EOC Last-Minute Preparation Guide

Note: Material with pencil icon will be tested on Friday.

Scoring:

Students can earn the following scores on End-of-Course tests:

- **Excellent**: A student demonstrates superior performance of the course content.
- **Good**: A student demonstrates mastery of course content and is well prepared for the next level of coursework in the subject.
- **Fair**: A student demonstrates only the fundamental knowledge and skills needed for the next level of coursework in the subject.
- **Needs Improvement**: A student does not demonstrate the fundamental knowledge and skills needed for the next level of coursework in the subject.

Review of EOC structure:

Table 2: English II EOC Coverage by Focus Area

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Approximate Percentage of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Responding (1, 6, 7)</td>
<td>50</td>
</tr>
<tr>
<td>Writing (2)</td>
<td>17</td>
</tr>
<tr>
<td>Proofreading (3)</td>
<td>17</td>
</tr>
<tr>
<td>Using Information Resources (5)</td>
<td>17</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
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</table>

FYI: Full assessment guide:  

I. Reading and Responding

Sample items:
"The Sparrow" is a poem by Paul Laurence Dunbar, an African American writer who lived from 1872 to 1906. It is paired with Shakespeare's "Sonnet 12." Read the poems and then answer the questions that follow.

The Sparrow
by Paul Laurence Dunbar
A little bird, with plumage brown,
Beside my window flutters down,
A moment chirps its little strain,
Then taps upon my window pane,
And chirps again, and hops along,
To call my notice to its song;
But I work on, nor heed its lay,¹
Till, in neglect, it flies away.
So birds of peace and hope and love
Come fluttering earthward from above,
To settle on life's window sills,
And ease our load of earthly ills;
But we, in traffic's rush and din
Too deep engaged to let them in,
With deadened heart and sense plod on,
Nor know our loss till they are gone.

¹lay: ballad

Sonnet 12
by William Shakespeare
When I do count the clock that tells the time,
And see the brave day sunk in hideous night;
When I behold the violet past prime,
And sable curls, all silvered o'er with white;
When lofty trees I see barren of leaves,
Which erst from heat did canopy the herd,
And summer's green all girded up in sheaves,²
Borne on the bier³ with white and bristly beard,
Then of thy beauty do I question make,
That thou among the wastes of time must go,
Since sweets and beauties do themselves forsake
And die as fast as they see others grow;
And nothing 'gainst Time's scythe⁴ can make defense
Save breed, to brave him when he takes thee hence.

²sheaves: bundles
³bier: a platform used to support a coffin
⁴scythe: a tool with a curved blade
This item measures aspects of GLE 11—Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including making inferences and drawing conclusions.

Which statement best describes the contrast between the two stanzas in the poem “The Sparrow”?

*A The first is concrete and literal, and the second is figurative and symbolic.
B The first describes a bird, and the second illustrates a window sill.
C The first is thoughtful and contemplative, and the second is light and humorous.
D The first illustrates the narrator at work, and the second describes him in nature.

This item measures aspects of GLE 11—Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including comparing and contrasting complex literary elements, devices, and ideas within and across texts.

Line 13 of “The Sparrow” suggests an urban setting for the poem.

But we, in traffic's rush and din

Which line from “Sonnet 12” indicates a pastoral, or agricultural, setting?

A “And see the brave day sunk in hideous night” (line 2)
B “And sable curls, all silvered o'er with white” (line 4)
*C “And summer's green all girded up in sheaves” (line 7)
D “And die as fast as they see others grow” (line 12)

Keys to EOC Reading and Responding:

- Use the training you received for the PLAN test. Read questions first, then review text for answers. Mark or make notes if possible.
- Be prepared to COMPARE texts. This means, usually, looking for similarities in themes or style.
- BE SURE to read questions carefully—look for question stem (key words and questions that ask you to choose wrong answers, multiple answers, etc.)
• Know UP FRONT what kind of text you are reading. Is it a poem? Is it a short story? Is it a news article? Is it a biography? This affects the way you read the questions.

