

Grade 9 Literature Mini-Assessment

Excerpt from *Night* by Elie Wiesel

This grade 9 mini-assessment is based on an excerpt from *Night* by Elie Wiesel. This text is considered to be worthy of students' time to read and also meets the expectations for text complexity at grade 9. 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 nine selected-response questions and one paper/pencil equivalent of a technology-enhanced item that address the Reading Standards listed below, and one optional constructed-response question that addresses the Reading, Writing, and Language Standards listed below.

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 the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices 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.
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.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.9-10.3	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 9 Mini-Assessment

Night by Elie Wiesel

Today you will read a passage about a young Jewish man and his family during World War II. You will then answer several questions based on the text. 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 return to Part A if you wish.

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 the ways you may have additional time.

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

EXCERPT FROM *NIGHT*

1 AND THEN, one day all foreign Jews were expelled from Sighet. And Moishe the Beadle was a foreigner.

2 Crammed into cattle cars by the Hungarian police, they cried silently. Standing on the station platform, we too were crying. The train disappeared over the horizon; all that was left was thick, dirty smoke.

3 Behind me, someone said, sighing, "What do you expect? That's war . . ."

4 The deportees were quickly forgotten. A few days after they left, it was rumored they were in Galicia, working, and even that they were content with their fate.

5 Days went by. Then weeks and months. Life was normal again. A calm, reassuring wind blew through our homes. The shopkeepers were doing good business, the students lived among their books, and the children played in the streets.

6 One day, as I was about to enter the synagogue, I saw Moishe the Beadle sitting on a bench near the entrance.

7 He told me what had happened to him and his companions. The train with the deportees had crossed the Hungarian border and, once in Polish territory, had been taken over by the Gestapo¹. The train had stopped. The Jews were ordered to get off and onto waiting trucks. The trucks headed toward a forest. There everybody was ordered to get out. They were forced to dig huge trenches. When they had finished their work, the men from the Gestapo began theirs. Without passion or haste, they shot their prisoners, who were forced to approach the trench one by one and offer their necks. Infants were tossed into the air and used as targets for the machine guns. This took place in the Galician forest, near Kolomay. How had he, Moishe the Beadle, been able to escape? By a miracle. He was wounded in the leg and left for dead . . .

¹ The secret police of Nazi Germany

8 Day after day, night after night, he went from one Jewish house to the next, telling his story and that of Malka, the young girl who lay dying for three days, and that of Tobie, the tailor who begged to die before his sons were killed.

9 Moishe was not the same. The joy in his eyes was gone. He no longer sang. He no longer mentioned either God or Kabbalah². He spoke only of what he had seen. But people not only refused to believe his tales, they refused to listen. Some even insinuated that he only wanted their pity, that he was imagining things. Others flatly said that he had gone mad.

10 As for Moishe, he wept and pleaded:

11 "Jews, listen to me! That's all I ask of you. No money. No pity. Just listen to me!" he kept shouting in synagogue, between the prayer at dusk and the evening prayer.

12 Even I did not believe him. I often sat with him, after services, and listened to his tales, trying to understand his grief. But all I felt was pity.

13 "They think I am mad," he whispered, and tears, like drops of wax, flowed from his eyes.

14 Once, I asked him the question: "Why do you want people to believe you so much? In your place I would not care whether they believed me or not . . ."

15 He closed his eyes, as if to escape time.

16 "You don't understand," he said in despair. "You cannot understand. I was saved miraculously. I succeeded in coming back. Where did I get my strength? I wanted to return to Sighet to describe to you my death so that you might ready yourselves while there is still time. Life? I no longer care to live. I am alone. But I wanted to come back to warn you. Only no one is listening to me . . ."

17 This was toward the end of 1942.

18 Thereafter, life seemed normal once again. London radio, which we listened to every evening, announced encouraging news: the daily bombings of Germany and Stalingrad, the preparation of the Second Front. And so we, the Jews of Sighet, waited for better days that surely were soon to come.

