

**Campbell County School District #1  
Gillette, Wyoming**

**LANGUAGE ARTS  
ACADEMIC LITERACY – WESTWOOD (10<sup>th</sup> -12<sup>th</sup>)**

Academic Literacy is a course designed to help students become high-level, strategic readers. The class focuses on helping students become engaged, fluent, competent readers of various types of texts necessary for their success across disciplines in high school, in post-secondary education, in employment, and in everyday life. Students will improve reading skills through practice in modeled reading, silent reading, recall, reading rate, comprehension, and phonemes. Academic Literacy is for the struggling reader who wants to improve his/her reading skills.

**Textbook:** Readers Handbook - Great Source Co.

**LA-RS-01 READING (Content Standard)**

State Standard and Benchmark Correlation:

- LA11.1.1 Apply Comprehension Strategies in Reading
- LA11.1.2 Demonstrate Understanding of Literary Texts
- LA11.1.3 Demonstrate Understanding of Informational Texts
- LA11.2.1 Apply Writing Skills to Plan/Draft/Revise/Publish
- LA11.2.2 Use Appropriate Strategies to Write Various Pieces
- LA11.3.1 Speak for Variety of Purposes
- LA11.3.3 Use Strategies to Organize Formal Presentations
- LA11.3.5 Present Oral Interpretations of Literature
- LA11.3.6 Use Effective Delivery Skills
- LA11.3.7 Use Visual Aids or Technology in Presentations
- LA11.3.8 Use Strategies to Contribute to Group Discussions
- LA11.3.9 Listen and Respond to Listener Feedback

Students will read a variety of grade-level materials, applying strategies appropriately.

**LA-RS-01-01 - Read Independently (Objective)**

S – Supporting

The students will read traditional and contemporary literature, fiction and nonfiction, uninterrupted for an extended period of time.

**LA-RS-01-02 - Apply Strategies in Functional Texts (Objective)**

S – Supporting

Students will read to determine the relevance and importance of functional texts (directions, schedules, maps, diagrams, the internet, websites, electronic databases, and explanations), and read to select and apply relevant information for a given task.

**LA-RS-01-03 - Apply Strategies to Expository Texts (Objective)**

S – Supporting

Students will read expository texts (textbooks, encyclopedias, documentaries, speeches, public documents, print news media, the internet, websites, electronic databases, microfiches, almanacs, news, biographies, scientific explanations, and

historical and political analyses) to understand a text's major points and supporting details, to understand the text's organization and how that organization serves the writer's purpose, and to understand how the information in the text fits into broader topics and issues.

**LA-RS-01-04 - Apply Strategies in Narrative Texts (Objective)**

S – Supporting

Students will read narrative texts (stories, poems, novels, plays and essays from America and various world cultures) to recognize and understand an author's development of character, symbolism, and mood as basic story elements; read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution; read to understand the theme of a story and how the author develops it.

**LA-RS-01-05 - Expand Vocabulary (Objective)**

S - Supporting

The students will expand vocabulary through various methods and strategies. The students will expand vocabulary of grad-and/or content-appropriate words through the Six-Steps-to-Effective-Vocabulary instruction or other effective vocabulary methods:

Step 1: The teacher provides a description, explanation, or example of the new term.

Step 2: Students restate the explanation of the new term in their own words.

Step 3: Students create a nonlinguistic representation of the term.

Step 4: Students periodically do activities that help them add to their knowledge of vocabulary terms:

- Comparing terms
- Classifying terms
- Generating metaphors using terms
- Generating analogies using terms
- Revising initial descriptions or nonlinguistic representations of terms
- Using understanding of roots and affixes (suffixes and prefixes) to deepen knowledge of terms

Step 5: Periodically students are asked to discuss the terms with one another

Step 6: Periodically students are involved in games that allow them to play with the terms.

