

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Benchmark Reading Assessment Grade 9 Grading Period 4

“Yesterday”
“The Blanket”
“Age Distribution”

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 devices) 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 4

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. C	LT09 Evaluate Reasoning	<p>A The speaker mentions the father repeatedly, implying his love for his father.</p> <p>B See stanza 14: The stanza describes how the speaker is not busy.</p> <p>C The speaker acknowledges that he was a bad son in stanza 1 and the rest of the poem describes why he was a bad son.</p> <p>D The father asks, but does not demand, time from his son.</p>
2. C	LC02 Summarize	<p>C is the best answer because in the poem the son reflecting on the past and how he could have been a better son, if he had only spent more time with his father.</p>
3. A	LC03 Inference	<p>A is the correct answer because, in stanza 6, it is implied that the father dies.</p> <p>B is incorrect because it is the son who doesn't make the father a top priority.</p> <p>C is incorrect because there is no mention of whether or not the son and father have anything in common.</p> <p>D is incorrect because the friend is not a priority and the friend is the son/speaker (inner dialogue).</p>
4. A	LA05 Text Elements	<p>A is correct because the son is reflecting on his relationship with his father.</p>
5. B	LC01 Theme	<p>B is correct because the son realizes he missed the opportunity of having a quality relationship with his father because he didn't spend time with him.</p>
6. B	LA06 Compare/Contrast	<p>A The son is questioning the relationship, so not taking it for granted.</p> <p>B The father is concerned about the demands on his son's life, but the son is only concerned with his own feelings.</p> <p>C This is the opposite of the poem's action.</p> <p>D The father had time for his son.</p>
7. D	LA07 Cause and Effect	<p>D is correct because, in stanza 14, the poem explicitly states that the speaker had nowhere to go and nothing to do.</p>
8. D	LT10 Extend Beyond Text	<p>The son in the poem realizes that, although he has his own life, he needed to maintain his relationship with his father.</p>
9. B	LT08 Author's Purpose	<p>"Good son" is an opinion; the other answers are all events that take place (facts).</p>
10. C	LC04 Vocabulary	<p>C is correct because the girl attempts to be pleasant, although she is not sincere. The girl is not attempting to amuse or entertain, nor does the word mean "nice-looking."</p>
11. D	LC02 Summarize	<p>D is correct because Granddad's gift does cause conflict between the three men in the family. See paragraphs 22 through 26.</p>
12. C	LA05 Literary Elements	<p>C is correct because the girl is insensitive and indifferent to the fact that the Granddad is given a nice gift before he leaves. She makes a point of saying how expensive the blanket might be in front of Granddad.</p>
13. C	LT08 Author's Purpose	<p>C is correct because the incident in the story allows the son, dad, and granddad to come to terms and value each other.</p>
14. D	LA06 Compare/Contrast	<p>D is correct because Granddad and Peter are both attempting to cope with the idea that Granddad will no longer be living in the house.</p>
15. B	LT10 Extend Beyond Text	<p>B is correct because the Granddad makes excuses for his son, rather than demanding that his wishes and needs are met.</p>
16. A	LC01 Theme	<p>A is correct because Peter, the father, and Granddad all have difficulty accepting Granddad's leaving.</p>
17. A	LC03 Inference	<p>A is correct because the tone of the words "that woman" leads the reader to infer that Peter is unhappy with the woman being in their lives.</p>

18. D	LT09	Evaluate Reasoning	D is correct because the father gives Granddad a blanket to make up for sending him away.
19. A	LA07	Cause and Effect	A is the correct answer because Dad was moving to a new house, as well as Granddad moving to a retirement home.
20. B	LT10	Extend Beyond Text	B is correct because Granddad has no choice about his future and where he will be living.
21. D	IC11	Main Idea	D because this is the idea discussed in the article and shown in the table.
22. D	IC14	Vocabulary	The consequences for the U.S. are described in the table. The table displays the “important” percentages of population distribution in 1995 and 2025.
23. C	IC12	Summary	A This summarizes the 2 nd table. B This summarizes the 1 st table. C This is correct. D It compares only two target dates.
24. D	IC13	Predict/Inference	A Comparatively their numbers would decrease the middle-aged population. B This is untrue. C This is contrary to the trend shown. D If the baby boomers are affecting the percentages of middle-aged and elderly in the dates given, then they would logically have affected the percentages prior to this.
25. B	IC14	Vocabulary	See word definitions
26. B	IA15	Text Features	A They also show 2025. B This is correct. C This is not intended for information distribution but to make information easier to understand. D There are no graphs.
27. D	IA16	Compare/Contrast	A This is not a comparison of percentage. B Again, this is not a comparison of percentage. C This is incorrect. D This is correct; the percentage of elderly increases.
28. A	IA17	Cause and Effect	A As the Baby Boomers age they will increase the numbers in the older demographic more quickly than in the past. B The increase will be rapid, not slight. C This is incorrect (opposite). D This is incorrect (opposite).
29. C	IT18	Author’s Purpose	As an information piece, the author is not demonstrating attitude or emotion.
30. B	IT19	Evaluate Reasoning	A This information is not provided. B Correct. C This is incorrect (Alaska and Florida are different). D This may be true but is not the most significant concept that is presented.