19 I continued to devote myself to my studies, Talmud during the day and Kabbalah at night. My father took care of his business and the community. My grandfather came to spend Rosh Hashanah with us so as to attend the services of the celebrated Rebbe of Borsche. My mother was beginning to think it was high time to find an appropriate match for Hilda.

20 Thus passed the year 1943.

² An ancient Jewish study of spiritual wisdom

21 SPRING 1944. Splendid news from the Russian Front. There could no longer be any doubt: Germany would be defeated. It was only a matter of time, months or weeks, perhaps.

22 The trees were in bloom. It was a year like so many others, with its spring, its engagements, its weddings, and its births.

23 The people were saying, “The Red Army is advancing with giant strides. . . . Hitler will not be able to harm us, even if he wants to . . .”

24 Yes, we even doubted his resolve to exterminate us.

25 Annihilate an entire people? Wipe out a population dispersed throughout so many nations? So many millions of people! By what means? In the middle of the twentieth century!

26 And thus my elders concerned themselves with all manner of things—strategy, diplomacy, politics, and Zionism³—but not with their own fate.

27 Even Moishe the Beadle had fallen silent. He was weary of talking. He would drift through synagogue or through the streets, hunched over, eyes cast down, avoiding people’s gaze.

28 In those days it was still possible to buy emigration certificates to Palestine. I had asked my father to sell everything, to liquidate everything, and to leave.

29 “I am too old, my son,” he answered. “Too old to start a new life. Too old to start from scratch in some distant land . . .”

30 Budapest radio announced that the Fascist party had seized power. The regent Miklós Horthy was forced to ask a leader of the pro-Nazi Nyilas party to form a new government.

31 Yet we still were not worried. Of course we had heard of the Fascists, but it was all in the abstract. It meant nothing more to us than a change of ministry.

32 The next day brought really disquieting news: German troops had penetrated Hungarian territory with the government’s approval.

33 Finally, people began to worry in earnest. One of my friends, Moishe Chaim Berkowitz, returned from the capital for Passover and told us, “The Jews of Budapest live in an atmosphere of fear and terror. Anti-Semitic acts take place every day, in the streets, on the trains. The Fascists attack Jewish stores, synagogues. The situation is becoming very serious . . .”

34 The news spread through Sighet like wildfire. Soon that was all people talked about. But not for long. Optimism soon revived: The Germans will not come this far. They will stay in Budapest. For strategic reasons, for political reasons . . .

35 In less than three days, German Army vehicles made their appearance on our streets.

³ A Jewish movement with the goal to create and support a Jewish national state in Palestine, the ancient homeland of the Jewish people

36 ANGUISH. German soldiers—with their steel helmets and their death’s-head emblem. Still, our first impressions of the Germans were rather reassuring. The officers were billeted in private homes, even in Jewish homes. Their attitude toward their hosts was distant but polite. They never demanded the impossible, made no offensive remarks, and sometimes even smiled at the lady of the house. A German officer lodged in the Kahns’ house across the street from us. We were told he was a charming man, calm, likable, and polite. Three days after he moved in, he brought Mrs. Kahn a box of chocolates. The optimists were jubilant: “Well? What did we tell you? You wouldn’t believe us. There they are, your Germans. What do you say now? Where is their famous cruelty?”

37 The Germans were already in our town, the Fascists were already in power, the verdict was already out—and the Jews of Sighet were still smiling.

38 THE EIGHT DAYS of Passover.

39 The weather was sublime. My mother was busy in the kitchen. The synagogues were no longer open. People gathered in private homes: no need to provoke the Germans.

40 Almost every rabbi’s home became a house of prayer.

41 We drank, we ate, we sang. The Bible commands us to rejoice during the eight days of celebration, but our hearts were not in it. We wished the holiday would end so as not to have to pretend.

42 On the seventh day of Passover, the curtain finally rose: the Germans arrested the leaders of the Jewish community.

43 From that moment on, everything happened very quickly. The race toward death had begun.

44 First edict: Jews were prohibited from leaving their residences for three days, under penalty of death.

45 Moishe the Beadle came running to our house.

46 “I warned you,” he shouted. And left without waiting for a response.

