

Interrogating the Text: Reading Closely, Reading Critically – Scoring Sheet

Student Name: _____

Place a score (1-4) in each row corresponding to the student's college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations**College Ready (3):** Shows proficiency in all of the performance expectations**Approaching College Ready (2):** Meets only some of the performance expectations**Initiating College Ready (1):** Does not yet meet the performance expectations

KEY COGNITIVE SKILLS	Student's Self-Assessment	Instructor's Score
Intellectual Curiosity (engages in scholarly inquiry; accepts constructive criticism and revises personal views when valid evidence warrants)		
Reasoning (considers arguments and conclusions of self and others; gathers evidence to support arguments, findings, or lines of reasoning; supports or modifies claims based on the results of an inquiry)		
Academic Behaviors (strives for accuracy and precision; perseveres to complete and master tasks)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (identifies the intended purpose and audience of the text; analyzes textual information critically; annotates, summarizes, paraphrases, and outlines texts when appropriate)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions)		
Research Across the Curriculum (designs and presents an effective product)		
ENGLISH LANGUAGE ARTS STANDARDS	Student's Self-Assessment	Instructor's Score
Writing (determines effective rhetorical techniques that demonstrate understanding of the writer's purpose and audience; evaluates relevance, quality, sufficiency, and depth of preliminary ideas; formulates a thesis; edits writing for proper voice, tense, syntax)		
Reading (determines work's purpose, audience, message; forms an overview of text; summarizes, draws conclusions, and distinguishes facts from opinions; analyzes the strength and logic of argument; evaluates the use of literal and figurative language; analyzes how an author's use of language appeals to the senses, imagery, mood; identifies, analyzes, evaluates similarities and differences in multiple texts)		
Speaking (participates actively and effectively in one-on-one oral communication situations and group discussions; plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning)		
Listening (interprets a speaker's message and identifies the position taken and the evidence in support of that position; listens critically and responds appropriately to presentations; listens actively and effectively in group discussions)		

See reverse for
comments.

Score	College Readiness Level
35-40	Exceeding College Ready
30-34	College Ready
15-29	Approaching College Ready
0-14	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade
conversion chart.

Interrogating the Text: Reading Closely, Reading Critically – Scoring Guide

Note: The letters and numbers of the skills below refer to their designation in the College and Career Readiness Standards.

KEY COGNITIVE SKILLS

A. Intellectual Curiosity

1. Engage in scholarly inquiry and dialogue.

College Ready Description: Student actively engages with others during the scholarly analysis of a text.

Evidence for Scoring: Student productively works with classmates to deeply explore the text and the assigned questions and communicates his or her original thoughts in a manner that indicates a high degree of understanding of the text's explicit and implicit meanings.

2. Accept constructive criticism and revise personal views when valid evidence warrants.

College Ready Description: Student thoughtfully listens to others' questions about his or her presentation and considers ways to deepen the analysis of the text based on the class conversation.

Evidence for Scoring: Student is open to modifying their answers based on valid feedback from other students.

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Description: Student listens and responds respectfully to other students' interpretations of the text during the questioning process and appropriately addresses the questions with textual evidence.

Evidence for Scoring: Student's analysis indicates that they considered the assertions of others and either incorporates them or refutes them.

2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.

College Ready Description: Student employs textual examples drawn from his or her responses to the handout to support the analysis.

Evidence for Scoring: Student's analysis includes examples from class and citations to support their claims.

3. Gather evidence to support arguments, findings, or lines of reasoning.

College Ready Description: Student does not rely on their own analysis but seeks supplemental analysis from others.

Evidence for Scoring: Student engages in the discussion and notes strong support from others for their initial findings.

4. Support or modify claims based on the results of an inquiry.

College Ready Description: Student does not ignore conflicting evidence but uses it to support or modify their own ideas.

Evidence for Scoring: Student’s analysis indicates that they considered the assertions of others and either incorporates them or refutes them.

D. Academic Behaviors

3. Strive for accuracy and precision.

College Ready Description: Student accurately uses appropriate textual evidence to support his or her ideas when analyzing the text.

Evidence for Scoring: Student’s essay reflects revision work beyond their responses in the handout.

4. Persevere to complete and master tasks.

College Ready Description: Student seeks assistance when needed to complete the assignment and submits a final work product that meets all of the instructor’s requirements.

Evidence for Scoring: Student completes all elements of the assignment.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

3. Identify the intended purpose and audience of the text.

College Ready Description: Student correctly identifies key elements of the text.

Evidence for Scoring: Student’s handout responses indicate they fully understand the purpose and intended audience of the text.

