

Grade 11 Informational Mini-Assessment

“This Day in History,” “Prayer of Twenty Millions” by Horace Greeley, and “The Union and Slavery” by Abraham Lincoln

This grade 11 mini-assessment is based on three texts, an introductory article and a pair of letters written by Horace Greeley and Abraham Lincoln. The subject matter and the stimuli allow for the testing of the Common Core State Standards (CCSS) for Literacy in History/Social Studies and the Reading Standards for Informational Texts. The texts are worthy of students’ time to read and meet the expectations for text complexity at grade 11. Assessments aligned to the CCSS will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the texts. Several standards may be addressed within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are questions that address the Reading Standards for Informational Texts and/or Reading Standards for Literacy in History/Social Studies. There is also an optional constructed-response item that addresses Reading, Writing, and Language Standards.

We encourage educators to give students the time that they need to read closely and write to sources. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

*Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students’ ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

The questions align to the following standards:

RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or informational of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:

www.achievethecore.org

Grade 11 Mini-Assessment

“This Day in History: August 30, 1862,” “The Prayer of Twenty Millions,” by Horace Greeley, and “The Union and Slavery,” by Abraham Lincoln

Today you will read three texts: “This Day in History: August 30, 1862;” “The Prayer of Twenty Millions” by Horace Greeley, a newspaper editor; and “The Union and Slavery” by President Abraham Lincoln, which was a response to Greeley’s editorial. You will then answer several questions based on the texts. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may go back to Part A if you wish.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

Now read the passages, the first of which is linked below. (*Teachers will need to provide Text 1 for students. It would be beneficial if teachers number the paragraphs for students.*) Then answer the questions. I encourage you to write notes in the margin as you read the passage. Note that each paragraph has a number, and some of the questions may refer to paragraphs by their numbers.

The questions on this mini-assessment are based on three texts, the first of which linked below.

Text 1: [This Day in History August 20, 1862: Horace Greeley’s “The Prayer of Twenty Millions” is published](#)

Text 2: Excerpt from “THE PRAYER OF TWENTY MILLIONS”

To ABRAHAM LINCOLN, *President of the U. States:*

- 1 DEAR SIR: I do not intrude to tell you -- for you must know already -- that a great proportion of those who triumphed in your election, and of all who desire the unqualified suppression of the Rebellion now desolating our country, are sorely disappointed and deeply pained by the policy you seem to be pursuing with regard to the slaves of Rebels. I write only to set succinctly and unmistakably before you what we require, what we think we have a right to expect, and of what we complain.
- 2 I. We require of you, as the first servant of the Republic, charged especially and preeminently with this duty, that you EXECUTE THE LAWS. Most emphatically do we demand that such laws as have been recently enacted, which therefore may fairly be presumed to embody the *present* will and to be dictated by the *present* needs of the Republic, and which, after due consideration have received your personal sanction, shall by you be carried into full effect, and that you publicly and decisively instruct your subordinates that such laws exist, that they are binding on all functionaries and citizens, and that they are to be obeyed to the letter.

- 3 II. We think you are strangely and disastrously remiss in the discharge of your official and imperative duty with regard to the emancipating provisions of the new Confiscation Act. Those provisions were designed to fight Slavery with Liberty. They prescribe that men loyal to the Union, and willing to shed their blood in her behalf, shall no longer be held, with the Nation's consent, in bondage to persistent, malignant traitors, who for twenty years have been plotting and for sixteen months have been fighting to divide and destroy our country. Why these traitors should be treated with tenderness by you, to the prejudice of the dearest rights of loyal men, we cannot conceive.
- 4 III. We think you are unduly influenced by the counsels, the representations, the menaces, of certain fossil politicians hailing from the Border Slave States. Knowing well that the heartily, unconditionally loyal portion of the White citizens of those States do not expect nor desire that Slavery shall be upheld to the prejudice of the Union -- (for the truth of which we appeal not only to every Republican residing in those States, but to such eminent loyalists as H. Winter Davis¹, Parson Brownlow², the Union Central Committee of Baltimore, and to *The Nashville Union*) -- we ask you to consider that Slavery is everywhere the inciting cause and sustaining base of treason: the most slaveholding sections of Maryland and Delaware being this day, though under the Union flag, in full sympathy with the Rebellion, while the Free-Labor portions of Tennessee and of Texas, though writhing under the bloody heel of Treason, are unconquerably loyal to the Union. So emphatically is this the case, that a most intelligent Union banker of Baltimore recently avowed his confident belief that a majority of the present Legislature of Maryland, though elected as and still professing to be Unionists, are at heart desirous of the triumph of the Jeff. Davis conspiracy; and when asked how they could be won back to loyalty, replied -- "Only by the complete Abolition of Slavery." It seem to us the most obvious truth, that whatever strengthens or fortifies Slavery in the Border States strengthens also Treason, and drives home the wedge intended to divide the Union. Had you from the first refused to recognize in those States, as here, any other than unconditional loyalty -- that which stands for the Union, whatever may become of Slavery -- those States would have been, and would be, far more helpful and less troublesome to the defenders of the Union than they have been, or now are. . .

Yours,

HORACE GREELEY.
New-York, August 19, 1862.

