Everett Public Schools
Assessment of Student Learning

Teacher's Guide

Coached Reading Assessment
Grade 7
Grading Period 2

"How Did We Learn to Fly Like the Birds?"
"Flight of Icarus"
"Wings"

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,</u> <u>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 7 – 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. C	IA17	Cause and Effect	After mentioning the disastrous results of trying to fly like birds in section 6, the rest of the article explores other options in flight.
2. B	IA16	Compare/Contrast	Hero used heat to make steam and Montgolfier's used heat to make hot air.
3. A	IT18	Author's Purpose	The language in the myths is not entertaining or persuasive. Not all of the myths included animals. The myths do demonstrate that man has been interested in flight for a long time.
4. C	LA06	Compare/Contrast	Icarus was not hateful, careful or precise.
5. D	LT09	Evaluate Reasoning	If Icarus had taken his father's warnings to stay near, he would not have gotten too close to the sun.
6. D	LT10	Extend Beyond Text	Daedalus gave Icarus instructions and warnings, but Icarus made a choice his father could not protect him from.
7. SA	LA07	Cause and Effect	See scoring guide on following pages
8. SA	LT08	Author's Purpose	See scoring guide on following pages
9. A	LA07	Cause and Effect	"Moments before I splash, I awake…"
10. D	LT08	Author's Purpose	She is irritated because she wants to fly and voice gets in her way. She wants to defy the voice.
11. B	LT09	Evaluate Reasoning	The Voice's negative comments cause her to crash and not achieve her goal of flying. We can conclude that negative voices may get in the way of other goals if we let them.
12. D	LT10	Extend Beyond Text	She longs for the day when she won't do what the voice says. Since we know she has let the voice influence her on several occasions, it will take courage to defy it and achieve her goal.
13. ER	IA17	Cause and Effect	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
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7. **Short Answer Item – 2 points**
   Strand: Analysis
   Learning Target: LA07 – Cause and Effect

Explain why Daedalus could not save his son. Include **two** details from the selection in your answer. [LA07]

2	A **2-point response** provides **two** text-based details to explain why Daedalus could not save his son. Example: Daedalus could not save his son because they were too far apart and Icarus could not hear Daedalus. Daedalus could not catch up to him because his wings could not carry him as high as Icarus. In addition, Daedalus hurried to save Icarus from hitting the water, but he was too late.
1	A **1-point response** provides **one** text-based detail to explain why Daedalus could not save his son.

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

Daedalus could not catch up to Icarus.
- "He [Daedalus] tried to follow him [Icarus], but he was heavier and his wings would not carry him."

Icarus did not pay attention to warnings.
- Icarus was so caught up in the moment that he couldn't hear his father calling to him.
- "He [Icarus] was bewitched by a sense of freedom and beat his wings frantically so that they would carry him higher and higher to heaven itself".
- Icarus was so "bewitched" or caught up in the moment that he did not take notice of the feathers that were beginning to fall off.

Icarus plunged into the sea so fast that Daedalus could not save him.
- "…and soon his son plunged through the clouds into the sea. Daedalus hurried to save him, but it was too late."

8. **Short Answer Item – 2 points**
   Strand: Critical Thinking
   Learning Target: LT08 – Critical Thinking

What is the author's purpose for writing the story? Provide **one** detail from the story to support your answer.   [LT08]

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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:

To teach a lesson about the importance of listening to warnings.
  • Icarus did not take his father's warnings seriously. In fact, he ignored his warning to not fly too high and his wings melted.

To explain that it is wise not to get so caught up in the moment that you are unaware of what is going on around you.
  • Icarus was so caught up in the moment or bewitched that he did not think of the consequences even though he had been warned. He should have been more careful and thoughtful.

To demonstrate that children must be closely looked after.
  • If Daedalus had kept a closer eye on Icarus, he may not have gotten away. The text says that Daedalus looked back to see Icarus from time to time. Children need more supervision when there is danger. Parents need to understand the power, the allure of freedom which may overwhelm a child's judgment.

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

    What are **two** ways the flight of Icarus is like the flight of the poet? Include information from the selection "The Flight of Icarus" and the poem in your answer.

    What are **two** ways the flight of Icarus is different than that of the poet? Include information from the selection "The Flight of Icarus" and the poem in your answer.

4	A **four-point** response includes the following elements:
	• One text-based way the flight of Icarus selection is like the flight of the poet
	• A second text-based way the flight of Icarus is like the flight of the poet
	• One text-based way the flight of Icarus is different than the flight of the poet
	• A second text-based way the flight of Icarus is different than the flight of the poet
3	A **three-point** response includes three of the four elements listed above.
2	A **two-point** response includes two of the four elements listed above.
1	A **one-point** response includes one of the four elements listed above.

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

Similarities:
   • Both flights are inspired by gulls.
   • Both of the characters plunge to the ground or water.
   • Both experience the joy of flying.
   • Both talk about the ocean being below them and their feet touching the water.
   • They both experience the fear of falling.

Differences:
   • In the poem, the poet is flying alone, but in the story the two characters fly together.
   • The flight is with wings of gold in the poem and of feathers and wax in the story.
   • At the end of the myth the joy of flight was gone for Daedalus, but the author of the poem was looking forward to her next flying experience.
   • In the poem, the poet longs to be part of the gulls' flight; in the story the feathers are used for humans' flight.

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!