**Armada High School English Common Assessment-Junior Level Posttest**

The following text is from Mary Shelley’s novel *Frankenstein*. Here, Victor Frankenstein, the novel’s protagonist, is narrating a crucial scene from the text. Read the following passage and answer the questions that follow.

**It was** on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered **dismally** against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a **convulsive** motion agitated its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! -- Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion and straight black lips.

I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room, continued a long time traversing my bed chamber, unable to compose my mind to sleep.

(Finally, I returned, only to behold the **progeny** that I had created). Oh! no mortal could support the horror of that countenance. A mummy again endued with animation could not be so hideous as that wretch. I had gazed on him while unfinished he was ugly then; but when those muscles and joints were rendered capable of motion, it became a thing such as even Dante could not have conceived.

1. Which of the following best paraphrases (NOT thematic) the literal message of the passage?
   1. Victor created life and was horrified at what he had done.
   2. Victor worked hard for two years.
   3. Mary Shelley is trying to teach the moral “just because we can do something, doesn’t mean we should.”
   4. No mortal could support the horror of that thing such as Dante
2. Which of the following details is NOT true about Victor’s creation?
   1. The creation’s dull yellow eyes opened
   2. The creation’s countenance was as glorious as the sun
   3. Victor worked for two years trying to create it
   4. After he created it, Victor was appalled by the creation.
3. When Victor said, “Beautiful—Great God!” it is an example of…
   1. Metaphor because it is an indirect comparison to God
   2. Simile because it is a direct comparison to Beautiful
   3. Irony because he is acting like a God by creating life
   4. Flashback because the creation was a god
4. In the last line, Victor says “even as Dante could conceive.” Dante is a very famous writer that all of Mary Shelley’s readers would know. She is using the literary device of…
   1. Rhetorical question by asking Dante about his creation
   2. Personification of Dante
   3. Irony because Dante was blind
   4. Allusion by referencing the famous author Dante
5. When the author used the word **dismally**, she most likely meant…
   1. Sadly, Darkly
   2. Happily, Cheerfully
   3. Angrily, Vengefully
   4. Honorably, Rewardingly
6. When the author used the word **convulsive**, she most likely meant…
   1. Passive, Calm
   2. Shaking, Twitching
   3. Mental, Emotional
   4. Regretful, Mournful
7. When the author used the word **progeny**, she most likely meant…
   1. Countenance
   2. Horror
   3. Creation
   4. Muscles
8. The reader can logically infer FROM THIS PASSAGE that…
   1. The cold of the November night contributed to the creation coming alive
   2. Victor got help from Henry in creating the wretch
   3. Victor also wanted a female progeny to come to life
   4. Victor expected to feel fulfilling and satisfied when his creation came alive
9. The reader can logically infer that in the remainder of Shelley’s text…
   1. Victor has trouble accepting the creation for what he is
   2. Victor continues his obsession and decided to create another progeny **on his own**
   3. Victor convinced Walton to build another progeny
   4. Victor’s own children follow in his scientific footsteps
10. Thematically, Shelley must be trying to show her readers that…
    1. Carpe diem; seize the day
    2. Just because we can, doesn’t mean we should
    3. The power of an individual is stronger than the power of society
    4. Heroes are flawless

Now, analyze the ways that the author uses specific writing techniques to convey meaning. In other words, what methods does Shelley use to present his message? You will be assessed using the rubric below.

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| --- | --- | --- | --- |
| **Standard** | **3.0, Yes, Proficient** | **2.0, Maybe, Approaching** | **1.0, Not Yet, Minimal Evidence** |
| **Content**: Did you answer the question? Did you accomplish the text’s purpose? Did you cite specific evidence to rationalize your claim? | I can write to **fully** accomplish a given task. I can use **sufficient** text evidence to support my claim. My ideas are accurate, logical, and fit the task’s purpose. | I can write to **partially** accomplish a given task. I can use **some** text evidence to support my claim. **Some of** my ideas are accurate, logical, and fit the task’s purpose. | I **struggle to** can write to accomplish a given task. I can **need help** using text evidence to support my claim. My ideas are either inaccurate, illogical, and/or don’t fit the task’s purpose. |
| **Organization**: Does your structure make your message clear? Do transitions increase cohesion of ideas? | I can **clearly** organize my writing in a way that accomplishes the task’s purpose and makes my claims **clear**. I can use transitions that connect my ideas **clearly**. | I can organize my writing in a way that **partially** accomplishes the task’s purpose and makes my claims **somewhat** clear. I can use **some** transitions that connect my ideas **somewhat** clearly. | I **struggle to** organize my writing in a way that accomplishes the task’s purpose and makes my claims clear. I **need help** using transitions that connect my ideas clearly. My structure and/or transitions interfere with my meaning. |
| **Authorship**: Did you follow grammatical writing conventions? Is your voice and style apparent? | I can **effectively** follow the rules of standard American English. Any errors in my writing **do not distract** from meaning significantly. I can write with a **unique** style using **precise** diction and **varied** syntax. | I can **somewhat** follow the rules of standard American English. Errors in my writing **somewhat distract** from meaning. I can write with **some** style using **basic** diction and **simple** syntax. | I **struggle to** follow the rules of standard American English. Errors in my writing **distract** from meaning. I **need help** amending my writing’s **simple** diction and **predictable** syntax. |
| **Teacher Feedback:** | | | |

Answer Key

1. A-Comprehension
2. B-Comprehension
3. C-craft
4. D-craft
5. A-vocab
6. B-vocab
7. C-vocab
8. D-infer
9. A-infer
10. B-theme