PUBLIC DOMAIN

¹ H. Winter Davis: a U.S. representative from the border state of Maryland

² Parson Brownlow: a minister and politician from the border state of Tennessee

**Text 3: THE UNION AND SLAVERY: Letter From the President to Horace Greeley.
EXECUTIVE MANSION, WASHINGTON, Aug. 22, 1862.**

Hon. Horace Greeley:

- 1 DEAR SIR: I have just read yours of the 19th, addressed to myself through the New-York Tribune. If there be in it any statements or assumptions of fact which I may know to be erroneous, I do not now and here controvert them. If there be in it any inferences which I may believe to be falsely drawn, I do not now and here argue against them. If there be perceptible in it an impatient and dictatorial tone, I waive it, in deference to an old friend, whose heart I have always supposed to be right.
- 2 As to the policy I "seem to be pursuing," as you say, I have not meant to leave any one in doubt.
- 3 I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored the nearer the Union will be "the Union as it was." If there be those who would not save the Union unless they could at the same time *save* Slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* Slavery, I do not agree with them. My paramount object in this struggle *is* to save the Union, and is *not* either to save or destroy Slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about Slavery and the colored race, I do because I believe it helps to save this Union, and what I forbear, I forbear because I do *not* believe it would help to save the Union. I shall do *less* whenever I shall believe what I am doing hurts the cause, and I shall do *more* whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views. I have here stated my purpose according to my view of *official* duty, and I intend no modification of my oft-expressed *personal* wish that all men, everywhere, could be free.

Yours,

A. LINCOLN.

PUBLIC DOMAIN

Questions

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: Which word gives the best definition of *advocated* as it is used in paragraph 2 of Text 1: “This Day in History?”

- A. suggested
- B. discussed
- C. argued for
- D. mentioned briefly

Part B: Which word from Text 1 best helps the reader determine the meaning of *advocated*?

- A. “launched”
- B. “promote”
- C. “reform”
- D. “monopoly”

2. Which option best summarizes Text 1?

- A. On August 20, 1862, Horace Greeley, a prominent newspaper editor, wrote a letter to Abraham Lincoln demanding that Lincoln free the slaves. Greeley did not realize that Lincoln was already planning on emancipation.
- B. Horace Greeley wanted Abraham Lincoln to free the slaves in Union held-territory. So, on August 20, 1862, Greeley published an editorial that called for immediate emancipation of the slaves in the border states.
- C. Horace Greeley was a newspaper editor, most well-known for his opposition to the practice of slavery. On August 20, 1862, he wrote a letter to Abraham Lincoln, asking him to free the slaves in Union-held territory.
- D. On August 20, 1862, Horace Greeley, an abolitionist, wrote a letter to Abraham Lincoln arguing that Lincoln should end slavery. This letter motivated Lincoln to issue the Emancipation Proclamation.

3. Which quotation from Text 1 best reveals how Greeley’s letter effected Lincoln’s actions regarding slavery?

- A. “Greeley, along with many abolitionists, argued vociferously for a war policy constructed on the eradication of slavery. President Lincoln did not outwardly share these sentiments.”
- B. “For the war’s first year and a half, Lincoln was reluctant to alienate the border states of Missouri, Kentucky, Maryland, and Delaware, which practiced slavery but had not seceded.”
- C. “Congress had approved the appropriation of Confederate property, including slaves, as a war measure, but many generals were reluctant to enforce the acts, as was the Lincoln administration.”
- D. “Although he did not admit it publicly at the time, Lincoln was planning to emancipate slaves. He did so a month later with his preliminary Emancipation Proclamation.”

4. The following question has two parts. Answer Part A and then answer Part B.

Part A: What does the word *imperative* most concisely mean in paragraph 3 of Text 2: Excerpt from “THE PRAYER OF TWENTY MILLIONS?”

- A. all-encompassing
- B. thoughtful
- C. urgent
- D. absolutely necessary

Part B: Which word from Text 2 best helps the reader determine the meaning of *imperative*?

- A. “remiss”
- B. “duty”
- C. “regard”
- D. “provisions”

5. The following question has two parts. Answer Part A and then answer Part B.

Part A: Which two sentences best state central ideas from Text 2?

- A. The representatives of the border states will agree with the ideas that have been put forth in the letter.
- B. Lincoln must enforce the Confiscation Acts in the border states to create a sense of national unity.
- C. The Confiscation Acts frees slaves in Union-controlled territories.
- D. Men who continue to own slaves are traitors toward the Union cause.
- E. Slavery is the primary cause of the war, and the only way for the war to end is to abolish slavery.
- F. Lincoln’s desire to have the border states rejoin the union forced him to give up some of his power as president.

Part B: Which two sentences from Text 2 best support the correct answer to Part A?

- A. “Those provisions were designed to fight Slavery with Liberty.”
- B. “They prescribe that men loyal to the Union, and willing to shed their blood in her behalf, shall no longer be held, with the nations consent, in bondage. . .”
- C. “Why these traitors should be treated with tenderness by you, to the prejudice of the dearest rights of loyal men, we cannot conceive.”
- D. “. . .we ask you to consider that slavery is everywhere the inciting cause and sustaining base of treason. . .”
- E. “It seems to us the most obvious truth, that whatever strengthens or fortifies Slavery in the Border States strengthens also Treason. . .”
- F. “...those States would have been, and would be, far more helpful and less troublesome to the defenders of the Union than they have been, or now are. . .”

