CRITICAL READING

ASSESSMENT OF CRITICAL READING SKILLS IN YOUR CLASSES

CONVERSATION TO IMPROVE GENERAL EDUCATION LEARNING

PARADISE VALLEY COMMUNITY COLLEGE - FALL 2014 LEARNING WEEK

AMY WOODBECK, RESIDENTIAL READING FACULTY, PVCC

STUDENT SUCCESS

SHARED INTENTION FOR STUDENT SUCCESS IN OUR CLASSES:

- TO BE ***CLEAR***.
- TO ***LEAD*** STUDENTS IN THEIR DEVELOPMENT OF KNOWLEDGE.
- TO ***PROVIDE*** NECESSARY INFORMATION ON WHICH STUDENTS CAN BUILD.
- TO ***PREPARE*** OUR INSTRUCTION WITH THE END IN MIND.
- TO ***ASSESS*** *OUR TEACHING* AND *STUDENT LEARNING* TO ENSURE EFFECTIVENESS OF **BOTH** PROCESSES.

CRITICAL READING

OBJECTIVES FOR THIS PRESENTATION:

1. **DEFINE** CRITICAL READING AND CRITICAL THINKING
2. **INTRODUCE** THE PVCC CRITICAL READING ASSESSMENT RUBRIC
3. **DIFFERENTIATE** LEVELS OF QUESTIONING TO DETERMINE STUDENTS' LEVEL OF UNDERSTANDING AND KNOWLEDGE-BUILDING…***HOW TO ASSESS***
4. **PROVIDE** EXAMPLES OF STRATEGIES TO USE IN APPLYING THE RUBRIC
5. **ANSWER** QUESTIONS

CRITICAL READING

CRITICAL READING DEFINED THROUGH ACTIONS:

- MOVING BEYOND A SURFACE-LEVEL UNDERSTANDING OF THE TEXT,
- REREADING TO LOOK FOR DEEPER MEANING,
- TAPPING PRIOR KNOWLEDGE TO ASSIST IN COMPREHENSION,
- CONSCIOUSLY MONITORING COMPREHENSION,
- REACHING A DEEPER UNDERSTANDING,
- MAKING CONNECTIONS,
- CHALLENGING THE TEXT WHILE READING,
- JUDGING WHAT THE AUTHOR'S PURPOSE MIGHT BE,
- CONSIDERING NOT ONLY WHAT WAS SAID BUT WHAT WAS LEFT UNSAID,
- UNDERSTANDING WHAT RELEVANCE THE TEXT HOLDS FOR THE MODERN READER.

- (GALLAGHER, 2004)

CRITICAL THINKING

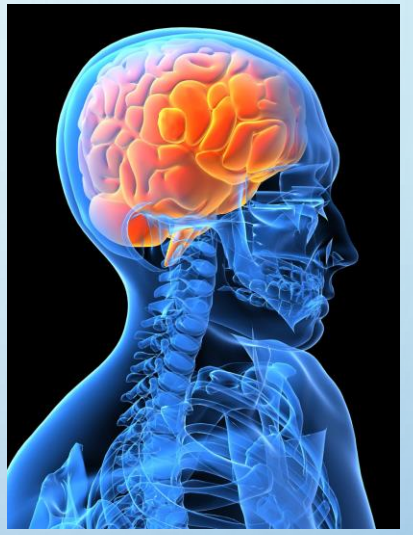
CRITICAL THINKING DEFINED:

- "THE PROCESS OF ANALYZING AND ASSESSING THINKING WITH A VIEW TO IMPROVING IT." (PAUL & ELDER, 2006)
- "A SET OF CONCEPTUAL TOOLS WITH ASSOCIATED INTELLECTUAL SKILLS AND STRATEGIES USEFUL FOR MAKING REASONABLE DECISIONS ABOUT WHAT TO DO OR BELIEVE." (RUDINOW & BARRY, 2008)
- "USING REASONING TO MAKE UP YOUR MIND." (RUDINOW & BARRY, 2008)
- "CONSISTS OF AN AWARENESS OF A SET OF INTERRELATED QUESTIONS, PLUS THE ABILITY AND WILLINGNESS TO ASK AND ANSWER THEM AT APPROPRIATE TIMES." (BROWNE & KEELEY, 2011)
- "TO JUDGE THE ACCEPTABILITY OR WORTH OF CONCLUSIONS." (BROWNE & KEELEY, 2011)

CRITICAL READING & CRITICAL THINKING

CRITICAL READING AND CRITICAL THINKING SIMPLIFIED:

- **ANALYZE**
- **SYNTHESIZE**
- **EVALUATE**
- **JUDGE**

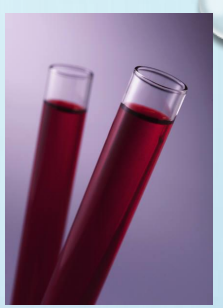


CRITICAL READING & CRITICAL THINKING

AN EXAMPLE:

MY BLOOD TEST

CRITICAL READING & CRITICAL THINKING



MY BLOOD TEST

WHEN I HAD MY BLOOD DRAWN, THE TUBES OF BLOOD WERE SENT TO THE LAB.