47 The same day, the Hungarian police burst into every Jewish home in town: a Jew was henceforth forbidden to own gold, jewelry, or any valuables. Everything had to be handed over to the authorities, under penalty of death. My father went down to the cellar and buried our savings.

48 As for my mother, she went on tending to the many chores in the house. Sometimes she would stop and gaze at us in silence.

49 Three days later, a new decree: every Jew had to wear the yellow star.

50 Some prominent members of the community came to consult with my father, who had connections at the upper levels of the Hungarian police; they wanted to know what he thought of the situation. My father's view was that it was not all bleak, or perhaps he just did not want to discourage the others, to throw salt on their wounds:

51 “The yellow star? So what? It's not lethal . . .”

52 (Poor Father! Of what then did you die!)

53 But new edicts were already being issued. We no longer had the right to frequent restaurants or cafés, to travel by rail, to attend synagogue, to be on the streets after six o'clock in the evening.

54 Then came the ghettos.

55 TWO GHETTOS were created in Sighet. A large one in the center of town occupied four streets, and another smaller one extended over several alleyways on the outskirts of town. The street we lived on, Serpent Street, was in the first ghetto. We therefore could remain in our house. But, as it occupied a corner, the windows facing the street outside the ghetto had to be sealed. We gave some of our rooms to relatives who had been driven out of their homes.

56 Little by little life returned to “normal.” The barbed wire that encircled us like a wall did not fill us with real fear. In fact, we felt this was not a bad thing; we were entirely among ourselves. A small Jewish republic . . . A Jewish Council was appointed, as well as a Jewish police force, a welfare agency, a labor committee, a health agency—a whole governmental apparatus.

57 People thought this was a good thing. We would no longer have to look at all those hostile faces, endure those hate-filled stares. No more fear. No more anguish. We would live among Jews, among brothers . . .

58 Of course, there still were unpleasant moments. Every day, the Germans came looking for men to load coal into the military trains. Volunteers for this kind of work were few. But apart from that, the atmosphere was oddly peaceful and reassuring.

59 Most people thought that we would remain in the ghetto until the end of the war, until the arrival of the Red Army. Afterward everything would be as before. The ghetto was ruled by neither German nor Jew. It was ruled by delusion.

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QUESTIONS

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

Part A: What does the word *insinuated* mean as used in paragraph 9 of the passage?

- A. expected
- B. assumed
- C. believed
- D. suggested

Part B: How does the word *insinuated* most strongly impact the tone of paragraph 9?

- A. The word develops a secretive tone by implying the citizens were talking poorly about Moishe the Beadle when he was elsewhere.
- B. The word develops an uncertain tone by explaining how citizens were unsure what to think about Moishe the Beadle's comments.
- C. The word develops a frightened tone by describing the citizens' fear caused by Moishe the Beadle's experience.
- D. The word develops a disrespectful tone by detailing how the citizens chose to not believe Moishe the Beadle's story.

2. What is the significance of the author's conversation with Moishe the Beadle in paragraphs 12–16?

- A. The author is trying to make sense of Moishe the Beadle's repeated warnings to the citizens.
- B. The author is trying to decide if Moishe the Beadle is attempting to gain the sympathy of the citizens.
- C. The author is trying to persuade Moishe the Beadle that he believes there is truth to his stories.
- D. The author is trying to convince Moishe the Beadle that his warnings are unnecessary, and the citizens understand the threat.

3. Which statement best describes why the author includes paragraph 25 in the passage?

- A. to demonstrate that, despite obvious signs showing impending troubles, the citizens were still in denial about what would happen to them
- B. to demonstrate that, despite facts showing the German troops were capable of reaching Sighet, the citizens doubted they would ever arrive
- C. to demonstrate that, despite the warnings of impending trouble, the citizens were too focused on everyday life to take the warnings seriously
- D. to demonstrate that, despite constant news of German movement, the citizens doubted the accuracy of these reports

4. Read paragraphs 34 and 35 below.

The news spread through Sighet like wildfire. Soon that was all people talked about. But not for long. Optimism soon revived: The Germans will not come this far. They will stay in Budapest. For strategic reasons, for political reasons . . .

