

Everett Public Schools Secondary Reading Assessment

Grade 10 Mid-Year Benchmark Teacher Guide



Reading Selections

“Old Faithful”

“Eruptions in Paradise”

“May is Building Her House”

“Crater Lake” (Functional Document)

“Bibliography” (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 10 – Mid-Year

Multiple Choice Items – 1 point each

Correct Answer	Strand and Target		Stem Number within Target	Evidence to support MC answers
1. A	IC01	Main Idea	#2	A is the best answer. Old Faithful is not as impressive as other geysers. It is accessible and predictable.
2. C	IC02	Summarize	#1	A there are no references in the text to geysers being rare. C paragraph 2 describes why C is correct: Old Faithful is not exactly the best example of many of the features of geysers, yet it remains popular. B and D are details but not summary-like.
3. A	IT09	Author's Purpose	#2	This author is trying to explain the fame —“celebrity; impressive; unforgettably beautiful,” not just for photographers but everyone.
4. D	IT11	Extend Beyond the Text	#6	D is the only right answer because Old Faithful is both admired and acknowledged.
5. D	IC04	Vocabulary	#1	The sentence with “inconceivable” includes a contradiction that would be hard to believe. “In” means not and “im” means not.
6. B	IA07	Cause/Effect	#2	D the tourists visit Old Faithful because it is predictable and accessible. See Paragraph 3.
7. C	IC03	Inference	#2	C is inferred from the text using column 4. If the eruption is less than 2 minutes, the interval is shorter.
8. C	IT10	Evaluate Reasoning	#2	The overarching generalization of this selection is that Old Faithful is a part of nature that holds the interest of visitors.
9. B	IA06	Compare/Contrast	#1	See paragraph 3. B is the only answer supported by the text.
10. A	LC02	Summarize	#1	The narrator describes the emotions and feelings of visiting the volcano, especially in paragraphs 7 -10. D the whole selection is not about researchers.
11. D	LC01	Main Idea	#1	Throughout the selection, the narrator describes the volcanic activity of Mt. Yasur in paragraph 8. A-B-C are details.
12. B	LC03	Inference	#2	Paragraph 11 describes the author as filled with wonder. He is humbled by the butterfly. It is so small, yet not afraid. He unites with the rhythm of the planet.
13. B	LA06	Compare/Contrast	#5	Only B is directly shown in the text.
14. A	IA05	Text Features	#1	Map does not show anything but A.
15. B	LA06	Compare/Contrast	#5	The people are afraid and show signs of anxiousness, whereas the butterfly “. . . exhibits no trepidation of its surrounds.”
16. C	LC04	Vocabulary	#1	Context clues: “lungs...burn”, “metallic”, “stinging tears”, “assault”
17. B	LC04	Vocabulary	#1	Context clues: “explodes,” “surging,” “every 10 or 15 minutes,” and “terrible noise.”
18. C	LA05	Literary Elements	#9	See paragraph 8
19. A	LA07	Cause/Effect	#7	The author is preoccupied with nature's power. In paragraph 11, he pays attention to the contrast between the butterfly and the volcano.
20. B	LT09	Author's Purpose	#3	Others are statements of fact.
21. B	LT10	Evaluate Reasoning	#2	The majority of the selection shows fear, astonishment, fascination and other powerful reactions to the volcano.
22. B	LT11	Extend Beyond the Text	#6	The author clearly enjoys nature. See paragraph 11
23. C	LC01	Theme	#2	The poem describes how spring is a renewal of the remnants of fall. D is a literal interpretation, rather than figurative. A and B are not supported in the text
24. D	LC02	Summarize	#1	D best describes the changes in Spring that happen in May.
25. C	LC03	Inference	#1	C is the answer because the poem is not just about the new year, it is about the changes in seasons.
26. B	LA07	Cause/Effect	#5	The poem states she will change the brown leaves of November into the leaves of spring, which are green.
27. B	LT09	Author's Purpose	#2	B is correct because the author describes an assortment of miracles that make the “new year out of the old.”
28. C	LT10	Evaluate Reasoning	#2	Based on the cycle of seasons, Fall's debris is used to build the house of Spring. A- Architecture is not referred to in poem. B and D are details.
29. B	LT11	Extend Beyond the Text	#5	Nature is renewed each year. Note the repetition of “May is building her house” to signal that nature continuously cycles.
30. A	LA05	Literary Elements	#10	May or spring is presented as a woman.
31. C	IC02	Summarize	#1	A and D are details while B is true, it does not include the activities.
32. C	IA05	Text Features	#13	The caption is about safety, A,B and D are information from the map.
33. D	IT11	Extend Beyond Text	#5	D is a generalization that goes beyond the topic of Crater Lake National Park to address all wilderness areas.

34. D	IA08 Text Features	#12	D is the only response that specifically includes “compact discs” in a broad (encyclopedia) way.
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Supplemental Test Questions are available at <http://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-2915>

1. SA	IT10 Evaluate Reasoning	
2. SA	IA07 Cause and Effect	
3. ER	IA06 Compare/Contrast	

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
13 Points Possible	13 - 12	11 - 10	9 - 8	7 - 0
Analysis/Interpret Strand	4	3	2	1
11 Points Possible	11	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 2.2.2
	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
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<http://k12.wa.us/Reading/default.aspx>