

High School Reading Scoring Guide – Literary 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>
DEMONSTRATE UNDERSTANDING “Getting the gist”	Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas	Reader responses <ul style="list-style-type: none"> ▪ indicate accurate, thorough understanding of main ideas and supporting details; ▪ recognize subtleties, ambiguities and complexities 	Reader responses <ul style="list-style-type: none"> ▪ indicate accurate literal understanding of main ideas and supporting details; ▪ identify and/or summarize sequence of events or relationships among ideas 	Reader responses <ul style="list-style-type: none"> ▪ indicate incomplete or partial understanding of main ideas; ▪ may focus on isolated details; ▪ may show some misunderstanding of or omit significant details 	Reader responses <ul style="list-style-type: none"> ▪ indicate limited, fragmented, or incorrect understanding ▪ may not show ability to construct meaning from text
DEVELOP AN INTERPRETATION “Reading between the lines”	Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes	Reader responses <ul style="list-style-type: none"> ▪ make note of subtleties, complexities, and implicit relationships in interpreting the text (e.g., ideas, themes, reasoned arguments, events, characters) ▪ provide well-supported relevant, valid textual evidence 	Reader responses <ul style="list-style-type: none"> ▪ present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions ▪ provide some textual evidence 	Reader responses <ul style="list-style-type: none"> ▪ present interpretations that may be overly broad, simplistic, or incomplete ▪ may show some misunderstanding ▪ show inadequate textual evidence 	Reader responses <ul style="list-style-type: none"> ▪ do not offer an interpretation or ▪ suggest an interpretation not supported by the text

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ANALYZING TEXT — Literary text <i>“Applying Knowledge of Literature”</i>	Literary Elements (e.g., theme, character, plot, setting, voice, narrator, characterization, tone, mood, etc.) and Literary Devices (e.g., figurative language, imagery, point of view, foreshadowing, flashbacks, symbolism, etc.)	Reader responses <ul style="list-style-type: none"> ▪ provide thorough, in-depth analysis of how literary elements and devices contribute to the effectiveness of the selection ▪ provide specific, strong, accurate textual evidence 	Reader responses <ul style="list-style-type: none"> ▪ provide an analysis of how literary elements and devices contribute to the effectiveness of the selection ▪ provide some textual evidence 	Reader responses <ul style="list-style-type: none"> ▪ provide overly general or simplistic analysis of how literary elements and devices contribute to the effectiveness of the selection <li style="text-align: center;">or ▪ identify elements and devices without explanation of their effectiveness ▪ provide limited textual evidence 	Reader responses <ul style="list-style-type: none"> ▪ provide little or no analysis of how literary elements and devices contribute to the effectiveness of the selection ▪ provide limited or no textual evidence