



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



English Language Arts / English Language Development

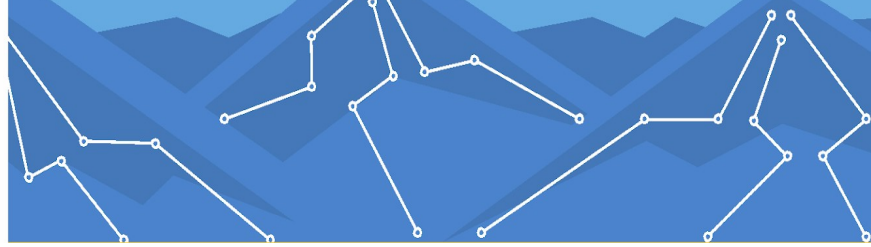
Rhetorical Literary Analysis

Performance Task | Student Materials

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Directions

Please review the task below and answer the various questions within the task to the best of your ability. If needed, you may have an adult or peer read the task out loud to aid your understanding. Additionally, feel free to use the following tools as resources in answering each item.

When **analyzing literature from diverse perspectives**, you can demonstrate your thinking and learning by:

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

When **writing narratives**, you can have the following options for demonstrating your skills and knowledge:

- using text-to-speech or speech-to-text to complete the content
- handwriting and paper
- writing using a word processor that includes spelling and grammar tools
- dictating to a scribe¹

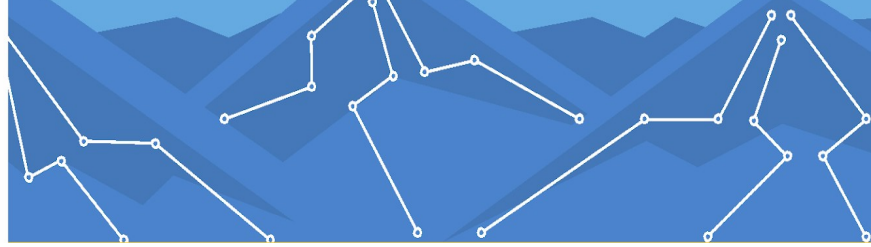
Consult your teacher for any additional, allowable resources you can request when completing this task.

Word Bank. Here are some words that might help you in explaining your thinking for the tasks in this assessment. (You will probably not use every word for every question, so pick and choose the words that make sense for each question.)

| | | | | |
|---------------|------------------|------------------|--------------------|--------------------------|
| theme | literary devices | rhetorical moves | rhetorical devices | collaborative discussion |
| close reading | analysis | | | |

¹ 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.





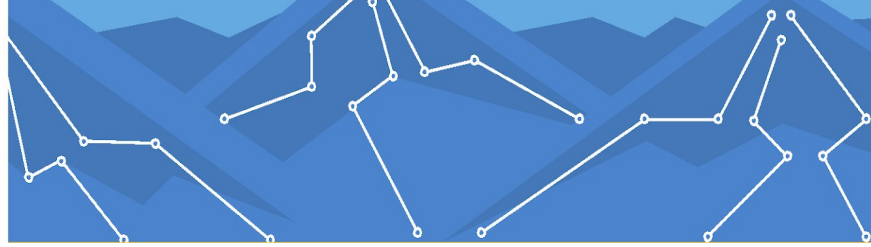
PART 1. Rhetorical Literary Analysis—Using Knowledge of Rhetoric to Analyze Literature from Diverse Perspectives and Write Narratives

You will be given tasks to show how well you can understand and analyze a piece of literature. You'll 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

For each of the three items, you will use your understanding of a chosen piece of literature to complete Part 1. 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

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.

Item 2 Task

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.

Item 3 Task

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.