

Formative Assessments Dickens' *A Christmas Carol* Grade 8

About this Material

The LTF[®] English website provides three types of passage-based formative assessments: close reading multiple choice, revising and editing multiple choice, and performance-based free response prompts with passages. These types of formal assessments can enable students to build their skills as well as provide feedback to teachers about student strengths and weaknesses. The formative assessment materials in this packet use a passage from Charles Dickens' *A Christmas Carol* as the basis for the assessments.

The close reading multiple choice items assess students' ability to read closely, make inferences and generalizations, and to analyze how literary techniques create meaning.

The revising and editing multiple choice items assess students' ability to improve writing content and style as well as understand and apply grammar and mechanics rules.

The free response assessment requires students to read a complex text and write a well-organized and text-supported analysis. Resources available to support the free response include a scoring guide, student sample rangefinders for holistic scoring, and commentary from the lead reader about student strengths and weaknesses observed during the scoring of the essays.

All LTF assessments can be used as models, practice, or more formal assessments. They can be used as they have been produced or modified for student needs in individual classrooms. Ideas for modifying formative assessments can be found on the LTF website.

Passages for LTF lessons are selected to challenge students while lessons and activities make texts accessible. Guided practice with challenging texts allows students to gain the proficiency necessary to read independently at or above grade level.

Objectives

Students will demonstrate skills through

- close reading multiple choice items.
- revising and editing multiple choice items.
- through close reading, annotation, and analytical writing.

Level

Grade Eight

Connection to Common Core Standards for English Language Arts

LTF Foundation Lessons are designed to be used across grade levels and therefore are aligned to the CCSS Anchor Standards. Teachers should consult their own grade-level-specific Standards. The activities in this lesson allow teachers to address the following Common Core Standards:

Explicitly addressed in these assessments

Code	Standard	Level of Thinking	Depth of Knowledge
RL.8.1	Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Understand	III
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Analyze	III
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze	III
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Analyze	III
RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Understand	II
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjective mood. d. Recognize and correct inappropriate shifts in verb, voice, and mood. 	Understand	I
L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. 	Understand	I
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact). 	Understand	II
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8</i>	Understand	I

	<p><i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 		
L.8.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). 	Understand	I
L.8.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Understand	II
W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	Create	III

W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Create	III
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8).	Evaluate	III
W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading</i> standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	Analyze	III
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Apply	III

LTF Skill Focus

The foundation for LTF English lessons is the Skill Progression Chart that identifies key skills for each domain, beginning with grade 6 and adding more complex skills at each subsequent grade level while reinforcing skills introduced at previous grade levels. The Skill Focus for each individual lesson identifies the skills actually addressed in that lesson.

Levels of Thinking					
Remember	Understand	Apply	Analyze	Evaluate	Create
Close Reading <i>written, spoken, and visual texts</i>		Grammar <i>purposeful use of language for effect</i>		Composition <i>written, spoken, and visual products</i>	
Reading Strategies Annotation Determining Author's Purpose Inference Literary Elements Character Detail Diction connotation denotation Imagery Figures of Speech (Figurative Language) Metaphor Personification Simile Sound Devices Alliteration Literary Techniques Characterization direct indirect Literary Forms Fiction		Mechanics Capitalization Punctuation Spelling Usage Sentences Purpose Structure		Types (modes) Expository analytical The Process of Composition Prewriting consideration of audience determination of purpose generation of ideas organization of ideas Drafting timed Revision concision content organization precise diction sentence variety unity Editing mechanics sentence structure usage Structural Elements Introduction thesis Body incorporation of quotes topic sentence use of commentary use of evidence Conclusion Organization Patterns (spatial, order of importance, chronological, etc.) Transitions	

Connections to AP*

LTF formative assessments are modeled after AP English exams. Both free response and close reading multiple choice assessments provide students practice dealing with rigorous texts and tasks.

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Materials and Resources

- copies of formative assessments

Assessments

The following kinds of formative assessments are embedded in this lesson:

- close reading multiple choice
- revising and editing multiple choice
- performance-based free response prompt

Answers

Keys and rationales for both close reading and revising and editing multiple choice items are provided.

A scoring guide and student sample are provided for the free response question.

Close Reading Multiple Choice Keys and Rationales:

1. ANSWER: E

A. No textual evidence supports the inference that Scrooge is dishonest.

B. The passage states that “The cold within him. . .spoke out shrewdly in his grating voice” (lines 5–9), but that is just one of many details depicting how his inner coldness has affected Scrooge physically. The best answer must relate to the broader concept of Scrooge’s physical appearance.

C. No textual evidence supports the inference that Scrooge is physically ill. His inner coldness has affected his physical appearance, but he is not sick.

D. Scrooge is described as “old” in lines 3 and 7. No textual evidence supports that this is other than a literal reference to age or that his greed has aged Scrooge prematurely.

E. Scrooge’s cold heart is described in lines 1–6. The effect of his cold heart on his physical appearance is seen in lines 7 – 12: “The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait, made his eyes red, his thin lips blue, and spoke out shrewdly in his grating voice.”

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Literary Elements	Diction	connotation

Item Attributes

Difficulty: Hard

Depth: Level 3

Bloom’s Taxonomy: Analyze

2. ANSWER: B

- A. The fact that Scrooge is also described as “squeezing, wrenching, grasping, scraping, clutching, covetous” (lines 2–3) contradicts “kind” as a plausible synonym for “tight-fisted.”
- B. [T]ight-fisted implies that Scrooge clenches his fist in order to hang onto his money. Stingy also means that one is reluctant to part with money. Context clues that point to this answer include “squeezing. . .grasping. . .clutching” (lines 2–3).
- C. While “squeezing, wrenching, grasping, scraping, clutching” (lines 2–3) suggest that Scrooge is very unpleasant, the words are not strong enough to suggest that “tight-fisted” means “violent.”
- D. While “squeezing, wrenching, grasping, scraping, clutching” (lines 2–3) suggest that Scrooge is very unpleasant, the words are not strong enough to suggest that “tight-fisted” means “savage.” Likewise, the tone implicit in the phrase “old sinner” (line 3) indicates that Scrooge is something less than “savage.”
- E. The fact that Scrooge is also described as “squeezing, wrenching, grasping, scraping, clutching, covetous” (lines 2–3) contradicts “generous” as a plausible synonym for “tight-fisted.” “Generous” is the opposite of “tight-fisted.”

