**English 11 C Third Trimester Summative Assessment 2017**

**One learning targets is Reading Comprehension. Choose 1 of the following options below to show proficiency in Reading Comprehension.**

1. About his novel *Lord of the Flies*, Golding said, “The theme is an attempt to trace the defects of society back to the defects of human nature. The moral is that the shape of a society must depend on the ethical nature of the individual and not on any political system, however apparently logical or respectable.” Prove this theme is true OR false by citing specific events from *Lord of the Flies*. First, translate what this theme means and tell Mr. Foster before you begin writing.
2. Foils are commonly used in literature to add intrigue and conflict development. Certainly Jack and Ralph from *The Lord of the Flies* are foils; so are Victor and the progeny. Explain which foil pairing is more important for the text as a whole. Which pairing is more important to its text for understanding the author’s intent? Cite specific text examples. First, figure out what this question is asking you to do and tell Mr. Foster before you begin writing.
3. An allegory is a long, extended metaphor and/or “when one text actually shows something different.” Some say Golding’s novel is an allegory for humanity. In other words, he says that how the boys behave is how we all behave in chaotic situations. Cite specific text examples and explain how *The Lord of the Flies* is an allegory for the human condition. First, figure out what this question is asking you to do and tell Mr. Foster before you begin writing.

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| **Determine and explain the literal main ideas & details while citing text evidence** | | |
| **Mastery Criteria = 4.0** | **Proficient Criteria = 3.0** | **You earned a 2.0 or 1.0 if you…** |
| * Determine where text   leaves matters uncertain   * Cite inferred evidence * Cite evidence that you   found independently, not  just repeating what was  said in class. | * Determine main ideas vs. details * Cite specific evidence to support literal   analysis.   * Evaluate text evidence for usefulness of   literal analysis. | * Confused how main ideas and details are related * Struggled to provide enough text evidence to   support a claim about the reading   * Misunderstood the relevance of text evidence. * Did not answer the question. |
| **How do I specifically earn a 4.0?** Since this involves citing understanding the text, citing at least three literal/figurative occurrences in the text is necessary.  Also, citing actual words from the text in MLA format to prove your claim is needed. Finally, these examples should not just be mindless regurgitation of  things we have already talked about in class, but should be new, insightful thoughts you had that contextualize the novel’s significance. | | |

Tips from previous students:

1. Add text details to show comprehension. Don’t use Sparknotes, Schmoop, etc.
2. Be sure to explain how the text details show you understand what the heck is going on in the question.
3. Don’t worry so much about authorship here-focus on your ideas and doing the things on the rubric.

**One learning targets is Author’s Craft. Do the following task to show proficiency in analyzing figurative language, literary devices, author’s craft.**

Review your literal vs. figurative chart. Be sure it is complete. Then, rank the nine symbols from most important in the text as a whole to the least. The #1 symbol is the most crucial for understanding Golding’s theme and appreciating the text as a whole; the #9 symbol is the least helpful. Add an explanation of your ranking. This explanation is “evaluation” writing where you justify why you ranked the symbols in the order you did. DO NOT explain what each symbol represents figuratively, we already did that in class. Instead, JUSTIFY your ranking by discussing what the top few have in common to make them the most emblematic of the text as a whole and what do the bottom few have in common to make them the least significant in understanding Golding’s intent.

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| **Analyze author’s choices: figurative language, literary devices, structure, diction, etc.** | | |
| **Mastery Criteria** | **Proficient Criteria** | **Common Struggles of Basic or Emerging Learners** |
| * Consider author’s era &   how that impacted choice   * Evaluate different choices   made within same text | * Analyze how author’s choices **impact text as a whole** &   reader: setting, plot, characterization, etc.   * Analyze **figurative language** choices and impact of them. * Discuss choice **development** throughout text as a whole. | * Did not answer the question * Struggling to see how authors are actually making choices & how   those choices impact the text as a whole.   * Misunderstanding of different kinds of choices: literary terms,   rhetorical strategies, literary devices, structural choices, etc. |
| **How do I specifically earn a 4.0?** Since this involves understanding the figurative significance of literal things in the text, all figurative analysis is correct and the  evaluation ranking is consistent with Golding’s message. Also, you added a tenth symbol from the text that we did not discuss in class and evaluated  its ranking in the list. This unique, new symbol is highlighted to make your 4.0 mastery clear. | | |

