

## 11.1.3 End-of-Unit Assessment

### Text-Based Response

**Your Task:** Based on your close reading of *Hamlet* and the excerpt from *A Room of One's Own*, as well as your work on the Cross-Text Evidence Collection Tool, write a well-developed, multi-paragraph essay in response to the following prompt:

*Analyze the relationship between Woolf's text and the character of Ophelia.*

Your response will be assessed using the 11.1.3 End-of-Unit Text Analysis Rubric.

### Guidelines

**Be sure to:**

- Read the prompt closely
- 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

**CCSS:** CCRA.R.9, RL.11-12.3, RI.11-12.2, W.11-12.2.a-f, W.11-12.9.a, b, L.11-12.1, L.11-12.2

### Commentary on the task:

This task measures CCRA.R.9 because it demands that students:

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

This task measures RL.11-12.3 because it demands that students:

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

This task measures RI.11-12.2 because it demands that students:

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide complex analysis; provide an objective summary of the text.

This task measures W.11-12.2.a-f because it demands that students:

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia

when useful to aiding comprehension.

- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

This task measures W.11-12.9.a, b because it demands that students:

- Draw evidence from literary and informational texts to support analysis, reflection, and research.

This task measures L.11-12.1 and L.11-12.2 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.