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Literary Elements	Diction	vocabulary

Item Attributes

Difficulty:	Easy
Depth:	Level 1
Bloom's Taxonomy:	Remember

3. ANSWER: E

- A. The phrase “tight-fisted at the grindstone” refers to Scrooge’s stinginess, not the isolation that “solitary” implies. Scrooge is happy in his solitude.
- B. The phrase “iced his office” refers to Scrooge’s coldness, not the isolation that “solitary” implies.
- C. This clause refers to the idea that “heat and cold had little influence on Scrooge” (lines 16 – 17). It does not relate to solitude or isolation, the ideas implied by the word “solitary.”
- D. The fact that “Nobody ever stopped him” is just one in a list of several details which prove Scrooge’s solitude. As such, it is too narrow to be the best answer.
- E. The simile “solitary as an oyster” shows Scrooge’s isolation. The details in the third paragraph (lines 16 – 25) all show how unapproachable and cold Scrooge is. “It” in line 42 refers to the overall idea presented in the previous paragraph. In other words, the fact that people are fearful of him or reluctant to approach him is what Scrooge likes.

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Literary Techniques	Characterization	direct
8	Close Reading	Literary Techniques	Characterization	indirect

Item Attributes

Difficulty: Medium
Depth: Level 2
Bloom's Taxonomy: Understand

4. ANSWER: C

- A. A hat would not be on Scrooge's chin. The "frosty rime" is "on his head, and on his eyebrows, and his wiry chin" (lines 11 – 12). "Rime refers to frost or an accumulation of ice crystals. Therefore, "frosty rime" is a metaphor for "the gray hair on Scrooge's head and face."
- B. The "frosty rime" is "on his head, and on his eyebrows, and his wiry chin" (lines 11 – 12). "Rime" refers to frost or an accumulation of ice crystals. Therefore, "frosty rime" is a metaphor for "the gray hair on Scrooge's head and face," not a reference to his shining bald head.
- C. The "frosty rime" is "on his head, and on his eyebrows, and his wiry chin" (lines 11 – 12). "Rime" refers to frost or an accumulation of ice crystals. Therefore, "frosty rime" is a metaphor for "the gray hair on Scrooge's head and face."
- D. While "rime" means frost, this reference is within the context of a description of Scrooge's inner and outer coldness. References to weather are in the following paragraph. The "frosty rime" is "on his head, and on his eyebrows, and his wiry chin" (lines 11 – 12). Since "rime" refers to frost or an accumulation of ice crystals, "frosty rime" is a metaphor for "the gray hair on Scrooge's head and face," not a literal reference to snow.
- E. The "frosty rime" is "on his head, and on his eyebrows, and his wiry chin" (lines 11 – 12). "Rime refers to frost or an accumulation of ice crystals. Therefore, "frosty rime" is a metaphor for "the gray hair on Scrooge's head and face," not a literal reference to a scarf.

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Reading Strategies	Inference	

Item Attributes

Difficulty: Medium
Depth: Level 1
Bloom's Taxonomy: Understand

5. ANSWER: A

- A. The phrase "dog days" refers to the time when the Dog Star (Sirius) is in its ascendancy (early July – early September). If Scrooge "iced his office in the dog days" (lines 13 – 14), he maintained "a cold attitude even in summer."
- B. The phrase "iced his office" refers metaphorically to Scrooge's cold attitude, not to "cold drinks."
- C. The phrase "dog days" refers to the time when the Dog Star (Sirius) is in its ascendancy (early July – early September). It is not a reference to homeless pets.
- D. If Scrooge "carried his own temperature always about with him" (lines 12 –13), the following metaphor must refer to Scrooge himself (his coldness), not to a "shelter from oppressive heat."
- E. The word "office" does not refer to a place where someone works. If Scrooge "carried his own temperature about with him" (lines 12 –13), the following metaphor must refer to Scrooge himself (his coldness), not to "a pleasant work environment."

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Figures of Speech	Metaphor	

Item Attributes

Difficulty:	Medium
Depth:	Level 1
Bloom's Taxonomy:	Understand

6. ANSWER: C

- A. While Scrooge is directly characterized as “covetous” in line 3, the figurative language in the entire first paragraph portrays him as “callous and solitary.”
- B. No figurative language supports that Scrooge is “sociable and generous.” In fact, he is characterized as the opposite—isolated and stingy: “secret, and self-contained, and solitary as an oyster” (line 5); “he was a tightfisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!” (lines 2 – 3).
- C. A succession of figures of speech in the first paragraph suggests that Scrooge is “callous and solitary.” The metaphor in line 1 suggests that Scrooge is stingy: “he was a tightfisted . . . grindstone.” The similes in lines 4 – 6 show that he is impervious to emotion and isolated: “Hard and sharp as flint . . . solitary as an oyster.” The metaphors and personification in lines 7 – 11 show his coldness: “The cold within him froze. . . A frosty rime was on his head.” The concluding metaphor reinforces this aspect of his nature: “He carried his own low temperature always about with him; he iced his office . . . Christmas” (lines 12 – 15).
- D. No figurative language suggests that Scrooge is religious or clever. The figurative language suggests, instead, that he is “callous and solitary.”
- E. While figurative language depicts Scrooge as stingy, hard, and cold, his character deficiencies are not to a degree warranting the designation “cruel.” Figures of speech show him to be “callous and solitary” but not “dishonest.”

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Figures of Speech	Metaphor	

Item Attributes

Difficulty:	Medium
Depth:	Level 2
Bloom's Taxonomy:	Understand

7. ANSWER: B

- A. Nineteenth century novels, especially those by Dickens, were read aloud. Repetition of sounds enhances the auditory effect: “No warmth could warm, no wintry weather chill him.”
- B. The mood of the sentence is not “lighthearted”: “No warmth could warm, no wintry weather chill him.” Scrooge is so innately cold and forbidding that summer does not warm his nature, and winter cannot chill him.
- C. Nineteenth century novels were often read aloud. The repeated “w” sounds enhance the naturally rhythmic effect of the line, drawing attention to its almost iambic flow: “No warmth

could warm, no wintry weather chill him.”

