

Common Assignment 2

Constructed Response Analysis of Tone in a Short Text

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Pre-Module Formative Assessment

Prompt

How does an author purposefully use diction to convey tone? After reading from our collection of fiction (“Those Winter Sundays,” “Same Song,” or “Eleven”), choose ONE of these selections and write a Short Constructed Response in which you explain the speaker or narrator’s attitude toward an aspect of life. Be sure to support your explanation with evidence of specific diction that demonstrates the speaker’s attitude/tone.

Teacher Notes

The purpose of this formative assessment is twofold:

1. To assess what concepts you may need to reteach before beginning the LDC Module, potentially including diction, connotation, and tone
2. To identify areas of focus for your writing instruction during the LDC Module

Likely areas of focus:

- Developing a strong thesis statement/controlling idea
- Embedding quotes from the text
- Explaining evidence
- Connecting diction to tone/speaker’s attitude
- Describing tone/attitude in specific terms (beyond “happy” and “sad”)

Although this assignment is meant to generate a single draft that will not be revised, it should not merely be collected, scored, and entered as a data point. Teachers should analyze student work and look for patterns of strengths and weaknesses that will help inform how you teach the LDC module. Consider all of the skills that students will need to successfully complete the final LDC essay; do not limit your analysis to the three points addressed in the holistic rubric for this formative assessment. You may find, for instance, that your students are very strong at intuitively identifying the speaker’s attitude toward life but that they fail to identify specific diction that reveals that attitude. Alternately, your students may call out several instances of significant diction but fail to draw inferences about the speaker’s overall attitude. Or you may find that students are still speaking about tone in very general terms, in which case they may need additional work with the mood and tone word lists and intervention activities.



Holistic Writing Rubric for Pre-Module Formative Assessment

Score 4: The response is effective in its explanation of tone

- Thoroughly explains the speaker's attitude/tone toward an aspect of life
- Strong evidence of diction that demonstrates speaker's attitude/tone
- The response maintains a clear and effective organizational structure

Score 3: The response attempts to explain the speaker's attitude toward life

- Writer identifies a speaker's attitude toward an aspect of life
- Utilizes relevant evidence of diction to support speaker's tone
- The response maintains a sufficient organizational structure

Score 2: The response provides an incomplete or simplistic explanation

- Attempts to identify the speaker's attitude toward life, but may not necessarily be accurate
- Evidence is uneven or not evident
- There is no clear or coherent organizational structure

Score 1: The response is irrelevant or blank

Words Matter: Common Assignment 2



Name: _____ Date: _____ Block: _____

“Words Matter” Unit: Pre-Module Formative Assessment

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Use the space below for your Short Constructed Response.

Words Matter: Common Assignment 2



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Score 1: The response is irrelevant or blank