

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Benchmark Reading Assessment Grade 8 Grading Period 1

"The Sinking of PT109"

"Alone"

"Best Friends"

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 8 – 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	LC01 Main Idea	Kennedy tows McMahon to safety even though he told Kennedy to go on without him; he swims out to sea hoping to flag down another boat; and swims to a third island for food, etc...
2. C	LC03 Inference	See answers to question #1.
3. A	LC04 Vocabulary	A synonym for citation is official award.
4. B	LC02 Summarize	It contains events from the beginning, middle, and end of the story.
5. D	LA05 Text Features	It gives the reader visual and written information about the particular boat.
6. B	LC02 Summarize	It contains events from the beginning, middle and end of the paragraph.
7. SA	LC01 Main Idea	See the following pages for Scoring Guide
8. ER	LA05 Literary Elements	See the following pages for Scoring Guide
9. D	LC03 Inference	The speaker repeats that nobody can make it alone; if the speaker has a home, the speaker's soul will not be alone.
10. C	LA05 Literary Elements	The speaker says on line 7, "And I don't believe I'm wrong."
11. D	LC02 Summarize	It contains events from the beginning, middle, and end of the poem.
12. B	LC01 Main Idea	The poem is focused on the idea of interdependence and the need for people to help one another: "Nobody can make it out here alone."
13. B	LC01 Main Idea	Both girls begin to identify their own interests which changes their relationship, see paragraph 26.
14. C	LC04 Vocabulary	A synonym for elusive is "shadowy."
15. A	LC04 Vocabulary	A synonym for contemplated is "considered."
16. C	LC03 Inference	Text based evidence-She is happy, "I was overjoyed", Jen realizes Carmen used her picture in the newspaper, Prior Knowledge-They have been friends since kindergarten and Jen calls Carmen her best friend in the last sentence of the story.
17. D	LA05 Literary Elements	Carmen is a writer and Jen is the artist. As they become more involved with their individual interests, Jen is concerned about their friendship.
18. SA	LC02 Summarize	See the following pages for Scoring Guide

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.

Benchmark Reading Assessment
Scoring Guide
Grade 8 – Grading Period 1

7. Short Answer – 2 points
Strand: Comprehension
Learning Target: LC01 Main Idea

Any of these titles could be another title for the story. Choose the title you think best fits the selection.

They Lived On

The Perils of the PT 109

Profiles in Courage

Use **two** details from the story to support your choice.

2	A 2-point response states or implies which title best fits the story, and provides two text-based details to support the choice.
1	A 1-point response states or implies which title best fits the story, and provides one text-based detail to support the choice.

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

They Lived On:

- Kennedy becomes President of the United States
- Kennedy saves McMahon
- “. . . the eleven hard fought survivors were safely back on the bow.”
- The crew makes it to an island where they are rescued.

The Perils of the PT 109:

- The Japanese destroyer rams the PT 109.
- Two crewman die from the crash.
- The PT 109 sinks and the sea catches on fire.

Profiles in Courage:

- Kennedy orders his men into the water after the boat was rammed.
- Kennedy searches for his missing crewmembers.
- Kennedy saves Patrick McMahon, by grabbing his lifejacket and pulling towards the remains of the boat.

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8. Extended Response – 4 points

Strand: Analysis

Learning Target: LA05 Literary Elements

What problem does Kennedy experience? What are **three** steps he takes to solve this problem? Include information from the selection in your answer.

4	A 4-point response states an appropriate problem Kennedy experiences in the selection and provides three text-based steps he takes to solve the problem.
3	A 3-point response states an appropriate problem Kennedy experiences in the selection and provides two text-based steps he takes to solve the problem OR Provides three text-based steps he takes that would solve an appropriate problem.
2	A 2-point response states an appropriate problem Kennedy experiences in the selection and provides one text-based step he takes to solve the problem OR Provides two text-based steps he takes that would solve an appropriate problem.
1	A 1-point response states an appropriate problem Kennedy experiences in the selection OR Provides one text-based step he takes that would solve an appropriate problem.

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

Problem: PT 109 gets hit by the enemies and is split in two

Steps to solve the problem:

- Sternly orders the men into the water
- Kennedy loudly calls out the names of his missing crewmembers
- He tows McMahon to safety
- All eleven survivors make it back safely to the bow of the ship

Problem: The ship begins to sink

Steps to solve the problem:

- Kennedy has the men swim to a small island four miles away
- He tows McMahon the entire distance
- While the men rest, Kennedy swims out to sea with a lantern and pistol in hopes of finding a rescue boat

Problem: The surviving crew needs help

Steps to solve the problem:

- Kennedy heroically swims out to see to flag down another PT boat
- Kennedy and another man swim to another island to find food
- The crew discovers a Japanese box containing candy and crackers
- Finds islanders that offer his men assistance and food

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18. Short Answer – 2 points

Strand: Comprehension

Learning Target: LC02 Summarize

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

2	A 2-point response accurately summarizes the story by including a summarizing statement and three main events from the story
1	A 1-point response partially summarizes the story by including a summarizing statement and two main events from the story OR Provides three main events from the story and no summarizing statement

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

Possible summarizing statements:

- In the story “Best Friends” by Leslie Hall, two girls see their friendship change as they grow older.
- The story “Best Friends” by Leslie Hall emphasizes the idea that friendships can change and survive.

Possible main events:

Beginning

- The girls have been friends since kindergarten
- The girls got their ears pierced when they were thirteen
- Carmen and Jen were called the twins
- Carmen decides to audition for the school newspaper, but Jen doesn’t want to

Middle

- Mr. Langley wanted Jen to enter an art contest using her pencil drawing of Carmen
- Jen begins to feel Carmen spends all her time working on the school newspaper
- Jen feels ignored, unimportant, and admits she is jealous of the time Carmen spends on the newspaper

End

- Carmen is surprised when Jen gets angry with her
- Carmen and Jen have a confrontation and are mad at one another
- Jen discovers Carmen used her picture in the school newspaper and feels badly about the way she treated Carmen
- Jen heads out to find Carmen

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!**