

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

## **Teacher's Guide**



### **Coached Reading Assessment Grade 7 Grading Period 1**

"The Cat Who Thought She Was a Dog..."  
"Kam's Mirror"

## 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 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. A	LC02 Summarize	Paragraph 4- "...they no longer felt as jolly as before." This shows that the Skiba household was happy before the presence of the mirror.
2. D	LC03 Inference	There is no text based evidence to support A and B. Regarding C, the text implies that the peasants did not have a mirror because they could not afford it, not because their house was too small.
3. B	LC01 Theme	A and C have no support in the text. D could be considered a sub theme of the story, but the theme of the entire story matches best with B.
4. C	LC04 Vocabulary	Perplexed means confused or puzzled.
5. SA	LC02 Summarize	See scoring guide on following pages
6. C	LC03 Inference	The text implies that they should look in the mirror and think while they are drinking. One can assume that they might calm down during this time of contemplation. There is no evidence to support the other answers.
7. B	LC02 Summarize	C and D are incorrect. B reflects more of the story than A and is, therefore, the best answer.
8. C	LA05 Literary Elements	A, B and D all have incorrect elements.
9. C	LA05 Literary Elements	A and D have no reference to the story. B might be inferred, but C is stated in the text and is, therefore, the best answer.
10. A	LC04 Vocabulary	Bustling streets can be noisy, narrow and polluted, but they must be busy to be considered bustling.
11. C	LC01 Main Idea	The unknown object was the mirror and once Kam did bring the mirror home it disrupted his household. The other answers cannot be correct because they either deal with only part of the story or in the case of B it is never mentioned that love got the family through- it seems to be the priest's advice that helped the family.
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.

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**5. Short Answer – 2 points**  
**Strand: Comprehension**  
**Learning Target: LC02 Summary**

In your own words, write a summary of “The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat” 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.

*An example of a summarizing statement may include, but is not limited to:*

- A peasant and his family had problems when they bought a mirror and became overly concerned about their appearance.
- The story, “The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat” shows why focusing on appearances can be a problem.

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

**Beginning:**

- The family owned a dog and a cat who thought they were like each other because they had never seen themselves.
- One day a peddler came to the family hut and sold the wife a mirror and when everyone saw themselves in the mirror, they were unhappy with their looks.

**Middle:**

- Some members of the family became overly concerned for their appearance and wanted to fix their flaws but couldn’t afford it and become very unhappy.
- Even the cat and dog changed. They turned on one another and almost killed each other because now they knew they were different.

**End:**

- Jan Skiba put the mirror into the woodshed to end his family’s obsession with appearances.
- Jan Skiba returned the mirror to the peddler and the family returned to normal.  
The cat and dog’s relationship returned to normal after the mirror was returned to the peddler.

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**12. Short Answer – 2 points**

**Strand: Comprehension**

**Learning Target: LC01 Theme**

The story shows that problems arise when people do not trust each other and assume the worst in a situation. Provide **two** details from the story that support this idea.

<b>2</b>	A <b>2-point response</b> provides <b>two</b> text-based details that show that problems arise when people do not trust each other and assume the worst in a situation.
<b>1</b>	A <b>1-point response</b> provides one text-based detail that shows that problems arise when people do not trust each other and assume the worst in a situation.

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

- Without asking Kam about his intentions, Kam’s family assumes he is planning and acting against them.
- Kam’s wife believes he is trying to replace her.
- Kam’s father believes he has brought home a man to sleep on his mat and eat his food.
- Kam’s daughter believes he has brought home a young girl to take away her marriage partners.
- Kam’s family members get very angry without asking him why he brought home the metal piece.
- “As soon as he entered, his wife attacked him, pulling his hair and beating him with her fists.”

# Coached Reading Assessment

## Scoring Guide

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### 13. Extended Response– 4 points

**Strand: Analysis**

**Learning Target: LA05 Literary Elements**

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

<b>4</b>	A <b>4-point response</b> includes the following elements: <ul style="list-style-type: none"><li>▪ A reasonable problem</li><li>▪ One text-based step</li><li>▪ A second text-based step</li><li>▪ A third text-based step</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:*

#### **Reasonable problem:**

- Kam’s problem is that he brought the metal object (mirror) home from his journey to the city.

#### **Steps Kam takes to solve this problem:**

- Notices his family’s cries and screams when they come into conflict with the mirror. Kam runs into the hut to see what is wrong.
- Takes his family to a priest.
- His family promises to follow the priest’s advice to put rice water next to the mirror.
- Kam puts rice water next to the mirror once they arrive home.



# 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!**