

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

## **Teacher's Guide**



### **Benchmark Reading Assessment Grade 7 Trimester 3**

"Bringing Fire"  
"America's 'Secret Weapon' "  
"Second Journey"

## **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

### Grade 7 – Trimester 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. A	LA06 Compare/Contrast	The Robin steals fire alone. Only Coyote steals fire for Man. They do not have the same markings on their bodies.
2. B	LA07 Cause and Effect	The Fire Beings tried to get fire from wood but couldn't. Wood would not let go.
3. D	LT08 Author's Purpose	The two tales tell stories to explain where fire came from.
4. D	LT09 Evaluate Reasoning	Both tales explained natural phenomenon.
5. C	LT10 Extend Beyond Text	The animals from both stories put their safety on the line for the benefit of others.
6. ER	LA06 Compare/Contrast	See following pages for scoring guide
7. B	IA16 Compare/Contrast	A, C and D have incorrect attributes.
8. D	IA17 Cause and Effect	A and B are incorrect. C is accurate information, but is not the reason he contacted the government.
9. C	IT18 Author's Purpose	The author recognizes the contribution the code talkers made to the war effort.
10. C	IT19 Evaluate Reasoning	The unique nature of the Navajo language made it a creative solution to the problem of developing a secure code.
11. C	IT20 Extend Beyond Text	Codes are difficult to write because most of them are based on a written/spoken language.
12. SA	IA17 Cause and Effect	See following pages for scoring guide
13. A	LA07 Cause and Effect	She is tired and while resting recalled memories from her childhood.
14. A	LT08 Author's Purpose	Throughout the poem the author makes connections between the past and present- lines 16-21, lines 26-28
15. D	LT09 Evaluate Reasoning	The poem is full of comforting images based on tradition. "Voices blend", "blanket woven from eons of existence", "seeing old friends."
16. C	LT10 Extend Beyond Text	She takes a second journey throughout the poem by reliving the memories of past gatherings.
17. B	LA06 Compare/Contrast	Wearing a pouch and dancing is the only option that both characters do in the poem. Son- lines 25-26 and mother lines 39-40. Only mother inherits the pouch from great-grandfather.
18. SA	LT08 Author's Purpose	See following pages for scoring guide

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.

# Benchmark Reading Assessment

## Scoring Guide

Grade 7 – Trimester 3

### 6. Extended Response – 4 points

**Strand: Analysis**

**Learning Target: LA06 Compare/Contrast**

What are **two** ways that getting fire in the Aboriginal Tale is like getting fire in the Native American Tale? Include information from the Aboriginal Tale and the Native American Tale in your answer.

What are **two** ways getting fire in Aboriginal Tale is different than getting fire in the Native American Tale? Include information from the Aboriginal Tale and the Native American Tale in your answer.

<b>4</b>	A <b>4-point response</b> includes the following elements: <ul style="list-style-type: none"><li>• One text-based way that getting fire in the Aboriginal Tale is like getting fire in the Native American Tale.</li><li>• A second text-based way that getting fire in the Aboriginal Tale is like getting fire in the Native American Tale.</li><li>• One text-based way that getting fire in the Aboriginal Tale is different from getting fire in the Native American Tale.</li><li>• A second text-based way that getting fire in the Aboriginal Tale that is different from getting fire in the Native American Tale.</li></ul>
<b>3</b>	A <b>3-point response</b> includes three of the four elements listed above.
<b>2</b>	A <b>2-point response</b> includes two of the four elements listed above.
<b>1</b>	A <b>1-point response</b> includes one of the four elements listed above.

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

#### **Similarities:**

##### How the fire was stolen

- In both tales, animals steal the fire. A robin steals fire in the Aboriginal Tale and Coyote and animal friends steal the fire in the Native American Tale.
- Fire in both stories is stolen from someone on a mountain.

##### Getting fire changes the animals' appearance

- Tatkanna, the robin, had its breast singed and Coyote's tail was singed. Both animal's appearance changed because of the encounter with fire.

##### Both tales are about getting fires for the sake of others

- Tatkanna went to bring back fire for other animals and Coyote and other animals went to bring fire back to help Man.

#### **Differences:**

##### How the fire was stolen

- Tatkanna is a robin who steals fire by himself. Coyote, Squirrel, Chipmunk, Frog and Wood work together to steal the fire.
- The Aboriginal Tale has an animal, the cockatoo, to keep the fire. The Native American Tale has a special group, Fire Beings, guarding the fire.
- In the Aboriginal Tale, Mar, the fire keeper cannot get fire back because the robin outruns him. In the Native American, tale the Fire Beings catch up to the fire but they can't get it back because it is locked inside of Wood.

##### Getting fire changes the animals' appearance

- Tatkanna, the robin, is the only animal changed by being singed in the Aboriginal Tale. In the Native American Tale in addition to the burning off of coyote's tail, the squirrel's tail caught fire, the chipmunk's back was clawed to add stripes, and the frog broke off his tail.

**Benchmark Reading Assessment**  
**Scoring Guide**  
Grade 7 – Trimester 3

**12. Short Answer – 2 points**

**Strand: Analysis**

**Learning Target: IA17 Cause and Effect**

Explain why Navajo code was never broken. Include **two** details from the selection in your answer.

<b>2</b>	A <b>2-point response</b> provides two text-based details to explain why the Navajo code was never broken.
<b>1</b>	A <b>1-point response</b> provides one text-based detail to explain why the Navajo code was never broken.

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

The Navajo language is complex.

- The Navajo language was not written.
- Very complex structure.
- No alphabet.

Few people spoke Navajo.

- Few non-Navajo's could speak it.
- It took years to learn.

The code was different from other codes.

- The code talkers had to memorize the code because it was not written.
- The code talkers made up the code themselves.
- The Navajo word represented a word in English that started with the letter they wanted to use in their message.

The code was carefully protected.

- Code talkers had bodyguards so they would not be taken prisoner.
- The Navajo Code Talkers kept the code a secret for many years.
- The code was not declassified even after the war.

**Benchmark Reading Assessment**  
**Scoring Guide**  
Grade 7 – Trimester 3

**18. Short Answer – 2 points**

**Strand: Critical Thinking**

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

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

<b>2</b>	A <b>2-point response</b> states the poet's purpose for writing the poem and provides one text-based detail to support the purpose.
<b>1</b>	A <b>1-point response</b> states the poet's purpose for writing the poem or provides one text-based detail to support the purpose.

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

To pass on traditions

- Passing on dance. "Dancing to the chant and the drum".
- She will wear the white buffalo pouch that she inherited from her great-grandfather which was made by his great-grandmother.
- She is making a pouch for her son to wear at the dance.
- "Old friends returning with new stories to pass on to our children."

To show the importance of enjoying cultural experiences

- "This gathering is good."
- "The spring wind blows across the hill warming my spirit."

To connect with the past

- "I think back to my childhood."
- "See old friends from distant homes."
- "The white buffalo looks almost real, like the one I saw in my youth."
- "I close my eyes, remembering the gathering last year."
- "Voices blend together in song, a blanket woven from eons of existence."

To describe what happens at a Native American (inference that it is NA) gathering

- There is music- drums, flute, song/chant- and dancing, "Tomorrow I will dance again..."
- There is a campfire
- It takes place outside- "The spring wind blows across the hill", "As I walk toward our tent..." (shows the gathering happens outside)
- People come from all around to attend the gathering- "Seeing old friends from distant homes..."

# Benchmark Reading Assessment

## Strand Score Scale

<b>Comprehension Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
0 Points Possible	0	0	0	0

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