

OVERVIEW OF THE PERFORMANCE STANDARDS—High School

The high school standards are set at a level of performance approximately equivalent to the end of tenth grade. It is expected that some students might achieve this level earlier and others later than this grade. (See “Deciding what constitutes a standard-setting performance,” page 10.)

English Language Arts

E1 Reading

- E1 a** Read twenty-five books of the quality and complexity illustrated in the sample reading list.
- E1 b** Read and comprehend at least four books on the same subject, or by the same author, or in the same genre.
- E1 c** Read and comprehend informational materials.

E2 Writing

- E2 a** Produce a report of information.
- E2 b** Produce a response to literature.
- E2 c** Produce a narrative account (fictional or autobiographical).
- E2 d** Produce a narrative procedure.
- E2 e** Produce a persuasive essay.
- E2 f** Produce a reflective essay.

E3 Speaking, Listening, and Viewing

- E3 a** Participate in one-to-one conferences with the teacher.
- E3 b** Participate in group meetings.
- E3 c** Prepare and deliver an individual presentation.
- E3 d** Make informed judgments about TV, radio, film.
- E3 e** Listen to and analyze a public speaking performance.

E4 Conventions, Grammar, and Usage of the English Language

- E4 a** Independently and habitually demonstrate an understanding of the rules of the English language in written and oral work.
- E4 b** Analyze and subsequently revise work to improve its clarity and effectiveness.

E5 Literature

- E5 a** Respond to non-fiction, fiction, poetry, and drama using interpretive and critical processes.
- E5 b** Produce work in at least one genre that follows the conventions of the genre.

E6 Public Documents

- E6 a** Critique public documents with an eye to strategies common in public discourse.
- E6 b** Produce public documents.

E7 Functional Documents

- E7 a** Critique functional documents with an eye to strategies common to effective functional documents.
- E7 b** Produce functional documents appropriate to audience and purpose.

The margin notes on pages illustrating work produced by ESL students identify some of the expectations from the English as a Second Language chapter of the *New York City Curriculum Frameworks*. The ESL Frameworks are in alignment with the *New Standards™ Performance Standards*, and are intended for use across the disciplines by educators of English language learners.

PERFORMANCE DESCRIPTIONS

High School English Language Arts

E1 Reading¹

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

E1a² The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples of activities through which students might produce evidence of reading twenty-five books include:

- * Maintain an annotated list of works read. **1b**
- * Generate a reading log or journal. **1b**
- * Participate in formal and informal book talks. **1b, 3a, 3b**

¹ To see how these performance descriptions compare with the expectations for middle school and high school, turn to pages 465-481.

The examples that follow the performance descriptions for each standard are examples of the work students might do to demonstrate their achievement. The examples also indicate the nature and complexity of activities that are appropriate to expect of students at the high school level.

The cross-references that follow the examples highlight examples for which the same activity, and possibly even the same piece of work, may enable students to demonstrate their achievement in relation to more than one standard. In some cases, the cross-references highlight examples of activities through which students might demonstrate their achievement in relation to standards for more than one subject matter.

The cross-references after the examples that begin “**M**,” “**S**,” and “**A**” refer to the performance standards for Mathematics, Science, and Applied Learning respectively. See, for example, the cross-references after the examples of activities for **E1c**.

Samples of student work that illustrate standard-setting performances for these standards can be found on pages 349-464.

These standards allow for oral performances of student work wherever appropriate.

The work students produce to meet the English Language Arts standards does not all have to come from an English class. Students should be encouraged to use work from subjects in addition to English to demonstrate their accomplishments. The work samples include some examples of work produced in other classes that meet requirements of these standards. See page 411.

² **E1a** assumes an adequate library of appropriate reading material. In some places, library resources are too meager to support the amount of reading required for every student to achieve this standard. Where a shortage of books exists, better use of out-of-school resources must be made; for example, students may have to be assured access to local or county libraries.

E1a is intended primarily to generate the reading of full-length books. Combinations of quality magazines, newspapers, on-line materials etc., may be treated as equivalent texts that contribute to meeting the requirement of twenty-five books. Similarly, collections of portions of full-length books may be considered as book equivalents.

E1b³ The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

- makes and supports warranted and responsible assertions about the texts;
- supports assertions with elaborated and convincing evidence;
- draws the texts together to compare and contrast themes, characters, and ideas;
- makes perceptive and well developed connections;
- evaluates writing strategies and elements of the author’s craft.

Examples of activities through which students might produce evidence of reading comprehension include:

- * A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time). 1c, 2a, 4a, 4b
- * Construct a review of several works by a single author. 2b, 4a, 4b, 5a
- * Produce a literary response paper. 2b, 4a, 4b, 5a
- * Produce a research report. 1c, 2a, 2b, 4a, 4b, 5a, M8f
- * Participate in formal or informal book talks. 1a, 1c, 3a, 3b, 5a
- * Create an annotated book list organized according to author, theme, or genre. 1a

E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- restates or summarizes information;
- relates new information to prior knowledge and experience;
- extends ideas;
- makes connections to related topics or information.

Examples of activities through which students might produce evidence of reading informational materials include:

- * Use information to support or enhance a project. 2a, 4a, 4b, M8, S8, A3a
- * Write a report of information that draws from at least four sources. 2a, 4a, 4b
- * Incorporate expert opinions into a speech or position paper. 2e, 3c, 4a, 4b
- * Develop a proposal based on data obtained from reading informational texts. 4a, 4b
- * Use informational materials to reach a conclusion regarding a controversial topic. 2e, 4a, 4b
- * Develop a portfolio of materials regarding a particular career choice.
- * Write exhibit notes for historical or artistic exhibits.

³ **E1b** is intended to encourage students to invest themselves thoroughly in an area that interests them. Such an investment will generate reading from an array of resources, giving students more experience of reading as well as increased understanding of a subject. **E1b** is not intended to be a cursory experience of doing research on a topic which often requires little more than scanning materials, copying directly from references, and inserting transitional phrases and paragraphs. The challenge with the depth requirement is to encourage a complex understanding developed and enhanced through reading.

PERFORMANCE DESCRIPTIONS

High School English Language Arts

This is a sample reading list from which the students and teachers could select. This list is not exclusive. Acceptable titles also appear on lists produced by organizations such as the National Council of Teachers of English and the American Library Association. Substitutions might also be made from lists approved locally. The sample list for Spanish Language Arts is on page 482.

Fiction

Achebe, *Things Fall Apart*;
Baldwin, *The Fire Next Time*;
Brown, *Manchild in the Promised Land*;
Carroll, *Alice in Wonderland*;
Clark, *The Ox-Bow Incident*;
Delaney, *Having Our Say*;
Ellison, *Invisible Man*;
Golding, *Lord of the Flies*;
Hawthorne, *The Scarlet Letter*;
Hemingway, *For Whom the Bell Tolls*;
Hentoff, *The Day They Came to Arrest the Book*;
Hilton, *Goodbye, Mr. Chips*;
Kingsolver, *Pigs in Heaven*;
Kinsella, *Shoeless Joe*;
Knowles, *A Separate Peace*;
Lee, *To Kill a Mockingbird*;
McCullers, *The Heart Is a Lonely Hunter*;
Mohr, *In Nueva York*; *El Bronx Remembered*; *Nilda*;
Morrison, *The Bluest Eyes*;
Orwell, *1984*;
Portis, *True Grit*;
Potok, *Davita's Harp*;
Stoker, *Dracula*;
Tan, *Joy Luck Club*; *The Kitchen God's Wife*;
Thomas, *Down These Mean Streets*;
Wartski, *A Boat to Nowhere*;
Welty, *The Golden Apples*.

Non-Fiction

Angell, *Late Innings*;
Angelou, *I Know Why the Caged Bird Sings*;
Ashe, *Days of Grace*;
Beal, "I Will Fight No More Forever": *Chief Joseph and the Nez Perce War*;
Bishop, *The Day Lincoln Was Shot*;
Black Elk, *Black Elk Speaks*;
Bloom, *The Closing of the American Mind*;
Campbell, *The Power of Myth*;
Covey, *Seven Habits of Highly Effective People*;
Galarza, *Barrio Boy*;
Hawking, *A Brief History of Time*;
Houston, *Farewell to Manzanar*;
Kennedy, *Profiles in Courage*;
Kingsley and Levitz, *Count Us In: Growing Up With Down Syndrome*;
Kingston, *Woman Warrior*;

Malcolm X, *Autobiography of Malcolm X*;
Mazer, ed., *Going Where I'm Coming From*;
Momaday, *The Way to Rainy Mountain*;
Rodriguez, *Hunger of Memory*;
Sternberg, *User's Guide to the Internet*;
Wright, *Black Boy*.

Poetry

Angelou, *I Shall Not be Moved*;
Bly, ed., *News of the Universe*;
Cummings, *Collected Poems*;
Dickinson, *Complete Poems*;
Randall, ed., *The Black Poets*;
Carruth, ed., *The Voice That Is Great Within Us*;
Hughes, *Selected Poems*;
Knudson and Swenson, eds., *American Sports Poems*;
Longfellow, *Evangeline*;
Wilbur, *Things of This World*.

Drama

Christie, *And Then There Were None*;
McCullers, *The Member of the Wedding*;
Pomerance, *The Elephant Man*;
Rose, *Twelve Angry Men*;
Rostand, *Cyrano de Bergerac*;
Shakespeare, *Midsummer's Night Dream*; *Othello*; *Romeo and Juliet*; *Julius Caesar*;
Sophocles, *Oedipus Plays*;
Van Druten, *I Remember Mama*;
Wilder, *The Skin of Our Teeth*;
Wilson, *Fences*; *The Piano Lesson*.

Folklore/Mythology

Burland, *North American Indian Mythology*;
Evslin, *Adventures of Ulysses*;
Hamilton, *Myths*;
Pinsent, *Greek Mythology*;
Stewart, *The Crystal Cave*;
White, *The Once and Future King*.

Modern Fantasy and Science Fiction

Adams, *Watership Down*;
Asimov, *Caves of Steel*; *Foundation*;
Bradbury, *The Martian Chronicles*;
Clarke, *2001: A Space Odyssey*; *Childhood's End*;
Frank, *Alas, Babylon*;
Herbert, *Dune*;
Hilton, *Lost Horizon*;
Huxley, *Brave New World*;
Lewis, *Out of the Silent Planet*;
McCaffrey, *Dragonflight*;
Twain, *A Connecticut Yankee in King Arthur's Court*;
Verne, *20,000 Leagues Under the Sea*.

PERFORMANCE DESCRIPTIONS

High School English Language Arts

Magazines and Newspapers

El Diario;

Amsterdam News;

Consumer Reports;

Ebony;

Jet;

Latina;

Literary Cavalcade (Scholastic);

National Geographic;

New York Times;

Newsweek;

Omni;

Sports Illustrated;

Smithsonian;

Time.

Other

Computer manuals; instructions; contracts; technical materials.

E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a The student produces a report that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that conveys a perspective on the subject;
- creates an organizing structure appropriate to purpose, audience, and context;
- includes appropriate facts and details;
- excludes extraneous and inappropriate information;
- uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;
- provides a sense of closure to the writing.

Examples of reports include:

- * An I-search essay (an essay that details a student’s search for information as well as the information itself; I-search papers are developed through a variety of means, e.g., interviews, observation, as well as traditional library research). **1c, 4a, 4b**
- * A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time). **1c, 4a, 4b**
- * A report produced as part of studies in subjects such as science, social studies, and mathematics. **1c, 4a, 4b, M7b, M7e, M7g, S7a, S7b, S7c**
- * A formal or informal research paper. **1c, 4a, 4b, 5a**
- * An investigative report for a newspaper. **1c, 4a, 4b**

E2b⁴ The student produces a response to literature that:

- engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;
- advances a judgment that is interpretive, analytic, evaluative, or reflective;
- supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- demonstrates understanding of the literary work through suggesting an interpretation;
- anticipates and answers a reader’s questions;
- recognizes possible ambiguities, nuances, and complexities;
- provides a sense of closure to the writing.

⁴ **E2b** is meant to expand the repertoire of responses children traditionally write when they respond to literature. This type of response requires an understanding of writing strategies.
New Standards Performance Standards
New York City—First Edition

PERFORMANCE DESCRIPTIONS

High School English Language Arts

Examples of responses to literature include:

- * An evaluation of a piece of literature or several pieces of literature. 1b, 4a, 4b, 5a
- * A comparison of a piece of literature with its media presentation. 1b, 3d, 4a, 4b, 5a
- * A response that focuses on personalizing the theme of a literary work. 1b, 4a, 4b, 5a
- * An analysis of the significance of a section of a novel in terms of its significance to the novel as a whole. 1b, 4a, 4b, 5a
- * An evaluation of the role played by setting in a novel. 1b, 4a, 4b, 5a
- * An analysis of the effect of a minor character on the plot of a novel. 1b, 4a, 4b, 5a
- * An interpretation of a recurring motif in a novel or a play. 1b, 4a, 4b, 5a
- * A comparison of two critical interpretations of a poem or a work of fiction. 1b, 4a, 4b, 5a

E2c The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
- creates an organizing structure;
- includes sensory details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;
- provides a sense of closure to the writing.

Examples of narrative accounts include:

- * A biographical account. 4a, 4b, 5b
- * A fiction or non-fiction story. 4a, 4b, 5b
- * A personal narrative. 4a, 4b, 5b
- * A narrative poem or song based on a modern hero. 4a, 4b, 5b
- * A historical account. 1c, 4a, 4b
- * A parody of a particular narrative style, e.g., fable, soap opera. 4a, 4b, 5b

E2d The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides smooth transitions between steps;
- makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;

- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

Examples of narrative procedures include:

- * A set of rules for organizing a class meeting. 4a, 4b, 7b
- * A set of instructions for playing computer games. 4a, 4b, 7b
- * A set of instructions for using media technology. 4a, 4b, 7b
- * A lab report. 4a, 4b, 58
- * A report of a mathematical investigation. 4a, 4b, M8
- * A set of instructions for conducting searches on the Web. 4a, 4b, 7b

E2^e The student produces a persuasive essay that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that makes a clear and knowledgeable judgment;
- creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- includes appropriate information and arguments;
- excludes information and arguments that are irrelevant;
- anticipates and addresses reader concerns and counter-arguments;
- supports arguments with detailed evidence, citing sources of information as appropriate;
- uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- provides a sense of closure to the writing.

