

Sample Performance Tasks for Informational Texts: History/Social Studies & Science, Mathematics, and Technical Subjects

- Students *determine the central ideas* found in the Declaration of Sentiments by the Seneca Falls Conference, noting the parallels between it and the Declaration of Independence and *providing a summary that makes clear the relationships among the key details and ideas* of each text and between the texts. [RH.11–12.2]
- Students *evaluate the premises* of James M. McPherson’s argument regarding why Northern soldiers fought in the Civil War by *corroborating the evidence* provided from the letters and diaries of these soldiers with *other* primary and secondary *sources* and *challenging* McPherson’s *claims* where appropriate. [RH.11–12.8]
- Students *integrate the information* provided by Mary C. Daly, vice president at the Federal Reserve Bank of San Francisco, with the data presented *visually* in the *FedViews* report. In their analysis of these *sources of information presented in diverse formats*, students frame and *address a question or solve a problem* raised by their *evaluation* of the evidence. [RH.11–12.7]
- Students *analyze the hierarchical* relationships between phrase searches and searches that use basic Boolean operators in Tara Calishain and Rael Dornfest’s *Google Hacks: Tips & Tools for Smarter Searching, 2nd Edition*. [RST.11–12.5]
- Students *analyze* the concept of mass based on their close reading of Gordon Kane’s “The Mysteries of Mass” and *cite specific textual evidence* from the *text* to answer the question of why elementary particles have mass at all. Students explain *important distinctions the author makes* regarding the Higgs field and the Higgs boson and their relationship to the concept of mass. [RST.11–12.1]
- Students *determine the meaning of key terms* such as *hydraulic*, *trajectory*, and *torque* as well as other *domain-specific words and phrases* such as *actuators*, *antilock brakes*, and *traction control* used in Mark Fischetti’s “Working Knowledge: Electronic Stability Control.” [RST.11–12.4]