

Comprehension

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

Extending Understanding*

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

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

Reading Critically: Text Analysis

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

Reading Critically: Context Analysis*

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

* The fourth dimension, **Reading Critically: Context Analysis**, is included in the content standards only at the Grade 12 level. However, practice may be provided in this trait at other benchmarks to prepare students for potential assessments at grades 11 and 12.