Examples of persuasive essays include:

- * A position paper. 4a, 4b
- * A problem-solution paper. 4a, 4b
- * An opening statement for a debate. 4a, 4b, 3c
- * An evaluation of a product or policy. 4a, 4b, A1a
- * A critique of a public policy. 4a, 4b, 6b
- * An editorial on a current issue that uses reasoned arguments to support an opinion. 4a, 4b, 6b

PERFORMANCE DESCRIPTIONS

High School English Language Arts

E2f The student produces a reflective essay that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- analyzes a condition or situation of significance;
- develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience;
- creates an organizing structure appropriate to purpose and audience;
- uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
- provides a sense of closure to the writing.

Examples of reflective essays include:

- * An analysis of the significance of a proverb or quotation. **4a, 4b**
- * A report about a concrete occasion and its implications over time. **2a, 4a, 4b**
- * An essay comparing a school issue to broader societal concerns. **4a, 4b, 6b**
- * A paper explaining how some experiences, conditions, or concerns have universal significance. **4a, 4b**
- * A self-reflective essay evaluating a portfolio to be submitted. **4a, 4b**
- * A comparison of a scene from a work of fiction with a lesson learned from a personal experience. **2b, 4a, 4b**
- * A paper about a common childhood experience from a more adult perspective. **4a, 4b, 5b**

E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a⁵ The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

- initiates new topics in addition to responding to adult-initiated topics;
- asks relevant questions;
- responds to questions with appropriate elaboration;
- uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;
- confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples of one-to-one interactions include:

- * Analytical discussion of movies or television programs in a one-to-one situation. **3d, 4a, 4b**
- * Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project. **4b**
- * Assessment interview by a teacher about an author or book. **1b, 5a**

E3b The student participates in group meetings, in which the student:

- displays appropriate turn-taking behaviors;
- actively solicits another person’s comment or opinion;
- offers own opinion forcefully without dominating;
- responds appropriately to comments and questions;
- volunteers contributions and responds when directly solicited by teacher or discussion leader;
- gives reasons in support of opinions expressed;
- clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;
- employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);
- divides labor so as to achieve the overall group goal efficiently.

Examples of activities involving group meetings include:

- * Develop and negotiate a classroom rubric.

⁵ For samples of student work that illustrate standard-setting performances for **E3a** and **E3b** refer to the videotape accompanying this book.

PERFORMANCE DESCRIPTIONS

High School English Language Arts

- * Engage in classroom town meetings.
- * Participate in book talks with other students. **1a, 1b, 1c, 5a**
- * Work as part of a group to solve a complex mathematical task.
- * Role-play to better understand a certain historical event. **1c**
- * Participate in peer writing response groups. **4b**

E3c The student prepares and delivers an individual presentation, in which the student:

- shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
- shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- uses notes or other memory aids to structure the presentation;
- develops several main points relating to a single thesis;
- engages the audience with appropriate verbal cues and eye contact;
- projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Examples of presentations include:

- * An individual talk which develops several main points relating to a single thesis (e.g., describing a problem and evaluating alternative solutions to that problem, or explaining several causes leading to a historical event, or constructing different types of argument all supporting a particular policy). **4a, 4b**
- * A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic. **4a**
- * A forum discussion during which audience members question and respond to panelists during the presentation. **4a, A2a**
- * A simulated congress (e.g., Model United Nations) in which each participant “represents” the interests of a particular constituency. **4a**

E3d The student makes informed judgments about television, radio, and film productions; that is, the student:

- demonstrates an awareness of the presence of the media in the daily lives of most people;
- evaluates the role of the media in focusing attention and in forming opinion;
- judges the extent to which the media are a source of entertainment as well as a source of information;
- defines the role of advertising as part of media presentation.

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:

- * Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.
- * Summarize patterns of media exposure in writing or in an oral report. **2a, 3c, 4a, 4b**

PERFORMANCE DESCRIPTIONS

High School English Language Arts

- * Analyze the appeal of popular television shows and films for particular audiences. **2a, 4a, 4b**
- * Explain the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity) in television commercials. **2a, 4a, 4b**
- * Analyze the characteristics of different television genres (e.g., the talk show, the situation comedy, the public affairs show). **2a, 4a, 4b**

E3e The student listens to and analyzes a public speaking performance; that is, the student:

- takes notes on salient information;
- identifies types of arguments (e.g., causation, authority, analogy) and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization);
- accurately summarizes the essence of each speaker’s remarks;
- formulates a judgment about the issues under discussion.

Examples of activities through which students might provide evidence of analysis of public speaking include:

- * Take notes of a meeting of a local government council or of an institution’s governing body.
- * Make a report detailing testimony from a local trial. **2a, 4a, 4b**
- * Analyze an address by a political leader. **4a, 4b, 6a**

PERFORMANCE DESCRIPTIONS

High School English Language Arts

E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

E4a The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

Examples of activities through which students might demonstrate an understanding of the rules of the English language include:

- * Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading. **2a, 2b, 2c, 2d, 2e, 2f, 3d, 5a, 5b, 6b, 7b**
- * Independently and accurately proofread the student’s own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate. **2a, 2b, 2c, 2d, 2e, 2f, 3d, 5a, 5b, 6b, 7b**
- * Observe the conventions of language during formal oral presentations. **3c**
- * Demonstrate use of a variety of sentence patterns for stylistic effect. **2a, 2b, 2c, 2d, 2e, 2f, 3c, 3d, 5a, 5b, 6b, 7b**

E4b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

- adding or deleting details;
- adding or deleting explanations;
- clarifying difficult passages;
- rearranging words, sentences, and paragraphs to improve or clarify meaning;
- sharpening the focus;
- reconsidering the organizational structure;
- rethinking and/or rewriting the piece in light of different audiences and purposes.

PERFORMANCE DESCRIPTIONS

High School English Language Arts

Examples of activities through which students might provide evidence of analyzing and revising written work include:

- * Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers. **2a, 2b, 2c, 2d, 2e, 2f, 3c, 3d, 5a, 5b, 6b, 7b**
- * Produce a series of distinctly different drafts that result in a polished piece of writing or presentation. **2a, 2b, 2c, 2d, 2e, 2f, 3c, 3d, 5a, 5b, 6b, 7b**
- * Critique the writing or presentation of a peer.
- * Describe the reasons for stylistic choices made as a writer or presenter. **2a, 2b, 2c, 2d, 2e, 2f, 3c, 3d, 5a, 5b, 6b, 7b**
- * Produce a series of papers on the same topic, each serving a different purpose. **2a, 2b, 2c, 2d, 2e, 2f, 3d, 5a, 5b, 6b, 7b**

PERFORMANCE DESCRIPTIONS

High School English Language Arts

E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the studentp:

- makes thematic connections among literary texts, public discourse, and media;
- evaluates the impact of authors’ decisions regarding word choice, style, content, and literary elements;
- analyzes the characteristics of literary forms and genres;
- evaluates literary merit;
- explains the effect of point of view;
- makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- evaluates the stance of a writer in shaping the presentation of a subject;
- interprets ambiguities, subtleties, contradictions, ironies, and nuances;
- understands the role of tone in presenting literature (both fictional and non-fictional);
- demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

Examples of responding to literature include:

- * Analyze stereotypical characters in popular fiction. 1b, 2b, 4a, 4b
- * Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic. 1b, 2b, 4a, 4b
- * Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays. 1b, 2b, 4a, 4b
- * Compare two different video presentations of a literary work. 1b, 2b, 3d, 4a, 4b
- * Compare two works written in different time periods on the same topic or theme. 1b, 2b, 4a, 4b
- * Evaluate the persona of the writer. 1b, 2b, 4a, 4b
- * Compare two literary texts that share a similar theme. 1b, 2b, 4a, 4b
- * Analyze the author’s point of view toward an issue raised in one of an author’s works. 1b, 2b, 4a, 4b
- * Analyze the literary, cultural, and social context of a literary work. 1b, 2b, 4a, 4b

E5b The student produces work in at least one literary genre that follows the conventions of the genre.

Examples of literary genres include:

- * A reflective essay. 2f, 4a, 4b
- * A memoir. 4a, 4b
- * A short story. 2c, 4a, 4b
- * A short play. 4a, 4b
- * A poem. 4a, 4b
- * A vignette. 4a, 4b

E6 Public Documents⁶

A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

E6a The student critiques public documents with an eye to strategies common in public discourse, including:

- effective use of argument;
- use of the power of anecdote;
- anticipation of counter-claims;
- appeal to audiences both friendly and hostile to the position presented;
- use of emotionally laden words and imagery;
- citing of appropriate references or authorities.

Examples of activities through which students might provide evidence of critiquing public documents include:

- * Analyze a political speech. **1c, 3e**
- * Evaluate an editorial. **1c**
- * Examine campaign literature to determine underlying assumptions. **1c, 2a**
- * Examine a range of articles published in a magazine or newspaper and draw inferences about the political stance of that magazine or newspaper. **1c, 2a**

E6b The student produces public documents, in which the student:

- exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;
- utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader's emotions, and arguments dependent upon the writer's persona;
- uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;
- uses a range of strategies to appeal to readers.

Examples of public documents include:

- * A proposal for changing an existing social or school policy. **2e, 4a, 4b**
- * An analysis of a state policy. **4a, 4b**
- * A policy statement that closely examines a significant public policy and proposes a change. **4a, 4b**
- * A letter to an elected official taking a position on an issue or concern. **4a, 4b**
- * A press release announcing a policy. **4a, 4b**

⁶ Much writing can be classified as belonging to the public arena. At the high school level, students should address issues which are of national importance in work directed toward accomplishment of **E6**.
New Standards Performance Standards
New York City—First Edition

PERFORMANCE DESCRIPTIONS

High School English Language Arts

E7 Functional Documents⁷

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issues of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

E7a The student critiques functional documents with an eye to strategies common to effective functional documents, including:

- visual appeal, e.g., format, graphics, white space, headers;
- logic of the sequence in which the directions are given;
- awareness of possible reader misunderstandings.

Examples of activities through which students might provide evidence of critiquing functional documents include:

- * Analyze a manual.
- * Analyze a contract.
- * Evaluate a loan application.
- * Critique tax documents.

E7b The student produces functional documents appropriate to audience and purpose, in which the student:

- reports, organizes, and conveys information and ideas accurately;
- includes relevant narrative details, such as scenarios, definitions, and examples;
- anticipates readers' problems, mistakes, and misunderstandings;
- uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;
- establishes a persona that is consistent with the document's purpose;
- employs word choices that are consistent with the persona and appropriate for the intended audience.

Examples of functional documents include:

- * A summary of a meeting. **4a, 4b**
- * A manual. **2d, 4a, 4b, A1**
- * A proposal. **4a, 4b, A1**
- * A set of instructions. **2d, 4a, 4b, A1**
- * A recommendation. **4a, 4b, A1**

⁷ Functional writing, as described in **E7**, is ordinarily considered technical writing. As such, functional documents are often not part of the typical English curriculum. New Standards requires students to demonstrate proficiency with functional documents because such writing is of increasing importance to the complex literacy of our culture.

Work Sample & Commentary: *My Thoughts on Literature* High School English Language Arts

The task

In March 1997, students were asked to produce an annotated bibliography of all the books they had read since September 1996. This list includes a number of texts used to compile a humanities term paper.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|--------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| with teacher feedback | with peer feedback |
| timed | opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E1a Reading: Read at least twenty-five books or book equivalents each year.

What the work shows

E1a Reading: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

The complete bibliography illustrates that the student met the goal of reading twenty-five books of the appropriate quality of literature for the high school standard. This excerpt of the student's annotated bibliography provides evidence that the student read a variety of books and book equivalents including traditional fiction, contemporary fiction, and classical and contemporary non-fiction accounts of World War II. The student regularly reads both *The New York Times* and *New York Daily News*. The student cited three magazines: *The Source*, *Popular Mechanics*, and *Crushfield* as well as cookbooks, history books, and articles on psychology.

Such reading represents a diverse collection of material from poetry, non-fiction, short stories, and novels.

There is an error in the spelling of Anne Frank's name.

Work Sample & Commentary: *My Thoughts on Literature* High School English Language Arts

My Thoughts on Literature by _____

The following is a list of books that I have read and enjoyed in connection with my senior year in high school, 1996-97.

PLAYS

Oedipus Rex - Sophocles - This play had never-ending twists and turns as the fate of Oedipus to marry his mother and kill his father come true.

Hamlet - William Shakespeare - This is a tale of a truly tragic and dysfunctional family! Revenge causes everyone's undoing.

Macbeth - William Shakespeare - This left me cold except for the ghost that brings Macbeth's conscience into play during the banquet and subsequently causes his downfall from power. He was NOT all-powerful as he thought.

A Doll's House - Henrik Ibsen - An intricate tale of a woman who lived like a doll in her husband's eyes and lies to him to save his life. It is a story that shows women are intelligent and can deal with matters supposedly beyond their "means."

The Glass Menagerie - Tennessee Williams - Amanda lives through her children, Laura and Tom, while being unable to accept who they really are. Both are introverted and live through objects rather than dealing directly with life and their emotions.

POETRY

"Lycidas" - John Milton - I didn't like this. It was hard to understand and TOO long!

"Ode on a Grecian Urn" - John Keats - People never age in a work of art. I like this idea!

"Let Me not to the Marriage of True Minds" - William Shakespeare - This sonnet says that the inner self is the true reflection of a person's heart; outward appearances are deceiving.

"My Mistress' Eyes are Nothing Like the Sun" - William Shakespeare - She's not great looking, but she's all he has, and he loves her for what she is.

"Shall I Compare thee to a Summer's Day" - William Shakespeare - Another sonnet that says that love is like the seasons that may come and go. Love is all around you if you know where to look for it.

"That Time of Year Thou Mayst in Me Behold" - William Shakespeare - This is about how death can take away the body but cannot conquer the love you have for a person.

"For the Spartan Dead at Plataia" - Simonides - Soldiers' glories in battle live on despite their death.

"She Walks in Beauty" - George Gordon, Lord Byron - I don't know what to say about this. Byron's cousin in mourning moved him because she wore black.

"Ozymandias" - Percy Bysshe Shelley - The statue of the mighty king has fallen into dust in the desert. Ashes to ashes, dust to dust is for everyone no matter how great they are!

"When I have Fears" - John Keats - The poet ponders what he may not have concluded in life when death comes.

"May He Lose his Way on the Cold Sea" - Archilochus - The friend who reneges from a contract may be the death of him, or in this case, the cause of a string of curses!

"LXXXV" - Catullus - He ponders love and hate. He feels pain because it's a riddle.

