

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Benchmark Reading Assessment Grade 8 Trimester 3

"Firefighters from the Sky"
"Fighting Fires"
"Courage"

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.

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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. D	IA17 Cause and Effect	See paragraph 3
2. D	IT18 Author's Purpose	See paragraph 11; A is incorrect because the smokejumpers' skills are one detail in describing their role; B is incorrect because the emphasis of the article is on the smokejumpers and their job; C is incorrect because the article is not persuasive.
3. C	IT19 Evaluate Reasoning	See paragraph 6, 7 9
4. C	IT20 Extend Beyond Text	See paragraph 10
5. B	IA17 Cause and Effect	See paragraph 9
6. SA	IT18 Author's Purpose	See following pages for scoring guide
7. C	LA06 Compare/Contrast	See paragraph 16
8. A	LA07 Cause and Effect	See paragraphs 16 and 18
9. C	LT08 Author's Purpose	See paragraph 10
10. D	IA16 Compare/Contrast	Specific tools are mentioned in both texts. See "Firefighters from the Sky"- See paragraphs 8 and 9 "Fighting Fires" See paragraph 10
11. D	LT09 Evaluate Reasoning	See paragraph 9 and the volunteer connection; paragraph 15 – memories and bravery
12. C	LT10 Extend Beyond Text	See paragraphs 9 ,10, and 15
13. SA	IA17 Cause and Effect	See following pages for scoring guide
14. ER	IA16 Compare/Contrast	See following pages for scoring guide
15. C	LA06 Compare/Contrast	Poem- see stanzas 5 "dragon" and 9 "talons" Story- paragraph 1
16. D	LT08 Author's Purpose	The fire is compared to an enemy. This sentence helps the reader to understand the danger of the fire.
17. C	LT10 Extend Beyond Text	A is incorrect because war is used as a metaphor in the poem. B is incorrect because the firemen aren't wise, the father is. D is incorrect because firemen didn't "seek" danger; fighting fires is their job. See stanzas 5, 6, 9 to find descriptions of the firemen risking their lives.
18. D	LT09 Evaluate Reasoning	A is incorrect because the event helps the father understand his world better. B is incorrect because there is no reference to how the event changes the father/son relationship. C is incorrect because there is no evidence to support that this event would cause a career choice. D is correct because, at the end of the poem, the father is wiser having seen the firemen in action, see stanza 12.

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: IT18 Author’s Purpose

The author of the selection “Firefighters in the Sky” states that smoke jumping is a risky occupation. Do you agree with this statement? Use **two** details from the selection to support your answer.

2	A 2-point response states or implies agreement/disagreement with the statement and provides two text-based details to support agreement/disagreement.
1	A 1-point response states or implies agreement/disagreement with the statement and provides one text-based detail to support agreement/disagreement.

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

Yes, it is risky

- Firefighters often fight fires in extreme temperatures up to 1,600 degrees (see paragraph 9)
- “Once on the ground, smokejumpers face other dangers.” (see paragraph 7)
- Having to parachute into tree filled areas they may get snagged in trees
- Having to jump from planes to reach the forest fires
- Smokejumpers must put out fires with only the equipment they can carry, or that can be dropped to them from planes (see paragraph 8)
- Smokejumpers depend upon team members to follow through and do their part (see paragraph 10)

No, it is not risky

- They have specialized equipment (see paragraph 9)
- They work as a team with spotters, ground crews, airplanes, and helicopters (see paragraph 10)
- It is not mentioned that anyone dies because of being a smokejumper

Yes/No

- Any combination of the above

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13. Short Answer – 2 points

Strand: Analysis

Learning Target: IA17 Cause and Effect

What are the problems firefighters face? Include **one** problem from **each** selection “Fighting Fires” and “Firefighters from the Sky” in your answer.

