

Unit Assessment—*Patrons, Artists, and Scholars*

Reading Comprehension

Read the two selections about the city of Venice during the Renaissance movement. After reading the first selection, “Venice: Jewel of the Adriatic,” answer the questions based on the text before reading the second selection.

Venice: Jewel of the Adriatic

A Glittering City

- 1 Built on 117 small islands, Venice, in northern Italy, was the western world’s most important commercial city in 1500.
- 2 Venice’s islands are located in the middle of a lagoon. The islands are divided by more than 150 canals and connected by more than 400 bridges. Many of its buildings rest on pillars driven into the mud. Long ago, Venice was safe from attack. Enemy ships found it impossible to move in the shallow waters. Venice also had a strong navy.
- 3 The people of Venice, called Venetians, were proud of their splendid city. Visitors admired the city, too. A French diplomat visiting Venice was very impressed with this unusual city. “The houses are very large and lofty and built of stone,” he reported. “Most of them have rich marble chimney pieces, gold-colored bedframes and doors, and beautiful furnishings. It is the most triumphant city I have ever seen.”
- 4 How did Venice gain its prosperity? Venice built its wealth mostly on trade. Over two centuries, the Venetians created an extensive trading empire. Venetians wanted to gain more and more territory so they could carry on their trading activities without interference.
- 5 Its efficient navy gave Venice the military force it needed to defend a large trading empire. Its unique form of government gave it the stability it needed to establish and maintain this empire.

Republican Government

- 6 Venice was not a monarchy. It was a republic whose government was controlled by the city-state's leading families. The head of the government was called the doge, which comes from the Latin word *dux* meaning "leader." Members of the Greater Council chose a doge to serve for the duration of his life. This council also selected some of its members to serve in other governmental bodies. The governmental bodies included a senate and a committee for public safety. The doge was Venice's chief of state. However, the council and other governmental bodies held the real power.
- 7 As in most other republics up to that time, not all Venetians could participate in government. At the end of the 1200s, the Greater Council passed a law. The law said only adult male descendants of men who had sat in the council before 1297 CE could be members. The name of everyone eligible was written down in what became known as the *Golden Book*. Only about 200 families were named in the book (but some newcomers were admitted). They became hereditary rulers of Venice.

Printing Advances

- 8 Venice made a notable contribution to classical learning by encouraging the development of the new craft of printing. By 1500 CE, this city-state alone had more than 200 printing presses. Because many printers were scholars, they devoted themselves to publishing classical manuscripts, particularly those of ancient Greece.

Venice's Greatest Artist

- 9 Of all the arts for which Renaissance Venice became known, painting was the foremost. Venetian painter Tiziano Vecelli was a highly respected artist. People now refer to him as Titian. Born about 1488 CE, he studied with Venice's most important painters beginning at age nine or ten. When his long career came to an end in 1576 CE, he was a great master.

- 10 Titian's paintings conveyed emotions and feelings. His use of color and his new use of oil paints gave his works a rich and luxurious feel. Among Titian's most famous paintings is *The Assumption of the Virgin*. This powerful work illustrated the Virgin Mary being taken to heaven.

Decline of Venice

- 11 Venice eventually lost its place as the world's most important trading power. One reason for this decline was the Muslim Turks' successful challenge of Venetian dominance in the Mediterranean. In addition, Portuguese explorers discovered new sea routes to the Far East. These new trade routes turned trade away from the Mediterranean and the Middle East to the Atlantic Ocean. However, Venice remained an independent state until it became part of the new nation of Italy in 1866.

Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Which statement best expresses the main idea of paragraph 3?
- A. The town of Venice had more than 400 bridges.
 - B. The town of Venice was wealthy and filled with expensive things.
 - C. Many buildings in Venice rest on pillars driven in the mud.
 - D. Many canals connected the islands of Venice.

Part B: In paragraph 3, underline the sentence that provides the best evidence for the answer to Part A.

