

Grade 10 Literature Mini-Assessment

Excerpt from *Julius Caesar*, Act III, Scene ii

by William Shakespeare

This grade 10 mini-assessment is based on an excerpt from *Julius Caesar*, Act III, Scene ii by William Shakespeare and a video of the scene. This text is considered to be worthy of students' time to read and also meets the expectations for text complexity at grade 10. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as this one.

Questions aligned to the CCSS should be worthy of students' time to answer and therefore do not focus on minor points of the text. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are seven selected-response questions and one paper/pencil equivalent of technology enhanced items that address the Reading Standards listed below. Additionally, there is an optional writing prompt, which is aligned to both the Reading Standards for Literature and the Writing Standards.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

*Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students' ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

The questions align to the following standards:

RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choice on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.0-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:

www.achievethecore.org

Grade 10 Mini-Assessment – Excerpt from *Julius Caesar*

Act III, Scene ii

Today you will read an excerpt from *Julius Caesar*, Act III, Scene ii by William Shakespeare, and watch a short video of part of the scene. You will then answer several questions based on the text and video. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may go back and change your answer to Part A if you want to.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

Now read the passage, watch the video, and answer the questions. I encourage you to write notes in the margin as you read the passage.

Excerpt from *Julius Caesar*, Act III, Scene ii

by William Shakespeare

(shortened for assessment purposes)

Antony:

Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them;

5 The good is oft interred with their bones;
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it.

10 Here, under leave of Brutus and the rest--
For Brutus is an honourable man;
So are they all, all honourable men--
Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me:

15 But Brutus says he was ambitious;
And Brutus is an honourable man.
He hath brought many captives home to Rome
Whose ransoms did the general coffers fill:
Did this in Caesar seem ambitious?

20 When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.
You all did see that on the Lupercal¹

25 I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honourable man.
I speak not to disprove what Brutus spoke,

30 But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;

35 My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

First Citizen:

 Methinks there is much reason in his sayings.

Second Citizen:

 If thou consider rightly of the matter,
Caesar has had great wrong.

Antony:

40 But yesterday the word of Caesar might
Have stood against the world; now lies he there.

 And none so poor to do him reverence.
O masters, if I were disposed to stir
Your hearts and minds to mutiny and rage,
I should do Brutus wrong, and Cassius wrong,
45 Who, you all know, are honourable men:

 I will not do them wrong; I rather choose
To wrong the dead, to wrong myself and you,
Than I will wrong such honourable men.
But here's a parchment with the seal of Caesar;
50 I found it in his closet, 'tis his will:

¹ A yearly Roman festival that celebrated the god of fertility

Let but the commons hear this testament--
Which, pardon me, I do not mean to read--
And they would go and kiss dead Caesar's wounds
And dip their napkins in his sacred blood,
55 Yea, beg a hair of him for memory,

And, dying, mention it within their wills,
Bequeathing it as a rich legacy
Unto their issue.

Fourth Citizen

We'll hear the will: read it, Mark Antony.

Antony:

60 Have patience, gentle friends, I must not read it;
It is not meet² you know how Caesar loved you.
You are not wood, you are not stones, but men;
And, being men, bearing the will of Caesar,

65 It will inflame you, it will make you mad:
'Tis good you know not that you are his heirs;
For, if you should, O, what would come of it!

Fourth Citizen:

Read the will; we'll hear it, Antony;
You shall read us the will, Caesar's will.

Antony:

70 Will you be patient? will you stay awhile?
I have o'ershot myself to tell you of it:
I fear I wrong the honourable men
Whose daggers have stabb'd Caesar; I do fear it.

Fourth Citizen:

They were traitors: honourable men!

All:

The will! the testament!

Antony:

75 You will compel me, then, to read the will?
Then make a ring about the corpse of Caesar,
And let me show you him that made the will.
Shall I descend? and will you give me leave?

² Fitting or proper

Several Citizens:

Come down.

Second Citizen:

80 Descend.

(ANTONY comes down.)

First Citizen:

Stand from the hearse, stand from the body.

Second Citizen:

Room for Antony, most noble Antony.

Antony:

Nay, press not so upon me; stand far off.

Several Citizens:

Stand back; room; bear back.