In less than three days, German Army vehicles made their appearance on our streets.

How are these paragraphs important to the structure of the passage?

- A. They create a sense of confusion by describing the citizens' reactions upon the arrival of the troops.
- B. They create a sense of excitement by explaining the citizens' emotions upon receiving the news of the German troops' movements.
- C. They create a sense of tension by explaining the German troops' sudden appearance when the citizens felt at ease.
- D. They create a sense of hostility by describing the German troops' actions as confrontational when they arrived in the city.

5. How are the events that take place after Passover like a “race toward death,” as described in paragraph 43?

- A. They cause the citizens to feel fearful about the future.
- B. They are happening in a manner that will lead to a swift ending.
- C. They are creating opposition between the soldiers and the citizens.
- D. They bring about an abrupt end to the holiday season.

6. Read these sentences from paragraph 59.

The ghetto was ruled by neither German nor Jew. It was ruled by delusion.

What does the author mean when he says the ghetto was “ruled by delusion”?

- A. The citizens did not understand the importance of being placed in the ghettos.
- B. The citizens were uncertain who truly held the power in the ghettos.
- C. The citizens made decisions based on a false sense of security.
- D. The citizens were committed to protecting their remaining area from the German soldiers.

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

Part A: Which sentence best states a central theme of the passage?

- A. Communities that remain united can overcome adversity.
- B. Excessive pride can lead to one’s downfall.
- C. Religion can be a powerful source of strength in times of trouble.
- D. Self-deception can be a powerful force.

Part B: Which two sentences from the text best support the correct answer to Part A?

- A. “And so we, the Jews of Sighet, waited for better days that surely were soon to come.” (paragraph 18)
- B. “It was a year like so many others, with its spring, its engagements, its weddings, and its births.” (paragraph 22)
- C. “They never demanded the impossible, made no offensive remarks, and sometimes even smiled at the lady of the house.” (paragraph 36)
- D. “People gathered in private homes: no need to provoke the Germans.” (paragraph 39)
- E. “The barbed wire that encircled us like a wall did not fill us with real fear.” (paragraph 56)
- F. “We would live among Jews, among brothers . . .” (paragraph 57)

8. The author’s father and Moishe the Beadle have different points of view of the Germans’ actions in the passage. For each person in the chart below, choose one sentence from the text box below that provides insight into each character’s perspective.

The Author’s Father	
Moishe the Beadle	

Sentences from Text Showing Point of View	
	““They think I am mad,’ he whispered, and tears, like drops of wax, flowed from his eyes.” (paragraph 13)
	““I wanted to return to Sighet to describe to you my death so that you might ready yourselves while there is still time.”” (paragraph 16)
	““And thus my elders concerned themselves with all manner of things—strategy, diplomacy, politics, and Zionism—but not with their own fate.” (paragraph 26)
	““The same day, the Hungarian police burst into every Jewish home in town: a Jew was henceforth forbidden to own gold, jewelry, or any valuables.” (paragraph 47)

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

Part A: Which sentence best describes the importance of religion in the author’s community?

- A. Religion becomes important as an escape from the fearful atmosphere in the community.
- B. The citizens use their religious beliefs and rituals as an excuse to avoid potential conflicts.
- C. Religion is the most important aspect of the citizens’ lives and causes them to ignore the impending problems.
- D. The citizens’ religious beliefs are the reason the Fascists have identified them for persecution.

Part B: Which sentence from the passage best supports the correct answer to Part A?

- A. “I continued to devote myself to my studies, Talmud during the day and Kabbalah at night.” (paragraph 19)
- B. “The Fascists attack Jewish stores, synagogues.” (paragraph 33)
- C. “Almost every rabbi’s home became a house of prayer.” (paragraph 40)
- D. “We drank, we ate, we sang.” (paragraph 41)

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

Part A: How does the author best develop a sense of time and place in the passage?

- A. by using archaic language to indicate an era from long ago
- B. by describing ancient religious beliefs and rituals of the townspeople
- C. by highlighting specific dates and historical events
- D. by referring to other countries impacted by the Germans' actions

Part B: Which detail from the text best supports the answer to part A?

