

Facilitator's Packet for

Using the Reading

Scoring Guide: Level 2

An Introduction



This packet contains the following:

- Reading Essential Skill Training Design
- Facilitator's Agenda
- PowerPoint Slides with Facilitator's notes
- Scoring Guide for Reading – Informational and Literary
- Handouts included in Participant Packet
- Facilitator Instructions for Leading Scoring Activity
- 3 Sample Student Reading Work Samples
- Commentaries on Work Samples

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Design for Reading Essential Skill Workshops Training for Trainers & Materials Provided by ODE

The workshops described below are designed to be delivered by school district personnel who have received training and materials from ODE through “Training of Trainer” WebEx sessions.

Level 1	Overview of the Essential Skill of Reading (30 – 45 minutes) General audiences – posted on ODE Website at http://www.ode.state.or.us/search/page/?id=2663	
Level 2	Introduction to Using the Reading Scoring Guide (90 minutes – 2 hours) Introduces Scoring Guide, explains Essential Skill requirements and provides practice scoring 3 papers	
Level 3	In-Depth Training – Using the Reading Scoring Guide	
	Content Area Teachers (2 ½ to 3 hours) In-depth study of Reading Scoring Guide with emphasis on reading in content areas; practice scoring 10 papers to develop accuracy and reliability in application of Scoring Guide	English Language Arts Teachers (3 ½ to 4 hours) In-depth study of Reading Scoring Guide with emphasis on school-wide reading assessment plan; practice scoring 10 – 15 papers to develop accuracy and reliability in using Scoring Guide
Level 4	In-Depth Training – Creating Reading Work Samples (3 ½ to 4 hours) Hands-on workshop showing characteristics of effective Reading Work Samples, review of Guidelines for Work Samples, and opportunity for participants to draft a work sample for use in their classrooms.	

*Estimated time needed for trainer to deliver the workshop to district/school participants

Training of Trainer WebEx Sessions

Level 1 training for presenters is provided in a one hour WebEx session which includes reading, writing and mathematics. It is designed to be delivered to general audiences by anyone with a basic understanding of the Essential Skills. No content expertise is required. Level 1 workshop materials are also available on the ODE website at <http://www.ode.state.or.us/search/page/?id=219>. Select the desired Essential Skill and go to *Resources and Promising Practices*.

Levels 2 – 4 provides training for presenters with expertise in high school reading or English Language Arts. Levels 2 & 3 Training of Trainers workshops are delivered in one 2-hour WebEx session. Level 4 is delivered in a separate 2-hour WebEx training session. All workshop materials, including ready-to-print handouts, are provided to attendees following each WebEx Training of Trainers session.

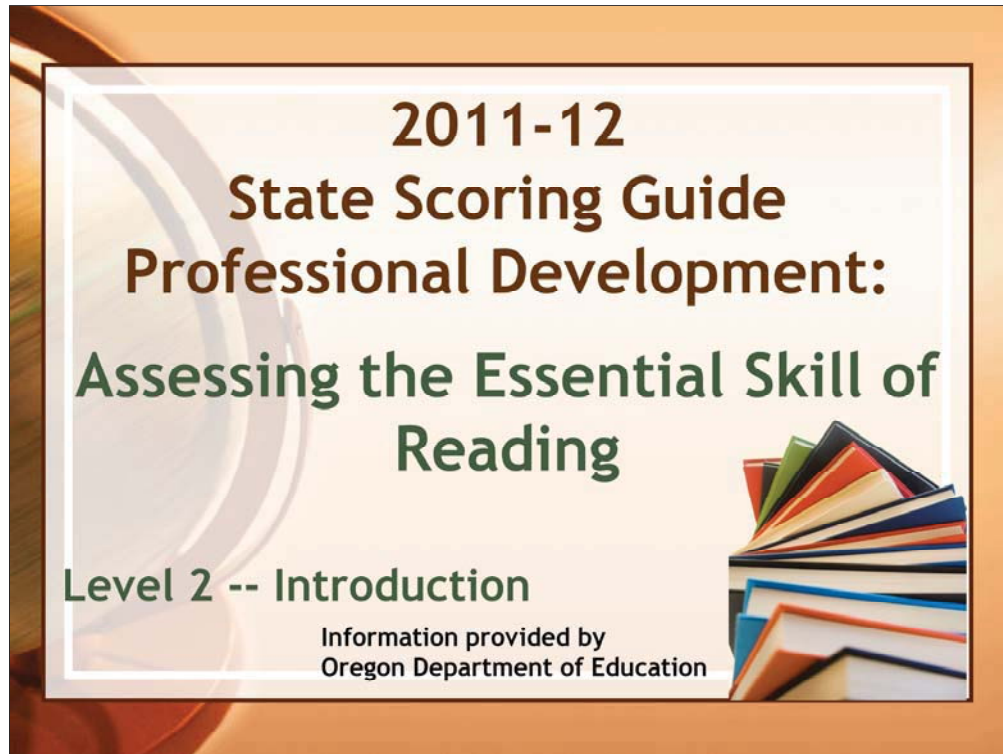
Additional Information: <http://www.ode.state.or.us/search/page/?id=2663>

**Using the Reading Scoring Guide
Facilitator's Agenda -- Introductory Session – Level 2
Time: 90 MINUTES to 2 HOURS**

5 – 10 minutes	<p>1. Welcome and Introductions</p> <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: Participant's Packet
10 - 12 minutes Small Group Discussion (or whole group if workshop number is small)	<p>2. This is the first year (2011-12) that most students will have to demonstrate proficiency in the Essential Skill of Reading to earn a diploma. <i>Select from the two topics below or use one of your own.</i></p> <ul style="list-style-type: none"> • What is our school's Essential Skill status for students planning to graduate in June 2012 and what do we need to do to assist students who have not yet reached a score of 236 on the OAKS Reading/Literature test? • What is our school's approach to reading for high school students? What adjustments do we need to make to help all students reach proficiency in the Essential Skill of Reading? What are we doing to further growth in Reading for all students? • Materials: Easels with chart paper, white board, document camera or small groups report out verbally.
~ 10 minutes	<p>3. Begin updated 2011-12 Introductory Reading Work Sample and Scoring Guide PowerPoint presentation</p> <ul style="list-style-type: none"> • Go through Slides 1 – 6 which explain basics of Essential Skill requirements • Materials: Laptop with PowerPoint & projector
7 - 10 minutes	<p>4. Slide 7: Participant Activity</p> <p>Brainstorm: What are the skills of a proficient reader? What skills do you want students to demonstrate when they read in your classroom/ content area? <i>(Depending on size of your group, divide into small groups & report out or do as large group with you recording responses. Begin making connections to Reading Scoring Guide. These will also align with Common Core State Standards.)</i></p>

	<ul style="list-style-type: none"> • Materials: Easel with chart paper, white board, or small groups report out.
10 - 15 minutes	<p>5. Slides 8 – 14 Review reading traits: Demonstrate Understanding, Develop an Interpretation, & Analyze Text. <i>(Point out how these connect with topics produced in Brainstorming activity.)</i></p> <p>Examine Scoring Guide closely for each trait. Have participants highlight key words, especially at the 3 and 4 level score points</p> <ul style="list-style-type: none"> • Materials: Highlighters for participants
~ 5 minutes	<p>6. Slides 15 – 17 Discuss Scoring issues in Reading Work Samples. Point out that evidence may occur anywhere in the responses; incorrect writing conventions do not count against a reading score. Students who need to can dictate their responses to a scribe or record their oral responses. The oral responses can then be transcribed and scored.</p> <p>Reminder that students must complete 2 work samples to demonstrate proficiency for graduation requirement. <i>Point out Official Scoring Form to be used with Essential Skill worksamples when discussing revision options.</i></p>
15 - 20 minutes	<p>7. Read each of the three sample papers in sequence (Slides 18 – 21). (Allow time during first paper for participants to read the article as well as the questions and responses). Explain how questions are connected to the traits, but that students do not have to answer all questions and may show evidence of understanding for any trait anywhere in their responses.</p> <p>8. Discuss each paper, helping participants to see why each paper received the scores it has. (See notes to facilitator on leading scoring session for more information.)</p> <p>9. Several handouts in the Participant Packet following TR3 provide teachers with additional ways of looking at the concepts in scoring reading and are items they could duplicate to use with students.</p>
15 - 20 minutes	<p>10. The next set of slides (22 – 29) focuses on helping teachers recognize different types of assessments they use and build a common vocabulary to talk about assessment. Emphasize the connections to instruction and the ability to adjust or target instruction for individuals or groups based on work sample results.</p> <ul style="list-style-type: none"> • Slide 25 is an individual, pair or small group discussion. Encourage participants to fill in the information for their school in their participant packet.

