Everett Public Schools
Assessment of Student Learning

Teacher's Guide

Benchmark Reading Assessment
Grade 9
Grading Period 1

"Hilda Conkling: Child Poet"
"The Ox Cart Man"
"The True History of the Tortoise and the Hare"

Reading Assessment
Teacher Directions

Purpose: The purpose of the assessment is to determine each student's ability to demonstrate skill in the assessed targets and to inform instruction.

Time: Approximately two class periods.

Preparation prior to the assessment:
- Read the Directions for Administration (below) and the student passages (in student packet).
- We recommend you familiarize yourself with the assessment by taking it prior to giving it to the students.
- Check that you have a student packet for each student. Make additional copies, if needed.

Remind students that they:
- need to bring materials for independent work/reading on the assessment days.
- may use pencil only for the assessment.
- need to know their access codes for computer login during the assessment.
- may NOT take the test home.
- may NOT use a dictionary or thesaurus for the assessment.
- will NOT be able to get assistance from you during the assessment.

Directions for Administration

Before testing begins:
1. **Inform students** that this reading assessment is for collecting evidence of each student's ability to read and answer independently. Assessments may not be taken home. Using a dictionary and/or a thesaurus is not allowed.

2. **Remind students to:**
   - preview the reading passage and assessment questions before beginning.
   - code and mark the text passages to help identify important details.
   - reread any part of the passage to find evidence to support their answers.
   - remain seated throughout the assessment period and to work quietly or read independently when finished with the assessment. (Exception: if students are entering scores on the computer)

To begin testing:
Pass out student packets and make certain each student has a pencil.
Review reminders listed above the Directions for Administration.
Daily:
Collect student packets at the end of **each period**.
Please **do not** allow students to take booklets home to finish assessment.

Entering student data:
Enable the CCBA tool for students (see CCBA directions).
Provide an opportunity for students to enter multiple choice answers into the CCBA tool.
IMPORTANT – Remember to disable CCBA tool for the class at the end of each period.

Use of data: The purpose of the assessment is to determine each student's ability to demonstrate skill in the assessed targets and to inform upcoming instruction. Utilize baseline scores for instructional planning and targeted instruction. It is up to teacher discretion whether mid-year assessments are used for a grade.

*Please note: **No pre-teaching or coaching** of assessment is allowed.
        This is a secure test. Check with your IFL regarding procedures (shredding, storing, etc.)

Secondary Reading Strands and Targets

Literary Texts

Literary Comprehension: The student comprehends important ideas and details in literary texts.
LC01 The student demonstrates understanding of major ideas (theme or message) and supportive details of literary texts.
LC02 The student summarizes literary texts (with evidence from reading).
LC03 The student makes inferences or predictions about literary texts (based on the reading).
LC04 The student interpret general and specialized vocabulary critical to the meaning of the text.

Literary Analysis: The student analyzes, interprets, and synthesizes ideas in literary texts.
LA05 The student applies understanding of literary elements (genres, story elements such as plot, character, setting, stylistic devises) and graphic elements/illustrations.
LA06 The student compares/contrasts elements of the text or makes connections within the text.
LA07 The student compares/contrasts (elements of texts) or makes connections or synthesizes among or between texts.

Literary Critical Thinking: The student thinks critically about literary texts.
LT08 The student analyzes author's purpose and evaluates effectiveness for different audiences.
LT09 The student evaluates reasoning and ideas/themes related to the text.
LT10 The student extends information beyond the text (apply information, give a response to reading, express insight gained from the reading).

Informational Texts

Informational Comprehension: The student comprehends important ideas and details in informational texts.
IC11 The student demonstrates understanding of major ideas and supportive details of informational texts.
IC12 The student summarizes informational (with evidence from the reading) and task-oriented texts.
IC13 The student makes inferences or predictions (based on the reading) about informational/task-oriented texts.
IC14 The student interprets general and specialized vocabulary critical to the meaning of the text.

