

Everett Public Schools Secondary Reading Assessment

Grade 9 Mid-Year Benchmark Teacher Guide



Reading Selections

“Park vs. Parking Lot”

“Alabama”

“Glaciers in Washington”

“Skydiving” (Functional Document)

“Careers in the Field of Energy” (Stand Alone Question)

AS A REMINDER:

1. Contact the School Assessment Coordinator (SAC) if you need additional materials.
2. The Student's Response Sheets will be printed in building just prior to the day testing begins and are used to record student multiple-choice responses. They will be scanned and scored in the Learning Management System (LMS).
3. Student Response Sheets are **Teacher / Classroom** and **Student specific** and cannot be used for a student who has moved to a different period and/or classroom. New student response sheets can be generated the day of testing or generic student response sheets will be provided.
4. Your student response sheets for ALL classes should be placed clipped by period in the “Return Response Sheets” envelope. The test booklets should be placed in the original class envelopes for storage with your building SAC until after the testing window.
5. If you have a new student and were unable to generate a “day of test” response sheet you should use the response sheets with no student information, paper clip these and place them separately in the “Return Response Sheets” envelope. Also, please return any unused response sheets paper clipped and at the bottom of the pile.

Reading Assessment Teacher Guide

Purpose: The purpose of the assessment is to determine each student's ability to demonstrate skill in the assessed targets and to inform upcoming instruction. **Students should be reminded** that this reading assessment is for collecting evidence of their ability to read and answer questions independently.

Please note:

- Just like the state assessment, reading is untimed. Most students will need 2-3 days to complete the assessment. Students may NOT take them home.
- No pre-teaching, coaching, or answers related to the reading are allowed.

Resources: <http://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-2915>

- Secondary Reading Strands and Targets
- Student Reflection Responses
- Supplemental Student Packet (short answer and extended response items)
- Supplemental Scoring Guide

Prior to testing:

- Instruct students to bring materials for independent work/reading on the assessment days.
- Read the student passages in the test booklet in order to be familiar with the assessment.
- Check that you have enough booklets and each student's response sheet.

Testing:

- Distribute student booklets and ask students to fill in **name and class information** on the front cover of the test booklet. Verify that each student has pre-ID Student Response Sheets.
- Remind students to completely bubble the oval next to the response choice using a #2 pencil only.

Remind students that they may not:

- take the test home,
- use a dictionary or thesaurus for the assessment, or
- get assistance from you during the assessment.

Remind students that they should:

- preview the reading passage and assessment questions before beginning,
- code and mark the text passages to help identify important ideas,
- reread any part of the passage to find evidence to support their answers,
- remain seated during testing, and
- work quietly or read independently when finished with the assessment.

Test Security: This is a secure test, collect student packets at the end of **each period**.

After testing:

As students complete the assessment they should:

- Return the Student Booklet and the Student Response Sheet to the teacher.

The teacher should then:

- Separate Student Booklets and Student Response Sheets. – Paper clip Response Sheets together by period and place ALL classes in the "Return Response Sheets" envelope provided. Separate Student Booklets by period and place in the class envelope and return all materials to SAC.

Return all testing materials, upon completion of classroom assessment, to your School Assessment Coordinator (SAC).

Benchmark Reading Assessment

Scoring Guide

Grade 9 – Mid-Year

Multiple Choice Items – 1 point each

Correct Answer	Strand and Target	Stem Number within Target	Evidence to support MC answers
1. C	LC01 Main Idea	#2	Everyone had to compromise in order to get an agreement.
2. B	LC02 Summarize	#1	This article is about how Tony effected a change. D is not a summary. C is a details. A is an inference that can be drawn; but not a summary of the selection.
3. B	LC03 Inference	#2	Only B is a correct inference that can be drawn from the evidence in the selection. City council began the whole project at the request of the business community.
4. D	LC04 Vocabulary	#3	The city representative “explained... Tony ‘contradicted’ by arguing...”
5. D	LA05 Literary Elements	#2	Both sides struggle to meet opposing needs. B is true, but too simplistic to capture the whole conflict—not the best answer. C is true; but not the main conflict.
6. D	LA06 Compare/Contrast	#2	Both groups have agendas of success for the groups they represent. While A could be true, <u>in the selection</u> the city wants parking for business.
7. B	LT09 Author’s Purpose	#4	This opinion is supported by the text. The city council and Tony were both satisfied at the end with the compromise.
8. D	LT10 Evaluate Reasoning	#2	By working in a group, Tony was able to be effective. It was not until he formed the group that they were listened to.
9. C	LT11 Extend Beyond the Text	#5	It took a lot of determination for Tony to achieve his goal. He used the local newspaper, rallied community members, and negotiated with the city council.
10. A	LC01 Main Idea	#2	See lines 11 – 22. White men took the Native American’s homes.
11. D	LC02 Summarize	#1	D captures the move and the treatment by white men.
12. D	LC03 Inference	#2	This inference is supported by “leading a remnant of his people” and “here we may rest.”
13. B	LA05 Literary Elements	#1	The white men drove them out line 13, ...and killed, line 16. Malicious, cruel
14. B	LA07 Cause/Effect	#9	Poem suggests “no where under the stars” a place is there for Native Americans to rest.
15. B	LT09 Author’s Purpose	#1	He wants us to know what Native Americans experienced at the hands of white men.
16. B	LT10 Evaluate Reasoning	#1	A truth borne out by the result of settling and then being annihilated.
17. C	LT11 Extend Beyond the Text	#6	White people having annihilated the Indians in the poem, gives evidence that white people had little regard for Native Americans.
18. D	IC01 Main Idea	#2	A and B there is no evidence in the passage to suggest either of these. C while this is true, it is not the main idea of the passage. D this passage is about how the geography of Washington state was formed.
19. A	IC04 Vocabulary	#1	In the context of the sentence in paragraph 6, rich is a synonym for fertile. The evidence is the productiveness agriculturally of the region.
20. A	IA06 Compare/Contrast	#5	Supported by the pictures.
21. D	IA07 Cause/Effect	#9	Paragraph 3 and the picture caption state this cause and effect.
22. B	IA07 Cause/Effect	#5	No evidence for A, C or D. Evidence for B is in paragraph 5.
23. D	IA05 Text Features	#2	The caption supports this answer. A- a cirque is a bowl-shaped hollow near the peak of the mountains.
24. C	IC04 Vocabulary	#3	The text states that the ice at the bottom of the glacier becomes denser as a result of the weight of the glacier, supports squeezes.
25. D	IC02 Summarize	#1	Glacial action is defined as what action glaciers take on their surrounds. B & C talk about what happens to glaciers. A is untrue because the action glaciers take on their surrounds cannot be characterized as damage—lakes are beautiful.
26. B	IC03 Predict	#11	Based on the information in the passage B is the correct answer. A, C & D are not true nor are they supported in the passage.
27. C	IA06 Compare/Contrast	#1	C is supported by paragraph 3; supported by looking at the picture. A, B and D are true then <u>and</u> now.
28. D	IT09 Author’s Purpose	#1	This article informs readers about why Washington state looks as it does today. A and C are details and B is an opinion.
29. B	IT10 Evaluate Reasoning	#4	Only B is the most important concept presented in this article.
30. D	IT11 Extend Beyond the Text	#6	D is supported by the article.
31. D	IA05 Text Features	#9	The photo is about Tandem Skydiving.
32. C	IT11 Extend Beyond the Text	#4	C is the generalization whereas the other responses are more specific parts of the careful preparation. Hours of training , e.g. , is just one aspect of the preparation.

