Common Exam Guidelines

FINAL EXAM	FINAL EXAM	FINAL EXAM
HONORS SOPHOMORE SKILLS	**ACP SOPHOMORE**	**CP SOPHOMORE**

2 poetry selections (Walt Whitman)	**2 poetry selections (Langston Hughes)**	**1 poetry selection (_____)**
● One studied that year	● One studied that year	**Modified as needed: Ms. Wood**
● One new selection	● One new selection	**Multiple Choice** *(30%, 8 items, 3.75 pts. each)*
Multiple Choice *(30%, 15 items, 2 pts. each)*	**Multiple Choice** *(30%, 12 items, 2.5 pts. each)*	● Structure
● Structure	● Structure	○ Lines and stanzas
○ Lines and stanzas	○ Lines and stanzas	○ Conflict
○ Conflict	○ Conflict	○ Contrast
○ Contrast	○ Contrast	● Literary devices (ID and effect)
● Literary devices (ID and effect)	● Literary devices (ID and effect)	○ Simile
○ Simile	○ Simile	○ Metaphor
○ Metaphor	○ Metaphor	○ Personification
○ Personification	○ Personification	○ Symbolism
○ Symbolism	○ Symbolism	○ Imagery
○ Imagery	○ Imagery	○ Allusion
○ Allusion	○ Allusion	● Narration
● Narration	● Narration	○ Speaker and P.O.V.
○ Speaker and P.O.V.	○ Speaker and P.O.V.	○ Diction / Syntax
○ Diction / Syntax	○ Diction / Syntax	● Compare / Contrast b/w poems
● Compare / Contrast b/w poems	● Compare / Contrast b/w poems	● Comprehension
● Comprehension	● Comprehension	● Inference (subtext)
● Inference (subtext)	● Inference (subtext)	● Vocabulary in Context
● Vocabulary in Context	● Vocabulary in Context	
		1 prose fiction selection
1 prose fiction selection	**1 prose fiction selection**	● Excerpt from short story or novel of literary merit <u>not</u> studied in class that year
● Excerpt from short story or novel of literary merit <u>not</u> studied in class that year	● Excerpt from short story or novel of literary merit <u>not</u> studied in class that year	● 20th century - Contemporary
● 20th century - Contemporary	● 20th century - Contemporary	**Multiple Choice** *(30%, 8 items, 3.75 pts. each)*
Multiple Choice *(30%, 15 items, 2 pts. each)*	**Multiple Choice** *(30%, 12 items, 2.5 pts. each)*	● Characterization
● Characterization	● Characterization	○ Textual details that reveal complex character
○ Textual details that reveal complex character	○ Textual details that reveal complex character	○ Static / Dynamic
○ Static / Dynamic	○ Static / Dynamic	○ Relationships
○ Relationships	○ Relationships	● Setting
● Setting	● Setting	○ Textual details that reveal setting
○ Textual details that reveal	○ Textual details that reveal	

○ setting
○ Relationship b/w character and setting
● Structure
  ○ Plot and sequence
  ○ Conflict
  ○ Contrast
● Literary devices (ID and effect)
  ○ Simile
  ○ Metaphor
  ○ Personification
  ○ Symbolism
  ○ Imagery
  ○ Allusion
● Narration
  ○ Speaker and P.O.V.
  ○ Diction / Syntax
  ○ Mood / Tone
● comprehension
● inference (subtext)
● vocabulary in context
 	
Literary Argument *(40%, 1 item, 40pts)*
● Complete Essay
● Develop a thesis in response to a theme-based prompt (pulled from past MCAS prompts)
● Use of textual evidence (detailed, specific examples)
● complex explanation of significance of the evidence
● use of English grammar/ conventions
	○ setting
	○ Relationship b/w character and setting
	● Structure
	  ○ Plot and sequence
	  ○ Conflict
	  ○ Contrast
	● Literary devices (ID and effect)
	  ○ Simile
	  ○ Metaphor
	  ○ Personification
	  ○ Symbolism
	  ○ Imagery
	  ○ Allusion
	● Narration
	  ○ Speaker and P.O.V.
	  ○ Diction / Syntax
	  ○ Mood / Tone
	● comprehension
	● inference (subtext)
	● vocabulary in context
	
	Literary Argument *(40%, 1 item, 40pts)*
	● *Student-generated Graphic Organizer allowed*
	● Complete Essay
	● Develop a thesis in response to a theme-based prompt (pulled from past MCAS prompts)
	● Use of textual evidence (detailed, specific examples)
	● complex explanation of significance of the evidence
	● use of English grammar/ conventions
		○ Relationship b/w character and setting
		● Structure
		  ○ Plot and sequence
		  ○ Conflict
		  ○ Contrast
		● Literary devices (ID and effect)
		  ○ Simile
		  ○ Metaphor
		  ○ Personification
		  ○ Symbolism
		  ○ Imagery
		  ○ Allusion
		● Narration
		  ○ Speaker and P.O.V.
		  ○ Diction / Syntax
		  ○ Mood / Tone
		● comprehension
		● inference (subtext)
		● vocabulary in context
		