Work Sample & Commentary: *My Thoughts on Literature* High School English Language Arts

"Then" - Sappho - The personification of dawn sneaks up on you like a thief in the night.
"I Wandered Lonely as a Cloud" - William Wordsworth - A man's passion for nature allows him to succumb to his feelings about seeing thousands of daffodils.
"Lines Composed a Few Miles above Tintern Abbey" - William Wordsworth - He feels alive in the country and thinks about it when he's in the city.
"The World Is too Much with Us" - William Wordsworth - We work too much; we need to get back to nature.
"My Last Duchess" - Robert Browning - The conceited Duke of Ferrara shows the picture of his late wife, whom he killed for smiling at others, to the father of his next wife. Sick!
"Porphyria's Lover" - Robert Browning - Another messed up person kills his lover before letting her sleep on his shoulder and playing with her hair!

NON-FICTION

Ann Frank: Diary of a Young Girl - Ann Frank - Ann Frank's memorable yet futile attempt to escape persecution by the Nazis. It is also an in-depth tale of the effects of the Holocaust on a young girl's life.
Antisemitism: A History of the Jews - Charles Patterson - This book traces antisemitism from its roots in ancient times to the 1970's.

FILMS VIEWED IN CONNECTION WITH TERM PAPERS

Europa, Europa - A Jewish boy who lives every aspect--as a German, as a Russian, and as a Jew--during World War II.
Serafina - The picture tells of apartheid and its effects on the community in South Africa.
Patton - This is an in-depth look at the military career of one of America's finest generals.
Schindler's List - This Nazi went against the teachings of Hitler to save the lives of nearly eleven hundred Jews who worked for him.
All Quiet on the Western Front - This is a dramatization of one of the greatest works of literature I have ever read.

PLAYS VIEWED ON BROADWAY IN CONNECTION WITH LITERATURE

Play On - a modern-day version of Shakespeare's Twelfth Night with music by the great Duke Ellington! A real pleasure!
Gin Game - our generation can really relate to the old folks and learn from them too because the play deals with archetypes of relationships and giving up power as you get older.

Work Sample & Commentary: *My Thoughts on Literature* High School English Language Arts

AND STILL MORE POETRY (MY TEACHER NEVER STOPS!!)

"summer words of a sistuh addict" Sonia Sanchez - a poem about drugs and reflection about a shattered mother-daughter relationship and a never-ending circle of death and destruction

"My Sadness Sits Around Me" June Jordan - her sadness is like a roll-on deodorant. You can't get rid of it! It's an excellent example of personification.

"The Slave Auction" Francis W. Harper - feeling of motherly sadness, fear, and anger when her children are sold. Also, there is a backlash towards men who are responsible for slavery and the mother's pain. The imagery "bosoms rudely forced apart" represent an evil, dark force.

"Now That I am Forever with Child" Audre Lorde - A mother's reflection on her blissful, natural experience.

MISCELLANEOUS

"Sonny's Blues" James Baldwin - A sad story about drugs, life, and the effects it has on two brothers.

"Everyday Use" Alice Walker - a quilt symbolizes the struggle between Maggie and her sister while it shows the continuance of the heritage in a family.

New York Times - to keep up with what's "fit to print"!

New York Daily News - sports, current events, and vacation section. Let's get away!

cookbooks - yes, even guys like good meals because some women can't cook!

The Source - magazine about rap world and what's happening.

Popular Mechanics - appeals to my sense of building and fixing.

Crashfield - magazine about electronics for cars, video, audio.

every history book I can get my hands on - every period in history appeals to me.

psychology articles - parental roles, societal values, delinquency, corruption

Work Sample & Commentary: *How Do Flowers Become Fruits?* High School English Language Arts

The task

As part of a composition course, students were asked to write an expository piece on a scientific topic in a manner appropriate for a lay audience. In preparation for this assignment, students were given many models to examine including excerpts from Annie Dillard’s *Tinker at Pilgrim Creek*, articles from *The New Yorker*, and articles from *The New York Times* science edition.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|----------------------------------|--|
| ✓ alone | ✓ in a group |
| ✓ in class | ✓ as homework |
| ✓ with teacher feedback
timed | ✓ with peer feedback
opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2a Writing: Produce a report.

What the work shows

E2a Writing: The student produces a report that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that conveys a perspective on the subject;
- creates an organizing structure appropriate to purpose, audience, and context;
- includes appropriate facts and details;
- excludes extraneous and inappropriate information;
- uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;
- provides a sense of closure to the writing.

(A) The work engages the reader immediately with a provocative question and a humorous response.

The work establishes the persona of a knowledgeable person in the third paragraph when the student gives some of the scientific information behind the initial conversation.

(B) The work develops a controlling idea that conveys a perspective on the subject, i.e., that most of us have not been aware of the fact that flowers usually contain both the male and female reproductive organs. This phenomenon is explained throughout the work.

(C) The work creates an organizing structure appropriate to a specific purpose, audience, and context. For example, the work makes the assumption that most people have limited knowledge on this topic, and, in order to help the novice reader, goes from the general (“Did you know fruits are ovaries?”) to the specific (the explanation of cross-pollination).

Work Sample & Commentary: *How Do Flowers Become Fruits?* High School English Language Arts

The student successfully engages and maintains the reader’s interest by addressing the audience directly as “you.”

The work incorporates information drawn from multiple sources. The student utilized two reference texts and interviewed two experts on the subject.

The work incorporates a range of appropriate strategies, such as:

(B) (C) the inclusion of numerous facts and details to explain the role of fruit in plant reproduction;

(D) the use of simple, concrete language to explain the subject to a lay audience;

(E) the use of humor in the initial conversation and throughout;

(E) the use of a conversational tone which is successful in imparting scientific information while keeping the reader engaged; and

(E) (F) the use of metaphorical anecdotes and pedestrian terms to convey complicated information.

(G) The work provides a sense of closure. After providing numerous details throughout the report concerning how flowers become fruit, the student explained at the end how some flowers have actually evolved to the point where they “look, smell, and feel like female bees,” thus further serving the process of pollination.

There are some errors in spelling (e.g., “pistol” instead of “pistil”), and usage (e.g., “it” instead of “its” at the bottom of page 14 and “flowers” instead of “flower” at the bottom of the third to the last paragraph).

The report contains some errors of science. The work does not stick with its original purpose—to explain how flowers become fruit. It digresses into an explanation of pollination and fertilization but does not fully explain this process either.

There are some errors in terminology, for example, the term “pistil” is generally no longer used and the stamen is not necessarily “yellow.” Also, in the second last sentence of the first page, the student used the term “bond” when “fuse” or “meld” would have been more appropriate words to describe the process of the sperm combining with the egg to form a totally new entity.

The description of the reproductive parts of the corn, the function of the wind in corn pollination, and the generalization that the stigma must come in contact with pollen grains from another flower in order to reproduce are incorrect.

Work Sample & Commentary: *How Do Flowers Become Fruits?* High School English Language Arts

How Do Flowers Become Fruits?

By _____

"Did you know fruits are ovaries?" my sister asked.

My teeth were halfway through the skin of the purple plum when she decided to tell me the awful truth.

It's true: a flower usually contains both the male and female reproductive organs. The stamen, or male reproductive organ, resembles a yellow lollipop with a long stick. The filament is the long stalk that holds up the anther or the candy of it. The anther is made up of pollen sacs containing plant sperm. The pistil is the female reproductive organ that looks like a bulb-like flask found in any science room. The mouth of the "flask" is the stigma. It has a sticky surface which helps it catch floating pollen grains. The neck of the pistil is the style and it connects the stigma to the ovary. The ovary is the "bulb" that houses the unfertilized egg cells or ovules. In order to reproduce, the stigma must come in contact with pollen grains from another flower of the same species.

"The male reproductive organ basically serves as a sex machine," _____ a biologist, told me. "His goal is to spread excess male sperm to guarantee fertilization. The female part is much more complex: it's the organ that produces the next generation."

There are two ways a plant can become fertilized or have the ability to reproduce. A plant can use cross-pollination or self-pollination, depending on the species and urgency to reproduce.

To explain the processes of cross-pollination in depth, it is necessary for you, the reader, to imagine that you are a pollen grain atop an anther of a white plum blossom. A buzz sounds in the dis-

tance. It becomes louder—the noise from a worker honeybee making its way toward you, twelve o'clock! Through the honeybee's eyes, the petals of the plum blossom are not a milky white, but a rainbow of colors. (Bees can see ultraviolet light where as humans cannot.) The bee flies closer until it lands on the petals immediately burying its head into flower, brushing against the anthers creating a yellow cloud of pollen grains. It wriggles through the forest of filaments and claws past the pistil, finding the sweet tasting nectar at the base of the flower. While it feasts on the nectar, your spiny exterior clings to its body leaving you caught in a web of hair. It flies away, carrying you and your fellow grains to other flowers.

As you ride on the honeybee's hind legs, you begin a series of changes. You, the pollen grain, split into two parts: the tube nucleus and the sperm nucleus. The sperm nucleus then divides again producing two sperm nuclei and one tube nucleus in all.

When the honeybee lands at another plum blossom and forages for nectar, it rubs all three of these parts of you against the sticky stigma. The tube nucleus then begins digesting its way through the stigma, down the long style, and heading for the ovary like Pacman and his white dots.

As the tube nucleus approaches the ovary, it meets the micropyle, a tiny hole leading into the ovary. The tube nucleus stays in it pollen tube refusing to budge while the two sperm nuclei pass above it and into the minute micropyle. One of the sperm nuclei bonds with the egg nucleus producing an embryo, or zygote. The other sperm nucleus bonds with two other

nuclei located in the ovary known as polar nuclei. They form the endosperm, or stored food for the embryo to feed on. Together, the endosperm and embryo are referred to as the seed. All the sugar and food made in the process of photosynthesis is added onto the ovary, thickening its walls which surround the seed. As the ovary enlarges, the petals and filaments begin falling away. "By the end of summer, the stigma and style will have shrunk leaving the bare ovary which we refer to as fruit," said _____ of the _____ Biology Department.

Self-pollination is also used by a number of plants as fertilization method. Instead of the entire trip to another flower's stigma that occurs in cross-pollination, the goal of the pollen grain of a self-pollinating plant is to make contact with its own stigma. This is helped along by the movement of hungry insects across the numerous anthers. Self-pollination is also used as a last resort for cross-pollinating plants. In a certain species of lilies, the dying flower in desperate need of being fertilized will produce certain growth stimulants called auxins in the filaments that will cause the stalks to tilt inward towards the stigma until the anthers rub pollen over it, thus fertilizing it.

Both cross-pollinating and self-pollinating flowers use wind and insects as a distributor of pollen for flowers. Wind alone can carry massive clouds of pollen, as anyone with allergies can tell you, but the chance of those pollen grains coming in contact with the stigma of another flower of the exact same species is slim. Wind-pollinated plants therefore, create an overabundance of this plant sperm to increase the probability of landing on one. A single male flower on a birch tree can bear over five million pollen grains. Corn also uses wind, evolving their male anthers

into thin hairs located on top of the stalk. The slightest breeze will stir a cloud of pollen and hopefully one grain will land on the female reproductive organ. Insects are also used to spread pollen. About ninety crops in the United States depend on them solely for pollination. One honeybee can collect up to one thousand pounds of nectar, water, and pollen annually just by visiting flowers. The insects' efficiency results in less pollen produced and more competition from surrounding flowers. Thousands of flowers varieties have to contend for the insects' attention each spring. Every garden is a beauty pageant with the flowers as contestants and bugs as the judges. Pansies, for example, emit sweet aromas and are brightly colored.

"Most [pansies] contain a bright yellow [pigment] which, by theory, has been said to be the color bees are most attracted to," _____ reported.

The delicate white and pink carnation flower has evolved to attract passing flies by spewing out the stench of rotting meat. Even the Bee orchid has developed to look, smell, and feel like female bees. Male bees attempt to mate with them and come out disappointed, covered from antennae to abdomen in pollen.

Sources

The World of Plants, by Michael Chinery and Michael Gabb, and *Life on Earth* by Gerald and Teresa Audestik, were useful for giving me an overview in the topic of pollination. The interview with _____, a _____ Biology teacher with a masters in Botany and a blue ribbon gardener, helped describe the complex pollination process, in depth using simple words. The interview with _____ helped me with understanding technical terms.

15

14

Work Sample & Commentary: *Ixnay on Ballet: Misha's Gone Modern* High School English Language Arts

The task

A group of students was asked to create a magazine. Individual students conducted research and wrote articles on subjects of their choice.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | √ in a group |
| √ in class | √ as homework |
| with teacher feedback | √ with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2 a Writing: Produce a report.

What the work shows

E2 a Writing: The student produces a report that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that conveys a perspective on the subject;
- creates an organizing structure appropriate to purpose, audience, and context;
- includes appropriate facts and details;
- excludes extraneous and inappropriate information;
- uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;
- provides a sense of closure to the writing.

(A) The student established the context by identifying the subject of the report as Mikhail Baryshnikov in the first sentence.

(B) The student created an appropriate persona of an experienced dancer.

(C) By creating separate sections, the student provided a clear, organizing structure for the report appropriate to the purpose and audience. The introduction of her personal views of Baryshnikov is followed by a short biography, a description of the White Oak Project which Baryshnikov founded, and then the conclusion that describes one of the Project's programs that she attended.

(D) (E) The student used a range of strategies, including the incorporation of appropriate facts and details not only about Baryshnikov's early years but also about his defection from the USSR to the American Ballet Theater. Facts and details are also provided about the White Oak Project.

(F) The report identifies specific pieces from the White Oak Project's performances in a manner similar to that used by reviewers and writers in professional publications. It

Work Sample & Commentary: *Ixnay on Ballet: Misha's Gone Modern* High School English Language Arts

provides the title of the piece, the name of the choreographer, and some specific details of the performance, such as a quotation from Baryshnikov about the piece “Bare Bones.”

(G) The student made the assertion that “A Suite of Dances” was her favorite of the program she attended. Her persona of a knowledgeable dancer makes the judgment reliable.

(H) The student waited until the end to address a fairly technical question regarding the difficulty Baryshnikov must have faced personally and professionally in making the switch from dancing as “a soloist to that of a member of a group.” Dealing with this question last allowed her to address a specialized question from an informed position, and provided a sense of closure to the work.

IXNAY ON BALLET:
Misha's Gone Modern

The White Oak Dance Project reveals a new and exciting style for the ballet dance great, Mikhail Baryshnikov.

My First View of Misha:

Being a dancer, I have always been awed and amazed by the great dance legend of our time, Mikhail Baryshnikov. For years, he grew ever more admired for his talent in the art of ballet. Recently, I had the unforgettable experience of watching this dance great perform on stage at Denver's beautiful Temple Buell Theater. His current claim to fame, though, is a completely different world of dance. About five years ago, Misha created an exclusive company called the White Oak Dance Project.

