**Core Prototype Assessment Module**

**Cover Sheet**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Churchill Task</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Problem Type</strong></td>
<td>Constructed response, performance task</td>
</tr>
</tbody>
</table>
| **Anchor Standards** | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  
5. Demonstrate understanding of word relationships and nuances in word meanings.  
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **SBAC Assessment Claims** | Claim #1 – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  
Claim #2 – Students can produce effective and well-grounded writing for a range of purposes and audiences. |
| **Common Core Standards** | **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
**W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
**RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text  
**RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone  
**RI.7.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  
**RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| **Task Description** | This assessment task is to be completed in two parts. The prewriting/planning in part one involves reading, note-taking, speaking and listening, and constructed response questions. In part two, students will be asked to draft an informative/explanatory text. |
| **Module Components** | 1) Churchill Speech Excerpt, 2) Teacher Directions, 3) Student Constructed Response Sheet, 4) Student Performance Task Sheet (A and B), 5) Graphic Organizer, 6) Six Point Formative Rubric, 7) Four Point Summative Rubric |

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs—Victory in spite of all terrors—Victory, however long and hard the road may be, for without victory there is no survival.

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, “Come then, let us go forward together with our united strength.”
ELA Grade 7 Performance Task Prototype

Directions to Teacher

This Common Core-aligned ELA Performance Task can be given over two to three days depending on class schedules. The directions below outline the steps to follow for a two-day administration. For a one-day administration, give students a 5 – 10 minute break before starting the writing prompt.


Materials:
Reading Text Passage
Graphic Organizer
Constructed Response Sheets
Writing Tasks – Structure A or Structure B
Lined paper for writing

Day 1
1. Reading:
   (Approximately 10 minutes)

   Give students the passage “Blood, Toil, Tears and Sweat” and instruct them to read it silently noting the Terms defined in the margins.

2. Note-taking: RI 7.1, RI 7.5, RI 7.8, W 7.9
   (Approximately 10-15 minutes)
Handout the Graphic Organizer and ask students to reread the passage and complete the “My Thoughts” and My Evidence” sections as directed in the graphic organizer. Encourage students to expand their thinking beyond the literal answer to the question.

3. **Speaking/Listening Questions: SL 7.1, SL 7.4**  
   *(Approximately 20 minutes)*

   In pairs or groups of three, give students time to discuss the following questions and add information to the “My Thoughts Now” section of the graphic organizer.

   - Who is Churchill addressing in this speech? Why?
   - What is the main argument in Churchill's "Blood, Toil, Tears and Sweat?"  
   - List specific words Churchill uses to support his argument. How do these words impact the meaning and tone of the text?

4. **Constructed Response Items: RI 7.1, RI 7.2, RI 7.4, RI 7.5**  
   *(Approximately 30 minutes)*

   Hand out the Constructed Response Sheet and ask students to individually write their responses to the four sets of questions on a separate piece of lined paper.

   a. **Word Meaning** - In the second paragraph, Churchill states "wage war" twice. What does it mean to “wage war”? Why does he repeat the phrase twice? How does the phrase "wage war" differ from "go to war" or "to fight"? (RI 7.4) (DOK Level 2)
   
   b. **Key Details** - What words and/or phrases does Churchill use to describe the enemy in paragraphs 1 and 2? From these words and phrases, what can you infer about the enemy? (RI 7.1 & RI 7.5) (DOK Level 2)
   
   c. **Central Ideas** - What is the meaning of the word "aim" in paragraph 3? How does this "aim" connect to the "policy" defined in paragraph 2? (RI 7.2) (DOK Level 3)
   
   d. **Reasoning/ Evaluation** - Churchill uses text structure to create shifts in tone. Explain where and how many times Churchill does this in the text. (RI 7.5) (DOK Level 3)
Day 2
Performance Task (Writing Prompt) (Approximately 50 minutes)

Provide students with the writing prompt (in either Structure A or Structure B). Let them know the amount of time they have to respond to the prompt in writing. Encourage students to use their graphic organizer and/or constructed response questions to inform their writing.

Prompt Structures A and B elicit the same writing response but present the task in slightly different ways. Prompt A provides scaffolding to support students in the writing task, while Prompt B does not. Please select the prompt structure that you feel is more appropriate for your students, but be sure to note that somehow either on a cover sheet to your students’ work or on the responses themselves.