D. The initial “w” sounds naturally elongate the words and slow the pace of the line: “No warmth could warm, no wintry weather chill him.”

E. The forbidding and dramatic tone is enhanced by the repetition of the solemn initial “w” sounds: “No warmth could warm, no wintry weather chill him.”

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Sound Devices	Alliteration	

Item Attributes

Difficulty: Hard

Depth: Level 2

Bloom's Taxonomy: Analyze

8. ANSWER: E

A. The personification in the previous sentence (lines 22 – 24) clarifies the meaning of the sentence addressed: “The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often ‘came down’ handsomely, and Scrooge never did.” If “they [the rain, snow, hail, and sleet] ‘came down’ handsomely,” they were abundant; if Scrooge “never did [come down handsomely],” he was not generous. While the rain and snow are depicted as falling, textual evidence does not support that Scrooge “remained unmoved by it all.”

B. The personification in the previous sentence (lines 22 – 24) clarifies the meaning of the sentence addressed: “The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often ‘came down’ handsomely, and Scrooge never did.” If “they [the rain, snow, hail, and sleet] ‘came down’ handsomely,” they were abundant; if Scrooge “never did [come down handsomely],” he was not generous. While the weather is depicted as “rough,” no textual evidence supports the idea that Scrooge is “unpredictable.”

C. “They” (line 24) refers to “rain, and snow, and hail, and sleet” (lines 22 – 23), not to the idea that others are giving out money.

D. “They” (line 24) refers to “rain, and snow, and hail, and sleet” (lines 22 – 23), not to wind.

E. The personification in the previous sentence (lines 22 – 24) clarifies the meaning of the sentence addressed: “The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often ‘came down’ handsomely, and Scrooge never did.” If “they [the rain, snow, hail, and sleet] ‘came down’ handsomely,” they were abundant; if Scrooge “never did [come down handsomely],” he was not generous.

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Reading Strategies	Paraphrase	

Item Attributes

Difficulty: Medium

Depth: Level 2

Bloom's Taxonomy: Understand

9. ANSWER: C

A. There is no textual evidence to prove that the “town is highly populated.” Instead, every detail in the paragraph shows the lengths to which people go to avoid Scrooge. “Nobody” (line 26) inquires about his well-being or invites him to visit. “No beggars” (line 29) ask him for money, “no children” (lines 29 – 30) ask him for the time, “no man or woman” asks him for directions. Even “blindmen’s dogs” (line 33) lead their masters away from him.

B. No textual evidence supports the idea that people “make efforts to help Scrooge.” Instead, every detail in the paragraph shows the lengths to which people go to avoid Scrooge. “Nobody” (line 26) inquires about his well-being or invites him to visit. “No beggars” (line 29) ask him for money, “no children” (lines 29 – 30) ask him for the time, “no man or woman” asks him for directions. Even “blindmen’s dogs” (line 33) lead their masters away from him.

C. Every detail in the paragraph shows the lengths to which people go to avoid Scrooge. “Nobody” (line 26) inquires about his well-being or invites him to visit. “No beggars” (line 29) ask him for money, “no children” (lines 29 – 30) ask him for the time, “no man or woman” asks him for directions. Even “blindmen’s dogs” (line 33) lead their masters away from him.

D. [B]eggars (line 23) are mentioned but not to show that the town has many disadvantaged people living there. Beggars are just one of many groups of people who avoid Scrooge. “Nobody” (line 26) inquires about his well-being or invites him to visit. “No beggars” (line 29) ask him for money, “no children” (lines 29 -- 30) ask him for the time, “no man or woman” asks him for directions. Even “blindmen’s dogs” (line 33) lead their masters away from him.

E. People who come into contact with Scrooge are not mean. Instead, they all try to avoid him. “Nobody” (line 26) inquires about his well-being or invites him to visit. “No beggars” (line 29) ask him for money, “no children” (lines 29 – 30) ask him for the time, “no man or woman” asks him for directions. Even “blindmen’s dogs” (line 33) lead their masters away from him.

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Reading Strategies	Determining Main Idea	

Item Attributes

Difficulty: Medium

Depth: Level 2

Bloom's Taxonomy: Understand

10. ANSWER: B

A. Scrooge is not a neighborly person who seeks the company of others. He is just the opposite. By “edg[ing] his way along the crowded paths of life” (lines 43 – 44), Scrooge is staying on the periphery, “warning all human sympathy to keep its distance” (lines 44 – 45)—in other words, withdrawn and alienated.

B. By “edg[ing] his way along the crowded paths of life” (lines 43 – 44), Scrooge is staying on the periphery, “warning all human sympathy to keep its distance” (lines 44 – 45)—in other words, withdrawn and alienated.

C. Scrooge is not a secretly charitable man. Instead, he is stingy, withdrawn, and alienated. By “edg[ing] his way along the crowded paths of life” (lines 43 – 44), Scrooge is staying on the periphery, “warning all human sympathy to keep its distance” (lines 44 – 45)—

D. The phrase does not mean that Scrooge is a resentful man who has good reasons for his bitterness. No explanation for his stinginess is given. Instead, by “edg[ing] his way along the crowded paths of life” (lines 43 – 44), Scrooge is staying on the periphery, “warning all human sympathy to keep its distance” (lines 44 – 45)—in other words, withdrawn and alienated.

E. No textual evidence supports that Scrooge is a daredevil explorer. Instead, by “edg[ing] his way along the crowded paths of life” (lines 43 – 44), Scrooge is staying on the periphery, “warning all human sympathy to keep its distance” (lines 44 – 45)—in other words, withdrawn and alienated.

Item Metadata

Course	Domain	Strand	Skill	Subskill
8	Close Reading	Literary Techniques	Characterization	direct
8	Close Reading	Literary Techniques	Characterization	indirect

Item Attributes

Difficulty:	Medium
Depth:	Level 2
Bloom's Taxonomy:	Understand

Revising and Editing Multiple Choice Keys and Rationales:

1. ANSWER: A

A. The word “unwanted” does not fit the context as well as “unlikeable.” Since the passage depicts Scrooge as cold-hearted and mean, he is an unlikeable character.

