

Name _____ Date _____

STANDARD ONE *(based on Common Core Standards for literary and informational text)*

Readers cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD THREE *(based on Common Core Standards for literary and informational text)*

Readers analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. Readers analyze how a text makes connections among and distinctions between individuals, ideas, or events.

ASSESSMENT

Text: "The Monkey's Paw" by W.W. Jacobs

Task Choices (select one): OPTION ONE

The author uses the literary technique of foreshadowing to build suspense and propel the action of the story. Identify three examples and provide analysis of how each example contributes to the overall story.

 OPTION TWO

Select a character (Herbert, Mr. White, or Mrs. White) to analyze. Describe his/her journey throughout the story. Consider the conflicts the character faces, what events impact the character most, and whether or not the character changes.

Task Levels (circle the level that matches your needs at this time):

Beyond Excelling 100 points	I am able to successfully complete one of the assessment tasks independently , without support. My essay demonstrates a sophisticated command of both writing and reading standards.
Excelling 90-99 points	I am able to successfully complete one of the assessment tasks independently , without support.
Proficient 80-89 points	I am able to successfully complete one of the assessment tasks with one of the following supports: <ul style="list-style-type: none"> ➤ Reading/discussing text with others (teacher/peers/both). ➤ Teacher created graphic organizer for essay planning. ➤ Planning prompts. ➤ Essay outline.
Approaching 70-79 points	I am able to successfully complete one of the assessment tasks with two or more of the following supports: <ul style="list-style-type: none"> ➤ Reading/discussing text with others (teacher/peers/both). ➤ Teacher created graphic organizer for essay planning. ➤ Planning prompts. ➤ Essay outline.
Beginning 59 points	I am not quite ready for this assessment yet. I need more practice with these standards.

Success Checklist:

Success Criteria	Not at All Met	Partially Met	Mostly Met	Completely Met
Response reflects accurate comprehension of text.				
Response addresses the prompt.				
Conventions are used in a way that supports meaning (and does not interfere with meaning).				