a different Big Idea and the related standards needed for a student to show proficiency in this area. Additionally, each part outlines key considerations for selected anchor texts and topics to drive the assessments without dictating to the field the texts or topics that should be selected, giving educators, schools, and districts flexibility to select rigorous texts and topics most aligned to the perspectives, values, and interests of the students and communities that educators serve. The project team constructed the performance task in this way to allow Big Ideas provided by the subject matter experts to be mixed and matched depending on the unit planning, district-adopted curricula, and the overall local context and needs of students.

In addition to incorporating a modular design of parts based on the course's Big Ideas, each part offers accessible strategies and examples of how students can demonstrate proficiency with the concepts. Various tools, mediums, and connections are provided for teachers to customize the task to the unique needs, cultures, interests, and abilities of their students, promoting an inclusive and relevant educational experience.

When preparing to administer this performance task, the teacher needs to distinguish between the flexible and fixed elements based on what is required in the Big Idea-aligned standards. This ensures students have multiple ways to demonstrate their knowledge without compromising the concepts' depth and rigor within the standards.

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Furthermore, when specifically focusing on students with disabilities, educators should always consult and embed supports defined within a student's Individualized Education Program (IEP) to ensure that all required accommodations and supplementary aids are provided during the assessment. For more information on the standards supporting each Big Idea please refer to the *ELA/ELD Guidance Document: Big Ideas and Standards Alignment.*

Administering the Performance Task and Embedding Resources for Students

Each part of this task is broken into a series of parts with corresponding items for administration. This section provides guidance to the educator on how to administer each part of the task and supports the student in demonstrating their understanding of the Big Ideas. As you are planning to administer this performance task, review these recommendations as they offer associated key vocabulary, appropriate and inappropriate resources, and potential alternative means of expression.

Key Vocabulary Terms

The key vocabulary terms provided are essential to the concepts within the Big Ideas, therefore unless otherwise noted, these terms should have been pre-taught before engaging with these performance tasks. Ensure your students have encountered these terms before providing them with this performance task as they are not to be taught during the assessment:

- theme, literary devices, rhetorical moves and devices, collaborative discussion, close reading, analysis

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Strategies for Supporting Students

The following sections describe appropriate and inappropriate resources to provide students as they complete a task.

Appropriate Resources

Appropriate resources maintain the rigor of the standards while also accommodating student difficulties such as confusion and anxiety. It also means providing material resources as specific accommodations identified in a student's IEP that the student could use to complete the task without compromising the standard or Big Idea:

- reading the item to the student

- answering clarifying questions related to the key vocabulary (for example, to clarify the theme, a teacher could ask, "What idea seems to appear regularly as you read this text?" or for evidence, a teacher could say, "Where in the text can you find a sentence that supports your response to the question?"

- helping the student to make sense of the item by asking questions such as, "What is this question asking you to figure out? What important information does the question give you? Are there any words you want to ask about or look up?"

- offering manipulatives and tools to support expressing knowledge and proficiency such as pictures or objects that represent a setting or a character in the text

- helping the student to access classroom or web-based resources that support a greater understanding of ELA/Literacy and ELD Big Idea terms

- providing multiple copies of the content

- printing images or content on larger sheets

- allowing students to complete different parts or items over an extended period (versus completing an entire task or part in one sitting)

- providing a graphic organizer for students to take notes before a discussion

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- providing a blank outline for students to plan their narrative prior to writing or a collaborative conversation

- providing a brainstorming template for students to jot down their ideas for writing or a collaborative conversation

- providing multiple choices for where and how students can complete the performance task (for example a quiet area in the classroom, at the student's desk but with headphones emitting white noise, on a computer, or by hand)

Inappropriate Resources

This section describes resources that, when applied, modify the task by supporting the student in a facet of the task they need to do themselves to be proficient. These resources should be avoided as they may alter the rigor of the standards and negatively impact on the student's ability to independently demonstrate proficiency:

- explaining to students how to use resources such as a notetaking template or an outline for their writing

- reteaching ELA/Literacy and ELD Big Idea concepts such as theme and rhetorical analysis

- retelling students how to complete the concepts being assessed

- providing students with sentence stems to use as a framework for their writing task

- translating materials for students into another language or allowing students to write their narrative in a language other than English

- offering multiple comprehensive prompts for each question that lead the student to the answer

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Potential Alternative Means of Expression

The following options provide various ways students might demonstrate their knowledge of the standards being assessed. As an important note, there will likely be other ways students can express their understanding beyond the list below. For an option to be viable, it must allow for each element defined as necessary in a proficient response to be assessed.

When analyzing literature from diverse perspectives, students can demonstrate their thinking and learning by:

- writing short responses with pen and paper or a word-processing application
- communicating their understanding verbally
- creating an infographic or other visualization
- creating a multimedia presentation

When writing narratives, students can have the following options for demonstrating their skills and knowledge:

- using text-to-speech or speech-to-text to complete the content
- annotating a paper or digital copy of the answer
- verbally expressing the response
- creating a multimedia presentation such as a PowerPoint presentation or YouTube video
- dictating to a scribe[2]

When engaging in collaborative discourse, students can be supported with the following options:

- have notes available
- use brainstorming templates

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[2] In this situation, it is important for the scribe to be careful to record **only** what the student explicitly communicates, rather than making interpretations and "filling in the blanks" based on what they think the student meant.

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PART 1. Collaborative Discourse

Part 1 of this performance task outlines the following:

- associated standards that will be assessed

- assessment items

- rubrics that assess each item

- sample student responses

Teachers should refamiliarize themselves with the related standards, review the student task, explore each item's rubric, and view the sample student responses to sufficiently prepare students to use this performance task to show proficiency in this task. Additionally, teachers must be careful to incorporate any IEP-defined supplementary aids and services specific to individual students with disabilities taking this performance task.

Task Alignment to Key Elements of Big Ideas and Standards

The central idea of Big Idea One is Collaborative Discourse. Here, we emphasize the importance of structured classroom conversations of students preparing, engaging actively, and building on each other's ideas. Before discussions, students interact with complex texts and conduct research to inform them of their contributions. During discussions, they practice active listening, respond thoughtfully to peers' ideas, and collaborate to deepen understanding. These daily interactions are crucial for enhancing content learning and language development, enabling students to effectively participate in diverse discussions, engage with different viewpoints, and articulate their own thoughts clearly.

Weaving Other Topics, Big Ideas, and Content Areas

The Collaborative Discourse Big Idea is unique because it focuses on equipping students with the knowledge and competencies for engaging in rich and culturally

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responsive discussions about texts, key concepts, and other Big Ideas inside and outside the ELA/Literacy and ELD content area. This Big Idea **must** coincide with content from other Big Ideas, topics, or content areas for students to have something to discuss and develop their discussion skills. The California ELA/Literacy and ELD Framework[3] references dual integration, which is the idea that discourse ought to support language development in all content areas, while also allowing students to learn deeply about content through their discourse. The *Inclusive Access to a Diploma* initiative therefore requires other Big Ideas to be defined as the content or the topic of conversations as students are assessed within this performance task.

