

DOCUMENT RESUME

ED 460 344

CS 013 575

TITLE Reading/Literature Official Scoring Guide, Grades 4-12:  
1998-1999 and 1999-2000.

INSTITUTION Oregon State Dept. of Education, Office of Assessment and  
Evaluation, Salem.

PUB DATE 1999-00-00

NOTE 15p.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS \*Critical Reading; Elementary Secondary Education; Literary  
Criticism; Reader Response; \*Reading Achievement; \*Reading  
Comprehension; \*Scoring; Tests; Writing Evaluation

IDENTIFIERS Oregon

ABSTRACT

These official scoring guide for reading/literature present details of the 6-point scoring system used in Oregon schools for the 1989-99 and 1999-2000 school years for grades 4-12. They list the attributes of students' responses to merit a score from 1 (lowest) to 6 (highest) in the areas of comprehension, extending understanding, reading critically--text analysis, and reading critically--context analysis. (RS)

Reading/Literature Official Scoring Guide, Grades 4-12  
1998-1999 and 1999-2000

Oregon State Dept. of Education, Salem. Office of  
Assessment and Evaluation.

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Grades 4-12

Comprehension

<p><b>6</b></p> <p>The response demonstrates a thorough understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>indicates a thorough and accurate understanding of main ideas and all significant supporting details, including clarification of complexities.</li> <li>draws subtle as well as obvious inferences and forms insightful conclusions about their meaning.</li> <li>presents interpretations, generalizations or predictions based on specific and compelling evidence.</li> <li>uses relevant and specific information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to clarify meaning and form conclusions.</li> </ul>	<p><b>5</b></p> <p>The response demonstrates a strong understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>indicates a thorough and accurate understanding of main ideas and all significant supporting details.</li> <li>draws key inferences and forms supported conclusions about their meaning.</li> <li>presents interpretations, generalizations or predictions based on specific, conclusive evidence.</li> <li>uses information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to clarify meaning and form conclusions.</li> </ul>	<p><b>4</b></p> <p>The response demonstrates a competent understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>indicates an understanding of the main ideas and relevant and specific supporting details.</li> <li>draws obvious inferences and forms reasoned conclusions about their meaning.</li> <li>presents interpretations, generalizations or predictions based on adequate evidence.</li> <li>uses information from textual resources (i.e., table of contents, chapter headings, illustrations, graphs, charts) to clarify meaning and form conclusions.</li> </ul>
<p><b>3</b></p> <p>The response demonstrates an inconsistent understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>correctly identifies some main ideas; focuses on isolated details or misunderstands or omits some significant supporting details.</li> <li>draws basic inferences but may not provide supportable conclusions based on them.</li> <li>attempts to present interpretations, generalizations or predictions but fails to provide adequate support.</li> <li>uses obvious information from textual resources (i.e., table of contents, chapter headings, illustrations, graphs, charts).</li> </ul>	<p><b>2</b></p> <p>The response demonstrates a limited understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>shows a fragmented, inaccurate or incomplete understanding of the selection; presents random, incomplete or irrelevant evidence.</li> <li>does not draw inferences or suggests inferences not supported by the text.</li> <li>fails to provide supported interpretations, generalizations, or predictions or provides ones that are unsupported by the text; may contain passages copied verbatim without analysis or commentary.</li> <li>does not refer to textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) or reveals that the reader is distracted or confused by them.</li> </ul>	<p><b>1</b></p> <p>The response demonstrates virtually no understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>shows an inability to construct a literal meaning of the selection; may focus only on reader's own frustration or indicate that the reader gave up.</li> </ul>

