

11.4 Module Performance Assessment

Research-Based Narrative

Your Task: Over the course of this module, you have read and analyzed “On the Rainy River” by Tim O’Brien, “The Red Convertible” by Louise Erdrich, and *The Awakening* by Kate Chopin. You have also studied effective narrative writing techniques, including crafting engaging introductions, applying narrative techniques to develop characters and events, developing a sequence of events that demonstrate a coherent narrative whole, revising for precise/sensory language, and crafting conclusions that effectively follow from the narrative provided. For this assessment, craft a 1-3 page narrative writing piece in response to the following prompt:

Write an original narrative piece that assumes a specific point of view based on the setting of “On the Rainy River,” “The Red Convertible,” or The Awakening. Choose two narrative writing substandards (W.11-12.3.a-e) and develop the criteria of both substandards in your narrative writing piece.

Your research-based narrative writing will be assessed using the relevant portions of the 11.4 Narrative Writing Rubric and Checklist.

Guidelines

Be sure to:

- Closely read the prompt.
- Organize your ideas and evidence.
- Research your chosen setting to inform your original narrative piece.
- Craft a narrative piece that responds directly to all parts of the prompt.
- Use effective narrative technique based on the two substandards selected.
- Follow the conventions of standard written English.

File: 11.4 Performance Assessment Date: 10/31/14

Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



CCSS: W.11-12.3.a-e, W.11-12.4, W.11-12.5, L.11-12.1, L.11-12.2

Commentary on the Task:

This task measures W.11-12.3.a-e because it demands that students:

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Write in a manner that engages and orients readers by setting out a problem, situation, or observation and its significance. Point of view must be established, and a narrator and/or characters must be introduced as well. Writing should create a smooth progression of experiences or events.
- Employ narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
- Write in a manner that uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- Write in a manner that uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

This task measures W.11-12.4 because it demands that students:

- Produce clear and coherent writing which shows development, organization, and style are appropriate to their task, purpose, and audience.

This task measures W.11-12.5 because it demands that students:

- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage.

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

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.