		Literary Argument *(40%, 1 item, 40pts)*
		● *Teacher-Guided Graphic Organizer allowed*
		● Complete Essay
		● Develop a thesis in response to a theme-based prompt (pulled from past MCAS prompts)
		● Use of textual evidence (detailed, specific examples)
		● complex explanation of significance of the evidence
		● use of English grammar/ conventions

MIDYEAR EXAM	**MIDYEAR EXAM**	**MIDYEAR EXAM**
HONORS SOPHOMORE SKILLS	**ACP SOPHOMORE**	**CP SOPHOMORE**

2 poetry selections (Emily Dickinson)
● One studied that year
● One new selection
Multiple Choice *(30%, 15 items, 2 pts. each)*
● Structure
  ○ Lines and stanzas
  ○ Conflict
  ○ Contrast
● Literary devices (ID and effect)
  ○ Simile
  ○ Metaphor
  ○ Personification
  ○ Symbolism
  ○ Imagery
  ○ Allusion
● Narration
  ○ Speaker and P.O.V.
  ○ Diction / Syntax
● Compare / Contrast b/w poems
● Comprehension
● Inference (subtext)
● Vocabulary in Context
	2 poetry selections (H.W. Longfellow)
	● One studied that year
	● One new selection
	Multiple Choice *(30%, 12 items, 2.5 pts. each)*
	● Structure
	  ○ Lines and stanzas
	  ○ Conflict
	  ○ Contrast
	● Literary devices (ID and effect)
	  ○ Simile
	  ○ Metaphor
	  ○ Personification
	  ○ Symbolism
	  ○ Imagery
	  ○ Allusion
	● Narration
	  ○ Speaker and P.O.V.
	  ○ Diction / Syntax
	● Compare / Contrast b/w poems
	● Comprehension
	● Inference (subtext)
	● Vocabulary in Context
		1 poetry selection (_____)
		Modified as needed: Ms. Wood
		Multiple Choice *(30%, 8 items, 3.75 pts. each)*
		● Structure
		  ○ Lines and stanzas
		  ○ Conflict
		  ○ Contrast
		● Literary devices (ID and effect)
		  ○ Simile
		  ○ Metaphor
		  ○ Personification
		  ○ Symbolism
		  ○ Imagery
		  ○ Allusion
		● Narration
		  ○ Speaker and P.O.V.
		  ○ Diction / Syntax
		● Compare / Contrast b/w poems
		● Comprehension
		● Inference (subtext)
		● Vocabulary in Context

1 prose fiction selection
● Excerpt from short story or novel of literary merit <u>not</u> studied in class that year
● 20th century - Contemporary
Multiple Choice *(30%, 15 items, 2 pts. each)*
● Characterization
  ○ Textual details that reveal complex character
  ○ Static / Dynamic
  ○ Relationships
● Setting
  ○ Textual details that reveal setting
  ○ Relationship b/w character and setting
● Structure
  ○ Plot and sequence
	1 prose fiction selection
	● Excerpt from short story or novel of literary merit <u>not</u> studied in class that year
	● 20th century - Contemporary
	Multiple Choice *(30%, 12 items, 2.5 pts. each)*
	● Characterization
	  ○ Textual details that reveal complex character
	  ○ Static / Dynamic
	  ○ Relationships
	● Setting
	  ○ Textual details that reveal setting
	  ○ Relationship b/w character and setting
	● Structure
	  ○ Plot and sequence
		1 prose fiction selection
		● Excerpt from short story or novel of literary merit <u>not</u> studied in class that year
		● 20th century - Contemporary
		Multiple Choice *(30%, 8 items, 3.75 pts. each)*
		● Characterization
		  ○ Textual details that reveal complex character
		  ○ Static / Dynamic
		  ○ Relationships
		● Setting
		  ○ Textual details that reveal setting
		  ○ Relationship b/w character and setting
		● Structure
		  ○ Plot and sequence
		  ○ Conflict

- ○ Conflict
- ○ Contrast
- Literary devices (ID and effect)
  - ○ Simile
  - ○ Metaphor
  - ○ Personification
  - ○ Symbolism
  - ○ Imagery
  - ○ Allusion
- Narration
  - ○ Speaker and P.O.V.
  - ○ Diction / Syntax
  - ○ Mood / Tone
- comprehension
- inference (subtext)
- vocabulary in context