5. Analyze textual information critically.

College Ready Description: Student identifies explicit and implicit meanings from the text.

Evidence for Scoring: Student’s essay reflects an understanding of the text that goes beyond surface level and includes their own impressions and reactions.

6. Annotate, summarize, paraphrase, and outline texts when appropriate.

College Ready Description: Student carefully culls quotations or segments of text that support his or her reading and draws on these when fielding questions from the larger class to offer as textual evidence supporting his or her analysis.

Evidence for Scoring: Student’s essay employs quotes to support their analysis of the Interrogating the Text process. Student’s handout includes examples from the text, cited properly.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student cogently constructs answers to his or her assigned questions, employs appropriate terminology, and communicates information in a descriptive but concise manner. Student uses proper grammar, mechanics, punctuation, and spelling, with few or no errors.

Evidence for Scoring: Student completes the Interrogating the Text handout completely and thoughtfully using the conventions of standard written English.

C. Research Across the Curriculum

6. Design and present an effective product.

College Ready Description: Student creates and presents an engaging analysis of his or her assigned text.

Evidence for Scoring: Student crafts a final essay that effectively incorporates feedback from group discussions and corrections as well as personal reconsiderations of the text.

ENGLISH LANGUAGE ARTS STANDARDS

I. Writing

A.1, 3, 5. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.

College Ready Description: Student determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. Student evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates a thesis. Student edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

Evidence for Scoring: Student composes a 1-2 page analysis that thoroughly demonstrates reflection on their own analysis, the group discussions, and the ways in which group discussion informed their initial thoughts about the text. Student’s essay is polished and reflects revision and a commitment to clear and effective communication and flow. Student’s essay appropriately incorporates source materials and citations.

II. Reading

A.1, 2, 3, 4, 5, 7, 8, 9, 10, 11. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.

College Ready Description: Student uses effective reading strategies to determine a written work’s purpose and intended audience. Student uses text features and graphics to form an overview of informational texts and to determine where to locate information. Student identifies explicit and implicit textual information including main ideas and author’s purpose. Student draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. Student analyzes the presentation of information and the strength and quality of evidence used by the author and judges the coherence and logic of the presentation and the credibility of an argument. Student evaluates the use of both literal and figurative language to inform and shape the perceptions of readers. Student compares and analyzes how generic features are used across texts. Student identifies and analyzes the audience, purpose, and message of an informational or persuasive text. Student identifies and analyzes how an author’s use of language appeals to the senses, creates imagery, and suggests mood. Student identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme.

Evidence for Scoring: Student thoroughly examines the text, using reading strategies to locate key information, summarize the main points, and draw conclusions about the text’s purpose and strategies. Student uses the information they learned from reading to support their points when discussing with the group or the class.

III. Speaking

B.1, 2, 3. Develop effective speaking styles for both group and one-on-one situations.

College Ready Description: Student participates actively and effectively in one-on-one oral communication situations and group discussions. Student plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.

Evidence for Scoring: Student is comfortable sharing their ideas with the group, even when their opinion differs from other members of the group. Student speaks in a way that is constructive and invites feedback.

IV. Listening

A.2. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

College Ready Description: Student interprets a speaker's message and identifies the position taken and the evidence in support of that position.

Evidence for Scoring: Student's questions to other groups indicate their ability to identify and restate the salient points of each group's answers.

B.1, 3. Listen effectively in informal and formal situations.

College Ready Description: Student listens critically and responds appropriately to presentations. Student listens actively and effectively in group discussions.

Evidence for Scoring: Student listens closely to each member of the group and responds, when appropriate, in a way that indicates they understand the points each member conveyed. Student listens attentively to each group's presentation.

Interrogating the Text: Reading Closely, Reading Critically – Scoring Instructions

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Exceeding College Ready (4): Substantially exceeds the performance expectations

College Ready (3): Shows proficiency in all of the performance expectations

Approaching College Ready (2): Meets only some of the performance expectations

Initiating College Ready (1): Does not yet meet the performance expectations

Suggested Grade Conversion:

This chart reflects equal weight given to each skill. As key cognitive skills, foundational skills, and discipline content knowledge are all important elements of college readiness, we recommend this grading approach. However, you may certainly choose to implement different weights to particular scales and assign a grade at your discretion.

Score	Grade		Score	Grade		Score	Grade		Score	Grade
40	100		32	89		24	79		16	71
39	99		31	87		23	78		15	70
38	98		30	85		22	77		14	68
37	97		29	84		21	76		13	66
36	96		28	83		20	75		12	64
35	95		27	82		19	74		11	62
34	93		26	81		18	73		10	60
33	91		25	80		17	72			