6. The following question has two Parts. Answer Part A and then answer Part B.

Part A: Which quotation from Text 2 best reveals Greeley’s purpose in the letter?

- A. “I write only to set succinctly and unmistakably before you what we require, what we think we have a right to expect, and of what we complain.”
- B. “We think you are unduly influenced by the counsels, the representations, the menaces, of certain fossil politicians hailing from the Border Slave States.”
- C. “So emphatically is this the case, that a most intelligent Union banker of Baltimore recently avowed his confident belief that a majority of the present Legislature of Maryland, though elected as and still professing to be Unionists, are at heart desirous of the triumph of the Jeff. Davis conspiracy...”
- D. “It seems to us the most obvious truth, that whatever strengthens or fortifies Slavery in the Border States strengthens also Treason. . .”

Part B: How does Greeley develop this purpose?

- A. By listing specific complaints, Greeley builds his perspective that Lincoln cannot subject the country to his own personal beliefs and disregard public opinion.
- B. By beginning with the explanation that he is “sorely disappointed” and then further explaining why, Greeley builds the argument that Lincoln is failing as the leader of the country.
- C. By gradually increasing the length of each complaint, Greeley highlights the importance of the argument that representatives of the border states have too much power.
- D. By beginning each complaint with the word “We,” Greeley builds the argument that all politicians feel that Lincoln is failing.

7. How does Greeley’s word choice impact Text 2?

- A. His note that he will write “succulently and unmistakably” creates a brisk tone, revealing his expectation that Lincoln will quickly change to his position.
- B. His exaggerated descriptions of “fossil politicians” creates a scornful tone, revealing his understanding that Lincoln responds best when he is challenged.
- C. His use of strong terms like “malignant traitors” creates an accusatory tone, revealing his passion for the cause of ending slavery at whatever cost.
- D. His reference to “eminent loyalists” creates a condescending tone, revealing his belief that he knows more than Lincoln regarding how best to end the war.

8. In Text 3, how does Lincoln’s use of italicized text impact his argument?

- A. By italicizing antonyms, Lincoln reveals his masterful ability to build toward his point that, despite his personal distaste for slavery, ending the war is more important.
- B. By italicizing words that were also used in Greeley’s letter, Lincoln reveals his ability to contradict Greeley’s claims.
- C. By italicizing the most important word in each sentence, Lincoln emphasizes the challenge of ending slavery before ending the war.
- D. By italicizing words in the final paragraph, Lincoln mirrors Greeley’s structure of concluding his letter with the most important points.

9. Which sentence best summarizes Lincoln’s argument in Text 3?

- A. Lincoln believes Greeley has some valid points, but Lincoln is first and foremost concerned with keeping the border states in the Union.
- B. Lincoln understands Greeley’s concerns, but Lincoln’s primary goal is to end the war with the Union intact.
- C. Lincoln realizes that Greeley is frustrated, but Lincoln’s main focus is to determine the best way to free the slaves while also saving the Union.
- D. Lincoln feels Greeley’s accusations are unwarranted, but Lincoln understands that Greeley also wants to keep the Union together.

10. Read this quotation from Text 3.

My paramount object in this struggle *is* to save the Union, and is *not* either to save or destroy Slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about Slavery and the colored race, I do because I believe it helps to save this Union, and what I forbear, I forbear because I do *not* believe it would help to save the Union.

How do these sentences develop Lincoln’s argument?

- A. By using a similar structure for each sentence, Lincoln builds his position that preserving the Union is more important than ending slavery, an issue he, as president, must take ownership of.
- B. By repeating the word “Union” Lincoln shows his perspective that ending the war will resolve issues associated with slavery.
- C. By describing the war as a “struggle,” Lincoln emphasizes how challenging it is to bring the Union together.
- D. By repeating the word “forebear,” Lincoln politely condemns the belief that ending slavery is more important than ending the war.

11. Which sentence from Text 3 best states Lincoln’s belief about his role as president?

- A. “If there be in it any inferences which I may believe to be falsely drawn, I do not now and here argue against them.”
- B. “As to the policy, I ‘seem to be pursuing,’ as you say, I have not meant to leave any one in doubt.”
- C. “What I do about Slavery and the colored race, I do because I believe it helps to save this Union, and what I forbear, I forbear because I do not believe it would help save the Union.”
- D. “I have here stated my purpose according to my view of official duty, and I intend no modification to my oft-expressed personal wish that all men, everywhere, could be free.”

12. In his "Prayer," Greeley makes multiple arguments, while in his letter, Lincoln only makes one. Compare the table by outlining argument or arguments made by each man. Write an argument from the "Arguments" table into the rows under each man's name. You will not use all arguments.

	Greeley	Lincoln
Argument 1		
Argument 2		
Argument 3		
Arguments		
<p>The president should follow the wishes of the majority of the people he represents.</p> <p>The president is required to enforce the laws.</p> <p>Slavery is the only real challenge facing the American nation.</p> <p>The only way to end the Civil War is to end slavery.</p> <p>Ending the Civil War is more important than ending slavery.</p> <p>The president is heavily influenced by politicians from the border states.</p>		

Information for Teachers: Quantitative and Qualitative Analyses of the Texts

Regular practice with complex texts is necessary to prepare students for college and career readiness. The texts for this mini-assessment are placed at grade 11 for the purpose of this mini-assessment. This section of the document explains the process that was used to place the texts at grade 11 and the reasons that they meet the expectations for text complexity in Reading Standard 10. “Appendix A of the Common Core” and the “Supplement to Appendix A: New Research on Text Complexity” lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a **grade band** based on at least one³ quantitative measure according to the research-based conversion table provided in the “Supplement to Appendix A: New Research on Text Complexity” (www.corestandards.org/resources).
2. Place a text or excerpt at a **grade-level** based on a qualitative analysis.