B. The participle “disapproving” does not fit the syntax or the meaning. Scrooge might be “disapproved of,” but he is not “disapproving.”

C. Scrooge is the main character. He is not “unnecessary.”

D. Scrooge is depicted as cold-hearted and mean. He is not “misunderstood.”

E. Scrooge is a very well-developed character.

Item Metadata

Domain	Strand	Skill	Subskill
Composition Style/Voice		Use of Literary Elements	Selection of Vocabulary
Composition Process of Composition	Revision of Multiple Drafts		precise diction

Item Attributes

Difficulty:	Easy
Depth:	Level 2
Bloom's Taxonomy:	Understand

2. ANSWER: C

A. While Scrooge is an unattractive character, this sentence does not state the main idea of Marcus’s essay.

B. This sentence uses the ineffective “I will show” technique and does not state Marcus’s main idea precisely.

- C. This sentence succinctly states the main idea of Marcus's essay.
- D. This sentence both uses the trite phrase "paints a mental picture" and fails to focus precisely on the intent of the description.
- E. This sentence fails to focus precisely on the intent of the description.

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Structural Elements	Introduction	thesis

Item Attributes

Difficulty:	Medium
Depth:	Level 3
Bloom's Taxonomy:	Analyze

3. ANSWER: A

- A. This sentence succinctly states the main idea of the second paragraph.
- B. This is a sentence fragment.
- C. This sentence is wordy and vague ("Lots").
- D. This sentence is wordy and contains a subject/verb agreement error ("imagery...help").
- E. This sentence is wordy and redundant.

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Structural Elements	Body	topic sentence

Item Attributes

Difficulty:	Medium
Depth:	Level 2
Bloom's Taxonomy:	Understand

4. ANSWER: B

- A. The word "First" provides good transition from the topic sentence to the first supporting idea.
- B. The new topic sentence has no noun to which the pronoun "he" may refer. Changing "he" to "the narrator" would solve the problem.
- C. Changing the tense of the verb "calls" to "called" would create a tense shift within the essay.
- D. Changing the noun "Scrooge" to the pronoun "him" would create an additional pronoun reference problem.
- E. The pronoun "he" needs to be changed to "the narrator."

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Process of Composition	Editing	usage

Item Attributes

Difficulty:	Easy
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Depth: Level 2
Bloom's Taxonomy: Understand

5. ANSWER: B

- A. This sentence is not specific enough for good commentary.
- B. This sentence connects the reference to specific traits of Scrooge's character.
- C. This sentence does not refer correctly to the meaning of the phrase "struck out" in reference to flint and steel.
- D. This sentence misrepresents the intent of the image.
- E. This sentence confuses the noun "steel" with the verb "steal."

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Structural Elements	Body use of commentary	

Item Attributes

Difficulty: Medium
Depth: Level 3
Bloom's Taxonomy: Analyze

6. ANSWER: C

- A. The noun "greed" is used correctly.
- B. The gerund "withholding" is spelled correctly.
- C. The sentence has a compound subject—the noun "greed" and the gerund phrase "withholding of warmth"—so the verb should be "are mentioned."
- D. The helper verbs "have been" would create an incorrectly used perfect tense of the verb.
- E. The auxiliary verb "is" should be changed to "are."

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Process of Composition	Editing	usage

Item Attributes

Difficulty: Easy
Depth: Level 2
Bloom's Taxonomy: Understand

7. ANSWER: C

- A. The verb "speaks" correctly agrees with the subject "'cold.'"
- B. The present tense of the verb is consistent throughout the essay.
- C. The pronoun "his" is too remote from its antecedent "Scrooge." Substituting the possessive "Scrooge's" would eliminate the problem.
- D. The correct possessive form is "Scrooge's."
- E. The pronoun "his" needs to be changed to the possessive "Scrooge's."

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Process of Composition	Editing	usage

Item Attributes

Difficulty:	Easy
Depth:	Level 2
Bloom's Taxonomy:	Understand

8. ANSWER: D

- A. Sentence 3 contains the first major piece of evidence to support the topic sentence.
- B. Sentence 6 provides an assertion that supports the topic sentence and for which there is additional evidence.
- C. Sentence 7 provides specific evidence to support the assertion in sentence 6.
- D. This sentence is awkward and unclear. Likewise, it seems to fall into the trite “makes you feel as if you are really there” wording that is sometimes mistaken for commentary on the use of imagery.
- E. Sentence 10 provides specific evidence to support the assertion in the previous sentence.

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Process of Composition	Revision of Multiple Drafts	unity

Item Attributes

Difficulty:	Medium
Depth:	Level 3
Bloom's Taxonomy:	Evaluate

9. ANSWER: C

- A. Scrooge does not literally have frostbite.
- B. This sentence has an incorrectly placed modifier (“Like frostbite”).
- C. This sentence eliminates the ambiguous pronoun reference and effectively conveys the relationship of ideas.
- D. This sentence contains a faulty introductory modifier. An introductory participial phrase must modify the subject of the sentence.
- E. This construction is awkward and contains an ambiguous pronoun reference.

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Process of Composition	Revision of Multiple Drafts	precise diction

Item Attributes

Difficulty:	Medium
Depth:	Level 2
Bloom's Taxonomy:	Understand

10. **ANSWER: A**

- A. The phrase “As told” adds nothing to the sentence and, in fact, sounds like a dangling introductory element because of the context in which the phrase is used. The phrase “For example” would provide better transition.
- B. A semicolon would not be used after an introductory element.
- C. An introductory participial construction (even a faulty one) is followed by a comma.
- D. A comma should not be used after the noun “chill.” The quoted material is correctly embedded within the construction of the sentence.
- E. The phrase “As told” should be changed to “For example.”

