Welcome to a formative assessment with *Lord of the Flies,* Chapter 11. Your task is to not only answer the questions, but to categorize which learning target it assesses (in the most right column on the answer sheet): comprehension (4), author’s craft (7), vocabulary (3), or style (diction/syntax) (4)

1. As is seen many times earlier in the book, and will continue to be the case in this chapter, how does Jack use the beast to gain power and control over his minions?
   1. The beast symbolizes the savagery inside the boys
   2. Golding purposely confused and mixed the identities of Simon, the lord of the flies, and the beast
   3. He propagates the myth of, and hunting for, the beast.
   4. He disagrees with Ralph that the beast was, “something you could hunt and kill.”
2. “The boys watched anxiously, and Piggy sat expressionless behind the luminous wall of his *myopia*” (Golding 169). When the author used the word *myopia*, he most likely meant…
   1. Expression
   2. Illumination
   3. Actions
   4. Point of view
3. “The boys watched anxiously, and Piggy sat expressionless behind the luminous wall of his myopia” (Golding 169). When the author used the phrase “luminous wall…”, he is using what literary device?
   1. Simile
   2. Metaphor
   3. Foreshadowing
   4. Framing Device
4. At the beginning of the chapter, how did Ralph attempt to establish order?
   1. Blew the conch
   2. Squatted, swore and rubbed his eyes
   3. Decided to go get Piggy’s glasses from Jack
   4. Went toward the platform
5. “The shape of the old assembly, *trodden* in the grass, listened to him” (Golding 171). By using the word *trodden*, the author most likely meant…
   1. Walked
   2. Stumbled
   3. Imprinted
   4. Woven
6. Golding used the phrase “but we bathe everyday” on page 172 to show…
   1. The boys still have a grasp on their old life/civilization
   2. The boys didn’t like to bathe at home, so they are rebelling
   3. The boys like to be pungent
   4. The boys are clever in their fighting tactics
7. “Ralph shouted, ‘No paint!’” (Golding 173) Why did he not want what was left of his tribe to where the mask?
   1. He was trying to remember.
   2. The boys remembered all too well the liberation.
   3. It was a sign of savagery.
   4. As Jack stole Piggy’s glasses that made fire, they didn’t have any clay, mud, or charcoal to paint their faces.
8. “There was no sign left of the storm, and the beach was swept clean like a blade that has been *scoured*” (Golding 173). When the author used the *scoured*, he most likely meant…
   1. Swept
   2. Sheathed
   3. Brandished (*Beowulf* vocab word ☺)
   4. Cleaned
9. “There was no sign left of the storm, and the beach was swept clean like a blade that has been scoured” (Golding 173). When the author used the phrase “like a blade…”, he is using what literary device?
   1. Metaphor
   2. Personification
   3. Irony
   4. Simile
10. “There was no sign left of the storm, and the beach was swept clean like a blade that has been scoured” (Golding 173). Golding frequently uses weather to propel plot events. He did so earlier in the text in all of the following ways EXCEPT…
    1. Parachute man was blown away off the island
    2. Simon’s body was washed away by the sea’s tide
    3. The first fire built on the island got out of control
    4. When Simon was killed, there was ominous weather: thunder and lightning.
11. Instead of using the word *gazed* (“*gazed* at the savages intently”) on page 175, a more potent, precise, effective choice might have been…
    1. Mischievously laughed
    2. Incredulously studied
    3. Compassionately looked
    4. Sadly screeched
12. What was Golding’s intent when Roger was “aiming to miss” at the bottom of page 175?
    1. To show the last remnants of civility
    2. To show power achieved
    3. To show savagery achieved
    4. To show passion for others
13. “The group of boys stirred and consulted. A painted face spoke with the voice of Robert” (Golding 176). Why didn’t Golding just write, “With his face painted, Robert spoke…”
    1. He was trying to vary his syntax
    2. He was trying to vary his diction
    3. He was showing how Robert didn’t have much of a voice in the tribe
    4. He was showing that Robert’s paint is more powerful than his individuality.
14. Before he fought Jack the second time, Ralph shouted, “You’re a **beast** and a **swine** and a bloody, bloody thief!” (Golding 179). Why did Golding chose these particular two words in bold?
    1. The beast is swine, and so is Jack.
    2. To continue the motifs of beast and pig throughout the text
    3. Because Ralph’s temper broke and he screamed at Jack
    4. Because Jack knew it was a crisis too, he charged at Ralph.
15. Read all the way through page 181 BEFORE reading this question. Stop reading this question and read through page 181, up to page 182…Welcome back. Tragic, I know. ☺ By eradicating both of those concrete nouns, Golding’s intent was to…
    1. Begin to conclude the book in a way that made sense
    2. Symbolically rid the island of logic, democracy, civility and hope
    3. Because Ralph’s temper broke and he screamed at Jack
    4. Because Jack knew it was a crisis too, he charged at Ralph.
16. “His head opened and *stuff* came out and turned red” (Golding 181). Clearly, Golding used poor diction when he wrote *stuff*. What alternative is a more potent, effective, and precise choice?
    1. Brains
    2. Foliage
    3. Carnage
    4. Salvation
17. “*Viciously*, with full intention, he hurled his spear at Ralph” (Golding 181). A more potent, accurate, precise word choice for *viciously* would be…
    1. Savagely
    2. Intentionally
    3. Angrily
    4. Corruptly
18. “The **chief** stopped by the pig, turned and held up his hands” (Golding 181). Which pairing of words below are BOTH acceptable alternatives to the bold and underlined words, respectively?
    1. **Jack**…beast
    2. **Ralph**…lord of the flies
    3. **Jack**…lord of the flies
    4. **Ralph**…beast