Big Idea: Collaborative Discourse—Contributing Ideas in Collaborative Discussions About Complex Texts and Topics

When students engage in collaborative discussions, they put into practice numerous skills that take place before the actual classroom conversation. Students come to discussions having engaged with complex texts and having researched and planned their reactions. During the conversation, students engage meaningfully by listening actively, responding to others' comments and ideas, and building on others' ideas. Daily, sustained collaborative discussions are integral to content learning and language development because they strengthen students' abilities to participate effectively in a range of discussions, interact with diverse partners and perspectives, and express their own ideas and perspectives (ELA/Literacy and ELD Framework, pp. 690–694).

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[3] The multiple references to the *California English Language Arts/English Language Development Framework* in this performance task are cited and abbreviated as (ELA/Literacy and ELD Framework, p. number).

California Department of Education (CDE). 2014. *English Language Arts/English Language Development Framework for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento, CA: CDE Press.

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Related Standards

Evidence Statement 1 – Students prepare for collaborative discussions by reviewing notes from reading, research, or previous discussions. They contribute thoughtful comments that demonstrate comprehension and express opinions.

- **ELA.SL.9-10.1a** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine through ten topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (**a**). Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- **ELA.RL and ELA.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

- **ELD.PI.9-10.5.Br** (Listening actively) Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful considerations of the ideas or arguments, with light support.

- **ELD.PI.9-10.6a.Br** (Reading/viewing closely) Explain ideas, phenomena, processes, and relationships within and across texts (for example, compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.

- **ELD.PI.9-10.6b.Br** (Reading/viewing closely) Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (for example, "creates the impression that," "consequently").

- **ELD.PII.9-10.2b.Br** (Understanding cohesion) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (for example, using connecting/transition words and phrases, such as "on the contrary," "in addition," "moreover") to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

Evidence Statement 2 – Using appropriate registers, students propel conversations in collaborative discussions by connecting them to broader themes, actively involving others, and challenging ideas when necessary, including through negotiation and persuasion.

- **ELA.SL.9-10.1c** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine through ten topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (**c**). Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- **ELD.PI.9-10.1.Br** (Exchanging information/ideas) Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.

- **ELD.PI.9-10.3.Br** (Supporting opinions and persuading others) Negotiate with or persuade others in conversations in appropriate registers (for example, to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (for example, "I heard you say ___, and I haven't thought about that before. However, ___"), and open responses to express and defend nuanced opinions.

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- **ELD.PI.9-10.7.Br** (Evaluating language choices) Explain how successfully writers and speakers structure texts and use language (for example, specific word or phrasing choices) to persuade the reader (for example, by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.

Evidence Statement 3 – During collaborative discussions, students respond thoughtfully to diverse perspectives, summarizing points of agreement and disagreement while they qualify or justify their own views. Students make new connections based on evidence and reasoning presented during discussions.

- **ELA.SL.9-10.1d** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine through ten topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (**d**). Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- **ELA.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- **ELA 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; identify false statements and fallacious reasoning.

- **ELD.PI.9-10.3.Br** (Supporting opinions and persuading others) Negotiate with or persuade others in conversations in appropriate registers (for example, to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (for example, "I heard you say ___, and I haven't thought about that before. However, ___"), and open responses to express and defend nuanced opinions.

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- **ELD.PI.9-10.4** (Adapting language choices) Adjust language choices according to the task (for example, group presentation of a research project), context (for example, classroom, community), purpose (for example, to persuade, to provide arguments or counterarguments), and audience (for example, peers, teachers, college recruiter).

- **ELD.PI.9-10.11a.Br** (Justifying/arguing) Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using an appropriate register.

- **ELD.PII.9-10.2b.Br** (Understanding cohesion) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (for example, using connecting/transition words and phrases, such as "on the contrary," "in addition," "moreover") to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

- **ELD.PII.9-10.6.Br** (Connecting ideas) Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make concession (for example, *While both characters strive for success*, they each take different approaches through which to reach their goals), or to establish cause (for example, Women's lives were changed forever after World War II *as a result of joining the workforce*).

Part 1. Teacher Directions

The teacher provides a series of sources (that include grade-level texts) giving students a topic drawn from one content area and some related prompts to have a collaborative discussion around. The focus of discussions should center on key elements being assessed related to the provided topic within that content area. Assessment of students' knowledge of the provided topics or content areas **is not the focus** of this part. Instead, topics within a content area are a vehicle for assessing students' knowledge and skills

related to collaborative discourse. Therefore, the items below center on the "**talk moves**" students use within the discussion. The term "talk moves" refers to the actions the speaker will utilize within a conversation to keep the momentum going. This can include revoicing (summarizing what another person said but in their own words), repeating (repeating what another said to ensure it was heard), and adding (providing additional information to something that was said.)

Keeping Assessments Culturally Responsive and Inclusive

When assessing students' skills and abilities related to initiating and sustaining collaborative discourse, it is essential for teachers to respect and value all forms of formal and informal communication students use to express themselves. The wide range of languages, dialects, and cultural communication norms within California is vast and it is essential to respect and support students to see the value in these forms of communication, both for themselves and as they learn from others in this area. Lastly, when specifically considering students with disabilities, it is important to be flexible and inclusive to a varied array of communication strengths, needs, and preferences including those defined within their Individualized Education Program (IEP).

Selecting Prompts for Discussions

The prompts selected to drive a discussion are highly contextualized to the content and topic the students are having a conversation about. Teachers need to select open-ended prompts, require students to research a topic, and, wherever possible, elicit different perspectives. Furthermore, topics and prompts that welcome students' interests or facilitate a rich array of engaging response types (remaining true to the content) are essential to cultivating the conditions for students to practice lively discussions.

Setting Up Part 1

The details below describe how to set up the discussion parameters of Part 1 of this performance task.

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- **Step 1** – Frontload the topic of discussion by providing students with the identified resources that support students in developing a deep range of understanding about the focus topic. Teachers should select a wide array of complex texts across diverse perspectives and content-specific concepts (for example historic sources, model texts, phenomena, key concepts from other content areas, and text types). Teachers should consider the cultural and linguistic backgrounds and preferences of their students to ensure that the resources chosen can engage and inspire students and capture the skills being assessed for this performance task. For more information on how to select complex texts please review "Selecting and Scaffolding Complex Texts" created by the *Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities* initiative or visit the California Department of Education's website on Recommended Literature List at https://www.cde.ca.gov/ci/cr/rl/.

- **Step 2** – Students explore resources provided to frontload the discussion including reading, analyzing, and annotating any text that has been provided to reinforce the topic of discussion. Teachers may provide discussion prompts based on the topic to students before their exploration. Students may take notes to use in the Collaborative Discussion. Students are encouraged to critique the resources and share their understanding of how resource creators presented the content in ways that are accessible to the reader.

    - In step 2, teachers may opt to provide students with a "note catcher"—a graphic organizer for students to write their ideas and gather textual evidence to be used in their discussion.

- **Step 3** – The teacher creates situations that naturally facilitate discussions (for example partnerships, small groups, and teacher-driven discussions), telling them to engage in collaborative discussions around the key prompts that are integral to the topic or a conversation focus defined by the teacher. To meet proficiency in this Big Idea, students' talk moves must show evidence of the following skills and competencies:

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- **Preparation (Evidence Statement 1)** – Students' language decisions show evidence of their preparation to discuss the topic. For example, they reference research they have done about the topic, have topic-relevant talking points to draw from in conversations, and show understanding of the topic, demonstrating knowledge of the difference between facts and opinions related to the topic. Item 1 provides a rubric for this area.

