

Reading Scoring Guide - Literary Text Student Language Version

Traits	Skill Areas	5/6- EXCEEDS <i>Responses are</i> <ul style="list-style-type: none"> • <i>Insightful</i> • <i>Complex</i> • <i>Exceed high school level</i> 	4 – MEETS <i>Responses are</i> <ul style="list-style-type: none"> • <i>Sufficient</i> • <i>Proficient</i> • <i>At high school level</i> 	3 – NEARLY MEETS <i>Response are</i> <ul style="list-style-type: none"> • <i>Sketchy</i> • <i>Inaccurate</i> • <i>Shallow</i> 	1/2 – DOES NOT YET MEET <i>Responses are</i> <ul style="list-style-type: none"> • <i>Too short</i> • <i>Incorrect</i> • <i>Unclear</i>
DEMONSTRATE UNDERSTANDING “Getting the gist”	<ul style="list-style-type: none"> ✦ Main ideas ✦ Important and specific supporting details ✦ Sequence of events ✦ Relationships among ideas 	Reader responses <ul style="list-style-type: none"> ▪ show an extremely detailed and accurate understanding of main ideas and supporting details, including those that are not obvious and require deeper thinking ▪ explain fine distinctions, vague or uncertain ideas, and complicated or involved parts of the text 	Reader responses <ul style="list-style-type: none"> ▪ show a correct basic understanding of main ideas and supporting details; ▪ identify and/or summarize chain of events or show how ideas fit together 	Reader responses <ul style="list-style-type: none"> ▪ show incomplete or minor understanding of main ideas; ▪ might focus on just a few details; ▪ might show some misunderstanding of or leave out important details 	Reader responses <ul style="list-style-type: none"> ▪ show limited, confused, or incorrect understanding ▪ might not show ability to understand the text
DEVELOP AN INTERPRETATION “Reading between the lines”	<ul style="list-style-type: none"> ✦ Unstated main ideas ✦ Inferences ✦ Interpretations, conclusions, & generalizations ✦ Connections to life or other works ✦ Predictions of next steps 	Reader responses <ul style="list-style-type: none"> ▪ explain ideas (or themes, arguments, events, characters) and relationships that aren't obvious, are unstated but understood, and show deeper thinking ▪ give meaningful, convincing examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ present reasonable, maybe obvious, interpretations, conclusions, generalizations, connections or predictions ▪ give some examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ present interpretations that may be not specific enough, too simple, or incomplete ▪ might show some misunderstanding ▪ have very few if any examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ do not offer an interpretation or ▪ suggest an interpretation not supported by the text ▪ give no examples from the text or very brief and unconnected examples

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		<i>Responses are</i> <ul style="list-style-type: none"> • <i>Insightful</i> • <i>Complex</i> • <i>Exceed high school level</i> 	<i>Responses are</i> <ul style="list-style-type: none"> • <i>Sufficient</i> • <i>Proficient</i> • <i>At high school level</i> 	<i>Responses are</i> <ul style="list-style-type: none"> • <i>Sketchy</i> • <i>Inaccurate</i> • <i>Shallow</i> 	<i>Responses are</i> <ul style="list-style-type: none"> • <i>Too short</i> • <i>Unsatisfactory</i> • <i>Incorrect</i>
ANALYZE TEXT – INFORMATIONAL TEXT <i>“LOOKING AT THE AUTHOR’S CRAFT”</i>	<p>Literary Elements such as</p> <ul style="list-style-type: none"> ✦ Theme ✦ Character ✦ Plot ✦ Setting ✦ Voice ✦ Narrator ✦ Characterization ✦ Tone ✦ Mood ✦ And others <p>Literary Devices such as</p> <ul style="list-style-type: none"> ✦ Figurative language like similes and metaphors ✦ Personification ✦ Alliteration or other sound devices ✦ Imagery ✦ point of view ✦ Foreshadowing, and flashbacks ✦ Symbolism ✦ And others 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ show deep thinking about literary elements and devices and careful explanation of how they add to the impact of the text ▪ give specific, strong, accurate examples from the text 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ clearly show how literary elements and devices add to the impact of the text ▪ provide some examples from the text 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ give an incomplete or token explanation for how literary elements and devices add to the impact of the text <li style="text-align: center;">OR ▪ identify literary elements and/or devices without any explanation ▪ have very few examples from the text 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ show little or no awareness of literary elements or devices in the text ▪ give no examples from the text or very brief, possibly incorrect examples