Performance Task A – Scaffold Structure

After reading Winston Churchill’s "Blood, Toil, Tears and Sweat," analyze the development of his ideas.

- Determine Churchill's argument
- Include how word choice impacts meaning and tone (W7.2b)
- Include the structure Churchill uses to organize this speech (RI 7.5)
- Cite evidence from the text to support your analysis (RI 7.1 & W7.2b)

Be Sure To:

- Include relevant facts, definitions, concrete details, quotes or other information
- Use appropriate transitions
- Use precise language and vocabulary to inform or explain your topic
- Establish and maintain a formal style
- Provide a concluding section that follows form and supports your explanation

Performance Task B

After reading Winston Churchill’s “Blood, Toil, Tears and Sweat,” analyze the development of his ideas, attending to how word choice impacts meaning and tone and the structure Churchill uses to organize this speech. Remember to cite evidence from the text to support your analysis.

Be Sure To:

- Include relevant facts, definitions, concrete details, quotes or other information
- Use appropriate transitions
- Use precise language and vocabulary to inform or explain your topic
- Establish and maintain a formal style
- Provide a concluding section that follows form and supports your explanation
ELA Grade 7 Performance Task

Constructed Response Questions

Student Name ______________________

Directions:
Answer the questions below on a separate sheet of lined paper. You may use this sheet to make any notes or draft your response but only your complete answers on a separate sheet of paper will be scored. You may refer to the reading passage and your graphic organizer to help you answer the questions.

1. In the second paragraph, Churchill states "wage war" twice. What does it mean to “wage war”? Why does he repeat the phrase twice? How does the phrase "wage war" differ from "go to war" or "to fight"? (RI 7.4)

2. What words and/or phrases does Churchill use to describe the enemy in paragraphs 1 and 2? From these words and phrases, what can you infer about the enemy? (RI 7.1 & RI 7.5)

3. What is the meaning of the word "aim" in paragraph 3? How does this "aim" connect to the "policy" defined in paragraph 2? (RI 7.2)

4. Churchill uses text structure to create shifts in tone. Explain where and how many times Churchill changes tone in the text. (RI 7.5)
ELA Grade 7 Performance Task

Writing Task - Structure A

Student Name ______________________

Directions:

Please respond to the prompt below in writing. You may use your graphic organizer and/or constructed response questions to inform your writing. You may take notes on this paper but you should write your entire response on the lined paper provided by your teacher.

Writing Prompt

After reading Winston Churchill’s “Blood, Toil, Tears and Sweat,” analyze the development of his ideas.

• Determine Churchill’s argument
• Include how word choice impacts meaning and tone (W7.2b)
• Include the structure Churchill uses to organize this speech (RI 7.5)
• Cite evidence from the text to support your analysis (RI 7.1 & W7.2b)

Be Sure To:

• Include relevant facts, definitions, concrete details, quotes or other information
• Use appropriate transitions
• Use precise language and vocabulary to inform or explain your topic
• Establish and maintain a formal style
• Provide a concluding section that follows form and supports your explanation
ELA Grade 7 Performance Task

Writing Task – Structure B

Student Name ______________________

Directions:

Please respond to the prompt below in writing. You may use your graphic organizer and/or constructed response questions to inform your writing. You may take notes on this paper but you should write your entire response on the lined paper provided by your teacher.

Writing Prompt

After reading Winston Churchill’s "Blood, Toil, Tears and Sweat," analyze the development of his ideas, attending to how word choice impacts meaning and tone and the structure Churchill uses to organize this speech. Remember to cite evidence from the text to support your analysis.

Be Sure To:

- Include relevant facts, definitions, concrete details, quotes or other information
- Use appropriate transitions
- Use precise language and vocabulary to inform or explain your topic
- Establish and maintain a formal style
- Provide a concluding section that follows form and supports your explanation
**Graphic Organizer**

**Directions:** Read the questions below. Re-read the passage "Blood, Toil..." by Winston Churchill and write answers to the questions in the "My Thoughts" section. In the “My Evidence” column, list the evidence from the text to support your thoughts. You will then be given time to talk to a classmate and share ideas. Then complete the "My Thoughts Now" section based on your conversation.

