

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Coached Reading Assessment Grade 6 Grading Period 3

“Lincoln’s Humor”

“Autobiography and Biography: Personal Histories”

“Midori”

“Be Glad Your Nose is on Your Face”

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 3

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	IT20 Extend Beyond Text	Biographers must gather information and then choose which events and details are most important. “A” is not correct because the selection states that some “biographers choose to add details that may not be completely true.” “B” is not correct because “B” describes an autobiography. “C” is not correct although some biographies read like novels, other biographies include accurate information. “D” is the best answer because in all biographies, at least the most important details and events are described.
2. A	IA15 Text Features	The bolded subheadings are defined by the quoted words. Autobiography can be defined as the “self-written life” and biography can be defined as the “written life”.
3. C	IC12 Summarize	“A” is not correct because the selection doesn’t just describe autobiographies. “B” is not correct because the selection doesn’t just describe Blackwell, but describes autobiographies and biographies. “C” is correct because all of the information in the selection describes either autobiographies or biographies. “D” is not correct because the selection doesn’t just focus on biographies. Generally, “A”, “B”, and “D” refer to details in the article. “C” is an overview of the entire article.
4. D	IA16 Compare/Contrast	“D” accurately describes a difference between biographies and autobiographies. “A”, “B”, and “C” contain inaccurate details.
5. B	IA17 Cause/Effect	“B” is correct because paragraphs 5 & 6 describe how the male students treated her: no books, no one showed her where classes were held, etc. Paragraph 7 describes how Blackwell is angry, “Elizabeth stood outside the door of the anatomy class clenching her hands.”
6. D	IT18 Author’s Purpose	This selection informs the reader about the differences between biographies and autobiographies and uses excerpts from Blackwell’s biography as an example.
7. SA	IT19 Evaluate Reasoning	See scoring guide on following pages
8. A	IT19 Evaluate Reasoning	“A” is correct because the selection is an expository piece explaining how Lincoln used humor. “B” is incorrect because Lincoln is not described as using fear. “C” is incorrect because there is not a description in the selection of how generals engage in battle. “D” is incorrect because smallpox is only used in the anecdote in paragraph seven.
9. A	IT18 Author’s Purpose	The selection explains a variety of ways President Lincoln used humor.
10. D	IT18 Author’s Purpose	The word “should” denotes an opinion. The others are factual statements from the selection.
11. C	LA05 Text Features	“Every one of his stories seems like a whack upon my back...”
12. SA	IT20 Extend Beyond Text	See scoring guide on following pages
13. D	IC13 Inference	“D” is correct. Cats can’t laugh, so the author is using this statement to help the reader understand just how funny Lincoln was. There is no description in the passage of Lincoln and cats interacting.
14. C	IC11 Main Idea	The selection gives examples about how Lincoln used humor throughout his life. “A”, “B”, and “D” are details, not main ideas.
15. B	IC14 Vocabulary	Contagious means infectious or able to spread. Just before Lincoln says that the smallpox is contagious, he says the smallpox are all over him. Later, he also says that the smallpox are something he can give to everyone, implying that it can spread.
16. B	IA17 Cause/Effect	According to paragraph 8, Lincoln became impatient with his generals and began asking them for frequent progress reports of their military actions.
17. A	IT20 Extend Beyond Text	“A” is correct because it describes how Lincoln used humor to communicate. Lincoln was not described as communicating through

