

Grade 11 Literature Mini-Assessment

Pride and Prejudice by Jane Austen

This grade 11 mini-assessment is based on an excerpt of the novel *Pride and Prejudice* by Jane Austen. This text is considered to be worthy of students’ time to read and also meets the expectations for text complexity at grade 11. 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 texts. 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 five 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 Reading, Writing, and Language 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.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
W.11-12.2	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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.

Contents

Grade 11 Mini-Assessment – <i>Pride and Prejudice</i> excerpt <u>Print for students</u>	4
Information for Teachers: Quantitative and Qualitative Analyses of the Text.....	12
Question Annotations: Correct Answers and Distractor Rationales.....	15
Using the Mini-Assessments with English Language Learners.....	19
Additional Resources for Assessment and CCSS Implementation	22

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 11 Mini-Assessment – *Pride and Prejudice* excerpt

Today you will read an excerpt from *Pride and Prejudice* by Jane Austen. 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 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 and answer the questions. I encourage you to write notes in the margin as you read the passage.

Excerpt from *Pride and Prejudice* by Jane Austen

This excerpt from *Pride and Prejudice*, a novel published in 1813, begins as Elizabeth Bennett receives a visit from Mr. Darcy. Darcy is a wealthy man who discouraged one of his friends from becoming romantically involved with Elizabeth's sister because the Bennett family is not rich.

- 1 . . . she was suddenly roused by the sound of the door-bell, and her spirits were a little fluttered by the idea of its being Colonel Fitzwilliam himself, who had once before called late in the evening, and might now come to inquire particularly after her. But this idea was soon banished, and her spirits were very differently affected, when, to her utter amazement, she saw Mr. Darcy walk into the room. In an hurried manner he immediately began an inquiry after her health, imputing his visit to a wish of hearing that she were better. She answered him with cold civility. He sat down for a few moments, and then getting up, walked about the room. Elizabeth was surprised, but said not a word. After a silence of several minutes, he came towards her in an agitated manner, and thus began,
- 2 “In vain have I struggled. It will not do. My feelings will not be repressed. You must allow me to tell you how ardently I admire and love you.”
- 3 Elizabeth's astonishment was beyond expression. She stared, coloured, doubted, and was silent. This he considered sufficient encouragement, and the avowal of all that he felt, and had long felt for her, immediately followed. He spoke well, but there were feelings besides those of the heart to be detailed, and he was not more eloquent on the subject of tenderness than of pride. His sense of her inferiority—of its being a degradation—of the family obstacles which judgment had always opposed to inclination, were dwelt on with a warmth which seemed due to the consequence he was wounding, but was very unlikely to recommend his suit.

- 4 In spite of her deeply-rooted dislike, she could not be insensible to the compliment of such a man's affection, and though her intentions did not vary for an instant, she was at first sorry for the pain he was to receive; till, roused to resentment by his subsequent language, she lost all compassion in anger. She tried, however, to compose herself to answer him with patience, when he should have done. He concluded with representing to her the strength of that attachment which, in spite of all his endeavours, he had found impossible to conquer; and with expressing his hope that it would now be rewarded by her acceptance of his hand¹. As he said this, she could easily see that he had no doubt of a favourable answer. He *spoke* of apprehension and anxiety, but his countenance expressed real security. Such a circumstance could only exasperate farther, and when he ceased, the colour rose in her cheeks, and she said,
- 5 "In such cases as this, it is, I believe, the established mode to express a sense of obligation for the sentiments avowed, however unequally they may be returned. It is natural that obligation should be felt, and if I could *feel* gratitude, I would now thank you. But I cannot—I have never desired your good opinion, and you have certainly bestowed it most unwillingly. I am sorry to have occasioned pain to any one. It has been most unconsciously done, however, and I hope will be of short duration. The feelings which, you tell me, have long prevented the acknowledgment of your regard, can have little difficulty in overcoming it after this explanation."
- 6 Mr. Darcy, who was leaning against the mantle-piece with his eyes fixed on her face, seemed to catch her words with no less resentment than surprise. His complexion became pale with anger, and the disturbance of his mind was visible in every feature. He was struggling for the appearance of composure, and would not open his lips, till he believed himself to have attained it. The pause was to Elizabeth's feelings dreadful. At length, in a voice of forced calmness, he said,
- 7 "And this is all the reply which I am to have the honour of expecting! I might, perhaps, wish to be informed why, with so little *endeavour* at civility, I am thus rejected. But it is of small importance."
- 8 "I might as well inquire," replied she, "why with so evident a design of offending and insulting me, you chose to tell me that you liked me against your will, against your reason, and even against your character? Was not this some excuse for incivility, if I *was* uncivil? But I have other provocations. You know I have. Had not my own feelings decided against you, had they been indifferent, or had they even been favourable, do you think that any consideration would tempt me to accept

¹ Agreement to marriage

the man, who has been the means of ruining, perhaps for ever, the happiness of a most beloved sister?"

