

# **Everett Public Schools Assessment of Student Learning**

## **Teacher's Guide**



### **Coached Reading Assessment Grade 6 Grading Period 1**

"The Tiger Who Would Be King"  
"Why Monkeys Live in Trees"

# Coached Reading Assessment

## Teacher Directions

**Purpose:** The purpose of the coached assessment is to provide students with modeled and scaffolded instruction in test-taking and skills in answering questions addressing the assessed targets.

**Time:** Approximately 2-3 class periods.

### Preparation:

- Make copies or transparencies of:
  - reading passage(s),
  - assessment questions, and
  - scoring guide.
- Be sure you have reading passage(s) and a student packet for each student. You may make additional copies, if needed.
- Students will need to use a pencil during the assessment.
- Students will need to use a colored pen or pencil for scoring their responses.

### Directions for Administration

#### Before Reading:

1. Preview reading passage and assessment questions.
2. Pass out the reading passage and the student packets. **NOTE:** If you plan to use this assessment for a score in your grade book, skip to Step 6. You can still teach about how to best approach the different texts and questions after the students have independently completed the assessment.
3. Give the students four minutes to preview the reading passage and the assessment questions.
4. After four minutes, ask students to orally share observations about the reading passage and the questions. What did they notice? (Type of genre, captions, vocabulary, key words in questions, etc.) Can any predictions be made about the reading passage?

#### During Reading:

5. Key words and phrases. Ask students to silently read question number one and underline key words or phrases that help them understand the question. Afterwards, elicit key words and phrases from students while you highlight them on an overhead. Briefly do this for each question.
6. Read and then answer the questions. Tell students to silently read the passage and answer the questions. Tell students they may reread any part of the passage to find evidence to support their answers. After doing so, suggest that they write the page number in the margin next to the assessment question to indicate where they found the answer.
7. When all have finished, tell students that they will be scoring their own papers tomorrow so that they can see how they did.

#### Collect all assessment materials.

## After Reading:

8. Return reading passage and student packets to students. Tell students that they will be scoring their own papers and will need a colored pen.
9. Find evidence for correct answers.  
*For Multiple Choice Items:* Go through each question together. Have students share how they figured out each answer in the multiple choice section. Refer back to the pages in the passage to point out the location of evidence for selecting the response. Award 1 or 0 points for each correct answer. Help students see the value of basing their answers on evidence from the text.  
  
*For Short Answer and Extended Response Items:* Put up the transparency with the scoring guide. Discuss what parts of the passage provide the evidence required. Students should underline the phrases in their responses that earn points. Students should award themselves a score of 2, 1, or 0 points for short answer items and 4, 3, 2, 1, or 0 for extended response items.
10. Analysis of scores: Put up a transparency of the Student Score Sheet. Show that each question has been coded with the learning target that it assesses. Using the Student Score Sheet, ask students to fill in the grid with the number of points they earned for each item and add up the scores for each column or strand (comprehension, analysis, or critical thinking).
11. Discuss scoring: Direct students to use their completed score sheet to reflect on their performance for each strand (see #9) and for each of the three types of items (multiple choice, short answer, extended response). Discuss what could be done differently to improve scores. If student performed well on the assessment, have them include what they did well that contributed to their answers.
12. Collect all assessment materials.
13. Save assessment materials. Do not release student packets to students.

## 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.

# Coached Reading Assessment

## Scoring Guide

### Grade 6 – 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. D	LA05 Literary Elements	“...a yellow moon with black stripes...”
2. B	LC01 Theme	A, C and D deal with gaining or keeping power, not with governing.
3. D	LC02 Summarize	D contains information from the whole text.
4. D	LC04 Vocabulary	Surveyed means to “look over”.
5. A	LC03 Inference	A is correct because the monkeys had played a trick and the other animals were angry at them. The monkeys had to stay in the trees to stay safe from the other animals.
6. C	LC03 Inference	Tiger looked at his reflection in the pond and stated that if it were a beauty contest he would be in it. This shows the vanity of Tiger.
7. D	LC04 Vocabulary	Dismay means “disappointment”.
8. B	LA05 Literary Elements	“...tears rolling down his face like waterfall.” See paragraph 20.
9. A	LC01 Theme	Distrust is a consequence of trickery. When Monkey tricked King Gorilla the animals no longer trusted the monkeys.
10. B	LC02 Summarize	Paragraphs 24, 25, and 26 are about Leopard climbing in the tree and discovering that Monkey is cheating.
11. SA	LC02 Summarize	See scoring guide on following pages
12. SA	LC01 Theme	See scoring guide on following pages
13. ER	LA05 Literary Elements	See scoring guide on following pages

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.