	Share results with large group.
~10 minutes	<p>11. Slides 30 - 34 provide some insight about how the reading work samples have helped improve reading skills in general and the importance of a planned reading program for high schools.</p> <p>12. Slides 35 – 37 give information to end the workshop.</p>
Optional – 10-20 minutes	<p>13. Have participants brainstorm or share instructional or professional development needs related to the scoring guide and work samples: such as taking margin notes, attending to text analysis, others. (<i>Refer to additional handouts in Participant’s Packet on instructional uses of the scoring guide</i>).</p> <p>14. Point out Level 3 – In-depth Scoring Guide & Application and Level 4 – Reading Task Development workshops may provide for some of the needs identified.</p> <ul style="list-style-type: none"> • Materials: Easel with chart paper, white board, document camera or small groups report out.
10 minutes	<p>15. Optional Question & Answer or Summary</p> <ul style="list-style-type: none"> • Be sure to identify future training opportunities for participants
Total = 90 – 120 minutes	
	<p><i>Participant Packet:</i></p> <ul style="list-style-type: none"> • <i>PowerPoint handouts to take notes</i> • <i>Graphic Flow Chart of Essential Skill options</i> • <i>Portrait Version of Scoring Guide</i> • <i>Official Reading Work Sample Feedback Form</i> • <i>Various handouts</i> <p><i>Sample Student Papers:</i></p> <ul style="list-style-type: none"> • <i>TR -1</i> • <i>TR-2</i> • <i>TR-3</i>



This PowerPoint presentation is intended to be used as a 90- minute to 2 hour introductory training session. An in-depth training session is also available. It provides more practice in calibrating participant's scoring to the scoring guide, connecting the reading work samples to classroom assessment and instruction, and developing understanding of the alignment of the Reading Scoring Guide to the Common Core State Standards.

Goals

Participants will know:



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

Goals for the training session – Emphasize that this is introductory – Level 2 training Participants may also wish to sign up for Level 3 In-Depth Reading Scoring Guide training and Level 4 – Developing Reading Work Samples.

State Education Law

For students first enrolled in grade 9 during the 2008 -2009 school year [and all subsequent years], school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed

(A) Read and comprehend a variety of text;



This is the Oregon Administrative Rule, adopted by the State Board of Education, that sets the diploma requirements for the Essential Skills. The Essential Skill of Reading is required for all entering freshmen classes beginning with those from 2008-09 (most of whom are seniors now). In addition, the Essential Skill of Writing will apply to students who entered 9th grade in 2009-10 school year and beyond; Apply Math will be required for students who first enrolled in 9th grade in 2010-11 and beyond.

Demonstrating Proficiency in Reading

1. OAKS Reading/Literature Assessment

Score of 236

2. Other Options

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

This slide shows the first 2 options -- OAKS assessment and other standardized assessments, with required scores, which can be used to demonstrate proficiency in the Essential Skill of Reading. Some of these may be helpful to some students, but more are likely to benefit from the next option: Reading Work Samples

A flow chart in the Participant's packet helps to clarify the 3 options

On March 11, 2011 the State Board of Education adopted additional tests and scores for proficiency in the Essential Skill of Reading. They are listed below. You do not need to share this information - it is here in case someone asks you about a specific course and score. Remember it is passing the test that counts - not taking the class.

AP English Literature & Composition, AP Macroeconomics, AP Microeconomics, AP Psychology, AP United States History, AP World History, AP United States Government & Politics, AP Comparative Government & Politics

All AP tests require a score of 3 or higher to meet proficiency requirements for the Essential Skill of Reading.

IB English Language , IB History of Americas, IB History of Europe, IB 20th Century Topics, IB Economics, IB Psychology, IB Social Anthropology

All IB tests require a score of 4 or higher to meet proficiency requirements for the Essential Skill of Reading.

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



An additional option, the use of Reading Work Samples, may also be used to demonstrate proficiency in the Essential Skill of Reading.

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.



Work Samples require equal rigor but provide a different format to demonstrate proficiency.

What are
the skills
of a
proficient
reader?



Use this as an interactive opportunity. Have participant's pair and share, small groups & report out, or whole group, depending on numbers.

Official Scoring Guide Traits

- Demonstrate understanding
- Develop an interpretation
- Analyze text



There are 2 versions of the Scoring Guide, one to be used with Informational text and one to be used with Literary text.

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.

OAKS Score Reporting Categories	Reading Work Sample Traits Scored
<ul style="list-style-type: none"> • SRC 1 – Vocabulary • SRC 2 – Read to perform a task • SRC 3 – Demonstrate General Understanding • SRC 4 – Develop an Interpretation • SRC 5 – Examine Content & Structure (Informational) • SRC 6 – Examine Content & Structure (Literary) 	<ul style="list-style-type: none"> • Not assessed • Not assessed • Demonstrate General Understanding • Develop an Interpretation • Analyze Text (Informational) • Analyze Text (Literary)

This slide shows a side-by-side comparison of the categories tested and reported on the OAKS Reading/Literature Assessment and on the Reading Work Sample scored with the Official Reading Scoring Guide. Two SRCs are not specifically assessed on the Reading Work Sample (1 & 2). Both assume a lesser role in the OAKS test at high school in terms of the percent of questions asked in these categories. During development of the Reading Scoring Guide, vocabulary was clearly subsumed under Demonstrate General Understanding and text that supports reading to perform a task, does not lend itself to Develop an Interpretation or Analyze Text.



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**

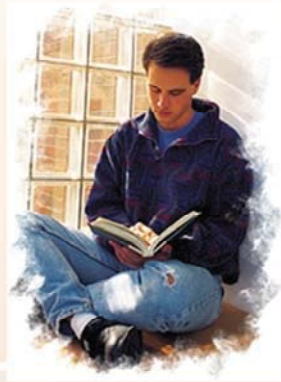


Overview of Develop an Interpretation. This trait focuses on deriving meaning by inference. Students demonstrate this trait by explaining how they came up with an interpretation, generalization, inference, etc.

Analyze Text – Informational

“Looking at the author’s craft”

- Author’s purpose, ideas and reasoning
- Writer’s Strategies
- 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.

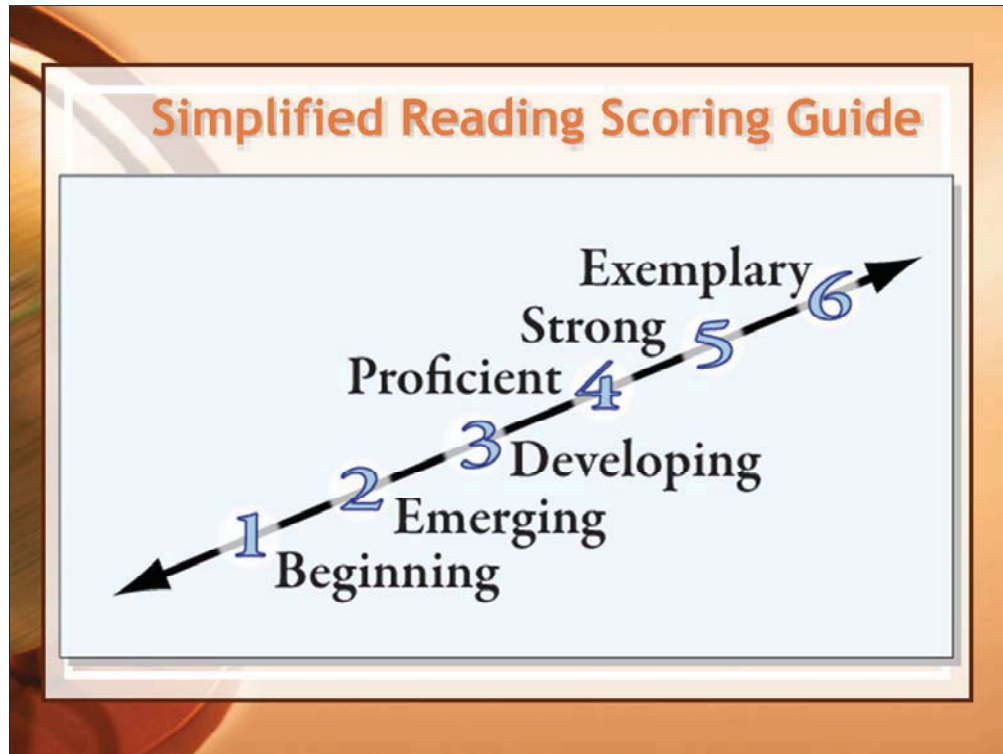
Analyze Text — Literary

“Applying Knowledge of Literature”

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

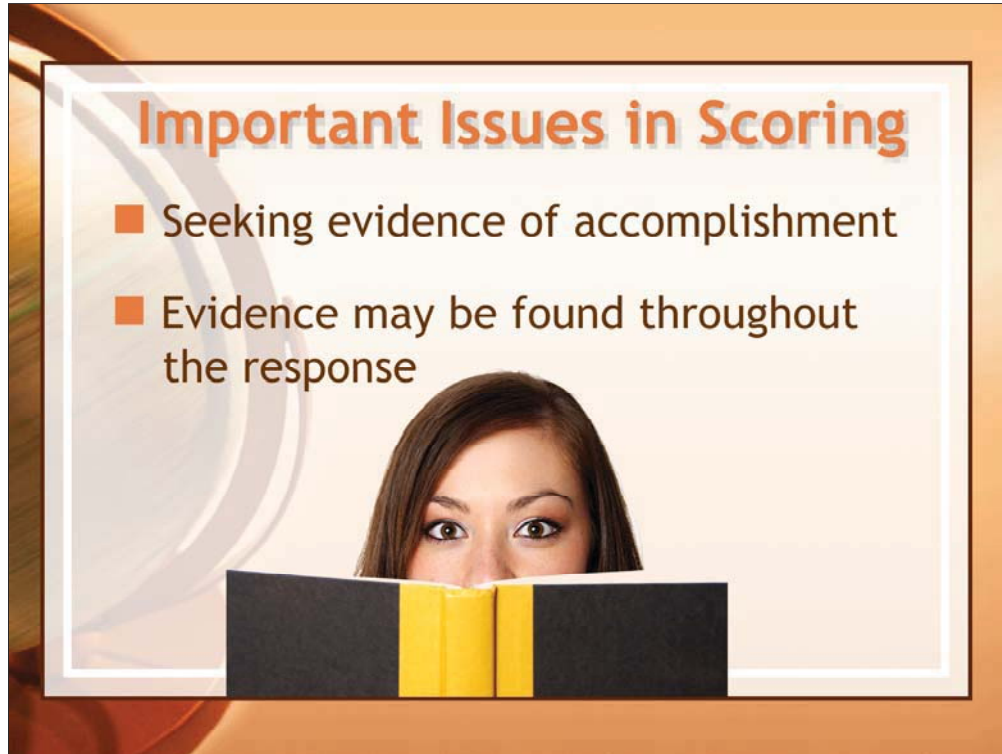


Overview of Analyze Text. In Literary selections, students are asked to analyze the author’s stylistic techniques and they may use knowledge of literature to explain the impact on the text. For example, a student might explain how a particular sentence creates a visual picture – with or without using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



This is a visual representation of the scale used in Oregon with single words to describe each score level. Point out that the scoring guide uses detailed descriptions to help raters determine where a student is performing on the 6 - point scale for each of the 3 traits and that the focus is on student performance on a specific work sample rather than an evaluation of the student's overall ability as a reader.

On the reading scoring guide, scores of 5/6 are described in one column as are scores of 1 / 2. However, all scores are available to use.

A woman with long dark hair is looking over the top of an open book. The book has black covers and a yellow spine. Overlaid on the image is a presentation slide with an orange border. The slide has a title 'Important Issues in Scoring' in orange text. Below the title are two bullet points, each preceded by an orange square: 'Seeking evidence of accomplishment' and 'Evidence may be found throughout the response'.

Important Issues in Scoring

- Seeking evidence of accomplishment
- Evidence may be found throughout the response

Reading Work Samples differ from Writing in that students are given a series of “prompts” in the form of questions to help them in responding to the text. Raters are not looking for answers to each question. Instead, questions are to prompt students to tell more about what they read. Evidence for each trait of reading may be found anywhere in the student response, (including within margin notes) not just within the question designed to prompt for the trait.

Important Issues in Proficiency

- Demonstrate proficiency on **two** tasks - at least one must be informative.
- Achieve a score of “12” or higher on each task (4,4,4, or combination of 3,4,&5)



Reading has a unique set of requirements for work samples:

- 2 tasks – 1 must be informative (other can also be informative or can be literary)
- Trait scores are added up for a total – 12 points if one rater scores, 24 points if 2 raters score
- But – no score in any trait may be lower than a 3 (from either rater)

Important Issues in Proficiency



- Students may revise worksamples for rescoring.
- 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.

- But – no score in any trait may be lower than a 3 (from either rater)


Scoring the First Anchor Paper

This anchor paper met the achievement standard in each trait.

Why did this paper earn these scores?



Paper TR 1 received all 4's. Lead participants through a discussion to help them find the descriptions in the scoring guide that best match this paper in each trait. Use the Facilitator's Guide to Leading the Scoring Session to assist you in leading participants through the scoring process. The papers are called "anchor" papers because they serve as strong exemplars to help raters calibrate (or anchor themselves) to the scoring guide.



Scoring the 2nd Anchor Paper

This anchor paper did not meet the achievement standard.

What scores did this paper earn?

Paper TR 2 received one 3 and two 2's. Again, refer to the Facilitator's Guide for help in leading this discussion.

Scoring

Within the Traits . . .

What differentiates
a 3 from a 4?



Discussion! Have raters use highlighters to emphasize key points between a 3 and a 4. In general, it is not difficult to recognize high papers or very low papers. The key decision point for many papers will be between a 3 or a 4, so raters must become proficient in making this distinction.

The in-depth training session in reading worksamples will give participants an opportunity to review many student papers and refine their expertise.

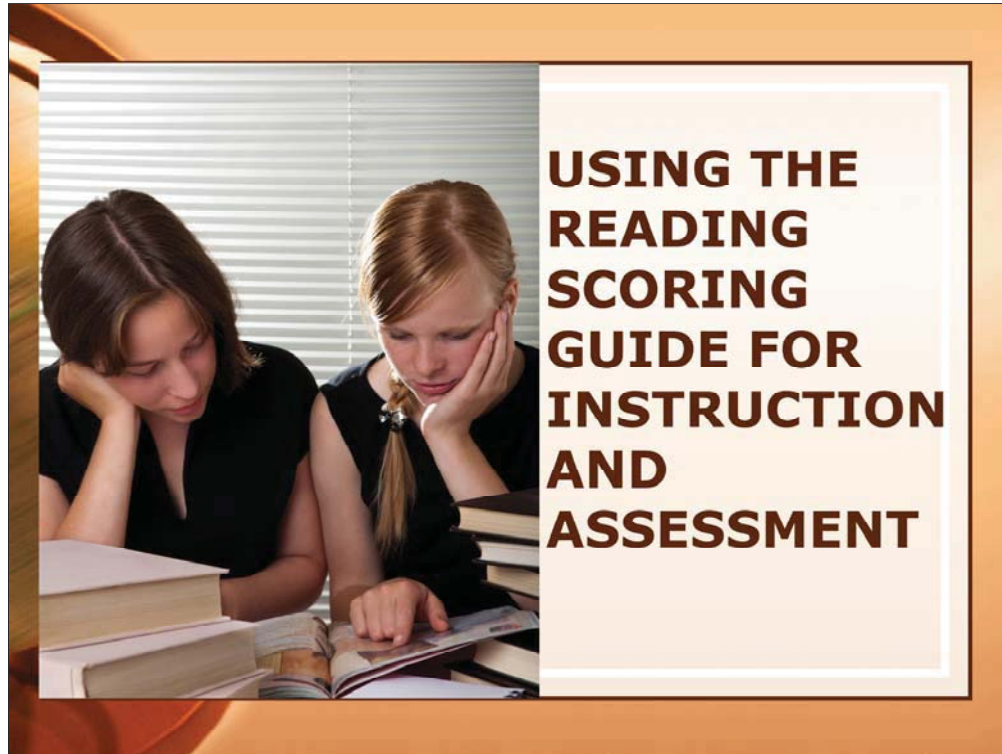
Scoring the 3rd Anchor Paper

Use the scoring guide to rate this paper.

What scores did this paper earn?



This paper received all 5's. (If someone thinks it deserves a 6, that is ok.) This paper is included in the introductory training so that raters can see the difference between a nice solid 4 and a more sophisticated 5 level paper.



USING THE READING SCORING GUIDE FOR INSTRUCTION AND ASSESSMENT

The next section looks at common vocabulary for various types of assessments and how the reading scoring guide can be used for both instruction and assessment in the classroom.

Building Consensus on Definitions of Assessments

Assessment	Purpose	When Administered?
Screening	Identify students at risk of reading difficulties & provides info to target instruction for all students	Beginning of year or semester; when new students arrive
Formative	Supports learning and informs instruction	Embedded directly in instruction to inform teacher decisions

These definitions provide common vocabulary for various assessments. They also define assessments by purpose and when they would most commonly be administered. Ask participants whether their school uses all or some of these assessments. (Many high schools do not use a screening test and should consider doing so.) Both types of reading assessments and the ones on the following slide are recommended in the Oregon Literacy Framework.

Multiple Uses for the Scoring Guide

▪ **Instructional Tool**

- Makes targets explicit to students
- Opportunities to show students models from website or other examples

▪ **Screening Tool**

- Help determine likelihood of reaching proficiency – on target, need assistance, at risk
- Help determine which students need additional instruction and coaching

Talk about importance of Reading Scoring Guide as a powerful instructional tool. Have participants discuss how they could use the reading scoring guide in their classrooms. This discussion empowers teachers to incorporate work samples in addition to the school assessment plan or where no assessment plan exists yet. Depending on the size of the group you may want to have them pair/share or form small groups to discuss this. If a school has no other screening tool, having students complete a Reading Work Sample at the beginning of 9th grade can assist in determining the risk level of students for Essential Skill proficiency.

Building Consensus on Definitions of Assessments

Assessment	Purpose	When Administered?
Interim and Predictive	Determine the progress of individuals or groups of students based on focused elements of content	Occasional, based on curriculum & other instructional milestones
Summative	Determine how much knowledge and skills individuals or groups of students (e.g. programs, schools, districts and states) have acquired.	Periodically after a substantial period of time (e.g. end of the year and end of course).

Depending on time available, you may want to have participants discuss how various assessments in their schools are used.

Multiple Uses for the Scoring Guide

■ **Formative & Interim Assessments**

- Inform instructional strategies
- Provide data on student progress

■ **Classroom/ Summative Assessment**

- End of unit, course, etc. or Essential Skills



Teachers can use Reading Work Samples to determine student progress throughout their courses or on a planned schedule. They do not have to assign all parts of the work sample or score all elements – for example, after a lesson on text analysis, having students respond to only questions on text analysis would be an appropriate use of the scoring guide.

Formative Assessment and the Scoring Guide

- The Scoring Guide can help to identify reading strengths and weaknesses.
- Students learn where to focus to improve reading skills.
- Teachers learn where additional instruction is needed.