- 9 As she pronounced these words, Mr. Darcy, changed colour; but the emotion was short, and he listened without attempting to interrupt her while she continued.
- 10 "I have every reason in the world to think ill of you. No motive can excuse the unjust and ungenerous part you acted *there*. You dare not, you cannot deny that you have been the principal, if not the only means of dividing them from each other, of exposing one to the censure of the world for caprice and instability, the other to its derision for the disappointment of hopes, and involving them both in misery of the acutest kind."
- 11 She paused, and saw with no slight indignation that he was listening with an air which proved him wholly unmoved by any feeling of remorse. He even looked at her with a smile of affected incredulity.
- 12 "Can you deny that you have done it?" she repeated.
- 13 With assumed tranquility he then replied, "I have no wish of denying that I did every thing in my power to separate my friend from your sister, or that I rejoice in my success. Towards *him* I have been kinder than towards myself."
- 14 Elizabeth disdained the appearance of noticing this civil reflection, but its meaning did not escape, nor was it likely to conciliate her . . .

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QUESTIONS:

1. Paragraph 1 of the excerpt sets the scene for a negative interaction between the two characters in two ways by showing that—

- A. Elizabeth has been feeling unwell and may not be thinking clearly as a result.
- B. before he arrives at Elizabeth's home, Mr. Darcy has just received upsetting news.
- C. Elizabeth is the only person home when Mr. Darcy visits and therefore is free to voice her true opinion.
- D. Mr. Darcy's visit is so unexpected that Elizabeth has no time to mentally prepare for it.
- E. Mr. Darcy is unsure of what he wants to say to Elizabeth.
- F. Elizabeth's disappointment that her visitor is not Colonel Fitzwilliam affects her mood.

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

Part A: Which is the best paraphrase of the meaning of *provocations* as Elizabeth uses the word in paragraph 8?

- A. justifications for acting this way
- B. worrisome problems to solve
- C. obligations to family to consider
- D. hopes for the future

Part B: What are two examples of the provocations Elizabeth cites?

- A. the insulting part of Mr. Darcy's proposal in which he points out how unworthy Elizabeth is
- B. the financial situation of Elizabeth's family compared to others with whom the family associates
- C. the wish that Elizabeth can be independent so she can make her own decisions about her life
- D. Mr. Darcy's involvement in separating Elizabeth's sister from the man her sister loved
- E. Elizabeth's feelings toward and relationship with Colonel Fitzwilliam
- F. the expected behavior between a woman of Elizabeth's status and a rich suitor such as Mr. Darcy

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

Part A: Which sentence from the excerpt does the most to establish the idea that Mr. Darcy lacks sensitivity and tact?

- A. “In an hurried manner he immediately began an inquiry after her health, imputing his visit to a wish of hearing that she were better.”
- B. “This he considered sufficient encouragement, and the avowal of all that he felt, and had long felt for her, immediately followed.”
- C. “His sense of her inferiority—of its being a degradation—of the family obstacles which judgment had always opposed to inclination, were dwelt on with a warmth which seemed due to the consequence he was wounding, but was very unlikely to recommend his suit.”
- D. “He concluded with representing to her the strength of that attachment, which, in spite of all his endeavours, he had found impossible to conquer; and which expressing his hope that it would now be rewarded by her acceptance of his hand.”

Part B: How are events in the excerpt influenced by the answer to Part A?

- A. Elizabeth makes up her mind to reject Mr. Darcy in favor of someone who has the qualities she values.
 - B. Elizabeth becomes angry in response to Mr. Darcy’s statements and refuses to spare his feelings while rejecting him.
 - C. Mr. Darcy admits he rejoices in the fact that he successfully separated his friend from Elizabeth’s sister.
 - D. Mr. Darcy experiences shock and anger when Elizabeth unexpectedly refuses his offer of marriage.
4. In Paragraphs 4 through 8, circle two different sentences that indicate that Elizabeth’s disdain for Mr. Darcy is so strong that she is unwilling to even consider accepting his proposal.