	Quantitative Measure #1: RMM	Quantitative Measure #2: ATOS
“This Day in History: August 20, 1862” (Blue)	12.2	11.8
“The Prayer of Twenty Millions” (Orange)	14	12.3
“The Union and Slavery” (Green)	11.3	8.3

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the “Supplement to Appendix A” (www.corestandards.org/resources) and determine the **grade band** of the texts.

Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from ATOS and the Reading Maturity measure were converted to grade bands.

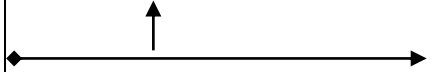
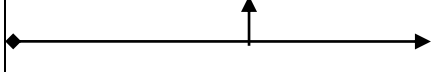
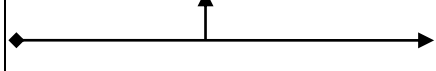
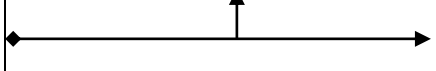
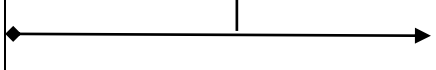
Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

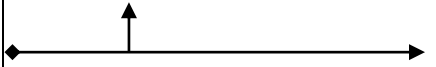
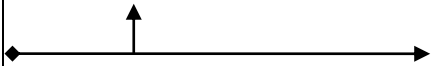
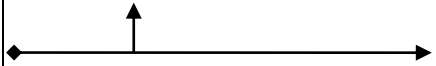
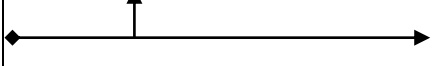
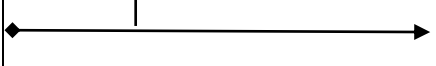
Common Core Band	ATOS	Degrees of Reading Power [®]	Flesch-Kincaid [†]	The Lexile Framework [®]	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

³ For higher stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same **band**, the results provide additional assurance that the text selected is appropriate for the band.

To find the **grade-level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. A sample of the characteristics that should be analyzed by doing a qualitative analysis can be found in Appendix A of the CCSS. (www.corestandards.org).

Qualitative Analysis	"This Day in History: August 20, 1862"	Where to place within the band?					
Category	Notes and comments on text, support for placement in this band	Too Low	Early-mid 11	Mid-end 11	Early – mid 12	End 12	NOT suited to band
Structure: (both story structure or form of piece)	The author uses two structures to organize the ideas in the text. In paragraph 1, he presents a central idea, that Greeley published his letter not knowing that Lincoln was already moving toward emancipation, and follows this with details providing to develop the central idea. The supporting details are primarily structured in chronological order, presenting a general overview of Greeley’s history and Lincoln’s actions.						
Language Clarity and Conventions	The author uses language that should be familiar to the majority of 11 th grade students. There are some complex, Tier 2 words (e.g., <i>vociferously</i> , <i>eradication</i>); however, there is sufficient context to allow students to determine the meaning of these words.						
Knowledge Demands (life, content, cultural/literary)	The text places some knowledge demands that are not sufficiently explained for students (e.g., The Homestead Act of 1862); however, this term is footnoted. The text assumes some knowledge of political issues important to the United States during the Civil War (e.g., "...temperance, westward expansion, and the labor movement..."); however, these ideas are not essential to understanding the text. As such, the knowledge demands are appropriate for most 11 th grade students.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	The text has one purpose, to explain the political climate present when Horace Greeley published his letter titled "The Prayer of Twenty Millions." The author expands on this purpose by providing some background knowledge of Greeley’s political positions and briefly explaining Lincoln’s interactions with the border states.						
Overall placement: Grade 11	The straightforward structure, accessible language, and singular purpose, coupled with the slightly more challenging knowledge demands, make this text most appropriate for 11th grade students.						

Qualitative Analysis	"The Prayer of Twenty Millions" by Horace Greeley	Where to place within the band?					
Category	Notes and comments on text, support for placement in this band	Too Low	Early-mid 11	Mid-end 11	Early – mid 12	End 12	NOT suited to band
Structure: (both story structure or form of piece)	The structure of the text is explicit main idea and supporting details. In paragraph one, Greeley states why he writes the letter, to "set succinctly and unmistakably before you what we require...". In paragraphs 2-4, Greeley states his demands and follows each with further elaboration of each demand.						
Language Clarity and Conventions	The language of the text is complex and may pose some challenges for students. Greeley uses long sentences (e.g., the first sentence of the text) and a significant amount of Tier 2 vocabulary (e.g., <i>preeminently</i> , <i>imperative</i> , <i>malignant</i>). He does, however, provide context to help readers determine the meaning of most of these words.						
Knowledge Demands (life, content, cultural/literary)	The text requires readers have some familiarity with the events of the Civil War, including the fact that the new Confiscation Act allowed the slaves in border states to be freed. Greeley does, however, provide sufficient context to help the reader understand his demands in the way he makes his argument.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	The purpose of the article is singular: Greeley wants Lincoln to free the slaves. He complicates the purpose through attempting to argue that the only way to end the war is through ending slavery, but his primary purpose, throughout the entire letter, is to convince Lincoln that he is responsible for ending slavery.						
Overall placement: Grade 11	The relatively straightforward structure, coupled with the more complex language, knowledge demands, and purpose make this text most appropriate for 11th grade students.						

