DEMONSTRATE UNDERSTANDING: Informational Text

"Getting the gist"

Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas, facts/opinions

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- indicate accurate, thorough understanding of main ideas & supporting details, including those that are subtle/ complex
- differentiate between and/or summarize facts and opinions,
- recognize subtleties, ambiguities and complexities

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- indicate accurate literal understanding of main ideas and supporting details;
- identify and/or summarize sequence of events or relationships among ideas;
- differentiate between facts and opinions;
- may focus on obvious facts and opinions

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

Reader responses

- indicate incomplete or partial understanding of main ideas;
- may focus on isolated details;
- may show some misunderstanding of or omit significant details
- may show some confusion in differentiating facts from opinions

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

Reader responses

- indicate limited, fragmented, or incorrect understanding
- may not show ability to construct meaning from text
- do not distinguish facts from opinions

DEVELOP AN INTERPRETATION: Informational Text

"Reading between the lines"

Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

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

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions
- provide some textual evidence

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

Reader responses

- present interpretations that may be overly broad, simplistic, or incomplete
- may show some misunderstanding
- show inadequate textual evidence

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

- Reader responses do not offer an interpretation, or suggest an interpretation not supported by the text

ANALYZING TEXT: Informational text

"Looking at the Author's Craft"

Author's purpose, ideas and reasoning and writing strategies (e.g., organization, word choice, perspective, format, and, if used, literary devices*)

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- explain author's purpose
- articulate well reasoned, insightful assertions about author's ideas, (e.g. support, reasoning, use of sources)
- show in-depth analysis of how writer's strategies contribute to effectiveness of selection
- provide specific, strong, accurate textual evidence

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- identify author's purpose
- make reasoned judgments about author's ideas (e.g. support, reasoning, use of sources)
- show how writer's strategies contribute to effectiveness of selection
- provide some textual evidence

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

Reader responses

- may identify author's purpose
- may provide overly general, superficial, or inaccurate judgments about author's ideas (e.g. support, reasoning, use of sources)
- provide overly general, superficial, or inaccurate judgments about writer's strategies
- provide limited textual evidence

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

Reader responses

- indicate lack of awareness of author's purpose
- may contain inaccurate judgments about author's ideas (e.g. support, reasoning, use of sources)
- indicate lack of awareness of writer's strategies
- provide limited or no textual evidence

*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.

DEMONSTRATE UNDERSTANDING: Literary Text

"Getting the gist"

Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

Reader responses

- indicate accurate, thorough understanding of main ideas and supporting details;
- recognize subtleties, ambiguities and complexities

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- indicate accurate literal understanding of main ideas and supporting details;
- identify and/or summarize sequence of events or relationships among ideas

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

Reader responses

- indicate incomplete or partial understanding of main ideas;
- may focus on isolated details;
- may show some misunderstanding of or omit significant details

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

Reader responses

- indicate limited, fragmented, or incorrect understanding
- may not show ability to construct meaning from text

DEVELOP AN INTERPRETATION: Literary Text

"Reading between the lines"

Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

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

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions
- provide some textual evidence

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

Reader responses

- present interpretations that may be overly broad, simplistic, or incomplete
- may show some misunderstanding
- show inadequate textual evidence

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

Reader responses

- do not offer an interpretation

  or

- suggest an interpretation not supported by the text

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.)

5/6– EXCEEDS

Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.

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

4 – MEETS

There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.

Reader responses

- provide an analysis of how literary elements and/or devices contribute to the effectiveness of the selection
- provide some textual evidence

3 – NEARLY MEETS

There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial

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

1/2 – DOES NOT YET MEET

There are too few reader responses, and/or the responses show limited skills and incorrect understanding.

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