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Process of Composition	Revision of Multiple Drafts	organization

Item Attributes

- Difficulty:** Easy
- Depth:** Level 2
- Bloom's Taxonomy:** Understand

11 **ANSWER: A**

- A. This sentence succinctly states the main idea of the third paragraph.
- B. This sentence uses ineffective phrasing: “I will next explain....”
- C. This sentence is too limited to be the topic sentence.
- D. This sentence is too limited to be the topic sentence.
- E. This sentence is wordy and “flatters” the author.

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Process of Composition	Revision of Multiple Drafts	organization
Composition	Structural Elements	Body	topic sentence

Item Attributes

- Difficulty:** Medium
- Depth:** Level 3
- Bloom's Taxonomy:** Evaluate

12. **ANSWER: C**

- A. This sentence provides no evidence.
- B. This sentence is irrelevant.
- C. This sentence presents specific evidence to support the assertion in the topic sentence.
- D. This sentence injects irrelevant commentary.
- E. This sentence is wordy, states the obvious, and is irrelevant.

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Structural Elements	Body	use of evidence

Item Attributes

Difficulty:	Medium
Depth:	Level 3
Bloom's Taxonomy:	Analyze

13. ANSWER: D

- A. The phrase “In addition” would not provide effective transition because it does not correctly state the relationship between the sentences.
- B. The phrase “For example” suggests that there might be more than one possibility, while the previous sentence specifically mentions “another reference.”
- C. The word “Furthermore” would not provide effective transition because it does not correctly state the relationship between the sentences.
- D. The sentence would be more effective if it began with the clause “The narrator states.” This addition would effectively embed the quoted material within the student’s own words and avoid the free-standing quotation.
- E. The sentence would be improved if it began with the clause “The narrator states.”

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Process of Composition	Revision of Multiple Drafts	organization
Composition	Structural Elements	Body	use of evidence

Item Attributes

Difficulty:	Medium
Depth:	Level 2
Bloom's Taxonomy:	Understand

14. ANSWER: A

- A. Changing the period to a colon would enable sentence 17 to introduce the quotation that makes up sentence 18. This change would eliminate the free-standing quotation.
- B. Deleting the period would result in a run-on sentence.
- C. Changing the period to a comma would produce a comma splice.
- D. Inserting a comma after the word “language” would unnecessarily split two objects of the same preposition, and deleting the period would produce a run-on sentence.
- E. Though two statements without a coordinating conjunction can be separated by a semicolon, in this case the semicolon would not be as effective as a colon. A colon would be preferable because sentence 17 provides a logical introduction to the quoted evidence provided in sentence 18.

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Process of Composition	Editing	mechanics

Composition Process of Composition Editing sentence structure

Item Attributes

Difficulty: Medium
Depth: Level 2
Bloom's Taxonomy: Understand

15. ANSWER: D

- A. Sentence 13 introduces a second piece of evidence in support of the topic sentence.
- B. Sentence 16 provides commentary on the significance of the previous quotation.
- C. Sentence 19 evaluates the significance of the previous quotation.
- D. Sentence 20 is awkwardly constructed and is vague and unclear. It detracts from the flow of the paragraph.
- E. Sentence 21 elaborates on the quotation in sentence 18.

Item Metadata

Domain	Strand	Skill	Subskill
Composition Process of Composition	Revision of Multiple Drafts	unity	

Item Attributes

Difficulty: Medium
Depth: Level 3
Bloom's Taxonomy: Analyze

16. ANSWER: D

- A. This version digresses from the point of the paragraph.
- B. This version takes the discussion into a totally unrelated area.
- C. This is an incomplete sentence.
- D. This version comments effectively on the possible dual meaning of the phrase “evil eye.”
- E. This version alters the original intent of the reference.

Item Metadata

Domain	Strand	Skill	Subskill
Composition Process of Composition	Revision of Multiple Drafts	sentence variety	

Item Attributes

Difficulty: Medium
Depth: Level 3
Bloom's Taxonomy: Analyze

17. ANSWER: C

- A. Sentence 24 provides a valuable summation of Scrooge's character.
- B. Sentence 25 is an effective rhetorical fragment/question with which to end the essay; it simply needs to be reworded so that it is syntactically logical.
- C. Sentence 25 needs to be reworded to eliminate the illogical phrase “to focus upon our

disgust.” This revision corrects both the grammatical and logical problems in the original version.

D. This sentence detracts from the essay by adding a trite and irrelevant personal reference at the end.

E. Sentence 25 needs to be revised.

Item Metadata

Domain	Strand	Skill	Subskill
Composition	Structural Elements	Conclusion	

Item Attributes

Difficulty: Medium

Depth: Level 2

Bloom's Taxonomy: Understand

Scoring Guide for the 2008 Free Response prompt and a student sample follow this page. The student sample was typed as written. Scoring justification and commentary are included with the reformatted essay.

Not all student essays will fit the scoring guide exactly. Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only forty five minutes to write their essay, and assess the papers as drafts. Reward the students for what they do well.

