

Reader’s Analysis: Author, Purpose, Audience, and Meaning – 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
Reasoning (considers arguments and conclusions of self and others; gather evidence to support arguments, findings, or lines of reasoning)		
Academic Behaviors (strives for accuracy and precision; perseveres to complete and master tasks)		
Work Habits (works independently)		
Academic Integrity (attributes ideas and information to source materials and people)		
FOUNDATIONAL SKILLS	Student’s Self-Assessment	Instructor’s Score
Reading Across the Curriculum (uses effective pre-reading strategies; identifies the intended purpose and audience of the text; analyzes textual information critically; connects reading to historical and current events and personal interests)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions)		
Research Across the Curriculum (explores a research topic; evaluate the validity and reliability of sources; synthesizes and organizes information effectively; designs and presents an effective product)		
ENGLISH LANGUAGE ARTS STANDARDS	Student’s Self-Assessment	Instructor’s Score
Writing (develops effective rhetorical techniques; generates ideas and gathers information relevant to the topic and purpose; evaluates relevance, quality, sufficiency, and depth of sources; formulates a thesis; composes drafts to refine key ideas, organize them more logically, fluidly; uses language precisely and effectively; edits writing for proper voice, tense, syntax)		
Reading (summarizes, draws conclusions, and distinguishes facts from opinions; analyzes the strength and credibility of an argument; analyzes imagery; evaluates the use of literal, figurative language to inform and shape the perceptions of readers and appeal to the senses, imagery, mood; uses reference guides to confirm the meanings of new words; analyzes works for what they suggest about the historical period and cultural contexts in which they were written; describes insights gained about oneself, others, or the world from reading specific texts)		
Speaking (participates actively and effectively in group discussions)		
Listening (listens actively and effectively in group discussions)		

See reverse for
comments.

Score	College Readiness Level
39-44	Exceeding College Ready
32-38	College Ready
17-31	Approaching College Ready
0-16	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade
conversion chart.

Reader’s Analysis: Author, Purpose, Audience, and Meaning – 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

B. Reasoning

1. Consider arguments and conclusions of self and others.

College Ready Description: Student honors various perspectives and interpretations while examining the text and shows a willingness to modify his or her own assertions when appropriate.

Evidence for Scoring: Student’s essay presents a sophisticated analysis that moves beyond surface understanding.

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

College Ready Description: Student recognized where research was required for clarification, information, and perspective and located, evaluated, and used this research judiciously.

Evidence for Scoring: Student’s annotations on author’s text and careful research notes indicate engagement; final essay demonstrates judicious use of research to analyze text.

D. Academic Behaviors

3. Strive for accuracy and precision.

College Ready Description: Student carefully and appropriately mimics the color-coding system employed by Lacroix on his or her own copy of “Letter from Birmingham Jail” and uses this annotated version of the text as a tool for constructing an effective rhetorical analysis essay of the letter. Student ensures that all paraphrases and quotations from “Letter from Birmingham Jail” are accurate and precise and does not misrepresent the original by taking words out of context.

Evidence for Scoring: Student submits essay that paraphrases and quotes from “Letter from Birmingham Jail” with accuracy and precision and that never misrepresents the original by taking words out of context.

4. Persevere to complete and master tasks.

College Ready Description: Student submits a final work product that reflects a thorough understanding of the topic and meets all requirements of the assignment.

Evidence for Scoring: Student submits notes and drafts on time, culminating in the submission of an essay that brings together a close examination of the main text with outside research to offer an analysis that moves well beyond obvious explanations.

E. Work Habits

1. Work independently.

College Ready Description: Student carefully follows project directions and able to break down component tasks entailed in rhetorical analysis paper and to complete them with minimal supervision and assistance to complete paper on time and well.

Evidence for Scoring: Student hands in work that fulfills assignments on schedule.

F. Academic Integrity

1. Attribute ideas and information to source materials and people.

College Ready Description: Student keeps track of multiple sources and represents them accurately in paraphrases and quotations.

Evidence for Scoring: Students maintains a careful record of source materials for later use. In the essay, student cites source materials, including the main text, with accuracy and precision.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

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

College Ready Description: Student uses context clues and analyzes text to identify the author’s purpose and audience.

Evidence for Scoring: Student accurately articulates King’s purpose in crafting “Letter from Birmingham Jail” and considers the audience and context (the historical moment in which the letter was written) in his or her own writing.

5. Analyze textual information critically.

College Ready Description: Student uses skills to read beyond the surface level of the text.

Evidence for Scoring: Student employs textual annotation (like the Lacroix method highlighted in the assignment) as a means of organizing and supporting claims contained in his or her final essay.

