*Much Ado About Nothing* Summative Assessment

This section assesses your **Author’s Craft** Learning Target. A motif is a commonly repeated idea in a piece of fiction. It is easy to see how “Deception” is a strong motif in *Much Ado About* *Nothing*.

**Fill in the chart below for the MOST MEANINGFUL, POWERFUL**

**example of deception from *Much Ado About Nothing***

|  |
| --- |
| Perpetrator: |
| Against: |
| Circle One: Positive / Negative |
| Summary of deception plan in my own words: |
| Why is this deception in the play? “Big picture”/”text as a whole” cause/effect of deception: |

**Identify literary device(s) from the conversation in *MAAN* 5.2 below and explain how it creates meaning. This means label some words below with the name of an author’s craft trick, like “irony,” and then explaining what this means and why it is important in the text. There are four altogether.**

Benedick: Thy wit is as quick as the greyhound’s mouth.

Margaret: And yours as blunt as the fencer’s foils-Beatrice hath thy same wit in her grey mouth.

Benedick: I pray thee, call Beatrice hither; you need a shield to defend thyself from her wit.

Margaret: Give me a sword instead; I have a shield of mine own.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Target** | 4.0 | 3.0 | 2.0 | 1.0 |
| 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 struggle to** identify  examples of author’s  craft. I analyze A. C. with  some inaccuracies & **need teacher assistance**. |

This section assesses your **Theme** Learning Target.

1. It can be argued that there are two main conflicts in *Much Ado About Nothing*. Which pairings of characters is the most accurate representation of the two most essential protagonist and antagonist pairings of this comedy?
   1. Beatrice vs. Benedick, Claudio vs. Hero
   2. Claudio vs. Don John, Beatrice vs. Benedick
   3. Antonio vs. Don Pedro, Hero vs. Claudio
   4. Benedick vs. Claudio, Don Pedro vs. Margaret
   5. Claudio vs. Hero, Don John vs. Don Pedro
2. Which quote from the text most accurately encapsulates the author’s theme?
   1. “Man is a giddy thing.”
   2. “I love you with so much of my heart, that none is left to protest.”
   3. “Your niece Beatrice was in love with Benedick.”
   4. “Hero is belied.”
3. Based on their relationship throughout the drama, we can logically infer that the married life of Beatrice and Benedick will be filled with…
4. Vengeance and Anarchy
5. Mirth and Melancholy
6. Disagreements but Passion
7. Children and Innovation
8. Deception but Cuckold

**Complete the chart below by contrasting the thematic purposes of the 2 Shakespearean plays that you read.**

|  |  |
| --- | --- |
| ***Much Ado About Nothing*** | ***Hamlet*** |
| This play is a comedy. | This play is a tragedy. |
|  | The main conflict is resolved with a superfluous amount of **pain**. |
|  | The “bad guy” (Claudius) is caught in the end and receives a harsh punishment on stage. |
| The audience leaves the play feeling joyous, optimistic and complete because all of the conflict in the text ended \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ly (fill in the adverb). |  |
| Theme and justification: | Theme and justification: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Target** | 4.0 | 3.0 | 2.0 | 1.0 |
| Analyze the **theme** (author’s message, lesson, intent) in texts. | **I can insightfully** analyze how text specifics address the author’s message in **accurately beyond expectations.** | **I can clearly** analyze how text specifics address author’s message **relatively** **accurately and consistently.** | **I can partially** analyze how some text specifics address author’s message **somewhat accurately and consistently.** | **I produced a partial and/or** **inaccurate** analysis of how text specifics address author’s message. **I struggle to do this alone.** |

An explanation of how your summative score will be gathered and recorded is below.

**Reading Learning Targets**

Comprehension = Character Journal Infer = Character Journal Author’s Craft = Chart and responses on this summative

Theme = Chart and responses on this summative

If you would like to revise your summative reading scores, and are not on the ICU list, you will be given an alternative task.

**Writing Learning Targets** (Purpose, Organization, Support, Style, and Mechanics)

These will be determined by your responses to the essay question below. The writing you did for your character journal will be the “summative revision” for these writing Learning Targets.

The word for word directions as they will appear on the S.A.T. are below

with Mr. Foster’s commentary in this different kind of font.

The essay gives you an opportunity to show how effectively you can read and comprehend a passage and write an essay analyzing the passage. In your essay, you should demonstrate that you have read the passage (*Much Ado About Nothing*) carefully, present a clear and logical analysis, and use language precisely. You have 50 minutes to read the passage (for this revision of the summative assessment, you will have the entire exam day period) and write an essay in response to the prompt provided inside this booklet (the prompt is at the end of this paragraph). Each response is scored on each of the three domains assessed: Reading, Analysis, and Writing (you will be assessed on our learning targets-which are pretty much the same thing that the SAT will assess you on…you’re welcome ☺). Read the text below (you already read *Much Ado About Nothing*) and write an essay in which you explain how Shakespeare builds an argument to show that “Nothing” in the title of the play either means “Nothing” or “Noting” (as in “Noticing”). We discussed in class how the title of this play could have two meanings. First, decide which meaning is most accurate. Then, in your essay, analyze how Shakespeare uses author’s craft literary devices like dramatic irony, the motif of deception, foils of Beatrice/Benedick, etc. to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should NOT persuade your reader which interpretation of the title is most accurate, but rather explain HOW Shakespeare built an argument to persuade his audience that your interpretation of the title is accurate. In other words, don’t write a persuasive essay saying WHAT the title means, but instead write an analytical essay that shows HOW Shakespeare made the title clear.