When I attended this performance of the White Oak Project, I didn't know what to expect, due to the fact that the only way I had ever imagined Baryshnikov was dancing a classical ballet. I was no less impressed, though, by his new, modern style. It did make me curious, though, as to how a dancer with a thoroughly classical background makes the transition to modern, specifically for the White Oak Dance Project.

A Short Biography of Baryshnikov:

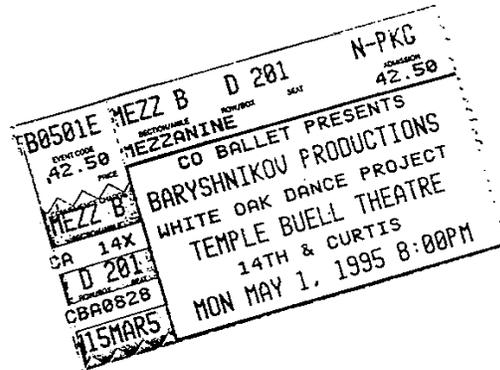
17

Work Sample & Commentary: *Ixnay on Ballet: Misha's Gone Modern* High School English Language Arts

Baryshnikov was born in Latvia, Russia in 1948. He joined the Leningrad Kirov Ballet, where he established himself as one of the most exciting and technically exacting dancers in Soviet ballet in 1966 (Hertelendy, "Highlights"). Eight years later he defected from the USSR for artistic freedom with the KGB in pursuit. He also made his first appearance as *danseur noble* with the American Ballet Theater (ABT). In 1977, he made what was probably his best movie, The Turning Point, which was a ballet-related film (Hertelendy, "Highlights"). A year later, he became interested in modern ballet, so he moved to George Balanchine's New York City Ballet. In 1980, he was the artistic director for the ABT's productions of The Nutcracker and a version of Don Quixote called Kitry's Wedding. He didn't perform in 1984, because the making of the movie White Nights left him out of shape. In 1986, twelve years after defecting, he finally became a U.S. citizen



Work Sample & Commentary: *Ixnay on Ballet: Misha's Gone Modern* High School English Language Arts



(Hertelendy, "Highlights"). In February of the next year, he was forced to move on toward his career as a modern dancer by multiple injuries and operations to his right knee. In 1990, he created the White Oak Dance Project (Hertelendy, "Highlights").

(Hertelendy, "Experience"). It has been nearly a sellout in more than ninety cities, including New York City (Duffy, 1). New York City has been given the reputation of dance

capital of the world, and rightfully so, considering both the quantity and quality of companies that originate and perform there. No problem for White Oak. They simply waited a few years for the group to mature and tackled the picky, snobbish audiences and critics successfully. They spent almost \$500,000 for a week at the Lincoln Center (Duffy, 1). The money was returned to them, though, by the run

C

The White Oak Project:

E

The company is made up of anything but young dancers. The average age is 36 years, which, for as dancer, is near the age of retirement (Hertelendy, "Experience"). This hasn't deterred audiences from flocking to see the dance legend and his eleven fellow dancers (program, "White Oak"). When it was first born, though, the company had fourteen members, and has at times been as small as seven dancers

Work Sample & Commentary: *Ixnay on Ballet: Misha's Gone Modern* High School English Language Arts

being sold out
before opening
night.

C

The Program:

The program I was fortunate enough to attend was one of a tour involving twelve pieces, four of which were presented at the May first performance (program, "White Oak"). One of these twelve pieces is called "Signals," choreographed in the early 1970's by Merce Cunningham, who is now 76 years old (Duffy, 1). This piece was well received by critics for its new score and costumes and its mesmerizing moves. Cunningham is an entirely unique choreographer. He does not think of music and steps, but of time. "Given ten seconds," he once said, "the dancer has to define the phrase and accent something within the time" (Duffy, 1). Karen Panasewicz calls the piece, "unmistakable" (interview, Panasewicz). His inspiration for this piece was found in his observations of groups of chairs in Paris park. "Sometimes full, sometimes not," he said, "people come and go and converse—only this time,

F

they dance" (Duffy, 2).

Another piece on tour, titled "Pergolesi," was created by Twyla Tharp, who is now 52 years old (Green, 1). It was originally choreographed in 1992 as a duet for Tharp and

Baryshnikov and was titled "Bare Bones." It was reworked, though, as a solo for Misha on the tour. Occasionally, though, Baryshnikov dances with an invisible partner. This is Tharp's way of proving that it is still her piece (Duffy, 3). The

Work Sample & Commentary: *Ixnay on Ballet: Misha's Gone Modern* High School English Language Arts

dance is twenty minutes, and is the longest solo he has ever done (Green, 1). He says it is the "biggest amount of dancing I ever did non-stop. It requires the same amount of concentration as anything in ballet" (Green, 1). Tharp first worked with Misha in 1976 when she created "Push Comes to Shove" for the ABT (Green, 1).

My personal favorite piece, titled "A Suite of Dances," was a solo by Baryshnikov set to Bach cello music (program, "White Oak"). This piece was created by Jerome Robbins, who is now 76 years old (Duffy, 3). Robbins found it to be an inspiration and joy to work with Misha. He said of the dancer, "If I think it is too dark, he lightens it, and vice versa. A great, great artist" (Duffy, 3). The friendship between these two artists began in 1979, when Baryshnikov was invited by President Carter to perform at the White House, where the available space to work with is extremely limited (Duffy, 5). Robbins, taking pity on Baryshnikov, became a sort of

stage manager to help him put on a successful production.

"Mosaic and United," a piece created for five dancers, was choreographed by Mark Morris (program, "White Oak"). Baryshnikov and Morris have worked together since 1988, when Morris created the ensemble work, "Drink Me Only With Thine Eyes" for the ABT (Green, 1). After Baryshnikov left the ABT in 1989, the two men founded White Oak together (Green, 1). Thus, the first season was devoted in its entirety to Morris' choreography. This piece was not as well appreciated and received by critics and critical observers, though (Duffy, 3). Says Karen Panasewicz, "That ("Mosaic and United") was a disappointing surprise. No very exciting" (interview, Panasewicz).

A New View of Misha:

The identifying point for this ensemble from other groups organized by celebrities is the seriousness and intelligence of its programs and the fact that the ensemble comes first (Duffy, 5). Though Baryshnikov is so well known and admired, and he may have solos, he also performs in smaller roles in dances such as "Signals" and "Behind White Lilies" (Duffy, 5). The Program booklet also, is listed alphabetically, with Baryshnikov second in the list.

I greatly admire him for not losing this amount of modesty through his difficult, and yet very flattering career. It can't be easy to convert not only one's style of dancing, but also his attitude from that of a soloist to that of a member of a group. This gives me even more respect for him as a person and a dancer.

G
F

C

H

Work Sample & Commentary: *Two Poems About Sports*

High School English Language Arts

The task

In an on-demand situation, students were asked to discuss the meaning they found in two poems and to justify or explain how they arrived at such a meaning.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|--------------------------|
| √ alone | in a group |
| √ in class | as homework |
| with teacher feedback | with peer feedback |
| √ timed | opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2 b Writing: Produce a response to literature.

E4 a Conventions: Demonstrate an understanding of the rules of the English language.

E5 a Literature: Respond to non-fiction, fiction, poetry, and drama.

What the work shows

E2 b Writing: The student produces a response to literature that:

- engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;
- advances a judgment that is interpretive, analytic, evaluative, or reflective;
- supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- demonstrates understanding of the literary work through suggesting an interpretation;
- anticipates and answers a reader's questions;
- recognizes possible ambiguities, nuances, and complexities;
- provides a sense of closure to the writing.

(A) The opening engages the reader by citing the titles of the two poems under consideration and establishing a context through discussion of their shared content.

(B) The student analyzed the authors' craft and advanced an interpretation in which he considered aspects of both poems.

(C) The interpretive judgments are supported through reference to the texts.

The student analyzed the author's craft and interpreted both poems in terms of:

(D) mood; and

(E) attitude.

The student recognized nuances that are reflected in:

(F) symbols; and

(G) common themes.

Work Sample & Commentary: *Two Poems About Sports* High School English Language Arts

E4a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

In almost error free writing, the student managed spelling, punctuation, usage, grammar, and sentence structure. The few errors he made can be attributed to the nature of the task, which was given in a timed writing situation. The writing was completed in forty-five minutes with no opportunities for review and revision.

E5a Literature: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

- makes thematic connections among literary texts, public discourse, and media;
- evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;
- analyzes the characteristics of literary forms and genres;
- evaluates literary merit;
- explains the effect of point of view;
- makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- evaluates the stance of a writer in shaping the presentation of a subject;
- interprets ambiguities, subtleties, contradictions, ironies, and nuances;
- understands the role of tone in presenting literature (both fictional and non-fictional);
- demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

(H) The student made the inference that each poem focuses on the past and yet has a distinct tie to the present.

The discussion of “To an Athlete Dying Young” evaluates the impact of the author’s decisions regarding:

(I) word choice (e.g., the student stated that using “unwithered” at the end of the poem leaves the reader on a more optimistic note);

(J) literary elements (e.g., the recognition that the melancholy tone and the rhyme scheme create an appropriate mood for a poem about the death of a young man);

Work Sample & Commentary: Two Poems About Sports High School English Language Arts

(C) the effect of point of view (e.g., the statement that the poet's role of a mourning friend was effective in presenting the story); and

(F) symbolism (e.g., the recognition that the unwithered laurel wreath symbolizes that the townspeople will remember the young man's glory).

The student came to the conclusion that even though Flick is still alive to remember his glory, the author's style in this poem makes it even sadder than "To an Athlete Dying Young."

The student recognized that even though both authors took a slightly different stance in presenting their subjects, both were effective in conveying their similar themes.

Two poems about sports, "To an Athlete Dying Young" and "Ex-Basketball Player," reflect on the fickleness of sport success and celebrity, and have similarities in a myriad of aspects. So some a few: mood, attitude, equating past with present, vivid description, and smaller things such as first-person narrator, use of stanzas, and ending on a somewhat pleasant note.

Mr. (Ms.) Howeman, author of "To an Athlete . . .," takes on a melancholy tone, unmasking and almost grave, for his/her poem. Indeed, the rhyme scheme, is such that when read aloud, it produces a sort of funeral-march rhythm, steady and slow. The author also makes it seem as though he/she is addressing the grave or the young athlete's spirit: "Smart lad, to slip betimes away . . ." and so adopts the stance of a mourning friend, trying to reconcile what has happened to the boy athlete by saying what good things death has achieved for him.

On the other hand, "Ex-Basketball Player" shows similar traits of melancholy though it is mixed with a little wry whimsy. The author sounds as though he were telling a story (the story of Flick Webb) to some person, making nostalgic conversation. But these

lingers an aura of failure and sadness, which in its way connects with the seriousness of the first poem.

One very important aspect that is prominent in both poems is a focus on what was, face turned towards memories of the past. For instance, the author of "To an Athlete" focuses in the sixth stanza on the past glory of the dead boy, the "still-defended challenge cup." And in the last stanza there is the second mention of the prized laurel wreath of victory, how it crowns his head still. This is a symbol of "don't forget what he accomplished." This message is achieved in a slightly different manner when Mr. Updike writes in "On a Ball Player": "he driddles an inner tube, / But most of us remember anyway." Since Flick is still alive, he himself is able to reminisce about glory gone by (equal to the narrator's reverse in the first poem). He (Flick) does not think highly of his present job - it is evident that no one does. So instead, he often dreams of how things once were - again, turning towards the past. He doesn't concentrate much on his present occupation, but rather imagines the gas pumps as basketball players and the souls of candy boxes as a cheering audience. It is

different from the first poem's way of expressing memory, yet it is much the same because of the similar situation. If Flick died, probably someone would reminisce about his high-school glory at his grave in much the same way as the author does in that poem.

Both poems end on a nicer tone than they felt midway through. In "Ex-B-Ball Player" Mr. Spolke mentions bluntly that "he never learned a trade, he just sells gas, I check oil, and changes flats." But the voice one hears at the finale of the poem is one with a smile in it, talking about applauding Necco Kefers™. Even the first poem ends on a lighter source of color than the rest, using words like "unwithered" to indicate that the boy's memory will stay among the townspeople.

* also equating past with present, laying a distinct tie between the two: in the first stanza, the narrator speaks of the day the boy won the race and was carried shoulder-high among a throng of admirers. In the second stanza about the funeral, the boy was again brought home shoulder-high (in a casket) and through a crowd of admirers ("the road all runners come").

In "Ex-B-Ball" too, there is again equating present to past, achieved when Flick imagines the basketball game using objects from the present.

So the two poems do have many similarities and parallels, the most important of which I have pointed out to you today.

The task

Students were asked to submit a narrative account about someone who had been an influence in their lives.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| with teacher feedback | √ with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2c Writing: Produce a narrative account.

E4a Conventions: Demonstrate an understanding of the rules of the English language.

What the work shows

E2c Writing: The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
- creates an organizing structure;
- includes sensory details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;
- provides a sense of closure to the writing.

(A) The account engages the reader by establishing the initial context of seeing the “Camaro with a broken headlight,” as well as “Ronnie the alcoholic,” as someone familiar to the narrator. The narrator’s familiarity with an awkward situation creates the tone for the narrative.

(B) The scene with the broken-down car where Ronnie is first identified creates a situation for the plot by displaying the narrator’s prior knowledge of the main character of the story.

(C) The inclusion of sensory details, such as a careful description of the character’s clothing and physical characteristics, helps to develop the character of Ronnie. These descriptions further the plot by providing motivations for Ronnie’s actions.

The student employed an effective writing strategy by using dialogue:

(D) to develop the complexity of the main character; and

Work Sample & Commentary: *Ronnie*

High School English Language Arts

(E) (F) to build suspense at appropriate moments in the plot.

(G) The account closes appropriately by telling the reader where the events of the story have led the main character, as well as how this encounter with Ronnie affected the narrator’s life.

E4a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The student demonstrated, through virtually error free writing, the rules and conventions of the English language. The sentence structures, including the effective use of fragments, are appropriate to the informal nature of the narrative.

In the first sentence, the use of the pronoun “it” instead of the description of the car postpones the introduction of the subject. Although it is normally considered an error to use a pronoun before using the noun it stands for, here this technique effectively creates suspense and reader engagement as the reader must continue to find out what the student saw.

The sentence fragment directly following the first sentence is appropriate since it answers the reader’s question.

There are some errors, for example, the run-on sentence at the end of the first paragraph, “we” is missing from the second sentence of the fifth paragraph, and the fifth sentence from the bottom is poorly constructed. These errors do not detract from the overall quality of the work.