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

Part A: In paragraph 7, what does the line “But it is of small importance” reveal about Mr. Darcy’s state of mind after Elizabeth turns down his proposal?

- A. He is resigned to the fact that Elizabeth does not want to marry him and sees no use in additional conversation.
- B. He is so insulted by the way that Elizabeth has spoken to him that he has lost all interest in marrying her.
- C. He is distressed that Elizabeth has rejected him but is trying to conceal that fact from her.
- D. He is so heartbroken over Elizabeth’s rejection of him that nothing else seems to matter.

Part B: Which two phrases from the excerpt best support the answer to Part A?

- A. “...leaning against the mantle-piece with his eyes fixed on her face...”
- B. “His complexion became pale with anger...”
- C. “He was struggling for the appearance of composure...”
- D. “At length, in a voice of forced calmness...”
- E. “...listened without attempting to interrupt her while she continued.”
- F. “He even looked at her with a smile...”

6. Which statement best describes how the author uses the emotions of the characters to help structure this excerpt?

- A. The author creates intensity by showing how the initial surprise each character feels turns into anger and bitterness.
- B. The author reveals the characters’ underlying affection for each other by showing how quickly their empty politeness gives way to honesty.
- C. The author shows the effects of excessive emotion by describing a conflict that causes both characters to make false accusations.
- D. The author reveals one character’s emotions using dialogue and the other character’s emotions using description and explanation.

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 11, 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 one² 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

<i>Pride and Prejudice</i> excerpt	Quantitative Measure #1	Quantitative Measure #2
	Lexile: 1130	Flesch-Kincaid: 9.3

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 Lexile and the Flesch-Kincaid were converted to grade bands.

² 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.

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

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	<i>Pride and Prejudice</i> excerpt	Where to place within the band?					
		Too Low	Early – mid 11	Mid – end 11	Early – mid 12	End 12	NOT suited to band
Structure (both story structure or form of piece)	The third-person narration is a conventional narrative style, although careful readers will note that the author tells the events from only one point of view, Elizabeth's. Although the events are ordered chronologically and therefore are relatively accessible, references to people and past events outside of the text may be challenging. Teachers should encourage students to carefully read the introductory statement prior to reading text.						
Language Clarity and Conventions	This excerpt includes many complex sentences, often containing multiple ideas. The language is dense and complex (sentiments avowed, assumed tranquility), with instances of archaic vocabulary (called, hand, thus), English spelling (favourable, colour), and advanced vocabulary (caprice, derision, conciliate).						
Knowledge Demands (life, content, cultural/literary)	This excerpt describes experiences with varying layers of complexity (Elizabeth despises Mr. Darcy, but knows she should be flattered by his admiration, which he developed in spite of Elizabeth's inferior social standing.) Some knowledge of 19 th century social customs would be beneficial; however, the information needed to answer the questions lies within the four corners of the text.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	There are many themes in this text, including the concept of a woman who thinks independently during an era that expected women to behave in conventional manner, the differences in social classes and related expectations, the desire for civil interactions being in conflict with a need for frank expression, the importance of precise and eloquent conversation, etc. Due to its multiple themes, this text is considered complex.						
Overall placement: Grade 11	The multiple themes, dense and archaic language, and complex sentence structure make this text most appropriate for grade 11.						