Qualitative Analysis	"The Union and Slavery" by Abraham Lincoln	Where to place within the band?					
Category	Notes and comments on text, support for placement in this band	Too Low	Early-mid 11	Mid-end 11	Early – mid 12	End 12	NOT suited to band
Structure: (both story structure or form of piece)	Lincoln begins the letter with a statement of purpose, to respond to Greeley’s letter. He then states his main idea: His goal is to save the union, and restates the idea several times.						
Language Clarity and Conventions	The language of the text is mostly simple and accessible. Though Lincoln uses some complex, Tier 2 vocabulary (e.g., <i>erroneous</i> , <i>dictatorial</i> , <i>deference</i> etc.), there is sufficient context to help students to infer meaning. Lincoln repeats the same sentence structure and uses similar words to build his ideas.						
Knowledge Demands (life, content, cultural/literary)	Lincoln assumes that his reader has read Greeley’s “Prayer.” However, he provides sufficient context (in paragraph 1) to understand that his letter is a response to Greeley. As such, the text does not place significant knowledge demands on students.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	The text has one purpose, to share Lincoln’s perspective on the war and slavery. Lincoln directly states his purpose in paragraph 1 and follows with two paragraphs that very explicitly state his position, supporting this singular purpose.						
Overall placement: Grade 11	The accessible structure, language, and level of meaning, paired with the slightly more complex knowledge demands make this text most appropriate for 11th grade students.						