Informational Analysis: The student analyzes, interprets, and synthesizes ideas in informational texts.
IA15 The student applies understanding of info/task elements, graphic elements and illustrations. Applies understanding of text features (titles, headings, and other information divisions, table of contents, indexes, glossaries, prefaces, appendices, captions) and graphic features.
IA16 The student compares/contrasts elements of the text or makes connections within the text.
IA17 The student compares/contrasts or makes connections or synthesizes among or between texts.

Informational Thinking Critically: The student thinks critically about informational texts.
IT18 The student analyzes author's purpose (including distinguishing between fact and opinion) and evaluates effectiveness for different audiences.
IT19 The student evaluates reasoning and ideas/themes related to the text.
IT20 The student extends information beyond the text.

Benchmark Reading Assessment
Scoring Guide
Grade 9 – Grading Period 1

Please refer to attached *Reading Strands and Targets* document on preceding page.

Multiple Choice Items – 1 point each

Student MC Answers	Strand and Target		Evidence to support MC answers
1. A	IC11	Main Idea	B is untrue; C & D are supporting details.
2. D	IC14	Vocabulary	Highly regarded is a synonym for prestigious.
3. **SA**	IC12	Summarize	See following pages for answers.
4. B	IC13	Inference	A and C are literal statements about music; D is not supported by text.
5. C	IC12	Summarize	See paragraph 8.
6. D	LA05	Literary Elements	There are no clues for jealous, funny, nor bossy. The mother does pay attention to what her daughter writes and take several actions to get the poems published = involved.
7. **SA**	IC13	Inference	See following pages for answers.
8. C	LC01	Main Idea/Theme	The end of the poem mentions the man will build the cart <u>again</u> and, therefore, start over again working in his field. In the last stanza, he has already made a new harness.
9. C	LC02	Summarize	C is the only one that summarizes the selection and is not a supporting detail. D is not correct because is an opinion not supported in the text.
10. A	LC03	Inference	The poem implies cyclical work. The man has already made a new harness so preparing products for market (as he did in April) makes sense for the next steps of those listed.
11. B	LA05	Literary Elements	He digs potatoes, tans hides, hoops the barrels, and walks the ox for 10 days, etc… This shows he is hardworking.
12. C	LC04	Vocabulary	Piece of wood is the definition for plank.
13. C	LC01	Main Idea/Theme	A and D are incorrect according to this story. B could be true according to the story but is not the <u>main</u> idea.
14. A	LC02	Summarize	A,B, and C are all details.
15. D	LC04	Vocabulary	Slogan is a synonym for catch-phrase.
16. C	LA05	Literary Elements	The animals arguing about who was fastest is the main conflict. A and D are conflicts, but not major ones. B is not supported.
17. C	LC03	Inference	A, B, & D have no text basis.
18. **ER**	LA05	Literary Elements	See following pages for answers.

Note: **SA** and **ER** stand for Short Answer and Extended Response items. The short answer and extended response scoring guide is found on the following pages.

3. **Short Answer – 2 points**
   Strand: Comprehension
   Learning Target: IC12 Summarize

In your own words, write a summary of the selection. Include **three** main events from the selection in your summary.

2	A **2**-point response accurately summarizes the selection by including **three main events** from the selection OR Provides **a summarizing statement and two main events** from the selection. **Example using three main events:** When Hilda Conkling was four years old she began "talking poems" which her mother recorded. A few years later, her mother began sending Hilda's poems for publication – they were a huge success and Hilda was considered a great poet. She wrote fewer and fewer poems as she grew older, saying she had lived her life in reverse. OR **Example using a summarizing statement and two main events:** She was famous in childhood, but became less and less of a writing success as she approached adulthood. With the help of her mother, she published many poems in her childhood, even winning awards. As she got older, she published fewer and fewer poems.
1	A **1**-point response partially summarizes the selection by including one or two main events from the story/selection OR Provides a summarizing statement and one main event from the selection OR Provides a summarizing statement OR Provides one main event from the selection.

