

# ILA HISTORY READING PROCESS SCORING GUIDE

## PREPARATION TO SCORE

1. Carefully read the 4 excerpts from documents written about African Americans during WWII. As you read the documents, consider each one individually, as well as how they relate to one another and build a picture of the African American experience.
2. Show your thinking by taking notes in the margins or on the texts.
3. This preparation will enable you to interpret the annotations students make with greater insight.

## SCORING PROCESS

### What are we looking for?

Level of student engagement and problem solving with the text. Specifically, the use of reading strategies that can build understanding of the document content.

You will be reviewing student text annotations (Documents 1-4) carefully in order to score students' use of Reading Strategies.

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## Annotations include:

- **marks** (e.g., underlining, highlighting, circling, connecting lines, brackets, symbols, etc.)
- **comments** (e.g., single words, statements, questions)

## Student sample #1: student annotations include underlines and statements

The more than 240 racial incidents in 47 different towns and cities during 1943 ranged from full-scale riots in Detroit, Harlem, and Los Angeles, through to industrial conflicts, 'hate strikes,' in places such as Mobile, Alabama, and lynchings in a number of different states. While some riots predominantly involved whites attacking blacks, in others, such as Harlem, African Americans focused their anger and frustration on property. Each outbreak had its unique causes, but underlying them all was the sense of change brought about by the war. As black Americans demanded more, whites called for less. These tensions were exacerbated by wartime migrations, overcrowding in [defense] areas, competition for jobs, and conflict over housing.

*to a better life, softened*

*movement*

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Student sample #2: student annotations include circles, connecting lines, statements, and underlines

A. Philip Randolph, international president of the Brotherhood of Sleeping Car Porters, this week called upon President Roosevelt to issue an executive order immediately to abolish discrimination in the Army, Navy, Air Corps, Marine, and in all industries working on defense contracts awarded by the federal government....

*They wanted to stop discriminations in all the industries working on defense*

President Roosevelt should order protective clauses inserted in defense contracts to protect minority groups, stated Randolph, but, he added, "As the President of the United States and as a statesman and a politician, he will grant no more to anybody, regardless of race or color, than he is compelled to grant. No government administration will do more for any group of citizens."

Therefore, Randolph urged, Negroes should organize into strong pressure

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## Types of reading strategies

The purpose of reading strategies is to build understanding of the text. Students may use a range of reading strategies, including:

### General reading strategies

- Identifying key vocabulary
- Identifying unknown vocabulary
- Attempting to define unknown vocabulary (e.g., through identifying root words, looking ahead in the text for a definition)
- Identifying the main ideas of the text
- Paraphrasing
- Summarizing
- Predicting the content of text sections
- Identifying confusions
- Using context clues to build understanding

### Student sample #3: identifying unknown vocabulary

demanded more, whites called for less. These tensions were <sup>↑</sup>exacerbated by wartime migrations, overcrowding in [defense] areas, competition for jobs, and conflict over housing.

### Student sample #4: identifying a main idea in the text

group of group

"There we shall go by every means possible and present our demands that the President issue an executive order to abolish discrimination in all departments of the government and on all government jobs for national defense."

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## Discipline-specific reading strategies

- Making connections to prior history knowledge
- Linking ideas together within a document and/or across documents (intertextual reading)
- Evaluating the source of a document
- Determining bias or point of view
- Considering the document in historical context
- Identifying cause and effect

A review of reading comprehension carried out by the RAND Reading Study Group cites a tendency of reading growth to slow, and even stagnate, after the elementary grades).<sup>1</sup> The purpose of our work here is to measure the extent to which instructional strategies employed by teachers have advanced the literacy development of adolescents. Empirical evidence indicates that explicit comprehension strategy instruction leads to measurable improvements in students' reading and thinking.

A critical measure of high-level reading skills is the extent to which students use advanced reading strategies. The most skillful readers will emulate historians, using strategies such as those identified above as "discipline specific reading strategies." Students whose annotations demonstrate use of these strategies should receive the highest scores.

### **Student sample #5: Determining bias or point of view**

Source: "A.P. Randolph In Appeal To F.D.R. On Bias." *The Chicago Defender (National edition)*, April 12, 1941.

Is the author Black?

<sup>1</sup> RAND Reading Study Group (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Arlington: RAND. <http://www.rand.org/publications/MR/MR1465/>

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## Student sample #6: identifying cause and effect

The more than 240 racial incidents in 47 different towns and cities during 1943 ranged from full-scale riots in Detroit, Harlem, and Los Angeles, through to industrial conflicts, 'hate strikes,' in places such as Mobile, Alabama, and lynchings in a number of different states. While some riots predominantly involved whites attacking blacks, in others, such as Harlem, African Americans focused their anger and frustration on property. Each outbreak had its unique causes, but underlying them all was the sense of change brought about by the war. As black Americans demanded more, whites called for less. These tensions were exacerbated by wartime migrations, overcrowding in [defense] areas, competition for jobs, and conflict over housing.

*Main Idea*  
*Too many racial problems*  
*Effect! People started protesting*  
*later effects; - job competition - Housing*

Source: Neil A. Wynn, "The 'Good War': The Second World War and Postwar American Society," *Journal of Contemporary History* 21.3 (July 1996): 472.

Students may write about the reading strategies they used in response to the short answer questions on pages 7 and 9 of Assessment Part 2. These responses will be scored separately. Therefore, responses to these questions should not be considered as evidence of reading strategies or influence your Reading Strategies scoring process in any way.

### Criteria for rating reading strategies

- **Frequency:** This criterion considers the frequency of annotations across all four documents. Again, students receive credit for both marks and comments.
- **Variety:** This criterion considers the variety of reading strategies evidenced by the annotations. To receive a score of 4, students ought to be demonstrating at least three different strategies (e.g., underlining key ideas, identifying unknown vocabulary, and making connections among the documents).
- **Disciplinary thinking:** This criterion considers whether students utilize reading strategies that are unique to approaching history texts (e.g., identifying bias) or general in that they could be applied to any type of text (e.g., summarizing).