As students become familiar with the reading scoring guide (point out student language version) they will begin to understand what they need to do in order to improve their scores. Have participants look at student language version of scoring guide in their handout packets.

Summative Assessment

Classroom Assignment

Grade on one or all traits

Essential Skills Work Sample

Meet requirements for Oregon diploma



Although the scoring guide can be used on work samples for Essential Skill proficiency, it can also be used in the classroom as part of regular assignments and scores can be converted into whatever grading system the teacher uses.

Assessment	Does your school have an assessment plan?	Does your school have a data analysis & use plan?
Screening		
Formative		
Interim and Predictive		
Summative		

This slide focuses on the importance of a school or district assessment plan. High school English departments may want to consider developing such a plan for reading and writing if one does not exist at the school level.

Does your school have a plan as to who gets assessed and when they are assessed?

Does your school have a plan as to who analyzes the data, how the data are analyzed, when the data are analyzed and how the information from the analysis is used?

Where is information about the assessment plan kept and who has access/knowledge about it?

Is the assessment plan written and made available to all staff in the school?

Participants can fill out the corresponding handout in their packet or use it as a springboard for discussion.



**Kathy Haynie,
Literacy Coach,
Oregon City HS**

Teachers at Oregon City High School use Reading Work Samples for instruction because the RWSs are so closely aligned to the standards & the OAKS test.

Particularly in the reading intervention classes, the teacher focuses instruction on the RWSs and finds that students who do well on the RWSs are more likely to pass the OAKS class at the end of the course. Last year, **93%** of juniors passed the OAKS Reading/Literature test.

Oregon City High School believes that using the Reading Work Sample & Scoring Guide as an instructional tool has made a significant difference in students passing the OAKS test who had not previously been able to achieve the required 236 score.



**Pam Proise,
ELL/Literacy Specialist,
McMinnville SD**

McMinnville High School Reading Lab teachers worked with juniors who had not yet met the OAKS standard using think-aloud strategies and engaging reading practice tasks. Then, students analyzed their responses using the Reading Scoring Guide. Finally, they completed two Reading Work Samples.

Most students met the standard on both work samples, and some even passed the OAKS test as a result of these learning strategies!

McMinnville SD had very good results when students learned to complete reading work samples and use the scoring guide. Many met Essential Skill requirements with work samples and a number also met via the OAKS 236 standard.



**Teri Houghton,
English Dept. Chair,
Grants Pass HS**

Using discussion and practice with the Reading Work Samples and the scoring guide were the only direct instructional practices I used between my students' first and second attempts on the OAKS Reading Assessment.

I am convinced that the scoring guide and Reading Work Samples call on students to demonstrate what good readers do to comprehend, make supported inferences, and analyze the text and author's craft. Many of my students were able to transfer this understanding to higher scores on the OAKS test and meeting the standard.

Full quote from Teri:

After my sophomores completed their first round of OAKS Reading testing, we spent time in class working with Reading Work Samples. After my students completed one practice task, we looked at samples of student responses and compared them to the language in the scoring guide. Students identified examples of responses that demonstrated passing scores and suggested ways the incomplete responses could be improved to demonstrate a score of 4 or higher on the scoring guide. Small group and whole class discussions were used. Many of my students who were within several points of meeting the standard on the OAKS test were able to meet it on their next attempt.

The discussion and practice with the Reading Work Samples and scoring guide were the only direct instructional practices used between the students' first and second attempts on the state test. I am convinced that the scoring guide and Reading Work Samples call on students to demonstrate what good readers do when they understand what they are reading, can make supported inferences, and analyze the text and author's craft. Many of my students were able to transfer this understanding to higher scores on the OAKS test.

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. . . .

This is the start of a very powerful research finding. This section seems obvious, but it is worth reading aloud or having a participant read the slide aloud to lead into the next.

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 finding has implications for all teachers and for district/building approaches to increasing student achievement in reading in middle schools and high schools.

Resources

ODE website:

Oregon Literacy Framework: Assessment Section

<http://www.ode.state.or.us/search/page/?id=2834>

Work Samples

www.ode.state.or.us/go/worksamples

Oregon Data Project:

<http://www.oregondataproject.org/>

Assessment of Essential Skills Toolkit:

<http://assessment.oregonk-12.net/>

Here are some site for reading assessment resources. The go/worksamples address does not work as a link, but if you type /go/worksamples in the address line of your browser on the ODE homepage following www.ode.state.or.us, it will take you directly to a page of information on work samples. You can also use the search feature and type in worksamples as one word. Many resources are available in the Resources and Promising Practices section for Reading Work Samples and more are added frequently.

Oregon Data Project provides training in establishing assessment systems and analyzing data, as well as in the specific Essential Skills of Reading, Writing and Mathematics.

The Assessment of Essential Skills Toolkit provides a step by step approach to designing a district assessment system geared to students meeting diploma requirements.

Future Reading Work Sample Trainings

1. In-Depth Reading Scoring Guide Training Level 3

- Dates:

2. Reading Work Sample Task Development Level 4

- Dates:

Contact Information:

Fill in any workshop dates you have scheduled and your contact information here.

A Final Thought

"Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is both freedom from - from ignorance, oppression, poverty - and freedom to - to do new things, to make choices, to learn."

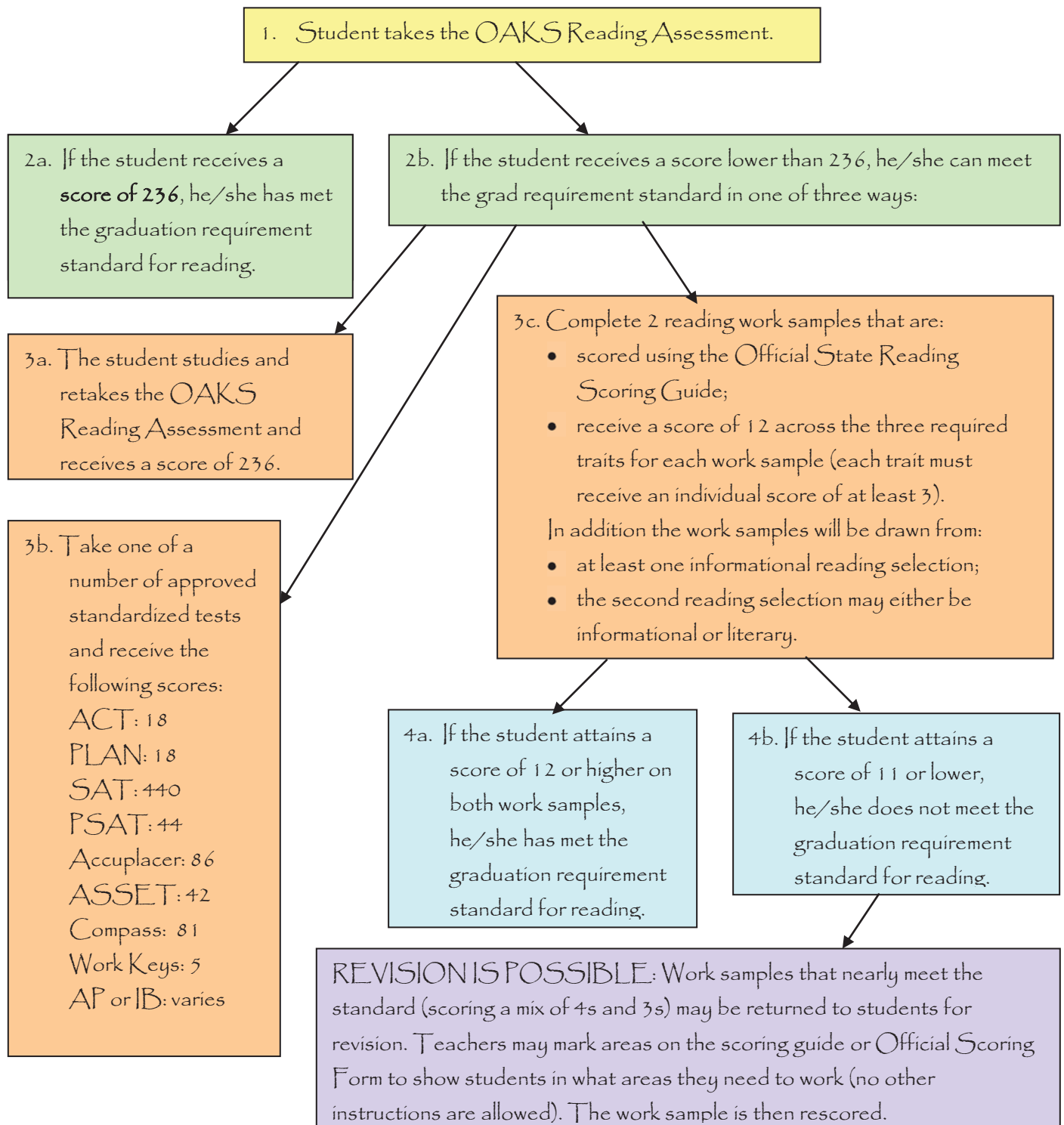
Koichiro Matsuura

This is a quote to use as a final thought in ending the session and gives a nice focal point during a Q & A period.

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Options for Demonstrating Proficiency in the Essential Skill of Reading Flow Chart

To meet the graduation requirement for the essential skill of “read and comprehend a variety of text” follow these steps.