Supplemental Test Questions

1. SA	LT08	Author’s Purpose	See scoring guide on following pages
2. SA	LT09	Evaluate Reasoning	See scoring guide on following pages
3. ER	LT10	Extend Beyond Text	See scoring guide on following pages

Note: **SA** and **ER** stand for Short Answer and Extended Response items. The supplemental short answer and extended response questions are optional but the scoring guide is found on the next pages.

Benchmark Reading Assessment
Supplemental Scoring Guide
Grade 9 – Grading Period 4

1. Short Answer – 2 points

Strand: Critical Thinking

Learning Target: LT08 Author’s Purpose

What is the poet’s purpose for writing the poem “Yesterday”? Provide **one** detail from the poem to support your answer.

2	A 2-point response states the poet’s purpose for writing the poem and provides one text-based detail to support the purpose.
1	A 1-point response states the poet’s purpose for writing the poem OR Provides one text-based detail that would support a reasonable purpose.

Author’s purpose may include but is not limited to:

- Encouraging readers to spend time with their parents
- Illustrating the regret that children feel when they neglect their parents.
- Emphasizing the importance of maintaining family relations.

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

- I was not a good son
- I did not go to see my parents very often...even when I was living in the same city
- Both say “the last time I saw my father...”
- Feeling again the cold of my father’s hand for the last time
- Father made excuses for him.
- I got up and left him
- There was nowhere I had to go and nothing I had to do.
- Echo format emphasizes the emotions.

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Supplemental Scoring Guide

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2. Short Answer – 2 points

Strand: Critical Thinking

Learning Target: LT09 Evaluate Reasoning

Is the dad's decision to marry a good idea? Provide **two** details from the story to support your answer.

2	<p>A 2-point response states or implies whether or not dad's decision to marry is a good idea, and provides two text-based details to support the answer.</p> <p>Example: (YES) Dad's decision to marry is a good idea because it will provide companionship for him and perhaps give Peter brothers and sisters. OR Example: (NO) Dad's decision to marry is not a good idea because Dad's girlfriend shows no compassion for Granddad's situation or his welfare. Also, she does not appear to be bothered by the family's upcoming separation. OR Example: (YES and NO) Dad's decision to marry is a good idea because it will provide Peter with a mother. However, it is a bad idea because it causes Peter to be angry.</p>
1	<p>A 1-point response states or implies whether or not dad's decision to marry is a good idea, and provides one text-based detail to support the answer.</p>

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

YES

- Companionship
- Siblings for Peter
- A mother for Peter
- A beautiful wife for dad
- Dad will feel young

NO

- Family is split up/separated
- Peter is unhappy and angry
- The woman shows no compassion and is selfish (For example, in paragraph 20, the woman says that Granddad doesn't need a double blanket and questions the cost of the blanket.)

YES and NO

- A combination of the examples above

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Supplemental Scoring Guide

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3. Extended Response – 4 points

Strand: Critical Thinking

Learning Target: LT10 Extend Beyond Text

What **four** pieces of advice would Peter give about dealing with change? Provide information from the story in your answer.

4	<p>A 4-point response shows what advice Peter would give about dealing with change by providing the following:</p> <ul style="list-style-type: none"> • One text-based piece of advice • A second text-based piece of advice • A third text-based piece of advice • A fourth text-based piece of advice <p>Example: Peter’s advice would be to be compassionate because he saw the negative impact of the girlfriend’s treatment of Granddad. He might also advise others to be flexible because he saw how Granddad was ready to accept his move. The third piece of advice Peter would give is to be forgiving. He saw how important it was to forgive his dad for moving Granddad so the family could move on. Finally, Peter would probably say that it’s important to be courageous. By standing up to his father and threatening to cut the blanket in two, his father finally realizes the full impact of his decision to move Granddad.</p>
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.

Text-based advice may include, but is not limited to:

- Be compassionate: Peter sees how the girlfriend is not compassionate (how she complains about Granddad) and sees how her behavior makes family life very difficult.
- Be flexible: Peter sees how the Granddad deals with being moved to government housing and flexibility makes moving easier for Granddad and the others.
- Be forgiving: Peter had to forgive his dad for moving Granddad in order for the family to move on.
- Know when things are outside your control: Peter had to understand that his Granddad’s move was out of his control and, as a young man, had to deal with decisions he could not change.
- Be courageous/stand up for yourself: When Peter pulls out the scissors and threatens to cut the blanket in two, the dad understands the impact of his decision.

Benchmark Reading Assessment

Strand Score Scale

Comprehension Strand	4	3	2	1
12 Points Possible	11 - 12	10	7 - 9	0 - 6

Analysis/Interpret Strand	4	3	2	1
9 Points Possible	8 - 9	7	5 - 6	0 - 4

Critical Thinking Strand	4	3	2	1
9 Points Possible	8 - 9	7	5 - 6	0 - 4
17 Points Possible (with Supplemental Questions)	16 - 17	14 - 15	10 - 13	0 - 9

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!**