**Coached Reading Assessment**  
**Scoring Guide**  
Grade 6 – Grading Period 1

**11. Short Answer – 2 points**

**Strand: Comprehension**

**Learning Target: LC02 Summary**

In your own words, write a summary of “Why Monkeys Live in Trees.” Include **a summarizing statement** and **three** main events from the story in your summary.

<b>2</b>	A <b>2-point response</b> accurately summarizes the selection by including a summarizing statement and three main events from the selection.
<b>1</b>	A <b>1-point response</b> partially summarizes the selection by including a summarizing statement and two of the main events OR Provides three main events, but does not include a summarizing statement.

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

**Summarizing statement:**

- “Why Monkeys Live in Trees”, by Julius Lester, is the story of how monkeys worked together to cheat and win a pot of gold.
- “Why Monkeys Live in Trees”, by Julius Lester, tells the story of why monkeys must live in trees.
- This is a story that explains why monkeys live in trees.

**Beginning events:**

- Leopard decides to be in the contest to win the gold.
- King Gorilla offers a pot of gold to whoever can eat a pot of black dust.
- A pot of gold is offered to anyone who can win a contest.

**Middle:**

- Hippopotamus was the first to try to eat the black dust. He screamed so loudly that he “knocked the ears off of the chickens.”
- Hippopotamus and other animals tried to win the pot of gold, but couldn’t eat all the black dust.
- The animals were amazed that monkey could eat the dust.
- The monkeys worked to together to cheat in the contest.

**End:**

- The monkeys escaped into the trees when they got caught cheating.
- Many monkeys cheated to win the prize, but were discovered.
- The animals realized that they had been tricked by the monkeys and the animals chased the monkeys into the trees.
- King Gorilla wants his gold back and joins the animals who are trying to catch the monkeys. The monkeys escape by climbing the trees.

**Coached Reading Assessment**  
**Scoring Guide**  
Grade 6 – Grading Period 1

**12. Short Answer – 2 points**

**Strand: Comprehension**

**Learning Target: LC01 Theme**

The story shows that dishonesty does not pay. Provide **two** details from the story to support your answer.

<b>2</b>	A <b>2-point response</b> provides <b>two</b> text-based details to explain how the selection shows that dishonesty doesn't pay.
<b>1</b>	A <b>1-point response</b> provides <b>one</b> text-based detail to explain how the selection shows that dishonesty doesn't pay.

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

- The monkeys must live in the trees because they cheated and must avoid the other animals.
- The monkeys may not be able to keep the gold because they were dishonest about how they won it.
- All the animals are trying to catch the monkeys because they were angry for being lied to.
- The monkeys have to stay in the trees because all the other animals are angry with them.
- The monkeys may never be trusted to live with the other animals again; they have to live in trees.

**Coached Reading Assessment**  
**Scoring Guide**  
Grade 6 – Grading Period 1

**13. Extended Response– 4 points**

**Strand: Analysis**

**Learning Target: LA05 Literary Elements**

According to the selection, describe how Leopard feels about himself. Provide **three** details from the selection to support your answer.

<b>4</b>	A <b>4-point response</b> includes the following elements: <ul style="list-style-type: none"><li>▪ A reasonable feeling</li><li>▪ One text-based detail</li><li>▪ A second text-based detail</li><li>▪ A third text-based detail</li></ul>
<b>3</b>	A <b>3-point response</b> includes three of the four elements above.
<b>2</b>	A <b>2-point response</b> includes two of the four elements above.
<b>1</b>	A <b>1-point response</b> includes one of the four elements above.

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

**Confident**

- “I’ll eat it in half an hour.”
- “Then he strode regally over to his friend, Lion.”
- Leopard laughs when Lion says he can eat the mound of dust in one hour.

**Stuck up, arrogant, vain**

- “I’ll eat it in half an hour.”
- “Looking at himself was Leopard’s favorite thing in the world to do.”
- “...he was satisfied that nothing was disturbing his handsomeness...”
- Looks at his reflection for hours.

**Smart**

- Discovered that monkeys were cheating in the contest by climbing up a tree to look down on the monkeys in the tall grass



# Coached Reading Assessment

## Strand Score Scale

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

<b>Analysis/Interpret Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
6 Points Possible	6	5	4	0 - 3

<b>Critical Thinking Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
0 Points Possible	-	-	-	-

## 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!**