			progress reports, small groups of people, or smallpox.
18. D	IA15	Text Features	The bullets are only used to indicate stories of how Lincoln used humor.
19. D	IA16	Compare/Contrast	According to paragraph 3, Douglas was Lincoln's opponent in a Senate race. "A" is not correct because Douglas is not described as a young lawyer. "B" is not correct because neither are described as fighting in the Civil War. "C" is not correct because only Lincoln is described as having a sense of humor.
20. A	LC01	Main Idea	Midori showed musical talent as a young child, and then worked to develop it further. "B" is incorrect because Midori is not described as having inherited her talent. "C" is incorrect because Midori didn't only use practicing to get ahead. "D" is incorrect because Midori didn't only have a great teacher but practiced and used other methods to get ahead.
21. C	LC02	Summary	Only "C" has accurate details from the beginning, middle and end of the selection.
22. D	LC04	Vocabulary	Ovation means "enthusiastic response." Paragraph 2 describes the ovation as "roaring" and coming from "... critics around the world."
23. A	LA06	Compare/Contrast	Paragraph 3 describes how both Midori loves music and Setsu is a concert violinist. It also describes how Setsu has a demanding practice schedule. Paragraph 5 describes Midori's "busy schedule of music lessons and school."
24. A	LA07	Cause/Effect	"Now, she is devoted to making the same beautiful experience possible for other young children."
25. B	LT09	Evaluate Reasoning	Midori became successful because she had talent and then worked hard to develop that talent. "B" is incorrect because there is no indication that Midori received a scholarship. "C" is incorrect because there is no indication that Midori wants to play with other musicians. "D" is incorrect because there is no indication that she has more fans since she started the Midori Foundation.
26. D	LC03	Inference	Both Midori's mother and teacher encouraged and supported her. "A", "B", and "C" are only parts of the support and encouragement Midori received. Midori needed all of these types of support and encouragement.
27. ER	LT08	Author's Purpose	See scoring guide on following pages
28. A	LC01	Main Idea	"A" is the only theme supported by the poem. "C" does not represent a theme.
29. B	LC02	Summary	"A", "C", and "D" do not summarize the selection. They are only parts of the poem. The entire poem is about the face being the best location for the nose.
30. D	LC03	Inference	"D" is correct because the nose is described as causing problems if it were located anywhere but the face.
31. C	LC04	Vocabulary	Disaster is the synonym for catastrophe. On lines 13 and 14, the nose is described as a catastrophe if it were in an ear, implying that it's problematic but not a handicap, deformity, or for amusement/sight to see.
32. A	LT09	Evaluate Reasoning	"A" is the correct answer because the poem describes the problems associated with moving the nose and ends with "be glad your nose is on your face!" "B" and "D" are examples of how moving the nose is a problem. "C" is improbable.
33. D	LT10	Extend Beyond Text	The poem describes problems with moving the location of one's nose and logically extends to acceptance.

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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Scoring Guide
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7. Short Answer Item - 2 points

Strand: Critical Thinking

Learning Target: IT19 Evaluate Reasoning

Is the following statement a reasonable conclusion that the reader may draw from the selection?

Authors must include factual information in their biographies and autobiographies.

Provide **two** details from the selection to support your answer.

2	<p>A 2-point response provides two text-based details to determine whether or not the statement is a reasonable conclusion that may be drawn from the selection.</p> <p><i>Example: Yes, the statement that authors must include factual information in their biographies and autobiographies is a reasonable conclusion.. The text states that autobiographies and biographies are nonfiction. In addition, the text states that “many biographies... are written using only accurate information.” To do this biographers do a lot of research on a person such as interviews and reading journals and newspaper articles.</i></p> <p>OR</p> <p><i>Example: Yes and no, the text states that biographies and autobiographies are nonfiction writing, but it also states that some biographers choose to write biographies more like a novel. They use accurate information and mix in things that could have happened in the time period. To say that authors must include factual information in biographies is a reasonable conclusion, but they can also include other details possible for the time period if they are writing a novel-like biography.</i></p>
1	<p>A 1-point response provides one text-based detail to determine whether or not the statement is a reasonable conclusion that may be drawn from the selection.</p>

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

Yes, the conclusion is reasonable:

- Nonfiction is “not fiction”— it is writing based on fact.
- Biographies and autobiographies are two types of nonfiction writing.
- Autobiographies are the stories writers tell about their own lives. They are the most personal kind of nonfiction.
- Biographies are written by someone who has done a great deal of research on the person.
- Many biographies include only events and conversations that really happened. These are written using only accurate information.

No, the conclusion is not reasonable:

- Other biographers choose to add details that may not be completely factual but which could have happened in that time period.
- The second example of Elizabeth Blackwell’s biography is written like a story and may have events and conversations that could have happened, but didn’t.
- “Elizabeth stood outside the door of the anatomy class clenching her hands.” This may or may not be an accurate account of her experience.

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12. Short Answer Item - 2 points

Strand: Critical Thinking

Learning Target: IT20 Extend Beyond the Text

One conclusion that a reader can draw from this selection is that using humor can be a useful tool in life. Provide **two** details from the selection to support this conclusion.

