Everett Public Schools
Assessment of Student Learning

Teacher's Guide

Coached Reading Assessment
Grade 6
Grading Period 2
"Names/Nombres"
"Children of Immigrants Ace Sciences"

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 <u>pencil</u> during the assessment.
- Students will need to use a <u>colored pen or pencil</u> for scoring their responses.

<u>Directions for Administration</u>

Before Reading:
1. <u>Preview reading passage and assessment questions</u>.

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 <u>four minutes to preview</u> the reading passage and the assessment questions.

4. <u>After four minutes, ask students to orally share observations</u> 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. <u>Key words and phrases</u>. 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. <u>Read and then answer the questions</u>. 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. <u>When all have finished,</u> 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. <u>Return reading passage and student packets to students</u>. Tell students that they will be scoring their own papers and will need a colored pen.

9. <u>Find evidence for correct answers</u>.
    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. <u>Analysis of scores</u>: Put up a transparency of the Student Score Sheet. Show that each question has been coded with the learning target that it assesses. <u>Using the Student Score Sheet</u>, 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. <u>Discuss scoring</u>: 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. <u>Collect all assessment materials</u>.

13. <u>Save assessment materials</u>. 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 2

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	LA07 Cause and Effect	"I was too afraid we wouldn't be let in if I corrected the man's pronunciation…"
2.	D	LA06 Compare/Contrast	Julia looked Hispanic, Ana had blond hair
3.	A	LT08 Author's Purpose	Ugliest = opinion
4.	C	LT09 Evaluate Reasoning	Worried about what other mothers would think, but the mother's liked the Spanish name.
5.	C	LT10 Conclusion	Julia tells about how she adjusted to new culture
6.	SA	LT08 Author's Purpose	See scoring guide on following pages
7.	SA	LA07 Cause and Effect	See scoring guide on following pages
8.	A	IT18 Author's Purpose	The entire article explains the performance of American immigrants and their children.
9.	A	IA17 Cause/Effect	See paragraphs 1 and 2
10.	A	IA16 Compare/Contrast	They want more opportunities for their children, more likely to attend Ivy League colleges
11.	D	IT19 Evaluate Reasoning	See paragraph 1
12.	B	IT20 Extend Information	"Parents have had to work harder…" "They gave me … encouragement"
13.	ER	IA16 Compare/Contrast	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.

6. **Short Answer Item - 2 points**
   Strand: Critical Thinking
   Learning Target: LT08 Author's Purpose

What is the author's purpose for writing the story? Provide **one** detail from the story to support your answer.

2	A **2-point response** states the author's purpose for writing the story and provides **one** text-based detail to support the purpose.
1	A **1-point response** states the author's purpose for writing the story **OR** Provides one text-based detail that would support a reasonable purpose.

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

<u>Author's purpose is to retell events</u> as the family immigrated to America.
- The author retells the story of how Julia's family adapts to life in the United States. Their experiences included arriving at Immigration, going to school, naming a new baby at the hospital and graduation from high school.

<u>Author's purpose is to explain</u> how Julia adapted to people mispronouncing her name.
- The author explains how people mispronounced her name and how she reacted to it. For example, when her teacher mispronounces her name, her mother comforts her with the Shakespeare quote, "*A rose by any other name would smell as sweet.*"

<u>Author's purpose is to describe</u> several of Julia's family's experiences as they adapt to life in America.
- The author describes experiences as the family adapts to American life. For example, the author describes how difficult the decision was for Julia's mother to name her baby.

<u>Author's purpose is to entertain</u> the audience.
- Her autobiography is a light, humorous series of anecdotes that revolve around the cultural adaptations of an immigrant's names and nick names.
- The author entertains us with sharing some of her funny nick names such as *Jules* or *Hey Jude* and a group even called her *Alcatraz*.

7. Short Answer Item - 2 points
   Strand: Analysis
   Learning Target: LA07 Cause and Effect

Explain why Julia's name was changed when she came to America. Include **two** details from the selection in your answer. [LA07]

2	A **2-point response** provides two text-based details to explain why Julia's name was changed when she came to America.
1	A **1-point response** provides one text-based detail to explain why Julia's name was changed when she came to America.

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

Her name was mispronounced in America

- Immigration officials mispronounced her name.
- Apartment supervisor mispronounced her name.
- Friends and teachers mispronounced her name.
- Her real family name was long and complicated.

The popular children were given nicknames

- Friends called her "Jude," "Jules," or "Hey, Jude."
- Others called her "Alcatraz."

13. **Extended Response – 4 points**
   Strand: Analysis
   Learning Target: LA06 Compare and Contrast

   What are two ways Julia Alvarez is like Andrei Munteanu? Include information from *Names and Nombre*s and *Children of Immigrants Ace Sciences* in your answer.

   What are two ways Julia Alvarez is different than Andrei Munteanu?

4	A **4-point response** includes the following elements: ▪ One text-based way Julia in the first story <u>is like</u> Andrei in the second selection. ▪ A second text-based way Julia in the first story <u>is like</u> Andrei in the second selection. ▪ One text-based way Julia in the first story <u>is different</u> from Andrei in the second selection. ▪ A second text-based way Julia in the first story <u>is different</u> from Andrei in the second selection.
3	A **3-point response** includes three of the four elements listed above.
2	A **2-point response** includes two of the four elements listed above.
1	A **1-point response** includes one of the four elements listed above.

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

<u>Similarities</u>
They both had goals.
   • Julia wanted to be a writer and Andrei wanted to research asteroids.
They were both optimistic and had plans for the future.
   • Julia had plans to become a writer and Andrei a scientist
Both had parents that encouraged them and believed in their success.
   • Julia's parents bought her a typewriter and Andrei's parents encouraged him instead of pressured him
Both were immigrants.
   • Julia's family came from the Dominican Republic and Andrei's family came from Romania.

<u>Differences</u>

They were interested in different fields.
   • Julia wanted to be a writer while Andrei wanted to be a scientist.
They were born in different countries.
   • Julia was born in the United States while Andrei was born in Romania.
Their path for settling in the U.S. was different.
   • Julia was born in the U.S., lived in the Dominican Republic and then returned to the U.S. while Andrei did not travel back and forth as Julia did.

Coached Reading Assessment
Strand Score Scale

Comprehension Strand	4	3	2	1
0 Points Possible	-	-	-	-

Analysis/Interpret Strand	4	3	2	1
10 Points Possible	9-10	8	6-7	0-5

Critical Thinking Strand	4	3	2	1
8 Points Possible	8	6-7	5	0-4

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!