

## End-of-Unit Assessment (9.2.2 Lesson 20)

### Text-Based Response

**Your Task:** Based on your close reading of *Oedipus the King* and your work on the Guilt and Evidence Collection Tool, write a well-developed, multi-paragraph essay in response to the following prompt:

*How does Sophocles develop the conflict between Oedipus’s guilt and his innocence? Use evidence from the text to support your response.*

Your response will be assessed using the Text Analysis Rubric.

#### Guidelines:

##### Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

**CCLS:** RL.9-10.2; W.9-10.2.a, b, d, f; W.9-10.9.a, L.9-10.1; L.9-10.2

#### Commentary on the Task:

This task measures RL.9-10.2 because it demands that students:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text

This task measures W.9-10.2 because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content
  - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - f. Provide a concluding statement or section that follows from and supports the

information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures W.9-10.9.a because it demands that students:

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar when writing
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing