

Facilitator's Packet for The Essential Skill of Reading: An Overview

This packet contains the following:
Facilitator's Agenda
PowerPoint Slides with Facilitator's note
All Handouts

Updated for 2012-13

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Essential Skill of Reading Overview Session

AGENDA: 30 – 45 MINUTES

30 minutes without sample student papers;
45 minutes with discussion of student papers

5 minutes	<ol style="list-style-type: none"> Welcome and Introductions <ul style="list-style-type: none"> May be done by the host or by the presenter. Focus on making participants feel welcome and let them know what to expect Take care of any housekeeping details Handout: The Essential Skill of Reading – An Overview booklet which contains all handouts. References to Handouts are marked in the facilitator notes in the PowerPoint presentation.
PowerPoint 10 – 15 minutes	<ol style="list-style-type: none"> Reading Work Samples PowerPoint <ul style="list-style-type: none"> Materials: Laptop with PowerPoint & projector
5 minutes	<ol style="list-style-type: none"> Examine the scoring guide (Focus on Informational Scoring Guide for Demonstrate Understanding and Develop an Interpretation – note that Facts and Opinions appears in DU only for informational text. Then look at both scoring guides for Analyze Text to see the differences between informational and literary text analysis.)
10 – 15 minutes	<ol style="list-style-type: none"> Read the first sample student paper: WB 20 (allow time for participants to quickly read the article first and then to read student responses) Discuss general strengths & weaknesses, referring to scoring guide. (Point out that all parts of student responses are considered when scoring each trait, not just questions designed to prompt students to provide information about a particular trait. Also, students do not have to answer all questions. This is not a test where each questions counts so many points, instead it is a worksheet designed to prompt students to consider each trait that will be scored.) This paper scored all 3's. Refer to Commentary WB 20
5 – 10 minutes	<ol style="list-style-type: none"> Read the second sample student paper: WB 21 (same article as before, so just review student responses) Discuss strengths & weaknesses, referring to scoring guide. This paper scored all 4's and would meet the standard for demonstrating proficiency on the Essential Skill of Reading. Refer to Commentary WB 21
5 – 10 minutes	<ol style="list-style-type: none"> Optional Question & Answer or Summary
Total = 30 – 45 minutes	
	Handouts: Printed Booklet <ul style="list-style-type: none"> Cover Document

	<ul style="list-style-type: none">• Printed copy of PowerPoint for note-taking if desired;• Oregon's Official Reading Scoring Guide – Informational & Literary• Student Language Scoring Guide – Informational & Literary Guidelines• HS Reading Work Samples• Official Reading Scoring Form;• Sample student papers:<ul style="list-style-type: none">• 2009 Reading Work Sample WB 21 -- Honeybees• 2009 Reading Work Sample WB 20 – Honeybees• Commentary WB 21• Commentary WB 20
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Essential Skill – Reading Overview of Requirements



2112-13

Intro slide

REFER TO HANDOUT: Participants PowerPoint Notes Pages

Goals

Participants will know:

- Requirements for demonstrating proficiency in the Essential Skill of Reading
- Official State Scoring Guide traits
- Resources & professional development available



This slide sets goals for the presentation. These are general awareness and introductory knowledge goals.

Essential Skill of Reading Requirements

■ OAR: 581-22-0615

Students first enrolled in grade 9 in 2008-09 (and beyond) will be required to demonstrate proficiency in the following essential skill:

★ Read and comprehend a variety of text



Many of these students will be seniors in the 2011-12 school year. Requirements are based on a cohort group determined by the year in which a student first enrolled in grade 9. If a student in this cohort group graduates early or takes additional time to complete diploma requirements, he/she is still responsible for only this one Essential Skill.

Read & comprehend a variety of text

- Demonstrate the ability to read and understand text.
- Summarize key points of text, distinguishing factual from non-factual and literal from inferential
- Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
- Follow instructions from informational or technical text to perform a task*

*not assessed in work samples

Language from Essential Skill Definition on ODE website
<http://www.ode.state.or.us/teachlearn/certificates/diploma/essential-skills-definitions.pdf>

All these skills are assessed on the OAKS statewide reading and literature assessment. Reading worksamples do not assess the final bullet because of the type of reading required. If students can meet the standard for two reading worksamples, they are likely to be able to do the type of reading called for in the final bullet here.

3 Ways to Demonstrate Proficiency in Reading

1. OAKS Reading/Literature Assessment

Score of 236

2. Other Approved Test Options

ACT or PLAN	18
WorkKeys	5
Compass	81
Asset	42
Accuplacer	86
SAT/PSAT	440/44
AP & IB	various



This slide shows the OAKS assessment and other standardized assessments, with required scores, which can be used to demonstrate proficiency in the Essential Skill of Reading. The next slide shows the work sample option.

3. Local Work Samples

- Reading Work Sample scored using Official State Scoring Guide
- **Two** Reading Work Samples Required
- Students must earn a score of 12 or higher on each work sample



This slide explains the third option for demonstrating proficiency in the Essential Skills. Students may complete 2 reading work samples – at least one of these must be informational reading. The scoring for reading is different from writing or math. Within one work sample, a student could achieve the required score of 12 with 4,4,4, or with 3,4,5 in any combination. However, no score may be lower than a 3 for any trait in a proficient work sample.

Level of Rigor

- Work samples must meet the level of rigor required on the OAKS assessment.
- Work samples provide an optional means to demonstrate proficiency not an easier means.



Explanation that work samples require equal rigor but provide a different format to demonstrate proficiency.

Official Scoring Guide Traits

- Demonstrate understanding
- Develop an interpretation
- Analyze text

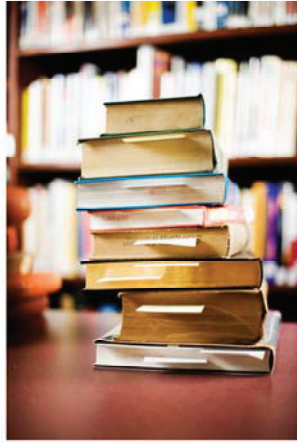


REFER TO HANDOUT: Official Scoring Guide. Oregon scores 3 traits of Reading. Demonstrate Understanding and Develop an Interpretation are the same whether the selection is informational or literary. Analyze Text differs between the two types of reading selections, which is why there are two scoring guides.

Presenter choose: briefly review scoring guide here or review it after PowerPoint presentation. Focus on Informational Scoring Guide.

Demonstrate Understanding

“Getting the gist”



- Main ideas, relevant details, sequence of events, relationship among ideas, facts/opinions
- Literal Comprehension

Overview of Demonstrate Understanding. This trait is focused on literal comprehension. Students demonstrate understanding by explaining things like main ideas, details, fact versus opinion, etc.

Develop an Interpretation

“Reading between the lines”

- **Unstated main ideas/themes**
- **Inferences, interpretations, conclusions, generalizations, and predictions**
- **Inferential Comprehension**



Overview of Develop an Interpretation. This trait focuses on deriving meaning by inference. Students demonstrate this trait by explaining how they came up with an interpretation, generalization, inference, conclusion etc. that is not directly stated in the text.

Analyze Text – Informational

“Looking at the author’s craft”

- Author’s purpose, ideas and reasoning
- Author’s stylistic decisions
- Textual evidence

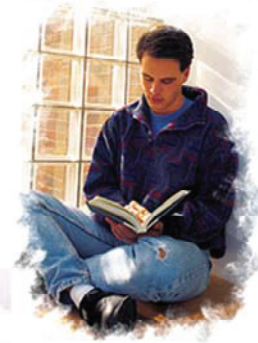


Overview of Analyze Text. For informational text, students are asked to analyze the author’s purpose and reasoning and the use of various stylistic techniques. The focus is always on the effect of the author’s decisions on the impact of the writing. Students must give specific examples from the text.

Analyze Text – Literary

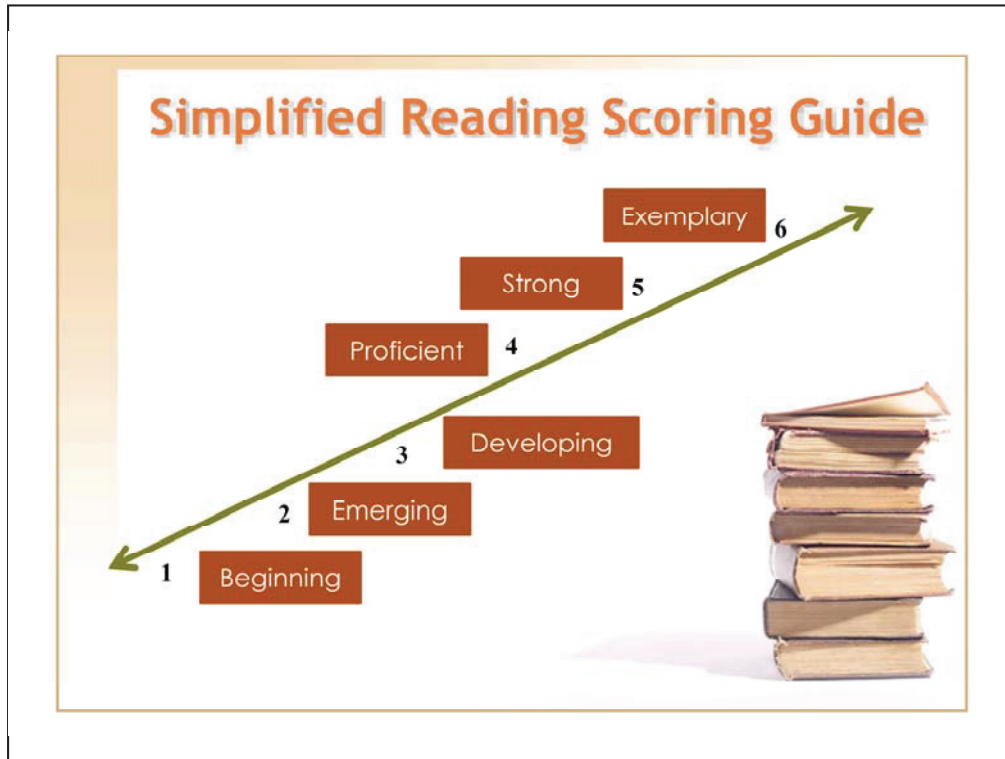
“Applying knowledge of literature”

- Author’s stylistic decisions
- Literary elements
- Literary devices
- Textual evidence



Overview of Analyze Text. In Literary selections, students are asked to analyze the author’s stylistic techniques and they may use knowledge of literature to explain the impact on the text. For example, a student might explain how a particular sentence creates a visual picture – with or without the term imagery.

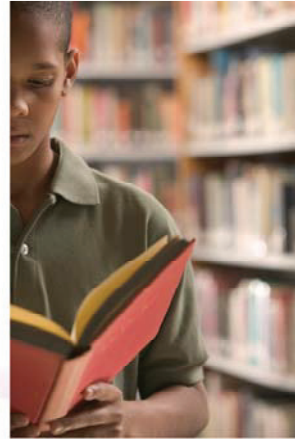
Point out Literary Scoring Guide and how Analyze Text differs from Informational Scoring Guide for this trait.



This shows the continuum of scores students may achieve. Point out that the Official Scoring Guide contains detailed descriptions of each score level for each trait. This example is designed to help people understand how the scores from 1-6 represent a continuum of developing reading skill for each trait.

Formative Assessment and the Scoring Guide

- The Scoring Guide is intended to be more than a final assessment tool.
- Both teachers and students can use the Scoring Guide to improve reading skills.



REFER TO HANDOUT: Student Language Scoring Guides. Teachers use the scoring guides to give students feedback during instruction and as formative (interim) assessment. When students learn the student language version of the scoring guide, their understanding of reading improves and their scores often go up.

Rumor versus Reality

Rumor

- Work Samples must be scored by 2 raters



Reality

- Only one rater is required
- In the case of a borderline passing paper, districts may wish to have more than 1 rater.

Many rumors circulating around Essential Skills contain inaccurate information. The next series of slides is designed to provide up-to-date correct information.

REFER TO HANDOUT: Guidelines for High School Reading Work Samples which explains requirements and recommendations.

Rumor versus Reality

Rumor

- Students may not revise after a work sample has been scored

Reality

- Students may revise and resubmit work samples to be rescored



This slide and next explain what is allowed for revision and feedback.