**Purpose, Support, Mechanics Proficiency**

Throughout our time together this school year, hopefully you have picked up a few life lessons-perhaps from your Foster “parent” and perhaps from the literature. Your task is to create a permanent record of these life lessons by writing a letter to yourself 10 years in the future that explains the two most important truths about humanity that you have learned this year. As you preach to yourself about what to do in the future, be sure to cite specific evidence of support from at least two specific sources: **any text we have read in class all year and your personal chaos narrative. In proving your claim (which is the two pieces of life advice), be sure to focus on the main writing aspect we have struggled with all year: HOW DOES THE EVIDENCE SUPPORT THE CLAIM.**  Yes advise your future self, yes cite evidence from two sources to support your claim, but also pay extra special attention to those analysis sentences (the final A in TADA) where you say how the evidence proves your claim. Doing this will show “Purpose”.

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| **Purpose** = I can produce writing to accomplish a specific purpose: to persuade, to inform and/or to entertain. | **I can make my** purpose very clear beyond teacher expectations. My reader is completely convinced my purpose is true in a profound way. | **I can make my** purpose clear consistently. My reader is pretty certain my position is true. My purpose is apparent and believable. | I can make my purpose fairly clear. My reader is partially convinced my purpose is true. Some aspects of my purpose are confusing or unclear. | **I struggle to make my** **purpose** **obvious.** My reader is not convinced my purpose is true. I require teacher assistance to provide a purpose. |
| **How do I earn a 4.0?** Since this requires accomplishing the purpose of the writing, you answered the question clearly and followed the student tips listed  below. Also, you have abundant, accurate, and useful sentences that explain how the evidence proves the claim-how the evidence from any text and  your narrative support the life advice you are giving yourself. These analysis sentences are highlighted to make your 4.0 mastery clear. | | | | |
| **Support** = Did I use accurate, varied, and relevant **evidence** to support claims? | **I can** use an abundance  of evidence that is  reliable, specific,  relevant, unbiased &  directly proves my claim  beyond teacher  expectations. | **I can** use a supply of  evidence that is  respectable, specific,  useful, unbiased and  supports my claim. I do  this consistently for  every argument/reason. | **Some evidence I used**  **is helpful,** relevant,  unbiased and works to  clarify my claim. I am  sometimes inconsistent  or inaccurate with my  claim evidence. | **I used little to no evidence;**  it is unreliable, vague,  irrelevant, biased, plagiarized  and/or doesn’t directly  clarify my claim. **I require**  **teacher help to show**  **evidence for arguments.** |
| **How do I earn a 4.0?** Since this requires citing specific evidence, you used abundant and accurate from both a novel we read together in class novel and your  narrative. **Connect these pieces of evidence** to show how lessons learned from the text align with your lessons learned from the chaos narrative. Include  enough concrete details from each source to make the abstract ideas clear. | | | | |
| **Mechanics =** Produce  writing that  follows convention:  accurate **grammar**,  punctuation, & mechanics | **I can** display an a**dvanced**  use of Standard American  English grammar,  punctuation & mechanics. | **I can** display a s**ufficient**  control over Standard  American English grammar,  punctuation & mechanics. | **I can only** display an  **inconsistent or partial**  control over grammar,  punctuation & mechanics. | **I have** multiple miscues  in grammar, punctuation  & mechanics; my **errors**  **distracted from meaning** |
| **How do I earn a 4.0?** Since this assesses following the “black and white” rules of grammar successfully, have zero grammatical errors (or at least none that  distract from meaning). Also, using mature grammatical devices such as semi-colons, colons, and dashes show an advanced proficiency in “Mechanics”. | | | | |

Tips from previous students:

1. Don’t worry so much about the format and structure; just stick to one idea per paragraph.
2. “Preach” to your future self. Use your position to teach your future self how to behave using evidence from your narrative and LOTF, like what kind of parent should you be or what traits should you look for in a mate or what kind of job should you be working in, etc.
3. Feel free to use information from the reading part of the summative to help this writing part.
4. Common grammar errors corrected: *Lord of the Flies*, semi-colons separate complete sentences, capitalize names and “I”, put commas after transitional phrases.