10/6/95

Ronnie

Erica and Kesha (my two cousins) and I were walking back from the park in Bradsfordsville, Kentucky, when we saw it. The white 1989 Camero with a broken headlight on the right side. I'd seen that car before, earlier that day sitting in the same spot. My mom was talking to whoever was inside. Probably a childhood friend, I thought. We walked over to the car, not knowing who he was. My mom saw us and gave us a look like please go away, but we didn't. For the first time we saw who was in the car when we walked up to the car. It was Ronnie, a childhood friend of my mom, Ronnie the alcoholic.

Ronnie was having his seventeenth beer for the day when we saw him. My mom was talking to him about his life, and why he was where he was, where he messed up, and where he went wrong. Ronnie kept saying, "My life isn't worth living anymore, Patti. I should just end it. Here I am, forty years old and an alcoholic for almost twenty years." I remember looking at him and thinking "Is he serious? What will he do?" As we sat there hearing Ronnie talk about his life, I just kept feeling sorry for him. He had been an alcoholic since the Vietnam war. He told us in a drunken state, "How can you fight a war and kill people? How can you just kill innocent people? Wives? Little children with cute smiles and innocent faces? I ask you, how can anyone do that?" He continued, sobbing, "How could I look at little children knowing I just killed one of their parents?" Then he came out of the stare he had been in and said, "Will you help me? Please?"

A →

B →

E →

D →

F →

Work Sample & Commentary: *Ronnie*

High School English Language Arts

My mom spoke after clearing her throat, "Yes Ronnie I'll help you." She ran up to my grandparent's house while Kesha, Erica, and I sat there listening to Ronnie. While we were there, he kept mumbling, "I can do this" over and over. Finally, my mom came back from my grandparent's house. "We need to go to Lexington to the Rehab. Center there." Lexington was an hour away from Bradsfordsville. My mom didn't want us to go, but she needed someone to keep her awake because it was an all night thing.

C → When Ronnie got out of the car, I finally got a good look at him. He was wearing a plain white shirt with several different stains on it. His shorts were cut off from sweat pants and were blue. His blue blood shot eyes had told me he hadn't slept in a while. His face had a five o'clock shadow, and his tan skin was slightly dirty. His sandy blond hair was messed up, and his facial expression was of total confusion. He smelled like Coors Light and Camel cigarettes.

I slept on the way up to Lexington. When arrived at the hospital, I looked at the clock and it read 12:45. We walked into the Emergency Room and asked for a nurse to do a physical on Ronnie. Two hours after Ronnie's physical, which took an hour itself, a nurse told us that they wouldn't take Ronnie because he had no insurance. They told us of a detoxification center about ten minutes from the hospital on the bad side of town. When we arrived at the place, I got really scared. It was three o'clock in the morning, and we were in a place that looked like the ghetto on a gangster movie. It was really scary.

It wasn't until 7:00 that morning, that we were back in

C → Bradsfordsville. We left Ronnie at the place in Lexington. I really didn't want to leave him, but we had to. I wrote about Ronnie because he really influenced my life. He showed me what "rock bottom" is and showed me the courage to bring his life up out of the gutter. I respect him for stopping his alcoholism and changing his life to make it better. Ronnie is doing well now. He goes to AA meetings and is in a job training program. He has overcome his troubles and making a life for himself, and anyone who does that earns my respect.

Work Sample & Commentary: “The Necklace” Revisited High School English Language Arts

The task

Students were asked to write a new ending to a short story read during the school term. This student chose the story “The Necklace” by Guy de Maupassant.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| in class | √ as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2c Writing: Produce a narrative account.

E4a Conventions: Demonstrate an understanding of the rules of the English language.

What the work shows

E2c Writing: The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
- creates an organizing structure;
- includes sensory details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;
- provides a sense of closure to the writing.

(A) The work engages the reader by establishing the context as the continuation of the short story familiar to many people. We are reminded of some of the facts of the story in the first sentence, “ten years in poverty...to pay for the necklace.”

(B) The revelation that the necklace is not genuine creates an ironic situation for the plot due to Mathilde’s unawareness of this fact.

Throughout the work, the inclusion of descriptive phrases, such as “looking lifeless,” “dejected,” “dazed,” “eyes were blank,” and “stunned,” etc., help to develop Mathilde’s state of mind. Other descriptions comparing Mathilde’s habitat with that of Jeanne’s also underscore Mathilde’s sense of dejection.

Work Sample & Commentary: “The Necklace” Revisited

High School English Language Arts

The student employed an effective writing strategy by using dialogue:

(B) (C) to introduce the plot twist (the returned necklace is also an imitation) and to further develop the plot;

(D) to develop the complexity of the characters; and

(E) to build tension at the appropriate moments in the plot.

(F) The student used specific narrative action to describe the attack in the alley. Each of the sentences here begins with the words, “She did not...,” which conveys Mathilde’s shock and disassociation from the reality of the attack.

(G) The narrative’s ironic ending, “...he now too, had fallen under the illusion,” parallels the irony introduced at the start of the work. This, along with the description of the final acts of theft and murder, provides closure for the narrative.

E4a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The student demonstrated control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage.

The error in the second last paragraph (“face” instead of “faced”) does not detract from the overall quality of the work.

Work Sample & Commentary: “The Necklace” Revisited High School English Language Arts

Changing the Ending of “The Necklace” by Guy de Maupassant by _____

Mathilde had explained to Jeanne how she and her husband had spent the ten years in poverty, working to pay for the necklace. She then concluded, “I am glad it is over and done with.” Madame Forestier, looking at Madame Loisel with compassion in her eyes, spoke softly. “Please Jeanne, accompany me. Walk with me to my apartment. I want to talk to you about your recent fortune. The women walked for a short distance. Then arriving at the stately brick building surrounded by a colorful garden, they proceeded to enter. In silence, they entered the spacious apartment, lit brightly by the rising sun in late morning. Madame Forestier, her face full of sympathy, took Mathilde’s hands into her own. “My poor Mathilde, my necklace was false.”

A

B

“I’m terribly sorry Mathilde! I should have told you, but I knew that party meant so much to you,” said Madame Forestier. Then, as though this news was not already too much for Madame Loisel to bear, Madame Forestier continued, “And the one you returned to me was also an imitation. I will show you what I mean by imitation.” She left Mathilde seated, looking lifeless. Within five minutes, Madame Forestier returned with a jeweler’s case and a jeweler’s glass. Mathilde still recognized the case as the one which contained the necklace. As Jeanne pried open the case, both women saw the necklace, with its glimmer. It had not been touched since the day Mathilde had placed it into the case. “Please look through my glass. You see Mathilde. . . my dear! This is not a genuine necklace. See? The facets are few and poorly cut. The shine is weak. You must’ve been sold a costume piece also.”

C

C

D

“A *phony*? How could that be?” shrieked Madame Loisel. “I spent many years paying that off, this cannot be so! How could you do this Jeanne? This is just not fair! My husband and I spent most of our hard earned money on this. I gave up luxuries over this! I gave up *necessities*! This cannot be so!”

“Mathilde, I am a trained eye. I’ve been looking at jewelry for some time now. You know that. This is a good copy, but that’s it. A copy!”

D

Dejected and hurt, Madame Loisel stared into space, then turned and said in a low monotone voice, “Jeanne, this necklace is my existence! It made me feel like a queen . . . then it drove me into a pitiful life to pay back for that one moment of joy. And now you tell me it was all an illusion, a trick of the eye . . . my eye!”

E

“My husband’s life, too,” she went on, “oh for so many years! Oh, this to happen to us! Why? Oh, will my husband be furious? Will he react to such news? Or be frozen by it?”

For moments there was silence; both women were now speechless. Then Mathilde, began again, “Jeanne, since this necklace is worthless to everyone, except me, can I please have it? To me it has been my *god* for such a long time. I feel my fate is now tied to it. Please let me keep it.”

C

“Of course, take it! It would probably bring bad luck to me anyhow,” said Jeanne to comfort Mathilde.

Jeanne gently picked up the necklace and fastened it around Mathilde’s neck. It glimmered in the room’s light. Jeanne searched for words to follow, and then said, “Please, may God comfort you.”

Work Sample & Commentary: “The Necklace” Revisited

High School English Language Arts

Mathilde departed and, almost dazed, began to walk through the streets of Paris, turning away from the colorful bright gardens and heading into that part of the city known only to the poor, disheveled working class. This was where she had fit in for all those years. She walked through a beggar’s lane then turned into the narrow alley that would lead to the house with that dark attic where she and her husband had existed for what seemed like a lifetime. Her eyes were blank as she still was stunned by what she had learned today. She did not notice that the alley was empty, as it usually was at this time of day. Its residents, the weary homeless, were out on the boulevard, begging. She did not even notice when the young stoned face drifter entered the alley ahead of her. She did not see him stop and stare at her. She did not realize he had come to a halt to wait for her.

F

As she approached this unkempt stranger, she failed to see his eyes take notice of the jewels around her neck. She did not respond to his taunting her as though she too was a beggar. “Hey, little waif, where would one like you get such gems to string around her neck? Did you sneak off from your employer?” It was not until he positioned himself directly in front of her, that she noticed something. She saw the sun reflect off the steel blade in his hand. She watched him thrust it up to her neck, but still somewhat confused, she could not comprehend clearly what was going on. She did not realize he, now too, had fallen under the illusion. He, as she once had done, wanted that necklace. In her state, she responded with a mixture of uncertainty and panic, which, in turn, startled him.

E

In a matter of a second, he reacted to her motions and the knife penetrated her skin, just above the necklace. She fell; there was no other sound. With unsteady hands, he unfastened the necklace, now damp with blood, and left her lifeless body lying like the other refuse in the alley at midday. Mathilde was now free of the necklace.

G

Work Sample & Commentary: *Stories My Grandparents Told Me* High School English Language Arts

The task

Students were asked to recount a story told to them by a grandparent.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| in class | √ as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2c Writing: Produce a narrative account.

E4a Conventions: Demonstrate an understanding of the rules of the English language.

What the work shows

E2c Writing: The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
- creates an organizing structure;
- includes sensory details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;
- provides a sense of closure to the writing.

(A) The work’s immediate introduction of a subject that is disquieting, combined with the writer’s candidness, engage the reader’s interest, e.g., “...my grandfather is an amputee.”

(B) The description of the grandfather’s condition and its effects establishes the context and the point of view.

(C) The student used clear and concise language to define the effects of diabetes, e.g., “Neuropathy is the loss of the feeling in an area of the body due to nerve damage caused by diabetes.”

(D) The student incorporated appropriate strategies including specific narrative action to describe events leading up to the amputation and the eventual rehabilitation, e.g., “My grandfather stepped on a push pin and...” and “He chose to keep on going....”

(E) The work continues to develop reader interest with the grandfather’s post-rehabilitative experiences during which he “discovered a whole new world.”

Work Sample & Commentary: *Stories My Grandparents Told Me* High School English Language Arts

(F) The work provides a sense of closure when the student reveals how the tragedy of amputation can be turned into a victory, e.g., “Another great thing...is all the legislation he has helped create....”

E4a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

In almost error free writing, the student demonstrated control of grammar, paragraphing, punctuation, spelling, and usage.

The student used a variety of sentence structures which gives the narrative an even flow. For example, the student used:

- (B) sentences that incorporate a series or list;
- (G) adjectival and adverbial phrases as introductory phrases; and
- (H) short sentences appropriate to the content.

The error (“if” instead of “it”) in the third paragraph appears to be a typographical error rather than an error of spelling. There is an additional error in the sixth paragraph where the student used the relevant pronoun “that” instead of “who.” These errors do not detract from the control of the English language exhibited throughout the narrative.

Work Sample & Commentary: *Stories My Grandparents Told Me* High School English Language Arts

Stories My Grandparents Told Me by _____

Amputation is more common than one may think. It happens to people all the time and it changes their lives forever. It is an awful thing to go through and live with, but there are some people who have taken a bad situation and found some good in it. I know a lot about this because my grandfather is an amputee.

My grandfather has been a diabetic for 45 years and found he had the disease while serving in the army during the Korean War. When diagnosed with diabetes, a soldier can no longer serve so my grandfather left the army with a medical and honorable discharge.

Over the years, he has suffered the side effects of this terrible disease. They range from heart trouble, partial blindness, poor circulation and neuropathy. Neuropathy is the loss of the feeling in an area of the body due to nerve damage caused by diabetes. It started affecting my grandfather about twenty years ago and has gotten worse as time has passed.

In 1986 my grandfather stepped on a push pin but didn't realize it because of the neuropathy. He realized something was wrong when he took off his shoe and saw blood on his sock. Although he went to the doctor right away and was put on antibiotics, a terrible infection developed. He was put in the hospital for all kinds of treatments to help clear the infection and heal his foot but nothing worked. The doctor told him the infection was spreading and would soon go throughout his whole body. The only way to stop the spread was to amputate his foot. The problem with this was they would have to take off more than his foot because the poor circulation wouldn't let him heal right. The decision was made to cut it off below the knee.

Getting through the surgery, my grandfather had to make a choice for himself. He could sit in a wheelchair for the rest of his life and be a cripple or pick up the pieces and live life to its fullest, just going a little slower. He chose to keep on going and learn to live with his new disability. He went through his rehabilitation and learned to walk again, first with the aid of a walker, then crutches, a cane and finally on his own! He went home and discovered a whole new world.

A couple of months after the surgery, my mother introduced my grandfather to a friend of hers that was the president of the _____ Club. This is a club for amputees and their families to learn how to overcome problems that are caused by the amputations and also a place to go where other people have the same problems.

After a short time, my grandfather got very involved in the group and ended up becoming its vice president. He created packages that had all sorts of information on amputation, prosthetics and support networks for new amputees. He helped create a peer counseling group where people speak with new amputees to show them that there are people in the world that understand the pain and fear they feel and that they are not alone. His group has social activities that include a picnic upstate, where they play wheelchair basketball, barbecue, and swim in a special pool for handicapped people. They also have an annual holiday party at the Staaten, go to baseball games, and see dinner shows.

Another great thing that has come out of my grandfather's tragedy is all the legislation he has helped create and pass through the state legislature. He has become and activist for the disabled community and Staten Islanders have benefited from his work.

Work Sample & Commentary: *Blue-gray Eyes*

High School English Language Arts

The task

Students were asked to write a descriptive essay.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| in class | √ as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2 d Writing: Produce a narrative procedure.

E4 a Conventions: Demonstrate an understanding of the rules of the English language.