2. In paragraph 4, the author asks, “How did Venice gain its prosperity?” What is a synonym of the word *prosperity*?
- A. success or wealth
 - B. illness
 - C. health
 - D. failure or poverty
3. What are two reasons the author gives to support the point that Venice was able to become a strong, rich city?
- A. Venice’s islands are located in the middle of a lagoon.
 - B. Venetians created an extensive trading empire.
 - C. Not all Venetians could participate in government.
 - D. The families named in the *Golden Book* became hereditary rulers of Venice.
 - E. Venice had the military force it needed to defend a large trading empire.
 - F. Visitors to Venice admired the city.
4. In paragraph 3, which two words help the reader understand what the word *splendid* means?
- A. city
 - B. diplomat
 - C. visitors
 - D. beautiful
 - E. impressed
 - F. Venetians

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ASSESSMENT

5. Which statement best represents the main idea of this selection about Venice?
- A. With its island and canals, Venice was an interesting city to visit.
 - B. Venice had an effective and strong form of government during the Renaissance.
 - C. There were a lot of beautiful things to see in Venice during the Renaissance.
 - D. Venice was a powerful trading city and made important contributions to the Renaissance movement.
6. Read the following sentence from “Venice: Jewel of the Adriatic.”

These new trade routes turned trade away from the Mediterranean and the Middle East to the Atlantic Ocean.

Which point is the author supporting by including this sentence in the selection?

- A. how difficult it is to learn about people based on the objects they have left behind
- B. that objects that were considered worthless in the past are also worthless in the present
- C. that throughout history people have fought over valuable objects
- D. that Venice’s trading power eventually started to decline

Reading Comprehension Informational Score: _____/6 points

Venice, 6th January, 1506 CE

- 1 To the Honourable and Wise Willibald Pirckheimer, in Nuremberg.
- 2 My dear Master, I wish you and your family a happy New Year. I am in good health and I hope you are even better. Now I'd like to tell you about the job you asked me to do—to buy a few pearls and precious stones. I want you to know that I can find nothing good enough or worth the money. Everything is snapped up by the Germans.
- 3 Traders expect four times the value for anything. They are the biggest villains that live there. No one expects to get an honest service of them. For that reason some good people warned me to be on my guard against them. They told me that they cheat both good men and bad men. They also told me you could buy better things for less money at Frankfurt than at Venice.
- 4 As for the books which I was to order for you, our friend has already taken care of it. If you are in need of anything else, let me know. I will do it for you with great enthusiasm. If there is any way I can help you, I will gladly do it. I know how much you do for me.
- 5 And I beg of you be patient with my debt, for I think oftener of it than you do. As soon as God helps me to get home I will pay you honorably, with many thanks. I can repay you with money I earn from painting a picture for the Germans. They are giving me much more money for the painting than it will cost me to make it. I will have finished laying and scraping the ground-work in eight days, then I will begin to paint. If all goes well, it will be complete and ready for the church a month after Easter.

—Albrecht Dürer

7th February, 1506 CE

- 6 Dear Master, I wrote to you recently. I hope the letter reached you. In the meantime my mother has written to me, scolding me for not writing to you. She also said you are unhappy with me because I do not write to you. She said I must apologize to you. I do not have a good excuse, except that I am lazy about writing and you have not been at home. As soon as I knew you were at home or were coming home, I wrote to you at once. Therefore I most humbly beg you to forgive me, for I have no other friend on earth but you. I hope you are not angry with me, because you are like a father to me.
- 7 How I wish you were here at Venice. There are so many good fellows among the Italians who seek my company more and more every day. This makes me very happy. Some of the men who show me friendship are scholars, good lute-players, and pipers, painters, and honest and noble men. On the other hand, there are also faithless, lying, thievish rascals. I did not believe such evil people could exist on earth. They are so deceptive that if you do know them, you would think they were the nicest men on earth. I cannot help laughing to myself when they talk to me. They know people are aware of their evil acts, but that does not bother them.
- 8 I have many good friends among the Italians who warn me not to eat and drink with their painters. They say many painters are my enemies and copy my work in the churches and wherever they can find it. Even though they copy my work, they criticize it and claim it is not done in the antique style. They also say it is no good, but the famous painter, Bellini, has praised me highly to many gentlemen. He would like to have something of mine. He even came to me himself and asked me to create something for him. He said that he would pay well for it too. Everyone tells me what an honest man he is, so that I am really friendly with him. He is very old and yet he is the best painter of all.

—Albrecht Dürer

Questions

7. What do these two letters help the reader understand about the relationship between Pirckheimer and Dürer?
- A. Pirckheimer supports Dürer and they are close.
 - B. Dürer does not get along with Pirckheimer.
 - C. Pirckheimer and Dürer work together as artists.
 - D. Dürer is the master of Pirckheimer.