Question Annotations: Correct Answer(s) and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1, Part A	C	RI.11-12.4, RI.11-12.1, RH.11-12.4, RH.11-12.1	<p>A. Although someone who <i>advocates</i> for something might make suggestions to his or her audience, to <i>advocate</i> means to argue for something, not to suggest.</p> <p>B. Although someone who advocates for something might discuss his position with others, to <i>advocate</i> means to argue for, not to discuss.</p> <p>C. This is the correct answer. To <i>advocate</i> for something means to argue for something.</p> <p>D. Although someone who <i>advocates</i> for something might briefly mention his position at any opportunity, to <i>advocate</i> means to argue for, not to mention briefly.</p>
1, Part B	B		<p>A. “Launched” refers to Greeley’s choice to begin a newspaper; it shows what he did (start a newspaper), not what the paper was for (to advocate for his positions).</p> <p>B. This is the correct answer. “Advocate” refers to what Greeley did with his newspaper: he wrote about and fought for the causes in which he so passionately believed.</p> <p>C. “Reform” refers to the types of causes Greeley advocated for; it does not provide context to explain that Greeley argued for those causes.</p> <p>D. Land “monopoly” is something that Greeley fought against. The word does not explain that Greeley advocated for his causes.</p>
2	A	RI.11-12.2, RI.11-12.1, RH.11-12.2, RH.11-12.1	<p>A. This is the correct answer. These sentences summarize the key ideas of the entire editorial and the relationships among them.</p> <p>B. These sentences they represent a misreading of Greeley’s desires. Greeley wanted to free all slaves, not simply the slaves in the Union-held-territory.</p> <p>C. These sentences do not summarize the entire article. They focus narrowly on the information about Greeley and omit the information about President Abraham Lincoln.</p> <p>D. These sentences represent a misreading of the editorial. The author notes that, “...Lincoln was planning to emancipate slaves.” As such, Greeley’s letter did not impact Lincoln’s decision to free the slaves.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
3	D	RI.11-12.3, RI.11-12.1	<p>A. This quotation shows that Greeley and Lincoln held different views regarding slavery. It does not, however, reveal how Greeley’s letter impacted President Lincoln’s decision to free the slaves.</p> <p>B. This quotation reveals Lincoln’s position toward allowing slavery to continue in the border states. It does not, however, reveal how Greeley’s letter impacted President Lincoln.</p> <p>C. This quotation explains the purpose of the Confiscation Acts of 1861 and 1862. It does not, however, show how Greeley’s letter impacted President Lincoln’s decision to free the slaves.</p> <p>D. This is the correct answer. This quotation reveals that Greeley’s letter had no impact on President Lincoln, as Lincoln had already made his decision before the editorial was published.</p>
4, Part A	D	RI.11-12.4, RI.11-12.1, RH.11-12.4, RH.11-12.1	<p>A. Although something that is <i>imperative</i> might be all-encompassing or comprehensive, <i>imperative</i> means necessary.</p> <p>B. Although something that is <i>imperative</i> likely could require a person to be thoughtful, <i>imperative</i> means absolutely necessary.</p> <p>C. Although something that is <i>imperative</i> might be urgent or require immediate attention, <i>imperative</i> means absolutely necessary.</p> <p>D. This is the correct answer. Something that is <i>imperative</i> is absolutely necessary or required.</p>
4, Part B	B	RI.11-12.4, RI.11-12.1, RH.11-12.4, RH.11-12.1	<p>A. Greeley notes his belief that Lincoln is “remiss,” or wrong, in his decision not to enforce the Confiscation Acts. As such, “remiss” describes Lincoln’s actions; it does not provide context to help readers understand that <i>imperative</i> means necessary.</p> <p>B. This is the correct answer. Greeley describes enforcing the laws as the president’s “duty,” or something he is obligated to do, which shows that something that is <i>imperative</i> is something that is absolutely necessary or required.</p> <p>C. Greeley uses “regard” to help readers understand which elements of the law he wants Lincoln to enforce; it does not provide context to help readers understand that <i>imperative</i> means necessary.</p> <p>D. “Provisions” refers to the elements of the law Greeley wants Lincoln to enforce; it does not provide context to help readers understand that <i>imperative</i> means necessary.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
5, Part A	B, E	RI.11-12.2, RI.11-12.1, RH.11-12.2, RH.11-12.1	<p>A. Greeley states that he writes on behalf of those who elected Lincoln, not representatives of the Border States. Further, he argues that his ideas, specifically, enforcing the laws and freeing the slaves may alienate those in the border states.</p> <p>B. This is a correct answer. Greeley argues that Lincoln favors those in the border states, which hurts the effort to eliminate slavery.</p> <p>C. This quotation states what the new Confiscation Acts is designed to do; it does not state a central idea from the article.</p> <p>D. Although Greeley describes politicians from the border states as “traitors,” his primary argument is regarding freeing the slaves, not in blaming people who still own slaves.</p> <p>E. This is a correct answer. Greeley’s key argument is that Lincoln must end slavery, and that if he does so, he will end the war.</p> <p>F. Although Greeley argues that Lincoln is “unduly influenced” by politicians from the border states, he does not say that Lincoln has given up power to these politicians. Further, his primary argument is that ending slavery will help end the war.</p>
5, Part B	C, D	RI.11-12.2, RI.11-12.1, RH.11-12.2, RH.11-12.1	<p>A. This quotation explains what Greeley believes the purpose of the new Confiscation Act to be. It does not, however, state the central idea of the article.</p> <p>B. This quotation explains the purpose of the new Confiscation Act, to free slaves who were willing to fight for the Union. It does not, however, state Greeley’s central idea.</p> <p>C. This is a correct answer. This quotation shows Greeley’s belief that Lincoln is unfairly prioritizing the border states, at the cost of national unity.</p> <p>D. This is a correct answer. This quotation shows Greeley’s belief that maintaining slavery only prolongs the war.</p> <p>E. This quotation shows Greeley’s belief that not enforcing the laws strengthens slavery. It does not state his central idea, that ending slavery is key to ending the war.</p> <p>F. This quotation shows Greeley’s argument that the border states are not truly loyal to the Union, but it does not state his central idea about Lincoln’s role in ending slavery, nor does it reveal his central idea that ending slavery is the only way to end the war.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
6, Part A	A	RI.11-12.6, RI.11-12.1	<p>A. This is the correct answer. Greeley states that his purpose for writing is to “succinctly and unmistakably” state his perspective.</p> <p>B. This quotation states Greeley’s belief that Lincoln is unfairly influenced by politicians from the border states. It does not, however, state why Greeley writes the letter.</p> <p>C. This quotation reveals Greeley’s belief that ending slavery is the most effective way to end the war. It does not, however, state why he writes the letter.</p> <p>D. This quotation states Greeley’s belief that allowing slavery to continue in the border states only further weakens the Union cause. It does not, however, state why he wrote the letter.</p>
6, Part B	B		<p>A. Although the argument is built around three specific complaints, Greeley does not focus on Lincoln’s personal beliefs. Rather, Greeley emphasizes the need to enforce the laws as they are written.</p> <p>B. This is the correct answer. Greeley’s primary purpose is to convince Lincoln to act immediately to free the slaves. As such, he builds an argument that Lincoln is not fulfilling his duties as president.</p> <p>C. Although the paragraph length generally increases as the letter continues, Greeley concludes with the argument that freeing the slaves will end the war, not that representatives from the border states have too much power.</p> <p>D. Although Greeley begins each complaint with the word “we,” he does so to refer to the voters who elected Lincoln. “We” does not refer to all politicians.</p>
7	C	RI.11-12.4, RI.11-12.1	<p>A. Although the tone of the letter could be deemed “brisk,” nothing in the letter indicates that he believes that Lincoln will quickly change his position.</p> <p>B. Although Greeley does express scorn toward the position that Lincoln holds, he does not create a challenge for Lincoln. The tone expresses contempt for those with whom Greeley does not agree.</p> <p>C. This is the correct answer. Greeley builds to his argument that ending slavery is the most important thing Lincoln can do. He accuses Lincoln of failing as president in order to try to convince him to end slavery.</p> <p>D. Although the tone of the letter is condescending at some points, Greeley likely refers to “eminent loyalists” to appeal to those loyal men in the border states, not to imply he knows more about ending the war than Lincoln.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
8	A	RI.11-12.4, RI.11-12.1	<p>A. This is the correct answer. Lincoln’s italicized antonyms, words like “save,” “destroy,” “is,” and “not,” help him build the contrast between his own personal views of slavery and his view of his role as president to end the war.</p> <p>B. Although some of the words Lincoln italicizes do appear in Greeley’s letter e.g., “destroy,” Lincoln italicizes the antonyms to build contrast between his personal views and his duties as president, not to contradict Greeley’s argument.</p> <p>C. Lincoln does not italicize the most important word in every sentence, rather, he italicizes antonyms (indeed, he sometimes italicizes multiple words in each sentence) to build his position that ending the war is most important than ending slavery.</p> <p>D. Although Lincoln uses the italicized words in the final paragraph, he does so to build his own argument, not to mimic any structure that Greeley used.</p>
9	B	RI.11-12.2, RI.11-12.1, RH.11-12.2 RH.11-12.1	<p>A. Although the first paragraph of Lincoln’s letter acknowledges Greeley’s letter, Lincoln only acknowledges the existence of the letter, not the specific points that Greeley makes.</p> <p>B. This is the correct answer. Lincoln begins the letter by stating that he does not argue against Greeley’s letter, and then he firmly establishes that his primary goal is to save the Union.</p> <p>C. Although Lincoln acknowledges the “impatient and dictatorial tone” of Greeley’s letter, his goal is to save the Union, not to free the slaves.</p> <p>D. Although Lincoln notes that some of the claims from Greeley’s letter may be “falsely drawn,” and notes that he pardons Greeley’s “impatient and dictatorial tone,” Lincoln clearly states that his goal is to save the Union. He does not make any reference to an understanding that Greeley, too, wants to save the Union.</p>
10	A	RI.11-12.5, RI.11-12.1, RH.11-12.5 RH.11-12.1	<p>A. This is the correct answer. The structure of each sentence is similar, which helps contribute to the singularity of Lincoln’s argument: that he, and he alone, must be the one to make the difficult decisions regarding the war and slavery.</p> <p>B. Although Lincoln uses the word “Union” four times in this excerpt, he does so to emphasize his position that preserving the Union is his first priority, not to imply that ending the war will solve the problems related to slavery.</p> <p>C. Although Lincoln describes the war as a “struggle,” his primary argument in these paragraphs is that he would do whatever it takes to end the war, not to emphasize the challenges.</p> <p>D. Although Lincoln repeats the word “forebear,” he does so to build the contrast between his personal conviction and his belief about his responsibilities as president.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
11	C	RI.11-12.8, RI.11-12.1	<p>A. This sentence explains how Lincoln intends to approach his response to Greeley; it does not explain his belief about his role as president.</p> <p>B. This sentence states Lincoln’s purpose for the letter, to clearly lay out his position related to slavery. It does not, however, state his belief about his role as president.</p> <p>C. This is the correct answer. Lincoln believes his role as president is to save the Union.</p> <p>D. Although this quotation reveals that Lincoln is acting based on his “view of my official duty,” it does not say what that view actually is.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options		
12	See Right Column	RI.11-12.9, RI.11-12.1, RH.11-12.6, RH.11-12.1		Greeley	Lincoln
			Argument 1	<p>The president is required to enforce the laws.</p> <p><i>In paragraph 1, Greeley demands that Lincoln "...enforce the laws..."</i></p>	<p>Ending the war is more important than ending slavery.</p> <p><i>In paragraph 3, Lincoln notes that, "...my paramount object in this struggle is to save the Union, and it is not either to save or destroy Slavery."</i></p>
			Argument 2	<p>The president is unfairly influenced by politicians from the border states.</p> <p><i>In paragraphs 3 and 4, Greeley notes that Lincoln is "unduly influenced by the counsels . . . from the Border Slave States."</i></p>	
			Argument 3	<p>The only way to end the war is to end slavery.</p> <p><i>In paragraph 4, Greeley notes that Unionists believe that the war can be ended, "only by the complete Abolition of Slavery."</i></p>	
			Incorrect Answer Options		
<p>The president should follow the wishes of the majority of the people he represents.</p> <p><i>Rationale: Although Greeley states that he is writing for "...a great proportion of those who triumphed in your election..." Lincoln expresses the view that he is representing the wishes of the people by working to end the war.</i></p>			<p>Slavery is the only real challenge facing the American nation.</p> <p><i>Rationale: Although Greeley passionately believes that Lincoln must free the slaves, he acknowledges that the war is a real problem. Lincoln expresses the view that the war is the most difficult challenge facing the Union.</i></p>		