Antony:

85 If you have tears, prepare to shed them now.
You all do know this mantle: I remember

The first time ever Caesar put it on;
'Twas on a summer's evening, in his tent,
That day he overcame the Nervii:

90 Look, in this place ran Cassius' dagger through:
See what a rent the envious Casca made:

Through this the well-beloved Brutus stabb'd;
And as he pluck'd his cursed steel away,
Mark how the blood of Caesar follow'd it,
95 As rushing out of doors, to be resolved
If Brutus so unkindly knock'd, or no;

For Brutus, as you know, was Caesar's angel:
Judge, O you gods, how dearly Caesar loved him!
This was the most unkindest cut of all;
100 For when the noble Caesar saw him stab,
Ingratitude, more strong than traitors' arms,

Quite vanquish'd him: then burst his mighty heart;
And, in his mantle muffling up his face,
Even at the base of Pompey's statua,
105 Which all the while ran blood, great Caesar fell.
O, what a fall was there, my countrymen!

Then I, and you, and all of us fell down,
Whilst bloody treason flourish'd over us.
O, now you weep; and, I perceive, you feel
110 The dint of pity: these are gracious drops.
Kind souls, what, weep you when you but behold

Our Caesar's vesture wounded? Look you here,
Here is himself, marr'd, as you see, with traitors.

Second Citizen:

O noble Caesar!

Fourth Citizen:

115 O traitors, villains!

All:

Revenge! About! Seek! Burn! Fire! Kill! Slay!
Let not a traitor live!

Antony:

Stay, countrymen.

First Citizen:

Peace there! Hear the noble Antony.

Second Citizen:

120 We'll hear him, we'll follow him, we'll die with him.

Antony:

Good friends, sweet friends, let me not stir you up
To such a sudden flood of mutiny.
They that have done this deed are honourable:
What private griefs they have, alas, I know not,
125 That made them do it: they are wise and honourable,
And will, no doubt, with reasons answer you.

I come not, friends, to steal away your hearts:
I am no orator, as Brutus is;
But, as you know me all, a plain blunt man,
130 That love my friend; and that they know full well
That gave me public leave to speak of him:

For I have neither wit, nor words, nor worth,
Action, nor utterance, nor the power of speech,
To stir men's blood: I only speak right on;
135 I tell you that which you yourselves do know;
Show you sweet Caesar's wounds, poor dumb mouths,

140 And bid them speak for me: but were I Brutus,
 And Brutus Antony, there were an Antony
 Would ruffle up your spirits and put a tongue
 In every wound of Caesar that should move
 The stones of Rome to rise and mutiny.

All:

We'll mutiny.

First Citizen:

We'll burn the house of Brutus.

Antony:

Yet hear me, countrymen; yet hear me speak.

All

145 Peace, ho! Hear Antony. Most noble Antony!

Antony:

Why, friends, you go to do you know not what:
Wherein hath Caesar thus deserved your loves?
Alas, you know not: I must tell you then:
You have forgot the will I told you of.

All:

150 Most true. The will! Let's stay and hear the will.

Antony:

Here is the will, and under Caesar's seal.
To every Roman citizen he gives,
To every several man, seventy-five drachmas³.

Second Citizen:

Most noble Caesar! We'll revenge his death.

Antony:

155 Hear me with patience.

 Moreover, he hath left you all his walks,
 His private arbours and new-planted orchards,
 On this side Tiber; he hath left them you,
 And to your heirs for ever, common pleasures,
160 To walk abroad, and recreate yourselves.

³ A form of currency

Here was a Caesar! when comes such another?

First Citizen:

Never, never. Come, away, away!
We'll burn his body in the holy place,
And with the brands fire the traitors' houses.
Take up the body.

165

Second Citizen:

Go fetch fire.

(Exit Citizens with the body of Caesar)

Antony:

Now let it work. Mischief, thou art afoot,
Take thou what course thou wilt!

PUBLIC DOMAIN

Video: <https://www.youtube.com/watch?v=036CS0g3D6c>

QUESTIONS:

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: Read the following lines from Act III, Scene ii of *Julius Caesar*.

Look, in this place ran Cassius' dagger through:
See what a rent the envious Casca made:
Through this the well-beloved Brutus stabb'd;
And as he pluck'd his cursed steel away,
Mark how the blood of Caesar follow'd it,
A rushing out of doors,

Based on these lines, what is the meaning of *rent* as used in this excerpt?