## Extending Understanding

<p><b>6</b></p> <p>The response demonstrates a thorough and complex understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>• relates the selection to substantive and relevant personal experiences, extending and deepening understanding beyond text-bound concerns.</li> <li>• relates the selection to other texts in complex and subtle ways through insightful generalizations or conclusions.</li> <li>• makes insightful and supported connections between theme(s) or message(s) of a selection(s) and its relationship to issues or events in the community or world at large.</li> </ul>	<p><b>5</b></p> <p>The response demonstrates a strong understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>• relates the selection to relevant personal experiences, extending understanding beyond text-bound concerns.</li> <li>• relates the selection to other texts in complex and subtle ways through supported generalizations or conclusions.</li> <li>• makes in-depth connections between theme(s) or message(s) of a selection(s) and issues or events in the community or world at large.</li> </ul>	<p><b>4</b></p> <p>The response demonstrates a competent understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>• relates the selection to relevant personal experiences, extending understanding beyond text-bound concerns.</li> <li>• relates the selection to other texts by drawing conclusions or forming generalizations although they may be primarily literal.</li> <li>• makes reasoned connections between theme(s) or message(s) of a selection(s) and issues or events in the community or world at large.</li> </ul>
<p><b>3</b></p> <p>The response demonstrates a limited or inconsistent understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>• relates the selection only superficially or indirectly to personal experiences.</li> <li>• relates the selection to other texts by drawing conclusions or forming generalizations which may be simplistic or incomplete</li> <li>• makes overly broad, general or inaccurate connections between the selection(s) and issues or events in the community or world at large.</li> </ul>	<p><b>2</b></p> <p>The response demonstrates a limited, superficial or flawed understanding of the selection and its relationship to other texts (read, heard or viewed), relevant personal experiences or related topics or events.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>• relates the selection only superficially or indirectly to personal experiences.</li> <li>• makes weak or invalid connections between the selection and other texts.</li> <li>• makes weak or superficial connections between the selection(s) and issues or events in the community or world at large.</li> </ul>	<p><b>1</b></p> <p>The response demonstrates a lack of understanding of the selection and its relationship to other texts (read, heard or viewed), relevant personal experiences or related topics or events.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>• shows an inability to draw connections and see relationships between the selection and other texts, experiences, issues and events.</li> </ul>

## Reading Critically: Text Analysis

<p><b>6</b></p> <p>The response demonstrates a thorough and convincing analysis and evaluation of an author's ideas and craft.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• identifies the author's purpose and presents a thorough and insightful analysis and evaluation of how the author's stylistic decisions (e.g., structure, point of view, word choice) affect the message and purpose.</li> <li>• when based on a literary text, identifies and skillfully analyzes how literary elements (i.e., character, plot, setting, theme) and/or devices (e.g., simile, metaphor, symbol) contribute to the unity and effectiveness of the text.</li> <li>• uses specific and relevant evidence from the text to make reasoned judgments about the author's craft and the selection's explicit or implied message(s).</li> </ul>	<p><b>5</b></p> <p>The response demonstrates a strong analysis and evaluation of an author's ideas and craft.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• identifies the author's purpose and presents an analysis and evaluation of how some of the author's stylistic decisions (e.g., structure, point of view, word choice) impact the message and purpose.</li> <li>• when based on a literary text, analyzes how selected literary elements (i.e., character, plot, setting, theme) and/or devices (e.g., simile, metaphor, symbol) contribute to the unity and effectiveness of the text.</li> <li>• uses specific and relevant evidence from the text to make reasoned judgments about the author's craft and the selection's explicit or implied message(s).</li> </ul>	<p><b>4</b></p> <p>The response demonstrates a competent analysis and evaluation of an author's ideas and craft.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• identifies the author's purpose and analyzes how the author's stylistic decisions (e.g., structure, point of view, word choice) contribute to the purpose.</li> <li>• when based on a literary text, provides a basic analysis of how literary elements (e.g., character, plot, setting, theme) and/or literary devices (e.g., simile, metaphor, symbol) contribute to the unity and effectiveness of the selection.</li> <li>• uses relevant evidence from the text to make and support reasoned judgments about the author's craft and the selection's explicit message; may respond to implied messages.</li> </ul>
<p><b>3</b></p> <p>The response demonstrates an incomplete analysis of an author's ideas and craft but provides simplistic or unsupported evaluations of the author's ideas and craft.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• shows limited identification and analysis of the author's purpose and begins to analyze how stylistic decisions (e.g., structure, point of view, word choice) contribute to the messages.</li> <li>• when based on a literary text, gives unsupported or simplistic explanations of how literary elements or devices contribute to the overall effectiveness of the selection.</li> <li>• uses limited evidence from the text to form opinions about the author's craft and explicit message; may respond to implied messages.</li> </ul>	<p><b>2</b></p> <p>The response demonstrates a limited, confused, or unfounded analysis of the author's ideas and craft.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• indicates a lack of awareness of the author's purpose or stylistic decisions; there may even be an apparent lack of awareness of the author's voice (i.e., the reader may seem to have difficulty distinguishing author from narrator or character in the selection).</li> <li>• when based on a literary text, does not use literary terms (e.g., character, plot, symbol, metaphor) to describe the effectiveness of the selection.</li> <li>• makes a judgment about the author's craft or message(s), but provides no textual support.</li> </ul>	<p><b>1</b></p> <p>The response demonstrates no evidence of critical reading skills; the reader does not engage in a thoughtful analysis of the text.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• reflects an unquestioned acceptance or rejection of the author's craft or text's message(s) without comment or explanation.</li> </ul>