Rumor versus Reality

Rumor

- Teachers may not provide any feedback



Reality

- Feedback is allowed using ONLY the Scoring Guide and/or the Official Scoring Form



REFER TO HANDOUT: Official Scoring Form. Emphasize that teachers may provide feedback for revisions by highlighting on the Official Scoring Guide, and/or checking boxes on the Official Scoring Form which is included in handouts.

Rumor versus Reality

Rumor

- Only trained raters can score work samples

Reality

- **TRUE** – raters must be trained to use the scoring guide accurately



Regional Trainers and other resources are available at www.ode.state.or.us/go/worksamples Reading. Also, many schools and districts have Instructional Coaches or Literacy Coaches who can present in-depth scoring guide and work sample development workshops. Additional Training of Trainer WebEx sessions are scheduled throughout the 2011-12 school year. The training schedule and a calendar may be found at <http://www.ode.state.or.us/search/page/?=2042>

Research shows ...

“Students who receive intensive focused literacy instruction and tutoring will graduate from high school and attend college in significantly greater numbers than those not receiving such attention. . . .

M.L. Kamil
Adolescents and Literacy:
Reading for the 21st Century

First half of an important quote about reading and literacy instruction in middle and high schools.

Despite these findings, few middle or high schools have a comprehensive approach to teaching literacy across the curriculum.”



**M.L. Kamil
Adolescents and
Literacy:
Reading for the 21st
Century**

This slide completes the quote and provides a starting point for discussion about a comprehensive reading plan for middle and high school students in your district.

Resources

ODE website:

<http://ode.state.or.us/go/worksamples>

- Scoring Guides
- Sample Student Papers
- Work Samples

**DISCS - Dynamic Interactive Scoring
Calibration System**

<http://discs.orvsd.org/>

- Tutorial
- Practice Scoring Work Samples



Next, proceed with facilitator's agenda by reading and discussing the two student work samples provided in the handouts.

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intentionally left blank.

High School Reading Scoring Guide – Informational 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, facts and opinions	<p>Reader responses</p> <ul style="list-style-type: none"> indicate accurate, thorough understanding of main ideas and supporting details, including those that are subtle or complex differentiate between and/or summarize facts and opinions, recognize subtleties, ambiguities and complexities 	<p>Reader responses</p> <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 differentiate between facts and opinions; may focus on obvious facts and opinions 	<p>Reader responses</p> <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 may show some confusion in differentiating facts from opinions 	<p>Reader responses</p> <ul style="list-style-type: none"> indicate limited, fragmented, or incorrect understanding may not show ability to construct meaning from text do not distinguish facts from opinions
DEVELOP AN INTERPRETATION “Reading between the lines”	Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes	<p>Reader responses</p> <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 	<p>Reader responses</p> <ul style="list-style-type: none"> present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions provide some textual evidence 	<p>Reader responses</p> <ul style="list-style-type: none"> present interpretations that may be overly broad, simplistic, or incomplete may show some misunderstanding show inadequate textual evidence 	<p>Reader responses</p> <ul style="list-style-type: none"> do not offer an interpretation or suggest an interpretation not supported by the text

High School Reading Scoring Guide – Informational Text

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>
ANALYZE TEXT – INFORMATIONAL TEXT <i>“LOOKING AT THE AUTHOR’S CRAFT”</i>	Author’s purpose, ideas and reasoning, and writing strategies (e.g., organization, word choice, perspective, format, and, if used, literary devices*)	<p>Reader responses</p> <ul style="list-style-type: none"> 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 	<p>Reader responses</p> <ul style="list-style-type: none"> 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 	<p>Reader responses</p> <ul style="list-style-type: none"> 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 	<p>Reader responses</p> <ul style="list-style-type: none"> 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.

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 <i>“Getting the gist”</i>	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 <i>“Reading between the lines”</i>	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

High School Reading Scoring Guide – Literary Text

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>
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 <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 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

Reading Scoring Guide – Informational Text

Student Language Version

Traits	Skill Areas	5/6– EXCEEDS <i>Responses are</i> <ul style="list-style-type: none"> • <i>Insightful</i> • <i>Complex</i> • <i>Exceed high school level</i> 	4 – MEETS <i>Responses are</i> <ul style="list-style-type: none"> • <i>Sufficient</i> • <i>Proficient</i> • <i>At high school level</i> 	3 – NEARLY MEETS <i>Responses are</i> <ul style="list-style-type: none"> • <i>Sketchy</i> • <i>Inaccurate</i> • <i>Shallow</i> 	1/2 – DOES NOT YET MEET <i>Responses are</i> <ul style="list-style-type: none"> • <i>Too short</i> • <i>Incorrect</i> • <i>Unclear</i>
DEMONSTRATE UNDERSTANDING <i>“Getting the gist”</i>	<ul style="list-style-type: none"> ✦ Main ideas ✦ Supporting details ✦ Sequence of events ✦ Connections among ideas ✦ Separate facts and opinions 	Reader responses <ul style="list-style-type: none"> ▪ show an extremely detailed and accurate understanding of main ideas and supporting details, including those that are not obvious and require deeper thinking ▪ tell the difference between and/or summarize facts and opinions ▪ recognize things that aren't obvious, totally clear, or have more than one meaning 	Reader responses <ul style="list-style-type: none"> ▪ show a correct basic understanding of main ideas and supporting details; ▪ identify and/or summarize chain of events or show how ideas fit together ▪ tell the difference between facts and opinions; ▪ might focus on obvious facts and opinions 	Reader responses <ul style="list-style-type: none"> ▪ show incomplete or minor understanding of main ideas; ▪ might focus on just a few details; ▪ might show some misunderstanding of or leave out important details ▪ might show some confusion in telling the difference between facts and opinions 	Reader responses <ul style="list-style-type: none"> ▪ show limited, confused, or incorrect understanding ▪ might not show ability to understand the text ▪ do not tell the difference between facts and opinions
DEVELOP AN INTERPRETATION <i>“Reading between the lines”</i>	<ul style="list-style-type: none"> ✦ Unstated main ideas ✦ Inferences ✦ Interpretations, conclusions, & generalizations ✦ Connections to life or other works ✦ Predictions of next steps 	Reader responses <ul style="list-style-type: none"> ▪ explain ideas (or themes, arguments, events, characters) and relationships that aren't obvious, are unstated but understood, and show deeper thinking ▪ give meaningful, convincing examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ present reasonable, maybe obvious, interpretations, conclusions, generalizations, connections or predictions ▪ give some examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ present interpretations that are not specific enough, too simple, or incomplete ▪ might show some misunderstanding of unstated ideas ▪ have very few examples from text 	Reader responses <ul style="list-style-type: none"> ▪ do not explain what is unstated or “between the lines” or ▪ give an interpretation that does not match the text ▪ have no or almost no examples from the text