- A. unspeakable atrocity
- B. poor decision
- C. long-lasting impression
- D. tear in a piece of cloth

Part B: Which two words or phrases from these lines help the reader interpret the meaning of *rent* as it is being used?

- A. "in this place"
- B. "ran Cassius' dagger through"
- C. "envious"
- D. "well-beloved"
- E. "stabb'd"
- F. "cursed steel"

2. The following question has two parts. Answer Part A and then answer Part B.

Part A: Based on the passage, what are Antony's true feelings about Caesar?

- A. He feels resentment toward Caesar.
- B. He feels envious of Caesar.
- C. He feels loyal to Caesar.
- D. He feels curious about Caesar.

Part B: Which two excerpts from the passage best demonstrate the feeling chosen in Part A?

- A. "He was my friend, faithful and just to me" (line 13)
- B. "You all did love him once, not without cause" (line 30)
- C. "I rather choose/ To wrong the dead, to wrong myself and you" (lines 46-47)
- D. "I fear I wrong the honourable men" (line 71)
- E. "If you have tears, prepare to shed them now" (line 85)
- F. "O, now you weep; and, I perceive, you feel / The dint of pity" (lines 109-110)

3. In his speech, Antony disproves Brutus' assertion that Caesar was ambitious.

Highlight the lines from the first part of Antony's speech (lines 1–35) that disprove the claim of Caesar's ambitious nature.

4. The following question has two parts. Answer Part A and then answer Part B.

Part A: What does Antony mean when he refers to Brutus as “Caesar’s angel”?

- A. Caesar showed favoritism toward Brutus.
- B. Brutus had protected Caesar from danger.
- C. Caesar wanted Brutus to rise up as a ruler.
- D. Brutus loved Caesar despite his character flaws.

Part B: Based on the excerpt, why does Antony describe Brutus in this way?

- A. Antony is jealous of the close relationship Brutus had with Caesar.
- B. Antony is thankful that Brutus had supported Caesar in the past.
- C. Antony wants the crowd to elect Brutus as their new leader.
- D. Antony wants the crowd to recognize the depth of Brutus’s betrayal.

5. In lines 49–50 Antony says, “But here's a parchment with the seal of Caesar; I found it in his closet, 'tis his will.” What does Antony accomplish by introducing Caesar’s will into his speech at this point?

- A. He mentions the will here and again later in the speech, developing the idea that Caesar had amassed riches because of his ambitious nature.
- B. He begins a pattern of mentioning the will and then refusing to read it, so that the crowd will demand to hear what the will says.
- C. He first brings up the will to make Caesar seem human to the crowd, and he continues to mention the will to distract the crowd from violence.
- D. He refers to the will several times, showing that Caesar had a home and family and attempting to appeal to the crowd’s sense of compassion.

6. The following question has two parts. Answer Part A and then answer Part B.

Part A: What is Antony's intention when he refers to Brutus and others as "honourable men"?

- A. He is encouraging the crowd to show respect to the Roman leaders.
- B. He is saying one thing while meaning the opposite.
- C. He is establishing himself as a good judge of character.
- D. He is calming the crowd by using purposeful word choice.

Part B: Which quotation from the speech shows this same intent?

- A. You are not wood, you are not stones, but men (line 62)
- B. 'Tis good you know not that you are his heirs (line 65)
- C. If you have tears, prepare to shed them now (line 85)
- D. O, what a fall was there, my countrymen! (line 106)

7. What is the central idea of this excerpt from Julius Caesar?

- A. Antony attempts to manipulate the crowd to mutiny against those who killed Caesar.
- B. Antony wishes to be allowed to secure Caesar's body for a proper burial.
- C. Antony praises the actions of Brutus and explains the reasons that Caesar was killed.
- D. Antony wants to establish himself as the new ruler to fill the position created by Caesar's death.

8. What aspect of the scene is more apparent in the video than in the written excerpt?

- A. The influence of Antony's speech on the crowd of citizens
- B. How Caesar was killed and who was responsible
- C. The depth of Antony's anguish as he delivers his speech
- D. The various accomplishments of Caesar as the ruler of Rome

Information for Teachers: Quantitative and Qualitative Analyses of the Text

Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The text for this mini-assessment has been placed at grade 10, and the process used to determine this grade level placement is described below. “Appendix A of the Common Core” and the “Supplement to Appendix A: New Research on Text Complexity” lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a **grade band** based on at least one⁴ quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/resources).
2. Place a text or excerpt at a **grade level** based on a qualitative analysis.