## Reading Critically: Context Analysis\*

<p><b>6</b></p> <p>The response demonstrates a thorough and convincing analysis and evaluation of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experiences.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• applies a comprehensive understanding of an author's life experiences to evaluate how they have shaped and influenced the author's work.</li> <li>• when appropriate, recognizes and evaluates the complex and subtle ways in which a selection(s) has had an impact on past and/or present social and cultural conditions and issues.</li> <li>• uses extensive knowledge and understanding about social, economic, political or cultural issues and events to analyze and evaluate the validity of the selection's explicit or implied theme(s) or message(s); if appropriate, proposes more than one interpretation of the text.</li> </ul>	<p><b>5</b></p> <p>The response demonstrates a strong analysis and evaluation of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experiences.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• applies an understanding of an author's life experiences to evaluate how they have shaped and influenced the author's work.</li> <li>• when appropriate, recognizes and analyzes the ways in which a selection(s) has had an impact on past and/or present social and cultural conditions and issues.</li> <li>• uses knowledge and understanding about social, economic, political or cultural issues and events to analyze the validity of the selection's explicit or implied theme(s) or message(s); if appropriate, proposes more than one interpretation of the text.</li> </ul>	<p><b>4</b></p> <p>The response demonstrates a competent analysis and evaluation of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experiences.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• applies an understanding of an author's life experiences to examine and explain ways they have shaped and influenced the author's work.</li> <li>• when appropriate, recognizes and analyzes the ways in which a selection has had an impact on past and/or present social and cultural conditions and issues; minor inaccuracies may occur.</li> <li>• uses knowledge and understanding about social, economic, political or cultural issues and events to analyze the validity of the selection's explicit or implied theme(s) or message(s).</li> </ul>
<p><b>3</b></p> <p>The response demonstrates an incomplete analysis of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experiences.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• applies a limited or incomplete understanding of an author's life experiences to examine and explain ways they have influenced the author's work.</li> <li>• when appropriate, recognizes ways in which a selection(s) has had an impact on past and/or present social and cultural conditions and issues; the explanation may contain minor inaccuracies.</li> <li>• shows limited knowledge about social, economic, political or cultural issues and events and relates knowledge to the selection's explicit theme(s) or message(s).</li> </ul>	<p><b>2</b></p> <p>The response demonstrates a limited, confused or unfounded analysis of the ways in which an author's message(s) or theme(s) have influenced or have been influenced by history, society, culture and life experience.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• attempts in superficial or illogical ways to explain how an author's life experiences have influenced the author's work.</li> <li>• when asked, attempts in superficial or illogical ways to explain how a selection has had an impact on social and cultural conditions and issues.</li> <li>• makes a judgment about the selection's message(s) or theme(s) but provides no contextual support.</li> </ul>	<p><b>1</b></p> <p>The response demonstrates no evidence of critical reading skills; the reader does not engage in a thoughtful analysis of the text.</p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>• reflects an unquestioned acceptance or rejection of the text without comment or explanation.</li> </ul>

\* The fourth dimension, *Reading Critically: Context Analysis*, is included in the content standards only at the Certificate of Advanced Mastery level (Grade 12). Therefore, students do not have to meet a standard in this dimension to receive a CIM. However, practice should be provided in this trait at the other benchmarks to prepare students for potential assessments at grades 11 and 12.



