

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

## **Teacher's Guide**



### **Coached Reading Assessment Grade 7 Grading Period 3**

“The Adventure”  
“Health Benefits of Pets”  
“Moco Limping”

## **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 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. C	LC01 Theme	The bulk of the story is about overcoming difficulties.
2. D	LC03 Inference	The text implies that a dog with experience racing on the coast would be a better lead dog, paragraph 15
3. C	LA05 Literary Elements	Most of Susan's problems relate to the weather or terrain.
4. A	LA07 Cause and Effect	The team had been on the wrong trail for 10 miles and had to retrace their way back to the correct trail.
5. D	LT08 Author's Purpose	The author explores the obstacles Susan faced and how she overcame them.
6. A	LT09 Evaluate Reasoning	Susan let go to help the dogs because she thought they were tired, but they had more strength than she expected.
7. C	LT10 Extend Beyond Text	Both the mushers and their dogs face challenges throughout the race.
8. D	LA05 Literary Elements	The trail was hazardous, for example, in paragraph 1, "As they sped down a hill and around an abrupt turn, the sled skidded off the icy trail and crashed into a fallen tree trunk."
9. C	LC02 Summarize	A and B are details and there is no support for D.
10. C	LC04 Vocabulary	Resolve means to have determination
11. D	LC03 Inference	Susan is sad because she is so attached to the dog she must leave behind
12. SA	LT08 Author's Purpose	See scoring guide on following pages
13. ER	LT10 Extend Beyond Text	See scoring guide on following pages
14. D	IC11 Main Idea	Most of the article is related to pets improving human health.
15. B	IC14 Vocabulary	An encounter is an interaction with others or a meeting.
16. D	IA16 Compare/Contrast	The sled dogs partner with the mushers when racing and the pets partner with people to help improve their health.
17. A	IC12 Summarize	B, C and D are details and A encompasses the entire passage.
18. A	IA17 Cause and Effect	Paragraph 8 states that pets help the elderly feel less isolated and provides them with a sense of purpose.
19. C	IT18 Author's Purpose	A, B and D are not supported by the text.
20. D	IT19 Evaluate Reasoning	A, B and C do not capture the most influential idea.
21. C	IT20 Extend Beyond Text	A, B and D are included within C.
22. SA	IT19 Evaluate Reasoning	See scoring guide on following pages
23. B	LC01 Theme	Moco's owner learns to love Moco despite his imperfections.
24. A	LC02 Summary	The poem describes how Moco's owner has a change in attitude.
25. A	LC03 Inference	"But he turns my way and looks at me with eyes that cry out with life. He jumps at me with his feeble paws."
26. C	LC04 Vocabulary	Rickety means shaky or unsteady.
27. B	LA05 Literary Elements	Hearts cannot literally weep. The other answers are simply descriptive.
28. D	LA06 Compare/Contrast	Moco's owner loves him despite his imperfections and Susan takes good care of her dogs when they cannot race.
29. B	LT09 Evaluate Reasoning	A, C and D are not supported by the poem.

<b>30. B</b>	LA06 Compare/Contrast	Susan was attached to Tekla because he led her team and saved her life. Moco looked up at his owner affectionately.
<b>31. B</b>	LA07 Cause and Effect	B is supported with text, “I wanted him to be...The leader, the brutal hunter...” C happens after his disappointment with Moco not being a hunting dog. D and A are not supported by text.
<b>32. D</b>	LT08 Author’s Purpose	Though the poem describes Moco’s appearance and some may feel persuaded or entertained, the author’s purpose is to express how love transcends physical appearance.
<b>33. D</b>	LT10 Extend Beyond Text	Moco’s owner wanted a beautiful, noble pet that would capture the attention of others.

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 7 – Grading Period 3

**12. Short Answer Item - 2 points**

**Strand:** Critical Thinking

**Learning Target:** LT08 Author's Purpose

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

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

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

**Examples of author's purpose statements:**

- The author's purpose is to tell a story of determination.
- The author's purpose is to describe the difficulties that must be overcome in order to race in the Iditarod.
- The author's purpose is to tell a story about a woman who enters and wins dog sled races.