2	A 2-point response provides one text-based problem firefighters face from “Fighting Fires” and one text-based problem firefighters face from “Firefighters from the Sky”
1	A 1-point response provides one text-based problem firefighters face from “Fighting Fires” OR provides one text-based problem firefighters face from “Firefighters from the Sky”

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

Problems from “Fighting Fires”

- The fire flares up in other places in the barn
- The flames get thirsty and ravenous
- One wall of the barn fell and flames came very close to Rosie’s father
- The firefighters get very tired
- The smoke blackened (inferring that the black smoke could cause a problem for the firefighters)
- Dealing with an acrid smell

Problems from “Firefighters from the Sky”

- Jumping from a plane can cause the firefighters to be snagged in trees
- Lack of oxygen
- Winds can cause firestorms
- 1,600 degree heat
- They have to carry all of their equipment into fighting the fire
- They may have to consume 8,000 calories a day

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14. Extended Response – 4 points

Strand: Analysis

Learning Target: IA16 Compare and Contrast

What are **two** ways the smokejumpers in “Firefighters from the Sky” are like the father firefighter in the story “Fighting Fires”? Include information from both selections in your answer.

What are **two** ways the smokejumpers in “Firefighters from the Sky” are different from the father firefighter in the story “Fighting Fires”. Include information from both 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 smokejumpers in “Firefighters in the Sky” are like the father in “Fighting Fires” • A second text-based way smokejumpers in “Firefighters in the Sky” are like the father in “Fighting Fires” • One text-based way smokejumpers in “Firefighters in the Sky” are different from the father in “Fighting Fires” • A second text-based way smokejumpers in “Firefighters in the Sky” are different from the father in “Fighting Fires”
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:

What are two ways the smokejumpers in “Firefighters from the Sky” **are like** the father firefighter in the story “Fighting Fires”? Include information from both selections in your answer.

They both fight fires

- In “Fighting Fires”, the entire story describes fighting a barn fire
- In “Fighting Fires”, paragraph 10 describes the fire
- In “Fighting Fires”, paragraph 11 explains how they managed to extinguish one part of the fire
- In “Firefighters from the Sky”, it explains one way forest fires are fought
- In “Firefighters from the Sky”, in paragraph 7 it talks about how fires devour large amounts of oxygen, produce poisonous gases, and create firestorms

They both face danger

- “Smokejumping is a risky occupation” (paragraph 6, “Firefighters from the Sky”)
- “...throwing buckets of water on the thirsty fire and beating out the ravenous flames...” (paragraph 10, “Fighting Fires”)
- “...and flames came precariously close to her father’s face...” (paragraph 11, “Fighting Fires”)
- “She hadn’t realized how many emergencies her father had bravely responded to.” (paragraph 15, “Fighting Fires”)
- Smokejumpers jump from low altitudes and are trained in special jump techniques to decrease injuries (paragraph 6, “Firefighters from the Sky”)
- “Once on the ground smokejumpers face other dangers.” (see rest of paragraph 7 for danger examples, “Firefighters from the Sky”)

They use protective gear to fight fires

- "...smokejumpers carry shovels, walkie talkies... hard hats and head lamps, face masks, lightweight uniforms, fire resistant tents...(see paragraph 9 for more specialized equipment, "Firefighters from the Sky")
- Use ax and hoe (paragraph 8, "Firefighters from the Sky")
- "...dad threw on his firefighter's jacket. Snapping the strap of his helmet under his chin, he rushed over to help aim the heavy hose..." (paragraph 10, "Fighting Fires")

What are two ways the smokejumpers in "Firefighters from the Sky" **are different** from the father firefighter in the story "Fighting Fires"? Include information from both selections in your answer.

They fight different types of fires

"Firefighters from the Sky"

- "Smokejumpers are the Forest Service's best defense against fires located deep within a tree pack" (paragraph 5)

"Fighting Fires"

- "The arms kept grabbing at the wooden sides of the barn..." (paragraph 10)

How the firefighters arrive at the fire

"Firefighters from the Sky"

- "Rangers wait anxiously as the plane flies to the calculated location." (paragraph 4)
- "However some fires can only be reached by the parachuting firefighters..." (paragraph 5)
- "During the hot, dry summer months, they are always on call, ready to fly into hard-to-reach areas to do battle with fire." (paragraph 11)

"Fighting Fires"

- "As Rosie and her father drove onto Mr. Becket's land..." (paragraph 10)
- "...the town's solo fire truck." (paragraph 10)

They have different types of equipment

- See in the similarity section of this question the protective gear bullet for sophisticated equipment

How they find out about the fires

"Firefighters from the Sky"

- They are alerted through the use of a lookout tower, rangers, and a spotter plane

"Fighting Fires"

- "I just heard on the CB radio..." (paragraph 8)

Baseline 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!**