Reading Scoring Guide – Informational Text

Student Language Version

Skill Areas		5/6– EXCEEDS	4 – MEETS	3 – NEARLY MEETS	1/2 – DOES NOT YET MEET
		Responses are <ul style="list-style-type: none"> • <i>Insightful</i> • <i>Complex</i> • <i>Exceed high school level</i> 	Responses are <ul style="list-style-type: none"> • <i>Sufficient</i> • <i>Proficient</i> • <i>At high school level</i> 	Responses are <ul style="list-style-type: none"> • <i>Sketchy</i> • <i>Inaccurate</i> • <i>Shallow</i> 	Responses are <ul style="list-style-type: none"> • <i>Too short</i> • <i>Incorrect</i> • <i>Unclear</i>
ANALYZE TEXT – INFORMATIONAL TEXT “LOOKING AT THE AUTHOR’S CRAFT”	Author's purpose, ideas and reasoning, and writing strategies: <ul style="list-style-type: none"> ✦ organization, ✦ word choice, ✦ point of view, ✦ formatting, ✦ literary devices* (if used) ✦ other style choices 	Reader responses <ul style="list-style-type: none"> ▪ explain author's purpose ▪ clearly give “deep-thinking statements” about author's ideas, (e.g. support, reasoning, use of sources) ▪ explain (in detail) a deep analysis of the strategies the writer used ▪ give specific, strong, accurate examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ identify author's purpose ▪ give solid opinions about author's ideas (e.g. support, reasoning, use of sources) with strong evidence ▪ explain strategies the writer used in this text and how well they worked ▪ give some examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ might identify author's purpose ▪ might give opinions about the writer's ideas that are too simple or unsupported ▪ give opinions about writer's strategies that are too simple or unsupported ▪ have hardly any examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ do not include author's purpose ▪ might have unsupported opinions about author's ideas ▪ show no evidence or thinking about writer's strategies ▪ have no, or almost no, examples from the text

*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. You are not required to identify the technique, but when you notice a strategy the author uses, explain how it helps the writing.

Reading Scoring Guide - Literary Text

Student Language Version

Traits	Skill Areas	5/6– EXCEEDS <i>Responses are</i> <ul style="list-style-type: none"> • <i>Insightful</i> • <i>Complex</i> • <i>Exceed high school level</i> 	4 – MEETS <i>Responses are</i> <ul style="list-style-type: none"> • <i>Sufficient</i> • <i>Proficient</i> • <i>At high school level</i> 	3 – NEARLY MEETS <i>Response are</i> <ul style="list-style-type: none"> • <i>Sketchy</i> • <i>Inaccurate</i> • <i>Shallow</i> 	1/2 – DOES NOT YET MEET <i>Responses are</i> <ul style="list-style-type: none"> • <i>Too short</i> • <i>Incorrect</i> • <i>Unclear</i>
DEMONSTRATE UNDERSTANDING <i>“Getting the gist”</i>	<ul style="list-style-type: none"> ✦ Main ideas ✦ Important and specific supporting details ✦ Sequence of events ✦ Relationships among ideas 	Reader responses <ul style="list-style-type: none"> ▪ show an extremely detailed and accurate understanding of main ideas and supporting details, including those that are not obvious and require deeper thinking ▪ explain fine distinctions, vague or uncertain ideas, and complicated or involved parts of the text 	Reader responses <ul style="list-style-type: none"> ▪ show a correct basic understanding of main ideas and supporting details; ▪ identify and/or summarize chain of events or show how ideas fit together 	Reader responses <ul style="list-style-type: none"> ▪ show incomplete or minor understanding of main ideas; ▪ might focus on just a few details; ▪ might show some misunderstanding of or leave out important details 	Reader responses <ul style="list-style-type: none"> ▪ show limited, confused, or incorrect understanding ▪ might not show ability to understand the text
DEVELOP AN INTERPRETATION <i>“Reading between the lines”</i>	<ul style="list-style-type: none"> ✦ Unstated main ideas ✦ Inferences ✦ Interpretations, conclusions, & generalizations ✦ Connections to life or other works ✦ Predictions of next steps 	Reader responses <ul style="list-style-type: none"> ▪ explain ideas (or themes, arguments, events, characters) and relationships that aren't obvious, are unstated but understood, and show deeper thinking ▪ give meaningful, convincing examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ present reasonable, maybe obvious, interpretations, conclusions, generalizations, connections or predictions ▪ give some examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ present interpretations that may be not specific enough, too simple, or incomplete ▪ might show some misunderstanding ▪ have very few if any examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ do not offer an interpretation or ▪ suggest an interpretation not supported by the text ▪ give no examples from the text or very brief and unconnected examples

Reading Scoring Guide - Literary Text

Student Language Version

Skill Areas		5/6– EXCEEDS	4 – MEETS	3 – NEARLY MEETS	1/2 – DOES NOT YET MEET
		<i>Responses are</i> <ul style="list-style-type: none"> • <i>Insightful</i> • <i>Complete</i> • <i>Exceed high school level</i> 	<i>Responses are</i> <ul style="list-style-type: none"> • <i>Sufficient</i> • <i>Proficient</i> • <i>At high school level</i> 	<i>Responses are</i> <ul style="list-style-type: none"> • <i>Sketchy</i> • <i>Inaccurate</i> • <i>Shallow</i> 	<i>Responses are</i> <ul style="list-style-type: none"> • <i>Too short</i> • <i>Unsatisfactory</i> • <i>Incorrect</i>
ANALYZE TEXT – INFORMATIONAL TEXT <i>“LOOKING AT THE AUTHOR’S CRAFT”</i>	Literary Elements such as <ul style="list-style-type: none"> ❖ Theme ❖ Character ❖ Plot ❖ Setting ❖ Voice ❖ Narrator ❖ Characterization ❖ Tone ❖ Mood ❖ And Others 	Reader responses <ul style="list-style-type: none"> ▪ show deep thinking about literary elements and devices and careful explanation of how they add to the impact of the text ▪ give specific, strong, accurate examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ clearly show how literary elements and devices add to the impact of the text ▪ provide some examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ give an incomplete or token explanation for how literary elements and devices add to the impact of the text <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▪ identify literary elements and/or devices without any explanation ▪ have very few examples from the text 	Reader responses <ul style="list-style-type: none"> ▪ show little or no awareness of literary elements or devices in the text ▪ give no examples from the text or very brief, possibly incorrect examples
	Literary Devices such as <ul style="list-style-type: none"> ❖ Figurative language like similes and metaphors ❖ Personification ❖ Alliteration or other sound devices ❖ Imagery ❖ point of view ❖ Foreshadowing, and flashbacks ❖ Symbolism ❖ And others 				