<table>
<thead>
<tr>
<th>Questions</th>
<th>My Thoughts</th>
<th>My Evidence</th>
<th>My Thoughts Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is Churchill addressing in this speech? Why?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the main argument in Churchill’s “Blood...”?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List specific words Churchill uses to support this argument. How do these words impact the meaning and tone of the text?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional notes or ideas about the text
## 6 Point Formative Rubric for Explanatory Writing/Grade 7

<table>
<thead>
<tr>
<th>Writing</th>
<th>Content</th>
<th>Organization</th>
<th>Overall Coherence</th>
</tr>
</thead>
</table>
| **6**   | • Sets purpose of composition through thematic introduction  
         • Maintains position/logic throughout  
         • Uses clear and precise language and domain-specific vocabulary consistently to inform and engage the reader  
         • Effective concluding statement (may be restatement of points in the introduction) | • Word choice enhances specificity  
         • Voice is appropriate for topic, purpose, and audience  
         • All major points supported with specific evidence from the text  
         • Provides deep insight and creates meaningful interpretation of the text  
         • Analysis of text, specific to the prompt, drives the discussion of literary elements | • Structure is clear  
         • Major points are appropriately paragraphed  
         • Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, etc.)  
         • Varied sentence structure produces cohesion | • Fully-developed topic for grade level  
         • Clear and purposeful focus; in-depth, balanced support; lines of reasoning identified and developed coherently and cohesively throughout the composition |
| **5**   | • Position/issue is clearly identified by an opening statement (may be general)  
         • Maintains position/logic throughout  
         • Uses precise language and domain-specific vocabulary to inform the reader  
         • Has concluding statement | • Most major points developed by specific detail; a few may be general  
         • Word choice may enhance specificity  
         • Voice is appropriate for topic, purpose, and audience  
         • Provides insight and interpretation of the text  
         • Analysis of text, specific to the prompt, drives most of the discussion of literary elements | • Structure is evident  
         • Most major points are appropriately paragraphed  
         • Coherence and cohesion demonstrated with most transitional devices appropriate; few transitional devices may be redundant  
         • Some varied sentence structure produces cohesion | • Developed topic for grade level  
         • All features are developed throughout the composition, although they may not be equally or as well-developed. |
| **4**   | • Writer may launch into topic without providing an opening statement  
         • Sufficient support to maintain subject  
         • May have minor focus drift or lapses in logic  
         • Uses some precise language and domain-specific vocabulary occasionally to inform the reader  
         • May lack closing or end abruptly | • Some major points developed by specific detail  
         • Some support may be general  
         • Voice is present but not consistent  
         • Provides some insight, but not always at a level of appropriate depth  
         • Analysis of text occasionally drifts from prompt requirements | • Structure is evident  
         • Many major points are appropriately paragraphed  
         • Some evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence), but may depend on formulaic structure  
         • Transitions may be simplistic | • Bare-bones-developed composition for grade level  
         • Simple, clear, presenting nothing more than the essentials |
| **3**   | • Position/issue may be prompt dependent (rely on reader’s familiarity with prompt)  
         • May have more than one position without a unifying umbrella statement  
         • Lacks sufficiency to demonstrate a developed focus  
         • Insufficient use of precise language | • Most Support may be general  
         • Lacks sufficiency to demonstrate developed support  
         • Voice shifts or disappears  
         • Lacks consistent analysis of text, specific to the prompt  
         • Analysis of text occasionally drifts from prompt requirements | • Noticeable structure, but the reader may have to infer it  
         • May have some inappropriate paragraphing  
         • May include inappropriate transitions that disrupt progression of ideas  
         • Lacks sufficiency to demonstrate developed organization | • Partially –developed topic  
         • Some (or one) of the features may not be sufficiently formed, but all are present  
         • Inference is usually required  
         • May be insufficient |
| **2**   | • Position/issue is limited or unclear  
         • Unrelated ideas or major drift from focus  
         • Off-mode response NOT serving expository purpose  
         • May be insufficient writing to determine that the position/issue can be sustained  
         • Lacks any use of precise language and domain-specific vocabulary | • Support is undeveloped, limited, or unclear  
         • May be list of unrelated specifics  
         • May be insufficient writing to determine that support can be maintained  
         • No evidence of suitable voice  
         • Lacks any insight and meaningful interpretations of text  
         • Some (or one) of the features may be undeveloped, limited, or unclear | • Structure is attempted; may be off-mode (NOT serving expository purpose)  
         • Little evidence of appropriate paragraphing  
         • Little structure within paragraphs (e.g., lacks purposeful ordering of sentences)  
         • May be insufficient writing to determine that Organization can be sustained  
         • Some (or one) of the features may be undeveloped, limited, or unclear | • Attempts to address assignment, but only rudiments of techniques for forming Focus,  
         • Support, and Organization can be detected  
         • Some confusion and/or disjointedness  
         • Lacks appropriate expository structure  
         • May be insufficient writing to determine that features can be maintained |