- **Propelling Conversations (Evidence Statement 2)** – Students make language decisions that support propelling conversations collaboratively by staying on topic and involving others in the conversation to share ideas. Students actively listen to the thoughts and ideas of others and show evidence of this by restating, incorporating, challenging, negotiating, or persuading others using references to ideas they heard. Item 2 provides a rubric for this area.

- **Summarizing the Thoughts of Others (Evidence Statement 3)** – Students summarize the thoughts and ideas of others clearly and without judgment—while still (when necessary) communicating the areas of agreement or disagreement with others' points of view. Additionally, when summarizing, students can restate the sources other students use in the discussion and weave connections to their own sources. Item 3 provides a rubric for this area.

A Note on Assessing "Talk Moves"

When assessing students' abilities to engage in collaborative discussions, it is important for teachers to **not** facilitate the specific talk moves being assessed within the discussion, including discussions engaging the teacher in a part of the conversation. Discussions being used as formal assessments are not the time for teaching, as students must be independent within the conversation. Students should come into discussions knowing the competencies that make up high-quality discussions because they have been taught lessons that explicitly call out, model, guide, and offer feedback before being formally assessed in this area.

When documenting the strategies students deploy within conversations, teachers need to be flexible in how they capture and measure students' abilities. Leveraging technology

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such as audio- and video-based tools is a great way to capture and review students' discussions to assess the degree students are making progress regarding the language requirements for collaborative discourse. Additionally, teachers walking the classroom and taking notes on the ways students exhibit proficiency in key discussion skills and competencies is also a potential way to measure students' learning.

Focusing on Real Collaborative Discourse

Due to prompts varying depending on the topic of discussion, the items for this part of the performance task **are summarized by the item rubrics designed to be utilized while observing a discussion, and therefore, there are <u>no items for this part of the assessment.</u>** To aid teachers in this task, a rubric has been created with all competencies being assessed by this Big Idea in a printable rubric (see Appendix A). Teachers should use this rubric to assess a student's skills in discussions in real time regardless of the content or topic of discussion. The rubric is based on the related standards for this big idea and aligns across the following evidence statements:

- **Evidence Statement 1 (Preparing for Conversations)** – Students prepare for collaborative discussions by reviewing notes from reading, research, or previous discussions. They contribute thoughtful comments that demonstrate comprehension and express opinions.

- **Evidence Statement 2 (Propelling Conversations)** – Using appropriate registers, students propel conversations in collaborative discussions by connecting them to broader themes, actively involving others, and challenging ideas when necessary, including through negotiation and persuasion.

- **Evidence Statement 3 (Summarizing the Thoughts of Others)** – During collaborative discussions, students respond thoughtfully to diverse perspectives, summarizing points of agreement and disagreement while they qualify or justify their own views. Students make new connections based on evidence and reasoning presented during discussions.

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Lastly, teachers need to refer to the IEP plans for any students with disabilities to understand and include any IEP-defined supplementary aids and services these students need within the discussion. This ensures that students can be appropriately assessed in ways that include their communication strengths and needs.

Engage in a Conversation [Student Directions, p. 1]

For this part of the performance task, the **discussion** is the item to complete. Your teacher will create the conditions for you to engage in a conversation about a recent topic of study. During this discussion, it will be important to apply the learning you have gathered regarding best practices for discussion about a text or topic of study. You will be assessed on the following "**talk moves**" you bring into the conversation:

- **Preparation:** You will be assessed on how well you come prepared for the discussion by having read important texts or reviewed key materials about the topic. Being prepared means you are ready to contribute meaningful ideas and responses.

- **Propelling Conversations:** You will be assessed on your ability to keep the conversation going while staying focused on the topic or question. This includes asking questions, building on others' ideas, restating important points, or respectfully sharing different opinions to keep the discussion moving forward.

- **Summarizing the Thoughts of Others:** You will be assessed on how well you listen to others and summarize their key ideas accurately. This also includes connecting their ideas to your own points or to the main topic of discussion.

Your teacher will be assessing your ability to engage in a productive conversation with your peers about a topic of your teacher's choosing. Please remember to review the "talk moves" you will be assessed on to show proficiency in this performance task.

Assessing—Preparation for Conversations

Refer to the "Setting Up Part 1" section of this performance task to ensure students are prepared to engage in a formal discussion about a topic of the teacher's choosing.

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A Rubric for Assessing Students' Preparation for Conversations

The points below are derived from standards contained in the ELA/Literacy and ELD Framework, pp. 689, and 690–694, which outline the guidelines for grade nine ELA/Literacy and ELD courses. The following success criteria are used to assess proficiency in the performance task according to the related standards for evidence statement 1 in the "Task Alignment to Key Elements of Big Ideas and Standards" section covering standards **ELA.SL.9-10.1a**, **ELA.RL and RI.9-10.1**, **ELD.PI.9-10.1**, **ELD.PI.9-10.5.Br**, **ELD.9-10.6a.Br and ELD.9-10.6b.Br**, and **ELD.PII.9-10.2b.Br** of this performance task.

Rubric for Assessing Students' Preparation for Conversations

Criteria	Attempted	Approaching	Proficient
Evidence Statement 1 Students prepare for collaborative discussions by reviewing notes from reading, research, or previous discussions. They contribute thoughtful comments that demonstrate comprehension and express opinions.	The student does not have any research references when participating in discussions. The student either does not participate or only provides their opinions within a discussion about a topic requiring research. The student does not show an understanding of relationships within key elements of a topic in conversations.	With some peer or teacher assistance, the student can participate in a conversation about a topic and reference some pre-work or research. The student is inconsistent or vague regarding the research they reference in discussions to support their claims or thoughts about a topic, relying too heavily on their opinions within discussions. When referencing relationships between topics, the student is inconsistent or inaccurate with key connections in showing proficiency with the topics of discussion.	The student can participate in a discussion covering an array of relevant elements while staying aligned to one clear topic. Within discussions, the student references their research related to the topic and supporting details, states any claims or reasoning about the discussion prompt, and can do so in ways that address individuals or groups within a discussion. When referencing their research, the student is able to clearly describe relationships between concepts and use key terms and terminology related to a topic independently.

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Assessing—Propelling Conversations

Please refer to the "Setting Up Part 1" section of this performance task to ensure students are prepared to engage in a formal discussion about a topic of the teacher's choosing.

A Rubric for Assessing Students' Ability to Propel Conversations
The points below are derived from standards contained in the ELA/Literacy and ELD Framework, pp. 689, and 690–694, which outline the guidelines for grade nine ELA/Literacy and ELD courses. The following success criteria are used to assess proficiency in the performance task according to the related standards for evidence statement 2 in the "Task Alignment to Key Elements of Big Ideas and Standards" section covering standards **ELA.SL.9-10.1c**, **ELD.PI.9-10.1.Br**, **ELD.PI.9-10.3.Br**, and **ELD.PI.9-10.7.Br** of this performance task.