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A:** Dürer writes, “They are so deceptive that if you do know them, you would think they are the nicest men on earth.” What does the word *deceptive* mean?
- A. cruel
 - B. friendly
 - C. entertaining
 - D. misleading

Part B: In paragraph 7, which two words help the reader understand what the word *deceptive* means?

- A. scholars
- B. lying
- C. noble
- D. painters
- E. honest
- F. thievish

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9. Based on Dürer's descriptions, what are two good things (pros) and two bad things (cons) about living in Venice during the Renaissance?

Pros About Living in Venice	Cons About Living in Venice

10. Describe how Dürer made a living and include examples from the text.

Reading Comprehension Literary Score: _____/4 points

Reading Comprehension Total _____/10 points

To receive a point for a two-part question (e.g., 1 and 8), students must correctly answer both parts of the question.

Writing Prompt: Through his letters to Pirckheimer, you learn about character traits of Dürer. Discuss two character traits of Dürer, providing examples from the text to support your answer. Write your response in the lines provided.

Writing Prompt Score: _____/4 points

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Grammar

Using the information provided in the “Subject” and “Linking Verb” columns of the following chart, fill in the “Agreement in the Past Tense” column so that the subject and verb provided are in agreement in the past tense.

Subject	Linking Verb	Agreement in the Past Tense
Michelangelo	to feel	1.
patrons	to seem	2.
philosophers	to think	3.
Leonardo da Vinci	to see	4.
the Renaissance	to be	5.
women of the Renaissance	to be	6.
I	to have	7.
she	to want	8.

Write complete sentences for any two of the subject-verb agreement statements you created in the chart above. Include a sentence-level clue that tells the reader the sentence is in past tense.

9. _____

10. _____

Use the correct preposition from the word box to complete each sentence. Some prepositions will be used more than once. Then write the function (place, time, or partner) in the box below the preposition.

in	against	out
with	after	away

11. Isabella was born _____ the Italian city-state of Ferrara.

12. She studied in school along _____ her brothers and sisters.

13. _____ her 16th birthday, Isabella married Francesco Gonzaga of

Mantua.

14. Mantua is a beautiful city _____ northern Italy.

15. Francesco was often _____, fighting battles _____

other city-states and countries.

16. When Francesco was _____ of town, Isabella governed the people.

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ASSESSMENT

For each pair of words, write a sentence using the correlative conjunctions correctly.

either/or

neither/nor

both/and

not only/but also

17. _____

18. _____

19. _____

20. _____

Grammar Score: _____/20 points

Morphology

1. Which of the following words is a synonym for *inaudible*?
 - A. sound
 - B. silent
 - C. applause
 - D. loud

2. Which of the following words is an antonym for *inaudible*?
 - A. sight
 - B. music
 - C. volume
 - D. loud

3. My final project for class was incomplete. What does this mean about my project?
 - A. The project was about interesting things.
 - B. The project was not finished.
 - C. The project was the best one.
 - D. The project was completed.

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Write the correct word to complete each sentence.

4. I took a deep breath in, and then slowly _____ out for the doctor.
(inhaled, exhaled, imported, exported)
5. The pope was _____ for Michelangelo to finish painting the Sistine Chapel.
(patient, impatient, polite, impolite)
6. Food and drinks are _____ from the price of admission; you have to pay extra to eat and drink.
(excluded, exuded, exported, excavated)

This question has two parts. Answer Part A and then answer Part B.

7. **Part A:** What does the root *serv* mean?
- A. spend
 - B. watch
 - C. save
 - D. get rid of

Part B: Write a sentence using the word *reserved*. Be sure the sentence demonstrates the meaning of the word.

Morphology Score: _____/7 points

To receive a point for a two-part question (e.g., 7), students must correctly answer both parts of the question.

Lesson 15: Unit Assessment

Unit Assessment



UNIT ASSESSMENT (75 MIN.)

Note: This is a good opportunity to use the Tens scoring system to gather formative assessment data.

- Make sure each student has a copy of Activity Page 15.2. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is about Venice during the Renaissance. The second selection includes excerpts from letters written by an artist to his patron during the Renaissance.

These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 5. The texts feature core content and domain vocabulary from The Renaissance unit that students can draw on in service of comprehending the text.

Optional Fluency Assessment

Note: You may wish to assess students' fluency in reading using the selection "Michelangelo."