What the work shows

E2 d Writing: The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides smooth transitions between steps;
- makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

(A) The student created an engaging persona by employing two different types of language—popular music lyrics and a narrative about painting a room—in such a way that a non-literary procedure becomes literary.

(B) The reader's interest is engaged by the use of lyrics from popular songs to organize the essay and to reflect an attitude toward the procedure.

(C) A clear guide for a complicated procedure is provided through the use of smooth transitions between steps.

(D) The student provided a clear sense of closure by reflecting on the experience and by ending with lyrics that are appropriate to the reflection.

E4a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The work displays a controlled, sophisticated use of sentence structures, including:

- (E) the effective use of fragments;
- (F) parenthetical comments; and
- (G) effective repetitive elements.

The student made one spelling mistake in the sixth paragraph which may have been merely a typographical error (“flour” instead of “floor”).

The grammatical error in the second to the last paragraph does not detract from the excellent control exhibited overall.

The student made use of a variety of language features such as:

- (H) effective word choice to create sensory appeals;
- (I) parallelism; and
- (J) interior monologue.

Work Sample & Commentary: *Blue-gray Eyes*

High School English Language Arts

11-16-95
Descriptive Essay

“...Blue-gray eyes...they change with the color..., Change with the sun...they run with the sight, They change with the wind...but they’re always bright, Bright eyes...Blue Denim, Bright eyes...Blue Denim...”

The chorus to “Blue Denim,” a song off Stevie Nicks’ CD *Street Angel*, blares for probably the twenty-fifth time from my CD player. I’m singing right along, having the whole CD memorized by now, along with 10,000 Maniacs’ *Our Time In Eden*, Enya’s *Watermark*, and Diana Ross & The Supremes, all of which I’ve been listening to almost constantly since they arrived in the mail from BMG. At the moment I’m putting on the finishing touches to the paint on the loft walls of my room, and I look like I just walked out of a paint ball war in which the other team had a smashing victory using slightly peachish-white paint (though this is nothing compared to what I looked like during the texturing stage).

The very first step in finishing the walls in my room was to pack up all my stuff and move it out. Hah! Easier said than done. I am a pack rat. I love to sort and organize and derive great pleasure from getting rid of things, but it doesn’t happen very often. Once everything was neatly packed into boxes and set in safe, semi-out-of-the-way places, my dad came in to put up the sheet rock. When it was up, the whole thing was my baby.

I spent about a day caulking the walls. The sheet rock had been hard to put up because the board behind it couldn’t always be found on the first bang of the hammer, so there were lots of extra dents to be filled with putty. Dabbing a bit of putty, smoothing it

over, dabbing a bit of putty, smoothing it over. Then there were the corners (my favorite), and the seams that had to be covered with tape and smoothed over with putty...

B → “You win a prize for that, for telling lies like that so well that I believed it. I never felt cheated. You were the chosen one, the pure eyes of Noah’s dove. Choir boys and angles stole your lips and your halo...” (“Noah’s Dove” - 10,000 Maniacs)

→ **F** Once all the walls were caulked, they had to be textured. I sat on the flour, which was covered in plastic drop cloths, and experimented with different textures and techniques on an extra piece of sheet rock. I decided to go with an original design of my own that consisted of interweaving rainbow-shaped strokes made with a small hand broom. I mixed up a bunch of plaster with just the right consistency (it was different every time) and got to work. I spent hours sitting on the flour making strokes with the broom, standing making strokes with the broom, balancing on the ladder making strokes with the broom, and stooping in my loft making strokes with the broom. Every once in a while there would be some bugs, cobwebs, or dried bits of plaster that would get stuck in a stroke, and I’d have to pick them out and redo it. Whenever I got plaster somewhere it wasn’t supposed to be, I just wiped it off on myself. I could be washed. Between mixing plaster and wiping things off, I was soon covered. It was all over my shirt, shorts, legs, arms, hands, feet, tools, and there was even a little bit in my hair. Nobody could deny that I had been deeply involved in my task. After two or three days of texturing, I was finally done...

G → “For love, forget me, I didn’t mean for him to get me. Get up in the morning, and I’m filled with desire. No, no I can’t stop the fire, love is a real live fire. Love is a burning sensation, far beyond imagination. Love is like an itching in my heart, tearing it all apart, an itching in my heart, and baby-I can’t scratch it...” (“Love Is Like An Itching In My Heart” - Diana Ross & The Supremes)

← **I**

Work Sample & Commentary: *Blue-gray Eyes*

High School English Language Arts

Then I started the painting. First, there was the coat of white primer, which thankfully didn't take very long. Then there were the two coats of slightly peach tinted white paint (you know, one of those twenty-five new shades of white), which I managed to slop all over the drop cloths and myself. We have this great roller with a long handle that I got to use, and attempt to maneuver when that nice long handle was hitting some large space occupying object, such as a bookshelf or desk. "I will not become frustrated. I will not become frustrated..." I had to wait in between coats for the paint to dry and spent a few wonderful nights sleeping on the couch so I wouldn't become intoxicated by the fumes. I unfortunately am not a morning person. The rest of my family are.

I'm wearing my plastering/painting clothes now for the last time in what I hope is a long time, and I'm pretty much done. I've managed not to drive myself crazy with all this time alone to think, with the aid of what is now very well-known music to me. I have gained quite a bit of experience in caulking, artistically texturing, and painting, and above all, I can now be very proud of myself for a great accomplishment all my own... "Let me sail, let me sail, let the Orinoco flow; let me reach, let me beach on the shores of Tripoli; let me sail, let me sail, let me crash upon your shore; let me reach, let me beach far beyond the Yellow Sea..." ("Orinoco Flow" - Enya)

D

J

The task

Students were asked to take a stand on an issue related to government which they were to present in a political debate.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | in a group |
| in class | as homework |
| with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2e Writing: Produce a persuasive essay.

E4a Conventions: Demonstrate an understanding of the rules of the English language.

What the work shows

E2e Writing: The student produces a persuasive essay that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that makes a clear and knowledgeable judgment;
- creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- includes appropriate information and arguments;
- excludes information and arguments that are irrelevant;
- anticipates and addresses reader concerns and counter-arguments;
- supports arguments with detailed evidence, citing sources of information as appropriate;
- uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- provides a sense of closure to the writing.

(A) The work engages the reader by relating Oregon’s vote-by-mail initiative to other activities that can now be done from the comfort of one’s own home, such as ordering food, shopping, and banking. The persona is that of a serious, well-informed citizen.

(B) The work develops the controlling idea that other states should experiment with Oregon’s vote-at-home initiative.

The work’s organizing structure is appropriate for its audience of citizens of voting age. After presenting Oregon’s successful experience with voting by mail, the student responds to various criticisms of the program.

Work Sample & Commentary: *Vote-at-Home* High School English Language Arts

All of the information and arguments included are relevant.

(C) (D) The work effectively anticipates and addresses reader concerns, for example:

- the student responded to the concern that voting by mail will increase the influence that unions and other organizations have on their members by stating that this pressure will exist no matter how elections are held;
- the student responded to the concern that mail-in elections will deprive voters of the traditional election day walk to the polls by arguing that getting to the polling place is an obstacle for many voters, and that the ability to vote at home would increase voter participation;
- the student acknowledged the concern that voters may mail their ballots soon after receiving them and later regret their choice. The student argued that voters have the option of holding their ballot for up to three weeks before mailing it;
- the student also cited reliance on the U.S. Postal Service as a potential problem, but suggested that special measures can be taken to avert these problems.

(E) The student supported arguments with detailed evidence from *The New York Times* and *Congressional Quarterly Weekly Report*.

(F) The student used examples of elderly and disabled citizens who lack access to the polls and busy mothers who cannot find the time to vote to illustrate how voting by mail can increase voter participation.

(G) The work provides a sense of closure by summarizing the student's position and citing a quotation from *The New York Times* that supports the student's point of view.

E4a **Conventions, Grammar, and Usage of the English Language:** The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

In almost error free writing, the student demonstrated an understanding of the rules of the English language. The student used paragraphs as an effective method for organizing the arguments against the vote-at-home bill. In the second and third pages, the student raised a concern at the beginning of each of the paragraphs and then answered that concern in the course of the paragraph.

The student also correctly used:

(H) rhetorical questions;

(I) quotation marks to delineate imagined responses as well as direct quotes; and

(E) italics to signal the title of a publication.

Work Sample & Commentary: *Vote-at-Home* High School English Language Arts

There are some errors, for example, “care” instead of “cares” in the final sentence in the second paragraph, the comma outside the quotation mark in the first sentence of the fourth paragraph, and the faulty construction of the first sentence of the third page. However, these errors do not detract from the overall quality of the writing.

Should other states adopt Oregon’s vote-at-home election procedure?

A →

In a world where you can do practically everything from the comfort of your own home -- have food and videos delivered to your door, shop through your television, and bank via computer -- it seems almost fitting that people can now vote from home as well.

For the past 15 years citizens in the State of Oregon have been voting by mail on such issues as school bond issues and state initiatives. In an article from the November 21, 1995, issue of *The New York Times*, Timothy Eagan wrote “Vote-by-mail, they [Oregonians] say, is the wave of the future, allowing harried citizens more time to reflect and offering fewer excuses for skipping out on the obligations of citizenship.” In December of 1995 Oregon had its first vote-at home election for national office. Ballots were sent to the homes of registered voters who then had three weeks to fill them out and return them to election officials. Due to the ease of voting with this method, the voter participation rate was at 66 percent, a record for Oregon. An editorial printed in *The New York Times* on February 8, 1996, stated “ The participation rate was unusually high, and while the system may not work as well in every state as it did in Oregon, the results require thoughtful consideration by anyone who care about democracy.”

B →

From the results of Oregon’s vote-at- home senatorial election, other states are now confronted with the issue of adopting this procedure. Although there may be some flaws in the process, its virtues outweigh the negative aspects. On balance, this is a worthwhile system that should at the very least be experimented with, if not entirely adopted.

C →

A main concern of critics is “kitchen table coercion”, the fear that various organizations or unions may tell their members to bring their ballots to a meeting at which

Work Sample & Commentary: *Vote-at-Home* High School English Language Arts

they are persuaded to vote in a certain way. Thus voting becomes a group effort, which is far from what true democratic voting is about.

D →

Although this concern is somewhat justified, unions and groups could be applying pressure on their members no matter what form voting takes. An article from the December 9, 1995, *Congressional Quarterly Weekly Report* stated that “critics had said that a mail-election was open to fraud and intimidation. But election officials said evidence of that has not materialized.”

E →

C →

Some cynics seem to be looking for any way to criticize this new procedure. Columnists such as George Will and Norman Ornstein feel that the mail-in election deprives voters of the important election day walk to the polls and the traditional method of voting privately in a booth. But really, how many people are there that truly cherish this ritual? It is the *vote* that counts, not the way in which your vote was received. If there are people that actually do feel this way what prevents them from eventually coming to cherish the ritual of dropping off their ballot in the mailbox? Further, many people are already voting by mail with absentee ballots.

H →

D →

For some, getting to the poll booth actually is the problem. One of the main arguments for vote-by-mail is that it obliterates the excuse, “I couldn’t make it to the polls.” No longer will people be “too busy to vote.” The procedure actually eliminates obstacles that prevent people from voting. For instance, elderly citizens and disabled citizens who lack access to the polls will now be able to cast their vote without any trouble and busy mothers will not have to struggle to find time to drive to the poll booths. You can cast your vote whenever it fits into your schedule and is convenient for you. For these reasons, voter participation is greatly boosted.

I →

F →

C →

D →

Some people are concerned with sending out ballots soon after receiving them and then regretting their choice. But this fear overlooks the fact that voters actually have more time to ponder their decision than in a normal election. Voters may hold their ballot for up to three weeks to reflect upon the choices. This is another plus to the procedure. In fact, during the three weeks when votes can be sent in, there will be intensive monitoring to survey people who have already voted so advisors can then learn how to influence remaining voters. This monitoring will also enable campaign managers to determine whether or not people have voted, and if not, urge them to do so. This kind of persuasion is sometimes the motivation that people need in order to participate

C →

E →

Another potential problem is reliance on the U.S. Postal Service. An article from *The New York Times*, February 9, 1996, stated, “The Postal Service, which performed well by all accounts in the Oregon election, has yet to be tested in more challenging environments. In high-rise cities like New York, for example, accurate delivery of mail can be a problem.” Although mail delivery problems could arise, it seems realistic to assume that special measures can be taken to assure that ballots will be delivered and returned in a timely manner.

D →

G →

Although at this point there are flaws with the vote-at-home procedure, the positive aspects of the system outweigh the negative aspects. It is an efficient, effective method that will make voting easier for many people and accordingly, should guarantee greater citizen involvement in elections. While the procedure may have technical flaws, it is clearly supportive of democratic values. A system like this really needs to be tried more extensively before it is generalized and not simply dismissed. As stated in *The New York Times* on February 8, 1996, “Oregon’s example should spur aggressive experimentation in other states.”

E →

Work Sample & Commentary: *School Bond Levy* High School English Language Arts

The task

Students were asked to write a persuasive essay based on research.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | in a group |
| in class | as homework |
| with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2e Writing: Produce a persuasive essay.

E4a Conventions: Demonstrate an understanding of the rules of the English language.

What the work shows

E2e Writing: The student produces a persuasive essay that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- develops a controlling idea that makes a clear and knowledgeable judgment;
- creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- includes appropriate information and arguments;
- excludes information and arguments that are irrelevant;
- anticipates and addresses reader concerns and counter-arguments;
- supports arguments with detailed evidence, citing sources of information as appropriate;
- uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- provides a sense of closure to the writing.

(A) The essay engages the reader by establishing the context of identifying the facilities that the bond levy will add or improve, and by taking a clear stand on the issue. The persona is that of a serious, reasonable individual willing to address opposing viewpoints.

(B) The essay's organization takes into consideration its audience of adults concerned with accelerating tax levies. For example, paragraph three deals with costs by detailing the actual dollar amount needed, and by arguing that current low interest rates and expenses make additions and repairs more cost effective today than they would be in the future.

All of the information and arguments included are relevant to the purpose of the essay.

(C) The student anticipated reader concerns about the need for repairs by recounting in detail the results of a heating system failure and the unsafe conditions in the library.

Work Sample & Commentary: *School Bond Levy* High School English Language Arts

(D) The arguments are supported with clear, detailed evidence in which the student provided an account of the total costs and the results of Ballot Measure 5.

(E) The student cited scheduling difficulties resulting from having only one gym. The arguments are supported with effective illustrations showing why more space is needed.

Detailed information is included in an effort to persuade the audience, particularly those who voted against the initial bond initiative.

