**Interpretation and Analysis Assessment**

Learning Outcome: Students will be able to identify and solve problems.

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|  | **Exemplary** | **Proficient** | **Marginal** | **Poor** | **Rating** |
| **4** | **3** | **2** | **1** |  |
| **Strategy/Framework**  *Applies appropriate strategies or theoretical frameworks for identifying or framing a problem or issue* | All elements of the approach or theoretical framework are skillfully deployed.  (THIS WILL COME FROM #1 AND #2) | Critical elements of the problem solving approach or theoretical framework are appropriately deployed, however, more subtle elements are ignored. | Critical elements of the problem solving approach or theoretical framework are not considered, incorrectly deployed, or unfocused. | Approach demonstrates a misunderstanding of the problem solving approach or theoretical framework, or no attempt is made to deploy and apply a strategy or framework. |  |
| **Interpretation/Analysis**  *Develops a plausible interpretation/analysis in relation to relevant observations, existing knowledge, and recognized perspectives* | Develops a convincing analysis, thoroughly questioning alternative viewpoints. Interprets information from appropriate source(s), if applicable.  (THIS WILL COME FROM # 3, 4, 5, & 6) | Develops a coherent analysis, questioning alternative viewpoints. Interprets information from relevant source(s), if applicable. | Develops a basic analysis, accepting alternative viewpoints as mostly fact with little questioning. Interprets information from good source(s), if applicable. | Develops an illogical analysis or no attempt is made to provide an analysis. |  |
| **Communication**  *Communicates the interpretation/analysis* | Interpretation/analysis is very clear, organized in a logical fashion, and consistently presented in a format appropriate to the discipline or context.  (THIS WILL COME FROM ORGANIZATION AND MECHANICS) | Interpretation/analysis is understandable, organized in a logical fashion, and generally presented in a format appropriate to the discipline or context. | Interpretation/analysis is generally organized and understandable, however, several aspects are unclear or not presented in a format appropriate to the discipline or context. | Interpretation/analysis lacks logical organization and understanding, or no attempt is made to communicate the information. |  |

**Evaluators must assign a whole number rating (i.e., no use of 1.5, 2.5, or 3.5).**

**FINAL IA PAPER**

**This paper should be 4-6 pages in length including a reference page. You should do each/all of the following. Please don’t number your answers. The numbers are just guidance.**

1. Choose a Focus, a Critical Lens through which you will interpret and analyze a text set. You may model this on, or use and build on, one of the chapters in *Reading to Make a Difference*. The focus may be something like “Lending a Helping Hand,” or “Being a Better Friend,” or “Strong People do Hard Things,” or “Girls Speak Out,” or “Learning from Math,” or “Lessons from History,” or…
2. Explain, with references to any or all of our texts, why the focus is important to children, classrooms, communities, families, and the world. You will want to re-read the “Developing a Critical Lens” article in order to discuss a “Critical Lens.” You will also want to make references to other texts that we have read this term.
3. Choose 5-10 Best Friend books that you will read aloud before and during this focus study. Explain why you chose each and how each book meets the standard of a Best Friend book (you will want to define BFB and cite the source).
4. Reflect on the first read aloud. What book would you choose? Why? How does it set the stage for the focus study?
5. What kinds of personal connections (schema connections) do you imagine children will be able to make to the focus? You may want to think of a single age/grade here. This connects to #2 as well (why is this important?).
6. How might you guide children to take action based on what they are learning?

**7. FINAL CHECKLIST Page**

\_\_\_\_\_ Ten (10) read alouds on the Class YouTube Channel. List all of the books that you read aloud on the last page of your final exam.

\_\_\_\_\_ One hundred (100) books on your GoodReads Page. Indicate how many books you have read and a link to your page on the last page of your final exam.