

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Benchmark Reading Assessment Grade 6 Trimester 3

"Snowboarding"
"Emperors of the Antarctic"
"The Border Collie"

Reading Assessment Teacher Directions

Purpose: The purpose of the assessment is to determine each student's ability to demonstrate skill in the assessed targets and to inform instruction.

Time: Approximately two class periods.

Preparation prior to the assessment:

- Read the Directions for Administration (below) and the student passages (in student packet).
- We recommend you familiarize yourself with the assessment by taking it prior to giving it to the students.
- Check that you have a student packet for each student. Make additional copies, if needed.

Remind students that they:

- need to bring materials for independent work/reading on the assessment days.
- may use pencil only for the assessment.
- need to know their access codes for computer login during the assessment.
- may NOT take the test home.
- may NOT use a dictionary or thesaurus for the assessment.
- will NOT be able to get assistance from you during the assessment.

Directions for Administration

Before testing begins:

1. **Inform students** that this reading assessment is for collecting evidence of each student's ability to read and answer independently. Assessments may not be taken home. Using a dictionary and/or a thesaurus is not allowed.
2. **Remind students to:**
 - preview the reading passage and assessment questions before beginning.
 - code and mark the text passages to help identify important details.
 - reread any part of the passage to find evidence to support their answers.
 - remain seated throughout the assessment period and to work quietly or read independently when finished with the assessment. (Exception: if students are entering scores on the computer)

To begin testing:

Pass out student packets and make certain each student has a pencil.

Review reminders listed above the Directions for Administration.

Daily:

Collect student packets at the end of **each period**.

Please **do not** allow students to take booklets home to finish assessment.

Entering student data:

Enable the CCBA tool for students (see CCBA directions).

Provide an opportunity for students to enter multiple choice answers into the CCBA tool.

IMPORTANT – Remember to disable CCBA tool for the class at the end of each period.

Use of data: The purpose of the assessment is to determine each student's ability to demonstrate skill in the assessed targets and to inform upcoming instruction. Utilize baseline scores for instructional planning and targeted instruction. It is up to teacher discretion whether mid-year assessments are used for a grade.

***Please note:** No pre-teaching or coaching of assessment is allowed.

This is a secure test. Check with your IFL regarding procedures (shredding, storing, etc.)

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.

Benchmark Reading Assessment

Scoring Guide

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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	LA06 Compare/Contrast	Coda finds the boy, tries to pull him out of the hole, stays with him, and barks to get Uncle Lee's attention. Uncle Lee pulls the boy out of the hole.
2. D	LA07 Cause and Effect	"She yanked and pulled until I could move my arm again." "She barked and barked and barked."
3. A	LT08 Author's Purpose	The word "was" is italicized by the author to point the word out to the reader
4. D	LT09 Evaluate Reasoning	The decision to continue snowboarding alone put him in danger. He "just kept going..." See paragraph 12.
5. A	LT10 Extend Beyond Text	Even though Coda was the smallest and didn't bark, she was invaluable in saving the narrator's life.
6. SA	LT08 Author's Purpose	See the following pages for scoring guide
7. D	IA16 Compare/Contrast	See paragraph 6 – the scientists paid attention to lighting, salt water and temperature.
8. A	IA17 Cause and Effect	See paragraph 4 – listed reasons include poor eyesight and that they "...had little to fear on the ice."
9. D	IT18 Author's Purpose	See paragraph 2 – "Increases in Earth's temperatures, called global warming ... could destroy ...nesting areas."
10. D	IT19 Evaluate Reasoning	The scientists acknowledged the problem with the penguin habitat, studied them, and created the Penguin Encounter.
11. A	IT20 Extend Beyond Text	These scientists were concerned about the penguins, studied them and built the Penguin Encounter to protect them.
12. SA	IA17 Cause and Effect	See following pages for scoring guide
13. ER	IA16 Compare/Contrast	See following pages for scoring guide
14. A	LA06 Compare/Contrast	The collie's job is to herd sheep, while Coda is a personal pet.
15. C	LA07 Cause and Effect	"Sitting up proudly, satisfied with her work,"
16. C	LT08 Author's Purpose	They give her tea, gently stroke her, she sits by fire, etc.
17. D	LT09 Evaluate Reasoning	The dog is happy because she has a purpose in life: she herds sheep, is well-taken care of, and dreams of her good luck.
18. A	LT10 Extend Beyond Text	The dog was well cared for and allowed to run and play then relax.