Guidelines for High School Reading Work Samples

The purpose of a reading work sample is to allow students who have not met the standard of 236 on the OAKS Reading Assessment to demonstrate proficiency on the Essential Skill of Reading for an Oregon High School Diploma. In general, a student who attempts the reading work sample should be in the “nearly meets” category: that is, her/his score on the OAKS assessment indicates that the student may have the necessary skills, but for some reason is not demonstrating those skills on the OAKS assessment. It is unlikely that students whose OAKS scores and classroom performance indicate that additional instruction is needed to improve reading skills will benefit from attempting a reading work sample.

Requirements:

1. Students must complete two reading work samples, at least one of which must be informative. A single reading work sample using two related passages is also allowed.
2. Students must attain a combined minimum score of 12 (if scored by a single rater) or 24 (if scored by two raters), with no score lower than 3 for all traits (Demonstrate Understanding, Develop Interpretation, Text Analysis) for both work samples on the Official Reading Scoring Guide.

Recommendations for Developing Reading Work Samples

- Informational or prose selections for reading work samples should be approximately 1000 - 2000 words. Poetry and dramatic selections should be appropriate in length and complexity to allow for adequate responses on all traits of the scoring guide.
- All passages used for reading work samples should be at high school level. The recommended Lexile® level for informative selections is around 1070 but could be between 950 and 1200. Literary selections may be prose, poetry or drama. (Note: Lexile scores for literary selections are less accurate than those for informational text, because the scoring system relies on sentence length and word difficulty in establishing a score, which does not account for content or concept complexity.)
- Multiple reading tasks should be offered within a school to prevent students from sharing information about reading selections between testing sessions.
- A single reading work sample with two related passages may be used as the entire measure for purposes of essential skill certification. This format automatically creates an opportunity for students to draw comparisons between passages. This is a common experience for many HS students.
- Reading work samples may be on-demand or curriculum-embedded. Some on-demand work samples should be available for students who are close to graduation and need to demonstrate mastery of the Reading essential skill. However, teachers may wish to have students respond to reading selections in the regular curriculum in a manner that can be scored using the Reading Scoring Guide and then keep those assessments for future use in certifying essential skill proficiency. (Note: Responses to curriculum-embedded texts should not be returned to students if the school intends to repeat the assessment in subsequent terms or years to assist in maintaining task security.)

- Reading work samples should allow for marginal notes, highlighting, graphic organizers, drawing, etc. in addition to written responses to questions. Scores on each trait take into account all student work throughout the task.
- Students should respond to approximately 5 to 8 prompts/questions per reading work samples. More prompts/questions would be required if two related passages are used for a single reading work sample.

Recommendations for Administering Reading Work Samples

- Allow adequate time. Each reading work sample may take more than one session to complete. These are not timed tests. Session length may be at the school's or student's preference. Student work still in progress should be collected and kept secure between testing sessions.
- Students may be allowed some choice among reading selections or types of reading selections (e.g. topic choice, genre choice, etc.).
- Assessments may be administered in the following ways: written (including visual and graphic representations) or dictated by the student into an electronic device or to a test administrator.
- Students must complete their response before any feedback occurs.
- Work samples that nearly meet the achievement standard (scoring a mix of 4s and 3s) may be returned to students for revision, along with the official scoring guide and an optional scoring form. If districts choose to use the ODE-provided scoring forms, teachers may use the forms to indicate to students what they should work on by checking off certain phrases on the form. Additional comments or instructions for revision are not permitted.

Oregon Department of Education
Official Reading Work Sample Feedback Form
(Use with Oregon's Reading Official Scoring Guide when Revision is Warranted)

Student Name: _____ Date: _____

Title of Assessment: _____

Bullets describe a score of 4. ☒ Boxes indicate areas that meet the standard. ☒ Boxes indicate areas that need improvement. No other feedback beyond the Official Scoring Guide may be provided.

Requirement:

____ Work Sample 1
____ Work Sample 2

Meets All Standards:

____ Yes
____ Not Yet

Demonstrate Understanding

1 2 3 4 5 6

The reader responses show:

- ☐ Accurate understanding of stated main ideas and supporting details
- ☐ Understanding of sequence of events / relationships among ideas
- ☐ Understanding of differences between facts and opinions (informational text)

Develop an Interpretation

1 2 3 4 5 6

The reader responses show:

- ☐ Understanding of unstated main ideas, conclusions, connections, predictions
- ☐ Reasonable interpretations, conclusions, generalizations, connections, predictions
- ☐ Some evidence from the text to support the above

Analyze Text: Informational

1 2 3 4 5 6

The reader responses show:

- ☐ Author's purpose (identification)
- ☐ Reasoned judgments about author's ideas, support, reasoning, use of sources
- ☐ How writing strategies (structure, devices, word choice) contribute to effectiveness
- ☐ Some evidence from the text to support the above

Analyze Text: Literary

1 2 3 4 5 6

The reader responses show:

- ☐ How literary elements contribute to effectiveness
- ☐ How literary devices contribute to effectiveness
- ☐ Some evidence from the text to support the above

Rater ID Number, Initials, or Name: _____

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intentionally left blank.

Read the following article carefully and make notes in the margin as you read. Your notes should include:

- ☐ Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- ☐ Questions you have that show what you are **wondering** about as you read.
- ☐ Notes that differentiate between **fact** and **opinion**.
- ☐ Observations about how the **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student _____

SSID _____

Teacher _____

Class Period _____

School _____

School District _____

NOTE: This Associated Press article appeared in the GRANTS PASS DAILY COURIER on Saturday, May 5, 2007. Almost two years after the article's publication, the mystery of the honeybee die-off continues today.

