# Reading Scoring Criteria for Literary Text

| Reading Strands and Target | Evidence of Skill | | | |
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| | 4 | 3 | 2 | 1 |
| **Literary Comprehension** | | | | |
| **Theme** | • Identifies the main theme and uses evidence to demonstrate an overall understanding of the text | • Identifies a theme and uses supporting details as evidence | • Identifies a theme and includes details | • Lists a theme or a detail |
| **Summary** | • Summarizes by providing an overarching statement about the text that connects to at least three events from the beginning, middle and end of text | • Summarizes by including information from the beginning, middle, and end of the text | • Retells by including details or events | • Lists events and/or details |
| **Inference / Prediction** | • Infers and/or predicts about key elements of the text making connections with evidence | • Makes inferences and/or predictions based on information in the text | • Infers or makes a prediction about the text | • Infers or predicts about an idea |
| **Literary Vocabulary** | • Explains key vocabulary with both denotative and connotative definitions by linking them to the text | • Applies denotative definitions to explicate text | • Identifies key vocabulary in the text | • Lists vocabulary in the text |
| **Literary Analysis** | | | | |

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| **Literary Elements**<br><br>**Compare / Contrast**<br><br>**Cause / Effect** | • Applies knowledge of key literary elements to enhance and expand understanding of text<br><br>• Compares and contrasts ideas to explain concepts within or between text<br><br>• Analyzes text to explain the relationship between cause(s) and effect(s) and links it back to the theme or main idea | • Analyzes major literary elements to support understanding of text<br><br>• Compares and contrasts ideas within or between the text(s)<br><br>• Analyzes text to show the cause(s) in relation to the effect(s) | • Identifies literary elements to support understanding<br><br>• Compares or contrasts ideas within the text<br><br>• Identifies cause(s) and effect(s) in the text | • Locates literary elements<br><br>• Lists single details about a compare or contrast idea<br><br>• Lists cause(s) and/or effect(s) |
| **Literary Evaluation**<br><br>**Author's Purpose**<br><br>**Evaluates Reasoning**<br><br>**Extends Beyond the Text** | • Evaluate author's/ text's purpose and/or in order to judge effectiveness on intended audience<br><br>• Evaluates reasoning of ideas / themes within the text and makes connections with evidence<br><br>• Synthesizes information beyond the text by making generalizations, drawing conclusions, or applying information to evaluate a new text or context | • Examines author's / text's purpose and/or identifies intended audience<br><br>• Evaluate reasoning of author's ideas / text's themes within the text<br><br>• Extends information beyond the text by making generalizations, drawing conclusions, or applying information to a new text or context | • Identifies the author's/ text's purpose and/or target audience<br><br>• Evaluates text based on personal feelings, beliefs, and/or experiences<br><br>• Uses understanding of the text to make general statements about a new text or context | • States author's purpose or audience<br><br>• States an opinion, personal feeling, or belief<br><br>• Makes general statements about a new context |

## Reading Scoring Criteria for Informational Text

| Reading | Evidence of Skill | | | |
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| | 4 | 3 | 2 | 1 |
| **Informational Comprehension** | | | | |
| **Main Idea** | • Identifies the main idea and uses supporting details to demonstrate an overall understanding | • Identifies the main idea and uses supporting details as evidence | • Identifies a main idea and includes details | • Identifies an idea or a detail |
| **Summary** | • Summarizes by conceptually connecting details, facts, or information from sections of the text | • Summarizes by including key information from sections of the text | • Retells by including details, facts, or information | • Lists details, facts, or information |
| **Inference / Prediction** | • Infers and/or predicts about subject by using text-based evidence to make connections between ideas | • Infers or predicts about subject using evidence from the text | • Infers or predicts about the text | • Infers or predicts about an idea |
| **Informational Vocabulary** | • Explains key vocabulary with both denotative and connotative definitions from examples within the text | • Uses denotative definitions of key vocabulary in context of text | • Identifies key vocabulary in the text | • Locates vocabulary in the text |
| **Informational Analysis** | | | | |
| **Text Features** | • Applies knowledge of text features to enhance and expand understanding of text | • Analyzes text features to support understanding of the text | • Identifies key text features | • Locates text features |
| **Compare / Contrast** | • Compares and contrasts ideas to explain concepts within the text | • Compares and contrasts ideas within the text | • Compares <u>or</u> contrasts ideas within the text | • Provides detail(s) about ideas within text |
| **Cause / Effect** | • Analyzes text to explain the relationship between key examples of cause(s) and effect(s) within the text's subject | • Analyzes text to demonstrate understanding of cause and effect within a text | • Identifies cause(s) and effect(s) in a text | • Lists cause(s) and effect(s) |

