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CCR Performance Tasks

ELA Grade 7: Writing Informative Text
Did Shakespeare Write Shakespeare?

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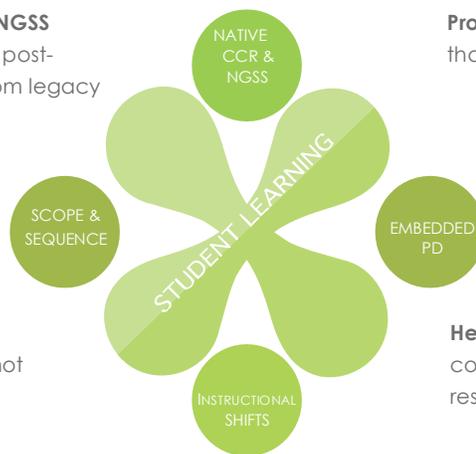
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CCR Performance Tasks

ELA Grade 7: Writing Informative Text

Did Shakespeare Write Shakespeare?

Student Test Booklet

Name:

PART 1

Directions: Read the text and then follow your teacher’s directions.

Who Was William Shakespeare? (Part 1)

- ¹ William Shakespeare, playwright, poet, and actor, lived four hundred years ago but wrote a body of work that is still enjoyed by audiences all over the world. His plays continue to be performed, adapted, and studied. He is considered to be the greatest playwright in the English language. Scholars and admirers have pored over the details of his life to understand the sources of his creativity. Some of these researchers have come to a surprising conclusion: William Shakespeare may not have written Shakespeare’s plays!
- ² Most historians and literary critics believe that William Shakespeare **was** the author of the works that bear his name. In the 1800s, however, a group of scholars and amateurs began to question whether Shakespeare had the background that would have prepared him to write the plays. Many of the plays seem to show inside knowledge of the workings of the royal court and the way politics were conducted in Elizabethan England. The anti-Shakespearean group says that William Shakespeare did not have enough education to prepare him to write plays that show a deep understanding of the affairs of the rich and powerful. They point out that the little information we have about William Shakespeare outside of the plays suggests he was more a businessman than a poet.
- ³ What do the records show about William Shakespeare? He was baptized in the town of Stratford-upon-Avon on April 26, 1564, the son of a prosperous glove-maker. We do not know if he attended the local school because the records have been destroyed. Shakespeare married at the age of 18 and had three children. He moved to London and worked as an actor, eventually acquiring a share in the Globe Theater and becoming a member of a successful acting company. By 1597, he had bought a house back in Stratford and was dealing in real estate and grain. During his lifetime, his poetry and some of his plays were published under his name.
- ⁴ Shakespeare died in 1616. His will makes no mention of his literary works or his share in the Globe. A few years after his death, his friends and fellow actors published an authorized version of the plays in the First Folio, listing Shakespeare as the author.
- ⁵ All other information we have about William Shakespeare comes from a few references to him made by other writers and his plays and poems.

Option A

Directions: Prepare for a discussion of the following questions. Be prepared to cite evidence from the text to support your answers during the discussion.

1. Why do some people doubt that Shakespeare wrote his plays?

2. Which parts of Shakespeare's life story support the arguments made by the people who doubt that Shakespeare wrote his plays?

3. What further information do you want to know about William Shakespeare?

Option B

Directions: Complete the chart below.

Facts About Shakespeare's Life That Support the Idea That He Wrote the Plays	Facts About Shakespeare's Life That Support the Idea That He Did NOT Write the Plays

Option C

Directions: Your teacher will now assign you to work with classmates to research and report on topics related to William Shakespeare. You may use the chart below to help organize your research and prepare your report.

Topic

Sources

Important Findings

PART 2

Directions: Read the text and follow your teacher's directions.

Who Was William Shakespeare? (Part 2)

The argument against William Shakespeare is based on three main claims:

1. The plays reveal a deeper understanding of political and court affairs and a more sophisticated use of language than an actor and businessman would likely have. The real author probably attended a university.
2. There should be more evidence about Shakespeare and his authorship of the plays than exists. Someone more famous should have left behind more traces.
3. There are no copies of the plays in Shakespeare's handwriting and no examples of Shakespeare's handwriting except for a few signatures.

