

**MISD ELA Post Assessment 7.1—Persistent Pursuits—Listening/Viewing—Student (test ID 10889)**

**THEME: Solving problems/mysteries involves persistence and attention to all of the evidence.**

**Directions:** For the text of the excerpt from “Solved: The Mystery of the Missing Artist” from May 9, 2009, *Weekend Edition Saturday*. Go to <http://www.npr.org/templates/story/story.php?storyId=103939764> and click on the listening icon for “Solved: The Mystery of the Missing Artist,” by Jenny Brundin. (7 possible points)

Read the questions first. Then listen to the segment, “Solved: The Mystery of the Missing Artist.” It is five minutes and sixteen seconds in length. Students may take notes using Cornell or Mind Maps or other note-taking techniques. Then answer the following questions with the BEST ANSWER. Students may use their notes to refresh their memories.

1. According to the story by Bellson’s grandfather, the young artist was murdered by
  - A. two Navajos.
  - B. three Utes.
  - C. two Utes.
  - D. three Navajos.
  
2. The name of the missing artist is
  - A. W. L. Rusho.
  - B. Reah Jensen.
  - C. David Roberts.
  - D. Everett Ruess.
  
3. Which of the following contributed to the solving of the mystery?
  - A. geneticists
  - B. forensic anthropologists
  - C. nephews of the artist
  - D. all of the above
  
4. The word *Nemo* is
  - A. Latin for the word nobody.
  - B. a reference to a book by Jules Vernon.
  - C. the alias of the missing artist.
  - D. all of the above.
  
5. What year was the artist last seen?
  - A. 1934
  - B. 1935
  - C. 1936
  - D. 1937

6. The young artist could best be described as
- A. friendless.
  - B. a loner.
  - C. religious.
  - D. a miner.
7. During the depression, the young artist attempted to make his living
- A. working with other artists and writers.
  - B. sketching and painting landscapes.
  - C. cutting wood block prints and writing poetry.
  - D. painting portraits of family and strangers.

**Reflective Paragraph**

Reflect on the mystery you just heard. Determine and write about how the mystery was solved through persistence and attention to all of the evidence. To get the total number of three possible points, be sure to describe fully the clues and evidence gathered through persistence. Refer to the rubric before you begin writing. (3 possible points scored with rubric)

## Rubric

	<b>3 (complete)</b>	<b>2 (partial)</b>	<b>1 (minimal)</b>
<p><b><u>Traits:</u></b> <b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>▪ Answers the question.</li> <li>▪ Uses relevant details from text to support the answer.</li> <li>▪ Stays on topic.</li> </ul>	<p>Develops a relevant answer with many details and examples.</p>	<p>Develops a relevant answer but has few details to support or explain the answer.</p>	<p>Answers the question with misinterpretation. Develops little or no relevance to the text or the question. Does not develop or connect ideas and content.</p>
<p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>▪ Restates the question (beginning).</li> <li>▪ Provides details in support (middle).</li> <li>▪ Concludes (end).</li> </ul>	<p>Restates the question in his/her own words. Provides details that support points. Writes a response in a logical sequence that makes connections.</p>	<p>Restates the question in the answer. Retells events in a somewhat disconnected structure.</p>	<p>Answers either “yes,” “no,” or “I agree” without reference to the question. Writes a response that lacks sequence.</p>
<p><b><u>Style/Voice</u></b></p> <ul style="list-style-type: none"> <li>▪ Uses quotes to support.</li> <li>▪ Concludes with prediction of characters’ feelings, opinions, etc.</li> </ul>	<p>Uses precise words. Uses quotations effectively. Develops a conclusion that engages the reader.</p>	<p>Uses a basic vocabulary. May use quotations, but reference is unclear. Develops a partially successful conclusion.</p>	<p>Uses a limited vocabulary. Does not use quotations. Develops a conclusion that is ineffective or does not exist.</p>
<p><b><u>Conventions/Presentation</u></b></p> <ul style="list-style-type: none"> <li>▪ Writes neatly.</li> <li>▪ Uses proper conventions</li> </ul>	<p>Presentation makes the writing inviting. Shows control over conventions.</p>	<p>Writing is readable. Includes errors in conventions that do not distract from meaning.</p>	<p>Writing may not be legible. Includes errors in conventions that distract from meaning.</p>