- A. "My grandfather came to spend Rosh Hashanah with us so as to attend the services of the celebrated Rebbe of Borsche." (paragraph 19)
- B. "SPRING 1944. Splendid news from the Russian Front." (paragraph 21)
- C. "The officers were billeted in private homes, even in Jewish homes." (paragraph 36)
- D. "A Jewish Council was appointed, as well as a Jewish police force, a welfare agency, a labor committee, a health agency—a whole governmental apparatus." (paragraph 56)

Information for Teachers: Quantitative and Qualitative Analysis 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 excerpt for this mini-assessment has been placed at grade 9, 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

Night	Quantitative Measure #1	Quantitative Measure #2
	Lexile: 700-800L	FK: 5.6

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.

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

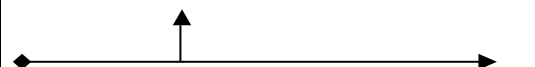
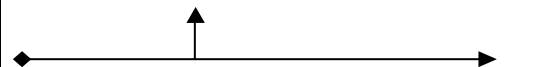
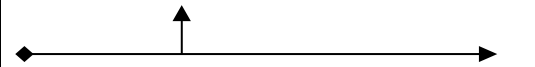

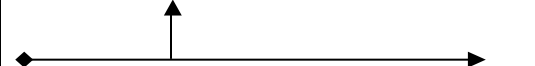
Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

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

The quantitative data show a difference between two measures. Qualitative data will help clarify the difference in the two measures and narrow the text complexity to a specific grade level. In this case, although the measures indicate the text is appropriate for the elementary band, it is clear from the following text analysis that based on the topic and language, this passage belongs in a much higher band.

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.

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>Night</i>	Where to place within the band?					
Category	Notes and comments on text, support for placement in this band	Too low for grade band	early to mid-9	mid 9 to end 9	early to mid-10	End 10	Too high for grade band
Structure (both story structure or form of piece)	The text is structured in chronological order, with the author describing events that take place to him personally and his family as well as what transpires to the citizens of Sighet. While the author is telling the events in a chronological order, he weaves in the psychological concerns of the citizens. The author reveals his inner thoughts regarding the events taking place in through relatively straightforward description. The central idea is not explicitly stated but can be inferred through an analysis of the events and dialogue in the text.						
Language Clarity and Conventions	The vocabulary is difficult due to unfamiliar domain-specific terms (Hungarian, Galicia, Gestapo, Malka); many of these terms are proper nouns and students will need to use different strategies to determine meaning. Other vocabulary is complex, and students will need to use context clues to determine meaning (i.e., synagogue, exterminate, annihilate) and perhaps conduct multiple readings to determine meaning. Sentence structure is complex but will not impact understanding. This may require multiple readings in some parts of the text.						
Knowledge Demands (life, content, cultural/literary)	The text includes information that may be foreign to students, including different religions, World War II, and the Holocaust. Readers may be unfamiliar with the ideas of Fascism and anti-Semitism, which are central ideas to understanding the text. The references to the Jewish religion and holidays may be unknown to students who are unfamiliar with the religion.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	There are multiple purposes in the text: to detail the invasion of Germans into a Jewish community, thus describing the Holocaust from the point of view of Jewish victims, and to explain how the victims were “ruled by delusion” as explained in the passage.						
Overall Placement: Grade 9	Despite quantitative measures indicating a low text complexity, the challenging vocabulary and significant knowledge demands make this text most appropriate for grade 9 most likely mid-year.						

