



I. Course Proficiency Purpose:

*The purpose of this study guide is to aid the students who wish to take the proficiency assessment for the credit flex option. Items that the student will be required to know for proficiency will be administered in two portions. The first part of the assessment is a two hour eCampus exam. The second part is a position paper **due the same day as the scheduled written exam.***

II. Description of the Assessment Format:

- a. The written assessment will be taken on eCampus.
- b. Summary of Written Exam —Point values:
 - i. Literary Analysis/Reading Selection – 38 multiple choice questions – 1 point per question
 - ii. Lord of the Flies – 27 multiple choice questions – 1 point per question
 - iii. To Kill a Mockingbird – 25 multiple choice questions – 1 point per question
 - iv. Extended Response: 2 essay questions for Lord of the Flies; 2 essay questions for To Kill a Mockingbird – 15 points for EACH essay (60 points total for all 4 essays)
 - v. Vocabulary Definitions – 25 matching questions
 - vi. OGT terms – 25 matching questions
 - vii. Total point value of exam: 200 points
- c. The position paper will be worth 200 points. Please refer to section III for the guidelines and specific breakdown of points.

III. Proficiency Content”

a. eCampus Exam:

- i. Novels to be read and studied prior the exam
Lord of the Flies by William Golding
To Kill a Mockingbird, by Harper Lee
 - Be prepared to recall details of each text as well as literary devices (e.g. symbols, theme) relevant to each text.
 - You will be required to answer multiple choice questions as well as 2 extended response questions for each novel. Each extended response question will require you to write one well-developed paragraph.

ii. Literary Devices

After reading selected passages (during the exam), you will be asked to identify and interpret elements of plot, setting, point of view, irony, and character analysis.

iii. Vocabulary in Context

Based on reading excerpts, you will be asked to choose the best definitions for selected words

iv. Vocabulary—Definitions

Refer to the vocabulary words below. For selected words from this list, you will be asked to match each word to its correct definition.

v. OGT Terminology

Refer to the Ohio Graduation Test (OGT) terms below. For selected terms from this list, you will be asked to match each word to its correct definition.

vi. Research component

This component is to be completed prior to your scheduled exam date. Your paper will be due on the day you are scheduled to take your final examination.

b. Position Paper – “My Turn”

The goal of this paper is for you to choose a topic for which you have a distinct opinion. You are then to support your opinion using a minimum of **5 sources**, integrating quotes with parenthetical citations into your text to justify and validate your opinion.

NOTE! Your entire paper should be written in MLA format.

Guidelines for the Set up of your entire paper:

Paragraph 1: Hook/Thesis Paragraph (maximum 6 sentences) Begin with an attention-getter to introduce your topic, leading up to your specific thesis. Your thesis statement should be the last sentence of this paragraph.

Paragraph 2: (7-11 sentences): Background and/or History Paragraph. Give essential background, definitions, etc. in this paragraph that are crucial to understanding your topic before moving on to your various reasons.

Paragraph 3: (7-11 sentences) Introduce your 1st reasoning and expand with one aspect support for this reasoning.

Paragraph 4: (7-11 sentences) Use transition, then introduce your second reasoning and expand with one aspect of support for this reasoning.

Paragraph 5: (3-6 sentences) Make this your concluding paragraph. Begin by restating your thesis (in new words) and sum up by making generalizations about your topic.

The above structure serves only as a guideline to help you set up your paper. There are some variations that will be permitted. We will discuss these in class. Overall, at the very **minimum**, your paper should be **5 paragraphs** in length.

- The actual text of your paper (excluding Works Cited) should be 2 full pages minimum and 3 full pages maximum.
- Use 3rd person point of view ONLY. In doing this, at first glance, it would appear that your opinion is factual, thus strengthening your stance/viewpoint. For instance, instead of writing "I think animal testing is wrong," you would instead simply write "Animal testing is wrong."
- Minimum number of sources for your paper: 5 sources
- **Quoting:** At a minimum, your paper should include **6 direct quotes (2 direct quotes PER supporting paragraph)**. Paraphrased citations do not count in this minimum. Generally, you should try to include 2-3 direct quotes per supporting paragraph in order to develop adequate support for your topic.
- **The HOOK/Introductory Paragraph** (Paragraph 1 of your paper): The HOOK serves to draw the reader in. Some possible options for your hook paragraph are as follows:
 - Write a brief scenario that ties in with your paper.
 - Give statistics that help prove your point.
 - Provide a quote from an authoritative source or expert on your topic.
- After leading in with an attention-getter, this paragraph should continue with general ideas or comments concerning your topic. These comments should tie in with your HOOK paragraph. The last sentence of this paragraph should state your thesis (viewpoint) with **two reasonings in one sentence.**
- Refer to the Hilliard City Schools website for guidance in correctly using MLA style. Follow the instructions below to access Davidson's Research Manual.
 - Go to the Hilliard City Schools website
 - Click on the "Students" tab
 - Click on the "Davidson" link (under the Athletics section)
 - Click on the "Resources" tab
 - The Research Manual link is on the left side of the page

Plagiarism: Plagiarism is the use of another person's ideas, words, or thoughts as if they were one's own. It is, by its very nature, a form of cheating and violates our school's honor code. If a student is in doubt as to whether or not a particular idea or section needs to be cited, the rule to follow is simple: When in doubt, cite the source. Please consult the student handbook regarding disciplinary and academic consequences regarding plagiarism.

Please refer to the scoring rubric on the next page.