ACTUAL STUFF TO KNOW

• Know your terminology. Review figures of speech, poetic devices, and language of analysis (Donn: “Write like a Boss” notes).
  o MUST SEE flash card REVIEW of literary terms from English I and II: http://quizlet.com/4882359/literary-terms-eoc-tn-english-i-flash-cards/
  o Know “concrete and literal,” as opposed to “figurative and symbolic” (see example).
• Know three types of irony: verbal, situational, dramatic.
• Know how to read poems: beginnings establish an idea, middles move the poem to a “turn” or complication, endings answer the complication with an insight or revelation.
• Know how to recognize IMAGERY (“A horse in the field” is not imagery; “A brown horse in a green meadow” is imagery; “the horse brayed with a sound of pistols hitting leather” is imagery).
• Understand induction and inference: making the best guess based on the information you have.
• Be prepared for “best answer” questions. Avoid answers that are worded as absolutes (“always” or “never”).
• Remember that multiple choice questions DO have a correct choice, and eliminate the wrong ones even if they seem to be asking your opinion.
• When re-reading for an answer, always read around the material—many questions are CONTEXT questions.

For more test prep and an index to where to find the year’s skills in your textbook, see my web page.

II. Writing

Keys to EOC Writing
Scoring
The English II EOC test is worth 48 points total. One item is an essay worth 8 points, and 40 of the items are multiple choice. Student responses to the multiple-choice items are computer scored and are worth one point each. Any additional multiple-choice items on the test are embedded field test items, and student responses to these items do not count toward the student’s final score.

The essay is read at least twice. During both reads, the essay is scored for two dimensions (Content and Style) using a scoring scale of 1 to 4 points for each dimension. The essay may receive a maximum of 4 points per dimension and 8 points total. The following types of essays are considered unscorable and receive zero points:

- incoherent
- too brief
- not written in English
- a restatement of the prompt
- a refusal to respond
- blank
- off topic
Rubrics for Scoring Written Responses

Essays are scored for two dimensions: 1) **Content** and 2) **Style**. Each dimension is scored on a 1- to 4-point scale. Tables 4 and 5 present the rubrics used to score the English II essays. Each rubric includes descriptions of each score point along with performance descriptions to further explain the features of each dimension.

**Content Rubric**

The Content Rubric considers how well students present their central idea; the development of that idea, including the appropriate and accurate use of evidence from the passage; and the organization of their ideas.

**Table 4: Content Rubric**

<table>
<thead>
<tr>
<th>Score Point</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT: Central Idea, Development, and Organization</strong></td>
<td><strong>Consistent, though not necessarily perfect; control of almost all of the traits’ features; many strengths are present.</strong></td>
<td><strong>Reasonable control of the traits’ features; the essay has some strengths and some weaknesses.</strong></td>
<td><strong>Inconsistent control of the traits’ features; the weaknesses outweigh the strengths.</strong></td>
<td><strong>Little or no control of the traits’ features; a minimal attempt is made to develop an essay.</strong></td>
</tr>
</tbody>
</table>

An essay without evidence from the passage cannot receive a score higher than a 1 in Content.

<table>
<thead>
<tr>
<th><strong>CENTRAL IDEA</strong></th>
<th>• The central idea is clear and sharply focused.</th>
<th>• The central idea is generally focused.</th>
<th>• The central idea is vague.</th>
<th>• The central idea is unclear.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>USE OF THE PASSAGE AND DEVELOPMENT</strong></th>
<th>• Ample, well-chosen evidence from the passage is used to support the central idea and includes thoughtful analysis.</th>
<th>• Sufficient and appropriate evidence from the passage is used to support the central idea and includes some analysis.</th>
<th>• There is some evidence from the passage. Summary and/or quotations may be present but often without explanation.</th>
<th>• There is no evidence from the passage. Portions of text may be copied without purpose.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>ORGANIZATION</strong></th>
<th>• The organizational strategy demonstrates evidence of planning and a logical progression of ideas.</th>
<th>• The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text without confusion.</th>
<th>• There is an attempt at organization, but there may be digressions, repetition, or contradictory information.</th>
<th>• The essay lacks an identifiable organizational strategy (random order).</th>
</tr>
</thead>
</table>

| • There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness. | • There is an attempt at organization, but there may be digressions, repetition, or contradictory information. | • The introduction and conclusion are weak or may be missing; there is an occasional progression of ideas. | • The lack of an introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text (confusing). |
Table 5: Style Rubric