AT THE LAB, THEY **ANALYZED** THE SAMPLE OF MY BLOOD.

ANALYZE:

TO STUDY OR DETERMINE THE NATURE AND RELATIONSHIP OF THE PARTS

CRITICAL READING & CRITICAL THINKING

MY BLOOD TEST

THE ANALYSIS OF MY BLOOD – THE DISCRETE ELEMENTS, CATEGORIZED AND LISTED AS NORMAL, HIGH, OR LOW - WAS DOCUMENTED IN A REPORT AND SENT TO MY PHYSICIAN. MY PHYSICIAN **SYNTHESIZED** THE INFORMATION IN THE REPORT.

SYNTHESIS:

THE COMBINING OF OFTEN DIVERSE CONCEPTIONS INTO A COHERENT WHOLE

CRITICAL READING & CRITICAL THINKING

MY BLOOD TEST

ONCE MY PHYSICIAN SYNTHESIZED THE INFORMATION IN THE REPORT –THE DISCRETE ELEMENTS OF MY REPORT, COMBINING IT WITH HIS KNOWLEDGE AND EXPERIENCE, HIS KNOWLEDGE OF *ME*, AND THE BLENDING OF THESE CONCEPTS INTO A COHERENT WHOLE - HE WAS ABLE TO **EVALUATE** THE RESULTS OF THE LAB TESTS IN A SPECIFIC, PERSONALIZED WAY FOR ME.

EVALUATE:

TO DETERMINE THE SIGNIFICANCE, WORTH, OR CONDITION OF, USUALLY BY CAREFUL APPRAISAL AND STUDY

CRITICAL READING & CRITICAL THINKING

MY BLOOD TEST

MY PHYSICIAN'S CAREFUL EVALUATION THEN ALLOWS HIM TO MAKE A **JUDGMENT** ABOUT MY CURRENT HEALTH STATUS.

JUDGE:

TO DETERMINE OR PRONOUNCE AFTER INQUIRY AND DELIBERATION

CRITICAL READING

ASSESSMENT OF CRITICAL READING SKILLS IN YOUR CLASSES

CRITICAL READING ASSESSMENT RUBRIC

Assessment - Critical Reading Rubric

Dimension	2	1	0
Comprehension	Thoroughly explains the topic and main idea(s) and accurately identifies most or all of the details/evidence that support the main idea(s).	Somewhat explains the topic and main idea(s) and accurately identifies some of the details/evidence that support the main idea(s).	Does not explain the topic and main idea(s) and inaccurately identifies the details/evidence that support the main idea(s).
Explication	Accurately explains ideas from the text and makes specific/appropriate connections to discipline or course content.	Accurately explains ideas from the text and makes general or vague, but appropriate connections to discipline or course content.	Does not accurately explain ideas from the text and/or makes inappropriate connections or does not make connections to discipline or course content.
Reflection	Effectively explains personal insights, opinions, or feelings and thoroughly explains how they relate to the text.	Somewhat explains personal insights, opinions, or feelings but does not thoroughly explain how they relate to the text.	Does not explain personal insights, opinions, or feelings related to the text.
Application	Accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Somewhat accurately transfers and applies concepts from the text to a new context, situation, or real life/out of class scenario.	Does not accurately transfer and applies concepts from the text to a new context, situation, or real life/out of class scenario.

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CRITICAL READING ASSESSMENT RUBRIC

HOW DO I IMPLEMENT THIS ASSESSMENT TOOL?