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| **Informational Evaluation** | | | | |
| **Author's / Text's Purpose** | • Evaluate author's / text's purpose and/or distinguishes between fact and opinion in order to determine effectiveness of text on audience | • Judges author's / text's purpose and/or distinguishes between fact and opinion | • Identifies the author's / text's purpose and/or states fact or opinion | • States purpose, a fact, or an opinion |
| **Evaluation** | • Evaluates reasoning of ideas / themes within the text and make connections to larger concepts | • Evaluate reasoning of ideas / themes within the text | • Evaluates text based on personal feelings, beliefs, and/or experiences | • States an opinion, personal feeling, or belief |
| **Extends Beyond the Text** | • Extends information beyond the text by making generalizations, drawing conclusions, or applying information to evaluate a new subject or context | • Extends information beyond the text by making generalizations, drawing conclusions, or applying information to a new subject or context | • Uses information from the text to make general statements about a new subject or context | • Makes general statements about a new subject or context |

# Writing COS Scoring Criteria

| Writing | Evidence of Skill | | | |
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| | 4 | 3 | 2 | 1 |
| | • Has clear, focused main ideas or positions<br>• Elaborates by using reasons/arguments, well-chosen and specific details, examples, anecdotes, facts and/or statistics as evidence to support ideas or position<br>• Includes information that is thoughtful and useful for audience to know<br>• Organizes writing to make the best cases to explain ideas or support a position<br>• Introductions engage reader's attention<br>• Writes conclusions that leave the reader with something to think about<br>• Organizes writing into effective, cohesive paragraphs<br>• Provides transitions which clearly serve to connect ideas<br>• Uses language effectively by exhibiting word choices that are effective and appropriate for intended audience and purpose<br>• Writes (where appropriate) sentences or phrases that are varied in length and structure<br>• Provides the reader with a sense of the person behind the words. | • Maintains adequate focused main ideas or positions<br>• Elaborates by using reasons/arguments, adequate details, examples, anecdotes, facts and/or statistics as evidence to support ideas or position<br>• Includes some information that is thoughtful and useful for the audience to know<br>• Has logical organizational patterns, although some lapses may occur<br>• Introductions sometimes draw the reader into the main idea or position<br>• Sometimes writes conclusions that leave the reader with something to think about<br>• Organizes writing into meaningful paragraphs<br>• Provides adequate transitions which serve to connect ideas<br>• Uses adequate language and appropriate word choices for intended audience and purpose<br>• Writes sentences or phrases that are somewhat varied in length and structure<br>• Provides the reader with some sense of the person behind the words. | • Has a broad or inconsistent focus on main ideas or positions<br>• Includes some supporting details and may include listed, extraneous and/or loosely related material<br>• Sometimes includes information that is thoughtful and useful for the audience to know<br>• Shows attempts at organizational patterns<br>• Introductions are often formulaic, predictable<br>• Conclusions are often repetitious<br>• Organizes writing into loosely structured and/or unfocused paragraphs<br>• Provides transitions which are formulaic, weak or inconsistent<br>• Uses common, limited and/or predictable vocabulary which may be inappropriate for intended audience, purpose, and form<br>• Shows limited variety in sentence length and structures<br>• Provides the reader with a limited sense of the person behind the words. | • Demonstrates little or no focus<br>• Provides few supporting details which may be inconsistent or interfere with the meaning of the text<br>• Rarely includes information that is thoughtful and useful for the audience to know<br>• Has little evidence of organizational patterns<br>• Introductions are lacking or undeveloped<br>• Conclusions are lacking or undeveloped<br>• Often only one paragraph that demonstrates a lack of organizing ideas into paragraphs<br>• Provides transitions that are poorly used or fails to provide transitions<br>• Has limited or inappropriate vocabulary for intended audience, purpose, and form<br>• Has little or no variety in sentence length or structures<br>• Provides the reader with little sense of the person behind the words |

