

## The Silken Tent: Metaphors in Life and Literature – 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
<b>Intellectual Curiosity</b> (engages in scholarly inquiry)		
<b>Reasoning</b> (considers arguments and conclusions of self and others)		
<b>Academic Behaviors</b> (self-monitors learning needs and seeks assistance when needed; strives for accuracy and precision; perseveres to complete and master tasks)		
<b>Work Habits</b> (works independently; works collaboratively)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
<b>Reading Across the Curriculum</b> (analyzes textual information critically; adapts reading strategies according to the structure of texts)		
<b>Writing Across the Curriculum</b> (writes clearly and coherently using standard writing conventions; composes and revises drafts)		
ENGLISH LANGUAGE ARTS STANDARDS	Student's Self-Assessment	Instructor's Score
<b>Writing</b> (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)		
<b>Reading</b> (summarizes, draws conclusions, and distinguishes facts from opinions; analyzes imagery; evaluates the use of literal, figurative language to shape the perceptions of readers; analyzes how an author's language appeals to the senses, imagery, mood; identifies new words and concepts acquired through the study of their relationships to other words and concepts)		
<b>Speaking</b> (participates actively and effectively in group discussions)		
<b>Listening</b> (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.

## The Silken Tent: Metaphors in Life and Literature – 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 carefully considers the use of metaphor in “The Silken Tent” by Robert Frost as a tool to understand that figurative language is a device used to communicate complex ideas.

*Evidence for Scoring:* Student productively works with classmates to deeply explore the text 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.

#### B. Reasoning

##### 1. Consider arguments and conclusions of self and others.

*College Ready Description:* Student thoughtfully engages in a discussion about the metaphors he or she has collected and about those selected by classmates.

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

#### D. Academic Behaviors

##### 1. Self-monitor learning needs and seek assistance when needed.

*College Ready Description:* Student keeps a mindful eye on his or her integration of knowledge as it progresses and is able to ask fellow students and the instructor for help.

*Evidence for Scoring:* Student is comfortable admitting they do not know an answer and is willing to re-examine the material to relearn.

##### 3. Strive for accuracy and precision.

*College Ready Description:* Student consistently provides relevant evidence to support arguments and conclusions.

*Evidence for Scoring:* Student’s essay reflects revision and evolution in thought and precision from their responses in class, and student incorporates relevant quotes to support their claims.

##### 4. Persevere to complete and master tasks.

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

*Evidence for Scoring:* Student completes each element of the assignment thoughtfully and completely.

## E. Work Habits

### 1. Work independently.

*College Ready Description:* Student completes a task with minimal supervision, seeking assistance accordingly. Student also follows directions independently and completes assignments outside of class in a timely manner.

*Evidence for Scoring:* Student breaks down the varied tasks into manageable components and completes each phase successfully. Also, the ideas within the work belong solely to the student (not plagiarized).

### 2. Work collaboratively.

*College Ready Description:* Student works effectively with others and contributes to class discussions.

*Evidence for Scoring:* Student takes turns listening and speaking with other members of their group, and works with the group to select the metaphors they will present.

## FOUNDATIONAL SKILLS

### A. Reading Across the Curriculum

#### 5. Analyze textual information critically.

*College Ready Description:* Student considers multiple levels of meaning while reading.

*Evidence for Scoring:* Student examines the use of metaphor in poetry, paying special attention to how imagery is employed to construct a larger comparison and deeper meaning.

#### 7. Adapt reading strategies according to the structure of texts.

*College Ready Description:* Student adjusts their reading to the nature of poems and metaphors.

*Evidence for Scoring:* Student employs poetic reading strategies, noting items like meter and rhyme, if employed, rather than reading straight through.

### B. Writing Across the Curriculum

#### 1. Write clearly and coherently using standard writing conventions.

*College Ready Description:* Student cogently describes metaphor use in the metaphor collection and the self-selected poem. Student uses proper grammar, mechanics, punctuation, and spelling, with few or no errors.

*Evidence for Scoring:* Student composes their essay thoughtfully, and the essay reflects a thorough understanding of standard English writing.

#### 3. Compose and revise drafts.

*College Ready Description:* Student responds to others' work and synthesizes peer and instructor feedback to strengthen his or her work.

*Evidence for Scoring:* Student engages in the peer review process with their analysis, and their final essay reflects revision and incorporation of feedback.

**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 composes a 2-3 page analysis that thoroughly analyzes their chosen poet’s use of metaphor and demonstrates reflection on the class discussions while incorporating and/or reacting to the views of others. 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. 4, 6, 7, 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 draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. Student analyzes imagery in literary texts. Student evaluates the use of both literal and figurative language to inform and shape the perceptions of readers. Student identifies and analyzes how an author’s use of language appeals to the senses, creates imagery, and suggests mood.

*Evidence for Scoring:* Student thoroughly examines the poems, using reading strategies to locate key information, identify metaphors and their meanings, and draw conclusions about the author’s style. Student is able to identify the audience, purpose, and message from reading different poems. Student compares the use of metaphor in different poems.

**B.1. Understand new vocabulary concepts and use them accurately in reading, speaking, and writing.**

*College Ready Description:* Student identifies new words and concepts acquired through the study of their relationships to other words and concepts.

*Evidence for Scoring:* Student’s essay and *Metaphors in Nature* handout employ new words learned through the course of exploring metaphors.

### 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 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

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

*College Ready Description:* 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.

## The Silken Tent: Metaphors in Life and Literature – 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
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			