- 6:** These papers demonstrate clear and consistent competence although they may have occasional errors. Such papers
- Offer an **insightful analysis** of **characterization**
 - Provide **persuasive analysis** of how **literary techniques** reveal **character**
 - Supply **specific, detailed supporting textual evidence** and are **well-organized**
 - Are distinguished by **varied sentence structure**, **effective word choice**, and a **sense of voice**
 - Demonstrate **consistent** and **effective control** of standard written English **grammar** and **mechanics** although they may not be completely without errors
- 5:** These papers demonstrate reasonably consistent competence although they will have occasional errors or lapses in quality. Such papers
- Offer a **reasonable analysis** of **characterization**
 - Provide **effective analysis** of how **literary techniques** reveal **character**
 - Use **appropriate supporting textual evidence** and are **generally well-organized**
 - Contain **some examples** of **varied sentence structure** and **effective word choice**
 - Demonstrate **effective control** of standard written English **grammar** and **mechanics** although they will not be completely without errors
- 4:** These papers demonstrate adequate competence with occasional errors and lapses in quality. Such papers
- Reveal an **adequate analysis** of **characterization**
 - Provide **satisfactory analysis** of how **literary techniques** reveal **character**
 - Present **some supporting textual evidence** and show **organization**
 - Display **limited variety** in **sentence structure** and **adequate word choice**
 - Demonstrate **adequate control** of standard written English **grammar** and **mechanics** although they may have several errors
- 3:** These papers demonstrate developing competence. Such papers may contain *one or more* of the following weaknesses:
- **Inadequate understanding** of the writing task
 - **Superficial or thin analysis** of **literary techniques**
 - **Minimal** or **inadequate supporting textual evidence** and/or **weak organization**
 - Almost **no examples** of **varied sentence structure** and/or **effective word choice**
 - **Recurrent errors** in **grammar**, **mechanics**, and/or **usage**
- 2:** These papers demonstrate some incompetence. Such papers are flawed by *one or more* of the following weaknesses:
- **Little reference** to or **serious misunderstanding** of the writing task
 - **Little** or **no analysis** of **literary techniques**, a **misreading** of the text, or **inadequate development**
 - **Disjointed** or **inappropriate textual evidence**, **vague generalizations**, or **poor organization**
 - **No variety** in **sentence structure**, or **simplicistic** or **inappropriate word choice**
 - **Frequent errors** in **grammar** and **mechanics** that **interfere** with the reader's **understanding**
- 1:** These papers demonstrate incompetence. Such papers are seriously flawed by *one or more* of the following weaknesses:
- Only a **passing reference** to the writing task
 - **Unacceptable brevity**, a **complete misreading** of the text, or **padded** but **vacuous statements**
 - **No attempt** to **supply supporting detail**, or **no organization**
 - **Poor sentence structure** or **incorrect word choice**
 - **Serious errors** in **grammar**, **mechanics**, and/or **usage** that **interfere** with the reader's **understanding**
- 0:** These papers may contain a few words or phrases without commentary, or may just copy the assignment or text.
- :** These papers are completely off-topic or are blank.

Score of 6

Sample: JJ

Consistent Competence

In A Christmas Carol by Charles Dickens, the protagonist, Scrooge, is portrayed as the archetypal greedy, cold-hearted character through Dickens' use of figurative language, such as similes and metaphors. Not only is Scrooge tight-fisted and covetous, but Dickens also depicts him as being indifferent to the world outside of himself. Dickens likens Scrooge to flint and an oyster through similes, uses hyperbole to describe Scrooge's effects on his environment, and compares and contrasts Scrooge to foul weather.

Scrooge is revealed to be a self-sufficient, selfish old man. In fact, he is "Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster (lines 3-5). This simile says that Scrooge is like flint, a rock, hard and heartless, but fire comes from flint. However, no flame exists in Scrooge's heart; there is neither warmth nor light there. Scrooge is then said to be an oyster, lonely and without friends and family, proving that his heart must truly be cold for such strong bonds as family to break and turn Scrooge into the man he is now.

The use of hyperbole, or exaggeration, often points out a certain personality trait; in this case, it is Scrooge's icy demeanor. "He carried his own low temperature always about him; he iced his office in the dog days; and didn't thaw it one degree at Christmas" (lines 10-12). This shows how Scrooge affects his surroundings – he cannot truly freeze his office, but his personality can make one feel like it is frozen. The scope and range of his coldness spreads to cover even his environment, thus further alienating possible friends and his own family, if he had one. Using this hyperbole explores in depth the reason for Scrooge's self-induced isolation.

Foul weather is often considered a bad omen; Dickens compares Scrooge to such weather, but "The heaviest rain, and snow, and hail, and sleet, could boast of the advantage

over him in only one respect. They often ‘came down’ handsomely, but Scrooge never did” (lines 17-20). Snow and hail are as icy as Scrooge’s heart, but they give themselves to people in abundance. Is this not a form of generosity? Although both the weather and Scrooge may be bad, Scrooge is considered a level worse because of his greediness, his stinginess, how he never gives anything to anyone besides himself.

Scrooge’s greedy and cold character are illustrated by Dickens’ use of similes to compare Scrooge to flint and an oyster, his use of exaggeration to show how Scrooge affects his surroundings, and his comparison and contrast of Scrooge to bad weather. This shows further how truly alone Scrooge is in the world, how he lives his life with no companions by his side; no one to cheer him on when he is down, but the saddest thing of all is that Scrooge is the one who knowingly brings this on himself. His icy demeanor and seemingly dead heart isolate him, leaving him with nothing but himself, just the way he likes it.

- Original, persuasive approach
- Strong, insightful analysis of three distinct devices
- Specific and appropriate textual evidence
- Effective pattern of organization
- Ease and facility with complex sentence constructions
- Effective control of standard written English

The introductory paragraph includes that rare thesis statement which truly addresses the question of the prompt. The writer’s understanding of the elements of simile, hyperbole, and compare/contrast is obvious in his/her analysis of Scrooge’s basic nature as a human being. The language is very insightful and sophisticated, and the student’s ability to construct interesting

sentence structures is apparent throughout the essay. The organization is clear and patterned around the devices – but not in an artificial or superficial way. In addition, the writer is able to skillfully embed quotations into sentences of analysis and the discussion of “the saddest thing of all” in the final paragraph is particularly impressive because it reveals an understanding of the universal meaning of the passage. While not flawless, the essay’s level of sophistication in the analysis, the insight, and the understanding of the way language really works to convey meaning earn it the highest score. This 8th grade student is obviously a voracious but sensitive reader and a confident writer who knows when to take risks with ideas. Sample JJ is an excellent example of consistent competence in addressing the writing assignment for 8th grade this year.

The Assignment:

In the following passage from *A Christmas Carol*, by Charles Dickens, the speaker describes the character Scrooge.

Read the passage carefully. In a well-written essay, explain how the speaker uses imagery, figurative language, and detail to characterize Scrooge as a greedy and cold-hearted man.

An excerpt from *A Christmas Carol*
Charles Dickens

Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait, made his eyes red, his thin lips blue, and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog days; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, nor wintry weather chill him. No wind that blew was bitterer than he; no falling snow was more intent upon its purpose; no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, "My dear Scrooge, how are you? When will you come to see me?" No beggars implored him to bestow a trifle¹; no children asked him what it was o'clock; no man

or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blindmen's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, "No eye at all is better than an evil eye, dark master!"

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call "nuts" to Scrooge.