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Reading Scoring Guide Facilitator Recommendations for Leading Scoring Activity

Suggestions for Use of Student Papers

Explain that this part of the training will be looking at the scoring guide for informational text. The three trait areas are the same for informative and literary text, but Demonstrate Understanding and Analyzing Text have some different descriptors that are dependent on the text type. The process for scoring reading is the same for both types of text.

Remind scorers that evidence of reading skill can be found anywhere in the reading task from the margin notes to any of the answers to the prompts. This is critical that they not fall into thinking that demonstration of skills has to be in specific places. This is especially true when students elect to not respond to part of the prompts or do not answer the prompt in an anticipated way. Reading scoring is not a search for the “correct” answer, but collecting evidence of skill in three reading traits.

Scoring of Student Papers

To prepare for the discussions that follow, the facilitator should read the reading tasks and commentaries noting where demonstrations of skills occur. It can be helpful to code responses with DU, DI, and TA for what skill is being demonstrated. Commentaries will help raise points for the discussions here. There is a commentary page for each sample.

There are two schools of thought on training for the reading scoring guide. Some facilitators prefer teaching one trait at a time and looking at 3+ papers to score and teach the score points (similar to training in writing scoring). Others prefer to teach all three traits while looking at one task before moving to a similar task at a different level of performance. Either technique can work. The following lesson plan is written using the first method for training. All of the samples used are the same reading task from different students.

Demonstration of Understanding: Informational Text

Close reading of the scoring guide.

- Note the heading “*Getting the gist*” and the bold description of what that means.
- Participants review scoring guide focusing on what is required for meets, then for nearly meets.
- Facilitator then clarifies the factors that usually differentiate a 3 from a 4 in this trait (partial vs. complete understanding of main ideas, details, sequence of events, and relationships among ideas; able to differentiate between facts and opinion at a 4, some confusion at a 3).
- Participants review scoring guide for 5/6. The difference between a 5 and 6 level response is the thoroughness of the response, the level of recognition of subtleties, ambiguities, and complexities within the text, and differentiates between and/or summarizes facts and opinions.
- Participants review scoring guide for 1/2. A two level shows limited skills or incorrect understanding of the text while a one has too few responses to demonstrate skill.

Paper 1: Are Americans Destined for a Diet of Bread and Water? TR 1

- Participants read the entire sample task. (Allow time for participants to read the article the when reading the first sample)

- Facilitator asks each of the following questions and waits for response: “Where do you see evidence of demonstrating understanding?” “Does the evidence indicate an accurate literal understand of main ideas and supporting details?” “Does the evidence identify and/or summarize sequence of events or relationships among ideas?”
- “If yes, then the task is at least a 4, as this clearly is. Is there any reason to go above a 4 here?” (No, responses indicate this paper meets, not exceeds.)

Paper 2: Are Americans Destined for a Diet of Bread and Water? TR 2

- Participants read the entire sample task.
- Same process and questions, except that this time, not all the answers will be yes.
- Participants will find some evidence, but not enough to justify a 4. Discussion will likely be around “Is the demonstration a 2?” (No, it is a low 3. See commentary.)

Paper 3: Are Americans Destined for a Diet of Bread and Water? TR 3

- Participants read the entire sample task.
- Same process and questions.
- “If yes, then the task is at least a 4, as this clearly is. Is there any reason to go above a 4 here?” (Yes, responses indicate exceeds, not meets.)

Develop an Interpretation: Informational Text

Close reading of the scoring guide.

- Note the heading “*Reading between the lines*” and the bold description of what that means.
- An area that some scorers have difficulty with is “connections.” For a connection to add to a student’s response, it must be more than a literal connection (e.g., article mentions honey, and the student responds with, “I like honey” is a simple literal connection.). A literal connection does not detract from the score, but it does not add value in developing an interpretation.
- Participants review scoring guide focusing on what is required for meets followed by nearly meets.
- Facilitator then clarifies the factors that usually differentiate a 3 from a 4 in this trait (reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections, or predictions with textual evidence vs. interpretations that may be overly broad, simplistic, or incomplete with inadequate textual evidence; 3 responses may show some misunderstanding).
- Participants review scoring guide for 5/6. The difference between a 5 and 6 response is the thoroughness of the response, the level of complexity, recognition of subtleties, and implicit relationships with well-supported relevant, valid textual evidence.
- Participants review scoring guide for 1/2. A two level shows limited skills or interpretation not supported by the text while a one has too few responses to demonstrate skill.

Paper 1: Are Americans Destined for a Diet of Bread and Water? TR 1

- Participants review the entire sample task.
- Facilitator asks each of the following questions and waits for response: “Where do you see evidence of developing an interpretation?” “Does the evidence

indicate a reasonable interpretation, conclusion, generalization, connection, or prediction?" "Is there some textual evidence cited?"

- "If yes, then the task is at least a 4, as this clearly is. Is there any reason to go above a 4 here?" (No, responses indicate meets, not exceeds.)

Paper 2: Are Americans Destined for a Diet of Bread and Water? TR 2

- Participants review the entire sample task.
- Same process and questions.
- Participants will find some evidence, but not enough to justify a 3 or a 4. Discussion will likely be around "Is the demonstration a 1?" (No, it is a 2. See commentary.)

Paper 3: Are Americans Destined for a Diet of Bread and Water? TR 3

- Participants review the entire sample task.
- Same process and questions.
- "If yes, then the task is at least a 4, as this clearly is. Is there any reason to go above a 4 here?" (Yes, responses indicate exceeds, not meets.)

Analyzing Text: Informational Text

- Close reading of the scoring guide.
- Note the heading "Looking at the Author's Craft" and the bold description of what that means.
- Participants review scoring guide focusing on what is required for meets and then for nearly meets.
- Facilitator then clarifies the factors that usually differentiate a 3 from a 4 in this trait (identifies author's purpose and makes reasoned judgments about author's ideas and/or strategies that contribute to effectiveness with some textual evidence vs. may provide an overly general identification of author's purpose and/or superficial judgments about author's ideas or strategies with limited textual evidence; a 3 may also have some inaccuracies in parts of the analysis).
- Participants review scoring guide for 5/6. The difference between a 5 and 6 level response is the thoroughness and complexity of the response, the depth of the analysis, and the specific, strong, accurate textual evidence.
- Participants review scoring guide for 1/2. A 2 level shows limited skills or incorrect analysis of author's purpose, strategies, and/or ideas while a 1 level has too few responses to demonstrate skill.

Paper 1: Are Americans Destined for a Diet of Bread and Water? TR 1

- Participants review the entire sample task.
- Facilitator asks each of the following questions and waits for response: "Where do you see evidence of analyzing text?" "Does the evidence indicate a reasonable identification of author's purpose, judgment of author's ideas and/or strategies?" "Is there some textual evidence cited?"
- "If yes, then the task is at least a 4, as this clearly is. Is there any reason to go above a 4 here?" (No, responses indicate meets, not exceeds.)

Paper 2: Are Americans Destined for a Diet of Bread and Water? TR 2

- Participants review the entire sample task.
- Same process and questions.

- Participants will find some evidence, but not enough to justify a 3 or a 4. Discussion will likely be around “Is the demonstration a 1?” (No, it is a 2. See commentary.)

Paper 3: Are Americans Destined for a Diet of Bread and Water? TR 3

- Participants review the entire sample task.
- Same process and questions.
- “If yes, then the task is at least a 4, as this clearly is. Is there any reason to go above a 4 here?” (Yes, responses indicate exceeds, not meets.)

Note: It is likely that teachers will find limited responses to this trait when scoring student papers until instruction begins to focus on these issues. Using the student scoring guide and samples of student work such as these or examples from the ODE Website is a powerful technique to begin to raise student awareness of what this trait describes.

DEMONSTRATE UNDERSTANDING: Informational Text

"Getting the gist"

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

5/6– EXCEEDS

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

Reader responses

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

4 – MEETS

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

Reader responses

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

3 – NEARLY MEETS

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

Reader responses

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

1/2 – DOES NOT YET MEET

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

Reader responses

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

DEVELOP AN INTERPRETATION: Informational Text

"Reading between the lines"

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

5/6– EXCEEDS

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

Reader responses

- make note of subtleties, complexities, and implicit relationships in interpreting the text (e.g., ideas, themes, reasoned arguments, events, characters)
- provide well-supported relevant, valid textual evidence

4 – MEETS

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

Reader responses

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

3 – NEARLY MEETS

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

Reader responses

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

1/2 – DOES NOT YET MEET

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

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

ANALYZING TEXT: Informational text

"Looking at the Author's Craft"

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

5/6– EXCEEDS

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

Reader responses

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

4 – MEETS

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

Reader responses

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

3 – NEARLY MEETS

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

Reader responses

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

1/2 – DOES NOT YET MEET

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

Reader responses

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

*Writers sometimes use techniques known as literary devices in informational text. Common literary devices include irony, satire, foreshadowing, flashback, simile, metaphor, personification, symbolism, allusion, exaggeration, etc. Students are not required to identify the device by name, but may comment on the effect or notice the strategy.

