Everett Public Schools
Assessment of Student Learning

Teacher's Guide

Benchmark Reading Assessment
Grade 7
Grading Period 1

"Hector, the Stowaway Dog"
"The Sea"
"Are Dogs Dumb?"

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 and benchmark 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 7 – 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.	**C**	LC04	Vocabulary	To be aloof means to be unavailable or distant.
2.	**D**	LC01	Main Idea	A and C are minor conflicts in the story and B is incorrect.
3.	**A**	LC03	Inference	Not enough evidence to support B or C. There is evidence in the story that Hector was already used to living on a ship.
4.	**A**	LA05	Literary Elements	Kindall was kind to Hector even though Hector did not return his affection. This demonstrates patience. B, C, and D cannot be supported by the text.
5.	**C**	LC03	Inference	There is no support for A, B, and D in the text. See paragraphs 11 & 12: "What mysterious . . ."
6.	**B**	LC01	Main Idea	The most important detail of this paragraph is that the dog and its owner are reunited.
7.	**C**	LC02	Summarize	C captures important information from the beginning, middle and end of the story.
8.	**SA**	LC02	Summarize	See following pages for Scoring Guide
9.	**SA**	LC01	Theme	See following pages for Scoring Guide
10.	**D**	LA05	Literary Elements	In the poem on lines 16 & 17, the grasses are described as "playing" and, therefore, the grasses are behaving like people: "When even the grasses on the dune Play no more their reedy tune,"
11.	**D**	LC01	Theme	The poems describes how the sea changes from day to night and from season to season. For examples, see lines 10 & 11 and 15.
12.	**A**	LC02	Summarize	In lines 10-14, the storm clouds come in over the sea and the ocean becomes turbulent. For example, the lines describe the sea hitting the cliffs and the loud sounds of water smashing the rocks.
13.	**ER**	LA05	Literary Elements	See following pages for Scoring Guide
14.	**D**	IC12	Summarize	See paragraph 9.
15.	**A**	IC13	Inferences	This means monkeys outperform dogs on this test.
16.	**C**	IC14	Vocabulary	A synonym for wary is cautious.
17.	**A**	IC14	Vocabulary	A synonym for reflection is sign.
18.	**A**	IA15	Text Features	This indicates a title.

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.

8. **Short Answer – 2 points**
   Strand: Comprehension
   Learning Target: LC02 Summarize

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

2	A **2-point response** accurately summarizes the selection by including a **summarizing statement** and **three** main events from the story Example: *Hector, the Stowaway Dog* is a story about determination. Hector is a dog that is separated from his master by an entire ocean, but refuses to find a new master. He searches many ships to find one he thinks will return him to Japan. As a stowaway, he could have again adopted a new master, but he is determined to find his real master and stays on deck whenever possible and sniffs the air for his master. Finally, when he knows his master is near, he risks his life by jumping in the ocean and is reunited.
1	A **1-point response** partially summarizes the selection by including a **summarizing statement** and **two** main events from the selection. OR Provides **three** main events, but does not include a summarizing statement.

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

Possible summarizing statements:
- "Hector, the Stowaway Dog" is a story about the loyalty and love.
- The story, "Hector, the Stowaway Dog"*,* is about a dog that searches across the ocean for his master.
- The story, "Hector, the Stowaway Dog", is about how much a dog and his master can love each other.
- The story, "Hector, the Stowaway Dog"*,* is about the determination of a loyal dog.

Possible main events:
- Officer Kindall of the Hanley notices a dog going aboard many ships.
- Hector, the dog, goes aboard many ships looking for one he thinks might take him to his master.
- Hector the dog, stows away on a ship called the Hanley that is headed for Japan.
- Hector was found on the ship and the crew tried to get to know him and treat him well.
- Hector is found on the Hanley and follows officer Kindall around the ship as he works.
- It seems that Hector knows how to live on the ship and the crew tries to get to know him better, but Hector remains aloof.
- As the ship drops anchor off the coast of Japan, Hector gets very excited. He smells the air and recognizes the scent of his master on a sampan nearby. He jumps in the water and swims to his old master.
- When the Hanley gets to Japan, Hector and his old master find each other and are reunited.
- Hector gets very excited as he sniffs the air in the harbor at Yokahama. He barks and gets the attention of a man on a nearby sampan. The man also gets excited as he recognizes Hector. Amazingly, dog and master are reunited.

9. **Short Answer – 2 points**
   Strand: Comprehension
   Learning Target: LC01 Theme

The story shows the power of loyalty and love. Provide **two** details from the story to support this idea.

2	A **2-point response** provides two text-based details that show theme.
	Example:
	The power of loyalty and love was so strong for Hector that he wouldn't accept a new master when he had the chance. Hector could have let the captain of the ship be his new master because the captain liked dogs and tried to be friends with him. He also could have accepted Officer Kildall. Hector followed him around all day, but would not warm up to him.
1	A **1-point response** provides **one** text based detail that shows theme.

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

Hector was so loyal that he was determined to find his master.
- He went aboard many ships to find one that he thought would take him home.
- He searched for a way home even though he was so far away from home. Hector was across the ocean.
- Hector was often sniffing the air in search of his master. He didn't give up.

Hector would not accept a new master even though he was lost.
- "The captain, who loved dogs, tried to be friendly, but the terrier would not warm up to him."
- "Kindall and others tried to win him over. To all of them he remained distant and cool."
- "For 18 days the Hanley sailed across the northern rim of the Pacific. Day after day her officers and men tried to make up to the dog but he remained aloof."

Hector only showed affection or attention to his master.
- Hector ran excitedly back and forth when he knew his master was near.
- "The dog became so worked up that he jumped into the water."
- "The shouting man pulled him aboard the sampan and hugged him close, wet coat and all. The dog whined with joy and licked his face."

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

According to the poem, describe how the poet feels about the sea. Provide **three** details from the poem to support your answer.

4	A **4-point response** describes how the poet feels about the sea and provides **three** text-based details to support the feeling. Example: The poet feels the ocean changes a lot. For example, the poet shows how the sea can be quiet like in May or June or how the sea "lies on the sandy shores." Other times, however, the sea can be loud and wild, "Shaking his wet sides over the cliffs, And howls and hollos long and loud."
3	A **3-point response** describes how the poet feels about the sea and provides **two** text-based details to support the feeling. OR provides three text based details that would support an appropriate feeling.
2	A **2-point response** describes how the poet feels about the sea and provides **one** text-based detail to support the feeling. OR provides two text-based details that would support an appropriate feeling.
1	A **1-point response** describes how the poet feels about the sea OR provides one text-based detail that would support an appropriate feeling.

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

The poet feels the sea is like a dog:
- (Line 1) "The sea is a hungry dog"
- (Line 3) "He rolls on the beach all day"
- (Lines 8-9) "The giant sea-dog moans, Licking his greasy paws."

The poet feels the sea is rough and wild:
- (Lines 13-14) "Shaking his wet sides over the cliffs, And howls and hollos long and loud."
- (Lines 5-6) "Hour upon hour he gnaws, The rumbling, tumbling stones,"
- (Line 8) "The giant sea-dog moans,"

The poet feels that the sea can sometimes be calm and quiet:
- (Lines 15) "But on quiet days in May or June,"
- (Line 19) "He lies on the sandy shores,"
- (Line 20) "So quiet, so quiet, he scarcely snores."

Possible other examples of how the poet feels about the sea include that the poet feels that the sea changes, he poet feels the sea is beautiful, and the poet feels the sea is mysterious.

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!