

PART II

RESPONSE TO LITERATURE

- **Test Format**
- **Rubric**
- **Sample Test Items**
- **Teaching Strategies for Response to Literature**
- **Incorporating Multiple Instructional Strategies**

TEST FORMAT

The CAPT response to literature prompts are based on the belief that readers construct personal interpretations of text based on elements within the text, prior knowledge and experience, and the context in which the text is read. Meaning does not reside solely in the text but is constructed by the reader as he or she interacts with the text. This does not mean that any interpretation is acceptable. Rather, it opens the door to multiple interpretations, not a single “correct” interpretation, as long as those interpretations are supported by references to the text.

Test Description	similar to first generation response to literature
Reading Material	short story similar to current test, but shorter in length (up to 30 minutes of reading and 40 minutes of writing)
Item Type	four questions addressing the four dimensions of reader response (initial understanding, interpretation, connection and critical stance)
Administration Time	70 minutes

Scoring for the responses will be holistic in that a single score will be assigned to each booklet, not to the individual responses in the booklet. The scorers will not link a dimension with a single response; they will be assessing the response to the dimension in the entire booklet. Each response is not assessed as an individual answer. The four responses are assessed as one and a scorer may find interpretation, connection or critical stance in any one of the responses.

In summary, the response to literature test will consist of:

- reading a four- to five-page published short story;
- four open-ended questions used to elicit how well the reader (1) demonstrates basic understandings of the text; (2) interprets or explains the text; (3) connects to the text; and (4) makes judgments about the quality of the text; and
- two readers using a six-point scoring rubric, similar to the rubric used for first generation, will score the four questions holistically.

RUBRIC

The following scoring rubric for the response to literature assessment is based on the four dimensions of reader response.

Forming An Initial Understanding

Forming an initial understanding refers to the student's ability to derive a general understanding of a short story. Questions such as the following guide the scoring of this dimension:

- Does the student have a basic understanding of the story as a whole (e.g., the main characters, actions, problems or events)?
- Does the student describe the thoughts, opinions and/or questions that arise as he or she reads the story?

Developing An Interpretation

Developing an interpretation refers to the student's ability to reflect upon the story, search for deeper interpretations and go beyond parts of the story to search for overall meaning. Questions such as the following guide the scoring of this dimension:

- Does the student use clues or evidence from the story to make inferences, draw conclusions, predict events, infer motives and generalize beyond the text?
- Does the student revise, reshape and/or deepen his or her initial understanding of the story?
- Does the student demonstrate an engagement with the text (i.e., carrying on an internal dialogue with the author)?

Making A Connection

Making a connection refers to the student's ability to connect or associate the story with life outside the story. Questions such as the following guide the scorers in evaluating this dimension:

- Does the student generalize beyond the story, make associations between the story and other works of art, such as movies, art, music or dance, and connect the story to his or her life experiences and/or culture?
- Does the student apply his or her understanding of people and life in general to make associations between the story and his or her view of the world?
- Does the student form analogies between the story and his or her view of the world?
- Does the student relate to characters or events in the story and connect them to his or her life experiences or things he or she has read about or seen?

Demonstrating A Critical Stance

Demonstrating a critical stance refers to the student's ability to step outside the text of the story, challenge the text and/or make judgments about the quality of the story or the literary features of the story. Questions such as the following guide scorers in assessing this dimension.

- Does the student demonstrate a literary and aesthetic appreciation of the story, and/or sensitivity to the author's style, and/or an awareness of linguistic or literary features?
- Does the student think divergently, challenging the text by disagreeing with or questioning the author?
- Does the student recognize inconsistencies or ambiguities in the story and attempt to deal with them?
- Does the student examine the fit between the text of the story and his or her prior knowledge and life experience, and attempt to reconcile differences if appropriate?
- Does the student go beyond the story to judge its literary quality and support his or her reasons with examples from the story?

The following types of questions may appear on the response to literature test.

Initial Understanding
What are your thoughts and questions about the story? You might reflect upon the characters, their problems, the title or other ideas in the story.
Interpretation
Choose one of the following quotations from the story. Explain what you think the quotation means as it relates to elements of the story such as characters or theme.
Or
How does the main character change from the beginning of the story to the end? What do you think causes the change?
Connection
What does this story say about people in general? In what ways does it remind you of people you have known or experiences you have had? You may also write about stories you have read or movies, works of art or television shows you have seen. Use examples from the stories to explain your thinking.
Critical Stance
How successful was the author in creating a good piece of literature? Use examples from the story to explain your thinking.

CAPT Response To Literature Scoring Rubric

Each score category contains a range of student responses that reflect the descriptions given below.
Score Point 1
<ul style="list-style-type: none"> • Demonstrates limited understanding and/or serious misunderstanding of portions of the text or the story as a whole. • Demonstrates no ability or little ability to reflect, revise, reshape and/or deepen initial understanding. • Demonstrates no meaningful associations or connections between the story and other texts and/or outside experiences. • Demonstrates no awareness of the literary quality of the story.
Score Point 2
<ul style="list-style-type: none"> • Demonstrates a literal or superficial understanding of portions of the text or the story as a whole. • Demonstrates little, if any, ability to reflect, revise, reshape and/or deepen initial understanding. • Demonstrates difficulty in making or supporting an association or connection between the story and other texts and/or outside experiences. • Demonstrates judgments about the literary quality of the story that are superficial or emotional or are not supported with examples from the story, other texts or outside experiences.
Score Point 3
<ul style="list-style-type: none"> • Demonstrates some understanding of portions of the text or of the story as a whole. The interpretation lacks insight and/or the support of examples from the text. • Demonstrates limited ability to reflect, revise, reshape and/or deepen initial understanding. • Demonstrates an association and/or connection between the story and other texts and/or outside experiences, but it is superficial and lacks depth and/or support. • Demonstrates judgments about the literary quality of the story that tend to be formulaic and/or is lacking examples from the story and/or outside experiences to support these judgments.
Score Point 4
<ul style="list-style-type: none"> • Demonstrates a basic understanding of the story as a whole and provides a plausible interpretation supported with some examples from the text. • Demonstrates some ability to reflect, revise, reshape and /or deepen initial understanding. • Demonstrates some association and/or connection between the story and other texts and/or outside experiences that may not be supported with examples from the text. • Demonstrates judgments about the literary quality of the text, but they tend to lack depth and/or are not well supported with examples from the story and/or outside experiences.
Score Point 5
<ul style="list-style-type: none"> • Demonstrates a basic understanding of the story as a whole. The interpretation is thoughtful and well supported with examples from the text. • Demonstrates an acceptable ability to reflect, revise, reshape and/or deepen initial understanding. • Demonstrates associations and connections between the story and other texts and /or outside experiences and generally supports these connections with examples from the text. • Demonstrates thoughtful judgments about the literary quality of the story and generally supports these judgments with examples from the story and/or outside experiences.
Score Point 6
<ul style="list-style-type: none"> • Demonstrates a basic understanding of the story as a whole. The interpretation is richly supported with examples from the text. • Demonstrates an exceptional ability to reflect, revise, reshape and/or deepen initial understanding. • Demonstrates perceptive associations and connections between the story and other texts and/or outside experiences and supports these connections with examples from the text. • Demonstrates perceptive judgments about the literary quality of the story and supports these judgments with examples from the text and/or outside experiences.