



## Prose

### TEST by Theodore Thomas

#### Selected Response:

1. B
2. B
3. C
4. A
5. D
6. D
7. D
8. D
9. C
10. B

#### Constructed Response:

1. Discuss the following quote with one reference to the selection and one personal reference:

**“Teenagers are irresponsible, risk takers.”**

Answers may vary. Students *could* feel that teens always get the blame, regardless, if they are at fault or not; teens are viewed as irresponsible and that they take unnecessary risks.

References from the text could include:

- “Sorry, son. You failed your license test. You’re sick and you need treatment” (paragraph 11)
- “Killing people doesn’t seem to bother you” (paragraph 13).
- “We can’t let your kind run around anymore” (paragraph 13).

Conversely, students may present the argument that teens are not irresponsible risk takers, that this is a stereotype perpetuated by only a few. References from the text could include:

- “Robert Proctor was a good driver for so young a person” (paragraph 2).
- “The blue convertible...struck his car” (paragraph 4).
- “Robert Proctor fought the steering wheel to right the car” (paragraph 4).

Student personal reference may relate any experience where they were wrongfully accused of something they did not do, involved in something they were not a part of, or stereotyped in this manner.

**2. Identify two examples of imagery and explain how they contribute to your appreciation of the selection.**

Answers are many and varied, drawing from all five types of imagery. Imagery adds to the overall understanding of the story by creating a relationship between the text and student experience. Students may state that the imagery clarifies what actually happens in the text. Students should make a connection to the fact that imagery creates ‘pictures’ in their mind, makes the events more vivid and adds to their appreciation of the text.

Examples from the text include, but are not limited to:

- “Cool morning” (paragraph 2).
- “The air smelled fresh and clean” (paragraph 2).
- “The blue convertible suddenly swung out ...without warning” (paragraph 4).
- “His mother’s scream rang steadily in his ears” (paragraph 4).
- “He was thrown into his mother’s lap. She was thrown against the right door” (paragraph 5).
- “Soft curls...she was asleep” (paragraph 5).

**3. What is the significance of “...his rubber heels slid along the two grooves worn in the floor.” (paragraph 15) ? Support your response with references from the text.**

Answers will vary. Students may respond with:

- The “grooves worn in the floor” shows that many people before him have failed the test even though they considered themselves to be good drivers as evidenced by their signature for the license.
- Those who think they are good enough to drive and are unaffected by the accident are taken away for treatment, even though they struggle against it, thus the grooves.
- There is no opportunity to succeed the first time around, the fact that it was only a simulation and he was still deemed “sick”: “you can try again later.” (paragraph 15).

**4. How does the author create suspense in the story? Support your response with two references from the text.**

Answers will vary. Students may respond with:

- The use of the hook in the beginning of the story: “The car turned sideways...”
- The use of timing or pacing: “Short sentences signify urgency or breathlessness”
- Description of the accident: Imagery, slow motion enactment of how the accident unfolded

**5. Create an advertisement, with a slogan, that promotes safe driving. Feel free to add color to your advertisement.**

Students will be assessed based on interpretation of the text and should include a slogan that promotes safe driving, and **NOT** on artistic ability. Examples of slogans could include:

- Safe Driving Saves Lives
- No Second Chances in Accidental Situations
- Better Safe Than Sorry....etc...

## Poetry

### Why Did you Change – By: Nicolas Gordon

#### Selected Response

1. C
2. C
3. A
4. A
5. B
6. A
7. D
8. D
9. C
10. C

#### Constructed Response

1. **State a theme (main message) for this poem. Support your response with one reference from the text and a personal experience**

#### Possible Themes :

- Often friendships change and acceptance is necessary
- Friends can come and go
- We need to learn to let go of unhealthy relationships
- Changes in our lives can cause pain but are necessary

#### Personal Response (answers will vary)

- Students should relate to conflicts in their relationships
- Work through hard times with friends
- Accept change in their lives
- Breaking a unhealthy relationship
- Making positive choice with regards to friendships

#### Possible Reference:

- “Why did you change? What did I do?” ( Line 1 )
- “We were like brothers” (Line 2)
- “I am who I was and yet you response /as though ... “ (Lines 7-8)
- “Perhaps there is no why ..” (Line 9)

- “ through bitter it be to leave loved ones behind /It remains the most precious of arts” ( Lines 11-12)

2. **What is the meaning of the line “your face is a wall without windows” (line 3)? Support your response with two references from the text.**

Possible Meanings:

- Person is closed off
- Not showing emotions
- Shutting a person out
- Not communicating

Possible References:

- “I don’t understand what undid the sweet bond” (line 5)
- “I am who I was, and yet you respond/ as though it were my aim to annoy” (lines 7-8)

3. **Explain the meaning of the following quote, “Though bitter it be to leave loved ones behind,/ It remains the most precious of arts” (line 11-12). Support your answer with one reference to the text and a personal experience.**

Possible Meaning:

- Sometimes people hurt us and we do not know why – we need to move on and be mature about it
- Accept the change in relationships throughout life
- Change is bound to happen. It may hurt, but change is necessary

Personal Responses (will vary):

- The loss of a friend
- Fight with a siblings
- Had to walk away from a bad situation
- Dealt with a big change in their lives

Possible References:

- “Perhaps there is no why when some untoward wind/ Whips away what we hold to our hearts” (lines 9-10)
- “I don’t understand what undid the sweet bond/ that for years yielded nothing but joy” (lines 5-6)
- “I am who I was, and yet you respond/ as though it were my aim to annoy” (lines 7-8)

- 4. How has the relationship between the two characters in the poem changed over time? Support your response with two references from the text.**

Possible Response:

- They were like brothers – one has changed (shutting the other)– the speaker has not changes (and wants to know why their bond is broken) – At the end the speaker gains acceptance

Possible References :

- “Why did you change? What did I do?” ( Line 1 )
- “We were like brothers” (Line 2)
- “your face is a wall without windows” (line 3)?
- “I am who I was, and yet you respond/ as though it were my aim to annoy” (lines 7-8)

- 5. Choose an example from the poem that reminds you of a time when you felt like the speaker. Write a journal entry describing your experience.**

Answers will vary look for adequate supporting references and explanation, connections to the theme of the text.

# Evaluation Breakdown

The K-12 District Evaluation Policy states that mid-year exams Intermediate courses will be worth 10% of the total year evaluation (*K-12 Guidelines, page 16*). As such, this exam will be subject to both summative and formative assessment strategies.

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## Summative Evaluation: Reporting at the School Level

### **Section 1: Prose Text (35%)**

10 Selected Response worth 1% each

5 Constructed Response worth 5% each

### **Section 2: Poetic Text (35%)**

10 Selected Response worth 1% each

5 Constructed Response worth 5% each

### **Section 3: Demand Writing (30%)**

Content 8%

Organization 5%

Sentence Fluency 5%

Word Choice 4%

Voice 4%

Conventions 4%

## Formative Assessment: Reporting at the District Level

### **Section 1: Prose Text**

ONE holistic score for ALL five Constructed Response questions. Use Reading/Viewing Rubric and **shade bubble #21 with A=1 and E=5.**

### **Section 2: Poetic Text**

ONE holistic score for ALL five Constructed Response questions. Use Reading/Viewing Rubric and **shade bubble #22 with A=1 and E=5.**

### **Section 3: Demand Writing**

One holistic score based on Holistic Writing Rubric (2003). **Shade bubble #23 with A=1 and E=5.**