

READING – High School **Activities and Assessments**

Standard 5: Demonstrates competence in the general skills and strategies of the reading process.

Knowledge/Skills

Journaling
Main Idea
Vocabulary
Inquiry
Reading

Activity

Journaling – in response to a reading assignment in the classroom, answer the following questions.

Answer the following questions for each piece of writing:

1. What is the main idea of what you have read?

2. List and define at least 5 words you are unfamiliar with.

3. If you could ask the author or character one question, what would it be? Why would you ask this?

4. State the author's philosophy using an example from the reading.

Assessment

Question #1:

- 3 – Demonstrates understanding of reading material addressed. Shows insight.

- 2 – Demonstrates some understanding but depends on class discussion. Partial expression of main ideas.

- 1 – Demonstrates no understanding of main point. Has incorrect factual material.

- 0 – Does not address this question. Does not turn in assignment.

Question #2:

- 3 – Lists 5 words and has accurate dictionary definition that fits context
- 2 – Lists 5 words, definitions incomplete or out of context
- 1 – Partial list and definitions
- 0 – 2 words or less, or no words and definitions

Question #3:

- 3 – Answers both questions in context. Phrases question as a question, and thoroughly explains reasons for asking questions.
- 2 – Answers both questions in context with the reading, question improperly phrased, explanation incomplete
- 1 – Phrases question as a question but does not explain
- 0 – Does not address this question

Question #4:

- 3 – Accurately states philosophy. Uses example from reading. Demonstrates understanding of philosophy.
- 2 – Accurately states philosophy. Example does not support philosophy. Demonstrates understanding of philosophy.
- 1 – Philosophy is inaccurate. Example is inaccurate or missing.
- 0 – Does not state philosophy. Does not include example.

READING – High School **Activities and Assessments**

Standard 6: Demonstrates competence in the general skills and strategies for reading a variety of literary texts.

Knowledge/Skills

Journaling

Main Idea

Vocabulary

Inquiry

Reading

Activity: Express the understanding of a story through written analysis of any literary text.

Assessment (Use Rubric for Assessment)

#1 Setting:

3 – Correctly identifies and thoroughly describes the setting and author's choice of setting

2 – Correctly identifies the setting

1 – Unclear description of setting

0 – Not addressed

#2 Characterization:

3 – Thoroughly describes main characters and their goals, and identifies minor characters

2 – Describes main character(s)

1 – Identifies some characters

0 – Not addressed

#3 Conflict:

3 – Identifies main conflict and resolution

2 – Identifies main conflict

1 – Unclear identification of conflict

0 – Not addressed

#4 Plot:

- 3 – Plot line explained including climax and denouement; subplots identified.
- 2 – Summarizes plot
- 1 – Incomplete summary of plot
- 0 – Not addressed

#5 Theme:

- 3 – Major theme stated briefly and clearly, with examples
- 2 – Major theme identified
- 1 – Unclear statement of theme
- 0 – Not addressed

#6 Narration, Style and Tone:

- 3 – Narrative voice identified; person described; literary devices and imagery identified; tone described
- 2 – Narrative voice identified; imagery identified
- 1 – Identification of narrative voice, style and tone unclear
- 0 – Not addressed

READING – High School **Activities and Assessments**

Standard 7: Demonstrates competence in the general skills and strategies for reading a variety of informational texts.

Knowledge/Skills

Journaling
Main Idea
Vocabulary
Inquiry
Reading

Activity: Express the understanding of using informational texts by writing a biography based on research.

Firsthand Biography

A Firsthand Biography reveals a person through the eyes of the writer. This essay focuses on the subject as well as the writer's relationship with the subject.

Students may use the rubric to evaluate their own papers; teachers may use it to evaluate student work.

Assessment (Use Rubric for Assessment)

For those who wish to adopt the number scale, each category is worth as much as four points for a total of 40. For a number grade of 1-10, divide the number of points earned by 40.

4 = Outstanding evidence of mastery
3 = Strong evidence of mastery
2 = Adequate evidence of mastery
1 = Minimal evidence of mastery
0 = Not evident

_____ Opening: The writer begins with a strong lead – dialogue, sensory description – to draw the reader into the biography.

_____ Significance: The writer provides the reader with an understanding of the subject's importance.

_____ Details: The writer includes details to help visualize the subject.

_____ Focus: The sketch focuses on the subject and the writer's relationship with the subject.

_____ Dialogue or other devices: The writer uses dialogue or other literary devices to reconstruct an incident in which the character is revealed.

_____ Tone: The writer establishes a tone which clearly conveys his/her attitude toward the subject.

_____ Coherence: The writer ties together memories or anecdotes in a way that makes sense.

_____ Ending: The writer ends with a final assertion – a reflection on the subject, an anecdote.

_____ Showing Writing: The writer shows rather than tells throughout the essay.

_____ Presentation: The essay has a title, is written in ink, and, when typed, is double-spaced.

_____ TOTAL

Student Name: _____