

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Coached Reading Assessment Grade 8 Grading Period 1

"Medicine Bag"

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 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. B	LC01 Theme	See paragraph 80- Since Martin was willing to place sage in his medicine bag he is demonstrating his commitment to carrying on the traditional Sioux ways.
2. A	LC02 Summarize	Contains main events from beginning, middle and end of story.
3. C	LC03 Inference	Martin was embarrassed by his grandpa's appearance.
4. C	LC04 Vocabulary	A synonym for fatigue is tiredness.
5. A	LC01 Theme	Grandpa shares stories from past, wears traditional costumes and passes medicine bag onto his grandson- these are all traditions important to the Native American culture (Sioux).
6. B	LC02 Summarize	See paragraphs 17, 18 and 43.
7. D	LC04 Vocabulary	Synonym for commotion is uproar.
8. B	LC03 Inference	For evidence see line 61 "weird dreams," line 62 setting of the room, and line 63 words only for a man's ears.
9. A	LA05 Literary Elements	The whole story is about Martin's struggle to accept his grandfather as he is and to be proud of his Native American heritage.
10. D	LA05 Literary Elements	Page 3, paragraph 11
11. SA	LC02 Summarize	See scoring guide on following pages
12. SA	LC03 Inference	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 8 – Grading Period 1

11. Short Answer – 2 points

Strand: Comprehension

Learning Target: LC02 Summary

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

2	A 2-point response accurately summarizes the selection by including a summarizing statement and three main events from the selection.
1	A 1-point response 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:

- “Medicine Bag” tells the story of Martin, a young boy, and how his life changes when his grandfather visits..
- A young boy deals with his grandfather’s visit.
- A young boy’s grandfather visits, knowing he is going to die.

Beginning events:

- Martin and his sister brag to their friends about their Sioux grandfather.
- Grandpa arrives and causes a commotion on the block.
- Martin shakes grandfather’s hand and takes him to the house.

Middle:

- Grandpa faints.
- The doctor makes a visit.
- Martin finds money in Grandpa’s boots.

End:

- Martin’s friends visit Grandpa.
- Grandpa tells them stories.
- Martin receives the medicine bag.

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12. Short Answer – 2 points

Strand: Comprehension

Learning Target: LC03 Inference

Based on the information in the story, what inference could you make about Martin’s feelings regarding his Native American heritage? Include information from the story to support your inference.

2	A 2-point response makes a reasonable inference about Martin’s feelings about his Native American heritage and provides one text-based detail to support the inference.
1	A 1-point response makes a reasonable inference about Martin’s feelings about his Native American heritage. OR Provides one text-based detail that would support a reasonable inference.

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

Respect

- Martin helps his grandpa when he faints.
- Martin listens to grandpa’s stories.
- Martin accepts the medicine bag.

Embarrassed

- Martin exaggerates about the times he spends on the reservation.
- Martin tries to keep his friends away from grandpa.
- Martin pulls his hand away from grandpa’s hand and keeps his head down.

Worried

- Martin is now regarded as an adult with more responsibilities.
- When Martin wears the medicine bag, his friends may laugh at him.
- His grandfather may die.

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13. Extended Response– 4 points

Strand: Analysis

Learning Target: LA05 Literary Elements

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

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

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

Understanding and accepting his past

- Martin listens to Grandpa’s stories.
- Martin accepts the medicine bag.
- Martin watches how his mom interacts with Grandpa.

Embarrassed by Grandpa

- Martin keeps his friends from Grandpa.
- Martin wants to “sink right through the pavement.”
- Grandpa’s clothes are embarrassing.

Dealing with Grandpa living with him

- Martin spends time with Grandpa.
- Martin lets his friends visit Grandpa.
- Martin accepts the medicine bag and adult responsibilities that go with it.

Coached 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
6 Points Possible	6	5	4	0 - 3

Critical Thinking Strand	4	3	2	1
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!**