# Scoring Guides for the 1999-2000 School Year

## Office of Assessment and Evaluation

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**A scoring guide** is an assessment tool used to judge the quality of student performance in relation to content standards. As an assessment tool, scoring guides provide specific criteria to describe a range of possible student responses and a consistent set of guidelines to rate student work. Use of scoring guides to assess a student's work can provide:

- feedback about student progress toward meeting the benchmarks;
- a common vocabulary for discussing the standards across grade levels and across districts throughout the state;
- a vehicle for meaningful self-evaluation and self-reflection;
- a focus for meaningful peer feedback among students.

### Use of Scoring Guides

Teachers who are supporting students in meeting the state standards need to become very familiar with the Official Scoring Guides. **The official guides must be used to assess all work samples for the grades 3-10 benchmarks.** Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers need to carefully align their classroom assessments to the criteria described on the scoring guide.

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### Scoring Guides in in Adobe Acrobat® PDF format:

- [Reading/Literature \(grades 4-12\)](#) PDF
- [Mathematics](#) PDF
- [Reading \(grades K-3\)](#) PDF
- [Writing](#) PDF
- [Speaking](#) PDF



You may download the free Acrobat viewer by clicking the "Get Acrobat" icon.

### Scoring Guides in HTML format: *coming soon!*

- [Reading/Literature \(grades 4-12\)](#)
  - [Mathematics](#)
  - [Reading \(grades K-3\)](#)
  - [Writing](#)
  - [Speaking](#)
-

## Comprehension

<p><b>6</b></p> <p>The response demonstrates a thorough understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>indicates a thorough and accurate understanding of main ideas and all significant supporting details, including clarification of complexities.</li> <li>draws subtle as well as obvious inferences and forms insightful conclusions about their meaning.</li> <li>presents interpretations, generalizations or predictions based on specific and compelling evidence.</li> <li>uses relevant and specific information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to form interpretations and deepen understanding.</li> </ul>	<p><b>5</b></p> <p>The response demonstrates a strong understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>indicates a thorough and accurate understanding of main ideas and significant supporting details.</li> <li>draws key inferences and forms strongly supported conclusions about their meaning.</li> <li>presents interpretations, generalizations or predictions based on specific, conclusive evidence.</li> <li>uses information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to form interpretations and deepen understanding.</li> </ul>
<p><b>4</b></p> <p>The response demonstrates a competent understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>indicates an understanding of the main ideas and relevant and specific supporting details.</li> <li>draws obvious inferences and forms supported conclusions about their meaning.</li> <li>presents interpretations, generalizations or predictions based on adequate evidence.</li> <li>uses information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to clarify meaning and form conclusions.</li> </ul>	<p><b>3</b></p> <p>The response demonstrates a limited, inconsistent or incomplete understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>correctly identifies some main ideas; focuses on isolated details or misunderstands or omits some significant supporting details.</li> <li>suggests inferences but provides incomplete support for conclusions based on them.</li> <li>suggests interpretations, generalizations or predictions but provides incomplete support for them.</li> <li>uses obvious information from textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) to gain meaning but may overlook some important details.</li> </ul>
<p><b>2</b></p> <p>The response demonstrates a confused or inaccurate understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>shows a confused, inaccurate or fragmented understanding of the selection; presents random, incomplete or irrelevant evidence.</li> <li>does not draw inferences or suggests inferences not supported by the text.</li> <li>does not provide supported interpretations, generalizations, or predictions or provides ones that are unsupported by the text; may contain passages copied verbatim without analysis or commentary.</li> <li>does not refer to textual resources (e.g., table of contents, graphs, charts, diagrams, glossary) or reveals that the reader is distracted or confused by them.</li> </ul>	<p><b>1</b></p> <p>The response demonstrates virtually no understanding of the parts of the selection and the selection as a whole.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>does not show an ability to construct a literal meaning of the selection; may focus only on reader's own frustration or indicate that the reader gave up.</li> </ul>