Activity Page 15.2



Administration Instructions

- Turn to the student copy of “Michelangelo” that follows the Unit Assessment Analysis section. This is the text students will read aloud. Turn to this copy each time you administer this assessment.
- Using one Recording Copy of “Michelangelo” for each student, create a running record as you listen to each student read orally.
- Call the student you will assess to come sit near you.
- Explain that you are going to ask him or her to read a selection aloud and you are going to take some notes as he or she reads. Also, explain that he or she should not rush but rather read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

words read correctly	No mark is required.
omissions	Draw a long dash above the word omitted.
insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
words read incorrectly	Write an X above the word.
substitutions	Write the substitution above the word.
self-corrected errors	Replace original error mark with an SC.
teacher-supplied words	Write a T above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.

- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:
 1. **Literal.** What did Michelangelo do whenever he had spare time?
 - » Michelangelo drew—or made sketches—on the walls.
 2. **Inferential.** During the Renaissance movement, who generally earned more money—an artist or a businessman?
 - » a businessman
 3. **Literal.** Besides drawing, what else was Michelangelo good at doing?
 - » He was good at carving statues and copying other's carvings.
 4. **Literal.** When Michelangelo copied the marble statue head, what made his statue better than the original?
 - » He added his own touches to the statue, such as making it have an open mouth to show the teeth and tongue.
- Repeat this process for additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute elapsed.

Quantitative and Qualitative Analysis of the Text

The texts used in the reading comprehension assessment, “Venice: Jewel of the Adriatic” (informational text) and “Venice, 6th January, 1506 CE” (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core 4th–5th Grade Band.

Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

Reading Comprehension Item Annotations and Correct Answers		
Item	Correct Answer	Standards
*1 Part A Inferential	B	RI.5.1, RI.5.2
*1 Part B Evaluative	Most of them have rich marble chimney pieces, gold-colored bedframes and doors, and beautiful furnishings.	RI.5.1, RI.5.2
2 Inferential	A	RI.5.4
3 Literal	B and E	RI.5.1, RI.5.8
4 Literal	D and E	RI.5.1, RI.5.4
5 Evaluative	D	RI.5.1, RI.5.2
6 Inferential	D	RI.5.1, RI.5.8
7 Evaluative	A	RL.5.1, RL.5.3
*8 Part A Inferential	D	RL.5.1, RL.5.4
*8 Part B Inferential	B and F	RI.5.1, RL.5.4
9 Inferential	Pros: There were many good people to meet. There were patrons like Bellini to support artists. Cons: Trade was expensive. Many artists were dishonest.	RL.5.1, RL.5.6, W.5.4
10 Inferential	Dürer borrowed money from his friend, Pirckheimer. He wrote about making a painting for the Germans. He also wrote about making a painting for Bellini.	RL.5.1, W.5.4

Writing Prompt Scoring

The writing prompt addresses [W.5.2a–e, L.5.1, L.5.2, and L.5.6].

Score	4	3	2	1
Criteria	Two appropriate character traits are clearly identified for Dürer. The answer provides at least two examples from the text supporting the traits.	One appropriate character trait is clearly identified for Dürer. The answer provides at least one example from the text supporting the traits.	The answer identifies a trait Dürer clearly does not possess. The answer lacks an appropriate supporting example from the text for the identified character trait.	The answer lacks an identification of character traits. The answer lacks any supporting examples from the text.

Grammar Answer Key

Subject Nouns or Pronouns	Linking Verb	Agreement in the Past Tense
Michelangelo	to feel	1. Michelangelo felt
patrons	to seem	2. patrons seemed
philosophers	to think	3. philosophers thought
Leonardo da Vinci	to see	4. Leonardo da Vinci saw
the Renaissance	to be	5. the Renaissance was
women of the Renaissance	to be	6. women of the Renaissance were
I	to have	7. I had
she	to want	8. she wanted

9. Answers may vary, but must include the correct subject-linking verb agreements in the past tense and a sentence-level clue that shows the action occurred in the past.
10. Answers may vary, but must include the correct subject-linking verb agreements in the past tense and a sentence-level clue that shows the action occurred in the past.
11. in; function: place

12. with; function: partner
13. after; function: time
14. in; function: place
15. away; function: place; against; function: partner
16. out; place
17. Answers may vary, but should demonstrate correct use of either/or, neither/nor, both/and, or not only/but also.
18. Answers may vary, but should demonstrate correct use of either/or, neither/nor, both/and, or not only/but also.
19. Answers may vary, but should demonstrate correct use of either/or, neither/ nor, both/and, or not only/but also.
20. Answers may vary, but should demonstrate correct use of either/or, neither/ nor, both/and, or not only/but also.