Quantitative Analysis		
Excerpt from <i>Julius Caesar</i> , Act III, Scene ii	Quantitative Measure #1	Quantitative Measure #2
	Reading Maturity: 10.9	ATOS: 7.4

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.corestandards.org/resources) and determine the **grade band** of the text. Note that literary texts at the high school level are sometimes more complex than indicated by quantitative ratings.

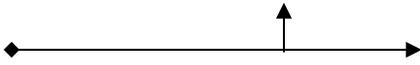
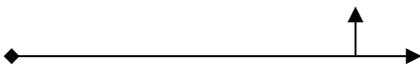
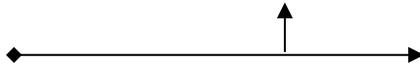
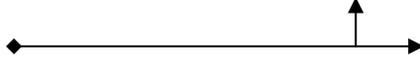
Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from the Reading Maturity and the ATOS measures were converted to grade bands.

Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

Common Core Band	ATOS	Degrees of Reading Power [®]	Flesch-Kincaid [§]	The Lexile Framework [®]	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

⁴ For higher-stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same **band**, the results provide additional assurance that the text selected is appropriate for the band.

To find the **grade level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. (www.corestandards.org)

Qualitative Analysis	Excerpt from <i>Julius Caesar</i> , Act III, Scene ii	Where to place within the band?					
Category	Notes and comments on text, support for placement in this band	Too Low	Early-mid 9	Mid-end 9	Early-mid 10	End 10	NOT suited to band
Structure (both story structure or form of piece)	The structure of the drama is straightforward, with Antony addressing the crowd and citizens responding and interjecting. Students must distinguish recent past events, like Brutus’s betrayal and murder of Caesar, from events less recent, like Caesar overcoming the Nervii and writing his will.						
Language Clarity and Conventions	Antony’s speech includes many complex sentences, often containing multiple ideas. The language is dense and complex, with instances of archaic vocabulary (whilst, hath, thou), English spelling (honourable), and unfamiliar words (coffer, mantle). It is crucial to comprehension that students identify Antony’s irony throughout the scene (“I come to bury Caesar, not to praise him”; “They that have done this deed are honourable”).						
Knowledge Demands (life, content, cultural/literary)	The text explores multiple themes and describes experiences that although they though based on common human emotions, are removed from the average reader. There is no prior knowledge needed to gain access to the text; however, some background knowledge of ancient Rome and Roman politics is beneficial.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	There are multiple themes in this text, including: the desire for power can lead to betrayal; persuasion can be a powerful weapon; and loyalty determines your true friends. These multiple themes increase the complexity of the text.						
Overall placement: Grade 10	The multiple themes, use of rhetoric and irony, challenging vocabulary and complex sentence structure make this text most appropriate for grade 10.						