Rubric for Assessing Students' Ability to Propel Conversations

Criteria	Attempted	Approaching	Proficient
Evidence Statement 2 Using appropriate registers, students propel conversations in collaborative discussions by connecting them to broader themes, actively involving others, and challenging ideas when necessary, including through negotiation and persuasion.	The student is unable to participate in conversations whether with individuals or in groups. The student shows little to no knowledge of the topic in conversations. The student is unable to monitor themselves with regard to when they speak or do not speak.	With support, the student can initiate conversations with individuals and groups about a given prompt or topic. The student inconsistently expresses their opinions of key elements about a topic, confuses fact with opinion, incorrectly cites research, or does not cite research at all within a discussion. The student is inconsistent in their	The student independently initiates conversations with individuals and groups about a given prompt or topic. The student can express their own opinion of key elements or ideas about a topic open to interpretation in persuasive ways and reference research conducted about a topic, including ways prominent thinkers of a topic have understood the topic as evidenced by their sources. The student shows evidence of monitoring their turn-taking, listening, and

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Criteria	Attempted	Approaching	Proficient
	The student struggles with asking questions or restating the ideas of others in the conversation.	ability to participate in a discussion, either not participating at all or over participating and not leaving room for others in the conversation.	ability to balance creating a statement with posing a question, including showing evidence of active listening through restating or quoting others in the discussion.

Assessing—Summarizing the Thoughts of Others

Please refer to the "Setting Up Part 1" section of this performance task to ensure students are prepared to engage in a formal discussion about a topic of the teacher's choosing.

A Rubric for Assessing Students' Ability to Summarize the Thoughts of Others
The points below are derived from standards contained in the ELA/Literacy and ELD Framework, pp. 689, and 690–694, which outline the guidelines for grade nine ELA/Literacy and ELD courses. The following success criteria are used to assess proficiency in the performance task according to the related standards for evidence statement 3 in the "Task Alignment to Key Elements of Big Ideas and Standards" section covering standards **ELA.SL.9-10.1d**, **ELA.SL.9-10.3**, **ELA RI.9-10.8**, **ELD.PI.9-10.3.Br**, **ELD.PI.9-10.4**, **ELD.PI.9-10.11a.Br**, **ELD.PII.9-10.2b.Br**, and **ELD.PII.9-10.6.Br** of this performance task.

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Rubric for Assessing Students' Ability to Summarize the Thoughts of Others

Criteria	Attempted	Approaching	Proficient
Evidence Statement 3 During collaborative discussions, students respond thoughtfully to diverse perspectives, summarizing points of agreement and disagreement while they qualify or justify their own views. Students make new connections based on evidence and reasoning presented during discussions.	The student cannot state their point of view about a topic in a way that is supported with evidence. The student struggles to create an argument to show a thorough understanding of the topic or consider different interpretations. There is one linking of ideas in the student's conversation. The student does not ask clarifying questions within conversations.	With support from others, the student can restate the points of view of others but inconsistently communicates if they agree or disagree with those points. The student inconsistently creates arguments about a topic of conversation, having trouble reinforcing their claim with evidence either from research or others. The student does not consistently use language that links ideas together, instead statements only communicate thoughts in segmented ways. The student inconsistently asks others to restate their claims when they are unclear about them.	The student can restate others' points of view about a topic of conversation and can evaluate whether they agree, disagree, or can build on those ideas to create more clarity on the core ideas of a topic. Within conversations, the student can create an argument to support their point of view about facets of a topic that are open for interpretation. Additionally, when constructing arguments, the student can adjust their language decisions as needed to make their points clearer, link ideas together, and/or use language conventions such as *on the contrary, in addition, moreover,* and so forth. The student also asks those they are speaking with to restate statements that they find unclear and/or ask follow-up questions.

Part 1. Sample Student Response

The content below provides a sample of proficient responses from a student. The text that leads with "Student Voice" is an example of how a student might respond to each item. This section should only serve as a model—different students will arrive at solutions in different ways. Additionally, due to this performance task measuring something as variable as discussion, the teacher is required to use their knowledge of the topic **and** talk moves to score student responses. Prompts used to drive discussions will be highly contextual based on the topic of conversations but should allow students to exhibit their skills in each of the assessed "talk moves" identified within this task. The student voice examples for each item below are created based on the novel, *Things Fall Apart* by Chinua Achebe.[4] Each item has a **topic-specific prompt that serves as the basis for the conversation**. Student A is modeling a proficient response.[5]

Assessing—Preparation for Conversations

Topic Dependent Prompt – After reading the novel and reflecting on your understanding of the themes, discuss your understanding of a key theme of *Things Fall Apart* by Chinua Achebe with a peer or small group.

> **Student Voice:**
>
> **Student A:** I think one of the main themes in *Things Fall Apart* is the clash between traditional Igbo society and the changes brought by European colonialism and Christianity. I read an article that discussed how Achebe portrays the tension and misunderstandings between the two cultures. For example, the European missionaries do not understand the Igbo customs and view them as primitive.

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[4] Achebe, C. 2006. *Things Fall Apart*. New York: Penguin Classics.

[5] Please remember to review the "Keeping Assessments Culturally Responsive and Inclusive" section of this performance task and ensure you are scoring **only** the talk moves defined within the rubrics prior to scoring.

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Student B: That is a good point. The theme of cultural clash is really evident. I also found some research that talks about Okonkwo's struggle with his identity and masculinity. The traditional Igbo values emphasize strength and success, which Okonkwo tries to embody. But when the Europeans come, those values are challenged, and Okonkwo feels lost and powerless.

Student A: Yes, Okonkwo's internal conflict is a major part of the story. His inability to adapt to the changing society highlights the broader theme of resistance to change. I found a study that mentioned how Okonkwo's downfall is symbolic of the collapse of the Igbo culture under colonial rule.

Student B: I absolutely agree. Another theme I noticed is the role of fate and personal choice. Okonkwo tries so hard to control his fate, but in the end, his choices lead to his tragic end. This relates to the Igbo belief in chi, or personal god, which influences one's destiny. I read that Achebe uses this to show how individual actions and societal pressures interact.

Student A: That is true. The tension between individual will and fate is a recurring motif. It is interesting how Achebe uses Okonkwo's character to explore these deep philosophical ideas while also telling a compelling story about the impact of colonialism.

Assessing—Propelling Conversations

Topic Dependent Prompt – After reading the novel and reflecting on your understanding of characters and their relationships, discuss your understanding of the key characters of *Things Fall Apart* by Chinua Achebe with a peer or small group using the following prompts.

- What are some of the key relationships between characters in the text?

- How do these relationships support the overall theme or central idea?

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Student Voice:

Student A: Let's talk about some of the key relationships between characters in *Things Fall Apart*. One important relationship is between Okonkwo and his father, Unoka. I think this relationship is crucial because it shapes Okonkwo's character and motivations. Okonkwo strives to be the opposite of his father, whom he views as weak and unsuccessful.

Student B: I agree. Okonkwo's determination to be different from Unoka drives many of his actions, including his harshness and strict adherence to traditional values. Another significant relationship is between Okonkwo and his son, Nwoye. This relationship is strained because Okonkwo expects Nwoye to be strong and masculine, but Nwoye is more sensitive and open to new ideas, especially when he converts to Christianity.

Student A: The tension between Okonkwo and Nwoye highlights the theme of generational conflict and change. Okonkwo's inability to understand Nwoye's choices symbolizes the broader clash between tradition and change brought on by colonialism. I read a study that discussed how Nwoye's conversion represents the younger generation's rejection of old ways.