Morphology Answer Key

1. B
2. D
3. B
4. exhaled
5. impatient
6. excluded
7. Part A: C; Part B: Answers may vary, but should demonstrate the correct usage of the word *reserved*.

Recording Copy

Optional Fluency Assessment

The following is the text for the Optional Fluency Assessment, 10
titled “Michelangelo.” Turn to this copy of the selection each time you 22
administer this assessment. 25

You will also find a Recording Copy of the text for doing a 39
running record of oral reading for each student you assess. There is 51
also a Fluency Scoring Sheet. Make as many copies of the Recording 63
Copy and the Fluency Scoring Sheet as you need, having one for each 76
student you assess. 79

Michelangelo 80

As Michelangelo grew up, his interests were clear. He did not care 92
about school, but let him but have pencil and paper and his mind was 106
wide awake at once. Every spare moment he spent making sketches on 118
the walls. But his father would not hear of the boy becoming an artist. 132
It would be much more fitting that Michelangelo should go into the 144
silk and wool business and learn to make money. 153

But there was no point in trying to make the boy try to learn business. 168
Scold as they might, Michelangelo cared for nothing but his pencil. Little 180
by little, his father began to see that he had to let his son create art. 196

Michelangelo and his friend went to study in the gardens of San	208
Marco and work with Lorenzo the Magnificent. Without needing a	218
lesson, Michelangelo began to copy the statues in terra-cotta, and his	229
work was very clever.	233
“See what you can do with marble,” Lorenzo said to him.	244
Michelangelo had never handled a chisel before, but he chipped and	255
cut away the marble so marvelously that life seemed to spring out of	268
the stone. There was a marble head in the garden, and Michelangelo	280
set to copy it. Such a wonderful copy did Michelangelo make that	292
Lorenzo was amazed. It was even better than the original. The boy had	305
introduced ideas of his own and had made the laughing mouth a little	318
open to show the teeth and the tongue.	326

Word Count: 326

Student Name _____ Date _____

Fluency Scoring Sheet

	Words Read in One Minute
—	Uncorrected Mistake in One Minutes
	W.C.P.M.

W.C.P.M.	National Percentiles for Fall, Grade 5
166	90th
139	75th
110	50th
85	25th
61	10th
Comprehension Total _____/4	

Guidelines for Fluency Assessment Scoring

- To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.
1. Count Words Read in One Minute. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
 2. Count the Uncorrected Mistakes in One Minute. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled "Uncorrected Mistakes in One Minute" on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
 3. Subtract *Uncorrected Mistakes in One Minute* from *Words Read in One Minute* to get *Words Correct*. Write the number in the box labeled "W.C.P.M." Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.
- As you evaluate W.C.P.M. scores, here are some factors to consider.
 - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the winter of Grade 5, and a student scored 130 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 5 from Hasbrouck and Tindal (2006)			
Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	166	182	194
75	139	156	168
50	110	127	139
25	85	99	109
10	61	74	83

Reference

Hasbrouck, Jan and Gerald A. Tindal. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

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15.2
CONTINUED ASSESSMENT

- 10 Titian's paintings conveyed emotions and feelings. His use of color and his new use of oil paints gave his works a rich and luxurious feel. Among Titian's most famous paintings is *The Assumption of the Virgin*. This powerful work illustrated the Virgin Mary being taken to heaven.

Decline of Venice

- 11 Venice eventually lost its place as the world's most important trading power. One reason for this decline was the Muslim Turks' successful challenge of Venetian dominance in the Mediterranean. In addition, Portuguese explorers discovered new sea routes to the Far East. These new trade routes turned trade away from the Mediterranean and the Middle East to the Atlantic Ocean. However, Venice remained an independent state until it became part of the new nation of Italy in 1866.

Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Which statement best expresses the main idea of paragraph 3?
- A. The town of Venice had more than 400 bridges.
 - ☒ B. The town of Venice was wealthy and filled with expensive things.
 - C. Many buildings in Venice rest on pillars driven in the mud.
 - D. Many canals connected the islands of Venice.