ARE AMERICANS DESTINED FOR A DIET OF BREAD AND WATER?

Some experts fear that may be the case, if the mysterious honeybee die-off isn't brought to a halt.

BELTSVILLE, Md.

Unless someone or something stops it soon, the mysterious killer that is wiping out many of the nation's honeybees could have a devastating effect on America's dinner plate, perhaps even reducing us to a glorified bread-and-water diet.

Honeybees don't just make honey – they pollinate more than 90 of the tastiest flowering crops we have.

Among them: apples, nuts, avocados, soybeans, asparagus, broccoli, celery, squash and cucumbers. And lots of the really sweet and tart stuff, too, including citrus fruit, peaches, kiwi, cherries, blueberries, cranberries, strawberries, cantaloupe and other melons.

In fact, about one-third of the human diet comes from insect-pollinating plants, and the honeybee is responsible for 80 percent of that pollination, according to the U.S. Department of Agriculture.

Even cattle, which feed on alfalfa, depend on bees. So if the collapse worsens, we could end up being "stuck with grains and water," said Kevin Hackett, the national program leader for USDA's bee and pollination program. "This is the biggest general threat to our food supply," Hackett said.

While not all scientists foresee a food crisis, noting that large-scale bee die-offs have happened before, this one seems particularly baffling and alarming.

Notes on my thoughts,
reactions and questions as I
read:

Interesting fact, I didn't
know that.

I didn't know that
either.

High School – 2009 – *Are Americans Destined for a Diet of Bread and Water?*

U.S. beekeepers in the past few months have lost one-quarter of their colonies – or about five times the normal winter losses – because of what scientists have dubbed Colony Collapse Disorder. The problem started in November and seemed to have spread to 27 states, with similar collapses reported in Brazil, Canada and parts of Europe.



Scientists are struggling to figure out what is killing the honeybees, and early results of a key study point to some kind of disease or parasite.

Even before this disorder struck, America's honeybees were in trouble. Their numbers were steadily shrinking, because their genes do not equip them to fight poisons and disease very well, and because their gregarious nature exposes them to ailments that afflict thousands of their close cousins.

"Quite frankly, the question is whether the bees can weather this perfect storm," Hackett said. "Do they have the resilience to bounce back? We'll know probably by the end of the summer."

Experts from Brazil and Europe have joined in the detective work at USDA's bee lab in suburban Washington. In recent weeks, Hackett briefed Vice President Cheney's office on the problem.

Congress has held hearings on the matter.

"This crisis threatens to wipe out production of crops dependent on bees for pollination," Agriculture Secretary Mike Johanns said in a statement.

A congressional study said honeybees add about \$15 billion a year in value to our food supply.

Used by permission of the Associate Press.

*Notes on my thoughts,
reactions and questions as I
read:*

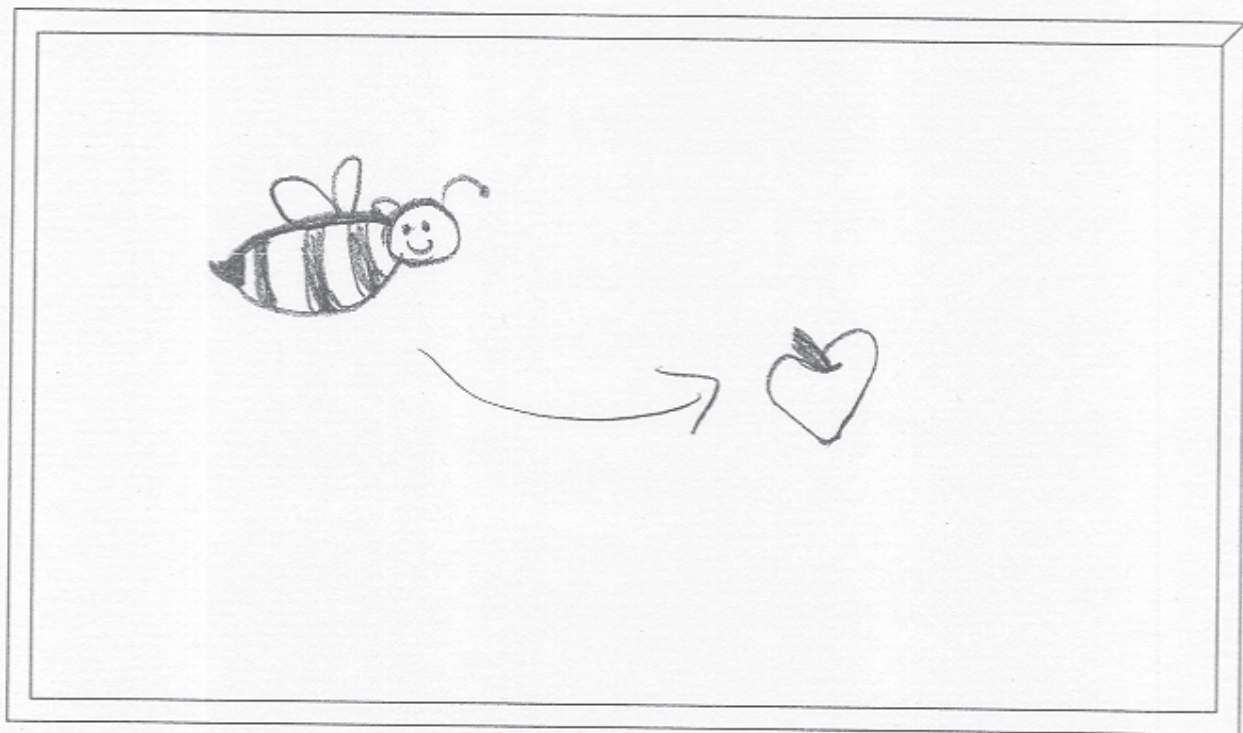
Honey Bees' health
was already faltering

1. What was the general health of the honeybee population **before** the mystery die-off began? **Give an example** from the text.

There health was steadily declining, because the text said so.

High School – 2009 – *Are Americans Destined for a Diet of Bread and Water?*

2. Draw and/or write a description of the **relationship** between the **honeybee** and the human food **supply** as explained in the article.



3. Why is the article titled, "Are Americans destined for a diet of bread and water?" Use content and examples from the text to **explain** your answer.

