|  |  |
| --- | --- |
| Graduation Year |  |
| Last Name (legible) |  |
| First Name (legible) |  |
| ID Number |  |
| Today’s Date |  |

**ODE Official Reading Work Sample**

**Scoring/Feedback Form**

**High School:** Use with Oregon’s Official Reading Scoring Guide

|  |  |
| --- | --- |
| Student Name: | Date: |
| Title or Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_MODE:  Informational Literary  | Meets All Standards?\_\_Yes\_\_Not Yet |
| Below: Bullets describe a score of 4. Checked boxes indicate areas that meet the standard. Empty boxes indicate areas that need improvement. Raters may mark the boxes and circle specific words. No other feedback beyond the Official Scoring Guide may be provided. |

# DEMONSTRATE UNDERSTANDING 1 2 3 4 5 6

*The reader responses show:*

* Accurate understanding of stated main ideas and supporting details
* Understanding of sequence of events / relationships among ideas
* Understanding of differences between facts and opinions (informational text)

# DEVELOP AN INTERPRETATION 1 2 3 4 5 6

*The reader responses show:*

* Understanding of unstated main ideas, conclusions, connections, predictions
* Reasonable interpretations, conclusions, generalizations, connections, predictions
* Some evidence from the text to support the above

# ANALYZE TEXT: INFORMATIONAL 1 2 3 4 5 6

*The reader responses show:*

* Author’s purpose (identification)
* Reasoned judgments about author’s ideas, support, reasoning, use of sources
* How writing strategies (structure, devices, word choice) contribute to effectiveness
* Some evidence from the text to support the above

# ANALYZE TEXT: LITERARY 1 2 3 4 5 6

*The reader responses show:*

* How literary elements contribute to effectiveness
* How literary devices contribute to effectiveness
* Some evidence from the text to support the above

Rater ID Number, Initials, or Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_