2	A 2-point response provides two text-based details to show how the selection supports the conclusion that humor can be a useful tool. Example: <i>Lincoln used humor in many ways. He told stories to help him make important points while speaking. His political rivals also feared his humor since it often damaged their best arguments.</i>
1	A 1-point response provides one text-based detail to show how the selection supports the conclusion that humor can be a useful tool.

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

- Humor can be used to deal with tough situations: “Lincoln could laugh, joke, and tell stories, in spite of the difficult job of being president during the Civil War.” OR Lincoln referred to laughter as “...the joyous, beautiful, universal evergreen of life.”
- Humor can help people feel more comfortable: Amusing stories “helped other people feel more comfortable while near him.”
- Humor can help make important points: “Stories also helped him make important points while speaking and to avoid discussing certain topics.”
- Humor can pleasantly end a conversation or a meeting: “He also used stories to end a conversation or a meeting on cheerful note.”
- Humor can lessen a rival’s argument or to intimidate an opponent: “Political rivals feared Lincoln’s humor since it often damaged their best arguments.” OR “Stephen A. Douglas, Lincoln’s opponent in a Senate race, said, ‘Every one of his stories seems like a whack upon my back. When he begins to tell a story, I feel that I am to be overmatched.’”
- Humor can make problems seem easier.
- Humor can be used to get what you want from a conversation or situation.
- Humor can add meaning to stories.

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27. Extended Response – 4 points

Strand: Critical Thinking

Learning Target: LT08 Author’s Purpose

What is the author’s purpose for writing the selection? Provide **three** details from the selection to support your answer. [LT08]

4	<p>A 4-point response states the author’s purpose for writing the selection and provides three text-based details to support the purpose.</p> <p>Example: <i>The author’s purpose it to persuade the reader that becoming famous has several advantages. Midori, since she is famous, was able to create the Midori Foundation and allow other children to experience music. The selection also states that being a professional musician was everything that Midori had hoped for. Finally, she won many awards for her work.</i></p>
3	<p>A 3-point response states the author’s purpose for writing the selection and provides two text-based details to support the purpose</p> <p>OR</p> <p>Provides three text-based details that would support a reasonable purpose.</p>
2	<p>A 2-point response states the author’s purpose for writing the selection and provides one text-based detail to support the purpose</p> <p>OR</p> <p>Provides two text-based details that would support a reasonable purpose.</p>
1	<p>A 1-point response states the author’s purpose for writing the selection</p> <p>OR</p> <p>Provides one text-based detail that would support a reasonable purpose.</p>

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

Possible author’s purpose:

To inform the reader about Midori

To inform the reader about how to succeed in the field of music

To inform the reader how Midori developed her talent to succeed.

Text to support this purpose:

- Midori had “...a mature attitude paired with a brilliant musical talent.”
- She remained calm even when her violin strings broke in a concert, even though such an experience might “...unnerve even an experienced soloist...”
- She maintained a “...demanding practice schedule...”
- She practiced on a child-sized violin from an early age.
- She debuted her talent at the Aspen Music Festival.
- She moved to New York to study with a famous teacher, even though she had to learn a new culture and language.
- She maintained “...a busy schedule of music lessons and school...” in New York.
- She attended the Juilliard School of Music.
- She became “...perhaps the most famous female musician in the world.”

Possible author's purpose:

To persuade the reader to develop their talents.

To persuade the reader to work hard.

Text to support this purpose:

- Midori "...moved to New York to study with a famous teacher, even though she had to learn a new culture and language."
- She maintained "...a busy schedule of music lessons and school..." in New York.
- She attended the Juilliard School of Music.
- She showed great musical talent as a child.
- She maintained a "...demanding practice schedule..."
- She practiced on a child-sized violin from an early age.

Possible author's purpose:

To persuade the reader that becoming famous has many advantages.

Text to support this purpose:

- "...music fans eagerly awaited for each of her concerts."
- "The life of a professional violinist was everything Midori had hoped for."
- She became "...perhaps the most famous female musician in the world."
- Her concerts were sold out.
- She received many awards.
- She created the Midori Foundation which allows her to share her love of music with other children.

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
9 Points Possible	8-9	7	5-6	0-4

Critical Thinking Strand	4	3	2	1
17 Points Possible	16-17	14-15	10-13	0-9

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!**