

Reading Scoring Guide - Informational 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>Responses 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 ✦ Supporting details ✦ Sequence of events ✦ Connections among ideas ✦ Separate facts and opinions 	<p>Reader responses</p> <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 ▪ tell the difference between and/or summarize facts and opinions ▪ recognize things that aren't obvious, totally clear, or have more than one meaning 	<p>Reader responses</p> <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 ▪ tell the difference between facts and opinions; ▪ might focus on obvious facts and opinions 	<p>Reader responses</p> <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 ▪ might show some confusion in telling the difference between facts and opinions 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ show limited, confused, or incorrect understanding ▪ might not show ability to understand the text ▪ do not tell the difference between facts and opinions
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 	<p>Reader responses</p> <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 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ present reasonable, maybe obvious, interpretations, conclusions, generalizations, connections or predictions ▪ give some examples from the text 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ present interpretations that are not specific enough, too simple, or incomplete ▪ might show some misunderstanding of unstated ideas ▪ have very few examples from text 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ do not explain what is unstated or “between the lines” or ▪ give an interpretation that does not match the text ▪ have no or almost no examples from the text

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Skill Areas		5/6– EXCEEDS	4 – MEETS	3 – NEARLY MEETS	1/2 – DOES NOT YET MEET
ANALYZE TEXT – INFORMATIONAL TEXT <i>“LOOKING AT THE AUTHOR’S CRAFT”</i>	<p>Author's purpose, ideas and reasoning, and writing strategies:</p> <ul style="list-style-type: none"> ✦ organization, ✦ word choice, ✦ point of view, ✦ formatting, ✦ literary devices* (if used) ✦ other style choices 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ explain author's purpose ▪ clearly give “deep-thinking statements” about author's ideas, (e.g. support, reasoning, use of sources) ▪ explain (in detail) a deep analysis of the strategies the writer used ▪ give specific, strong, accurate examples from the text 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ identify author's purpose ▪ give solid opinions about author's ideas (e.g. support, reasoning, use of sources) with strong evidence ▪ explain strategies the writer used in this text and how well they worked ▪ give some examples from the text 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ might identify author's purpose ▪ might give opinions about the writer's ideas that are too simple or unsupported ▪ give opinions about writer's strategies that are too simple or unsupported ▪ have hardly any examples from the text 	<p>Reader responses</p> <ul style="list-style-type: none"> ▪ do not include author's purpose ▪ might have unsupported opinions about author's ideas ▪ show no evidence or thinking about writer's strategies ▪ have no, or almost no, examples from the text

*Writers sometimes use techniques known as literary devices in informational text. Common literary devices include irony, satire, foreshadowing, flashback, simile, metaphor, personification, symbolism, allusion, exaggeration, etc. You are not required to identify the technique, but when you notice a strategy the author uses, explain how it helps the writing.