LEVELS OF QUESTIONING

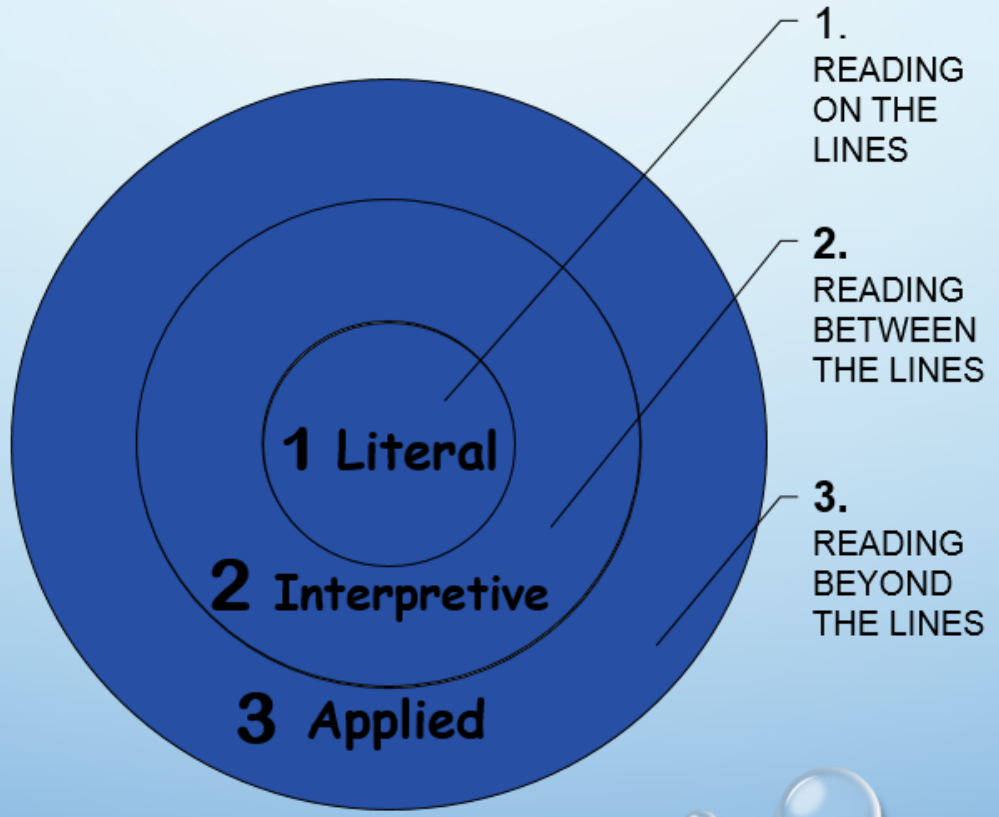
1.LITERAL

2.INTERPRETIVE

3.APPLIED

LEVELS OF QUESTIONING

1. **LITERAL**
   - ❖ **READING "ON THE LINE"**
   - ❖ **BLACK AND WHITE READING**
   - ❖ ***WHAT DID THE AUTHOR SAY?***
2. **INTERPRETIVE**
   - ❖ **READING "BETWEEN THE LINES"**
   - ❖ **INFERRING**
   - ❖ ***WHAT DID THE AUTHOR MEAN BY WHAT WAS SAID?***
3. **APPLIED**
   - ❖ **READING "BEYOND THE LINES"**
   - ❖ **EVALUATING AND CREATING**
   - ❖ ***HOW DOES THE AUTHOR'S MESSAGE APPLY TO OTHER SITUATIONS?***



LEVELS OF QUESTIONING

AN EXAMPLE:

THE GALVESTON DISASTER

The Galveston Disaster

The greatest natural disaster to strike the United States was the tropical cyclone that hit Galveston, Texas, on the night of 8 September 1900. The combination of high wind, great waves, and storm surge killed about 8,000 people – more than the Johnstown Flood, the San Francisco Earthquake, the 1938 New England Hurricane, and the Great Chicago Fire combined. Indeed this one event accounts for more than a third of all tropical storm- or hurricane-related fatalities ever recorded in the United States.

In 1900, Galveston, home to about 37,000 people, was one of the most important cotton markets in America. The island city was (and is) located at the eastern end of Galveston Island, a low sand barrier island off the Texas coast about 48 kilometers (30 miles) long and 3.2 kilometers (2 miles) wide. When the hurricane struck, the highest point in Galveston was only 2.7 meters (8.7 feet) above sea level.

Unlike today, there were no geosynchronous satellites, ship-to-shore radios, or networks of weather forecasters to warn of the coming storm. Forecasting was done by experience and hunch, and few were better than Dr. Isaac Cline, chief of the U.S. Weather Bureau's Galveston station. On the evening of 7 September, as many of Galveston's residents were settling down to dinner, Cline became increasingly concerned about the 26-kilometer- (16-mile-) per-hour northerly wind that had blown steadily all day. Something was amiss – the wind was from the wrong direction, and high clouds at sunset were moving in nearly the opposite way, from the southeast. By midnight, the wind had shifted toward the northeast and had grown to about 60 kilometers (50 miles) per hour. At first light, residents flocked to the shore to gawk at the monstrous waves crashing on the beaches. Then the water began to rise. Cline sensed a hurricane was imminent and believed he knew what was going to happen next, but as he spread emergency warnings to evacuate the island, a steamship was torn from its moorings and smashed through the three bridges connecting the island to the main land. There would be no escape.