### Writing
- Sets purpose of composition through thematic introduction  
- Maintains position/logic throughout  
- Uses clear and precise language and domain-specific vocabulary consistently to inform and engage the reader  
- Effective concluding statement (may be restatement of points in the introduction)

### Content
- Word choice enhances specificity  
- Voice is appropriate for topic, purpose, and audience  
- All major points supported with specific evidence from the text  
- Provides deep insight and creates meaningful interpretation of the text  
- Analysis of text, specific to the prompt, drives the discussion of literary elements

### Organization
- Structure is clear  
- Major points are appropriately paragraphed  
- Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, etc.)  
- Varied sentence structure produces cohesion

### Overall Coherence
- Fully-developed topic for grade level  
- Clear and purposeful focus; in-depth, balanced support; lines of reasoning identified and developed coherently and cohesively throughout the composition

### 6 Point Formative Rubric for Explanatory Writing/Grade 7

<table>
<thead>
<tr>
<th>Writing</th>
<th>Content</th>
<th>Organization</th>
<th>Overall Coherence</th>
</tr>
</thead>
</table>
| **6**   | • Sets purpose of composition through thematic introduction  
         • Maintains position/logic throughout  
         • Uses clear and precise language and domain-specific vocabulary consistently to inform and engage the reader  
         • Effective concluding statement (may be restatement of points in the introduction) | • Word choice enhances specificity  
         • Voice is appropriate for topic, purpose, and audience  
         • All major points supported with specific evidence from the text  
         • Provides deep insight and creates meaningful interpretation of the text  
         • Analysis of text, specific to the prompt, drives the discussion of literary elements | • Structure is clear  
         • Major points are appropriately paragraphed  
         • Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, etc.)  
         • Varied sentence structure produces cohesion | • Fully-developed topic for grade level  
         • Clear and purposeful focus; in-depth, balanced support; lines of reasoning identified and developed coherently and cohesively throughout the composition |
| **5**   | • Position/issue is clearly identified by an opening statement (may be general)  
         • Maintains position/logic throughout  
         • Uses precise language and domain-specific vocabulary to inform the reader  
         • Has concluding statement | • Most major points developed by specific detail; a few may be general  
         • Word choice may enhance specificity  
         • Voice is appropriate for topic, purpose, and audience  
         • Provides insight and interpretation of the text  
         • Analysis of text, specific to the prompt, drives most of the discussion of literary elements | • Structure is evident  
         • Most major points are appropriately paragraphed  
         • Coherence and cohesion demonstrated with most transitional devices appropriate; few transitional devices may be redundant  
         • Some varied sentence structure produces cohesion | • Developed topic for grade level  
         • All features are developed throughout the composition, although they may not be equally or as well-developed. |
| **4**   | • Writer may launch into topic without providing an opening statement  
         • Sufficient support to maintain subject  
         • May have minor focus drift or lapses in logic  
         • Uses some precise language and domain-specific vocabulary occasionally to inform the reader  
         • May lack closing or end abruptly | • Some major points developed by specific detail  
         • Some support may be general  
         • Voice is present but not consistent  
         • Provides some insight, but not always at a level of appropriate depth  
         • Analysis of text occasionally drifts from prompt requirements | • Structure is evident  
         • Many major points are appropriately paragraphed  
         • Some evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence), but may depend on formulaic structure  
         • Transitions may be simplistic | • Bare-bones-developed composition for grade level  
         • Simple, clear, presenting nothing more than the essentials |
| **3**   | • Position/issue may be prompt dependent (rely on reader’s familiarity with prompt)  
         • May have more than one position without a unifying umbrella statement  
         • Lacks sufficiency to demonstrate a developed focus  
         • Insufficient use of precise language | • Most Support may be general  
         • Lacks sufficiency to demonstrate developed support  
         • Voice shifts or disappears  