Question Annotations & Correct Answer and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1 Part A	D		<p>A. Although Antony views Caesar’s death as an atrocity, he is referring specifically to the tear Casca’s knife made in Caesar’s clothing when Casca stabbed Caesar.</p> <p>B. Although the reader learns that Antony views the stabbing as a betrayal and thus a poor decision, the use of the word rent refers to the actual tear left in the fabric as a result of the stabbing.</p> <p>C. Although Caesar’s blood left a stain, Antony is referring specifically to the tear Casca’s knife made in Caesar’s clothing.</p> <p>D. This is the correct response. Antony points out the wounds Cassius and Brutus gave Caesar and the “rent” in Caesar’s clothing, which was caused by Casca’s knife.</p>
1 Part B	B, E	RL.9-10.4, RL.9-10.1	<p>A. “In this place” refers to the location of the wound Antony references on Caesar’s body, not Caesar’s torn clothing.</p> <p>B. This is a correct response. Antony lists several injuries Caesar sustained in the attack, including a tear caused by Casca’s knife.</p> <p>C. Although “envious” describes how Casca felt toward Caesar, “rent” refers to the tear Casca’s knife caused in Caesar’s clothing.</p> <p>D. “Well-beloved” ironically refers to Brutus, who betrayed Caesar, not the tear Casca’s knife caused in Caesar’s clothing.</p> <p>E. This is a correct response. Antony lists several injuries Caesar sustained in the attack, including a tear caused by Casca’s knife.</p> <p>F. “Cursed steel” refers to the knife used to stab Caesar, not the tear caused by Casca’s knife.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
2 Part A	C		<p>A. Although Antony’s words may imply that he resents Caesar, saying he chooses “to wrong the dead” rather than the “honorable men,” this is an ironic statement that is meant to highlight Antony’s loyalty to Caesar.</p> <p>B. Although envy is important to the oration, it is Brutus and the others who are envious. Antony is loyal to Caesar, as proven by the fact he plays upon the emotions of the crowd to incite them to mutiny.</p> <p>C. This is the correct answer. Antony gives this speech to indict the men who betrayed and killed Caesar and to incite the crowd to demand justice for Caesar.</p> <p>D. Antony makes the citizens of Rome curious about Caesar’s will; he himself is not curious, even implying that he knew Caesar’s true nature.</p>
2 Part B	A, B	RL.9-10.3, RL.9-10.1	<p>A. This is a correct answer. Antony describes Caesar as his loyal and fair friend.</p> <p>B. This is a correct answer. Antony reminds the Romans that in the past they all loved Caesar and had good reasons to love him.</p> <p>C. Antony makes this statement to trick the audience into believing he is loyal to the conspirators, but he is actually loyal to Caesar.</p> <p>D. Antony uses the term “honourable men” to refer to Brutus and the other conspirators, not to Caesar.</p> <p>E. This statement is meant to prepare the citizens to hear about Caesar’s affection for the Romans, rather than Antony’s loyalty to Caesar.</p> <p>F. This statement explains the Romans’ feelings toward Caesar after Antony described Brutus’s betrayal of Caesar, not Antony’s feelings toward Caesar.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
3	<p>Option1: He hath brought many captives home to Rome /Whose ransoms did the general coffers fill:</p> <p>Option 2: When the poor have cried, Caesar hath wept:</p> <p>Option 3: I thrice presented him a kingly crown,/Which he did thrice refuse:</p>	RL.9-10.3, RL.9-10.1	<p>Option 1: Instead of only caring for his wealth, Caesar’s conquests brought financial gains to all Romans.</p> <p>Option 2: Instead of being self-centered, Caesar cared for his fellow Romans and sympathized with them.</p> <p>Option 3: Instead of seeking power, Caesar refused it multiple times.</p>
4 Part A	A	RL.9-10.4, RL.9-10.1	<p>A. This is the correct answer. The next line helps the reader understand the idea of Brutus being Caesar’s angel, saying, “Caesar loved him!”</p> <p>B. Instead of protecting Caesar from danger, Brutus betrayed Caesar and killed him.</p> <p>C. Although Brutus leading Rome is mentioned in lines 137-141, it is Antony, not Caesar, who suggests this idea, and he does so ironically.</p> <p>D. Although Antony focuses on Brutus’s honorable nature, he does so ironically to highlight Brutus’s betrayal of Caesar, the man who favored him.</p>
4 Part B	D	RL.9-10.4, RL.9-10.1	<p>A. There is no textual evidence that Antony was jealous of Brutus and Caesar’s relationship. Instead, Antony describes Caesar as his own “faithful and just” friend.</p> <p>B. Antony does not mention how Brutus treated Caesar in the past, only that Brutus is an “honourable man” who “stabb’d” Caesar.</p> <p>C. Although Antony says that Brutus could effectively lead the Romans, Antony makes this statement ironically.</p> <p>D. This is the correct answer. Antony calls Brutus “Caesar’s angel” to emphasize Brutus’s true traitorous nature and cruel murder of Caesar.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