The article is entitled "Are Americans destined for a diet of bread and water?", because according to the passage, honey bees ~~are~~ play a huge factor in our agriculture.

High School – 2009 – *Are Americans Destined for a Diet of Bread and Water?*

4. What does Kevin Hackett, of the US Department of Agriculture, mean when he states, "Quite frankly, the question is whether the bees can weather this perfect storm"? Use information from the article to **support your answer**.

He means that something has caused the bees to ~~lose~~ die off at an extremely rapid rate, and if they can survive it then our agriculture will be fine, if they can't then we will lose a major food supply.

5. What is the **author's purpose** in writing this article? **Support your answer** with language from the text.

This is an informative article. It's purpose is to inform the reader of the current health of the honey bee, and the effect it has on our society.

6. Use this T-Chart to identify **three things** that the **author does** or **uses** in the article to convince the reader that the information in the article is **accurate** and **believable**.

What the Author Does/Uses	How it seems accurate/believable
Facts / information	He uses lots of statistics.
Quotes	Back up info after each quote.
Supportive details	Backs up information.

WB20: Reading Work Sample from Spring 2009 Field Test

Reading Passage: Task 5 Informational – “Honeybee Die Off”

SCORES AND COMMENTARY (Phrases in bold are taken from the Official Reading Scoring Guide):

Demonstrate Understanding: 3

In general, responses indicate **incomplete or partial understanding of main ideas** and **focus on isolated details**. The margin notes are mainly used to identify new information to the reader. One note about honeybee health faltering shows some **comprehension**, but does not provide enough **evidence** to score above a 3. Similarly, the one sentence response in Question 1, along with its weak explanation, “because the text said so,” keeps this trait in the lower range. The drawing in Question 2 does not have enough detail or explanation to derive many conclusions about the reader’s comprehension. Question 3 is a one sentence summary which seems to be more an **incomplete** or **partial** response than a thorough explanation. The reader appears to have some understanding of the text, but there is not enough evidence to award a higher score.

Develop an Interpretation: 3

The response to Question 4 is solid, but on its own is not enough earn a higher score. By looking across the margin notes, and Questions 1 - 4, the rater has the impression that this student knows more than is being provided in the responses here. However, we can’t rate what we think the reader knows, only what is provided as evidence in the responses.

Analyze Text: 3

Analyze text appears to be the student’s strong suit. Responses to Questions 5 & 6 are accurate, and in Question 5 the reader hits the mark by identifying the **author’s purpose** as informative. Question 6 identifies three examples of strategies the author uses to influence the reader, and backs them up with three very short statements that could be applied to almost any piece of expository prose. What the student does provide is almost at the 4 level, but a lack of evidence is what keeps this paper from reaching the proficient level.

Conclusion: This student embraces brevity. Some coaching to provide additional details and connect answers to examples from the text would reveal whether further instruction needs to focus on reading skills or providing complete answers.

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intentionally left blank.

Read the following article carefully and make notes in the margin as you read. Your notes should include:

- ☐ Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- ☐ Questions you have that show what you are **wondering** about as you read.
- ☐ Notes that differentiate between **fact** and **opinion**.
- ☐ Observations about how the **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student _____ SSID _____
 Teacher _____ Class Period _____
 School _____ School District _____

NOTE: This Associated Press article appeared in the GRANTS PASS DAILY COURIER on Saturday, May 5, 2007. Almost two years after the article's publication, the mystery of the honeybee die-off continues today.

ARE AMERICANS DESTINED FOR A DIET OF BREAD AND WATER?

Some experts fear that may be the case, if the mysterious honeybee die-off isn't brought to a halt.

BELTSVILLE, Md.

Unless someone or something stops it soon, the mysterious killer that is wiping out many of the nation's honeybees could have a devastating effect on America's dinner plate, perhaps even reducing us to a glorified bread-and-water diet.

Honeybees don't just make honey – they pollinate more than 90 of the tastiest flowering crops we have.

Among them: apples, nuts, avocados, soybeans, asparagus, broccoli, celery, squash and cucumbers. And lots of the really sweet and tart stuff, too, including citrus fruit, peaches, kiwi, cherries, blueberries, cranberries, strawberries, cantaloupe and other melons.

In fact, about one-third of the human diet comes from insect-pollinating plants, and the honeybee is responsible for 80 percent of that pollination, according to the U.S. Department of Agriculture.

Even cattle, which feed on alfalfa, depend on bees. So if the collapse worsens, we could end up being "stuck with grains and water," said Kevin Hackett, the national program leader for USDA's bee and pollination program. "This is the biggest general threat to our food supply," Hackett said.

While not all scientists foresee a food crisis, noting that large-scale bee die-offs have happened before, this one seems particularly baffling and alarming.

Notes on my thoughts, reactions and questions as I read:

The introduction draws a reader in by sharing a crisis.

Following paragraphs do a good job at informing the reader the importance of the Honey bee.

Reading Performance Assessment **Task 5**
High School – 2009 – Are Americans Destined for a Diet of Bread and Water?

U.S. beekeepers in the past few months have lost one-quarter of their colonies – or about five times the normal winter losses – because of what scientists have dubbed Colony Collapse Disorder. The problem started in November and seemed to have spread to 27 states, with similar collapses reported in Brazil, Canada and parts of Europe.



Scientists are struggling to figure out what is killing the honeybees, and early results of a key study point to some kind of disease or parasite.

Even before this disorder struck, America's honeybees were in trouble. Their numbers were steadily shrinking, because their genes do not equip them to fight poisons and disease very well, and because their gregarious nature exposes them to ailments that afflict thousands of their close cousins.

"Quite frankly, the question is whether the bees can weather this perfect storm," Hackett said. "Do they have the resilience to bounce back? We'll know probably by the end of the summer."

Experts from Brazil and Europe have joined in the detective work at USDA's bee lab in suburban Washington. In recent weeks, Hackett briefed Vice President Cheney's office on the problem.

Congress has held hearings on the matter.

"This crisis threatens to wipe out production of crops dependent on bees for pollination," Agriculture Secretary Mike Johanns said in a statement.

A congressional study said honeybees add about \$15 billion a year in value to our food supply.

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*Notes on my thoughts,
reactions and questions as I
read:*

I wonder
how fragile
a bee really
is and if some
of the farmers
pesticides they
use, are part of
the problem.