Question Annotations: Correct Answer and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1 Part A	D	RL.9-10.4, RL.9-10.1	<p>A. Although the citizens may have “expected” that Moishe the Beadle would want their pity after having such a horrible experience, “insinuated” means “suggested.”</p> <p>B. Although the citizens may have “assumed” that Moishe the Beadle was imagining things because his stories sounded so unbelievable, “insinuated” means “suggested.”</p> <p>C. Although the citizens may have “believed” that Moishe the Beadle wanted their pity or was imagining something because he repeated his story, “insinuated” means “suggested.”</p> <p>D. This is the correct answer. “Insinuated” implies that the citizens were speaking indirectly and not definitively of Moishe the Beadle’s intentions, so they were “suggesting” reasons for his actions.</p>
1 Part B	D		<p>A. Although the citizens talked about Moishe the Beadle and his story, the term “insinuated” does not imply they were being secretive with their conversations as much as it implies they were suggesting possible reasons for his actions.</p> <p>B. Although Moishe the Beadle’s comments caused a reaction from the citizens, the reaction was not one of uncertainty but one of pity.</p> <p>C. Although Moishe the Beadle’s comments were intended to warn the citizens and cause fear, they did not impact the citizens as he wished.</p> <p>D. This is the correct answer. The citizens talked about Moishe the Beadle’s actions indirectly, and implying he wanted pity, was imagining things, or had even gone mad implies they lacked respect for Moishe the Beadle.</p>

2	A	RL.9-10.3, RL.9-10.1	<p>A. This is the correct answer. The author stated that, even though he did not believe Moishe the Beadle, he spoke to him "...trying to understand his grief," thus trying to make sense of it. The author also explicitly asked Moishe the Beadle why he wanted the citizens to believe him.</p> <p>B. Although the author spoke with Moishe the Beadle to gain an understanding, he is trying to understand why he continues to tell his story, not whether or not he is attempting to get sympathy.</p> <p>C. Although the author listened to Moishe the Beadle to understand Moishe the Beadle's intentions, there is no evidence he attempted to persuade Moishe the Beadle that the author believed his stories.</p> <p>D. Although the author listened to Moishe the Beadle, there is no evidence to support the idea that he tried to convince Moishe the Beadle that the citizens understood the threat.</p>
3	A	RL.9-10.5, RL.9-10.1	<p>A. This is the correct answer. The author includes this paragraph to show that, despite the intent of the Fascists and the warnings the citizens received, they did not believe they were in serious danger.</p> <p>B. Although the citizens did doubt German troops could reach Sighet, this paragraph is included to explain the reasoning behind the citizens' disbelief of their eventual doom.</p> <p>C. Although the citizens do ignore the signs of impending trouble, this paragraph does not indicate they do so because of their focus on everyday life.</p> <p>D. Although the citizens doubted the reports, they doubted the ability of the German troops, not the accuracy of the reports, as evidenced in paragraph 25.</p>
4	C	RL.9-10.5, RL.9-10.1	<p>A. Although it would be reasonable for people to be confused when an army arrives in the town, it is clear they immediately knew the arrival was tied to the war.</p> <p>B. Although the citizens may have been excited by the various reasons they came up with for the Germans not to come to their town (e.g., strategic and political), these sentences work together to create a sense of tension about the unexpected arrival, despite their rationalizing.</p> <p>C. This is the correct answer. The citizens felt "optimism" and determined the troops would not make it to Sighet, as described in paragraph 34; the soldiers then appeared, as stated in paragraph 35, breaking the sense of ease and creating tension.</p> <p>D. Although with invasions one could assume there would be a sense of hostility with the arrival of troops, the text does not provide evidence of this.</p>

5	B	RL.9-10.4, RL.9-10.1	<p>A. Although the citizens should feel fear about the future based on the events in the paragraphs following paragraph 43 and Moishe the Beadle’s earlier testimony, they were still under the delusion they were safe.</p> <p>B. This is the correct answer. The events began happening quickly; for example, the next day, Jews were prohibited from leaving home and were forbidden from owning valuables. Three days later, all Jews were required to wear a yellow star. And ultimately, historically, we know they met the same fate as the Jews discussed at the beginning of the passage, as evidenced by the author’s statement about the star his father wore eventually leading to his death.</p> <p>C. Although the events that happen after paragraph 43 illustrate the opposition between the troops and the citizens, they were not the cause of the opposition between the two groups.</p> <p>D. Although Passover came to an end, the ending was natural, as the holiday had passed; the holiday had no connection to a “race toward death.”</p>
6	C	RL.9-10.3, RL.9-10.4, RL.9-10.1	<p>A. Although the citizens were unaware of how serious their situation was in general, they seemed to understand the importance of being placed in the ghettos; however, they chose to ignore this fact for self-preservation.</p> <p>B. Although the citizens believed they had some control over their situation (see paragraph 56), this belief was only self-deception, as they understood they were forced into the ghettos by the Germans, who were in control.</p> <p>C. This is the correct answer. The citizens convinced themselves that ghettos were good for them and that they were better off isolated from the troops, not admitting the seriousness of their situation.</p> <p>D. Although the text supports the idea that the citizens created support structures within the ghetto, including those to protect their area (“ . . .as well as a Jewish police force. . .a whole governmental apparatus. . .”), these sentences reinforce the idea that the citizens deceived themselves into believing they could protect themselves from the German troops.</p>