¹ trifle: a small amount



Questions 1 – 10 Read the following text carefully before choosing the best answer for each question.

An excerpt from *A Christmas Carol*
Charles Dickens

Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait, made his eyes red, his thin lips blue, and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog days; and didn't thaw it one degree at Christmas.

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40 eye at all is better than an evil eye, dark master!"

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call "nuts" to Scrooge.

1. In the context of the passage, the word "tight-fisted" (line 1) means

- (A) kind
- (B) stingy
- (C) violent
- (D) savage
- (E) generous

2. Scrooge is "solitary as an oyster" (line 6) because

- (A) "he was a tight-fisted hand at the grindstone" (lines 1 – 2)
- (B) "he iced his office in the dog days" (lines 13 – 14)
- (C) "nor wintry weather chill[s] him" (lines 17 – 18)
- (D) "Nobody ever stopped him in the street" (line 26)
- (E) "It was the very thing he liked" (lines 42 – 43)

3. Which of the following statements BEST explains the effect of Scrooge's personality?

- (A) Scrooge's selfishness has made him dishonest.
- (B) His solitary nature is reflected in his voice.
- (C) Scrooge's self-centeredness has made him physically ill.
- (D) His greed has made him age prematurely.
- (E) Scrooge's cold heart is reflected in his physical appearance.

¹ trifle: a small amount

4. In line 11, the “frosty rime” refers to the

- (A) type of hat Scrooge wore
- (B) shine off of Scrooge’s bald head
- (C) white hair on Scrooge’s head and face
- (D) snow on Scrooge’s head and shoulders
- (E) scarf wrapped around Scrooge’s head and face

5. The metaphor “he iced his office in the dog days” (lines 13 – 14) implies that Scrooge offers

- (A) a cold attitude even in summer
- (B) cool drinks in the summer
- (C) a haven for homeless dogs
- (D) shelter from oppressive heat
- (E) a pleasant work environment

6. In the first paragraph, Dickens uses figurative language to suggest that Scrooge is

- (A) envious and controlling
- (B) sociable and generous
- (C) heartless and solitary
- (D) religious and clever
- (E) cruel and dishonest

7. In lines 16 – 17, alliteration is used for all of the following purposes EXCEPT to

- (A) emphasize a personality trait
- (B) present a lighthearted mood
- (C) produce a rhythmic feel
- (D) slow the pace of the line
- (E) create a dramatic tone

8. Choose the best way to reword the following sentence while maintaining its meaning: “They often ‘came down’ handsomely, and Scrooge never did” (lines 24 – 25).

- (A) While the rain and snow fell, Scrooge remained unmoved by it all.
- (B) Although the weather was rough, Scrooge was simply unpredictable.
- (C) While others gave out money, Scrooge looked down at the ground.
- (D) Although the wind was bitter, Scrooge was warm and dry.
- (E) While the amount of rain and snow was often generous, Scrooge never was.

9. The purpose of the third paragraph is to show that the

- (A) town is highly populated
- (B) townspeople make efforts to help Scrooge
- (C) people around Scrooge take care to avoid him
- (D) town has many disadvantaged people living there
- (E) people who come into contact with Scrooge are mean

10. With the words “To edge his way along the crowded paths of life” (lines 43 – 44), Scrooge is described as a

- (A) neighborly person who seeks the company of others
- (B) withdrawn individual who is disconnected from his community
- (C) charitable man who is secretive about his generosity
- (D) resentful man who has good reasons for his bitterness
- (E) daring businessman who scorns competition and seeks adventure

Revising and Editing Dickens Essay

English Grade 8

Marcus was asked to write a paper that analyzed a passage about Scrooge written by Charles Dickens. Read the essay he wrote below and think about the revising and editing that needs to be done to improve the quality of the paper. Then answer the questions that follow.

(1) With his “frosty rime” of white hair, Scrooge is indeed one of the most despicable and unwanted characters in *A Christmas Carol*, despite his good looks.

(2) Charles Dickens gives his readers loads of vivid imagery in this passage to help them understand what a self-contained old “oyster” Scrooge is. (3) First, he calls Scrooge a “flint, from which no steel had ever struck out generous fire.” (4) This may seem a bit harsh, but the description is true to his character. (5) The greed and withholding of warmth is mentioned later. (6) Another example of imagery is the description of Scrooge’s coldness. (7) “The cold within him” speaks of his cold heart. (8) Throughout the passage, this image is felt, rather than seen, in a shiver down the spine. (9) Mr. Dickens then goes on to mention several symptoms of his own coldness upon himself, which may be reported as frostbite. (10) As told, his chill “shriveled his cheek, ...made his eyes red, his thin lips blue.”

(11) Some figurative language in this passage includes comparing the so-called man to “a tight-fisted hand at the grindstone.” (12) The phrase “tight-fisted” is an obvious sign of greed. (13) Another reference compares him to weather. (14) “The heaviest rain, and snow...could boast the advantage over him in only one respect. (15) They often ‘came down’ handsomely and Scrooge never did.” (16) That pair of sentences tells us that Scrooge was so greedy, the weather gave more in rain and snow than he gave in money. (17) The final example of figurative language and imagery is toward the end. (18) “Even the dogs...said ‘No eye at all is better than an evil eye, dark master.’” (19) This observation by the blindmen’s dogs is perhaps the most vivid of all. (20) Besides the idea of dogs having an opinion over anyone but their master, this can tell us more. (21) They are simply saying that being blind is better than having an evil eye. (22) This could refer to being evil, or, as with witches, having some part of you that drives other people away. (23) Unfortunately, Scrooge couldn’t care less what the dogs think of him.

(24) Scrooge is, to put it simply, “a tight-fisted,...squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!” (25) But who better to focus upon our disgust?

1. Marcus feels that the word *unwanted* does not adequately convey his intent in sentence 1. Which of the following words would fit the context more precisely?

- (A) unlikeable
- (B) disapproving
- (C) unnecessary
- (D) misunderstood
- (E) undeveloped

2. Marcus feels that his essay lacks a good thesis statement. Which of the following sentences would be the best thesis statement for Marcus to insert after sentence 1?