<table>
<thead>
<tr>
<th>Score Point</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STYLE:</strong> Word Choice, Sentence Fluency, and Voice</td>
<td>Consistent, though not necessarily perfect, control of almost all of the traits' features; many strengths are present.</td>
<td>Reasonable control of the traits' features; the essay has some strengths and some weaknesses.</td>
<td>Inconsistent control of the traits' features; the weaknesses outweigh the strengths.</td>
<td>Little or no control of the traits' features; a minimal attempt is made to develop an essay.</td>
</tr>
<tr>
<td><strong>WORD CHOICE</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>• Word choice is precise, effective, and includes some vivid words and phrases as appropriate to the task.</td>
<td>• Word choice is appropriate to the task and includes some interesting words and phrases.</td>
<td>• Word choice is limited, generic, and repetitive; verbs are generally weak.</td>
<td>• Words and phrasing may be inappropriate to the task (too informal).</td>
<td>• Words and phrases are functional and simple and/or may be inappropriate to the task.</td>
</tr>
<tr>
<td>• Sentences are fluent and vary in length, structure, and beginnings.</td>
<td>• Sentences are generally varied in length and structure, and most sentences have varied beginnings.</td>
<td>• Sentences show little or no variety in length and structure, and some may be awkward or lack fluency. Many sentences have the same beginning.</td>
<td>• The sentences may be simple and lack variety, and their construction makes the essay difficult to read.</td>
<td></td>
</tr>
<tr>
<td><strong>SENTENCE FLUENCY</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• The writer's voice (individual personality) is compelling and engaging.</td>
<td>• The writer's voice is present but may not be particularly compelling.</td>
<td>• The writer's voice is weak.</td>
<td>• Voice is not evident.</td>
<td></td>
</tr>
</tbody>
</table>

Sample Prompt Wording:

1. After reading the passage, write a well-developed multiparagraph essay that explains the relationship between power and fame. Use specific details from the passage to support your response.

Models: Sample scores on Writing from Released Test Items (examples of strong and poor essays with the scores they received):
http://www.louisianaec.org/Documents/EOC_English_II_WP_RTID.pdf

Tips for getting an 8 out of 8:
• Use the prompt to write. Be sure your thesis statement and conclusion contain key words from the prompt.

• **Quote the text you are provided.** This cannot be stressed enough!

• Punctuate titles correctly:  [http://www.writingsimplified.com/2010/03/titles-when-to-italicize-underline-or.html](http://www.writingsimplified.com/2010/03/titles-when-to-italicize-underline-or.html)

*Quick reminder:* If it’s on the cover, it’s underlined. It it’s inside a book, it’s in quotes. Web domains (.com, .org addresses) are italicized—names of pages and articles, chapters, subheadings etc. are in quotes.

• Don’t use words you don’t know, and don’t make up words.

• Use short and medium length sentences.

• Avoid repetition by combining sentences:

*Smith writes that Mr. Manley sounded like a bird. Smith describes Manley as a light-hearted man.*

**SHOULD BE**

*Smith describes Mr. Manley as a light-hearted man who sounded like a bird.*

• Subjects and verbs must agree:
  
  *Darla is eating her lunch.*
  
  **NOT**
  
  *Darla be eating her lunch*

• Verbs must not shift tense illogically.

• When writing about literature, stay in the present tense.