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
13	<i>See Right Column</i>	W.11-12.2, W.11-12.4, W.11-12.9, RI.11-12.4, RI.11-12.9, RI.11-12.1, L.11-12.1, L.11-12.2, L.11-12.3	<p>A top score response will include some or all of the following points:</p> <p>Greeley:</p> <ul style="list-style-type: none"> • The strong language Greeley uses implies that Lincoln is failing as a leader (“...these traitors treated with tenderness...” “....base of treason...”) • The use of “we” throughout the letter implies that Greeley speaks for all who voted for Lincoln (“a great proportion of those who triumphed in your election”), which is an attempt to add strength to his argument, and further imply that Lincoln is not representing the people who voted for him. • The strong language (noted above) creates an accusatory tone, and the purpose of the letter is much more anti-slavery; it attempting to get Lincoln to end slavery then end the war. Greeley tries to hide his argument in the terms of ending the war (For example, Greeley quotes a Unionist from the Confederacy who says that he can be won back to the Union only if slavery is abolished). <p>Lincoln:</p> <ul style="list-style-type: none"> • Lincoln notes that he “...waives” Greeley’s “impatient and dictatorial tone,” creating an understanding and compassionate tone. However, his singular purpose and note that he has stated his “purpose according to my view of official duty” creates a firm statement of his position. • Lincoln repeats the same idea over and over, often using the same words “...save the Union...” or “...save this Union...” • The use of the word “I,” reveals Lincoln’s believe that the decisions Greeley accuses him of are his, not the voters’, to own. • Lincoln quotes Greeley (“seem to be pursuing,”) as an introduction to his position. He follows this with the idea that he did not want to “leave any one in doubt,” revealing a singular and concise purpose. • Lincoln’s language, the use of repeated words and similar sentence structures, reveals a singular purpose and builds a concise message, that ending slavery is the most important issue facing the country.