5	B	RL.9-10.5, RL.9-10.1	<p>A. Although Antony mentions the will multiple times in his speech, his intention is to tantalize the crowd, not to describe Caesar as ambitious.</p> <p>B. This is the correct answer. By mentioning, but not reading, the will multiple times, Antony develops the crowd’s curiosity so the citizens will demand he read the will, which is Antony’s goal.</p> <p>C. Although Antony highlights Caesar’s humanity, he does so by saying that Caesar cried when the poor cried, not bringing up Caesar’s will, nor does Antony try to distract the crowd from violence.</p> <p>D. Although Antony mentions the will multiple times in his speech, his intention is to tantalize the crowd, and he does not focus on Caesar’s home and family.</p>
6 Part A	B	RL.9-10.3, RL.9-10.4, RL.9-10.6, RL.9-10.1	<p>A. Although Antony appears to respect the Roman leaders, saying he “will not do them wrong,” he is using irony to emphasize their treason.</p> <p>B. This is the correct response. Antony repeatedly calls Brutus and others “honourable men” to contrast them against Caesar and to reveal their traitorous natures.</p> <p>C. By referring to Brutus and others as “honourable men,” Antony’s purpose is to influence the crowd’s perception of the leaders and Caesar, not himself.</p> <p>D. Antony calls the leaders “honourable men” repeatedly to build the crowd’s anger toward them, not to calm the crowd.</p>
6 Part B	B		<p>A. Antony says this line to appeal to the Romans’ emotions, so that they will have sympathy for Caesar.</p> <p>B. This is the correct response. Antony says this line to demonstrate Caesar’s love for his countrymen and to manipulate the crowd to avenge Caesar’s murder.</p> <p>C. Antony says this line to capture the crowd’s attention and encourage a sympathetic response to Caesar’s will.</p> <p>D. Antony says this line to emphasize the treason committed against Caesar by his friends and to align himself with the crowd.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
7	A	RL.9-10.2, RL.9-10.1	<p>A. This is the correct response. Antony uses rhetorical devices and the contents of Caesar’s will to manipulate the crowd to retaliate against Brutus and others.</p> <p>B. It is the crowd who wants to burn Caesar’s body in “the holy place,” while Antony’s goal is to avenge Caesar’s death.</p> <p>C. Although Antony repeatedly praises Brutus, Antony subtly lists reasons that Caesar should be avenged, rather than justifying his murder.</p> <p>D. Although the crowd listens to and follows Antony, Antony’s goal is to avenge Caesar’s death, not become the leader of Rome.</p>
8	C	RL.9-10.7, RL.9-10.1	<p>A. Although Antony’s influence on the crowd is apparent in the video, the crowd’s beliefs and behaviors are also clearly evident in the text.</p> <p>B. How Caesar was killed and who was responsible are conveyed through the dialogue rather than through actions in the video.</p> <p>C. This is the correct response. Antony’s facial expressions and body movements convey anguish that is less apparent in the text.</p> <p>D. Caesar’s accomplishments are conveyed through Antony’s words rather than actions in the video.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
9 Optional Essay	See top score bullets in right-hand column.	W.9-10.2, W.9-10.4, RL.9-10.1, RL.9-10.2, RL.9-10.4, L.9-10.1, L.9-10.2, L.9-10.3	<ul style="list-style-type: none"> • I come to bury Caesar, not to praise him. <ul style="list-style-type: none"> o Praises Caesar in proving that he is not ambitious o Compares Caesar to a god • For Brutus is an honourable man <ul style="list-style-type: none"> o Proves the opposite o Shows Brutus is a traitor o Brutus was disloyal to Caesar, who trusted Brutus above all others • You all did love him once, not without cause: <ul style="list-style-type: none"> o Antony has to persuade crowd to love Caesar again o He has to give the crowd cause to turn against Brutus and other conspirators • O masters, if I were disposed to stir / Your hearts and minds to mutiny and rage, / I should do Brutus wrong, and Cassius wrong, / . . . / I will not do them wrong; <ul style="list-style-type: none"> o Antony wants the crowd to act against Brutus and Cassius o Antony does them wrong by enticing the crowd and showing their faults o Antony continually appeals to the emotions of the crowd • But, as you know me all, a plain blunt man, <ul style="list-style-type: none"> o Antony's speech proves otherwise o He is eloquent and able to persuade the crowd by appealing to their emotion rather than their intellect o He manipulates the crowd to do his bidding • Other examples: <ul style="list-style-type: none"> o I speak not to disprove what Brutus spoke, o Have patience, gentle friends, I must not read it; / It is not meet you know how Caesar loved you. o For Brutus, as you know, was Caesar's angel: o Good friends, sweet friends, let me not stir you up/ To such a sudden flood of mutiny. o I tell you that which you yourselves do know;