Part B: In paragraph 3, underline the sentence that provides the best evidence for the answer to Part A.

Most of them have rich marble chimney pieces, gold-colored bedframes and doors, and beautiful furnishings.

2. In paragraph 4, the author asks, "How did Venice gain its prosperity?" What is a synonym of the word *prosperity*?
- ☒ A. success or wealth
 - B. illness
 - C. health
 - D. failure or poverty
3. What are two reasons the author gives to support the point that Venice was able to become a strong, rich city?
- A. Venice's islands are located in the middle of a lagoon.
 - ☒ B. Venetians created an extensive trading empire.
 - C. Not all Venetians could participate in government.
 - D. The families named in the *Golden Book* became hereditary rulers of Venice.
 - ☒ E. Venice had the military force it needed to defend a large trading empire.
 - F. Visitors to Venice admired the city.
4. In paragraph 3, which two words help the reader understand what the word *splendid* means?
- A. city
 - B. diplomat
 - C. visitors
 - ☒ D. beautiful
 - ☒ E. impressed
 - F. Venetians

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15.2
CONTINUED ASSESSMENT

5. Which statement best represents the main idea of this selection about Venice?
- A. With its island and canals, Venice was an interesting city to visit.
 - B. Venice had an effective and strong form of government during the Renaissance.
 - C. There were a lot of beautiful things to see in Venice during the Renaissance.
 - ☒ D. Venice was a powerful trading city and made important contributions to the Renaissance movement.

6. Read the following sentence from "Venice: Jewel of the Adriatic."

These new trade routes turned trade away from the Mediterranean and the Middle East to the Atlantic Ocean.

Which point is the author supporting by including this sentence in the selection?

- A. how difficult it is to learn about people based on the objects they have left behind
- B. that objects that were considered worthless in the past are also worthless in the present
- C. that throughout history people have fought over valuable objects
- ☒ D. that Venice's trading power eventually started to decline

Reading Comprehension Informational Score: ____/6 points

NAME: _____
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15.2
CONTINUED ASSESSMENT

7th February, 1506 CE

6. Dear Master, I wrote to you recently. I hope the letter reached you. In the meantime my mother has written to me, scolding me for not writing to you. She also said you are unhappy with me because I do not write to you. She said I must apologize to you. I do not have a good excuse, except that I am lazy about writing and you have not been at home. As soon as I knew you were at home or were coming home, I wrote to you at once. Therefore I most humbly beg you to forgive me, for I have no other friend on earth but you. I hope you are not angry with me, because you are like a father to me.
7. How I wish you were here at Venice. There are so many good fellows among the Italians who seek my company more and more every day. This makes me very happy. Some of the men who show me friendship are scholars, good lute-players, and pipers, painters, and honest and noble men. On the other hand, there are also faithless, lying, thievish rascals. I did not believe such evil people could exist on earth. They are so deceptive that if you do know them, you would think they were the nicest men on earth. I cannot help laughing to myself when they talk to me. They know people are aware of their evil acts, but that does not bother them.
8. I have many good friends among the Italians who warn me not to eat and drink with their painters. They say many painters are my enemies and copy my work in the churches and wherever they can find it. Even though they copy my work, they criticize it and claim it is not done in the antique style. They also say it is no good, but the famous painter, Bellini, has praised me highly to many gentlemen. He would like to have something of mine. He even came to me himself and asked me to create something for him. He said that he would pay well for it too. Everyone tells me what an honest man he is, so that I am really friendly with him. He is very old and yet he is the best painter of all.

—Albrecht Dürer

Questions

7. What do these two letters help the reader understand about the relationship between Pirckheimer and Dürer?
- ☒ A. Pirckheimer supports Dürer and they are close.
 - B. Dürer does not get along with Pirckheimer.
 - C. Pirckheimer and Dürer work together as artists.
 - D. Dürer is the master of Pirckheimer.

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A:** Dürer writes, "They are so deceptive that if you do know them, you would think they are the nicest men on earth." What does the word *deceptive* mean?

- A. cruel
- B. friendly
- C. entertaining
- ☒ D. misleading

Part B: In paragraph 7, which two words help the reader understand what the word *deceptive* means?

