**Practice Performance Assessment**

**Core Concepts to be Tested:**

* Reading Informational Text (RI) 9-10.2: **Determine a central idea** of a text and **analyze its development** over the course of the text. Including how it emerges and is shaped and refined by specific details, provide an objective summary of the text.
* RI 9-10.9: **Analyze** seminal US documents of historical and literary significance including how they address related themes and concepts.

**Rationale:**

* This item requires students to determine the central idea of a text and analyze its development over the course of the text. Students must both analyze the text(s) and explain how the specific details shape the theme and concepts provided in the text.

**A Three-Passage Text Set:**

**Passage 1: Roosevelt, Franklin Delano. “State of the Union Address.” (1941).**

For there is nothing mysterious about the foundations of a healthy and strong democracy. The basic things expected by our people of their political and economic systems are simple. They are:

Equality of opportunity for youth and for others. Jobs for those who can work.

Security for those who need it.

The ending of special privilege for the few. The preservation of civil liberties for all.

The enjoyment of the fruits of scientific progress in a wider and constantly rising standard of living.

Those are the simple, basic things that must never be lost sight of in the turmoil and unbelievable complexity of our modern world. The inner and abiding strength of our economic and political systems is dependent upon the degree to which they fulfill these expectations.

Many subjects connected with our social economy call for immediate improvement. As examples:

We should bring more citizens under the coverage of old-age pensions and unemployment insurance. We should widen the opportunities for adequate medical care.

We should plan a better system by which persons deserving or needing gainful employment may obtain it.

I have called for personal sacrifice. I am assured of the willingness of almost all Americans to respond to that call.

A part of the sacrifice means the payment of more money in taxes. In my Budget Message I shall recommend that a greater portion of this great defense program be paid for from taxation than we are paying today. No person should try or be allowed, to get rich out of this program; and the principle of tax payments in accordance with ability to pay should be constantly before our eyes to guide our legislation.

If the Congress maintains these principles, the voters, putting patriotism ahead of pocketbooks, will give you their applause.

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first freedom of speech and expression – everywhere in the world.

The second is freedom of every person to worship God in his own way – everywhere in the world.

The third is freedom from want – which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants – everywhere in the world.

The fourth is freedom from fear – which, translated into world terms, means a worldwide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor – anywhere in the world.

**Passage 2: Hand, Learned. “I Am an American Day Address.” (1944).**

We have gathered here to affirm a faith, a faith in common purpose, a common conviction, a common devotion. Some of us have chosen America as the land of our adoption; the rest have come from those who did the same. For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land. What was the object that nerved us, or those who went before us, to this choice? We sought liberty; freedom from oppression, freedom from want, freedom to be ourselves. This we then sought; this we now believe that we are by way of winning. What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes.

Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can even do as much to help it. While it lies there it needs no constitution, no law, no court to save it. And what is this liberty which must lie in the hearts of men and women? It is not the ruthless, the unbridled will; it is not freedom to do as one likes. That is the denial of liberty, and leads straight to its overthrow. A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few, as we have learned to our sorrow.

When then is the spirit of liberty? I cannot define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the mind of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded; the spirit of liberty is the spirit of Him who, near two thousand years ago, taught mankind that lesson it has never learned but never quite forgotten; that there may be a kingdom where the least shall be heard and considered side by side with the greatest. And now in that spirit, that spirit of an America which has never been, and which may never be; may, which never will be except as the conscience and courage of Americans create it; yes in the spirit of that America which lies hidden in some form in the aspirations of us all; in the spirit of that America for which our young men are at this moment fighting and dying; in that spirit of liberty and of America I ask you to rise and with me pledge our faith in that glorious destiny of our beloved country.

**Passage 3: Mandela, Nelson.**

“For to be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedom of others.”

**Performance Tasks:**

1. Complete a close reading of Passage 1. Roosevelt begins his speech defining the foundations of a strong democracy. How do Roosevelt’s definitions connect to the four freedoms listed at the end of the passage? Use specific details from the entire passage and write an objective summary explaining these connections.
2. In Passage 2, Hand asserts: “Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it.” Using this excerpt as one of the possible themes of the speech, explain the evidence the author uses to support his concept of liberty.
3. Analyze the meaning of Passage 3 and explain how it applies to each passage provided (Roosevelt and Hand). Connect the ideas and information presented in the passages to show how they either support or refute Mandela’s statement.

**Practice Performance Assessment**

**Directions -** As a group you should do all of the following…

1. Read the essential “Core Concepts” and the “Rationale” that this assessment will be testing.
2. Read the “Three Passage Text Set” and annotate.
3. Read the “Performance” portion of the assessment.
4. Decide what the questions are asking you to do.
   1. On a lined piece of paper come up with a translation/explanation of what the questions are asking you to do.
5. Produce **a student sample** as a group that you feel best represents what the assessment is asking for and that you think would earn an A/4. Each of you will have a response but you will create it together.

Name: Date: Period:

**Practice Performance Assessment**

**Directions -** As a group you should do all of the following…

1. Read the essential “Core Concepts” and the “Rationale” that this assessment will be testing.
2. Read the “Three Passage Text Set” and annotate.
3. Read the “Performance” portion of the assessment.
4. Decide what the questions are asking you to do.
   1. On a lined piece of paper come up with a translation/explanation of what the questions are asking you to do.
5. Produce **a student sample** as a group that you feel best represents what the assessment is asking for and that you think would earn an A/4. Each of you will have a response but you will create it together.

Name: Date: Period:

**Practice Performance Assessment**

**Directions -** As a group you should do all of the following…

1. Read the essential “Core Concepts” and the “Rationale” that this assessment will be testing.
2. Read the “Three Passage Text Set” and annotate.
3. Read the “Performance” portion of the assessment.
4. Decide what the questions are asking you to do.
   1. On a lined piece of paper come up with a translation/explanation of what the questions are asking you to do.
5. Produce **a student sample** as a group that you feel best represents what the assessment is asking for and that you think would earn an A/4. Each of you will have a response but you will create it together.

Name: Date: Period:

**Practice Performance Assessment**

**Directions -** As a group you should do all of the following…

1. Read the essential “Core Concepts” and the “Rationale” that this assessment will be testing.
2. Read the “Three Passage Text Set” and annotate.
3. Read the “Performance” portion of the assessment.
4. Decide what the questions are asking you to do.
   1. On a lined piece of paper come up with a translation/explanation of what the questions are asking you to do.
5. Produce **a student sample** as a group that you feel best represents what the assessment is asking for and that you think would earn an A/4. Each of you will have a response but you will create it together.