8. Connect reading to historical and current events and personal interest.

College Ready Description: Student coherently connects the messages present in “Letter from Birmingham Jail” to the Civil Rights Movement in the United States.

Evidence for Scoring: Student compares the messages found in “Letter from Birmingham Jail” to messages from other activists and groups during the same time period.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student provides a thesis statement that clearly articulates his or her evaluation of how King’s use of rhetoric was intended to persuade others to join the movement for civil rights.

Evidence for Scoring: Final paper contains strong thesis statement about King’s skillful use of rhetoric to persuade skeptical audiences.

C. Research Across the Curriculum

2. Explore a research topic.

College Ready Description: Student considers multiple perspectives while researching “Letter from Birmingham Jail.”

Evidence for Scoring: Student’s planning notes show that alternative interpretations we considered and incorporated or put aside.

4. Evaluate the validity and reliability of sources.

College Ready Description: Student finds and assesses sources, distinguishing facts from simple assertions and opinions and assesses the strength, sufficiency, and quality of evidence used by the outside source material; and resists using materials that do not adhere to academic standards.

Evidence for Scoring: Student incorporates only high quality research into final paper.

5. Synthesize and organize information effectively.

College Ready Description: Student effectively blends the message of “A Letter from Birmingham Jail” and information from the civil rights era.

Evidence for Scoring: Student submits essay that deftly draws up historical research to produce a close reading of the main text.

6. Design and present an effective product.

College Ready Description: Student determines the best order for presenting major and minor points.

Evidence for Scoring: Student first addresses the audience and purpose of King’s letter, presents a clear and thoughtful discussion of the message, and concludes with a detailed discussion of its impact.

ENGLISH LANGUAGE ARTS STANDARDS

I. Writing

A.1, 2, 3, 4, 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 generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources. Student evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates a thesis. Student recognizes the importance of revision as the key to effective writing; each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. Student edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

Evidence for Scoring: Student’s final essay demonstrates benefits of strategic research, judicious use of sources, and engagement with writing process: the essay presents a focused analysis that is based on an accurate understanding of the author’s language and argument, that notes allusions and explains where the author is responding to contemporary events, etc., to move well beyond a surface reading; it grounds its analysis in the text by strategically and accurately paraphrasing and quoting from the original.

II. Reading

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

College Ready Description: 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 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.

Evidence for Scoring: In class discussion, group work, and especially in the final essay, student draws on textual and contextual information to identify the audience, purpose, and message of the text and to explain how it works; supports conclusions by identifying explicit and implicit textual information including main ideas and author’s purpose and by making connections across multiple parts of text; distinguishes facts from simple assertions and opinions and assesses the strength, sufficiency, and quality of evidence used by the author; and judges the coherence and logic of the presentation. In class discussion, group work, and in the final essay, student analyzes how the writer’s ethos affects the credibility of the argument. Student explains how the author uses both language to inform and shape the perceptions of readers by appealing to the senses, creating imagery, and suggesting mood.

B.3. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.

College Ready Description: Student uses reference guides to confirm the meanings of new words or concepts.

Evidence for Scoring: Student’s essay employs crisp, precise vocabulary.

C.3. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.

College Ready Description: Student analyzes written texts for what they suggest about the historical period and cultural contexts in which they were written.

Evidence for Scoring: In preliminary discussions and in the essay, student draws on a variety of texts to elucidate historical context.

D.1. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.

College Ready Description: Student describes insights gained about oneself, others, or the world from reading specific texts.

Evidence for Scoring: In group work and especially in final essay, student interprets text as a pointed response to particular historical circumstances.

III. Speaking

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

College Ready Description: Student participates actively and effectively in group discussions.

Evidence for Scoring: Student participates actively in discussion by looking directly at speaker(s), taking careful notes, and then referencing statements by other group member(s) when contributing own comments.

IV. Listening

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

College Ready Description: Student listens actively and effectively in group discussions.

Evidence for Scoring: Student participates listens attentively by looking directly at speaker(s), asking for clarification or additional information as appropriate, taking careful notes, and referencing statements by other group member(s) if contributing own comments.

Reader’s Analysis: Author, Purpose, Audience, and Meaning – Scoring Instructions

Place a score (1-4) in each row of the scoring sheet 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

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
44	100		35	90		26	79		17	70
43	99		34	88		25	78		16	68
42	98		33	86		24	77		15	66
41	97		32	85		23	76		14	64
40	96		31	84		22	75		13	62
39	95		30	83		21	74		12	60
38	94		29	82		20	73			
37	93		28	81		19	72			
36	92		27	80		18	71			