People who have doubted that Shakespeare wrote the plays have included Mark Twain, Walt Whitman, and even Charlie Chaplin. If Shakespeare did not write the plays, the question must be asked: who really did? Over the years the anti-Shakespeare forces have put forth many candidates, some of whom seem very improbable, including Queen Elizabeth herself! Most theories suggest that the man from Stratford was paid to pretend that he wrote the plays to protect the identity of the real author.

The field can be narrowed down to the three most popular candidates.

Christopher Marlowe: Marlowe was a skilled and successful playwright who was university educated. The trouble is that Marlowe would have been a real ghost writer; he was killed in a tavern brawl in 1593, and much of Shakespeare's work was written after this date. Marlowe did act as a spy sometimes, so supporters suggest he faked his own death and went underground to protect himself.

Francis Bacon: This writer, philosopher, and statesman had the education and political experience to fit the profile of the real Shakespeare. Some anti-Shakespeareans claim there are parallels between Bacon's writings and the plays. Playwrights who created works for public performance had a low status in Elizabethan society, so Bacon had a motive to protect his social and political ambitions by concealing his identity. However, Bacon's published works show little resemblance to Shakespeare's writing.

Edward de Vere, Earl of Oxford: De Vere has emerged as the most popular candidate for the secret hand holding Shakespeare's pen. In the 1920s, an English schoolmaster with the name of J. Thomas Looney noticed many parallels between the play *Hamlet* and the life of the Earl of Oxford, parallels so strong that Looney became convinced that de Vere must have written *Hamlet* and the other plays. De Vere was well-educated, rich, and close to the court, and he even wrote poetry and plays for private performances (none of which have survived). Modern writers have picked up Looney's theory, and a recent movie is based on his ideas. According to the supporters of de Vere, the Oxfordians, de Vere decided to keep his authorship

Grade 7: Writing Informative Text

of plays for the common people a secret, and he used the false name of William Shakespeare, perhaps paying off the real Shakespeare. The problem is that de Vere died in 1604, earlier than some of the later plays seem to have been written. Oxfordians argue that the dating of the plays is incorrect, or that de Vere wrote the plays before his death and that they were performed later.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare to cite evidence from the text to support your answers during the discussion.

1. What is the central idea of part 2?

2. Which of the three claims against Shakespeare's authorship seems the strongest? Why?

3. Which of the three candidates seems the most likely alternative to Shakespeare?

Option B

Directions: Complete the chart below.

Candidate	Arguments For	Arguments Against
Christopher Marlowe		
Francis Bacon		
Edward de Vere		

Option C

Directions: Your teacher will now assign you to work with classmates to research and report on some of the people that are mentioned in part 2. You may use the chart below to help organize your research and prepare your report.

Topic

Sources

Important Findings

PART 3

Directions: Read the text and follow your teacher’s directions.

Who Was William Shakespeare? (Part 3)

Most serious scholars do not believe that Edward de Vere or the other candidates really wrote the works of William Shakespeare. They argue that there is a convincing answer to each of the claims made by the anti-Shakespearean forces.

- It is very likely that Shakespeare attended the school in Stratford, where he received a good education. At school, he probably read some of the classic works of literature he later used in his plays. Ben Jonson, another famous playwright at the time of Shakespeare, did not attend a university and yet was famous for his classical learning. Shakespeare did not need to be a member of a royal court to be able to imagine how people behaved there.
- Playwrights were not highly valued in Elizabethan society. We now regard Shakespeare as the most important writer in the English language, but the people in his own time thought of him only as a good playwright and poet.
- Other successful writers of Shakespeare’s time did not leave behind a large number of records. It is not unusual to lack copies of Elizabethan plays in a playwright’s own handwriting. In fact, it would be very unusual to find such a copy.

There are enough references to Shakespeare in other authors' writings to show that the people who knew him thought that he wrote the plays. Otherwise, they were part of a huge effort to cover up the identity of the real author. The idea that a large number of people could successfully keep the secret without leaving behind some evidence does not seem believable. Most Shakespeare scholars think that the answer to the question “Did Shakespeare write Shakespeare?” is a firm “yes.”