**Extending Understanding\***

<p><b>6</b></p> <p>The response demonstrates a thorough and complex understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>relates the selection to substantive and relevant personal experiences, making insightful and supported connections to elements of the text (e.g., events, characters, themes or messages).</li> <li>relates elements of the selection (e.g., events, characters, themes or messages) to other texts in complex and subtle ways through insightful generalizations or conclusions.</li> <li>makes insightful and supported connections between themes or messages of a selection and its relationship to issues or events in the community or world at large.</li> </ul>	<p><b>5</b></p> <p>The response demonstrates a strong understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>relates the selection to relevant personal experiences, making detailed connections to elements of the text (e.g., events, characters, themes or messages).</li> <li>relates elements of the selection (e.g., events, characters, themes or messages) to other texts in complex and subtle ways through supported generalizations or conclusions.</li> <li>makes in-depth and supported connections between themes or messages of a selection and issues or events in the community or world at large.</li> </ul>
<p><b>4</b></p> <p>The response demonstrates a competent understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>relates the selection to relevant personal experiences, making supported connections to elements of the text (e.g., events, characters, themes or messages).</li> <li>relates elements of the selection (e.g., events, characters, themes or messages) to other texts by drawing conclusions or forming generalizations although they may be primarily literal.</li> <li>makes supported connections between themes or messages of a selection and issues or events in the community or world at large.</li> </ul>	<p><b>3</b></p> <p>The response demonstrates a limited or inconsistent understanding of the selection and its relationship to other texts (read, heard or viewed), experiences, issues or events in the community or world at large.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>relates the selection to relevant personal experiences, but connections may lack clarity or support.</li> <li>relates the selection to other texts by drawing conclusions or forming generalizations which may be simplistic or incomplete</li> <li>makes overly broad, general or unsupported connections between the selection and issues or events in the community or world at large.</li> </ul>
<p><b>2</b></p> <p>The response demonstrates a superficial or flawed understanding of the selection and its relationship to other texts (read, heard or viewed), relevant personal experiences or related topics or events.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>relates the selection only superficially or indirectly to personal experiences.</li> <li>makes weak or invalid connections between the selection and other texts.</li> <li>makes weak, superficial or inaccurate connections between the selection and issues or events in the community or world at large.</li> </ul>	<p><b>1</b></p> <p>The response does not show an understanding of the selection and its relationship to other texts (read, heard or viewed), relevant personal experiences or related topics or events.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>does not show the ability to draw connections and see relationships between the selection and other texts, experiences, issues and events.</li> </ul>

\*Depending on the prompt or prompts provided on a reading assessment, a student may meet the standard through a response that addresses only one or two of the three descriptors (bullets) in this particular dimension.

## Reading Critically: Text Analysis

<p><b>6</b></p> <p><b>The response demonstrates a thorough and convincing analysis and evaluation of an author's ideas and craft.</b></p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>identifies the author's purpose and presents a thorough and insightful analysis and evaluation of how the author's stylistic decisions (e.g., structure, point of view, word choice) affect the message and purpose.</li> <li>when based on a literary text, identifies and skillfully analyzes how literary elements (e.g., character, plot, setting, theme) and/or devices (e.g., simile, metaphor, symbol) contribute to the unity and effectiveness of the selection.</li> <li>uses specific and relevant evidence from the text to make and support reasoned judgments about the author's craft or message(s).</li> </ul>	<p><b>5</b></p> <p><b>The response demonstrates a strong analysis and evaluation of an author's ideas and craft.</b></p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>identifies the author's purpose and presents an analysis and evaluation of how some of the author's stylistic decisions (e.g., structure, point of view, word choice) affect the message and purpose.</li> <li>when based on a literary text, identifies and analyzes how selected literary elements (e.g., character, plot, setting, theme) and/or devices (e.g., simile, metaphor, symbol) contribute to the effectiveness of the selection.</li> <li>uses specific and relevant evidence from the text to make and support reasoned judgments about the author's craft or message(s).</li> </ul>
<p><b>4</b></p> <p><b>The response demonstrates a competent analysis and evaluation of an author's ideas and craft.</b></p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>identifies the author's purpose and analyzes how the author's stylistic decisions (e.g., structure, point of view, word choice) contribute to achieving that purpose.</li> <li>when based on a literary text, provides a basic analysis of how literary elements (e.g., character, plot, setting, theme) and/or literary devices (e.g., simile, metaphor, symbol) contribute to the effectiveness of the selection, using terminology as appropriate.</li> <li>uses relevant evidence from the text to make and support reasoned judgments about the author's craft or message(s).</li> </ul>	<p><b>3</b></p> <p><b>The response demonstrates an incomplete analysis of an author's ideas and craft; evaluations are simplistic or unsupported.</b></p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>shows limited identification and analysis of the author's purpose and begins to analyze how stylistic decisions (e.g., structure, point of view, word choice) contribute to achieving that purpose.</li> <li>when based on a literary text, gives unsupported or simplistic explanations of how literary elements or devices contribute to the effectiveness of the selection.</li> <li>uses limited evidence from the text to form opinions about the author's craft or message(s).</li> </ul>
<p><b>2</b></p> <p><b>The response demonstrates a superficial, confused, or unfounded analysis of the author's ideas and craft.</b></p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>indicates a lack of awareness of the author's purpose or stylistic decisions; there may even be an apparent lack of awareness of the author's voice (i.e., the reader may seem to have difficulty distinguishing author from narrator or character in the selection).</li> <li>when based on a literary text, does not use literary concepts or terms (e.g., character, plot, symbol, metaphor) to analyze the effectiveness of the selection.</li> <li>makes a judgment about the author's craft or message(s), but provides no textual support.</li> </ul>	<p><b>1</b></p> <p><b>The response demonstrates no evidence of critical reading skills; the reader does not engage in a thoughtful analysis of the text.</b></p> <p><b>The response:</b></p> <ul style="list-style-type: none"> <li>reflects an unquestioned acceptance or rejection of the author's craft or text's message(s) without comment or explanation.</li> </ul>