DEMONSTRATE UNDERSTANDING: Literary Text

“Getting the gist”

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

5/6– EXCEEDS

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

Reader responses

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

4 – MEETS

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

Reader responses

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

3 – NEARLY MEETS

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

Reader responses

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

1/2 – DOES NOT YET MEET

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

Reader responses

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

DEVELOP AN INTERPRETATION: Literary Text

“Reading between the lines”

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

5/6– EXCEEDS

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

Reader responses

- make note of subtleties, complexities, and implicit relationships in interpreting the text (e.g., ideas, themes, reasoned arguments, events, characters)
- provide well-supported relevant, valid textual evidence

4 – MEETS

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

Reader responses

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

3 – NEARLY MEETS

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

Reader responses

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

1/2 – DOES NOT YET MEET

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

Reader responses

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

ANALYZING TEXT: Literary Text

“Applying Knowledge of Literature”

Literary Elements (e.g., theme, character, plot, setting, voice, narrator, characterization, tone, mood, etc.) and Literary Devices (e.g., figurative language, imagery, point of view, foreshadowing, flashbacks, symbolism, etc.)

5/6– EXCEEDS

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

Reader responses

- provide thorough, in-depth analysis of how literary elements and devices contribute to the effectiveness of the selection
- provide specific, strong, accurate textual evidence

4 – MEETS

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

Reader responses

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

3 – NEARLY MEETS

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

Reader responses

- provide overly general or simplistic analysis of how literary elements and devices contribute to the effectiveness of the selection
- or
- identify elements and devices without explanation of their effectiveness
- provide limited textual evidence

1/2 – DOES NOT YET MEET

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

Reader responses

- provide little or no analysis of how literary elements and devices contribute to the effectiveness of the selection
- provide limited or no textual evidence

Training Papers

Level 2 – Intro to Reading Scoring Guide

Paper #	DU	DI	AT
TR 1	4	4	4
TR 2	3	2	2
TR 3	5	5	5

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Participant Score Recording Sheet

PAPER #	Title	DU	DI	AT
TR 1	Are Americans Destined for a Diet of Bread and Water?			
TR 2	Are Americans Destined for a Diet of Bread and Water?			
TR 3	Are Americans Destined for a Diet of Bread and Water?			

Space is provided in this table to allow you to record your original score, the expert score and any comments you wish.

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intentionally left blank.

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

TR1

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 _____

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:

← very true

how so?

oh I see now

foods I love

very interesting

people need to start
taking this seriously
and caring about what
happens

Reading Performance Assessment Practice Task F5
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 Associated Press.

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

awful, so sad

*I hope they find the
reason. I heard cell
phones are killing off
the honeybees.*

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

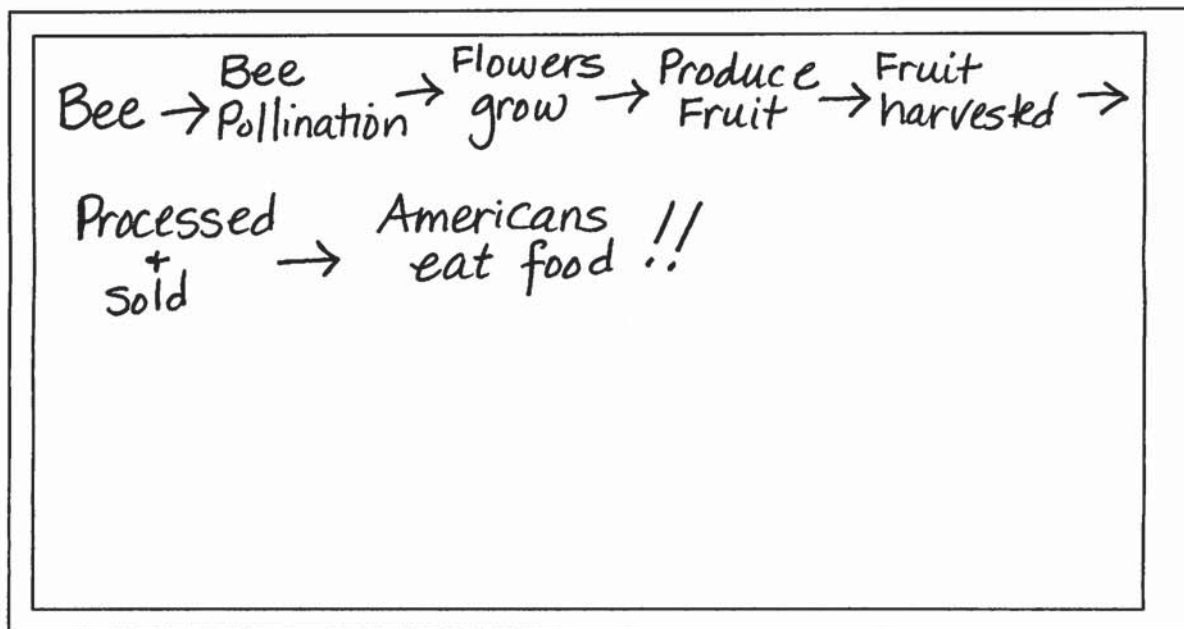
*The honey bee's health was still poor and most bees were ailing.
"Even before the disorder struck, America's honeybees were in
trouble." "... their genes do not equip them to fight
poisons & disease."*

Reading Performance Assessment

Task 5

High School – 2009 – A\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 this 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.

w/out the bees many foods would cease to exist and Americans would be reduced to eating Bread & water. By the way things are going this could be our destiny.

"One-third of the American diets comes from insect-pollinating plants, and the honeybee is responsible for 80 percent of that pollination,"

Reading Performance Assessment

Task 5

High School – 2009 – A 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's referring to the circumstances we are going through that has the potential to wipe out all honeybees. "Do they have the resilience to bounce back? We will know by the end of this summer."

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

They are trying to raise awareness and inform the public of the bee crisis and to warn them of the potential side effects by being serious and adding facts and evidence.

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

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
Supports everything with facts	he has direct statements from trained professionals
straight to the point, provokes emotion	he provokes emotion not by talking about how awful it is his own beliefs but by being very matter of fact in a serious way.
is very passionate	you can tell by his context that he takes this matter very seriously and is desperately trying to bring awareness about.

Reading: Essential Skills Scores and Commentary

Work Sample Title:

Paper Number: TR 1

Are Americans Destined for a Diet of Bread and Water?

X Informative
 Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
4	4	4

Demonstrate Understanding: 4

Responses indicate **accurate, literal understanding of the main idea and supporting details**. The response to question 1 identifies a basic understanding of the health of the honeybee population. The flow chart response to question 2 **identifies the sequence of events and relationships** in the article. The margin notes do not significantly add to the student's level of skill demonstration.

Develop an Interpretation: 4

Responses **present reasonable interpretations and generalizations with textual evidence**. The margin notes (e.g., *"people need to start taking this seriously and caring about what happens,"* and *"I hope they find the reason. I heard cell phones are killing off the honeybees"*) demonstrate some **obvious interpretations and connections**. In question 3, the student **draws a conclusion** supported with some textual evidence. Question 4 adds to this trait with some support for an **unstated main idea**. All of these responses together demonstrate proficiency.

Analyze Text: 4

The response to question 5 **identifies author's purpose** with textual support. In question 6, the responses provide examples of strategies used by the author to seem accurate or believable. The student's explanations **make reasoned judgments about the author's ideas and strategies**.

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Reading Performance Assessment

Task 5

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

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. *wonder*

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:

People need to take more care of the bees. How do they know if the bees are good to have? Bee can kill things. I wonder how bees can work so hard? I feel sorry for the bees.

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

Task 5

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:*

Why is
the bee
preaching so
loud.

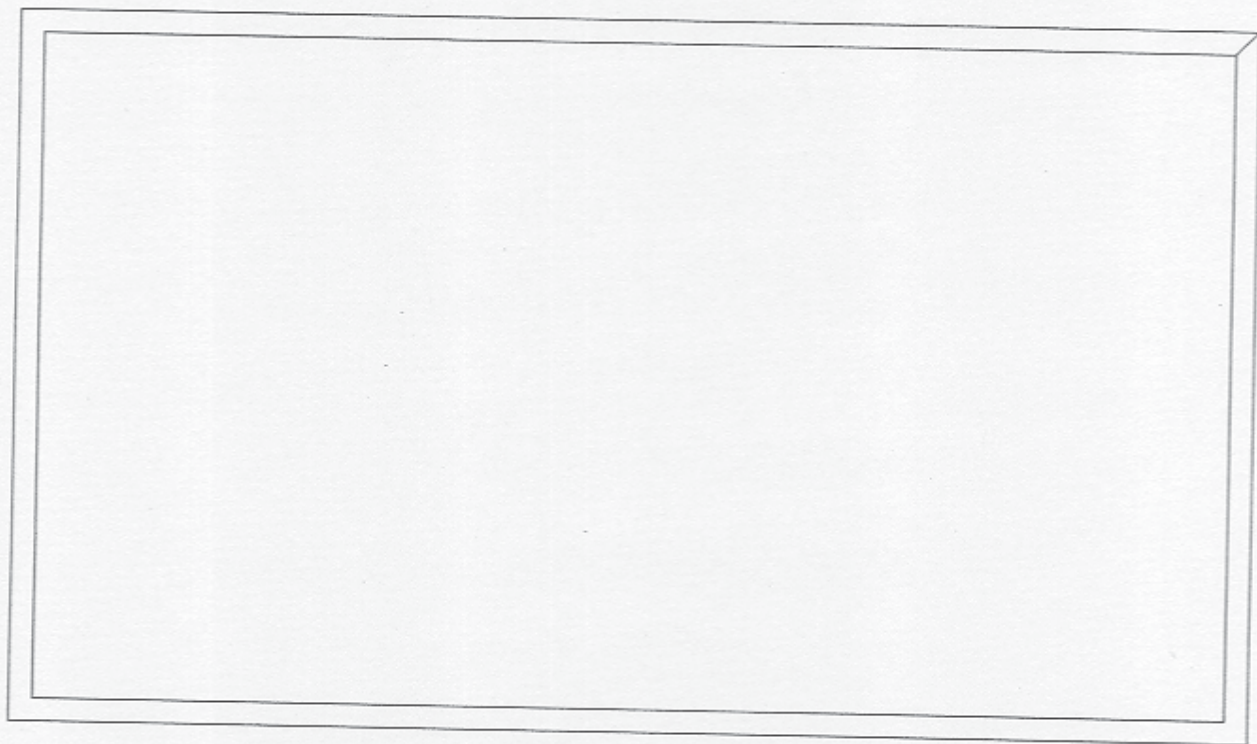
Scientists
should work
harder to
find out why
they are
dying.

