Seventh Grade Quarter 1 Common Assessment in Literacy

Targets for quarter one: (Literary text: Elements of short story/novel, narrative or drama):

1. Write an objective IVF summary of a literary text.

2. Identify, categorize, and explain the types of conflicts faced by the characters in a story.

3. Identify and analyze the point(s) of view of a literary text.

4. Analyze how story elements such as characterization, conflict, and setting interact and shape the plot, citing support/evidence from the text.

5. Identify the theme or main message of a literary text.

For the quarter one assessment, students read the short story *Too Soon a Woman* by Dorothy M. Johnson (Page 237 in Glencoe course 2 literature anthology) for the first time. (If necessary for some Sped or newcomer ELL students, the story can be read aloud as a class (or in Spanish) to be sure all the students have access to the story as it is written).

*Students answer open-ended questions which will be graded on a rubric to determine their level of proficiency at each targeted skill.*

Questions/Tasks

1. After reading *Too Soon a Woman* by Dorothy M. Johnson, write a 1/2 to 1 page summary of the story. Your summary should be objective (do not include your opinions, just the facts) and it should start with a strong IVF topic sentence. Make sure your summary would be clear and easy to follow for a reader who has not read the story before. (Attach space for writing--lined paper).

   To answer the questions below correctly and thoroughly, you will need to re-read or review the story.

2. From what point of view is the story told?
   
   A. Third person limited  
   B. First person  
   C. Second person  
   D. Third person omniscient
3. When Mary is preparing to eat a slice of the mushroom, the young narrator's perspective is revealed in the text:

It was a cruel thing, what she did then. She sliced that big, solid mushroom and heated grease in a pan. The smell of it brought the little girls out of their quilt, but she told them to go back in so fierce a voice that they obeyed. . . I didn't cry. I watched, hating her. . . She knelt there by the fire and finished frying the slice of mushroom. . . If I'd had Pa's rifle, I'd have been willing to kill her right then and there.

If Mary was narrating the above scene as she prepared to eat the mushroom, how would she have described it? Compare and contrast the narrator's perspective to Mary's perspective in the space provided below. Explain your answers using support from the story:

The Narrator's Point of View:

Mary's Point of View:

4. Describe the conflicts faced by the characters in the story. Name the type of conflict faced by each main character and explain it. Use the conflict matrix provided to organize your responses.

5. Describe the character of the father in the story. Is he a good man? Is he cruel and uncaring? How do you know? Give specific examples of how his interactions with other characters, his speech, and behavior reveal important aspects of his character.

6. Which sentence from the story most strongly illustrates how the harsh setting has shaped the father's character?

A. So she went along with us and looked after the little girls, but Pa wouldn't talk to her.
B. "We're clean out of money. I got all I can handle without taking anybody else."
C. I remember my father's sunken eyes in his gaunt, grim face.
D. He burst out with bitterness, "There ain't anything good left in the world, or people to care if you live or die."
6. What does Mary mean when she says, "By tomorrow morning, I guess you can tell whether you want any." Explain what she means.

7. The author uses dialect in the story to make the characters and setting seem authentic (real). Restate the following lines (said by Mary) in modern English (how you think we would say them now).

   I bet it hefts ten pounds.

Modern way of saying:

   I don't set up to know all about everything, like some people.

Modern way of saying:

8. The narrator ends the story with the statement, "My stepmother was a wonderful woman". What can you infer (figure out by reading between the lines) from this ending?

9. Write a short paragraph that describes a possible theme or central message of the story Too Soon A Woman. Include specific examples/explanations from the story to support your ideas.
<table>
<thead>
<tr>
<th>Basic (2-3/5)</th>
<th>Proficient (3.5/5)</th>
<th>Approaching Mastery (4/5)</th>
<th>Mastery (5/5)</th>
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<td>The student does not demonstrate the ability to write an IVF topic sentence or the summary lacks sufficient character or plot detail and loses the reader. The summary may lack sequence, ramble, or lack appropriate transitions to guide the reader. The reader is left with little understanding of the plot or character development. The text may be too short or the summary is not written in an objective voice.</td>
<td>The student demonstrates the ability to write an IVF topic sentence followed by enough character and plot detail to guide the reader. Transitions may be weak or absent in some places. Some plot or character detail may be lacking, but the reader is left with a general understanding of the literary text. The student may have included too much detail for the summary. The summary is written in an objective voice.</td>
<td>The student demonstrates the ability to write an IVF topic sentence using a strong verb, followed by enough character and plot detail to guide the reader. Transitions are used effectively and the summary is written in an objective voice. At times the student may include too much detail and there may be some awkward sentences, but the reader is left with a strong understanding of the literary text.</td>
<td>The student demonstrates the ability to write a concise summary in an objective voice, using a strong IVF topic sentence, followed by relevant plot and character details. Transitions (not overly formulaic) are used effectively to guide the reader. The summary does not include irrelevant details and leaves the reader with a strong understanding of the literary text.</td>
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### Conflict Scoring Rubric

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<thead>
<tr>
<th>Basic (2-3/5)</th>
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<tr>
<td>The student doesn't identify the conflict(s) in a story or identifies a minor conflict while overlooking the main conflict(s).</td>
<td>The student correctly identifies and labels (man vs. man, man vs. self, man vs. nature, man vs. society) the <strong>main</strong> conflict that propels the story and explains the conflict using evidence from the text.</td>
<td>The student identifies and labels more than one conflict. The student demonstrates an understanding of the different types of internal and external conflict beyond the obvious conflict faced by the main character(s). The student uses evidence from the text to explain these conflicts.</td>
<td>The student demonstrates an advanced understanding of conflict including implied internal and external pressures or dilemmas faced by the character(s). To this end, the student is able to identify three or more conflicts present in the story. The student uses evidence from the text to explain these conflicts.</td>
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## Point of View Scoring Rubric

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<th>Mastery (5/5)</th>
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<td>The student does not demonstrate an understanding of who is narrating a literary text or incorrectly identifies the point of view of a literary text.</td>
<td>The student demonstrates an understanding of who is narrating a literary text and correctly identifies the point of view of a text, speculating as to why the author may have chosen to write the piece from a particular point of view.</td>
<td>The student demonstrates an understanding of who is narrating a literary text and speculates why the author may have chosen to write the piece from that point of view. The student is able to compare and contrast the different perspectives of two of the characters or narrators within a literary text by filling out a Venn diagram and making a final statement about the differences or similarities in the characters' experiences.</td>
<td>The student demonstrates an understanding of who is narrating a literary text and understands and explains why the author may have chosen to write the piece from that point of view. The student is able to compare and contrast the different perspectives of two of the characters or narrators within a literary text by filling out a Venn diagram and making a final statement about the differences or similarities in the characters' experiences.</td>
</tr>
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<td>Student does not identify a theme or confuses theme with topic in a literary text or the student may identify a theme that is not relevant to the text which is not explained or supported.</td>
<td>The student correctly makes a theme statement which is supported with some textual evidence or explanation. The theme statement may be somewhat of a cliché or demonstrates a basic understanding of the central message of the text.</td>
<td>The student correctly makes a theme statement which resonates with the literary work, citing relevant textual evidence to support claims.</td>
<td>The student correctly makes a theme statement which resonates with the literary work, citing relevant textual evidence to support claims. The student demonstrates the ability to move beyond the obvious and specific connection to the text to a general statement of truth illustrated through the literature.</td>
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