Literary Argument *(40%, 1 item, 40pts)*
- Analytical Paragraph examining the complex relationship between two characters from a single work, studied in class that year
- Students will know work ahead of time (but NOT the prompt)
- Develop a topic sentence
- Use of textual evidence (detailed, specific examples)
- complex explanation of significance of the evidence
- use of English grammar/ conventions

- ○ Conflict
- ○ Contrast
- Literary devices (ID and effect)
  - ○ Simile
  - ○ Metaphor
  - ○ Personification
  - ○ Symbolism
  - ○ Imagery
  - ○ Allusion
- Narration
  - ○ Speaker and P.O.V.
  - ○ Diction / Syntax
  - ○ Mood / Tone
- comprehension
- inference (subtext)
- vocabulary in context

Literary Argument *(40%, 1 item, 40pts)*
- *Student-generated Graphic Organizer allowed*
- Analytical Paragraph examining the complex relationship between two characters from a single work, studied in class that year
- Develop a topic sentence
- Use of textual evidence (detailed, specific examples)
- complex explanation of significance of the evidence
- use of English grammar/ conventions

- ○ Contrast
- Literary devices (ID and effect)
  - ○ Simile
  - ○ Metaphor
  - ○ Personification
  - ○ Symbolism
  - ○ Imagery
  - ○ Allusion
- Narration
  - ○ Speaker and P.O.V.
  - ○ Diction / Syntax
  - ○ Mood / Tone
- comprehension
- inference (subtext)
- vocabulary in context

Literary Argument *(40%, 1 item, 40pts)*
- *Teacher-Guided Graphic Organizer allowed*
- Analytical Paragraph examining the complex relationship between two characters from a single work, studied in class that year
- Develop a topic sentence
- Use of textual evidence (detailed, specific examples)
- complex explanation of significance of the evidence
- use of English grammar/ conventions

ESSAY RUBRIC:

Level of Performance Criteria	**4**=Exemplary (A range)	**3**=Proficient (B range)	**2**=Developing (C range)	**1**=Beginning (D range)
Ideas and Content **4 3 2 1**	Always justifies ***complex ideas, claims, theses***, or arguments appropriate to the task and discipline. ● Complex ideas ● Uses evidence (quotes, examples, etc.) ● Connects evidence to thesis/ideas	Usually justifies a central idea, claim, thesis, or argument appropriate to the task and discipline.	Occasionally justifies a central idea, claim, thesis, or argument appropriate to the task and discipline	Rarely justifies a central idea, claim, thesis, or argument appropriate to the task and discipline ● Only summarized/retelling
Organization **4 3 2 1**	Always develops/has complex ideas, claims, ***theses***, or arguments using ***clearly defined paragraphs, transitions,*** and other structures appropriate to task and discipline. ● Clear thesis ● Paragraph topics ● Topic sentences ● 'Weaves' evidence into argument	Usually develops central idea, claim, thesis, or argument using paragraphs, transitions, and other structures appropriate to task and discipline.	Occasionally develops central idea, claim, thesis, or argument using paragraphs, transitions, and other structures appropriate to task and discipline.	Rarely develops central idea, claim, thesis, or argument using paragraphs, transitions, and other structures appropriate to task and discipline.
Voice **4 3 2 1**	Always uses voice appropriate to the task and discipline.	Usually uses voice appropriate to the task and discipline.	Occasionally uses voice appropriate to the task and discipline.	Rarely uses voice appropriate to task and discipline.

	- Analytical/Academic voice - Avoids 1st person (unless specified by task) - Avoids cliches and stock phrases - Uses active voice			
Word Choice **4 3 2 1**	Skillfully uses **sophisticated language**/vocabulary **appropriate to the task** and discipline. - Avoids slang ("text-speak") - Uses words appropriately	Accurately uses varied language/vocabulary appropriate to the task and discipline.	Uses language/vocabulary that is sometimes inappropriate or redundant to the task and discipline.	Uses language/vocabulary that is inappropriate to the task and discipline.
Sentence Fluency **4 3 2 1**	Always crafts complete, varied and well structured sentences. Sophisticated sentence structure	Usually uses complete and well structured sentences.	Occasionally uses complete and well structured sentences; some **fragments** or **run-ons**.	Rarely uses complete and well structured sentences; some fragments or run-ons.
Grammar and Conventions **4 3 2 1**	Has no error in spelling, grammar, and punctuation or presentation. - Verb tense - Pronoun Agreement - Apostrophe / Plurals	Has few errors in spelling, grammar, and punctuation or presentation. They do not interfere with communication.	Has many errors in spelling, grammar, and punctuation or presentation that interfere with communication somewhat.	Has serious errors in spelling, grammar, and punctuation or presentation that greatly interfere with communication.

Points	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6

Grade	A+	A	A-	B+	B+	B	B	B-	B-	C+	C+	C	C	C-	C-	D+	D	D	U