last update 7/1/2009

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# RUBRICS

Campbell County School District – Assessment Rubric

LA-RS-01-01: Independent Reading

	<b>Indicators</b>			
	<b>Frequency of independent reading</b>	<b>Difficulty level of books selected</b>	<b>Variety of genres represented</b>	<b>Completion of books started</b>
<b>Advanced</b>	Student reads daily for extended periods	Student reads at and beyond student's independent level	Student experiences reading of various genres	Student completes most of the books initiated; completion of class and group books
<b>Proficient</b>	Student reads most days	Student reads at independent level	Student demonstrates willingness to experiment with reading different genres	Student completes many of the books initiated; completion of class and group books
<b>Basic</b>	Student occasionally reads	Student reads at and below independent level	Student demonstrates little experimentation with genres	Student completes less than half of books initiated; completes some of class and group books
<b>Below Basic</b>	Student seldom reads	Student reads below independent level	Student demonstrates no experimentation with genres	Student fails to complete many class and group books

\*Student level identified through Lexile score via MAP, PAWS, READ 180 or Taylor/Reading Plus



**Wyoming Department of Education**

**Assessment Descriptions &  
Scoring Rubrics**

**Reading**



**Grade 11**

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## **I. The Instructional Focus of Wyoming's State Assessment System**

Wyoming believes it is possible to build statewide assessments that comply with the requirements of the *No Child Left Behind Act of 2001 (P.L. 107-110)* while still providing teachers information that is critical to improving instruction for individual students. To this end, Wyoming has embraced the requirements outlined in the October 2001 report written by The Commission on Instructionally Supportive Assessment and has constructed its statewide assessment system using the guidance provided by the report.

**Instructionally supportive assessments are assessments intended to promote more effective classroom instruction.**

Teachers will receive PAWS (Proficiency Assessment for Wyoming Students) results by skill for each of their students in each content area tested. Results of multiple choice items taken online will be available immediately after the close of the testing window. Constructed response item results will be available by May 31<sup>st</sup> following the close of the testing window. These results are intended to help educators make informed decisions about curriculum and instruction. Since PAWS is aligned to academic content and student performance standards, student results can reveal strengths and weaknesses in curricula or instructional methodology. Thus, it can also help educators target specific areas necessary for school and district improvement. The use of assessment results to support informed decision-making for improved teaching and learning in Wyoming schools is an expectation of the PAWS design approach.

### **PAWS Testing Overview**

All Wyoming public school students in grades three through eight and grade eleven will test in reading, writing and mathematics, and students in grades four, eight and eleven will test in science during the testing window. Adequate yearly progress (AYP) determinations will be made using the data received from the language arts and mathematics assessment results.

Grade 10: Students in grade ten are allowed to take advantage of an early testing opportunity. Students may “bank” their mathematics and/or language arts scores during their tenth grade year. AYP will be determined only for students in grade eleven using their “banked” scores or scores achieved during the official testing window, whichever is higher. In order to bank a language arts score, students must complete the reading and writing tests during the same testing window.

## **II. Purpose of Assessment Descriptions**

In the past, teachers have been faced with the perplexing task of trying to prepare their students to take the state test without knowing which standards/skills will or will not be assessed on a given form of the test. To ensure that PAWS is instructionally supportive, assessment descriptions have been developed to clearly and thoroughly describe the knowledge and skills for each assessed content area that will be tested and the evaluative criteria to be used to assess each skill.

## **III. Explanation of PAWS Content Area Skills**

The Wyoming Content and Performance Standards serve as the foundation for a set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. These major concepts and principles comprise the substance of the PAWS content area skills. The PAWS skills described for educators in the Wyoming Assessment Descriptions meet the following set of criteria:

- The skills are organized into major concepts and principles that encompass highly related Wyoming content standards and benchmarks.
- The skills support a variety of instructional strategies administered by Wyoming teachers.
- The skills can be defined as somewhere between the breadth of a content standard and the specificity of a benchmark.

Through the use and measurement of the PAWS content area skills, PAWS successfully fulfills two major purposes. First, it provides information about student attainment of the knowledge and skills within the Wyoming Content and Performance Standards in reading, writing, mathematics, and science over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

## **IV. PAWS Reading Skills**

There are many purposes for reading: enjoying the intrigue of a mystery, understanding how to solve a problem, reading directions for setting up a new computer, gathering information needed to perform a repair, taking part vicariously in an adventure, learning about interesting characters, gaining new knowledge about science or history, or learning about the important contributions of individuals who made a difference in their fields.

