

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Coached Reading Assessment Grade 8 Grading Period 3

“Gideon Adams”

“Escape”

“Where the Rainbow Ends”

“Levi Coffin”

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 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. B	LC04	Vocabulary	Furrowed means wrinkled.
2. B	LC02	Summarize	This is a story about a black boy who has a desire to fight in the white infantry during the Civil War. “D” is not the answer because we can only infer G.A. joined the infantry to prove he wasn’t cowardly, lazy, and disloyal. Also, there is no evidence G.A. wanted to prove anything to a larger group.
3. A	LC03	Inference	“The dread of discovery streaked through my veins.”
4. D	LA05	Literary Elements	He returns the next day with a disguise showing he is determined to enlist.
5. C	LA07	Cause and Effect	Cause-Attempts to join a white man’s infantry Effect- The curl from his cap is noticed by the enlisting officer and he is not allowed to join the infantry.
6. A	LT10	Extend Beyond Text	He is persistent because he does not give up on joining the white man’s infantry; he comes back the next day with a clever disguise and goes to a different enlisting post.
7. C	LT09	Evaluate Reasoning	The soldiers won’t let Negro men, like Gideon, join the infantry because they believe blacks are cowards and also because they are not white.
8. B	LC04	Vocabulary	Solicited means to make a request
9. D	LT08	Author’s Purpose	The enlisting officer did not allow blacks to join because it was believed they were cowards and disloyal.
10. SA	LT09	Evaluating Reasoning	See scoring guide on following pages
11. B	LC01	Main Idea	Ellen showed that it was dangerous to escape slavery, “Horrible punishments were given to slaves that were caught.”
12. A	LC02	Summarize	Ellen showed she was fearful and nervous by not reading a book and barely being able to eat.
13. A	LC03	Inference	They spoke “harshly of abolitionists” which shows they disliked them.
14. B	LC04	Vocabulary	A synonym for invalid is sickly.
15. C	LA07	Cause and Effect	“Since Ellen’s skin was so light, she could impersonate a white gentleman.”
16. C	LT08	Author’s Purpose	Although written as a narrative, the purpose was to describe how slaves cleverly escaped.
17. A	LA06	Compare and Contrast	Ellen and Gideon both disguised themselves as white men.
18. C	LT09	Evaluating Reasoning	Ellen and her husband risked being caught, even though the consequences of being caught would have been dire. They were smart because of the use of disguises, putting arm in sling, etc...
19. D	LA07	Cause and Effect	“Ellen and William sailed to England. There they felt free at last.”
20. SA	LT10	Extend Beyond Text	See scoring guide on following pages
21. ER	LA05	Literary Elements	See scoring guide on following pages
22. B	LA05	Literary Elements	He believes the black and white struggle will end. Poem shows unity by, “And it’s music we’re going to sing.”
23. B	LT08	Author’s Purpose	By repeating the word “brother” shows that regardless of race, blacks and whites can be equal (like brothers are equal).
24. A	LT10	Extend Beyond Text	Narrator believes that they will sing together where the rainbow ends. Believes that over time blacks and whites will learn to work together and end racism.

25. C	LA06 Compare and Contrast	Poem- Separateness is shown in line- “You and I, though you’re white and I’m not.” Escape- Ellen can’t read or write, she is lectured about “spoiling” her slave by saying please and thank-you. Also, Ellen’s husband has to stay in a different part of the train.
26. D	LC01 Main Idea	At the end of the poem it talks about blacks and whites singing the same song and considering themselves “brothers.”
27. D	LA05 Literary Elements	The neighbors were “timid” about having slaves stay at their house. Apprehension is also shown by the slaves coming to the Coffin house at night and gently rapping on the door.
28. C	IC11 Main Idea	Starting from when he was young, Levi Coffin worked to help slaves find freedom from slavery. Even when it was dangerous and others weren’t fully engaged Levi went out of his way to help.
29. D	IC13 Inference	“...those who had once ‘stood aloof from the work’ eventually contributed clothing for the fugitives and aided the Coffins in forwarding the slaves on their way to freedom...”
30. D	IC12 Summarize	Each part of the answer is from a main section (beginning, middle, and end) of the text.
31. B	IA16 Compare and Contrast	Ellen escaping from slavery, Levi is helping slaves to freedom.
32. D	IT19 Evaluating Reasoning	The whole article is about how one man made a difference in the lives of hundreds of slaves.
33. A	IT20 Extend Beyond Text	Levi was very courageous in his battle to help blacks when it was not popular to do so.