I wonder
what states
it is happening
in. Bees

1. What was the general health of the honeybee population **before** the mystery die-off ^{are very cool} began? **Give an example** from the text. There was 80 percent of bee pollinating a lot of plants.

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.

Because
Honeybee Don't just get honey they
Pollinate the plants we eat, that
why we should eat bread and water!
the bee population is going down
every day.

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**.

The food crisis went down after the bees die-off.

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

The problem started in November and seemed to have spread to 27 states, which is similar collapses reported in Brazil and other place.

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
talks about how the bees pollinate a lot of our food	Because with out food we can't live so we need the bees
this is spreading to 27 states	The scientists it the ones making this believable
honeybees add about \$15 billion a year in food value to our supply.	which this is defly something to believe because without bees we will die.

Reading: Essential Skills Scores and Commentary

Work Sample Title:

Paper Number: TR 2

Are Americans Destined for a Diet of Bread and Water?

☒ Informative
☐ Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
3	2	2

Demonstrate Understanding: 3-

There are not enough responses to demonstrate proficiency, and the responses are superficial. The margin notes make an attempt to identify a fact and an opinion, but are incorrect. The student does share an opinion in the margin notes. There are short restatements of items from the article in questions 1, 3, 5, and 6 that indicate **a partial understanding of the main idea.**

Develop an Interpretation: 2

The responses show limited skills. The interpretation given in question 4 is incorrect (*The food crisis went down after the bees die-off.*). There is a minimal interpretation in part of the response in question 6 (*“Because without food we can’t live so we need the bees”*) that keeps this piece from scoring a 1.

Analyze Text: 2

There are too few reader responses to demonstrate skills. In question 6, there is a minimal analysis in “the scientists is the ones making this believable” in response to how it seems accurate/believable.

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intentionally left blank.

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

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:

I had no idea honeybees pollinated these flower crops.

Big Fact, it says so.

This would be an opinion. It's what Hackett says & believes.

I wonder why the bees are dying off. maybe a climate change or how human affect their environment?

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

Task 5

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.

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



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.

*I didn't know this
either. This whole
paragraph are facts.*

"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.

*Because of how big
a part bees play in
pollinating a large portion
of our crops, them
dying off would cause a
huge crisis in our society.
It reminds me of the
1920s-1930s with the great
Depression & the dust
bowl.*

Used by permission of the Associate Press.

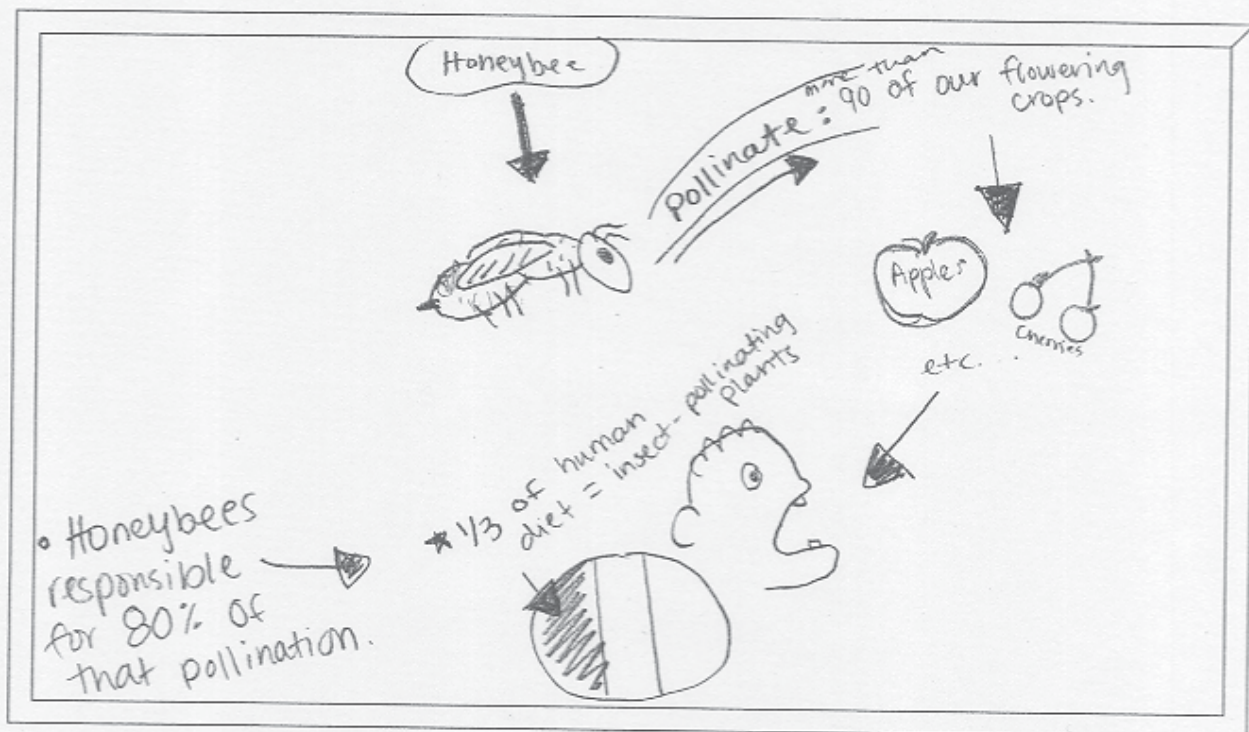
1. What was the general health of the honeybee population **before** the mystery die-off began? **Give an example** from the text.

The honeybee population was already decreasing slowly because of how their genes are made up.

EX: "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."

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 title of the article gets the readers attention because to survive, you have to eat. In the article, Kevin Hackett, the national program leader for the USDA's bee & pollination program, says that if the dying of the honeybee continues, we could end up being "stuck with grains and water." This is his opinion that he feels is possible based on the bee situation and I think a lot of it is dramatic affect.

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**.

Kevin Hackett is basically asking if the bees will be able to overcome whatever it is that is killing them. He uses a metaphor of a storm to symbolize the wave of death and weather for the bees strength to ride it out. Also, his next quote, "Do they have the resilience to bounce back...", sort of ties on to the end of his last and just re-phrases it.

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

The purpose of writing this article was to inform the reader of the honeybees role in the U.S. The first sentence says, "... honeybees could have a devastating affect on America's dinner plate..." I like that the author uses the word devastating because it shows the seriousness of the situation.

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
• uses Language that is persuasive	• The words in the article are descriptive and almost overly used. Like above I mentioned the word devastating.
• Uses Facts & statistics	• People believe facts and stats. because they can be backed up with evidence. They're called facts for a reason.
• gives background information on the honeybee's health.	• Giving information on the bee's health record was a good idea because it helps the reader to understand how fragile they are and how easy it is to kill them.

Reading: Essential Skills Scores and Commentary

Work Sample Title:

Paper Number: TR3

Are Americans Destined for a Diet of Bread and Water?

X Informative

 Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
5	5	5

Demonstrate Understanding: 5

Responses indicate **accurate, thorough understanding of main idea and supporting details**. Margin notes and part of question 3 identify facts and opinions. Questions 1 and 2 clearly discuss the relationships between the main idea and supporting details with textual support.

Develop an Interpretation: 5

The margin notes provide a **prediction** on the first page and a **connection** to the Dust Bowl on page 2. In question 3, the student supports an interpretation of the title with **reasoned support** and **textual evidence**. The response to question 4 discusses and supports an unstated main idea. The responses indicate “reading between the lines” with **predicting, interpreting, and recognizing unstated main ideas**.

Analyze Text: 5

The student begins to demonstrate skills in analyzing text in question 3 with the comment about the “*dramatic effect*” of using the bee situation as a means to get the reader’s attention. The explanation of the use of the storm metaphor and the quote in question 4 demonstrate analysis of how the **writer’s strategies contribute to the effectiveness** of the selection. This demonstration continues in question 5 where the **author’s purpose** is discussed and supported with text. The author’s **strategies** used to convince the reader that the information is accurate and believable are discussed in question 6. All of these responses demonstrate a thorough analysis of informational text with **specific, accurate textual evidence**.

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intentionally left blank.