Text-based main events may include, but are not limited to:
- Hilda Conkling began "talking poems" to her mother at four years old.
- When Hilda was eight, her mother began submitting her daughter's poems to literary magazines.
- Hilda's poems became widely published.
- Hilda did not know about her success until she received a copy of her book at a surprise party.
- Hilda won awards and her poetry was collected into books.
- The *New York Times Book Review* called Hilda a "poet by instinct" with a "true and fine poetic imagination."
- Hilda said she lived her "life in reverse."
- Hilda's verses are still included in anthologies.
- Hilda's poems were discussed in *Children and Books*, a text about the best children's literature.

NOTE: A summary statement must mention that Hilda became a famous poet in her childhood and wrote less as an adult.

7. **Short Answer – 2 points**
   Strand: Comprehension
   Learning Target: IC13 Inference

   What experiences most likely influenced Hilda's success? Include **two** details from the selection in your answer.

2	A **2**-point response provides **two** text-based details to identify what experiences most likely influenced Hilda's success.
1	A **1**-point response provides **one** text-based detail to identify what experiences most likely influenced Hilda's success.

   Text-based details may include, but are not limited to:

   Experiences that influenced Hilda's success:
   - The mother realized Hilda's words made music
   - "Her mother copied the poems just as Hilda told them to her."
   - The mother sent groups of Hilda's poems to various publications.
   - The mother hid the magazines from Hilda which in turn helped her daughter not to lose her spontaneity or creativity.
   - Well-known poets and critics reviewed and commented on her poems. For example, she is declared a genius, an unusually gifted little girl, "a true and fine poetic imagination."
   - A famous poet, Amy Lowell, wrote a preface in one of her books.
   - Her first book, *Poems by a Little Girl*, got good reviews.
   - Her second book received great praise.
   - Hilda won a poetry prize from a prestigious literary magazine.
   - When she was 14, one hundred of her best poems were published in *Silverhorn*.

18. Extended Response– 4 points
Strand: Analysis
Learning Target: LA05 Literary Elements

According to the story, describe how the Hare feels about racing the Tortoise. Provide **three** details from the story to support your answer.

4	A **4**-point response provides all of the following: • A reasonable feeling • One text-based detail • A second text-based detail • A third text-based detail •
3	A **3-point** response provides three of the elements listed above.
2	A **2-point** response provides two of the elements listed above.
1	A **1-point** response provides one of the elements listed above.

Reasonable feelings may include, but are not limited to: ridiculous, absurd, cross, bored, foolish…

Text-based details may include, but are not limited to:

ridiculous, absurd
• "Ridiculous nonsense! said the Hare, and it was all his constituents could do to get him to run.
• "It's rather absurd," he said loftily, "to race with an animal as slow as a Tortoise."

bored and cross
• "…he looked bored and cross."
• "And he sat down, yawned, and lazily began to scratch himself."
• "…he sat down and again and scratched lazily."
• "He yawned and stretched himself upon the grass. Some say he slept."

foolish
• "…it suddenly struck him what a fool he looked running a race with a Tortoise who was nowhere in sight…"
• "It's rather absurd," he said loftily, "to race with an animal as slow as a Tortoise."

Benchmark Reading Assessment
Strand Score Scale

Comprehension Strand	4	3	2	1
16 Points Possible	15 - 16	13 - 14	10 - 12	0 - 9

Analysis/Interpret Strand	4	3	2	1
7 Points Possible	7	6	4 - 5	0 - 3

Critical Thinking Strand	4	3	2	1
0 Points Possible	0	0	0	0

Assessment Feedback

Name_____

After each administration we look at student data to make changes, but it would also be helpful if you could point out any suggestions you and/or your students have for further improvement. Please use this form or an email to share your feedback. Thanks very much.

Difficulty of text selections

Ambiguous or Confusing Questions

Inaccuracies or Typographical Errors

Other comments:

**Please return this form to your Instructional Facilitator of Literacy. Thank you!