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 3

10. Short Answer Item - 2 points

Strand: Critical Thinking

Learning Target: LT09 Evaluating Reasoning

Is Gideon’s decision to join the infantry a good idea? Provide **two** details from the story in your answer.

2	A 2-point response provides two text-based details to explain why it is good or bad for Gideon to join the infantry.
1	A 1-point response provides one text-based detail to explain why it is good or bad for Gideon to join the infantry.

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

Yes, it is a good idea

- He would be paid thirteen dollars a month.
- He could prove to himself that Negroes are not cowards, lazy, and disloyal.
- He could improve his self-esteem by not being a ditch digger or a cook.

No, it is not a good idea (bad idea)

- He could be discovered and get in trouble, “The dread of discovery streaked through my veins.”
- He could be killed, “I would stand at the front of the fray, not at the rear and would clutch a rifle in my hand.”
- He might worry about being discovered or harmed by the other white soldiers, “Glancing at the white men around me, who thought me one of them.”

Yes and no, it is both a good and bad idea

- One detail supports yes, it is a good idea.
- One detail supports no, it is not a good idea (bad idea).

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20. Short Answer Item - 2 points

Strand: Critical Thinking

Learning Target: IT20 Extend Beyond the Text

One conclusion that a reader can draw from this story is that sometimes it is worth risking everything in order to reach your goal. Provide **two** details from the story to support this conclusion.

2	A 2-point response provides two text-based details to support the conclusion that it is sometimes worth it to risk everything in order to reach your goal.
1	A 1-point response provides one text-based detail to support the conclusion that it is sometimes worth it to risk everything in order to reach your goal.

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

Benefits of the Crafts reaching their goal (gaining freedom) were:

- They learned the skills of farming.
 - Ellen and future generations learned to read and write.
 - They started a school that allowed future generations of Negroes to continue the legacy of courage, caring, and sharing.
 - "...they felt free at last."
 - "Now their children would be free."
 - They shared their story with the British abolitionists.
- They reached their goal of Philadelphia, where they no longer had to be slaves.

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21. Extended Response - 4 points

Strand: Analysis

Learning Target: LA05 Literary Elements

What problem does Ellen Craft experience? What are **three** steps she takes to solve this problem? Include information from the selection in your answer.

4	A 4-point response states an appropriate problem Ellen experiences in the selection and provides three text-based steps she takes to solve the problem.
3	A 3-point response states an appropriate problem Ellen experiences in the selection and provides two text-based steps she takes to solve the problem. OR Provides three text-based steps Ellen takes that would solve an appropriate problem.
2	A 2-point response states an appropriate problem Ellen experiences in the selection and provides one text-based step she takes to solve the problem. OR Provides two text-based steps Ellen takes that would solve an appropriate problem.
1	A 1-point response states an appropriate problem Ellen experiences in the selection OR Provides one text-based step Ellen takes that would solve an appropriate problem.

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

Problem: Trying to pass as a white man

Steps-

- She uses her light skin to her advantage and is able to pass as white.
- Ellen wore men's clothing, "Dressed in jacket, trousers, and a stovepipe hat, he wore green-tinted eyeglasses."
- Wore a bandage tied around her chin, because Ellen didn't want to expose her feminine shaped face.
- Ellen pretends she is deaf so her feminine voice doesn't give her away.

Problem: Trying to escape the bonds of slavery

Steps-

- Dresses up like a white man and rides a train to Philadelphia where blacks are free.
- Ellen uses her light skin to hide her true identity.
- Ellen covers up things that might expose her as a slave, a woman, or that she is nervous. She puts a sling on her arm so she doesn't have to write her name (this would have shown she was illiterate), pretended to read, and pretended to be asleep.
- Ellen has her husband pretend he is her slave.

Problem: Trying to become comfortable with her freedom once escaping slavery

Steps-

- Moved to England
- Learned to read and write
- Gave talks about her escape to British abolitionists
- Opened schools that educated blacks

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
13 Points Possible	12-13	10-11	8-9	0-7

Critical Thinking Strand	4	3	2	1
13 Points Possible	12-13	10-11	8-9	0-7

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!**