• When referring to an author, first introduce by first and last name—after that, LAST NAME ONLY

• Do not use “you”; as it tells the reader you are lazy and WILL lose you points for style

• Do not use “I” unless asked to use personal anecdotes (brief stories from your experience) evidence

• Do not begin with “There are” or “There is”

• Do not use the verb “shows” more than once in an essay

• Do not use is/are as linking verbs (“Danny is a nice guy”) more than once in a paragraph

• NEVER begin a paragraph with a pronoun—always be sure to establish who you are talking about BY NAME first

• Use commas with appositives correctly (necessary and unnecessary phrases):
  
  *My father, a fireman, comes home late every day. (commas set off unnecessary information)*

  *The student who is wearing the striped sweater is our winner. (cannot set off information with commas because it is necessary to the sentence)*
• Spell words correctly
  Too/two/to  Its/It’s  Their/They’re/There  Lose/Loose  Used to/Supposed to
  o List of Commonly misspelled words:
• When writing, other than in times (3:30) or scripture (John 3:16), you should use colons only with lists:

  Correct: We brought with us the following items: soap, candy, gasoline.
  DO NOT USE COLONS AFTER PREPOSITIONS!
  Incorrect: We brought with us many items like: soap, candy, gasoline.
• When writing, use semicolons only to connect compound sentences:
  John brought his girlfriend to the party; however, nobody wanted to talk to her.
• When writing, DO NOT USE COMMA SPLICES. These are among the top comma errors, and WILL lose you points for sentence fluency. Be careful for “splices in disguise”: I ate my entire dinner that night but I didn’t like a single bite.

Practice Writing to the Prompt (from Louisiana Pass web)

In this test, you are asked to read a passage from Journey to the Center of the Earth, and then write an essay that uses the text to explain what a person must consider when deciding whether to reveal difficult information.

Passage:

1. Outline of the sample response you would write:

A) Intro (set up a problem or claim to be resolved)

  Lead

  Transition

  Thesis

B) Body (three paragraphs minimum)

  Each paragraph:

    Topic Sentence

    Commentary/Paraphrase
2. List three ways you would connect your opinion to the text.
   a) Introduce: identifying text and author in the Introduction
   b) Develop: start each paragraph with a claim that paraphrases the text
   c) Prove: directly quoting from the text using tags such
      - “When Verne (the author) describes. . .”
      - “The characters represent. . .”
      - “The text establishes ______________ (theme, principal, idea). . .”

III. Proofreading

Review your PLAN guide to proofreading!
Remember that formal business letters greet with colons.
Remember to watch for misplaced modifiers.
Practice: http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/modifier_quiz.htm

Use my online guide to look up and practice editing using dailygrammar.com:

IV. Using Information Resources

This segment is one many students fear most. It involves bringing in literacy skills outside of the “English Classroom” (such as atlases, maps, etc.) and engages students’ ability to conduct research by using indexes, tables of contents, and cross-referencing materials.

This section often focuses on your understanding of HOW you would write a research paper.
Sample:

Using Information Resources: Sample Items
Using Information Resources will be assessed through discrete multiple-choice items. A sample item follows.

This item measures aspects of GLE 41—Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage).

A student is writing a report about the current monarchy in England. Which source would have the most relevant information?


This item measures aspects of GLE 42—Access information and conduct research using various grade-appropriate, data gathering strategies/tools, including formulating clear research questions; using research methods to gather evidence from primary and secondary sources; using graphic organizers (e.g., outlining, charts, timelines, webs); compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation.

A student wrote a paper with the following thesis statement.

Instead of solely relying on SAT scores and grade point averages, top colleges across the United States are increasingly considering a student's extracurricular activities, community service, and diversity of courses as a basis for admission. Which source provides the best support for this thesis statement?

*A a quote from an admission's officer at Louisiana State

B a paragraph from a student's college admission essay

C a statistic on college dropouts from 2005 to present

D a graph showing average SAT scores over the last ten years

Truly, there are two ways to prepare here.

One, be familiar with the appearance of reference materials in print and online. Review pages 1218-1257 in your textbook for research strategies, and R1-R26 for a review of charts, diagrams, and informational resources.

Two, practice these sorts of tests:

More practice all parts of the test:
http://www.linkstolearning.com/links/Louisiana/eoc_-_english_ii.html
Overall web page dedicated to practice of grammar and writing:
http://grammar.ccc.commnet.edu/grammar/index.htm