# Writing Scoring Criteria

| Writing | Evidence of Skill | | | |
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| | 3 | 2 | 1 | 0 |
| | Follows the rules of Standard English **with few exceptions**:<br>• usage<br>• spelling of commonly used words<br>• capitalization<br>• punctuation<br>• exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect<br>• indicates paragraphs consistently | Consistently follows the rules of Standard English for:<br>• usage<br>• spelling of commonly used words<br>• capitalization<br>• punctuation<br>• exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect<br>• indicates paragraphs consistently | Generally follows the rules of Standard English for:<br>• usage<br>• spelling of commonly used words<br>• capitalization<br>• punctuation<br>• exhibits the use of complete sentences except where purposeful phrases are used for effect<br>• indicates paragraphs for the most part | Mostly does not follow the rules for Standard English for:<br>• usage<br>• spelling of commonly used words<br>• capitalization<br>• punctuation<br>• exhibits errors in sentence structure that impede communication<br>• mostly does not indicate paragraphs |

# Mathematics Scoring Criteria

| Strand | EALR* | Evidence of Skill | | | |
|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 |
| NS*:<br>ME*:<br>GS*:<br>PS*:<br>AS*: | EALR I: Content-Skills and Knowledge | • Uses high school content knowledge and procedures with supporting work in:<br>•<br>1. Number Sense (NS)<br>2. Measurement (ME)<br>3. Geometric Sense (GS)<br>4. Probability & Statistics (PS)<br>5. Algebraic Sense (AS) | • Uses high school content knowledge and procedures with supporting work but with a calculation error in:<br>1. Number Sense (NS)<br>2. Measurement (ME)<br>3. Geometric Sense (GS)<br>4. Probability & Statistics (PS)<br>5. Algebraic Sense (AS) | • Uses high school content knowledge and procedures with supporting work but with a conceptual error in:<br>1. Number Sense (NS)<br>2. Measurement (ME)<br>3. Geometric Sense (GS)<br>4. Probability & Statistics (PS)<br>5. Algebraic Sense (AS) | • Uses high school content knowledge and procedures that have very little or no supporting work in:<br>1. Number Sense (NS)<br>2. Measurement (ME)<br>3. Geometric Sense (GS)<br>4. Probability & Statistics (PS)<br>5. Algebraic Sense (AS) |
| SP(a): | EALR II: Process-Solves Problems | • Applies one or more strategies that lead to the answer | • Applies one or more strategies that could lead to the answer but has a calculation error | • Applies one or more strategies that could lead to the answer but has a conceptual error | • Provides no evidence of applying a strategy |
| SP(b): | | • Determines the answer to the problem | • Determines an answer to the problem that follows from a calculation error | • Determines an answer to the problem that follows from a conceptual error | • Determines an answer to the problem that follows from calculation and conceptual errors |
| RL: | EALR III: Process-Reasons Logically | • Justifies conclusions, results, and/or answers by addressing the conditions and/or constraints in the problem | • Justifies conclusions, results, and/or answers but may omit one of the conditions or constraints in the problem | • Justifies conclusions, results, and/or answers but may omit two or more of the conditions or constraints in the problem | • Justifies a conclusion, result, and/or answer but the justification is not relevant to the conditions or constraints of the problem |
| CU: | EALR IV: Process-Communicates Understanding | • Gathers, represents, and/or shares mathematical information using clear mathematical language and organization | • Gathers, represents, and/or shares mathematical information using some mathematical language and organization | • Gathers, represents, and/or shares mathematical information but lacks mathematical language or organization | • Gathers, represents, and/or shares mathematical information but lacks mathematical language and organization |
| MC: | EALR V: Process-Makes Connections | • Uses and relates different mathematical models and representations of the same situation using clear mathematical language and organization | • Uses and relates different mathematical models and representations of the same situation using some mathematical language and organization | • Uses and relates different mathematical models and representations of the same situation but lacks mathematical language or organization | • Uses and relates different mathematical models and representations of the same situation but lacks mathematical language and organization |

*NS = Number Sense, ME = Measurement, GS = Geometric Sense, PS = Probability and Statistics, AS = Algebraic Sense