



Grades 9 – 12 Reading: Accomplishment in Expository Materials Scoring Guide

	5 Exceeds the Standard	4 Meets the Standard	3 Basic Reading	2 Limited Reading	1 Minimal Reading
Depth of Understanding	The student has achieved thorough understanding of the text; may present multiple layers of understanding, synthesizing all elements into a coherent, discerning whole. Understands and accommodates complexities, subtleties, ironies, or ambiguities that may be in the text.	The student has reached a thorough understanding of the whole text. Understands the complexities presented in the text. Demonstrates understanding through extracting salient information from the text.	The student has grasped central ideas, but may not extract salient information to demonstrate complete understanding. Manages most complexities presented by the text.	The student has reached a plausible but sketchy understanding of the text. May exhibit confusion, over-generalize, or over-simplify. Does not extract information to demonstrate understanding.	The student has not demonstrated even a rudimentary understanding of how words or phrases relate to the text idea.
Textual Analysis	The student makes and supports warranted and responsible assertions about the text. May make perceptive interpretations, supporting each with convincing textual and extra-textual evidence. Makes and supports inferences about content, events, and style. May interpret the effect of language, allusions, diction, dialogue, description, symbolism; may explain the effect of point of view or bias. May express aesthetic appreciation of some aspect of the text.	Makes and supports warranted and responsible assertions about the text and supports assertions with elaborated and convincing textual and extra-textual evidence. May make developed connections, e.g. across texts, with ideas and concepts, with other media. May evaluate the author's strategies for accomplishing rhetorical purposes such as informing, persuading, or entertaining, and/or elements of the author's craft such as titles, organizational patterns, tone, and diction.	The student makes clear, but usually predictable, assertions about the text. Supports assertions with references to text. May make appropriate connections, e.g. across texts, with ideas and concepts, with other media. May comment on the author's strategies for accomplishing rhetorical purposes or on author's craft. May demonstrate ability to differentiate fact and opinion.	The student makes obvious, inadequately developed assertions about the text. Presents little relevant evidence to support assertions. Remains at the surface level of meaning. May associate the text with prior knowledge, but the connection is generally unexamined and simplistic.	The student makes unwarranted assertions about the text. May list isolated bits of information. Fails to develop a surface meaning. May make connections that appear to have only a tangential relevance to the text. May include vague and unsupported evaluations or responses.