**Name:**

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| Number | Answer | Right: no mark  Wrong: X | Confidence 1-10, 10 = best, if under 7, list 2nd choice | Learning Target  Being Assessed |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | The rubric language for the four learning targets being assessed is listed below for you to use as a resource to accurately categorize each question. Your 4.0 score will be based on the number of author’s craft question you get right. | | | | | | **LEARNING TARGET** | 4.0 = 0 Wrong & Reflection | 3.0 = 1 Wrong | 2.0 = 2 Wrong | 1.0 = > 2 Wrong | | Determine **main**  **ideas,** supporting  **details,** **theme/**  **thesis**, and how they  are related | **I can insightfully**  **explain** the author’s  “big picture” and  specifics **accurately**  **beyond teacher’s**  **expectations.** | **I can plainly explain**  the author’s “big  picture” and specifics  **relatively accurately and**  **consistently.** | **I can just mention** the  author’s “big picture” &  specifics **somewhat**  **accurately and somewhat**  **consistently.** | **I struggle to identify**  author’s “big picture” &  specifics. I have **some**  **inaccuracies and/or need**  **teacher assistance.** | | Determine the **author’s craft of narratives, informational and persuasive texts.** | **I can insightfully**  **explain** **all examples**  of author’s craft  **accurately beyond**  **teacher’s expectations.** | **I can plainly explain**  **several examples** of  author’s craft **relatively** **accurately and consistently.** | **I can mention some**  **examples** of author’s craft  **somewhat** **accurately and somewhat consistently.** | **I can partially identify**  **a few examples** of  author’s craft with  **some inaccuracies & teacher assistance.** | | Determine meaning of  **unknown words** using  context clues, word  parts & parts of speech. | **I can insightfully**  describe **explain**  **all examples** of  unfamiliar words  from a text **accurately** | **I can plainly explain**  **several examples** of  unfamiliar words  **relatively** **accurately** | **I can mention some**  **examples** of  unfamiliar words  **somewhat** **accurately** | **I can partially identify**  **a few examples** of  unfamiliar words  with **some inaccuracies** | | **Produce writing** that expresses my ideas artistically: clear, precise **diction** & mature **syntax** | **I can** use **artistic** &  **accurate** authorship  through **specific, mature**  word choice and syntax. | **I can** use **satisfactory** &  **consistent** authorship by  using **specific** words &  syntax. | **I can only** use  **inconsistent** authorship  by using **vague** words and  **basic, predictable** syntax. | **I can only** use **poor**  authorship by using  **inaccurate, immature,**  **weak** words & syntax. | | | | | |

Based on your performance, what can you logically infer about your proficiency in each of the learning target addressed in this formative assessment?