Using the Mini-Assessments with English Language Learners (ELLs)

Mini-Assessment Design and English Language Learners

Each mini-assessment is designed using the best practices of test design. English Language Learners will benefit from the opportunity to independently practice answering questions about grade-level complex texts.

Prior to delivering the mini-assessment, teachers should read through each item. If there is language in the question stems specific to the standards (e.g., plot, theme, point of view), make sure that students have been introduced to these concepts prior to taking the assessment. Teachers should not pre-teach specific vocabulary words tested in the assessment (e.g., words students are asked to define) and should only pre-teach language that would impede students from understanding what the question is asking.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including texts that:

- *Are brief and engaging:* Texts vary in length, but no individual text is more than three pages long.
- *Embed student-friendly definitions:* Footnotes are included for technical terms or words that are above grade level when those words are not surrounded by context that would help students determine meaning.

Informational text sets, such as those included in the mini-assessment, specifically attend to the needs of ELLs by:

- *Building student knowledge:* Mini-assessments often include multiple texts or stimuli on the same topic:
 - For sets with two texts or stimuli, the first text is generally broader, providing a foundation in the content and introducing key vocabulary, and the second text provides more detail or contrast on the same topic. This allows ELLs to dig into the features of the passage being assessed rather than being inundated with dissimilar content and vocabulary.
 - For sets with more than two texts or stimuli, there is an “anchor” text that provides introductory information on the topic.
- *Containing ideas that lend themselves to discussion from a variety of perspectives:* Often these pairs or sets of texts present multiple perspectives on the same topic.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including questions that:

- *Feature a variety of academic words:*
 - Each mini-assessment contains at least one vocabulary item. Items assessing vocabulary test one of the following:
 - The meaning of Tier 2 academic words in context.
 - The meaning of a figurative word/phrase in context.
 - The impact of word choice on meaning and/or tone.
 - MOST vocabulary items test Tier 2 words.
 - All tested words are chosen because:
 - They are central to the meaning of the text.
 - They are surrounded by sufficient context to allow students to determine meaning.
- *Highlight “juicy” sentences that feature grade-appropriate complex structures, vocabulary, and language features:* Most mini-assessments include at least one item assessing Reading for Literature or Reading: Informational text standard 5. These items point students to analyze the structure of the text. While standard 5 items specifically focus on the structure of the text, other items require the analysis of language features, vocabulary, and relationships between ideas, all of which build student understanding of texts.
- *Provide graphic organizers to help students capture and reflect on new knowledge:* Most mini-assessments include at least one item mimicking a “technology enhanced item.” These items include things like tables and charts.
- *Provide writing activities that allow students to use new vocabulary and demonstrate knowledge of new concepts:* Most mini-assessments include an optional writing prompt that allows students to write about the text(s).

Administration Guidelines for ELLs

When assessing ELL students, appropriate accommodations may be considered. Modifications to the assessment itself should not be made. According to the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners, First Edition*:

- “Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment.”

- “Accommodations are accessibility supports [that] do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student’s work produce valid results.”

Teachers **may** choose to make accommodations that meet the unique needs of ELLs. Prior to delivering any practice assessment, especially if the mini-assessment is to be used in a more formal setting (e.g., as part of a district benchmark assessment), teachers should research what accommodations will be available to students during their state’s summative assessment. For example, some states allow ELLs to use a bilingual dictionary during an assessment; other states do not allow this. Ensure your ELLs are practicing with the accommodations they can expect to see on the summative. Some examples of appropriate accommodations include:

- Reading the directions aloud to students multiple times.
- Providing student directions in student native language.
- Allowing students additional time to complete the mini-assessments.
- Exposing students to item types prior to the assessment.
- Reading the scoring expectations for the writing prompt aloud to students.

Because the goal of literacy mini-assessments is to measure grade-level literacy as students progress toward college- and career-readiness, teachers must be careful **not** to make modifications that may be commonly used in classroom instruction. Examples of modifications that should **not** be used include:

- Reading passages aloud for students.
- Adding student glossaries of unfamiliar terms.
- Pre-teaching tested vocabulary words.

In any testing setting, teachers must be careful to choose accommodations that suit the needs of each individual student.

Additional Resources for Assessment and CCSS Implementation

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts
http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on
<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- See the Basal Alignment Project for examples of text-dependent questions
<http://www.achievethecore.org/basal-alignment-project>

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts
http://www.corestandards.org/assets/Appendix_B.pdf

Sample Scoring Rubric for Text-Based Writing Prompts:

http://achievethecore.org/content/upload/Scoring_Rubric_for_Text-Based_Writing_Prompts.pdf