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare to cite evidence from the text to support your answers during the discussion

1. What is the central idea of part 3?

2. How does the author address the claims made by the anti-Shakespeareans?

3. Which side of the argument seems strongest to you? Why?

Option B

Directions: Write a paragraph that explains which side of the argument seems strongest to you and why.

A large rectangular box containing 20 horizontal lines for writing a paragraph.

PLANNING EXERCISE

Directions: For the extended response, you will write an informative essay that explains the two sides of the debate about whether Shakespeare is really the author of his plays.

Reread the texts, and review your notes and responses to the earlier parts of this task.

As you plan your response, you should think about this question:

- What evidence does each side in the debate offer to support its claims?

Use the space below and on the next page to make notes that prepare you to write your response.

Notes

Notes

EXTENDED WRITING PROMPT

Directions: Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt on the following pages.

Write an informative essay that explains the two sides of the debate about whether Shakespeare is really the author of his plays. Support your explanation with evidence from the text and your own research.

Your response will be scored using this rubric.

4 Point Response

You will:

- Write a precise, thorough, and insightful explanation of the two sides of the debate;
- Use well-chosen, relevant, and sufficient details from the texts that clearly support your explanation;
- Create a cohesive organization that includes a concluding section that supports your explanation.

3 Point Response

You will:

- Write a clear and accurate explanation of the two sides of the debate;
- Use relevant details from the selections that clearly support your explanation;
- Create an organization that includes a concluding section.

2 Point Response

You will:

- Write an explanation that lacks clarity or complete accuracy OR fails to explain each side of the debate;
- Use minimal details from the selections that clearly relate to the theme;
- Fail to provide organization or a conclusion.

1 Point Response

You will:

- Provide a vague or minimal statement about the debate about Shakespeare’s authorship of the plays.

0 Point Response

- You will provide no response, or your response is off topic.

CCR Performance Tasks

ELA Grade 7: Writing Informative Text

Did Shakespeare Write Shakespeare?

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Who Was William Shakespeare? (Parts 1-3)	Informational Text	1178	1140L	2	2	2	3

Passage Placement Rationale

Title	Placement Rationale
Who Was William Shakespeare? (Parts 1-3)	<ul style="list-style-type: none"> Although the Lexile and qualitative measures indicate that the text is challenging students will receive instructional support as they work through the parts of this writing task.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the “Grade 7 Writing Informative Text: Did Shakespeare Write Shakespeare?” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

PTE62 Grade 7 Writing Informative text

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Parts 1 and 2

PARCC claims

Primary claim

Major Claim II: Writing —Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.2: Reading Informational Text —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
Sub Claim III.1: Research —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Parts 1 and 2

Overview of Performance Task

MAJOR OBJECTIVE: Students will write extended responses to a prompt that asks them to explain the arguments for and against Shakespeare’s authorship of the plays attributed to him.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
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.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 7 Writing Informative Text: Did Shakespeare Write Shakespeare?

Since the nineteenth century, some literary critics have questioned the idea that William Shakespeare, the glove-maker’s son from Stratford-upon-Avon, actually wrote the plays and poetry that bear his name. Over the years, different candidates have been advanced, most recently Edward de Vere, the Earl of Oxford. This task presents arguments in favor of Shakespeare and the alternative candidates and asks students to write informative text explaining the claims about the authorship of the plays.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: the production of explanatory text that draws evidence from informational text.

TEACHER GUIDE

Part 1

CORE TASK

Read the text “Who Was William Shakespeare? Part 1.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the text.

Option B

Students organize information from the text.

Option C

Students research a related topic and report back to the class.

Part 2**CORE TASK**

Read the text “Who was William Shakespeare? Part 2.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the text.

Option B

Students organize information from the text.

Option C

Students research a related topic and report back to the class.

Part 3**CORE TASK**

Read the text “Who Was William Shakespeare? Part 3.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the text.

Option B

Students write paragraphs about the texts.

Planning Exercise for Extended Writing Prompt

Students plan their extended responses.

Extended Writing Prompt

Students respond to the writing prompt.

PART 1 Overview

Part 1 focuses on the text “Who Was William Shakespeare? Part 1” and addresses the following general objective.

OBJECTIVE: Students will analyze the argument and specific claims in a text.

CORE TASK

Read the text “Who was William Shakespeare? Part 1.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students participate in a class discussion about the text.