- A. scholars
- ☒ B. lying
- C. noble
- D. painters
- E. honest
- ☒ F. thievish

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15.2
CONTINUED ASSESSMENT

9. Based on Dürer's descriptions, what are two good things (pros) and two bad things (cons) about living in Venice during the Renaissance?

Pros About Living in Venice	Cons About Living in Venice
There were many good people to meet.	Trade was expensive.
There were patrons like Bellini to support artists.	Many artists were dishonest.

10. Describe how Dürer made a living and include examples from the text.

Dürer borrowed money from his friend, Pirckheimer. He wrote about making a painting for the Germans. He also wrote about making a painting for Bellini.

Reading Comprehension Literary Score: ____/4 points

Reading Comprehension Total ____/10 points

To receive a point for a two-part question (e.g., 1 and 8), students must correctly answer both parts of the question.

Writing Prompt: Through his letters to Pirckheimer, you learn about character traits of Dürer. Discuss two character traits of Dürer, providing examples from the text to support your answer. Write your response in the lines provided.

Answers may vary, but should include two character traits of Dürer and support from the text.

Writing Prompt Score: ____/4 points

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15.2
CONTINUED

ASSESSMENT

Grammar

Using the information provided in the "Subject" and "Linking Verb" columns of the following chart, fill in the "Agreement in the Past Tense" column so that the subject and verb provided are in agreement in the past tense.

Subject	Linking Verb	Agreement in the Past Tense
Michelangelo	to feel	1. Michelangelo felt
patrons	to seem	2. patrons seemed
philosophers	to think	3. philosophers thought
Leonardo da Vinci	to see	4. Leonardo da Vinci saw
the Renaissance	to be	5. the Renaissance was
women of the Renaissance	to be	6. women of the Renaissance were
I	to have	7. I had
she	to want	8. she wanted

Write complete sentences for any two of the subject-verb agreement statements you created in the chart above. Include a sentence-level clue that tells the reader the sentence is in past tense.

9. Answers may vary, but must include the correct subject-linking verb agreements in the past tense and a sentence-level clue that shows the action occurred in the past.
10. Answers may vary, but must include the correct subject-linking verb agreements in the past tense and a sentence-level clue that shows the action occurred in the past.

Use the correct preposition from the word box to complete each sentence. Some prepositions will be used more than once. Then write the function (place, time, or partner) in the box below the preposition.

in	against	out
with	after	away

11. Isabella was born in the Italian city-state of Ferrara.
place
12. She studied in school along with her brothers and sisters.
partner
13. After her 16th birthday, Isabella married Francesco Gonzaga of Mantua.
time
14. Mantua is a beautiful city in northern Italy.
place
15. Francesco was often away, fighting battles against other city-states and countries.
place partner
16. When Francesco was out of town, Isabella governed the people.
place

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15.2
CONTINUED

ASSESSMENT

For each pair of words, write a sentence using the correlative conjunctions correctly.

either/or	neither/nor
both/and	not only/but also

17. Answers may vary, but should demonstrate correct use of either/or, neither/nor, both/and, or not only/but also.
18. _____
19. _____
20. _____

Grammar Score: ____/20 points

Morphology

- Which of the following words is a synonym for *inaudible*?
 - sound
 - ☒ silent
 - applause
 - loud
- Which of the following words is an antonym for *inaudible*?
 - sight
 - music
 - volume
 - ☒ loud
- My final project for class was incomplete. What does this mean about my project?
 - The project was about interesting things.
 - ☒ The project was not finished.
 - The project was the best one.
 - The project was completed.

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15.2
CONTINUED ASSESSMENT

Write the correct word to complete each sentence.

- I took a deep breath in, and then slowly exhaled out for the doctor.
(inhaled, exhaled, imported, exported)
- The pope was impatient for Michelangelo to finish painting the Sistine Chapel.
(patient, impatient, polite, impolite)
- Food and drinks are excluded from the price of admission; you have to pay extra to eat and drink.
(excluded, exuded, exported, excavated)

This question has two parts. Answer Part A and then answer Part B.

- Part A:** What does the root *serv* mean?
 - spend
 - watch
 - ☒ save
 - get rid of

Part B: Write a sentence using the word *reserved*. Be sure the sentence demonstrates the meaning of the word.

Answers may vary, but should demonstrate correct use of the word

reserved.

Morphology Score: _____/7 points

To receive a point for a two-part question (e.g., 7), students must correctly answer both parts of the question.