Student B: Exactly. There's also the relationship between Okonkwo and his friend, Obierika. Unlike Okonkwo, Obierika is more reflective and questions some of the customs and decisions, such as Okonkwo's role in Ikemefuna's death. Obierika's perspective provides a counterpoint to Okonkwo's rigid views.

Student A: Obierika's character indeed adds depth to the narrative. His questioning attitude shows that not all Igbo people blindly follow traditions, which supports the theme of cultural examination and the impact of colonialism. Achebe uses these relationships to explore how individuals respond differently to societal pressures and changes.

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Student B: Right. These relationships are central to understanding the overall themes of the novel, such as the struggle between tradition and change, and the complexities of personal and cultural identity. They make the story richer and more relatable.

Assessing—Summarizing the Thoughts of Others

Topic Dependent Prompt – Students discuss the following question in groups: How does the author convey the cultural experiences of the characters in the novel?

Student Voice:

Student A: I think Achebe conveys the cultural experiences of the characters well by using detailed descriptions of their daily lives and customs. For example, he describes the yam festivals, the egwugwu ceremonies, and the marriage rituals in great detail, which helps the reader understand the Igbo culture.

Student B: I see what you are saying, but I think Achebe also uses the characters' interactions and conflicts to highlight their cultural experiences. For instance, the way Okonkwo interacts with his wives and children shows the patriarchal structure of Igbo society. His strictness and the expectations he places on them reflect the societal norms.

Student A: That is true. The interactions definitely add depth to the cultural portrayal. However, I still believe the vivid descriptions of the rituals and traditions are the primary way Achebe immerses the reader in the Igbo culture. These descriptions make the setting and customs come alive.

Student B: I agree with that, but I think you are overlooking how the characters' personal struggles and conflicts also convey their cultural experiences. For example, Nwoye's struggle with his father's expectations and his eventual conversion to Christianity highlights the cultural clash and the impact of colonialism on individual lives.

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Student A: You make a good point about Nwoye. His experiences do show the cultural tensions. On the contrary, I think the descriptions of communal activities, like the wrestling matches and the market days, provide a broader view of the community's cultural life, which is equally important.

Student B: Moreover, Achebe's use of proverbs and traditional stories within the dialogue of the characters is another way he conveys their cultural experiences. These elements reflect the oral tradition of the Igbo people and give insight into their values and beliefs.

Student A: Yes, the proverbs and stories are crucial too. They add layers of meaning to the characters' actions and decisions. In addition, they help the reader understand the wisdom and philosophy of the Igbo culture.

Student B: So, we can agree that Achebe uses both detailed descriptions and the characters' interactions and conflicts to convey cultural experiences. These elements together create a rich and nuanced portrayal of the Igbo society.

Student A: Absolutely. Achebe's multifaceted approach ensures that readers gain a deep and comprehensive understanding of the cultural context in which the characters live.

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PART 2. Rhetorical Literary Analysis

Part 2 of this performance task outlines the following:

- associated standards that will be assessed

- assessment items

- rubrics that assess each item

- sample student responses

Teachers should familiarize themselves with the related standards, review the student task, explore each item's rubric, and view the sample student responses to sufficiently prepare students to use this performance task to show proficiency in this task. Additionally, teachers must be careful to incorporate any IEP-defined supplementary aids and services specific to individual students with disabilities taking this performance task.

Task Alignment to Key Elements of Big Ideas and Standards

Clusters of content standards exist within the Big Ideas, allowing the Big Ideas to demonstrate the central concepts and key understandings of the course content. The assessment categories provide the teacher with the key concepts being evaluated in each Big Idea as well as the associated content standards centered within the Big Idea of this task. They originate from the ELA/Literacy and ELD Framework and are aligned to California-adopted ELA and ELD state standards.

Big Idea: Rhetorical Literary Analysis—Using Knowledge of Rhetoric to Analyze Literature from Diverse Perspectives and Write Narratives

Students gain a deeper understanding of diverse perspectives portrayed in literature from around the world when they employ rhetorical analysis (ELA/Literacy and ELD Framework, p. 6). Students critically examine cultural experiences reflected in texts and use this knowledge to craft narratives that effectively convey real or imagined

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experiences. Through this process, students develop the skills to analyze and act on understandings of audience, purpose, and context to produce clear and coherent narratives that reflect an appreciation for the complexities of human expression and storytelling (ELA/Literacy and ELD Framework, p. 689).

Related Standards

Evidence Statement 1 – Students demonstrate analysis of global literature across different genres (for example historical fiction, myths, graphic novels, drama, poetry, and so forth), identify cultural perspectives from a varied array of communities, and provide strong textual evidence to support their rhetorical interpretations. *(Items 1 and 2)*

- **ELA.RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

- **ELA.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **ELD.PI.9-10.6a.Br** (Reading/viewing closely) Explain ideas, phenomena, processes, and relationships within and across texts (for example, compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.

- **ELD.PI.9-10.7.Br** (Evaluating language choices) Explain how successfully writers and speakers structure texts and use language (for example, specific word or phrasing choices) to persuade the reader (for example, by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.

- **ELD.PI.9-10.8.Br** (Analyzing language choices) Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (for example,

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hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

Evidence Statement 2 – Students analyze text to determine the theme or central idea while also closely reading literary texts and multimedia to discern explicit and implicit meanings conveyed through language. *(Items 1 and 2)*

- **ELA.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail 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.

- **ELD.PI.9-10.6a.Br** (Reading/viewing closely) Explain ideas, phenomena, processes, and relationships within and across texts (for example, compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.

- **ELD.PI.9-10.8.Br** (Analyzing language choices) Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (for example, hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

- **ELD.PII.9-10.6.Br** (Connecting ideas) Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (for example, *While both characters strive for success*, they each take different approaches through which to reach their goals), or to establish cause (for example, Women's lives were changed forever after World War II *as a result of joining the workforce*).

Evidence Statement 3 – Students use their knowledge of rhetoric to craft narratives. Students develop real or imagined experiences based on their analysis of a variety of texts from around the world. *(Item 3)*

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- **ELA.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- **ELA.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

- **ELD.PI.9-10.10a.Br** (Writing) Write longer and more detailed literary and informational texts (for example, an argument about water rights) collaboratively (for example, with peers) and independently using appropriate text organization and register.

- **ELD.PI.9-10.12a.Br** (Selecting language resources) Use a variety of grade-appropriate general (for example, *anticipate, transaction*) and domain-specific (for example, *characterization, photosynthesis, society, quadratic functions*) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.

- **ELD.PII.9-10.1.Br** (Understanding text structure) Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

- **ELD.PII.9-10.2a.Br** (Understanding cohesion) Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.

Part 2. Teacher Directions

The teacher provides students with a text for analysis. For Items 1 and 2, students will work from a text to interpret perspectives and analyze rhetorical moves used by authors in literature. The focus of this analysis should center on key elements being assessed related to this Big Idea: student analysis of global literature to gain perspective and discern implicit or explicit meaning through text. Item 3 concludes with students writing **their own** narratives modeled after the rhetorical elements they found in their mentor text when crafting answers to Items 1 and 2. Because Item 3 centers on the skill of writing, all alternative means of expression must also ultimately produce written text as well. For more on potential alternative means of expression for this item please refer to the "Potential Alternative Means of Expression" section of this document.

