High School Reading Scoring Guide – Literary Text

Traits	Skill Areas	5/6– EXCEEDS ***Reader responses are insightful and complex; they demonstrate skills that exceed high school standards***.	4 – MEETS ***There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.***	3 – NEARLY MEETS ***There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial.***	1/2 – DOES NOT YET MEET ***There are too few reader responses, and/or the responses show limited skills and incorrect understanding.***
DEMONSTRATE UNDERSTANDING ***"Getting the gist"***	**Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas**	Reader responses ▪ indicate accurate, thorough understanding of main ideas and supporting details; ▪ recognize subtleties, ambiguities and complexities	Reader responses ▪ indicate accurate literal understanding of main ideas and supporting details; ▪ identify and/or summarize sequence of events or relationships among ideas	Reader responses ▪ indicate incomplete or partial understanding of main ideas; ▪ may focus on isolated details; ▪ may show some misunderstanding of or omit significant details	Reader responses ▪ 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 ▪ 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 ▪ present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions ▪ provide some textual evidence	Reader responses ▪ present interpretations that may be overly broad, simplistic, or incomplete ▪ may show some misunderstanding ▪ show inadequate textual evidence	Reader responses ▪ do not offer an interpretation or ▪ suggest an interpretation not supported by the text

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ANALYZING TEXT — Literary text *"Applying Knowledge of Literature"*	**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 ▪ 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 ▪ provide an analysis of how literary elements and devices contribute to the effectiveness of the selection ▪ provide some textual evidence	Reader responses ▪ provide overly general or simplistic analysis of how literary elements and devices contribute to the effectiveness of the selection or ▪ identify elements and devices without explanation of their effectiveness ▪ provide limited textual evidence	Reader responses ▪ provide little or no analysis of how literary elements and devices contribute to the effectiveness of the selection ▪ provide limited or no textual evidence