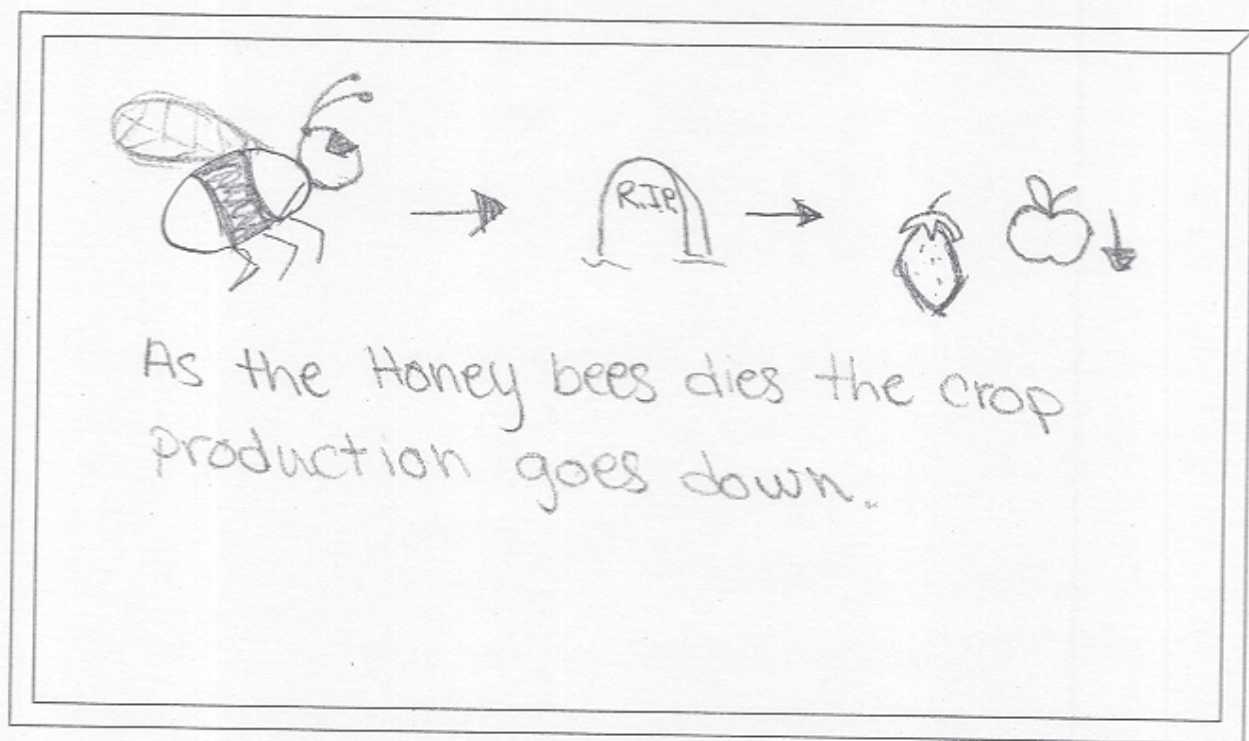
The conclusion leave
the reader wondering
what they can do
to help the honey
bees.

1. What was the general health of the honeybee population **before** the mystery die-off began? **Give an example** from the text.

Honey bees once must have had a high population,
you can tell this from the article where it says
that Honey bees pollinated more then 90 percent
of the flowering crops that we have.

High School – 2009 – *Are Americans Destined for a Diet of Bread and Water?*

2. Draw and/or write a description of the **relationship** between the **honeybee** and the human food **supply** as explained in the article.



3. Why is the article titled, "Are Americans destined for a diet of bread and water?" Use content and examples from the text to **explain** your answer.

As Honey bees die we won't be able to produce flowering crops leaving mainly wheat as America's crop. This leave America to eat mainly bread and water.

High School – 2009 – *Are Americans Destined for a Diet of Bread and Water?*

4. What does Kevin Hacket, of the US Department of Agriculture, mean when he states, "Quite frankly, the question is whether the bees can weather this perfect storm"? Use information from the article to **support your answer**.

Everything right now is going against the bees, with disease, and poisons they have to fight against. It will make it difficult. So this really tests the resilience of the bees.

5. What is the **author's purpose** in writing this article? **Support your answer** with language from the text.

The author wants the reader to become more aware of the crisis of the honey bees. It is a serious situation that will effect everyone.

6. Use this T-Chart to identify **three things** that the **author does** or **uses** in the article to convince the reader that the information in the article is **accurate** and **believable**.

What the Author Does/Uses	How it seems accurate/believable
Informs readers of why honey bees are important.	backs it up with facts. how much they pollinate \$15 billion added value to our food
What happens without them	The effect it would have on the flowering crops.
Actions that need to be taken	Scientists that have been studying the honey bees from around the world.

WB 21: Reading Work Sample from Spring 2009 Field Test

Reading Passage: Task 5 Informational – “Honeybee Die Off”

SCORES AND COMMENTARY

(Phrases in bold are taken from the Official Reading Scoring Guide):

Demonstrate Understanding: 4

Responses indicate **accurate, literal understanding of main idea and supporting details**. The **summary** in Question 1 identifies the **main idea** and references **textual evidence**. The drawing in Question 2 is helped by the written explanation that as honeybees die, food production goes down. Question 3 also provides further evidence of **accurate literal understanding**.

Develop an Interpretation: 4

Question 3 also shows the reader’s ability to draw **conclusions**, and **make reasonable, perhaps obvious, interpretations**. The response to Question 4 is stronger because the reader paraphrases **textual evidence** to **make generalizations and predictions**.

Analyze Text: 4

Analyze Text is perhaps this student’s strongest trait. Margin notes focus almost entirely on **text analysis**, commenting on both the introduction and conclusion and their **effect on the reader**. Another margin note addresses **author’s purpose** saying, “Following paragraphs do a good job at informing the reader the importance of the honeybee.” The response to Question 5 is a solid assessment of **author’s purpose**. This reader takes a slightly different approach with the response to Question 6, laying out the **author’s strategy** of informing the reader, identifying the consequences of inaction, and identifying actions needed. The **textual support** for the first two strategies is much stronger than the last one.

Conclusion: This student demonstrates proficiency in the Essential Skill of Reading for this informative selection. A similar response to another selection would be sufficient to meet the requirement using a work sample.