7 Part A	D		<p>A. Although the citizens of Sighet remained united, they were ultimately unable to overcome the adversity.</p> <p>B. Although the actions of the citizens can be mistaken as prideful, their actions were not based in pride; the citizens were in denial of the truth.</p> <p>C. Although religion plays an important role in the text, the text does not support the idea that citizens used it as a source of strength.</p> <p>D. This is the correct answer. The citizens continuously ignored the facts to convince themselves that they were not in danger. They deceived themselves into thinking the German troops would not reach Sighet and the Fascists would not take control.</p>
7 Part B	A, E	<p>RL.9-10.2, RL.9-10.1</p>	<p>A. This is the first correct answer. This sentence supports the idea that the citizens had deceived themselves into believing “better days” were ahead despite evidence that strongly suggested otherwise.</p> <p>B. Although this sentence explains that life continued as normal for the citizens, this detail is not a result of self-deception; these events continue as normal based on the passage of time.</p> <p>C. Although the citizens deceived themselves about the actions of the Germans, this sentence provides evidence that the Germans were deceiving the citizens with kindness.</p> <p>D. Although the Germans forced the closure of the synagogues, this sentence describes how the citizens continued to hold religious ceremonies despite the orders of the Germans. This does not show self-deception but that the citizens would continue to do something despite orders to the contrary.</p> <p>E. This is the second correct answer. The citizens were placed in a ghetto, surrounded by barbed wire, yet they still did not feel fear; they had deceived themselves into believing they would be safe.</p> <p>F. Although the sentence speaks to a feeling of comfort and brotherhood, this does not promote a sense of self-deception. It is factually accurate that the Jewish people were isolated from others.</p>

8	See column to the right.	RL.9-10.6, RL.9-10.1	<p>The Author’s Father</p> <p>“And thus my elders concerned themselves with all manner of things—strategy, diplomacy, politics, and Zionism—but not with their own fate.”</p>
			<p>Moishe the Beadle</p> <p>““I wanted to return to Sighet to describe to you my death so that you might ready yourselves while there is still time.””</p>
			<p>Sentences from Text Showing Point of View</p>
			<p>““They think I am mad,’ he whispered, and tears, like drops of wax, flowed from his eyes.” (paragraph 13)</p> <p>Although this sentence describes Moishe the Beadle’s perspective, it describes his perspective on how the citizens view him, not about the Germans’ actions.</p>
			<p>““I wanted to return to Sighet to describe to you my death so that you might ready yourselves while there is still time.”” (paragraph 16)</p> <p>This is the correct answer providing insight into Moishe the Beadle’s perspective. This sentence explains the purpose for Moishe the Beadle’s actions in the excerpt and how he viewed the impending events based on his experience with the German troops, whom he considered terrifying.</p>
			<p>“And thus my elders concerned themselves with all manner of things—strategy, diplomacy, politics, and Zionism—but not with their own fate.”</p> <p>This is the correct answer for the author’s father’s perspective. This sentence highlights how the author’s father and his peers continued to focus on their everyday lives instead of heeding the warnings of impending problems with the Germans.</p>
<p>“The same day, the Hungarian police burst into every Jewish home in town: a Jew was henceforth forbidden to own gold, jewelry, or any valuables.”</p> <p>Although the events detailed in this sentence could have impacted the perspective of the author’s father or Moishe the Beadle, it does not directly provide insight into their respected perspectives.</p>			