Using the Mini-Assessments with English Language Learners (ELLs)

Mini-Assessment Design and English Language Learners

Each mini-assessment is designed using the best practices of test design. English Language Learners will benefit from the opportunity to independently practice answering questions about grade-level complex texts.

Prior to delivering the mini-assessment, teachers should read through each item. If there is language in the question stems specific to the standards (e.g., plot, theme, point of view), make sure that students have been introduced to these concepts prior to taking the assessment. Teachers should not pre-teach specific vocabulary words tested in the assessment (e.g., words students are asked to define) and should only pre-teach language that would impede students from understanding what the question is asking.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including texts that:

- *Are brief and engaging:* Texts vary in length, but no individual text is more than three pages long.
- *Embed student-friendly definitions:* Footnotes are included for technical terms or words that are above grade level when those words are not surrounded by context that would help students determine meaning.

Informational text sets, such as those included in the mini-assessment, specifically attend to the needs of ELLs by:

- *Building student knowledge:* Mini-assessments often include multiple texts or stimuli on the same topic:
 - For sets with two texts or stimuli, the first text is generally broader, providing a foundation in the content and introducing key vocabulary, and the second text provides more detail or contrast on the same topic. This allows ELLs to dig into the features of the passage being assessed rather than being inundated with dissimilar content and vocabulary.
 - For sets with more than two texts or stimuli, there is an “anchor” text that provides introductory information on the topic.
- *Containing ideas that lend themselves to discussion from a variety of perspectives:* Often these pairs or sets of texts present multiple perspectives on the same topic.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including questions that:

- *Feature a variety of academic words:*
 - Each mini-assessment contains at least one vocabulary item. Items assessing vocabulary test one of the following:
 - The meaning of Tier 2 academic words in context.
 - The meaning of a figurative word/phrase in context.
 - The impact of word choice on meaning and/or tone.
 - MOST vocabulary items test Tier 2 words.
 - All tested words are chosen because:
 - They are central to the meaning of the text.
 - They are surrounded by sufficient context to allow students to determine meaning.
- *Highlight “juicy” sentences that feature grade-appropriate complex structures, vocabulary, and language features:* Most mini-assessments include at least one item assessing Reading for Literature or Reading: Informational text standard 5. These items point students to analyze the structure of the text. While standard 5 items specifically focus on the structure of the text, other items require the analysis of language features, vocabulary, and relationships between ideas, all of which build student understanding of texts.
- *Provide graphic organizers to help students capture and reflect on new knowledge:* Most mini-assessments include at least one item mimicking a “technology enhanced item.” These items include things like tables and charts.
- *Provide writing activities that allow students to use new vocabulary and demonstrate knowledge of new concepts:* Most mini-assessments include an optional writing prompt that allows students to write about the text(s).

Administration Guidelines for ELLs

When assessing ELL students, appropriate accommodations may be considered. Modifications to the assessment itself should not be made. According to the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners, First Edition*:

- “Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment.”

- “Accommodations are accessibility supports [that] do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student’s work produce valid results.”

Teachers **may** choose to make accommodations that meet the unique needs of ELLs. Prior to delivering any practice assessment, especially if the mini-assessment is to be used in a more formal setting (e.g., as part of a district benchmark assessment), teachers should research what accommodations will be available to students during their state’s summative assessment. For example, some states allow ELLs to use a bilingual dictionary during an assessment; other states do not allow this. Ensure your ELLs are practicing with the accommodations they can expect to see on the summative. Some examples of appropriate accommodations include:

- Reading the directions aloud to students multiple times.
- Providing student directions in student native language.
- Allowing students additional time to complete the mini-assessments.
- Exposing students to item types prior to the assessment.
- Reading the scoring expectations for the writing prompt aloud to students.

Because the goal of literacy mini-assessments is to measure grade-level literacy as students progress toward college- and career-readiness, teachers must be careful **not** to make modifications that may be commonly used in classroom instruction. Examples of modifications that should **not** be used include:

- Reading passages aloud for students.
- Adding student glossaries of unfamiliar terms.
- Pre-teaching tested vocabulary words.

In any testing setting, teachers must be careful to choose accommodations that suit the needs of each individual student.

Additional Resources for Assessment and CCSS

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on
<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- See the Basal Alignment Project for examples of text-dependent questions:
<http://www.achievethecore.org/basal-alignment-project>

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf

Sample Scoring Rubric for Text-Based Writing Prompts:

http://achievethecore.org/content/upload/Scoring_Rubric_for_Text-Based_Writing_Prompts.pdf