Option B

Students fill in charts about the information in the text.

Option C

Students do research and report back to the class on topics related to the text.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
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.	Option A, Option B
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Option A, Option B
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.	Option A, Option B

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	Option A
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional, related, focused questions for further research and investigation.	Option C

PROCEDURE for Part 1**CORE TASK**

Establish a context for the task by asking students what they know about William Shakespeare and reviewing basic facts about Shakespeare (e.g., he was born in England during the reign of Queen Elizabeth I and he wrote poetry and plays, including *Hamlet*, *Romeo and Juliet*, and *A Midsummer's Night Dream*).

Instruct students to read the text.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the story to support their answers during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. Why do some people doubt that Shakespeare wrote his plays?

Possible Response: *William Shakespeare did not seem to have the education or background necessary to write the plays. There are not a lot of records about his life.*

2. Which parts of Shakespeare’s life story support the arguments made by the people who doubt that Shakespeare wrote his plays?

Possible Response: *He came from an ordinary background. There is no information about his education. He seemed interested in business and real estate. His will makes no mention of his plays or the theater.*

3. What further information do you want to know about William Shakespeare?

Possible Response: Student responses will vary; use these responses as possible research topics for option C.

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Cite strong textual evidence to support responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses;
- Cite some relevant textual evidence to support responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses;
- Possibly cite some evidence to support responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is off topic.

PROCEDURE for Part 1: Option B

Ask students to fill in the chart. This activity can replace option A.

Facts About Shakespeare's Life That Support the Idea That He Wrote the Plays	Facts About Shakespeare's Life That Support the Idea That He Did NOT Write the Plays
<p><i>He was known to be an actor and had a share in the theater.</i></p> <p><i>Some of the plays were published in his lifetime with his name given as author.</i></p> <p><i>After he died, his friends published the plays, again listing him as author.</i></p> <p><i>Other writers mention him as a writer of plays.</i></p>	<p><i>There are no records about his education.</i></p> <p><i>He invested in real estate and grain and seemed more like a businessman than an author. He didn't have the kind of background that would help him understand the lives of powerful people.</i></p> <p><i>His will makes no mention of the plays.</i></p>

PROCEDURE for Part 1: Option C

Ask students to conduct research related to Shakespeare and his plays.

Instruct students to work in small groups of 3-4 people to research and report to the class information about one of the following main topics.

- More facts about the life and career of William Shakespeare
- Shakespeare’s most famous plays and poetry
- The Globe Theater
- Queen Elizabeth I
- Life in England during the Elizabethan Age
- Topics mentioned as part of question 3 in option A.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students’ presentations.

4 Point Response

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report on the assigned topic with details in support;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

1 Point Response

Student will:

- Provide a minimal or limited report.

0 Point Response

- Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

PART 2 Overview

Part 2 focuses on additional information about alternate theories of authorship and addresses the following general objective.

OBJECTIVE: Students will analyze the argument and specific claims in a text.

CORE TASK

Read “Who was William Shakespeare? Part 2.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students participate in a class discussion about the text.

Option B

Students fill in charts about the information in the text.

Option C

Students do research and report back to the class on topics related to the text.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
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.	Option A, Option B
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Option A, Option B
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.	Option A, Option B

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	Option A
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Option C

PROCEDURE for Part 2

CORE TASK

Ask students to read the text.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the text to support their answers during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion.

1. What is the central idea of part 2?

Possible Response: *There are several arguments against Shakespeare's being the author of the plays and several candidates for the real author.*

2. Which of the three claims against Shakespeare's authorship seems the strongest? Why?

Possible Response: Student responses will vary.

3. Which of the three candidates seems the most likely alternative to Shakespeare?

Possible Response: Student responses will vary.

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Cite strong textual evidence to support responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses;
- Cite some relevant textual evidence to support responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is off topic.

PROCEDURE for Part 2: Option B

Instruct students to fill in the chart.

Candidate	Arguments For	Arguments Against
Christopher Marlowe	<i>Successful playwright, university-educated</i>	<i>Died too early</i>
Francis Bacon	<i>Successful writer, educated, understood politics and court</i>	<i>Style very different</i>
Edward de Vere	<i>Wrote plays and poetry, educated, high social standing, access to court</i>	<i>Died too early</i>

PROCEDURE for Part 2: Option C

Ask students to conduct research related to the alternate candidates for authorship.