Since reading is done to accomplish specific purposes, the PAWS Reading Assessment was designed to cover a reasonable range of these purposes specific to functional,



expository, and narrative text genres. The PAWS reading skills represent important components to reading comprehension in each type of text genre. The following list of skills guided the development of PAWS reading assessment and, consequently, should guide classroom reading instruction:

### **Skills for Reading *Functional Texts***

1. **Relevance and Importance** - Determine the relevance and importance of functional information.
2. **Selection and Application** - Select and apply relevant information for a given task.

### **Skills for Reading *Expository Texts***

1. **Major Points and Details** - Understand a text's major points and supporting details.
2. **Organization** - Understand the text's organization and how that organization serves the writer's purpose.
3. **Information Relationships** - Read to understand how the information in the text fits into broader topics and issues.

### **Skills for Reading *Narrative Texts***

1. **Story Elements** - Identify the development of basic story elements.
2. **Plot** - Understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.
3. **Theme** - Understand the theme of a story and how the author develops it.

Due to the more complex nature of certain PAWS reading skills, not all of the skills are assessed at each grade level. For example, Selection and Application, Organization, and Theme are not assessed at grades 3 and 4 since these skills are more developmentally appropriate for older students. Please see the assessment descriptions beginning on page 9 for descriptions of the skills assessed at each grade level.

## **III. A Framework for Assessing PAWS Reading Skills**

The *Wyoming Language Arts Content and Performance Standards* set the expectation that students will demonstrate an understanding of literary and informational texts. To achieve this end, the PAWS reading assessment was designed to provide students with the opportunity to examine various text types with accuracy, make relevant connections, synthesize information, and support their inferences. This design approach fits meaningfully into Roger Farr's "purposeful reading," an approach to reading assessment designed to be instructionally supportive. While Farr breaks information texts into functional and expository texts, and labels literary texts as narrative texts, his approach to large-scale assessment of reading is complementary to the *Wyoming Language Arts Content and Performance Standards*. Therefore, Wyoming's framework

for assessing reading is based on Roger Farr’s “purposeful reading” approach to reading assessment.

“Reading is a purposeful activity. Teachers help students learn to read as a process of gaining meaning from text – and then applying what has been comprehended to complete an activity of some sort. This instructional focus is not surprising because all readers read for a purpose both in and outside of school.” *Roger Farr, 2003*

## **VI. Evaluative Criteria for PAWS Reading Skills**

“Evaluative Criteria” are the factors used to determine students’ levels of performance for constructed response items in each of the reading skill areas. The evaluative criteria for the PAWS reading skills are described within the PAWS Reading Assessment Descriptions and PAWS Reading Scoring Rubrics. Students receive scores of 0, 1, or 2 for short response items and scores of 0, 1, 2, 3, or 4 for extended response items based on their levels of performance. The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

The general evaluative criteria for the PAWS reading assessment are:

### **Accuracy**

How *accurate* is the reader’s grasp and use of the text?

### **Relevance**

How *relevant* is the textual detail or understanding the reader uses to fulfill the purpose?

### **Sufficiency**

Does the reader demonstrate and use a *sufficient* amount of the text to fulfill the task?

The PAWS Assessment Descriptions and Reading Scoring Rubrics are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill’s evaluative criteria, they can become increasingly adept at monitoring individual progress.

## **V. Context/Different Types of Reading Texts**

**Functional Texts:** These texts include reading materials such as directions, schedules, maps, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

**Expository Texts:** These texts include such things as textbooks, encyclopedias, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

**Narrative Texts:** These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

## **VII. Explanation of Coding**

The assessment descriptions use a standard code for ease of reference. Codes are provided at the skill level. The sequence is:

**Grade/Content Standard (Sub-standard)/ Type of Text/Skill**

Key to Skill Codes:

In reading, the skill code refers to the type of reading and the specific skill for that reading type.

**8.R.F.2**      Grade 8/Reading/Functional Text/Select and apply information for a task

## **VIII. Assessment Descriptions**

Beginning on the next page, the Wyoming Assessment Descriptions and Rubrics for the grade 11 reading skills are arranged by passage type.

## PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational texts.

### Informational/Functional Skill Reporting Category -Relevance and Importance

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p><b>11.IA</b> Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p><b>11.IA.1</b> Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> <li>1) Literal comprehension (main idea, summarizing, paraphrasing); and</li> <li>2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ol> <p><b>11.IA.2</b> Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to determine the relevance and importance of functional information.</p> <p>Students identify and locate information from the text and understand how the information is relevant and important for accomplishing a specified task.</p>
<p><b>11.IC</b> Students read and demonstrate understanding of informational texts.</p>	<p><b>11.IC.1</b> Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> <li>1. Explain author's intent;</li> <li>2. Evaluate for accuracy, relevance, and bias; and</li> <li>3. Make generalizations and inferences based on implicit and explicit information.</li> </ol> <p><b>11.IC.2</b> Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> <li>1. Synthesize relevant data through note-taking and questioning; and</li> <li>2. Analyze and interpret technical data, written directions, and technical manuals.</li> </ol> <p><b>11.IC.3</b> Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> <li>1. Developing a plan for research;</li> <li>2. Collecting information to narrow and develop a topic; and</li> <li>3. Using information to support a thesis.</li> </ol>		

## PAWS Assessment Descriptions – Grade 11 Reading

**Skill:** Functional Text/Relevance and Importance

### **Evaluative Criteria:**

#### **Accuracy**

The reader demonstrates an accurate understanding of the information.

#### **Relevance**

The reader explains how key aspects of the content are relevant to a reader's informational needs.

#### **Sufficiency**

The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read.

### **Short Response Rubric:**

<b>Score</b>	<b>Definition</b>
2	Details from the text are accurate, logically related to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

## PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Functional Skill Reporting Category – Select and Apply			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p><b>11.IA</b> Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p><b>11.IA.1</b> Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> <li>1) Literal comprehension (main idea, summarizing, paraphrasing); and</li> <li>2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ol> <p><b>11.IA.2</b> Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/functional texts include such things as brochures, pamphlets, fliers, internet websites, and how-to manuals. They provide basic information readers need to accomplish day-to-day tasks.</p> <p>Passages may include directions, schedules, maps, captioned pictures or sidebars, charts, graphs, diagrams, and explanations for doing something or getting somewhere.</p>	<p>Students read to select and apply relevant information for a given task.</p> <p>Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p>
<p><b>11.IC</b> Students read and demonstrate understanding of informational texts.</p>	<p><b>11.IC.1</b> Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> <li>1. Explain author's intent;</li> <li>2. Evaluate for accuracy, relevance, and bias; and</li> <li>3. Make generalizations and inferences based on implicit and explicit information.</li> </ol> <p><b>11.IC.2</b> Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> <li>1. Synthesize relevant data through note-taking and questioning; and</li> <li>2. Analyze and interpret technical data, written directions, and technical manuals.</li> </ol> <p><b>11.IC.3</b> Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> <li>1. Developing a plan for research;</li> <li>2. Collecting information to narrow and develop a topic; and</li> <li>3. Using information to support a thesis.</li> </ol>		

## PAWS Assessment Descriptions – Grade 11 Reading

**Skill:** Functional Text/Select and Apply

### **Evaluative Criteria:**

#### **Accuracy**

The reader selects information from the text and applies it accurately; details applied are the same as the text; details are correct according to the text.

#### **Relevance**

The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all essential steps indicated in the text.

#### **Sufficiency**

The reader selects enough information and details from the text to complete the task adequately and appropriately.

### **Extended Response Rubric**

<b>Score</b>	<b>Definition</b>
4	The response reflects an appropriate selection and application of relevant information to address the task. All essential details from the text are cited accurately, logically applied to the task, and sufficient to support the reader's position.
3	The response reflects generally appropriate selection and application of information from the text to address the task. Essential details from the text are generally accurate and logically related to the task, but are only minimally sufficient to support the reader's position.
2	The response reflects an attempt to use information from the text to address the task. Details from the text are somewhat accurate, but lack some relevance to the task and are insufficient to support the reader's position.
1	The response reflects an attempt to address the task. However, the response provides few accurate details from the text. These details lack relevance to the task and are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

### **Short Response Rubric**

<b>Score</b>	<b>Definition</b>
2	Essential details from the text are accurate, logically applied to the task, and sufficient to support the reader's position.
1	Details from the text are generally accurate and somewhat relevant to the task, but are insufficient to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

## PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

### Informational/Expository Skill Reporting Category – Major Points and Details

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p><b>11.IA</b> Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p><b>11.IA.1</b> Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> <li>1) Literal comprehension (main idea, summarizing, paraphrasing); and</li> <li>2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ol> <p><b>11.IA.2</b> Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand a text's major points and supporting details. Students are able to identify and distinguish between main ideas and supporting details in expository texts.</p>
<p><b>11.IC</b> Students read and demonstrate understanding of informational texts.</p>	<p><b>11.IC.1</b> Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> <li>1. Explain author's intent;</li> <li>2. Evaluate for accuracy, relevance, and bias; and</li> <li>3. Make generalizations and inferences based on implicit and explicit information.</li> </ol> <p><b>11.IC.3</b> Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> <li>1. Developing a plan for research;</li> <li>2. Collecting information to narrow and develop a topic; and</li> <li>3. Using information to support a thesis.</li> </ol>	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	



## PAWS Assessment Descriptions – Grade 11 Reading

**Skill:** Expository Text/Major Points and Supporting Details

### **Evaluative Criteria:**

#### **Accuracy**

The reader identifies the major points and distinguishes the major points from the supporting details.

#### **Relevance**

The reader demonstrates an understanding of the text's main ideas and the relevance of the details to support each main idea.

#### **Sufficiency**

The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each.

### **Short Response Rubric:**

<b>Score</b>	<b>Definition</b>
2	Main ideas and details from the text are accurate, logically connected to each other and to the task, and sufficient to support the reader's position.
1	Main ideas and details from the text are somewhat accurate and connected to each other and to the task. Details are insufficient or inappropriate to support the reader's position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

## PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

### Informational/Expository Skill Reporting Category – Organization

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p><b>11.IA</b> Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p><b>11.IA.1</b> Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> <li>1) Literal comprehension (main idea, summarizing, paraphrasing); and</li> <li>2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ol> <p><b>11.IA.2</b> Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.</p> <p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p> <p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	<p>Students read to understand the text's organization and how that organization serves the writer's purpose.</p>
<p><b>11.IC</b> Students read and demonstrate understanding of informational texts.</p>	<p><b>11.IC.1</b> Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> <li>1. Explain author's intent;</li> <li>2. Evaluate for accuracy, relevance, and bias; and</li> <li>3. Make generalizations and inferences based on implicit and explicit information.</li> </ol>	<p>The author's purpose may be stated or implied and may be any clear purpose for writing, including to persuade, entertain, convey a mood, inform, or express an opinion.</p>	

# PAWS Assessment Descriptions – Grade 11 Reading

**Skill:** Expository Text/Organization

## **Evaluative Criteria:**

### **Accuracy**

The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization.

### **Relevance**

The reader explains how the organization of the text supports the writer’s major concepts and purposes.

### **Sufficiency**

The reader cites an adequate number of details to support an understanding and reaction to the organization.

## **Short Response Rubric:**

<b>Score</b>	<b>Definition</b>
2	Information about the structure of the text is accurate, logically related to the task, and sufficient to support the reader’s position.
1	Information about the structure of the text is generally accurate and somewhat relevant to the task, but is insufficient to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

## PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Informational/Expository Skill Reporting Category - Information Relationships			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p><b>11.IA</b> Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p><b>11.IA.1</b> Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> <li>1) Literal comprehension (main idea, summarizing, paraphrasing); and</li> <li>2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ol> <p><b>11.IA.2</b> Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Informational/Expository texts include such things as textbooks, documentaries, speeches, public documents, print news media, internet websites, almanacs, biographies, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Students read to understand how the information in the text fits into broader topics and issues.</p>
<p><b>11.IC</b> Students read and demonstrate understanding of informational texts.</p>	<p><b>11.IC.1</b> Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet websites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> <li>1. Explain author’s intent;</li> <li>2. Evaluate for accuracy, relevance, and bias; and</li> <li>3. Make generalizations and inferences based on implicit and explicit information.</li> </ol> <p><b>11.IC.3</b> Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> <li>1. Developing a plan for research;</li> <li>2. Collecting information to narrow and develop a topic; and</li> <li>3. Using information to support a thesis.</li> </ol>	<p>Organizational patterns may include, but are not limited to, chronological order, cause and effect, main idea supported by examples, and question and answer.</p>	

## PAWS Assessment Descriptions – Grade 11 Reading

**Skill:** Expository Text/Information Relationships

**Evaluative Criteria:**

**Accuracy**

The reader uses the main concepts of the text and relates them to commonly understood concepts about the world.

**Relevance**

The reader uses the information in a text to make connections to commonly understood concepts about the world.

