I. **Course Proficiency Purpose:**
Contains information about the purpose of the study guide. It aims to aid students who wish to take the proficiency assessment for the credit flex option. Items 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, 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.
<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Level 1 - 2</th>
<th>Level 3 - 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction &amp; Thesis:</strong> (40)</td>
<td>Attention strategy is weak. Single concept is avoided,</td>
<td>Attention Strategy has evidence of a connection to paper. Transitions are</td>
<td>Attention Strategy is smart and opening is fluid with paper. Transition</td>
</tr>
<tr>
<td></td>
<td>Uses to summarize paper. No evident transition. Essay is a report. Main</td>
<td>used but are sloppy and forced. There is evidence of a thesis statement,</td>
<td>effectively ties beginning to thesis. Thesis is clearly stated as the</td>
</tr>
<tr>
<td></td>
<td>ideas may be unclear. No apparent thesis exists. A topic exists, but lacks</td>
<td>but it is not clearly stated or well supported. Or, main ideas within the</td>
<td>last sentence of the introductory paragraph, and paper adheres to thesis</td>
</tr>
<tr>
<td></td>
<td>the controlling opinion needed to make it a thesis statement.</td>
<td>paper diverge from the thesis statement focus. Questions are</td>
<td>throughout. Writer has discovered new insight about the research topic.</td>
</tr>
<tr>
<td><strong>Organization:</strong> (40)</td>
<td>Ideas are jumbled about with no structure. Little unity is evident within</td>
<td>Discussion contains a beginning and end, but ideas are poorly organized</td>
<td>Conclusion gives closure to thesis idea. Ideas progress logically</td>
</tr>
<tr>
<td></td>
<td>paragraphs, and transitions from one paragraph to another are forced. Paper</td>
<td>within. Transition words and phrases should be utilized to segue from one</td>
<td>throughout the essay. Each paragraph has a fully discussed main idea and</td>
</tr>
<tr>
<td></td>
<td>has no coherent start, middle or end. Conclusion is weak, missing key</td>
<td>idea or paragraph to the next. Some paragraphs need concluding sentences</td>
<td>a summary sentence that concludes by relating the main idea to the thesis</td>
</tr>
<tr>
<td></td>
<td>elements.</td>
<td>that tie paragraph’s main idea to the thesis statement. Conclusion must be</td>
<td>statement. Ideas and paragraphs, transition well from one to the next.</td>
</tr>
<tr>
<td>**Supporting Evidence &amp;</td>
<td>Too many or too few quotations and examples from the text have been used.</td>
<td>Adequate details and quotations are used, but more explanation is required.</td>
<td></td>
</tr>
<tr>
<td>Documentation:** (60)</td>
<td>Quotations are not introduced adequately and/or are not explained afterward</td>
<td>Quotations are poorly placed or may not relate directly to the main idea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>related to the paragraph’s main idea. Quotations chosen do not support the</td>
<td>being discussed. Documentation of quotations is inconsistently or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>main idea. Quotations have been included in the paper without documentation.</td>
<td>incorrectly formatted. Quotations have been formatted incorrectly.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics:</strong> (30)</td>
<td>Many technical errors take away from the writer’s ideas. Essay is unclear</td>
<td>Some minor technical errors are present, and may distract the reader from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>because of careless errors.</td>
<td>understanding the writer’s main ideas. Incomplete sentences—run-ons or</td>
<td></td>
</tr>
<tr>
<td><strong>Diction and Style:</strong> (30)</td>
<td>Writing style is not original. Less complex words or clichés are employed,</td>
<td>fragments—need to be fixed. Paper has not been well proofread.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tone does not show requisite consideration for the topic or audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Narration is bland, Sentence beginnings are not varied. Lack of author’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Style is appropriate for the assignment, and writing is concise. Word</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>voice is noticed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Style is creative and clear and is appropriate for the audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sophisticated vocabulary is employed without distracting the reader from the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>purpose of the essay. Varied sentence structures shows original words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
   - 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

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