33.	A	IA08 Usefulness of Resources	#9	Careers in the field of energy-would prepare us for today's workplace.
-----	---	------------------------------	----	--

Supplemental Test Questions are available at

<http://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-2915>

1.	SA	LA07 Cause/Effect	
2.	ER	LA06 Compare/Contrast	
3.	SA	IT10 Evaluate Reasoning	

Note: SA and ER stand for Short Answer and Extended Response items. The supplemental SA and ER questions are optional.

Strand Score Scale

Comprehension Strand	4	3	2	1
12 Points Possible	12 - 11	10	9 - 7	6 - 0
Analysis/Interpret Strand	4	3	2	1
11 Points Possible	11 - 10	10 - 9	8 - 7	6 - 0
17 Points Possible (with Supplemental Questions)	17 - 16	15 - 14	13 - 10	9 - 0
Critical Thinking Strand	4	3	2	1
10 Points Possible	10	9 - 8	7 - 6	5 - 0
12 Points Possible (with Supplemental Questions)	12 - 11	10	9 - 7	6 - 0

Grades 6 – High School Strands and Targets

STRAND	Target #	Targets may be assessed using literary, informational or functional document passages.	GLEs
COMPREHENSION 4 Targets	1	Demonstrate understanding of theme/message/main idea and supporting details (Formerly LC01 & IC11)	2.1.3
	2	Summarize with evidence from the text (Formerly LC02 & IC12)	2.1.7
	3	Make or confirm inferences or predictions based on the text (Formerly LC03 & IC13)	2.1.5
	4	Understand and apply content vocabulary critical to the meaning of the text (Formerly LC04 & IC14)	1.3.2
ANALYSIS 4 Targets	5	<u>Literary Specific</u> – Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; alliteration; personification; problem/resolution) and graphic elements (Formerly LA05) <u>Informational/Functional Specific</u> – Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other inform. divisions) (Formerly IA15)	2.2.2 2.2.3 2.3.3
	6	Compare and Contrast using elements of the text(s) (Formerly LA06 & IA16)	2.3.1 2.4.6
	7	Make Connections (cause and effect) within a text (Formerly LA07 & IA17)	2.3.1
	8	Analyze usefulness of resources (New)	2.3.1 3.1.1
CRITICAL THINKING 3 Targets	9	Analyze author's purpose and evaluate effectiveness for different audiences (includes fact/opinion; author's point of view, tone, and use of persuasive devices) (Formerly LT08 & IT18)	2.4.2 2.4.3 2.4.4
	10	Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text (Formerly LT09 & IT19)	2.4.1 2.4.5
	11	Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalizations with details from the text. (Formerly LT10 & IT20)	2.4.1 2.4.5

Functional Documents Include: Hobby Magazines, E-mail, Friendly Letter, Letters to the Editor, Newsletters, Schedules; Brochures, Advertisements, Catalogs, Web Sites, Credit and Job Applications; Purchase goods and services Contracts, Procedures, Directions	Informational Passages Include: Historical Documents Nonfiction Magazines/Newspaper Articles Excerpts/Articles from Social Studies or Science Text Narratives	Literary Passages include: Stories Poems Novel Excerpts Biographies/Autobiographies Literary Essays	Key: L=Literary Text C=Comprehension Skill A=Analysis Skill T=Critical Thinking Skill #=Corresponds to the targeted skills
---	--	--	---

<http://k12.wa.us/Reading/default.aspx>