**Examples of text based details:**

- Even though Susan's "sled skidded off the icy trail and crashed into a fallen tree trunk", she continued the race.
- Susan and her team had become discouraged because they had to retrace the trail, but "she pushed on—talking to them, praising them."
- Susan ran after her team because they got away from her. She found them all tangled up and "with stiffened resolve, Susan untangled the team and started off again."

**Coached Reading Assessment**  
**Scoring Guide**  
Grade 7 – Grading Period 3

**13. Extended Response - 4 points**

**Strand:** Critical Thinking

**Learning Target:** LT10 Extend Beyond the Text

What **four** pieces of advice would Susan give to dog sled racers about racing in the Iditarod? Provide information from the story in your answer.

<b>4</b>	A <b>4-point</b> response provides <b>four</b> text-based details to show what advice Susan would give about racing in the Iditarod.
<b>3</b>	A <b>3-point</b> response provides <b>three</b> text-based details to show what advice Susan would give about racing in the Iditarod.
<b>2</b>	A <b>2-point</b> response provides <b>two</b> text-based details to show what advice Susan would give about racing in the Iditarod.
<b>1</b>	A <b>1-point</b> response provides <b>one</b> text-based detail to show what advice Susan would give about racing in the Iditarod.

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

Susan would advise dog sled racers to take care of their dogs.

- Susan put three of her dogs in the sled because they were hurt. Then she sent them back to Anchorage.

Susan would advise dog sled racers to not let go of their sleds.

- Susan's dogs got away from her when she let go of the sled. She was worried that she would find them hurt.

Susan would advise dog sled racers to change lead dogs on different parts of the trail.

- Susan put a dog who was experienced running on the coast and her team overtook other mushers.

Susan would advise dog sled racers to not give up when they get discouraged.

- Even though Susan was discouraged when she had to retire her favorite lead dog with 950 miles left to go in the race, she didn't give up and she won second place.

Susan would advise dog sled racers to get enough rest.

- As the dogs began the climb to Rainy Pass, Susan's concentration wavered.



**Coached Reading Assessment**  
**Scoring Guide**  
 Grade 7 – Grading Period 3

**22. 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?

**A pet will improve its owner’s well-being.**

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

<b>2</b>	<p>A <b>2-point</b> response provides <b>two</b> text-based details to determine whether or not the statement is a reasonable conclusion that may be drawn from the selection.</p> <p>Example: Yes, it is a reasonable conclusion. Pets can improve heart health in owners and pets provide people with companionship. This gives a person a feeling of well-being.</p> <p><b>OR</b></p> <p>Example: No, it is not a reasonable conclusion. Just the fact that you own a pet will not ensure improved well-being. People still have to pay attention to things like diet and exercise. They also need to take good care of their pet if they want the benefits of owning a pet. If they don’t follow the golden rules their pet might be very unhappy.</p> <p><b>OR</b></p> <p>Example: It could be a reasonable conclusion, but not necessarily. If the owner takes good care of the pet, they will most likely experience some benefit to their well-being. For example, they might be less self-centered. However, it may not be reasonable in all cases. If the owner doesn’t take good care of their pet, the pet might be very unhappy and the owner would not likely feel improved well-being.</p>
<b>1</b>	<p>A <b>1-point</b> response provides <b>one</b> 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, a pet will improve it’s owner’s well being.**

- A Cambridge University study said, “pet owners were found to suffer fewer ailments...”
- Pets can help reduce heart rate and lower blood pressure.
- “Patients who suffered heart attacks were more likely to survive if they had a pet.”
- Children with pets are less self-centered.
- “Pets provide companionship and promote a feeling of well-being.”
- Pets lessen isolation and loneliness.

**No, a pet will not improve its owner’s well-being.**

- Pets alone cannot necessarily improve well-being. People must still pay attention to diet, exercise and other health factors.
- Pets require time and money to care for them properly and keep them happy. An unhappy pet may not improve the owner’s well-being.

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

<b>Critical Thinking Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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!**