Instruct students to work in small groups of 3-4 people to research and report to the class information about one of the following main topics.

- The life of Christopher Marlowe
- The life of Francis Bacon
- The life of Edward de Vere
- Other candidates for the real author

Students may use the provided chart to help organize their research and prepare their report.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' presentations.

<p>4 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> • Provide a thorough report on the assigned topic with well-chosen details in support; • Present the report in a focused and coherent manner.
<p>3 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> • Provide a general report on the assigned topic with details in support; • Present the report in an appropriate manner; the presentation shows some focus and cohesion.
<p>2 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> • Provide a partial report on the assigned topic with some details; • Present the report, but the report lacks cohesion or focus.
<p>1 Point Response</p> <p>Student will:</p> <ul style="list-style-type: none"> • Provide a minimal or limited report.
<p>0 Point Response</p> <ul style="list-style-type: none"> • Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

Part 3 Overview

Part 3 focuses on the text “Who Was William Shakespeare? Part 3” and the texts analyzed in parts 1 and 2. It addresses the following general objective.

OBJECTIVE: Students will explain the two sides of the debate about Shakespeare’s authorship of the plays.

CORE TASK

Read the text “Who Was William Shakespeare? Part 3.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students participate in a class discussion of the text.

Option B

Students write paragraphs about their views of the arguments in the texts.

Option C

Students plan their extended responses.

Writing Prompt

Students write extended responses.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
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.	Writing Prompt
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Prompt
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.	Option A, Option B, Writing Prompt
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Option A, Option B, Writing Prompt
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.	Option A, Option B, Writing Prompt

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Option A
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Option A, Option B

PROCEDURE for Part 3**CORE TASK**

Ask students to read the passage.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the passage. Ask students to take notes and to use evidence from the passage to support their answers during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion.

1. What is the central idea of part 3?

Possible Response: *There are convincing counter-arguments to the claims made by the anti-Shakespeareans.*

2. How does author address the claims made by the anti-Shakespeareans?

Possible Response: *He addresses each major claim specifically and presents evidence.*

3. Which side of the argument seems strongest to you? Why?

Possible Response: Student answers will vary.

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses;
- Cite strong textual evidence to support responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses;
- Cite some relevant textual evidence to support responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses;
- Perhaps cite some evidence to support responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, or the response is off topic.

PROCEDURE for Part 3: Option B

Ask students to respond to the question in their booklets.

SCORING RUBRIC for Part 3: Option B

Use the following rubric to evaluate students' writing.

2 Point Response

Student will:

- Respond clearly and thoughtfully to the question;
- Give relevant details from the texts in support.

1 Point Response

Student will:

- Provide a vague or minimal response to the prompt;
- Give little or no textual support.

0 Point Response

- Student will provide no response, or the response is irrelevant or off topic.

PROCEDURE for Part 3: Planning Exercise

Tell students they will now have a chance to plan their extended responses. They should follow the directions in their test booklets.

PROCEDURE for Part 3: Extended Writing Prompt

Tell the students to respond to the writing prompt in their test booklets. Remind them they are writing informative essays, not arguments in favor of one of the positions.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' extended responses.

4 Point Response

Student will:

- Write a precise, thorough, and insightful explanation of the two sides of the debate;
- Use well-chosen, relevant, and sufficient details from the texts that clearly support the explanation;
- Create a cohesive organization that includes a concluding section that supports the explanation.

3 Point Response

Student will:

- Write a clear and accurate explanation of the two sides of the debate;
- Use relevant details from the selections that clearly support the explanation;
- Create an organization that includes a concluding section.

2 Point Response

Student will:

- Write an explanation that lacks clarity or complete accuracy, OR fails to explain each side of the debate;
- Use minimal details from the selections that clearly relate to the theme;
- Fail to provide organization or a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement about the debate about Shakespeare's authorship of the plays.

0 Point Response

- Student will provide no response, or the response is off topic.

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Ask students to revise and edit their responses to the extended prompt based on teacher or peer reviews.

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Ask students to write an argument in favor of one side of the debate.