Question Annotations & Correct Answer and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1	D, F	RL.11-12.5, RL.11-12.3, RL.11-12.1	<p>A. Although paragraph 1 states that Mr. Darcy asked about Elizabeth’s health and hopes that she is “better,” there is no evidence to suggest that whatever ailed Elizabeth affected her ability to think clearly.</p> <p>B. Although Mr. Darcy is described as “agitated,” he is upset by his feelings of conflicted love for Elizabeth, not because of previously received news.</p> <p>C. Although no one else is mentioned in paragraph 1, there is no evidence to suggest that Elizabeth was home alone, nor that she would withhold her opinion if others were present.</p> <p>D. This is a correct answer. Mr. Darcy catches Elizabeth, described as “suddenly roused” by a late visitor, off guard. Therefore, she has had no time to anticipate the topic of their conversation or think deeply about her reaction to his proposal.</p> <p>E. Although Mr. Darcy’s behavior is erratic and he waits a few moments before professing his love to Elizabeth, he speaks purposely and knows the reason for his visit.</p> <p>F. This is a correct answer. At first, Elizabeth believes the visitor is Colonel Fitzwilliam, whom she would be excited to see; when she sees Mr. Darcy her “fluttered spirits” are “banished.”</p>
2 Part A	A	RL.11-12.4, RL.11-12.1	<p>A. This is the correct answer. When Elizabeth states, “But I have other provocations,” she is responding to Mr. Darcy’s question about why she rejected his marriage proposal with so much hostility.</p> <p>B. Although Elizabeth is upset when she responds to Mr. Darcy’s proposal, she is angry at being insulted, not worried about a problem. Her provocations are her justifications for rejecting him.</p> <p>C. Although Elizabeth’s family is not wealthy and she is aware of that situation, she brings up her sister as a reason that she despises Mr. Darcy rather than a family responsibility to keep in mind.</p> <p>D. Although Elizabeth believes Mr. Darcy has ruined future hopes, they are the hopes of Elizabeth’s sister, not herself.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
2 Part B	A, D		<p>A. This is a correct answer. Elizabeth tells Mr. Darcy, “you chose to tell me that you liked me against your will, against your reason, and even against your character,” making it clear that a major provocation for her refusal of his offer is his description of his struggle to reconcile his love with Elizabeth’s station in life.</p> <p>B. Although Mr. Darcy spoke of “family obstacles” in Paragraph 3, Elizabeth does not mention his reference to her family’s financial situation as a provocation for her rejection of his proposal.</p> <p>C. Although the reader can infer that Elizabeth values independence, Elizabeth focuses her rejection on Mr. Darcy’s sense of superiority and interference in her sister’s relationship; she does not cite her independence as a provocation for her rejection of his proposal.</p> <p>D. This is a correct answer. Elizabeth states that, regardless of her feelings, she would never marry a man who destroyed her sister’s happiness; this fact is a major provocation for her refusal of Mr. Darcy’s proposal.</p> <p>E. Although Elizabeth has affection for Colonel Fitzwilliam, she does not offer these feelings in her reasons for rejecting Mr. Darcy.</p> <p>F. Although Elizabeth acknowledges expected behavior by saying, “I believe, the established mode to express a sense of obligation for the sentiments avowed,” she does so as an introduction to her rejection. She is not stating that her provocation for the rejection is to go against societal norms.</p>
3 Part A	C	RL.11-12.3, RL.11-12.1	<p>A. Although Mr. Darcy expresses his concern for Elizabeth “in an hurried manner,” his inquiry about her health suggests some sensitivity.</p> <p>B. Although Mr. Darcy misinterprets Elizabeth’s reaction to his proposal and shows he is a bit presumptuous, his profession of affection suggests his emotional sensitivity.</p> <p>C. This is the correct answer. In his marriage proposal, Mr. Darcy emphasizes Elizabeth’s inferior status and his struggles to overlook her shortcomings.</p> <p>D. Although Mr. Darcy explains that he tried to overcome his feelings for Elizabeth in this statement, he does express fervent affection for Elizabeth, which demonstrates sensitivity to a greater degree than option C.</p>
3 Part B	B		<p>A. Although Elizabeth has affection for Colonel Fitzwilliam, she rejects Mr. Darcy based on his own shortcomings.</p> <p>B. This is the correct response. Elizabeth says, “I have never desired your good opinion, and you have certainly bestowed it most unwillingly.”</p> <p>C. Although Mr. Darcy does state that he is glad he separated his friend from Elizabeth’s sister, he makes this assertion in response to Elizabeth’s rejection.</p> <p>D. Although Mr. Darcy is shocked and angered by Elizabeth’s rejection, he does not recognize his lack of sensitivity in delivering the proposal.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