(F) The student used an effective strategy in closing the argument with an emotional plea: “If the school is inadequate, how can the younger generations be provided with the education and training they need to be successful in the future?”

E4a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

In almost error free writing, the student managed grammar, usage, spelling, punctuation, sentence construction, and paragraph structure.

The student used the reasons why the school bond levy should be supported as the topic sentences of the paragraphs and provided smooth transitions between the paragraphs. An additional advantage of this method is that these reasons are highlighted.

The student also used a variety of other writing strategies to strengthen the argument in support of the levy. For example, the student used:

(F) rhetorical questions; and

(G) emotive language, e.g., “absurd,” and “must.”

There are some errors, for example, the word “we” appears in the first sentence of the fifth paragraph unnecessarily. There is also a slip in tenses in the fifth sentence of the fifth paragraph. These errors do not detract from the overall quality of the work.

School Bond Levy

The _____ School Board has recently proposed a bond levy to add new facilities as well as conduct some major repairs to the school. The bond includes building a new gymnasium, a new science room and lab, a new Media Center/Library, new Chapter 1 and Special Education classrooms, and other facilities such as more parking space, an increase in storage area, and new locker rooms. Along with new construction, the board is proposing to remodel facilities such as the drama/music areas, the entire roof, the heating system, the school kitchen, and present gym as well. This bond allowing _____ School to add more facilities should be passed in order for young students to be provided with a better education.

Several arguments have been brought up concerning the levy since it failed in the March election. Some say that the school doesn't need to have brand new facilities and better classrooms, but it does. Just this year the school had to shut down for days at a time as a result of a malfunction of the heating system. The roof of the library also had a leaking problem all winter long. The leaking has actually caused the ceiling tiles to rot to the point where they are having to be removed. It isn't safe to sit underneath them because, in fact, they have fallen to tables where students had been working only minutes before.

Another issue that people may be concerned with is the money that taxpayers have to put up for the building. The cost of the project in its entirety will be 2.9 million dollars, meaning that for the next 25 years, taxpayers would pay 40 cents more per thousand dollars in property tax than they do this year. The project does cost a significant amount of money, but the school needs it. If something isn't done now, then the facilities such as the library, the science room and others will continue to grow

steadily worse. The construction and remodeling needs to be done eventually, so why not now, when interest rates are low and expenses are also low. Superintendent _____ commented that it would cost the taxpayers much less money now than ten years from now. Another reason that this is a good time to pass this bond is that the results of Ballot Measure 5 are going into effect at the same time as the levy. As it stands now, property tax rates will go down another \$2.50 by next year; however, if taxpayers don't mind paying what they do now and can handle a 40 cent increase, then the school can be that much better.

D

Many other good reasons we exist for funding this construction now. For one, better facilities will be made available to everyone: staff members, students, and community members. The new gym will allow student athletes to have earlier practices and more time for homework. With only one gym in a K-12 school system, the junior high has to practice in the morning before school, starting at 6:30 A.M., meaning that both the girls and boys teams had to practice at the same time, with half of the court for the girls half for the boys. After school, the high school girls would practice from 3:30 to 5:30 P.M. The varsity boys would then start at 5:30 or 6:00 and go until 7:30. After that, the junior varsity boys would come in for an hour and a half. It's absurd to think that student athletes can make good use of their time with a schedule like that. If the bond were to pass, both the new gym and the present gym would be used for practices and athletes wouldn't have to wait so long to practice every day.

E

Another reason that the gym should be built is that it is no longer adequate. The bleachers are too close to the court and so there is no room to walk by without getting in the way during a game. The gym also poses a problem for the cheerleaders. As it is now, there is no room for them to cheer. They have to stand on one of the ends which, of course, is right in the way of people walking by. If a new gym were built, enough room would be provided surrounding the court that there wouldn't be any of the problems there are now.

G

Work Sample & Commentary: *School Bond Levy* High School English Language Arts

Another advantage to the bond proposal is that it would provide more space in the school. The school has always been small, which is in some ways nice, but it needs to expand. The lack of space is a problem because everyone is crammed into one little hallway trying to make it around from class to class. As it is, there isn't enough room for the library to just be a library or the kitchen to just be a kitchen. Students can't even go to the library when they need to because Health, Media, and other classes are held there. The Satellite Learning classroom, which shares a space with the kitchen, usually has a difficult learning atmosphere each day people prepare food for the hot lunch program. Another problem area is the current science room and lab. Lab facilities are outdated and cannot be replaced for a variety of reasons related to the plumbing and electrical systems. Both science teachers have said publicly that the chemical storage room is inadequate and unsafe. The science curriculum is a core part of students' education and they deserve good facilities.

It is clear then, that _____. School needs significant improvements in which case the bond must be passed. As a community, education is an essential part of the future. In the past, _____ has relied in the timber industry for employment, but times are changing and the younger generations need to be better prepared to meet the challenges that arise. For example, they need to be able to take part in a variety of activities and be able to achieve in many different areas. If the school is inadequate, how can the younger generations be provided with the education and training they need to be successful in the future?

The task

Students were asked to write a reflective essay about their career goals.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | in a group |
| in class | √ as homework |
| with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2f Writing: Produce a reflective essay.

E4a Conventions: Demonstrate an understanding of the rules of the English language.

What the work shows

E2f The student produces a reflective essay that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- analyzes a condition or situation of significance;
- develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience;
- creates an organizing structure appropriate to purpose and audience;
- uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
- provides a sense of closure to the writing.

(A) The work immediately engages the reader by creating the persona of a serious, sensitive, articulate student, at the same time establishing the work's theme: the making of a writer-doctor.

(B) The work analyzes in detail the demands of a conscientious student's life.

(C) The reflections are grounded in common-place occurrences, such as learning to ride a bicycle.

The student organized the work chronologically, tracing her personal history by describing her hands' activity in each major stage of her development.

The student employs a variety of writing strategies, such as:

(D) including an appropriate quotation;

(E) using vivid imagery to describe her own hands; and

(F) using concrete details to create a sketch of the hospital volunteer's life.

(G) The final paragraph brings a sense of closure to the reflective essay by predicting the student's hands' roles in high school graduation, professional school, and eventually, medical practice.

Work Sample & Commentary: *Hands*

High School English Language Arts

E4a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

In almost error free writing, the student demonstrates fluency with the conventions of spelling, punctuation (e.g., the correct use of the semi-colon in the last paragraph), capitalization, syntax, grammar, and usage.

The student incorporated a variety of writing techniques to enhance the narrative. For example, the student used:

(A) quotation marks around the metaphors others have used for her hands, e.g., “brain surgeon hands,” and “basketball player hands”;

(G) synecdoche, e.g., using the titles of two ballets (without quotation marks) to represent ballet; and

(H) adjectives, adverbs, and verbs which act as personifications of her hands, e.g., “plunged,” and “wriggling.”

There are some errors in the work, for example, “knew” in the second sentence should be “know.” However, these do not detract from the overall quality of the work.

HANDS

A → My father always said that I have "brain surgeon hands,"
E → probably because they're rather large with fingers so long and
thin that my school ring has to be held on with masking tape.
Those who knew less about my ambitions tend to call them
"basketball player hands." Of course, there is always that
small minority that persists in calling them "ballet hands."
G → (Although I danced for six years, I no longer harbor dreams
of Nutcrackers and Swan Lakes.) Under it all, I am primarily
A → a writer; writing has allowed me to express my thoughts and
D → ideas in every discipline, and in the words of Carl Van Vechten,
"An author doesn't write with his mind, he writes with his
hands."

C → Often, when I have a free moment, I find myself looking
bemusedly at these hands of mine, and reflecting on the many
things they have done. When I was a child, these hands curled
themselves around a crayon to scrawl my first letters; they
clutched at the handles of a bicycle, refusing to trust my
training wheels; they arched delicately over my head in
pirouettes and slid, wriggling, into softball gloves. Later,
they held a pen ready to express all the ideas and questions
and answers that bloomed in my mind. These hands once plunged
F → deep into the pinafore pockets of my candy-striping uniform,
emerging to write messages and lab orders, punch telephone
numbers, steady syringes - all with growing ease and authority.
They went with me when I baby sat to earn pocket money and
volunteered at Mount Sinai Hospital, and they touched feverish
foreheads and held smaller hands, trying to comfort and cheer.

B → They graduated to a white lab coat's pockets and learned
to inject mice and create charts for lab data. They supported
my chin during late-night studies. They hoisted my increasingly
heavy knapsack to my shoulders and toted it back and forth to
yearbook meetings, Spanish dinners, and Senior Council meetings.
They donned white gloves to ring handbells with the Lambrequins,

(continue)

← **H**

Work Sample & Commentary: *Hands*

High School English Language Arts

H

and twisted nervously behind my back while I performed; adjusted lights for school performances and learned to pluck a microphone from its stand with apparent ease. They dissected pigs, worms and cows, and thought they would never be rid of the smell of formaldehyde, but they survived. They have endured mouse bites, chlorinated water, chemical spills, and chicken pox; when they needed to retreat, there was always a plush teddy bear to cuddle.

G

Someday, these hands will grip forceps and retractors, tense and slick; they will rake through my hair with fatigue as I sit in library carrels studying graphs and figures. Someday soon, they will hold a daisy-adorned diploma from _____ High School _____, and they will hold again, as they have confidence that they will become the hands of an M.D., with the power to heal and comfort solemnly implicit, and I have every hope that these hands will someday, thrilled and proud, touch the opened Van Winkle Gates as they enter.

H

The task

Students were asked to write a reflective essay.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | √ in a group |
| in class | √ as homework |
| with teacher feedback | √ with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2f Writing: Produce a reflective essay.

E4a Conventions: Demonstrate an understanding of the rules of the English language.

What the work shows

E2f The student produces a reflective essay that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- analyzes a condition or situation of significance;
- develops a commonplace, concrete occasion as the basis for the reflection, e.g., personal observation or experience;
- creates an organizing structure appropriate to purpose and audience;
- uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
- provides a sense of closure to the writing.

The student produced an essay that is at once personal and reflective and yet universal and affirmative. The work describes a moment in a school hallway using Walt Whitman’s poem, “I Hear America Singing,” as a controlling metaphor. The result is an overall optimistic vision of the dynamic processes of immigration and assimilation in America. The work celebrates that which is uniquely individual as necessary to an emerging communal harmony.

(A) The student invoked Walt Whitman in the first sentence to create the persona of a careful listener to the sounds of America. The rest of the paragraph is used to develop the concept of the student’s school as a microcosm of our nation. The last sentence identifies the student’s school as “a community...where students learn by creating.” The work implies that America, too, is a dynamic community to the extent that it learns to evolve through its creativity.

(B) The student underscored the significance of our need to respect individual talents by referring to the essential foundations of our nation.

Work Sample & Commentary: *Voices From the Hall* High School English Language Arts

(C) The student used the everyday, commonplace occurrence of hearing students' voices in the halls of the school to elevate that momentary perception to an insight into the historical processes that have shaped our nation.

(D) The student organized the essay by moving from the general to the specific, from "...the carols are more varied..." to "...Gianmarco, who sings..." The work expands again into the universal with "...and continue to sing in one harmonic chorus of a new age in a New World..."

The work uses a variety of writing strategies, such as:

(E) creating scenarios, e.g., the stories of Lena and Joya;

(F) the use of metaphors of growth and abundance;

(G) the incorporation of an appropriate quotation from Whitman;

(H) the use of parallel structure and repetition to rhythmically reinforce the theme; and

(I) the selection of words that reinforce a vision of growth and evolution, e.g., "infuse," "rich," "contributes," "flourish," "rooted."

(I) The work concludes with a finely crafted paragraph reiterating the themes introduced earlier. The student combined the themes with a rhetorical flourish that defines the present, reflective moment as a vital point between past and future. The work returns at the end to the controlling musical metaphor, and introduces the new metaphor of "embracing the future" by affirming, and welcoming, the many voices that enhance our collective experience.

E4a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The student demonstrates fluency with the conventions of spelling, punctuation, capitalization, syntax, grammar, and usage throughout the work, with only one lapse ("to" for "two"). This error does not detract from the quality of the work.

Work Sample & Commentary: *Voices From the Hall* High School English Language Arts

"Voices from the Hall"

Today, like Walt Whitman, "I hear America singing," but the carols are more varied than he could ever have imagined. A century ago, this famous poet walked around the streets of New York City, but I walk now through the corridors of one of its public schools, a community dedicated to the arts where students learn by creating.

Whitman heard the songs of the mason and the carpenter and the wood-cutter. But I hear so many more: Those of Julia, Malaysian by heritage, who practices an Indian dance for our "Night of Rising Stars." And Joya, whose parents are Jewish and Jamaican, as she rehearses "The Madwoman of Chaillot" for a drama production. And Gianmarco, who sings opera in his father's language, but whose lilting tenor carries an echo of his mother's Trinidad.

There are many more voices as well. Can't you hear them, too?

Listen to Lena, who struggled to enroll in an art school in her native Russia during a time of tremendous political upheaval. She paints now in oils and explores themes of freedom and family.

Listen to Sonya, whose roots are Scottish and Colombian, as she practices to concertos for her ballet classes and to castanets for her flamenco classes.

Even now all these voices rise and spill out into our city and across our land -- as Whitman said, "Each singing what belongs to him or her and to none else." Each contributes a special talent and a rich heritage to the American culture. Each also exemplifies ideas that define and unite us: our founding commitment to freedom of expression, our shared belief in the value of education for all, and our enduring faith that individuals can, and do, make a difference.

Through these students and others like them, new strains, new passions, new spirit infuse our ideals so they never wither, but only flourish, and continue to sing in one harmonic chorus of a new age in a New World, of a democracy rooted in history ready to embrace the future.

The diagram consists of a large rectangular frame containing the text. On the left side, there are red circles with yellow letters: A, H, H, B, C, and I. On the right side, there are red circles with yellow letters: D, D, E, G, and D. Red arrows point from each letter to a specific line or phrase in the text. For example, 'A' points to the first line, 'H' points to the line 'There are many more voices as well...', 'B' points to the line 'Each also exemplifies ideas...', and 'D' points to the final line.

Work Sample & Commentary: *The Learning Channel* High School English Language Arts

The task

Students were asked to write a reflective essay.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|--------------------------|
| √ alone | in a group |
| in class | √ as homework |
| with teacher feedback | with peer feedback |
| timed | opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E3d Speaking, Listening, and Viewing: Make informed judgments about television, radio, and film productions.