Research Paper Grading Rubric

Grading Criteria	Level 1 - 2	Level 3 - 4	Level 5	Your Score
<p>Introduction & Thesis: (40) Is the Attention Getter an effective way to introduce your paper? Are transitions effective to the thesis? Is the main thesis idea strong and stated clearly?</p> <p>Does the writing stay focused on the thesis and is it well grounded? Is the paper effective in proving the writers thesis idea?</p>	<p>Attention strategy is weak. Single concept is avoided, Tries to summarize paper. No evident transition. Essay is a report. Main ideas may be unclear. No apparent thesis exists. A topic exists, but lacks the controlling opinion needed to make it a thesis statement.</p>	<p>Attention Strategy has evidence of a connection to paper. Transitions are used but are sloppy and forced. There is evidence of a thesis statement, but it is not clearly stated or well supported. Or, main ideas within the paper diverge from the thesis statement focus. Questions are left in the reader's mind. Thesis is adequate, but could use added dimension to add complexity to the idea and the reader's understanding of the research topic.</p>	<p>Attention Strategy is smart and opening is fluid with paper. Transition effectively ties beginning to thesis. Thesis is clearly stated as the last sentence of the introductory paragraph, and paper adheres to thesis throughout. Writer has discovered new insight about the research topic. Writer has proven thesis with strong support from the research. Discussion leaves reader with a sense of completion.</p>	
<p>Organization: (40) Are ideas logically organized? Is there a strong conclusion? Are topic sentences effective? Are paragraphs divided properly with smooth transitions? Is there a clear start, middle and end to the thoughts? Is the order of the paragraphs effective to prove the thesis?</p>	<p>Ideas are jumbled about with no structure. Little unity is evident within paragraphs, and transitions from one paragraph to another are forced. Paper has no coherent start, middle or end. Conclusion is weak, missing key elements.</p>	<p>Discussion contains a beginning and end, but ideas are poorly organized within. Transition words and phrases should be utilized to segue from one idea or paragraph to the next. Some paragraphs need concluding sentences that tie paragraph's main idea to the thesis statement. Conclusion must be stronger.</p>	<p>Conclusion gives closure to thesis idea. Ideas progress logically throughout the essay. Each paragraph has a fully discussed main idea and a summary sentence that concludes by relating the main idea to the thesis statement. Ideas and paragraphs, transition well from one to the next.</p>	
<p>Supporting Evidence & Documentation: (60) Is there enough specific evidence from the research to support your thesis? Has parenthetical documentation been used accurately and consistently? Are quotations properly formatted? Are they introduced beforehand and explicated afterward and do they relate strongly to the thesis? Is MLA style consistent?</p>	<p>Too many or too few quotations and examples from the text have been used. Quotations are not introduced adequately and/or are not explained afterward and related to the paragraph's main idea. Quotations chosen do not support the main idea. Quotations have been included in the paper without documentations.</p>	<p>Adequate details and quotations are used, but more explanation is required. Quotations are poorly placed or may not relate directly to the main idea being discussed. Documentation of quotations is inconsistently or incorrectly formatted. Quotations have been formatted incorrectly.</p>	<p>Sufficient specific details and quotations from the text are employed in way that enhances the writer's argument. Quotations are well chosen and placed, and are correctly formatted and documented. Each quotation is explained and related to the main idea or thesis. Writer's thesis idea seems validated and supported by details from the text.</p>	
<p>Mechanics: (30) Is the writing free of grammar, spelling, and other technical errors? Are sentences complete, and not fragments or run-ons? Is the essay typed and double-spaced, in eleven or twelve point font?</p>	<p>Many technical errors take away from the writer's ideas. Essay is unclear because of careless errors.</p>	<p>Some minor technical errors are present, and may distract the reader from understanding the writer's main ideas. Incomplete sentences—run-ons or fragments— need to be fixed. Paper has not been well proofread.</p>	<p>No distracting errors are present. Sentences are complete, paragraphs are divided smoothly, and paper has been carefully proofread.</p>	
<p>Diction and Style: (30) Is word choice appropriate, fresh and varied without being verbose? Are sentences and phrases varied? Is the tone appropriate for the audience and for the assignment? Is it obvious the word choice is the author's own words?</p>	<p>Writing style is not original Less complex words or clichés are employed, and tone does not show requisite consideration for the topic or audience. Narration is bland, Sentence beginnings are not varied. Lack of author's voice is noticed.</p>	<p>Style is appropriate for the assignment, and writing is concise. Word choice is adequate, but more specific word choice could add zest to the essay. Sentences could be more varied, but are not repetitive, Author's voice not strong enough.</p>	<p>Style is creative and clear and is appropriate for the audience. Sophisticated vocabulary is employed without distracting the reader from the purpose of the essay. Varied sentence structures shows original words.</p>	

IV. Suggested Resources:

a. Websites

Refer to the Hilliard City Schools website for guidance in correctly using MLA style. Follow the instructions below to access Davidson's Research Manual.

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b. Vocabulary Terms to Study

adroit	adulterate
amicable	ambidextrous
augment	averse
belligerent	benevolent
bereft	cursory
demise	deploy
dour	duplicity
exhilarate	extol
fallow	feasible
fortitude	gape
gibe	grimace
guise	holocaust
impervious	impetus
inclement	insidious
intimation	jeopardy
meticulous	muse
nostalgia	opulent
perpetuate	pliable

precedent	quintessence
redress	reiterate
retrogress	scrutinize
sojourn	stolid
tentative	tepid
unkempt	urbane
verbatim	warily

c. **OGT Terms to Study**

alliteration	assonance
characterization	coherence
comparison & contrast	consonance
dialect	explicit
focus	foreshadowing
genre	implicit
inference	irony
main idea	mood
narrative	onomatopoeia
plot	point of view
primary source	setting
symbol	theme
thesis	