<p>9 Part A</p>	<p>D</p>		<p>A. Although the citizens were often involved in religious activities, they were normal practices, not something they used as an escape from the problems in the community.</p> <p>B. Although the citizens participated in rituals and upheld their religious beliefs, they did so out of duty and faith, not as an excuse to avoid conflict.</p> <p>C. Although religion played an important part in the lives of the citizens, self-deception, not dedication to religion, was the reason they ignored impending problems.</p> <p>D. This is the correct answer. The Fascists were persecuting the citizens, as well as other Jews in Europe, because of their religious beliefs.</p>
<p>9 Part B</p>	<p>B</p>	<p>RL.9-10.6, RL.9-10.1</p>	<p>A. Although this sentence explains how the author himself focused on his religious studies during the impending trouble, it does not support the idea that his religion is the reason the Fascists persecuted his community.</p> <p>B. This is the correct answer. This sentence explains how the Fascists specifically identified Jewish stores and synagogues, Jewish places of faith and worship, for attacks.</p> <p>C. Although this sentence explains the level of worship that took place during the invasion, in that “every rabbi’s home became a house of prayer,” these actions were reactions to the German troops’ occupation, not a cause of the Fascists’ persecution.</p> <p>D. Although this sentence references the religious celebrations of the citizens, these celebrations were not the cause of their persecution.</p>

<p>10 Part A</p>	<p>C</p>	<p>RL.9-10.4, RL.9-10.1</p>	<p>A. Although some of the language may be unfamiliar to students, the challenging vocabulary refers to unknown content, including religious references, and is not considered archaic.</p> <p>B. Although the author explained religious rituals and observations of the citizens, these do not help develop a sense of time and place.</p> <p>C. This is the correct answer. The author identified specific dates (lines 17, 20, and 21 mention years, 1942, 1943, and 1944). He also mentioned the confrontations between warring nations (“...the daily bombings of Germany and Stalingrad, the preparation of the Second Front”). These references help develop a sense of time and place.</p> <p>D. Although the author did reference other nations impacted by the Germans’ actions, this does not help the reader develop a sense of time, because this would require background knowledge of specific events.</p>
<p>10 Part B</p>	<p>B</p>		<p>A. Although this sentence mentions an older generation and traditional religious events, it does not help develop a sense of time and place in the passage because those traditions continue today.</p> <p>B. This is the correct answer. The specific date and location mentioned help the reader identify the time and place the author developed throughout the passage.</p> <p>C. Although the historical context of German soldiers living in Jewish homes would help develop a sense of time and place, students would need background knowledge to identify this time and place without further explanation from the author.</p> <p>D. Although the activities of citizens help develop the plot, they do not help develop the time and place.</p>

<p style="text-align: center;">11 (Optional Writing Prompt)</p>	<p style="text-align: center;">See top-score bullets in the right column.</p>	<p>W.9-10.2, W.9-10.4, W.9-10.9, RL.9-10.3, RL.9-10.6 RL.9-10.1, L.9-10.1, L.9-10.2, L.9-10.3</p>	<p>A good student response will include:</p> <p>Claim: The author recognized the threat from the Fascist German army as troublesome and knew the actions of the troops would lead to the citizens’ downfall. He also recognized the citizens’ self-deception as a fault that would prevent the citizens from protecting themselves.</p> <ul style="list-style-type: none"> • The author spoke directly to Moishe the Beadle to understand why he was adamant about the citizens understanding the threat from the Germans. • The author asked his father to move to Palestine to avoid the impending trouble (“I had asked my father to sell everything, to liquidate everything, and to leave.”), recognizing the danger his family was facing. • The author recognized the symbolism of the “yellow star” and recognized that his father and the other citizens ignored this symbol as fatal (“Poor Father! Of what then did you die!”). • The author stated his understanding that the citizens’ false sense of security in the ghetto was nothing more than delusion (“The ghetto was ruled by neither German nor Jew. It was ruled by delusion.”). <p>Note: Students may identify other points of view that may be deemed appropriate by the teacher. If student can support another claim with textual evidence and logic, please score appropriately.</p>
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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 Implementation

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