

## High School Reading Scoring Guide – Informational Text

Traits	Skill Areas	5/6– EXCEEDS <i>Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.</i>	4 – MEETS <i>There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.</i>	3 – NEARLY MEETS <i>There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial.</i>	1/2 – DOES NOT YET MEET <i>There are too few reader responses, and/or the responses show limited skills and incorrect understanding.</i>
<b>DEMONSTRATE UNDERSTANDING</b> “Getting the gist”	<b>Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas, facts and opinions</b>	<p>Reader responses</p> <ul style="list-style-type: none"> <li>▪ indicate accurate, thorough understanding of main ideas and supporting details, including those that are subtle or complex</li> <li>▪ differentiate between and/or summarize facts and opinions,</li> <li>▪ recognize subtleties, ambiguities and complexities</li> </ul>	<p>Reader responses</p> <ul style="list-style-type: none"> <li>▪ indicate accurate literal understanding of main ideas and supporting details;</li> <li>▪ identify and/or summarize sequence of events or relationships among ideas</li> <li>▪ differentiate between facts and opinions;</li> <li>▪ may focus on obvious facts and opinions</li> </ul>	<p>Reader responses</p> <ul style="list-style-type: none"> <li>▪ indicate incomplete or partial understanding of main ideas;</li> <li>▪ may focus on isolated details;</li> <li>▪ may show some misunderstanding of or omit significant details</li> <li>▪ may show some confusion in differentiating facts from opinions</li> </ul>	<p>Reader responses</p> <ul style="list-style-type: none"> <li>▪ indicate limited, fragmented, or incorrect understanding</li> <li>▪ may not show ability to construct meaning from text</li> <li>▪ do not distinguish facts from opinions</li> </ul>
<b>DEVELOP AN INTERPRETATION</b> “Reading between the lines”	<b>Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes</b>	<p>Reader responses</p> <ul style="list-style-type: none"> <li>▪ make note of subtleties, complexities, and implicit relationships in interpreting the text (e.g., ideas, themes, reasoned arguments, events, characters)</li> <li>▪ provide well-supported relevant, valid textual evidence</li> </ul>	<p>Reader responses</p> <ul style="list-style-type: none"> <li>▪ present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions</li> <li>▪ provide some textual evidence</li> </ul>	<p>Reader responses</p> <ul style="list-style-type: none"> <li>▪ present interpretations that may be overly broad, simplistic, or incomplete</li> <li>▪ may show some misunderstanding</li> <li>▪ show inadequate textual evidence</li> </ul>	<p>Reader responses</p> <ul style="list-style-type: none"> <li>▪ do not offer an interpretation or</li> <li>▪ suggest an interpretation not supported by the text</li> </ul>

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<b>ANALYZE TEXT – INFORMATIONAL TEXT</b> <i>“LOOKING AT THE AUTHOR’S CRAFT”</i>	<b>Author’s purpose, ideas and reasoning, and writing strategies</b> (e.g., organization, word choice, perspective, format, and, if used, literary devices*)	Reader responses <ul style="list-style-type: none"> <li>▪ explain author’s purpose</li> <li>▪ articulate well reasoned, insightful assertions about author’s ideas, (e.g. support, reasoning, use of sources)</li> <li>▪ show in-depth analysis of how writer’s strategies contribute to effectiveness of selection</li> <li>▪ provide specific, strong, accurate textual evidence</li> </ul>	Reader responses <ul style="list-style-type: none"> <li>▪ identify author’s purpose</li> <li>▪ make reasoned judgments about author’s ideas ( e.g. support, reasoning, use of sources)</li> <li>▪ show how writer’s strategies contribute to effectiveness of selection</li> <li>▪ provide some textual evidence</li> </ul>	Reader responses <ul style="list-style-type: none"> <li>▪ may identify author’s purpose</li> <li>▪ may provide overly general, superficial, or inaccurate judgments about author’s ideas (e.g. support, reasoning, use of sources)</li> <li>▪ provide overly general, superficial, or inaccurate judgments about writer’s strategies</li> <li>▪ provide limited textual evidence</li> </ul>	Reader responses <ul style="list-style-type: none"> <li>▪ indicate lack of awareness of author’s purpose</li> <li>▪ may contain inaccurate judgments about author’s ideas (e.g. support, reasoning, use of sources)</li> <li>▪ indicate lack of awareness of writer’s strategies</li> <li>▪ provide limited or no textual evidence</li> </ul>

\*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. Students are not required to identify the device by name, but may comment on the effect or notice the strategy.