

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

- Students *compare the* similarities and differences in *point of view* in works by Dee Brown and Evan Connell regarding the Battle of Little Bighorn, analyzing *how* the authors *treat the same* event and *which details they include and emphasize in their respective accounts*. [RH.9–10.6]
- Students analyze the role of African American soldiers in the Civil War by *comparing and contrasting primary source* materials against *secondary syntheses* such as Jim Haskins’s *Black, Blue and Gray: African Americans in the Civil War*. [RH.9–10.9]
- Students *determine the meaning of words* such as *quadrant, astrolabe, equator, and horizon line* in Joan Dash’s *The Longitude Prize* as well as *phrases* such as *dead reckoning* and *sailing the parallel* that reflect *social aspects of history*. [RH.9–10.4]
- Students *cite specific textual evidence* from Annie J. Cannon’s “Classifying the Stars” *to support their analysis of* the scientific importance of the discovery that light is composed of many colors. Students *include in their analysis precise details* from the text (such as Cannon’s repeated use of the image of the rainbow) to buttress their explanation. [RST.9–10.1].
- Students *determine how* Jearl Walker clarifies the *phenomenon* of acceleration in his essay “Amusement Park Physics,” *accurately summarizing his conclusions* regarding the physics of roller coasters *and tracing how supporting details* regarding the *processes* of rotational dynamics and energy conversion are incorporated in his explanation. [RST.9–10.2]

□ Students read in Phillip Hoose's *Race to Save Lord God Bird* about the attempts scientists and bird-lovers made to save the ivory-billed woodpecker from extinction and *assess the extent to which the reasoning and evidence* Hoose presents *supports* his *scientific* analysis of why protecting this particular species was so challenging.

[RST.9–10.8]