- (A) Charles Dickens wants us to find Scrooge disagreeable.
- (B) In this essay, I will show how Charles Dickens describes Scrooge.
- (C) Charles Dickens depicts Scrooge as a cold-hearted and greedy individual.
- (D) Charles Dickens paints a beautiful mental picture that enables the reader to see what Scrooge is really like.
- (E) The passage, an excerpt from *A Christmas Carol*, enables Charles Dickens to show how he feels about Scrooge.

3. Marcus feels that the topic sentence of his second paragraph needs improvement. Which of the following sentences is the best revision of sentence 2?

- (A) Vivid imagery in the passage conveys what a self-contained old “oyster” Scrooge is.
- (B) The self-contained old “oyster” that Scrooge is as depicted by Charles Dickens in this passage.
- (C) Lots of imagery helps Charles Dickens give his readers a vivid image of what a self-contained old “oyster” Scrooge is.
- (D) Vivid imagery in this passage help Charles Dickens give his readers an understanding of what a self-contained old “oyster” Scrooge is.
- (E) What kind of a character Scrooge really is comes across vividly to the readers because of the loads of imagery that Charles Dickens uses to make his point.

4. What change, if any, needs to be made in sentence 3 to make it flow smoothly after the new topic sentence?

- (A) Delete *First*
- (B) Change *he* to *the narrator*
- (C) Change *calls* to *called*
- (D) Change *Scrooge* to *him*
- (E) No change needs to be made.

5. After sentence 3, Marcus wants to add commentary. Which of the following sentences BEST explains the effect of the evidence provided in sentence 3?

- (A) The reference to Scrooge is very negative.
- (B) The reference to “flint” suggests that Scrooge is cold and hard.
- (C) The reference to “struck out” shows that Scrooge is a miserable failure as a man.
- (D) This reference shows that Scrooge has never had anything that he wanted in life.
- (E) The reference to “steel” shows that Scrooge will take anything that he can get his hands on.

6. What change, if any, needs to be made in sentence 5?

- (A) Change *greed* to *greedy*
- (B) Change *withholding* to *witholding*
- (C) Change *is* to *are*
- (D) Change *is* to *have been*
- (E) No change is needed in sentence 5.

7. What change, if any, would improve sentence 7?

- (A) Change *speaks* to *speak*
- (B) Change *speaks* to *spoke*
- (C) Change *his* to *Scrooge’s*
- (D) Change *his* to *Scrooges’*
- (E) No change is needed.

8. Which sentence contributes LEAST to the development of the second paragraph (sentences 2-10)?

- (A) Sentence 3
- (B) Sentence 6
- (C) Sentence 7
- (D) Sentence 8
- (E) Sentence 10

9. Marcus decides that sentence 9 contains unclear pronoun references. Which of the following sentences is the best revised version of sentence 9?

- (A) Mr. Dickens shows us that Scrooge is so cold that he has frostbite.
- (B) Like frostbite, Mr. Dickens shows us how cold Scrooge can be.
- (C) Mr. Dickens then goes on to mention several of Scrooge’s traits which mimic the symptoms of frostbite.
- (D) Compared to frostbite, Mr. Dickens shows us that Scrooge’s coldness has affected even himself.
- (E) Mr. Dickens then goes on to mention several symptoms of Scrooge’s own coldness on him, which may be reported as frostbite.

10. What change, if any, needs to be made in sentence 10?

- (A) Change *As told* to *For example*
- (B) Change the comma to a semicolon
- (C) Delete the comma
- (D) Insert a comma after *chill*
- (E) No change is needed.

11. Marcus feels that the topic sentence for his third paragraph (sentences 11-23) is too limited. Which of the following sentences would be the best topic sentence for the third paragraph?

- (A) Figurative language in the passage also suggests Scrooge’s cold and greedy nature.
- (B) I will next explain how figurative language in the passage shows Scrooge’s nature.
- (C) A figure of speech in the passage compares Scrooge to “a tight-fisted hand at the grindstone.”
- (D) That Scrooge is “a tight-fisted hand at the grindstone” is shown in one piece of figurative language.
- (E) Charles Dickens is a very skilled author whose figurative language adds much to our understanding of the true character of Scrooge.

12. Which of the following sentences should be added after the new topic sentence in the third paragraph?

- (A) This metaphor is very effective.
- (B) Figurative language helps the author make a point.
- (C) One metaphor compares Scrooge to “a tight-fisted hand at the grindstone.”
- (D) Because he is “a tight-fisted hand at the grindstone,” we as readers really dislike Scrooge.
- (E) Figurative language helps the reader to imagine in his head what the author is trying to say.

13. What addition, if any, would improve sentence 14?

- (A) Begin the sentence with *In addition*,
- (B) Begin the sentence with *For example*,
- (C) Begin the sentence with *Furthermore*,
- (D) Begin the sentence with *The narrator states*,
- (E) Sentence 14 needs no addition.

14. What is the MOST effective way to combine sentences 17 and 18?

- (A) Change the period to a colon
- (B) Delete the period
- (C) Change the period to a comma
- (D) Insert a comma after *language* and delete the period
- (E) Change the period to a semicolon

15. Marcus feels that one sentence in the third paragraph (sentences 11-23) detracts from his essay. Which sentence should be removed?

- (A) Sentence 13
- (B) Sentence 16
- (C) Sentence 19
- (D) Sentence 20
- (E) Sentence 21

16. Which of the following sentences is the best revision of sentence 22?

- (A) If you have a witch's eye like Scrooge's, dogs will dislike and fear you.
- (B) Witches have evil eyes too, and—like Scrooge—drive other people away.
- (C) Referring to evil, like witches, or some part of you that drives other people away.
- (D) An “evil eye” could refer to being evil or, as with witches, having some part of you that drives other people away.
- (E) This reference is to being evil and to witches, who have a part of them that drives other people away.

17. What change, if any, should be made to the concluding paragraph?

- (A) Delete sentence 24
- (B) Delete sentence 25
- (C) Change sentence 25 to *But upon whom better to focus our disgust?*
- (D) Add this sentence at the end: *Do you know anyone more disgusting than Scrooge?*
- (E) No change is needed.