**Reading Critically: Context Analysis\***

<p><b>6</b></p> <p>The response demonstrates a thorough and convincing analysis and evaluation of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>applies a comprehensive understanding of an author's life experiences to analyze and evaluate how they may have shaped and influenced the author's work.</li> <li>uses extensive knowledge and understanding about historical, social, economic, political or cultural issues and events to analyze and evaluate how they may have shaped and influenced the author's work.</li> </ul>	<p><b>5</b></p> <p>The response demonstrates a strong analysis and evaluation of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>applies an understanding of an author's life experiences to analyze and evaluate how they may have shaped and influenced the author's work.</li> <li>uses knowledge and understanding about historical, social, economic, political or cultural issues and events to analyze and evaluate how they may have shaped and influenced the author's work.</li> </ul>
<p><b>4</b></p> <p>The response demonstrates a competent analysis and evaluation of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>applies an understanding of an author's life experiences to examine and explain ways they may have shaped and influenced the author's work.</li> <li>uses a basic knowledge and understanding about historical, social, economic, political or cultural issues and events to analyze how they may have shaped and influenced the author's work.</li> </ul>	<p><b>3</b></p> <p>The response demonstrates an incomplete analysis of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>applies a limited or incomplete understanding of an author's life experiences to examine and explain ways they may have influenced the author's work.</li> <li>shows a limited or incomplete knowledge about historical, social, economic, political or cultural issues and events and how they may have shaped and influenced the author's work.</li> </ul>
<p><b>2</b></p> <p>The response demonstrates a confused or unfounded analysis of the ways in which an author's message(s) or theme(s) may have been influenced by history, society, culture and life experiences.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>attempts in superficial or illogical ways to explain how an author's life experiences may have influenced the author's work.</li> <li>gives an inaccurate or confused explanation of how historical, social, economic, political or cultural issues and events may have shaped and influenced the author's work.</li> </ul>	<p><b>1</b></p> <p>The response demonstrates no evidence of critical reading skills; the reader does not engage in a thoughtful analysis of the text.</p> <p><i>The response:</i></p> <ul style="list-style-type: none"> <li>does not show the ability to explain how external factors may have influenced the author's work.</li> </ul>

\* The fourth dimension, **Reading Critically: Context Analysis**, is included in the content standards only at the Certificate of Advanced Mastery level (Grade 12). Therefore, pending State Board action, students do not have to meet a standard in this dimension to receive a CIM. However, practice should be provided in this trait at the other benchmarks to prepare students for potential assessments at grades 11 and 12.



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