Setting Up Part 2

The details below describe how to set up the assessment parameters of Part 2 of this performance task.

- **Step 1** – Provide students with the text to be used for rhetorical analysis. Teachers should select a wide array of complex texts across diverse perspectives and concepts. Teachers should consider the cultural background and linguistic resources of their students, ensuring resources are chosen to engage and inspire students and capture the skills being assessed for this performance task. For more information on how to select complex texts please review "Selecting and Scaffolding Complex Texts" created by the *Inclusive Access to a Diploma: Reimagining Proficiency for Students with Disabilities* initiative or visit the California Department of Education's Recommended Literature List website https://www.cde.ca.gov/ci/cr/rl/.

- **Step 2** – Students read and annotate the text that is provided. Teachers may provide prompts to students based on the topic prior to their exploration. Students may take notes to use when answering the analysis questions. Students are

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encouraged to critique the resources and share their understanding of how resource creators presented the content in ways that are accessible to the reader.

- In step 2, teachers may opt to provide students with a graphic organizer for students to write their ideas and gather textual evidence to be used when completing their analysis.

- **Step 3** – Students craft a narrative that is a clear demonstration of their ability to analyze literature and apply those rhetorical moves in their own writing.

  - **Interpret Perspectives (Evidence Statement 1)** – Students demonstrate analysis of global literature across different genres (for example historical fiction, myths, graphic novels, drama, poetry, and so forth), identify cultural perspectives from a varied array of communities, and provide strong textual evidence to support their rhetorical interpretations.

  - **Identify Rhetorical Moves (Evidence Statement 2)** – Students analyze text to determine the theme or central idea while also closely reading literary texts and multimedia to discern explicit and implicit meanings conveyed through language.

  - **Craft Narratives (Evidence Statement 3)** – Students use their knowledge of rhetoric to craft narratives. Students develop real or imagined experiences based on their analysis of a variety of texts from around the world.

When assessing students' competencies to analyze literature, it is not the time for teaching, as students must be independent when completing the analysis of literature. Students should come into this task knowing the competencies that make up high-quality analysis because they have been taught lessons that explicitly call out, model, guide, and offer feedback before being formally assessed in this area.

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Part 2. Items

You will be given tasks to show how well you can understand and analyze a piece of literature. You will also explore how the author uses language to persuade or create meaning. Then, you will write your own story, using similar themes and techniques.

Item Directions [Student Document, p. 2]

For each of the three items, you will use your understanding of a chosen piece of literature to complete Part 2. For Item 1, you will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. For Item 2, you will analyze the same text to determine the theme or central idea while also closely reading literary texts to discern explicit and implicit meanings conveyed through language. Lastly, for Item 3, you will write your own narrative based on real or imagined experiences using the same rhetorical elements you found in the text you analyzed for Items 1 and 2.

Item 1 Task [Student Document, p. 3]
Based on your reading of the text, please answer the following question:

- What is a particular point of view expressed by the author based on their cultural experience?

In your response, explain how their point of view is developed throughout this text. Use specific examples from the text to support your analysis.

A Rubric for Assessing a Response to Item 1
Related Standards
The points below are derived from standards contained in the ELA/Literacy and ELD Framework, pp. 689, and 690–694, which outline the guidelines for grade nine ELA/Literacy and ELD courses. The following success criteria are used to assess proficiency in the performance task according to the related standards for evidence statement 1 in the "Task Alignment to Key Elements of Big Ideas and Standards" section

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covering standards **ELA.RL.9-10.6**, **ELA.RL.9-10.1**, **ELD.PI.9-10.6a.Br**, **ELD.PI.9-10.7.Br**, and **ELD.PI.9-10.8.Br** of this performance task.

Rubric for Part 2, Item 1

Criteria	Attempted	Approaching	Proficient
Point of View	The student mentions a point of view of the author that is unclear, incomplete, or incorrect.	The student identifies a point of view expressed by the author, but the claim may be too general or vague, not exhibiting enough understanding of the text.	The student clearly identifies a specific point of view expressed by the author that includes nuance and exhibits a multifaceted claim.
Explanation / Reasoning	The student attempts to explain but lacks detail. The student uses few or no specific examples from the text. The student has a few examples of how writers structure text and use language to produce nuance.	The student explains the cultural experience in some detail. The student uses some specific examples but may lack variety. The student has some examples of how writers structure text and use language to produce nuance.	The student clearly explains how the cultural experience is conveyed. The student uses clear and relevant examples from the text. The student has effective use of examples of how writers structure text and use language to produce nuance.

Item 2 Task [Student Document, p. 3]

Based on your reading of the text, please answer the following question:

● What is the central theme of this text?

In your response, explain how the theme is developed throughout this text. Use specific examples from the text to support your analysis.

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A Rubric for Assessing a Response to Item 2

Related Standards

The points below are derived from standards contained in the ELA/Literacy and ELD Framework, pp. 689, and 690–694, which outline the guidelines for grade nine ELA/Literacy and ELD courses. The following success criteria are used to assess proficiency in the performance task according to the related standards for evidence statement 2 in the "Task Alignment to Key Elements of Big Ideas and Standards" section covering standards **ELA.RL.9-10.2**, **ELD.PI.9-10.6a.Br**, **ELD.PI.9-10.8.Br**, and **ELD.PII.9-10.6.Br** of this performance task.

Rubric for Part 2, Item 2

Criteria	Attempted	Approaching	Proficient
Theme	The student mentions a theme that is unclear, incomplete, or incorrect.	The student identifies a theme, but it may be too general or vague and lacks the detail needed to show a full understanding of the text.	The student clearly identifies a specific, central theme and shows a concrete understanding of the text that includes the ability to infer meaning.
Supporting Details	The student attempts to explain but lacks detail. The student uses few or no specific examples from the text. The student has a few examples of how writers structure text, connect ideas, and use language to produce nuance.	The student explains the theme in some detail. The student uses some specific examples but may lack variety. The student has some examples of how writers structure text, connect ideas, and use language to produce nuance.	The student clearly explains how the theme is developed. The student uses clear and relevant examples from the text. The student has many examples of how writers structure text, connect ideas, and use language to produce nuance.

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Item 3 Task [Student Document, p. 3]

Based on your reading of the text, write a narrative that demonstrates your knowledge of rhetoric. Your narrative can be real or imagined. Your narrative should demonstrate your knowledge of how to use a theme in literature as well as how to write from a cultural perspective or point of view. Your narrative should be clear and coherent.

A Rubric for Assessing a Response to Item 3
Related Standards
The points below are derived from standards contained in the ELA/Literacy and ELD Framework, pp. 689, and 690–694, which outline the guidelines for grade nine ELA/Literacy and ELD courses. The following success criteria are used to assess proficiency in the performance task according to the related standards for evidence statement 3 in the "Task Alignment to Key Elements of Big Ideas and Standards" section covering standards **ELA.W.9-10.3**, **ELA.W.9-10.4**, **ELD.PI.9-10.10a.Br**, **ELD.PI.9-10.12a.Br**, **ELD.PII.9-10.1.Br**, and **ELD.PII.9-10.2a.Br** of this performance task.