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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6. Short Answer – 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.

2	A 2-point response states the author's purpose for writing the selection and provides one text-based detail to support the purpose.
1	A 1-point response states the author's purpose for writing the selection. <i>OR</i> 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 safety while snowboarding

- The boy "...had always wondered why my uncle had cautioned me to stay on the trails and away from the area around trees. Now I wondered no more as I lay in a hole some ten feet deep, snow just about covering every part of me."
- "All I could think of was that if it hadn't been for Coda, my uncle would have never found me."
- The boy's experience of snowboarding alone, falling into a hole and being rescued can serve as a lesson to readers.

To inform the reader about the value of having a pet as a companion

- "All I could think of was that if it hadn't been for Coda, my uncle would have never found me."
- "But when she looked up at me with soft blue eyes, I knew I had made the right choice."
- "The dog's silliness relaxed me, and I found myself snowboarding effortlessly."
- "Was Coda reading my mind? She yanked and pulled until I could move my arm again."
- "I knew my voice would be too muffled down in the hole with a bunch of snow on top of me, so I didn't even try to shout. Suddenly Coda began to bark. She barked and barked and barked."
- Even though the animal technician questioned the narrator's choice with Coda, she was a perfect match for him.

To share an important personal experience

- This story share's the boy's experience when he was 12. This memoir type of narrative demonstrates the importance of this experience in his life.

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12. Short Answer – 2 points

Strand: Analysis

Learning Target: IA17 Cause and Effect

Explain why scientists created the Penguin Encounter. Include **two** details from the selection in your answer.

2	A 2-point response provides two text based details to explain why the Penguin Encounter was created.
1	A 1-point response provides one text based detail to explain why the Penguin Encounter was created.

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

The Penguin Encounter was created:

- The Encounter helped scientists study the emperor penguin.
- Scientists were concerned about changes in the penguin’s environment due to global warming.
- Scientists wanted to study the penguins in a more scientist friendly environment.
- The Encounter gives visitors a chance to see the penguins.

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13. Extended Response – 4 points

Strand: Analysis

Learning Target: IA16 Compare and Contrast

What are **two** ways the scientists in *Emperors of the Antarctic* are like the boy in *Snowboarding*? Include information from **both** the selections in your answer.

What are **two** ways the scientists are different than the boy? Include information from **both** the selections in your answer.

4	<p>A 4-point response includes the following elements:</p> <ul style="list-style-type: none"> • One text-based way the scientists in <i>Emperors of the Antarctic</i> are like the boy in <i>Snowboarding</i>. • A second text-based way the scientists in <i>Emperors of the Antarctic</i> are like the boy in <i>Snowboarding</i>. • One text-based way the scientists in <i>Emperors of the Antarctic</i> are different than the boy in <i>Snowboarding</i>. • A second text-based way the scientists in <i>Emperors of the Antarctic</i> are different than the boy in <i>Snowboarding</i>.
3	A 3-point response includes three of the four elements above.
2	A 2-point response includes two of the four elements above.
1	A 1-point response includes one of the four elements above.

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

Similarities

Both cared and valued the animals they were with

Story One- Snowboarding

Narrator lets Coda, the dog, tag along when they go snowboarding

Story Two- Emperors of Antarctic

The scientists build the penguins a home

Both wanted to spend time with animals

Story One- Snowboarding

Letting Coda tag along every day after school

Story Two- Emperors of Antarctic

Todd spent many months studying the penguins

Differences

Got the animals from different places

Story One- Snowboarding

Narrator got his from an animal shelter

Story Two- Emperors of Antarctic

Scientists got penguins from the wild

Who is saved

Story One- Snowboarding

Coda saves the boy (Animal saving the human)

Story Two- Emperors of Antarctic

Scientists save the penguins (Human saves the animal)

Benchmark Reading Assessment

Strand Score Scale

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

Analysis/Interpret Strand	4	3	2	1
12 Points Possible	11 - 12	10	7 - 9	0 - 6

Critical Thinking Strand	4	3	2	1
11 Points Possible	10 - 11	9	7 - 8	0 - 6

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!**