         • Lacks consistent analysis of text, specific to the prompt  
         • Analysis of text occasionally drifts from prompt requirements | • Noticeable structure, but the reader may have to infer it  
         • May have some inappropriate paragraphing  
         • May include inappropriate transitions that disrupt progression of ideas  
         • Lacks sufficiency to demonstrate developed organization | • Partially –developed topic  
         • Some (or one) of the features may not be sufficiently formed, but all are present  
         • Inference is usually required  
         • May be insufficient |
| **2**   | • Position/issue is limited or unclear  
         • Unrelated ideas or major drift from focus  
         • Off-mode response NOT serving expository purpose  
         • May be insufficient writing to determine that the position/issue can be sustained  
         • Lacks any use of precise language and domain-specific vocabulary | • Support is undeveloped, limited, or unclear  
         • May be list of unrelated specifics  
         • May be insufficient writing to determine that support can be maintained  
         • No evidence of suitable voice  
         • Lacks any insight and meaningful interpretations of text  
         • Some (or one) of the features may be undeveloped, limited, or unclear | • Structure is attempted; may be off-mode (NOT serving expository purpose)  
         • Little evidence of appropriate paragraphing  
         • Little structure within paragraphs (e.g., lacks purposeful ordering of sentences)  
         • May be insufficient writing to determine that Organization can be sustained  
         • Some (or one) of the features may be undeveloped, limited, or unclear | • Attempts to address assignment, but only rudiments of techniques for forming Focus,  
         • Support, and Organization can be detected  
         • Some confusion and/or disjointedness  
         • Lacks appropriate expository structure  
         • May be insufficient writing to determine that features can be maintained |
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3     | - Strong knowledge of conventions is demonstrated  
|       | - Standards of punctuation, capitalization and spelling  
|       | - May have minor errors of usage and sentence formation  
|       | - A variety of sentence structure is evident  |
| 2     | - Partial knowledge of conventions is evident  
|       | - Severity and density of errors constitute a noticeable pattern  
|       | - Little attempt at a variety of sentence structure  |
| 1     | - Little or no discernible knowledge of conventions  
|       | - Severity and density of errors is such that it distracts from the meaning  
|       | - Sentence structure is simplistic or in error  |
# 4 Point Summative Writing Rubric
*(Derived from SMARTER Balanced Assessment Consortium)*

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| **4**  | - Maintains clear, consistent focus on the topic and has selected relevant details.  
- Has a logical organizational pattern and conveys a sense of wholeness and completeness.  
- Provides transitions which clearly serve to connect ideas.  
- Uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose.  
- Includes sentences and phrases, where appropriate, of varied length and structure.  
- Allows the reader a sense of the person behind the words. |
| **3**  | - Maintains adequate focus on the topic and has adequate supporting details.  
- Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses may occur.  
- Provides adequate transitions in an effort to connect ideas.  
- Includes sentences and phrases, where appropriate, that are somewhat varied length and structure.  
- Uses adequate language and appropriate word choices for intended audience and purpose.  
- Provides the reader with some sense of the person behind the words. |
| **2**  | - Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material.  
- Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness.  
- Provides transitions that are weak or inconsistent.  
- Has limited and predictable vocabulary which may not be appropriate for the intended audience or purpose.  
- Shows limited variety in sentence length and structure.  
- Attempts to provide the reader with some sense of the person behind the words. |
| **1**  | - Demonstrates little or no focus on the topic and few supporting details which are inconsistent or interfere with the meaning of the text.  
- Has limited evidence of an organizational pattern and does not exhibit a sense of wholeness or completeness.  
- Provides transitions that are weak, or no transitions at all.  
- Has a limited or inappropriate vocabulary for the intended audience or purpose.  
- Has no variety in sentence length or structure.  
- Provides the reader with little sense of the person behind the words. |