The atmospheric pressure plummeted and the wind speed increased as the storm approached and intensified. The tropical cyclone's low pressure drew the ocean into a broad mound, and the winds drove this mound ashore – a phenomenon known as a storm surge. As misfortune would have it, the surge arrived at a time of high tide. Waters from the Gulf of Mexico and Galveston Bay rose to meet each other. Residents scrambled to the second, third, or fourth stories of buildings to avoid the rising water. Winds that reached 200 kilometers (125 miles) per hour collapsed the structures, freeing masses of flotsam that hammered anyone outside. By the afternoon of 8 September, buildings crumbled and people were battered by debris and drowned. At 8:30 that evening, the water stood 3.4 meters (11 feet) above Galveston Island's highest point. People died in the thousands, clinging to heaving rafts of wreckage and each other. Property damage was extraordinary.

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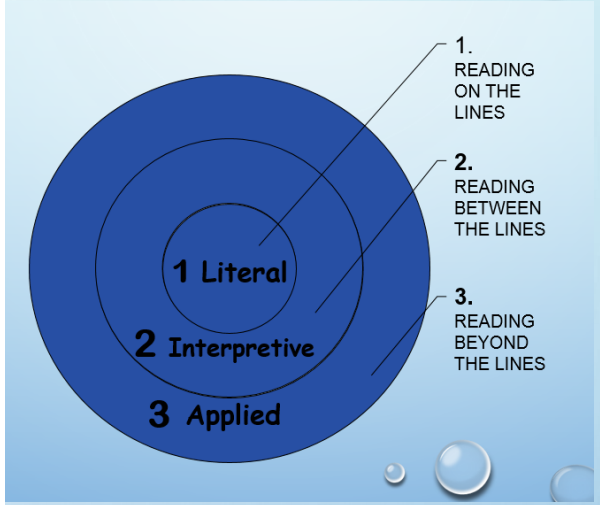

The Galveston Disaster
From Garrison, *Oceanography*, 5th edition © 2005 Brooks/Cole, part of Cengage Learning, Inc.
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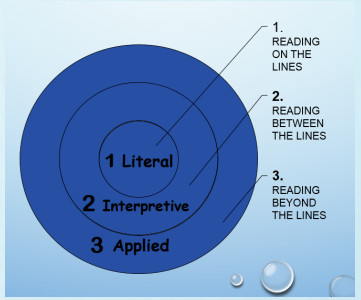
LEVELS OF QUESTIONING



THE GALVESTON DISASTER

1. LITERAL QUESTIONS

- **WHY WAS THIS STORM CONSIDERED THE UNITED STATES' GREATEST NATURAL DISASTER?**

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- **WHAT FACTORS COMBINED TO MAKE THE GALVESTON STORM SO DEADLY?**
  - HIGH TIDE, TROPICAL CYCLONE WINDS, LOW ATMOSPHERIC PRESSURE, INCREASED WIND SPEED OVERNIGHT, SHIP BREAKING LOOSE AND DESTROYING THREE BRIDGES.

- **THE ISLAND EVACUATION ROUTES WERE DESTROYED BY A STEAMSHIP. TRUE OR FALSE?**

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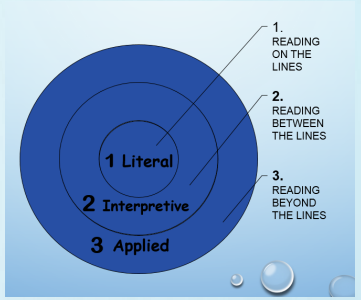

THE GALVESTON DISASTER

2. INTERPRETIVE QUESTIONS

- **WHAT IMPACT WOULD A LOW TIDE HAVE HAD AT THE TIME OF THE STORM SURGE?**
  - A LOW TIDE WOULD DECREASE THE HEIGHT OF THE STORM SURGE.
    - *THE READER HAS TO INFER THIS – INTERPRET WHAT IS SAID, AND THEN FIGURE OUT THE CORRECT ANSWER.*
    - *THE ANSWER TO THIS QUESTION IS <u>NOT</u> DIRECTLY STATED IN THE TEXT.*
- **THE READER CAN CONCLUDE THAT MOST PEOPLE IN THE GALVESTON DISASTER WERE KILLED BY**
  - **a. WATER**
  - **b. WIND**
  - **c. FLOATING WRECKAGE**
  - **d. LOW PRESSURE**