Rubric for Part 2, Item 3

Success criteria	Attempted	Approaching	Proficient
Interpret perspectives	The student narrative demonstrates a limited understanding of cultural perspectives with weak or no evidence.	The student narrative shows a basic understanding of cultural perspectives with some relevant evidence. The student attempts to demonstrate the use of rhetorical elements to convey meaning.	The student narrative demonstrates a deep understanding of cultural perspectives with strong and thorough evidence. The student clearly demonstrates how to use rhetorical elements to convey meaning.

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Success criteria	Attempted	Approaching	Proficient
Rhetorical moves	The student writing contains a theme or rhetorical devices vaguely or inaccurately.	The student writing demonstrates an understanding of the theme and some rhetorical devices. The student writing shows some development of rhetorical devices throughout the piece.	The student writing contains an easily identifiable theme and demonstrates various rhetorical devices. The student writing shows the development of rhetorical devices throughout the piece.
Crafts narratives	The student creates a narrative that lacks clear structure, details, and coherence. The student uses minimal rhetorical and literary devices.	The student narrative is clear and coherent with some details and the use of rhetorical and literary devices. The student demonstrates a minimal grasp of narrative techniques and purpose. The writing may lack coherence or effectiveness.	The student narrative is clear and coherent with well-chosen details and effective use of rhetorical and literary devices. The student demonstrates a strong grasp of narrative techniques and purpose. The writing is coherent and effective.

Part 2. Sample Student Responses

The content below provides a sample of proficient responses from a student. The text that leads with "Student Voice" is an example of how a student might respond to each item. This section should only serve as a model—different students will arrive at solutions in different ways. The following sample student responses are based on the reading of the novel, *Things Fall Apart* by Chinua Achebe.

Item 1 Task [Student Document, p. 3]

Based on your reading of the text, please answer the following question:

- What is a particular point of view expressed by the author based on their cultural experience?

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In your response, explain how their point of view is developed throughout this text. Use specific examples from the text to support your analysis.

Student Voice: Chinua Achebe, through his novel *Things Fall Apart*, expresses a profound critique of the colonial encounter from the perspective of someone deeply rooted in Igbo culture and traditions. One particular point of view he presents is the devastating impact of European colonization on African societies, specifically on their cultural integrity and sense of identity.

- **Representation of Igbo Culture:** Achebe meticulously portrays the richness and complexity of Igbo customs, beliefs, and social structures. He emphasizes the importance of oral tradition, communal values, and spiritual practices in shaping Igbo identity. For instance, the annual wrestling match and the ceremonies associated with ancestral spirits are depicted as central to the fabric of Igbo life.

- **Critique of Colonial Arrogance:** Through characters like the District Commissioner and the missionaries, Achebe critiques the patronizing and dismissive attitude of colonial powers toward African cultures. The District Commissioner's intention to write a book about the Igbo people, titled "The Pacification of the Primitive Tribes of the Lower Niger," reflects the colonial mindset of superiority and the erasure of Indigenous perspectives.

- **Impact on Social Cohesion:** Achebe illustrates how the arrival of Europeans disrupts the social cohesion and harmony within Igbo communities. The introduction of Christianity and colonial governance systems creates divisions among the Igbo people. For example, Okonkwo's son, Nwoye, converts to Christianity, which leads to a breakdown in his relationship with his father and their shared cultural values.

- **Loss of Cultural Autonomy:** Achebe portrays the gradual erosion of Igbo traditions and customs as more people convert to Christianity and adopt Western practices. The decline in respect for the Igbo elders and their

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decision-making processes under colonial rule is shown through the imposition of courts and laws that undermine traditional forms of justice.

- **Resilience and Adaptation:** Despite the challenges posed by colonialism, Achebe also depicts moments of resistance and resilience within Igbo society. Characters like Okonkwo embody the struggle to maintain cultural autonomy and resist external pressures. However, the tragic outcome of Okonkwo's story reflects the overwhelming force of colonial influence and the limits of resistance against it.

Through these elements, Achebe's point of view emerges clearly: he advocates for the recognition and preservation of African cultural heritage in the face of colonial domination. His depiction of the Igbo world before and during colonization serves as a poignant critique of the destructive impact of Western imperialism on traditional African societies, urging readers to consider the lasting consequences of cultural suppression and the importance of cultural pride and autonomy.

Item 2 Task [Student Document, p. 3]

Based on your reading of the text, please answer the following question:

- What is the central theme of this text?

In your response, explain how the theme is developed throughout this text. Use specific examples from the text to support your analysis.

Student Voice: In Chinua Achebe's novel *Things Fall Apart*, the central theme is the clash between traditional Igbo culture and the forces of colonialism and Christianity brought by European settlers. This conflict causes profound changes in Igbo society, ultimately leading to the downfall of the main character, Okonkwo, and his community. Throughout the novel, Achebe explores how the arrival of European colonizers disrupts the traditional way of life in Umuofia. Initially, the Igbo people perceive the white missionaries and colonial administrators as insignificant, but they soon realize the extent of their power and influence.

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One significant aspect of this cultural collision is its impact on social structures. The arrival of missionaries introduces new religious beliefs that challenge traditional Igbo spiritual practices. This leads to internal conflicts within families and clans, as seen in Okonkwo's own son, Nwoye, converting to Christianity, which drives a wedge between him and his father.

The colonial presence also erodes traditional authority. The District Commissioner's condescending attitude towards Igbo traditions represents the broader dismissal and marginalization of indigenous governance systems. This undermines the authority of Igbo leaders and institutions, creating a power imbalance in the community.

Okonkwo embodies the resistance against the encroaching colonial influence. His fierce determination to uphold traditional values and resist change ultimately leads to his tragic downfall. Okonkwo's inability to adapt to the new reality, along with his impulsive actions, such as the killing of the messenger, highlight the tension between preserving cultural identity and responding to external pressures.

As the novel progresses, Achebe portrays the gradual erosion of Igbo customs, rituals, and language. Traditional ceremonies like the wrestling matches and the annual festivals lose significance as more people convert to Christianity and adopt Western ways of life. This loss of cultural identity is a critical consequence of the cultural collision.

Achebe employs a narrative style that contrasts Igbo oral storytelling traditions with the written accounts of the Europeans. This juxtaposition underscores the clash between oral tradition and written history, highlighting the different ways of understanding and documenting reality.

In conclusion, *Things Fall Apart* masterfully develops its central theme of cultural collision and its consequences through the evolution of characters, the portrayal of societal changes, and the narrative structure. Achebe's nuanced depiction invites readers to consider the complexities of cultural change, the resilience of traditions in the face of external pressures, and the profound impact of colonialism on African societies.

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Item 3 Task [Student Document, p. 3]

Based on your reading of the text, write a narrative that demonstrates your knowledge of rhetoric. Your narrative can be real or imagined. Your narrative should demonstrate your knowledge of how to use a theme in literature as well as how to write from a cultural perspective or point of view. Your narrative should be clear and coherent.

Student Voice: In the heart of a bustling city where skyscrapers kissed the clouds and neon lights painted the night sky, there existed a small, unassuming restaurant called "Chrysanthemum Gardens." Its wooden sign, weathered by time and adorned with painted flowers, beckoned to passersby with promises of culinary delights from across Asia.