What the work shows

E3d Speaking, Listening, and Viewing: The student makes informed judgments about television, radio, and film productions; that is, the student:

- demonstrates an awareness of the presence of the media in the daily lives of most people;
- evaluates the role of the media in focusing attention and in forming opinion;
- judges the extent to which the media is a source of entertainment as well as a source of information;
- defines the role of advertising as part of media presentation.

(A) The student established the context by stating an opinion about The Learning Channel in the first sentence. The student then listed a wide range of people who would be interested in this station which demonstrates an awareness of the presence of television in the lives of most people.

(B) The work clearly illustrates the relationship between television program scheduling and the corresponding advertising. The student also explained the notion of advertisements targeting specific audiences.

(C) The student recognized the role of targeting in the way television stations plan their daily programming.

(D) While noting that advertising plays a crucial part in the running of any television station, the student details the types of informational programming provided by The Learning Channel. The student described this channel as being a major source of information for a wide number of people.

The work was a homework assignment produced as a draft and was not subject to a revision process.

A

The Learning Channel is an excellent source of information for children, home owners, gardeners, science lovers, and many other types of people. The learning channel is on from 6:00 in the morning to 3:00 in the morning. Its off-air hours are 3:00 am to 6:00 am. The Learning channel divides into three categories of viewers. First category is children. Children's programs start at 6:00 in the morning and continue on until 11:00 in the morning. Children can watch programs like "Little star", "Kitty cats", "Rory and me", and "Pappyland".

C

At 11:00 in the morning, programs for adults come on. Adults can enjoy educational programs like "Elementary Spanish", "Enrichment". The Learning Channel offers many programs for home owners and for people who like to cook. Just as the afternoon begins, "Carlo cooks Italian" is on. There is also "Biba's Italian kitchen". Then follow the programs for those who are do-it-yourself people. These programs teach viewers how to do simple repair work on their houses. Some of these programs are "Homeworks", "Lynette Jenning Home", "Hometime", "Homebodies", "Home pro", "Renovation Guide", etc. Some programs are about housing and great designs of houses. A good example of such a program be "Dream living".

At 8:00 pm, The Learning Channel shifts its basic topic to science. Programs like "Wonders of weather" explain scientifically what weather is and how it behaves. The program talks about things like ball lightning. It explains its causes and nature. Then follows "Ultra science" which can focus on many topics, such as technology.

C

The Learning Channel targets many different audiences of different age groups. For example "Carlo cooks Italian" is a program for people who are interested in cooking skills. The most popular age group for this program is people who are 25 years old and older. "Dream living" is for an older generation of audiences. People who are retired and are looking to buy a house would most likely be interested in watching this program. "A wedding story" is for people who are planning to get married, or have recently married. The target audiences for this program are people aged between 25 and 35 years old. "Gardening naturally" is a program that would most likely to interest women who own a garden. The program is winning their attention because it shows how to get better results out of the work that was put into the crop. Different how-to methods are being explained in this program.

Commercials play a big role in the business of The Learning Channel. Each commercial is selected to be played when the right audience is watching. The commercials on The Learning Channel change many times throughout the day.

B

Because program types change almost every hour, commercials must also change to fit the target audience. For example, during children's programs in the morning, commercials of cereals may be seen the most. When a gardening program is on, viewers see commercials of products like weed-killers, soil, seeds and other accessories needed for gardening in particular.

During a Home-repair program, commercials of paint, tools and department stores can be seen. People can see a commercial of a limousine service while they are watching "A Wedding Story" program. Commercials have a big meaning if they are played at the right time and before the right audience. If commercials are not being played where they are of most interest to the audience, they may have little or no meaning at all to that particular audience group. For example, it would make no sense to play a commercial of a new lawn mower when a kid is watching a cartoon in the morning. But it would make perfect sense to play that same commercial when a gardener is watching "Home pro" in the afternoon. That is why commercials are carefully chosen to be played at the right time.

D

I chose The Learning Channel for my report because I enjoy the evening programs about technology and new inventions. No other channel shows the latest models of concept cars and explains how they work in a single show. The evening programs attract me because I like to watch documentaries on the extreme machines, the fastest moving machines on Earth. The Learning Channel caught my attention as soon as I first saw it. The learning Channel is definitely a great source of educational as well as entertaining programming. Many people think that The Learning Channel is only for children or for people who build houses for a living. In fact, The Learning Channel is full of variety. Anyone can find something that fits their particular interest and learn more about it on The Learning Channel.

Work Sample & Commentary: *Dreams: Can Money Make Them Come True?* High School English Language Arts

The task

Students were asked to read *A Raisin in the Sun* and to write an analysis of one or more elements of the play.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2 b Writing: Produce a response to literature.

E4 a Conventions: Demonstrate an understanding of the rules of the English language.

E5 a Literature: Respond to non-fiction, fiction, poetry, and drama.

What the work shows

E2 b Writing: The student produces a response to literature that:

- engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;
- advances a judgment that is interpretive, analytic, evaluative, or reflective;
- supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- demonstrates understanding of the literary work through suggesting an interpretation;
- anticipates and answers a reader's questions;
- recognizes possible ambiguities, nuances, and complexities;
- provides a sense of closure to the writing.

(A) The title and first paragraph provide a clear context to engage the reader: the conflicts and connections between money and dreams. This context is maintained throughout the essay.

(B) The essay advances an interpretive judgment regarding the theme of *A Raisin in the Sun*.

(C) The judgment about the play is supported through references to the text.

(D) The student demonstrated an understanding of the play by suggesting an interpretation and then defending it with an appropriate argument.

(E) The student recognized the complexities inherent in this literary work by closing with a discussion of the importance of “people and their actions” as opposed to money alone.

Work Sample & Commentary: *Dreams: Can Money Make Them Come True?* High School English Language Arts

E4a Conventions, Grammar, and Usage of the English Language: The student independently and habitually demonstrates an understanding of the rules of the English language in written or oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

Through virtually error free writing, the student demonstrated the ability to manage the conventions of grammar and usage.

The student uses a number of strategies to make the work more effective including:

(F) rhetorical questions;

(A) the use of “you” as the subject of address which gives the work a more conversational tone; and

(A) parallelism.

Also noteworthy are the student’s use of quotation punctuation, ellipses, dashes, and the correct formatting for the use of excerpts from the text.

There are a few errors in the work, for example, the slip in tense and the misuse of the em-dash in the fourth paragraph. However, these errors do not detract from the overall quality of the work.

E5a Literature: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

- makes thematic connections among literary texts, public discourse, and media;
- evaluates the impact of authors’ decisions regarding word choice, style, content, and literary elements;
- analyzes the characteristics of literary forms and genres;
- evaluates literary merit;
- explains the effect of point of view;
- makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- evaluates the stance of a writer in shaping the presentation of a subject;
- interprets ambiguities, subtleties, contradictions, ironies, and nuances;
- understands the role of tone in presenting literature (both fictional and non-fictional);

Work Sample & Commentary: *Dreams: Can Money Make Them Come True?* High School English Language Arts

- demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

(G) The student made and supported a series of inferences about the characters in *A Raisin in the Sun*.

(H) The student found a connection between dreams and money in the play.

(I) The student concluded with a declaration about society that stems directly from her reading of the play.

February 27, 1996

Dreams: Can Money Make Them Come True?

A → If you were to listen in on a typical conversation between two people today, one topic is bound to come up sooner or later: money. People talk about their jobs and money. People talk about their plans and money. People talk about their families and money. People talk about their dreams and, you guessed it, money.

Money is definitely important. It puts a roof over our heads, food on our tables, and clothing on our backs. But money also provides people with a means to achieve their goals. People often rely on money to make life better and help their dreams come true, but is it really the stuff dreams are made of?

F →

B → This reliance on money to make goals realities is a theme in the play by Lorraine Hansberry entitled *A Raisin in the Sun*. In this drama, the Younger family struggles to survive life in their crummy Southside apartment in Chicago around the 1950s. When the family receives the ten thousand dollar insurance check from the death of Walter Lee Younger Sr., they are forced to decide which dreams they should use the money to make come true and which ones should just stay dreams.

C → Beneatha Younger, Walter Sr. and Lena's daughter, has a passion for medicine and longs to be a doctor. When she was young, Bennie witnessed a sledding accident involving another of the neighborhood children that mangled the child's face and she was amazed when he came back from the hospital with only a small scar. She tells her friend, Joseph Asagai, how she felt by saying "... that was what one person could do for another, fix him up—sew up

Work Sample & Commentary: *Dreams: Can Money Make Them Come True?* High School English Language Arts

the problem, make him all right again. That was the most marvelous thing in the world. . . I wanted to do that" (83) . Now, Bennie wants to be a healer and to help other people because she believes that is the best thing she can do for her fellow human beings. However, medical school costs a lot of money—money the Youngers don't have—until the insurance check arrives. Now, that money can be used to make Bennie's doctor dreams come true, and she is counting on it happening.

Walter Lee Younger Junior, Lena's older child, has plans of his own. He dreams of going into business for himself instead of being a rich man's chauffeur. He tells his mother ". . . I open and close car doors all day long. I drive a man around in his limousine and I say, 'Yes, sir, no, sir, very good, sir, shall I take the Drive, sir?' Mama, that ain't no kind of job . . . that ain't nothing at all" (42) . Walter wants to be a business man, not someone else's servant, so he plans to use the insurance money to invest in a liquor store with some of his friends. But without the money, his grand schemes aren't possible.

Walter is also motivated to go into business because he wants to give his family a better life. One morning, his son Travis needs fifty cents for school. Ruth Younger, Walter's wife, told Travis that they didn't have fifty cents for him to take, and when Walter finds out he says, "What you tell the boy things like that for?" (12) and proceeds to give his son the money. He continued, "In fact, here's another fifty cents. . . . Buy yourself some fruit today—or take a taxicab to school or something!" (12) Walter wants to be able to give his son all the money he will ever need, like most parents do. Later on, he states that, "This morning, I was lookin' in the mirror and thinking about it . . . I'm thirty-five years old, I been married eleven years and I got a boy who sleeps in the living room . . . —and all I got to give him is stories about how rich white people live . . ." (14). Walter doesn't want his child to have to sleep on the couch in the living room, and he sees the insurance money as his means to achieve the life he believes his family should have and dreams of them living.

Work Sample & Commentary: *Dreams: Can Money Make Them Come True?* High School English Language Arts

In another scene, Walter and Travis are talking and the boy tells his father that he wants to be a bus driver when he grows up. Walter is surprised and tells Travis that that isn't big enough (63). Walter says:

You wouldn't understand yet, son, but your daddy's gonna make a transaction . . . a business transaction that's going to change our lives. . . . And--and I'll say, all right son--it's your seventeenth birthday, what is it you've decided? . . . Just tell me where you want to go to school and you'll go. Just tell me, what it is you want to be--and you'll be it. . . . You just name it son . . . and I hand you the world! (64)

D → Walter longs to be able to give his son the best and make Travis' dreams come true, and money is what he believes will make that possible. He is relying on the insurance money to give Travis the things Walter envisions for him.

Walter also wants to give Ruth the things he feels she deserves. He said:
. . . I want to hang some real pearls round my wife's neck. Ain't she supposed to wear no pearls? Somebody tell me--tell me, who decides which women is supposed to wear pearls in this world. I tell you I am a *man*--and I think my wife should wear some pearls in this world! (91)

Walter doesn't think it's fair that other men can afford to buy pearls for their wives and he can't. He longs to be able to buy Ruth everything he feels she should have, but he needs money to do that. Again, he is putting his trust in the insurance money and its ability to make the situation improve.

Ruth herself feels like Walter in that she wants a better life for her family. When Ruth Younger discovers she is pregnant, she hopes some of the money could be used to support the new baby. But, she knows they can't afford to add another person to the family, even with the inheritance, so she decides to get an abortion. Lena tells Walter that, "When the world gets ugly enough--a woman will do anything for her family. *The part that's already living*" (43).

Work Sample & Commentary: *Dreams: Can Money Make Them Come True?* High School English Language Arts

Ruth desperately wants to keep her baby, but she knows the rest of her family will suffer if she does. They just don't have the financial means to take care of another Younger and Ruth is aware of the added problems a new baby would cause everyone, but she still wishes the insurance money will provide her with a way to keep the child. She feels that her future, dreams, and even the life of her child depend on money.

People do expect money to make things in life better and even rely on it to do so. But, can money live up to people's expectations? Or can something else—like people, and especially loved ones—be the real key to dreams coming true?

H

This idea shows up toward the end of the play. The stress of living in conditions like the Youngers do eventually gets to people, and deciding what to do with the money only made things worse. Lena doesn't like what is happening to her family, so she goes out and buys a newer, bigger house. She states that:

I—I just seen my family falling apart today . . . just falling to pieces in front of my eyes . . . We couldn't have gone on like we was today. We was going backwards 'stead of forwards—talking 'bout killing babies and wishing each other was dead . . . When it gets like that in life—you just got to do something different, push on out and do something bigger. (58)

Lena wants the best for her children, too, just like Walter and Ruth, and she realizes that they can't go on in that apartment any longer, so she uses her money to try and make the dreams she has for her family come true, once again demonstrating how people rely on money to achieve goals.

The only drawback to Lena's solution is that the new house is located in an all-white neighborhood, and a man named Mr. Lindner comes to try and persuade the Youngers not to move. He offers to buy the house back from them for more than it is worth. At the end of the play, after Walter loses the insurance money, he decides to accept Mr. Lindner's offer to give

Work Sample & Commentary: *Dreams: Can Money Make Them Come True?* High School English Language Arts

the Youngers the money for the house. When he announces his decision to the rest of the family, Lena talks to him about pride. She tells him, "I come from five generations of people who was slaves and sharecroppers—but ain't nobody in my family never let nobody pay 'em no money that was a way of telling us we wasn't fit to walk on this earth" (91). Even though the money they would get from the deal could be used to make the family's future more like the one they want, money isn't as important to the family as pride. The money—which can help make dreams come true—can't take the place of the people in the family and their attitudes.

When Lindner arrives, Walter changes his mind and tells the man that ". . . we have decided to move into our house because my father—my father—he earned it" (95). Walter realizes that his mother is right, and when he changes his mind, the rest of the family is happy and proud. As they leave the small, cramped apartment for the last time, Lena states that, "He finally come into his manhood today, didn't he? Kind of like a rainbow after the rain. . . ." (97)

E → The money did help the family get out of their unhappy situation, but Walter's behavior made the family's real dreams come true.

I → People in society today rely on money to make things better and to help them achieve their goals. In some cases, money can do just that, and many dreams wouldn't come true if not for money. But in the end, it's people who make life worth living and cause fantasies to become reality. People and their actions are more special than anything money can buy.

← **G**