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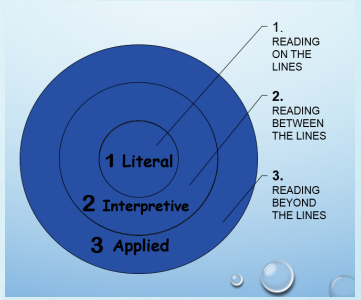

THE GALVESTON DISASTER

3. APPLIED QUESTIONS

- **HOW CAN THE EXPERIENCE OF GALVESTON BE APPLIED TODAY IN HURRICANE-PRONE AREAS?**

- **HOW WOULD YOU RESPOND TO A NATURAL DISASTER WHERE YOU LIVE IN ORDER TO SAVE YOUR LIFE AND THE LIVES OF OTHERS?**

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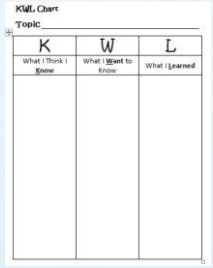
IMPLEMENTATION STRATEGIES:

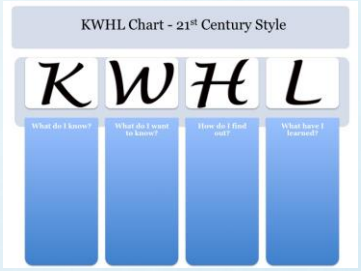
- IDENTIFY A TOPIC, IDEA, CONCEPT THAT YOU HAVE FOUND TO BE CHALLENGING FOR STUDENTS.
- STUDY THE MATERIALS YOU USE TO PREPARE STUDENTS FOR THIS CONCEPT AND THE MATERIALS YOU USE TO PRESENT THE CONCEPT.
- THINK ABOUT THE CONTENT OF THOSE MATERIALS.
- IDENTIFY FACTUAL (LITERAL) INFORMATION THAT IS IMPORTANT FOR STUDENTS TO KNOW.
- IDENTIFY INFERENCES ESSENTIAL TO UNDERSTANDING THE CONCEPT: WHAT IS NOT DIRECTLY STATED IN THE MATERIALS, YET IS ESSENTIAL FOR STUDENTS TO REALIZE, APPRECIATE, AND LEARN? WHERE DO THEY NEED TO READ BETWEEN THE LINES?
- IDENTIFY WAYS IN WHICH YOU CAN CHALLENGE STUDENTS TO APPLY THE CONCEPT TO A DIFFERENT SCENARIO, DIFFERENT CONTEXT, DIFFERENT TIME OR PLACE, ETC.

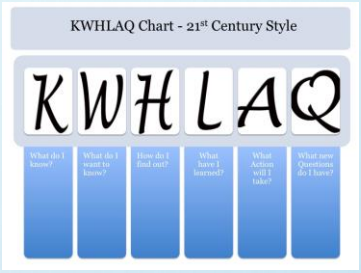
CRITICAL READING ASSESSMENT RUBRIC

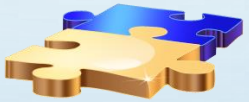
IMPLEMENTATION STRATEGY TOOLS:

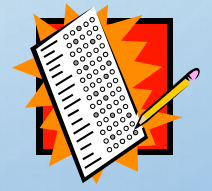
- **IN-CLASS ACTIVITIES**
  - KWL CHARTS
  - ANTICIPATORY ACTIVITY
  - GAMES AND COMPETITIVE SITUATIONS
  - APPLICATION SCENARIOS: LABS, GUIDED EXPERIENCES, CREATIVE ACTIVITIES
  - PROBLEM-SOLVING ACTIVITIES
  - TICKET-OUT-THE-DOOR
- **QUIZZES AND/OR TESTS**
  - TRUE/FALSE QUESTIONS
  - MULTIPLE CHOICE QUESTIONS
  - SHORT WRITTEN-ANSWER QUESTIONS
  - LONGER WRITTEN-ANSWER QUESTIONS
  - ESSAYS
- **WRITTEN ASSIGNMENTS**
  - ESSAYS
  - RESEARCH PAPERS

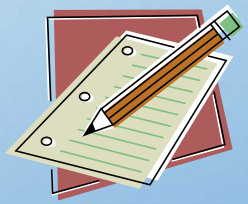


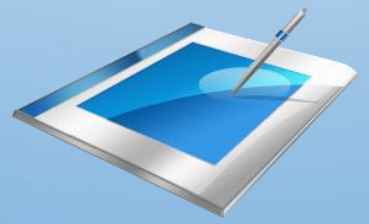












CRITICAL READING ASSESSMENT

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