4	See quotations and rationales to the right.	RL.11-12.2, RL.11-12.1	<p><i>“In spite of her deeply-rooted dislike, she could not be insensible of the compliment of such a man’s affection, and though her intentions did not vary for an instant, she was at first sorry for the pain he was to receive...”</i> (para 4)</p> <p>Rationale: In this statement, Elizabeth’s disdain for Mr. Darcy cannot be erased and she fully intends to deliver her rejection, even though she knows that she should feel flattered by his proposal and that her refusal will cause him pain.</p> <p><i>“Had not my own feelings decided against you, had they been indifferent, or had they even been favourable, do you think that any consideration would tempt me to accept the man who has been the means of ruining, perhaps forever, the happiness of a most beloved sister?”</i> (para 8)</p> <p>Rationale: In this statement, Elizabeth states that even if she had positive feelings for Mr. Darcy, his interference in her sister’s happiness prohibits Elizabeth from considering his proposal.</p>
5 Part A	C		<p>A. Although Mr. Darcy says that knowing why Elizabeth rejected him “is of little importance,” it is clear that he is trying to hide his emotions rather than resigning himself to her disdain.</p> <p>B. Although Mr. Darcy suggests that he is offended that Elizabeth made so “little endeavour at civility,” he still wants to marry her and is upset by her rejection.</p> <p>C. This is the correct answer. Mr. Darcy’s struggle for composure reveals his hurt feelings over Elizabeth’s rejection; the author intends the reader to understand that Mr. Darcy means the opposite of what he says.</p> <p>D. Although Mr. Darcy says that knowing why Elizabeth rejected him “is of little importance,” he is trying to hide his emotions rather than demonstrating heartbreak.</p>
5 Part B	C, D	RL.11-12.6, RL.11-12.1	<p>A. Although this phrase describes Mr. Darcy’s physical appearance after Elizabeth rejects him, it does not indicate his state of mind.</p> <p>B. This phrase demonstrates Mr. Darcy’s anger over Elizabeth’s rejection rather than his attempts to conceal his emotions.</p> <p>C. This is a correct answer. “Struggling for the appearance of composure” suggests how deeply hurt Mr. Darcy is by Elizabeth’s rejection.</p> <p>D. This is a correct answer. “Forced calmness” indicates the great effort Mr. Darcy puts into appearing unaffected by Elizabeth’s disdain.</p> <p>E. This phrase suggests that Mr. Darcy is unaffected by Elizabeth’s rejection rather than upset by it.</p> <p>F. This phrase suggests that Mr. Darcy is amused at Elizabeth’s disdain for him rather than upset by her rejection.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
6	A	RL.11-12.3, RL.11-12.5, RL.11-12.1	<p>A. This is the correct answer. Elizabeth is surprised to learn of Mr. Darcy’s affection, given his view of her inferior status, while Mr. Darcy is surprised by Elizabeth’s frank rejection. The author then develops the events of the chapter around the characters’ subsequent anger and bitterness.</p> <p>B. Although the author reveals Mr. Darcy’s affection for Elizabeth, Elizabeth does not return his feelings and rejects him with brutal honesty.</p> <p>C. Although both characters exhibit strong emotions, Mr. Darcy admits that Elizabeth’s accusations of him interfering with her sister’s relationship are true.</p> <p>D. Although the author reveals Mr. Darcy’s feelings through description and explanation while concealing them in his dialogue, she presents Elizabeth’s emotions through both dialogue and description.</p>
7	See top-score bullets in right column.	W.11-12.2, W.11-12.4, W.11-12.9, RL.11-12.4, RL.11-12.2, RL.11-12.1, L.11-12.1, L.11-12.2, L.11-12.3	<ul style="list-style-type: none"> • In paragraphs 3 and 4, Elizabeth finds Mr. Darcy uncivil when he speaks of her inferior status in society. • She responds with anger, which leads directly into their argument. • In paragraph 7, Mr. Darcy, angry over Elizabeth’s blunt rejection, accuses her of being uncivil. • In paragraph 8, she defends herself, basically saying “you were rude first.” • The emphasis both characters place on being “civil” is important because it reminds the readers of society’s expectations; there are rules that govern how people are supposed to interact with each other. • The use of the word “civil” suggests the characters live in a society that values control and outward appearances over passion and sincerity. • The accusations of being “uncivil” help create the heated, angry tone of the excerpt. • The use of the word “civil” reflects one of the themes of the excerpt: the difficulty of balancing society’s expectations against one’s true feelings and personal wishes. • Both characters feel conflict over the need to observe the civil, proper behavior that society demands vs. their need to speak and act freely. • Both characters choose bluntness and honesty over civility, suggesting that both are independent, strong-willed, and possibly at odds with their society. • The fact that the characters cannot be civil to each other may suggest that they both have strong feelings for each other.

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