**Here were the most common errors from the juniors**

**who took this practice summative assessment last year:**

1. Punctuate text titles correctly. If hand-written, the play title of *Much Ado About Nothing* is underlined. If typed, it is put in italics.
2. Topic sentences should have three parts: transition (hopefully a complex sentence and not an elementary first trimester transitional phrase), thesis idea (Nothing means nothing because it is a comedy) and reason (comedies are mostly fun and “nothing” happens)
3. Your structure should have been: intro, pro #1, pro #2 and conclusion. Use the document called “SAT essay help for Canterbury Tales essay” to review structure and get helpful hints.
4. Make sure your literal comprehension of the text is accurate and character names are correct; use the text or the intertubes to be sure.
5. Each body paragraph needs at least one detail from the text to show proficiency in the “support/evidence” learning target
6. The “book” is the paper thing you held in your hands and read. *Much Ado About Nothing* is a play.
7. List the two author’s craft items that you will discuss in your two body paragraphs in your introduction. A mature way to do this is have your thesis be a complete sentence and then end it with a colon to list the two pro reasons, such as “Nothing in *Much Ado About Nothing* means noticing as is seen by specific authorship that Shakespeare used: Beatrice and Benedict are foils and the motif of deception.”
8. Everything that happened in the text is in the past. Show tense agreement by having all text actions in past tense. “Benedick chose” or “Don John was full of melancholy”
9. Yes, it is important to mention text details to prove each topic sentence and eventually your thesis. However, several students just summarized the play in large chunks of text. This is an analytical essay that asked you to say how Shakespeare used author’s craft tricks to show the title of the play, not an expository text that asked you to paraphrase. Summarizing is not thesis proving.
10. “The play wouldn’t exist if X didn’t happen” is not a strong argument. Instead, cite text details to prove the topic sentence true, or explain how the play is a comedy and Shakespeare’s intent was to just entertain.
11. The play may have not been the most engaging piece of literature to you, a 21st century teenager, but it was very entertaining to a 1600’s audience member.
12. **Analysis = How exactly do the examples prove the topic sentence and, as a result, the thesis? Start a sentence with a cause and effect transition and make it clear how the specific text evidence proves that topic sentence true. Please, for the love of everything that is sacred in this world, add 2-4 sentences at the end of each body paragraph that explain how the examples in the paragraph depict how the topic sentence (and thesis) is true.**

Score yourself on the rubric below by shading in boxes when you submit your response. Staple this rubric to your response. Answer the reflection below when you are entirely done with this summative.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4 | 3 | 2 | 1 |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to **analyze**, and/or to entertain? | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.** |
| **4.0 specifics** | **The final “bread” sentences are thorough, clear and accurate. They make it clear precisely how the examples prove the thesis. Also, the arguments are unique, mature and involve you make inferences on your own or creating new ideas that we did not discuss in class.** | | | |
| **Organization** = Did I organize my ideas in a logical & effective manner so that my audience can follow my thinking? | **I can** structure ideas  to make my claim  obvious beyond teacher  expectations; my  transitions are  smooth, mature,  varied & artistic. | **I can** structure ideas  to **make my** claim  apparent consistently;  my transitions are  clear, obvious, &  usefulconsistently. | **My structure implies**  my claim; some of my transitions help  move between ideas.  My reader has to infer  my flow of ideas. | **My structure is confusing**  and/or misleading; my  transitions are lacking  or ineffective. **I require**  **teacher assistance to**  **organize my thoughts.** |
| **4.0 specifics** | **Each paragraph has a specific focus. The transitions I used link examples together fluidly. My body**  **paragraph topic sentences are “complex sentences” that clearly connect ideas between paragraphs.** | | | |
| **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.** |
| **4.0 specifics** | **Evidence isn’t just abundant, but actually justifies the claim in the topic sentence. Also,**  **words from the text are cited; *Much Ado About Nothing* words are used as clear support for**  **the arguments being made in each paragraph.** | | | |
| **Mechanics =** Did I  produce writing that  follows conventions:  accurate **grammar**,  punctuation, & mechanics? | **I can** display an  advanced use of  grammar, punctuation &  mechanics. I use mature mechanics: colon,  semi-colon, dashes, etc. | **I can** display a sufficient,  consistent control over  grammar & punctuation.  My errors do not  significantly distract  from meaning. | **I can only** display an  inconsistent or partial  control over grammar & punctuation. My errors sometimes distract  from meaning. | **I have** multiple miscues in  grammar, punctuation &  mechanics; my errors  distract from meaning. **I**  **need teacher help to do**  **this proficiently.** |
| **4.0 specifics** | There are zero “grave yard” words and/or variations of them: things, stuff, good, bad, etc. Adjectives and adverbs are  abundant, appropriate and are never repeated. Also, vocabulary words that we discussed in class are used effectively  without sounding “forced” into the essay. The author uses complex and compound sentences, and appositives, effectively. | | | |
| **Style =** Did I express my ideas artistically? Did I use clear, precise **diction** & mature, varied **syntax?** | **I can** useartistic &  accurate authorship:  specific, mature word  choice & syntax. | **I can** usesatisfactory &  consistent authorship by  using specific words &  syntax. | **I can only** use  inconsistent authorship:  vague words and basic, predictable syntax. | **I can only** usepoor  authorship: inaccurate,  immature, weakwords &  syntax. **I need teacher help.** |
| **4.0 specifics** | **There are less than three grammatical errors. None of these errors are the most common errors we**  **have reviewed in class: possessive ‘s, comma usage, etc. Also, appropriate, accurate and effective uses**  **of semi-colon and colons enhance the message of the essay.** | | | |

Name:

Reflection: What was most clear about this summative? How can Mr. Foster improve it in the future? Are you confident it accurately assesses all learning targets fairly?