**Sufficiency**

The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts about the world they inform.

**Extended Response Rubric:**

Score	Definition
4	The response reflects an accurate understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logically connected to commonly understood concepts about the world and to the task. Details are sufficient to support the reader’s position.
3	The response reflects an understanding of connections between the main ideas and commonly understood concepts about the world. Main ideas are logical, but lack strong connection to commonly understood concepts about the world and to the task. Details are minimally sufficient to support the reader’s position.
2	The response reflects some understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are mostly accurate, but are not well-connected to commonly understood concepts about the world or to the task. Details are not sufficient to support the reader’s position.
1	The response reflects little understanding of a connection between the main ideas and commonly understood concepts about the world. Main ideas and details are generally not accurate and not well-connected to commonly understood concepts about the world or to the task. The argument is insufficient to support a position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

**Short Response Rubric:**

Score	Definition
2	Main ideas from the text are accurately and logically connected to commonly understood concepts about the world and to the task, and sufficient to support the reader’s position.
1	Main ideas and details from the text are somewhat accurate and connected to commonly understood concepts about the world and to the task. Details are insufficient or inappropriate to support the reader’s position.
0	The response does not address the task. The response provides few or no accurate details from the text, and these details are not relevant to the task.

## PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

### Literary/Narrative Skill Reporting Category - Story Elements

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p><b>11.IA</b> Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p><b>11.1A.1</b> Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> <li>1) Literal comprehension (main idea, summarizing, paraphrasing); and</li> <li>2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ol> <p><b>11.1A.2</b> Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p>	<p>Students read to recognize and understand an author's development of character, symbolism, and mood as basic story elements.</p>
<p><b>11.IB</b> Students demonstrate an understanding of literary texts.</p>	<p><b>11.1A.1</b> Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p><b>11.1B.2</b> Students understand elements of literature including:</p> <ol style="list-style-type: none"> <li>1. Character development (character's actions, beliefs, motives, reactions, and feelings);</li> <li>2. Point of view including underlying author purpose;</li> <li>3. Setting including historical/cultural context;</li> <li>4. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and</li> <li>5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.</li> </ol> <p><b>11.1B.3</b> Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony; figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.</p> <p><b>11.1B.4</b> Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages exhibit characteristics of carefully crafted language in which the author's word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

## PAWS Assessment Descriptions – Grade 11 Reading

**Skill:** Narrative Text/Story Elements

### **Evaluative Criteria:**

#### **Character Development**

##### **Accuracy**

The reader understands the development of characters using details from that story to accurately report what the characters do, say, and think; what other characters say about them, and what the writer says directly.

##### **Relevance**

The reader understands how the depiction of major and minor characters is important to a story's plot and theme, or simply what about the description of characters makes them worth remembering.

##### **Sufficiency**

The reader uses an adequate amount of details from the story to describe and discuss its characters and their roles.

#### **Symbolism**

##### **Accuracy**

The reader understands the author's use of symbolism in a story by using details the author used to establish the symbolism.

##### **Relevance**

The reader describes the importance of symbolism to a story's plot and theme.

##### **Sufficiency**

The reader recognizes a number of techniques and details the author has used to establish symbolism in a story.

#### **Mood**

##### **Accuracy**

The reader identifies the mood of a story by identifying details the author has used to establish the mood.

##### **Relevance**

The reader describes the importance of mood to the story's plot and theme.

##### **Sufficiency**

The reader recognizes a number of techniques and details the author has used to establish one or more moods throughout a story.

**PAWS Assessment Descriptions – Grade 11 Reading**  
*continued*

**Skill:** Narrative Text/Story Elements

**Short Response Rubric:**

<b>Score</b>	<b>Definition</b>
2	Analysis of the use of character development, or symbolism, or mood in the text is accurate, logically connected to the plot and themes, and relevant to the task. The response provides sufficient detail to support the reader's position.
1	Analysis of the use of character development, or symbolism, or mood in the text is somewhat accurate and reflects some connection to the plot and themes and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.



## PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

### Literary/Narrative Skill Reporting Category –Plot

Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p><b>11.IA</b> Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p><b>11.IA.1</b> Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> <li>1) Literal comprehension (main idea, summarizing, paraphrasing); and</li> <li>2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ol> <p><b>11.IA.2</b> Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p>	<p>Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p>
<p><b>11.IB</b> Students demonstrate an understanding of literary texts.</p>	<p><b>11.IB.1</b> Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p><b>11.IB.2</b> Students understand elements of literature including:</p> <ol style="list-style-type: none"> <li>1. Character development (character’s actions, beliefs, motives, reactions, and feelings);</li> <li>2. Point of view including underlying author purpose;</li> <li>3. Setting including historical/cultural context;</li> <li>4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and</li> <li>5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.</li> </ol> <p><b>11.IB.4</b> Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p> <p>Poems are written to entertain or inform and contain strong imagery (humorous, fantasy, factual, rhymed; unrhymed; recognizable pattern). Poems should incorporate symbolism as a key interpretive device.</p>	

## PAWS Assessment Descriptions – Grade 11 Reading

**Skill:** Narrative Text/Plot

### **Evaluative Criteria:**

#### **Accuracy**

The reader correctly identifies high points in a story's plot in relation to its highest point, the climax.

#### **Relevance**

The reader notes how high points in a story's action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story's plot structure.

#### **Sufficiency**

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

### **Short Response Rubric:**

<b>Score</b>	<b>Definition</b>
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader's position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

## PAWS Assessment Descriptions – Grade 11 Reading

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
Literary/Narrative Skill Reporting Category -Theme			
Benchmark	Sub-Benchmarks	Passage/Text Types	Skill Description
<p><b>11.IA</b> Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</p>	<p><b>11.IA.1</b> Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:</p> <ol style="list-style-type: none"> <li>1) Literal comprehension (main idea, summarizing, paraphrasing); and</li> <li>2) Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ol> <p><b>11.IA.2</b> Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>Literary/Narrative texts include such things as stories, poems, novels, plays, and essays from America and various world cultures that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events and various problems and solutions that structure the plots of these texts.</p> <p>Passages exhibit characteristics of carefully crafted language in which the author’s word choice appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Passages contain elements of fiction, such as character, flashback, and point of view.</p> <p>Passages will have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.</p>	<p>Students read to understand the theme of a story and how the author develops it.</p>
<p><b>11.IB</b> Students demonstrate an understanding of literary texts.</p>	<p><b>11.IB.1</b> Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p><b>11.IB.2</b> Students understand elements of literature including:</p> <ol style="list-style-type: none"> <li>1. Character development (character’s actions, beliefs, motives, reactions, and feelings);</li> <li>2. Point of view including underlying author purpose;</li> <li>3. Setting including historical/cultural context;</li> <li>4. Universal themes including the philosophical assumptions and underlying beliefs of author’s work; and</li> <li>5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.</li> </ol> <p><b>11.IB.4</b> Students use the language and perspectives of literary criticism to evaluate literary works.</p>		

# PAWS Assessment Descriptions – Grade 11 Reading

**Skill:** Narrative Text/Theme

**Evaluative Criteria:**

**Accuracy**

The reader articulates a reasonable story theme.

**Relevance**

The reader explains how various elements of the story contribute to the development of its theme.

**Sufficiency**

The reader provides enough information to support his or her interpretation of the story’s theme.

**Extended Response Rubric:**

Score	Definition
4	The response accurately reflects a theme in the text. It explains the relevance of how the elements of the story contribute to the development of the theme. The response provides sufficient detail to support the reader’s interpretation.
3	The response reflects a basic understanding of a theme in the text. It explains how elements of the story contribute to the development of the theme. The response provides minimally sufficient detail to support the reader’s interpretation.
2	The response reflects some understanding of a theme in the text. Descriptions of story elements are somewhat accurate, but lack connection to the development of the theme. The response provides insufficient detail to support the reader’s interpretation.
1	The response reflects little understanding of a theme in the text. Descriptions of story elements are inaccurate and lack connection to the development of the theme. The response provides insufficient detail to support an interpretation.
0	The response provides no accurate information from the text and does not address the task.

**Short Response Rubric:**

Score	Definition
2	Interpretation of the themes in the text is accurately and logically connected to elements of the story and to the task. The response provides sufficient detail to support the reader’s interpretation.
1	Interpretation of the themes in the text is somewhat accurate and reflects some connection to elements of the story and to the task. However, the response provides insufficient detail to support the reader’s interpretation.
0	The response provides no accurate information from the text and does not address the task.