Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: 1 4 5 7 Date: \_\_\_\_\_\_\_\_

***The Adventures of Tom Sawyer***

**Construct at Test Assignment**

**DIRECTIONS: You will:**

1. Create six (6) multiple choice and two (2) short answer test
2. Pair the questions with the common core standards that we have been practicing in class
3. Give this test to another student in the class
4. Grade the test
5. Reflect on each question to asked

**Standards and Possible Test Question Stems:** Can only repeat a standard TWICE – each standard must be used as least once.

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| **#** | **Reading Literature Standard** | **Question Stem** |
| RL 8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | * What textual evidence supports your inference that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? * What can you infer from \_\_\_\_\_\_\_\_(#) paragraph? Explain your thinking. * What can you infer about \_\_\_\_\_? Cite evidence from the text to support your inference(s). * Which evidence shows \_\_\_\_\_\_\_? Explain. |
| RL 8.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | * What is the theme of \_\_\_\_\_\_\_\_\_\_\_? Cite evidence from the text to support your identification of the theme. Explain how events develop the theme over the course of the text. * Give an example of how the theme is developed in the text. Which events support the development of that theme? Cite specific textual evidence. * How does the development of \_\_\_\_\_\_\_\_\_\_(character/setting/plot) contribute to the theme or central idea? Cite specific textual evidence. * How does the author use the main character to develop the theme of the drama? Use information from the drama to support your analysis. * How does the author use the plot to develop the theme of the story? Use information from the story to support your analysis. * How does the author use the setting to develop the theme of the poem? Use information from the poem to support your analysis. * Write an objective summary of the poem/drama/scene/story/novel/etc. |
| RL  8.3 | 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. | * What statement(s) or action(s) advance the events of the story? Cite specific textual evidence. * What statement(s) or action(s) help the reader better understand a character? Cite specific textual evidence. * What is revealed about the character through\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (events/dialogue)? Cite specific textual evidence. * How did \_\_\_\_\_\_\_\_\_ incident provoke \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(character’s) decision? Cite specific textual evidence. * How do lines \_\_\_ - \_\_\_\_reveal \_\_\_\_\_\_\_\_\_\_\_. Cite specific textual evidence. |
| RL 8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | * What does the word/phrase \_\_\_\_\_\_\_ mean in this selection? What clues did you use to determine the meaning? Cite specific textual evidence. * Without changing the meaning of the sentence, what word can best be used to replace the underlined part? * When the author uses \_\_\_\_\_, what connotation is s/he intending? Explain how you know. Cite specific textual evidence. * What is the meaning of the analogy \_\_\_\_\_\_\_\_\_\_\_? Cite specific textual evidence. * To what does \_\_\_\_\_\_\_\_\_ (word/phrase) allude? Cite specific textual evidence. * Which words help the reader understand the meaning of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in paragraph \_\_\_\_\_\_? * Find an example of figurative language and explain its meaning. Discuss its impact on the tone of the poem/story citing specific textual evidence. * What tone does the author evoke when s/he uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Cite specific textual evidence. |
| RL 8.6 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | * What point of view does the author use? What effect does the author create with this point of view? Cite specific textual evidence. * How does the author use point of view to create suspense? Cite specific textual evidence. * How does the author use point of view to create humor? Cite specific textual evidence. * How does telling the story from \_\_\_\_\_\_(character’s) point of view create humorous situations? Use examples from the play in your analysis. * How would the story be different if it were told from \_\_\_\_\_\_(character’s) point of view? What information from the story supports your analysis? * What is the most likely reason the author told the story from \_\_\_\_\_\_(character’s) point of view? What information from the story supports your analysis? * How does the author use dramatic irony to keep the reader engaged? Use examples from the story to support your analysis. |

Creator of the Test: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taker of the Test: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MULTIPLE CHOICE QUESTIONS**

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|  | **Question** | **Multiple Choice Options** | **Reflection** |
| RL  8. \_\_\_ | 1. | A.  B.  C.  D. |  |
| RL  8. \_\_\_ | 2. | A.  B.  C.  D. |  |
| RL  8. \_\_\_ | 3. | A.  B.  C.  D. |  |
| RL  8. \_\_\_ | 4. | A.  B.  C.  D. |  |
| RL  8. \_\_\_ | 5. | A.  B.  C  .  D. |  |
| RL  8. \_\_\_ | 6. | A.  B.  C.  D. |  |

Creator of the Test: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Taker of the Test: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SHORT ANSWER QUESTIONS**

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| **Standard** | **Question** | **Answer** | **Score and Reflection** |
| RL  8. \_\_\_\_ | 7. |  | **2 Points** – The response is accurate, complete, and fulfills all requirements of the task. Text-based support and examples are included. Any information that goes beyond the text is relevant to the task.  **1 Point** – The response is partially accurate and fulfills some requirements of the task. Some information may be inaccurate, too general, or confused. Support and examples may be insufficient or not text-based.  **0 Points** – The response is inaccurate, poorly organized, or does not respond to the task |
|  |
| RL  8. \_\_\_\_ | 8. |  | **2 Points** – The response is accurate, complete, and fulfills all requirements of the task. Text-based support and examples are included. Any information that goes beyond the text is relevant to the task.  **1 Point** – The response is partially accurate and fulfills some requirements of the task. Some information may be inaccurate, too general, or confused. Support and examples may be insufficient or not text-based.  **0 Points** – The response is inaccurate, poorly organized, or does not respond to the task |
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