Inside, the restaurant hummed with a symphony of flavors and languages. The air was thick with the aroma of sizzling stir-fries, the sweet tang of soy sauce, and the earthy richness of miso broth. Patrons from every corner of the globe filled the cozy booths and round tables, their laughter and conversations weaving a tapestry of diversity.

At the heart of this cultural mosaic was Mei Ling, the matriarch of the restaurant. Her graying hair was always neatly tied back, and her gentle smile held a warmth that welcomed all who entered. Mei Ling had migrated from Shanghai decades ago, carrying with her the recipes of generations past and a love for bringing people together through food. However, Mei Ling harbored a quiet fear of losing her cultural identity amid the ever-changing cityscape.

Her son, David, was the embodiment of two worlds. Born in the city but raised on stories of his mother's homeland, he navigated life like a bridge between cultures. Tall and soft-spoken, he possessed his mother's culinary prowess and her knack for creating dishes that bridged the gap between tradition and innovation. Yet, his embrace of modernity and fusion cuisine often clashed with Mei Ling's desire to preserve their heritage.

One evening, as the restaurant buzzed with dinner service, Mei Ling noticed a young woman sitting alone at a corner table. Her name was Leila, a Lebanese American

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journalist with a curiosity for every culture she encountered. Her dark curls framed a face that held traces of weariness and wonder in equal measure.

Leila had stumbled upon "Chrysanthemum Gardens" by chance, drawn in by the restaurant's reputation for authentic cuisine. As she savored each bite of Mei Ling's famous dumplings, memories of her own grandmother's kitchen in Beirut flooded her senses—the laughter, the stories, the warmth of family gatherings.

David, noticing Leila lost in thought, approached her table with a pot of jasmine tea. Their conversation flowed effortlessly from food to family, from Shanghai to Beirut, as if they had known each other for lifetimes. Mei Ling watched from the kitchen, her heart swelling with a quiet joy but also a twinge of anxiety. She worried that David's growing connection with Leila and his interest in blending cultures would further distance him from their roots.

Days turned into weeks, and Leila became a familiar face at "Chrysanthemum Gardens." She and David discovered shared passions beyond food—literature, travel, and a deep appreciation for the interconnectedness of cultures. Each date felt like a journey through their respective backgrounds, uncovering layers of meaning in the simplest gestures and the most complex flavors.

Despite her initial reservations, Mei Ling found herself drawn to Leila's stories and her genuine respect for their traditions. However, the tension between preserving the old and embracing the new remained a constant undercurrent. Mei Ling feared that the integrity of her culinary heritage would be compromised in the pursuit of modern tastes.

One autumn evening, as the leaves outside turned gold and crimson, David took Leila to a quiet corner of the restaurant adorned with lanterns and potted chrysanthemums. He spoke of his dreams—to honor his mother's legacy while forging a path that celebrated both his Chinese heritage and his American upbringing.

Leila listened, her eyes shimmering with understanding and admiration. In that moment, she realized that love transcends borders and languages and that family is defined by the bonds we create with kindred spirits. She took David's hand, their

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fingers entwining like the intertwining of vines in a garden, and whispered words that echoed through the ages.

As Mei Ling watched her son and his beloved from the kitchen window, she felt a complex mix of emotions. She understood that "Chrysanthemum Gardens" was more than just a restaurant—it was a sanctuary where stories converged, where cultures mingled like ingredients in a savory broth. Yet, she also knew that navigating the delicate balance between tradition and innovation would be a constant challenge. Despite her fears, Mei Ling resolved to embrace the evolving cultural landscape, trusting that her son would honor their heritage while forging his own path.

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Appendix A—Collaborative Discourse Rubric

Criteria	Attempted	Approaching	Proficient
Evidence Statement 1 Students prepare for collaborative discussions by reviewing notes from reading, research, or previous discussions. They contribute thoughtful comments that demonstrate comprehension and express opinions.	The student does not have any research references when participating in discussions. The student either does not participate or only provides their opinions within a discussion about a topic requiring research. The student does not show an understanding of relationships within key elements of a topic in conversations.	With some peer or teacher assistance, the student can participate in a conversation about a topic and reference some pre-work or research. The student is inconsistent or vague regarding the research they reference in discussions to support their claims or thoughts about a topic, relying too heavily on their opinions within discussions. When referencing relationships between topics, the student is inconsistent or inaccurate with key connections in showing proficiency with the topics of discussion.	The student can participate in a discussion covering an array of relevant elements while staying aligned to one clear topic. Within discussions, the student references their research related to the topic and supporting details, states any claims or reasoning about the discussion prompt, and can do so in ways that address individuals or groups within a discussion. When referencing their research, the student is able to clearly describe relationships between concepts and use key terms and terminology related to a topic independently.
Evidence Statement 2 Using appropriate registers, students propel conversations in	The student is unable to participate in conversations whether with individuals or in groups.	With support, the student can initiate conversations with individuals and groups about a given prompt or topic.	The student independently initiates conversations with individuals and groups about a given prompt or topic.

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Criteria	Attempted	Approaching	Proficient
collaborative discussions by connecting them to broader themes, actively involving others, and challenging ideas when necessary, including through negotiation and persuasion.	The student shows little to no knowledge of the topic in conversations. The student is unable to monitor themselves with regard to when they speak or do not speak. The student struggles with asking questions or restating the ideas of others in the conversation.	The student inconsistently expresses their opinions of key elements about a topic, confuses fact with opinion, incorrectly cites research, or does not cite research at all within a discussion. The student is inconsistent in their ability to participate in a discussion, either not participating at all or over participating and not leaving room for others in the conversation.	The student can express their own opinion of key elements or ideas about a topic open to interpretation in persuasive ways and reference research conducted about a topic, including ways prominent thinkers of a topic have understood the topic as evidenced by their sources. The student shows evidence of monitoring their turn-taking, listening, and ability to balance creating a statement with posing a question, including showing evidence of active listening through restating or quoting others in the discussion.

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Criteria	Attempted	Approaching	Proficient
Evidence Statement 3 During collaborative discussions, students respond thoughtfully to diverse perspectives, summarizing points of agreement and disagreement while they qualify or justify their own views. Students make new connections based on evidence and reasoning presented during discussions.	The student cannot state their point of view about a topic in a way that is supported with evidence. The student struggles to create an argument to show a thorough understanding of the topic or consider different interpretations. There is one linking of ideas in the student's conversation. The student does not ask clarifying questions within conversations.	With support from others, the student can restate the points of view of others but inconsistently communicates if they agree or disagree with those points. The student inconsistently creates arguments about a topic of conversation, having trouble reinforcing their claim with evidence either from research or others. The student does not consistently use language that links ideas together, instead statements only communicate thoughts in segmented ways. The student inconsistently asks others to restate their claims when they are unclear about them.	The student can restate others' points of view about a topic of conversation and can evaluate whether they agree, disagree, or can build on those ideas to create more clarity on the core ideas of a topic. Within conversations, the student can create an argument to support their point of view about facets of a topic that are open for interpretation. Additionally, when constructing arguments, the student can adjust their language decisions as needed to make their points clearer, link ideas together, and/or use language conventions such as *on the contrary, in addition, moreover,* and so forth. The student also asks those they are speaking with to restate statements that they find unclear and/or ask follow-up questions.