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:

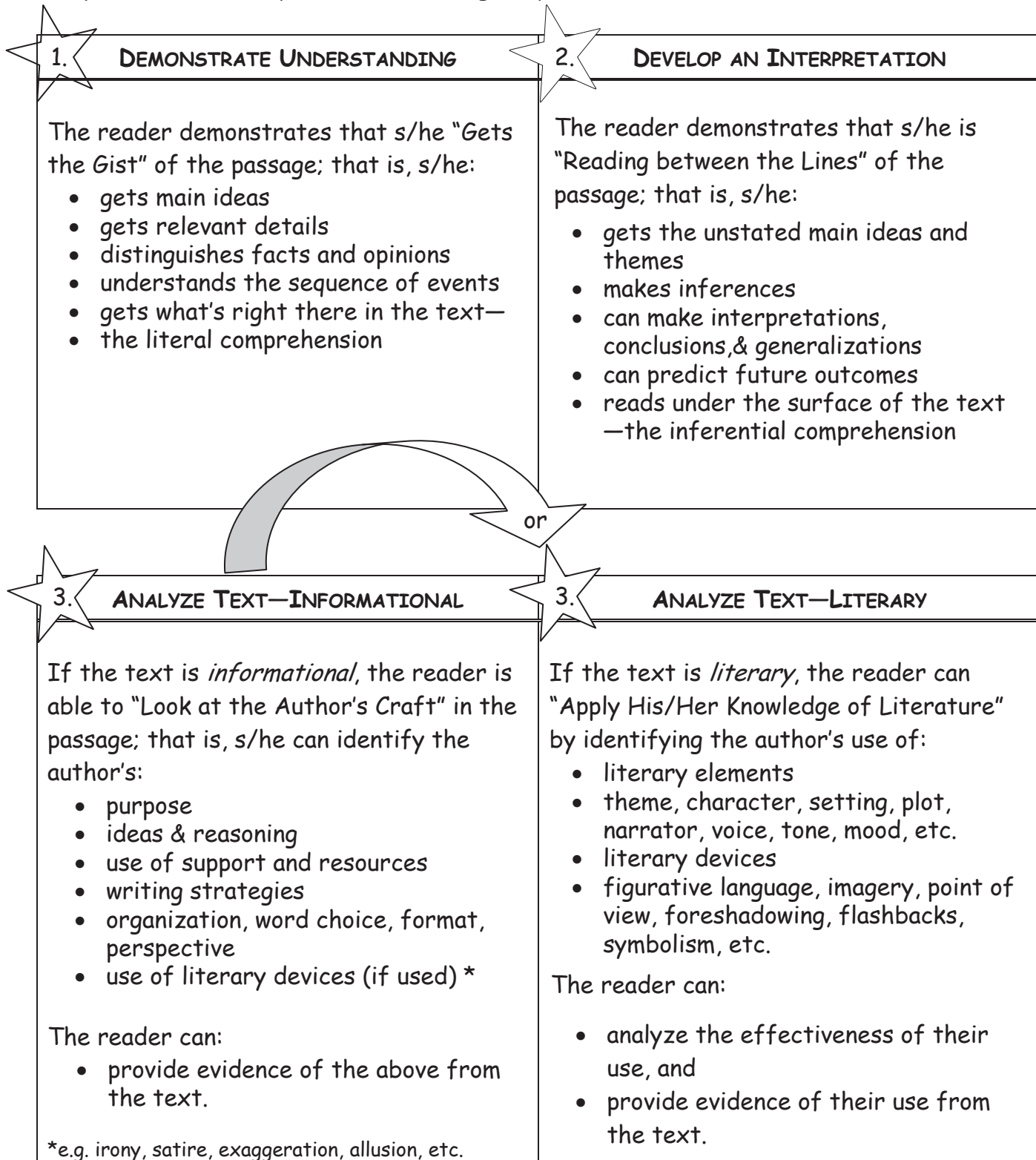
- ☐ How literary elements contribute to effectiveness
- ☐ How literary devices contribute to effectiveness
- ☐ Some evidence from the text to support the above

Rater ID Number, Initials, or Name: _____

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intentionally left blank.

Traits Overview on the Reading Scoring Guide

When your work sample is scored, the scorer will be looking for the following items in your response. The more you include, the higher your score.



Simplified Reading Scoring Guide

6.	The work is excellent. I gained insights from reading the student's responses.
5.	The work shows the student nailed it; he/she provides strong evidence.
4.	The work shows that the student got it and he/she provides enough evidence. (There are more strengths than weakness.)
3.	The work shows that the student may have gotten it, but did not provide enough evidence. (There are more weaknesses than strengths.)
2.	This work is not close. The student made an effort but appears confused.
1.	This work demonstrates that the student didn't understand the reading.

Reading Scoring Guide – Informational Text

Student Language Version

Traits	Skill Areas	5/6– EXCEEDS <i>Responses are</i> <ul style="list-style-type: none"> Insightful Complex Exceed high school level 	4 – MEETS <i>Responses are</i> <ul style="list-style-type: none"> Sufficient Proficient At high school level 	3 – NEARLY MEETS <i>Responses are</i> <ul style="list-style-type: none"> Sketchy Inaccurate Shallow 	1/2 – DOES NOT YET MEET <i>Responses are</i> <ul style="list-style-type: none"> Too short Incorrect Unclear
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"> • Sketchy • Inaccurate • Shallow 	Responses are <ul style="list-style-type: none"> • Too short • Incorrect • Unclear
ANALYZE TEXT – INFORMATIONAL TEXT <i>“LOOKING AT THE AUTHOR’S CRAFT”</i>	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
		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>Sketch</i> • <i>Inaccurate</i> • <i>Shallow</i> 	Responses are <ul style="list-style-type: none"> • <i>Too short</i> • <i>Unsatisfactory</i> • <i>Incorrect</i>
ANALYZE TEXT – INFORMATIONAL TEXT “LOOKING AT THE AUTHOR’S CRAFT”	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 				

School Reading Assessment & Data Analysis Plan

Assessment	Describe your school's reading assessment plan?	Describe your school's data analysis & use plan?
Screening		
Formative		
Interim and Predictive		
Summative		

Reading Work Samples and Instruction

Why would a teacher assign work samples?

1. Work samples increase reading comprehension.
2. Interacting with the text is a truly effective strategy that proficient readers use. Work samples encourage students to stay engaged with the text.
3. Completing work samples at earlier grades:
 - a. builds a reader's confidence that he/she can understand complex text, and
 - b. builds the stamina needed to persevere when the text is difficult.
4. If a student is assigned a work sample at grade twelve without any previous experiences with work samples, they are less likely to succeed. Students need practice and experience.
5. Using work samples in the classroom allows for differentiation of instruction—they appeal to and stimulate all different types of learners and can be tailored to the student's independent reading level.

What constitutes a reading work sample?

1. It includes a reading passage.
 - a. The passage can be either an informational or literary passage
 - b. Prose selections may be approximately 1000 to about 2000 words in length. Poetry and drama that reflect appropriate length and complexity may also be used.
 - c. Grade level reading materials are used for practice.
 - d. High School level materials (in the 950-1200 Lexile® range) are used for official reading work samples.
2. Space along the right margin for interacting with the text (a place to write notes, comments, and questions).
3. The text is followed by a series of prompts designed to help the student show evidence of Demonstrating Understanding, Developing an Interpretation, and Analyzing Text. These prompts may include:
 - a. open-ended questions.
 - b. graphic response items.

What do I write in the margin?

1. ASK QUESTIONS	Ask questions about what is happening in the selection, exploring possible reasons for what is taking place or why characters act and react in particular ways. Make notes about words and statements that confuse you - but don't get sidetracked - things may get clearer as you read further in the selection. Try not to fill your margins with only questions.
2. MAKE CONNECTIONS	Think of similarities between what is described in the selection you are reading and what you have experienced, heard about, or read about somewhere else. Comments may start out something like these - "This reminds me of ..." or "This story is like" Record those thoughts in the margin.
3. MAKE PREDICTIONS	Try to figure out what might happen next and how the selection might end. Put those thoughts in places where you find clues that lead you to think of a logical future event.
4. INTERPRET WHAT THE AUTHOR IS SAYING	Try to "read between the lines" by watching for unstated main ideas, subtle details, and reasoned arguments that lead the reader to draw a conclusion. Notice where the author provides details about characters that help the reader to form an opinion of that person.
5. WRITE THE GIST OF WHAT YOU KNOW SO FAR	Stop occasionally for a quick review of what you understand so far. Read patiently. Be prepared, however, to have your understanding change as you read on and get more information and ideas. Record your changes in thinking in the margins as you read.
6. ANALYZE THE AUTHOR'S WRITING TECHNIQUES	Notice techniques the author uses to make the writing effective. Identify and explain what the author wants the reader to understand or do and where he/she uses details, facts, opinions, experts, etc. to make the writing believable or influence the reader. Comment on the style of the author and phrases or passages that you find particularly effective or ineffective. If the author uses especially good words or includes writing strategies like similes, personification, symbolism, exaggeration, irony, etc., make note of how those choices <u>affect the writing</u> . When reading poetry, pay attention to stanzas, rhyme, rhythm, and other poetic devices.
7. ADD YOUR EVALUATION OF WHAT THE AUTHOR IS SAYING	Form opinions about what you read, both during and after reading. These opinions can relate to the topic in general, details provided by the author, or events or messages that you have a reaction to. Record your opinions in the margin notes.