

Everett Public Schools Secondary Reading Assessment

Grade 6 Mid-Year Benchmark Teacher Guide



Reading Selections

“The Come-Back Coffeehouse”
“Flying Coast to Coast”
“Dakota Dugout”
“One Inch Tall”
“Recipe-Fall Apple Cranberry Pie” (Functional Document)
“Kingsnakes” (Stand Alone Question)
“Dog Shows” (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).

Reading Assessment Scoring Guide

Grade 6 – Mid-Year Benchmark

Multiple Choice Items – 1 point each

Correct Answer	Strand and Target		Stem Number within Target	Evidence to support MC answers
1. D	LA07	Cause and Effect	2	Hallie noticed the younger families walking past the Shoppe & wanted their business.
2. B	LC03	Inference	4	The restaurant is busier now and will become successful. Why would things change?
3. B	LT10	Evaluate Reasoning	2	A the story is not about how customers are treated, & A and D cannot be supported by the text. C implies that changes will always solve a business problem. B the changes they made were geared toward the changing neighborhood.
4. C	LT09	Author's Purpose	2	The story is not written to persuade, entertain, or inform how to run a successful business. It provides a description of problem solving.
5. C	LC04	Vocabulary	1	Lucrative means to make money or a profit. The business is 'not making money'...
6. D	LT11	Extend Beyond Text	5	A, B, C are generalization, however not the BEST ones based on the story. D is clearly the point – that children have creative ideas that can solve problems.
7. D	LC02	Summarize	1	C-Though Hallie's parents did leave her at home, the statement does not summarize the effects of the struggle with the business or the remodel. A and B cannot be supported by the text. Passersby gave no advice. D summarizes the entire story.
8. D	LT10	Evaluate Reasoning	2	The young person saw the changing neighborhood and made fun changes to the restaurant.
9. A	IA06	Compare/Contrast	5	B and D are not supported by the text. C – Hallie was very frugal. Both took risks.
10. B	IT11	Extend Beyond Text	6	Even with the loss of the prize money, he was determined to finish.
11. B	IC02	Summarize	1	C doesn't mention that he was first to cross the country. A and D are not summary-like. B best summarizes what the entire selection was about.
12. B	IT09	Author's Purpose	3	To say the rebuilding job was miraculous is an opinion. A, C and D are true.
13. B	IA07	Cause and Effect	5	B – he left his plane and didn't realize fans had taken parts.
14. D	IC01	Main Idea	2	A & B are not supported in the text. He enjoyed entertaining the crowds but Para. 15 "I made it, didn't I?"
15. A	IA05	Text Features	2	Map displays a flight path of a general east to west flight.
16. A	IC03	Inference	1	Rogers felt a sense of accomplishment flying cross-country even though he passed the deadline for the prize.
17. D	LC01	Theme	2	The theme is also captured in the last sentence (paragraph 11): "Sometimes the things we start with are the best."
18. D	LC02	Summarize	1	Only D includes information from the beginning, middle and end of the story.
19. A	LC04	Vocabulary	3	Their home was a dugout – "dug into a hill that was our first home."
20. D	LA05	Literary Elements	9	"... geese like yarn in the sky"
21. D	LA07	Cause/Effect	7	See paragraph 3 in the story. A is not correct, she does not mention being homesick.
22. D	LT09	Author's Purpose	8	Create a visual.
23. B	LT11	Extend Beyond Text	5	Appreciate what you have - because even though she cried when she first saw the dugout, she came to miss it. C and D there is no mention of wealth or risks ignoring bad times.
24. B	LA06	Compare/Contrast	2	Paragraph 3 – mentions crying about their new home. Paragraph 10 - didn't think I'd miss... the dugout.
25. A	LC03	Inference	2	It would be much easier to be hurt being one inch tall. The author describes being afraid of a flea and people's feet.
26. D	LC04	Vocabulary	1	If you were one inch tall, a crumb would be like a large meal lasting seven days. The other uses of the word do not match this definition of the word. A is a ritual. B is a something highly agreeable. C is a celebration rather than a meal.
27. D	LC01	Theme	2	This is about making something still work (adapting) in a different environment (i.e. taking 14 years to write a poem—pen so big and heavy, but—with persistence—he did it!)
28. C	LA06	Compare/Contrast	1	It took Rodgers longer than he thought to fly across the country and it took 14 years to write the poem. A & B Rodgers appreciated the challenge and is good at solving problems. D-neither talks of the impossible.
29. A	LT10	Evaluate Reasoning	2	The narrator who is one-inch tall never complains about his life. He is content that everything takes longer and is ok that everything is bigger than him. D is a literal interpretation of the first 2 stanzas and misses the insight or deeper meaning of stanza 3
30. D	LA05	Literary Element	11	Imaginative and playful
31. D	IC04	Vocabulary	3	Delicately so as not to break apart.

32.	C	IT11	Extend Beyond Text	4	D is too narrow for a generalization. A is a detail of a specific step. B isn't supported by the text, several steps.
33.	C	IC04	Vocabulary	7	Context clue for... not confined within. They are found from coast to coast, not limited to...
34.	C	IA08	Usefulness of Resources	12	C is correct because it is the only website that mentions the standard of excellence and judging information.

Supplemental Test Questions are available at

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

1.	SA	LT11	Extend Beyond Text		
2.	SA	IT10	Evaluate Reasoning		
3.	ER	IA07	Cause/Effect		
4.	CI	IA07	Cause/Effect		
5.	CI	IC03	Inference		

Note: SA, ER and CI stand for Short Answer, Extended Response and Completion Items. The supplemental SA, ER and CI questions are optional.

Strand Score Scale

Comprehension Strand	4	3	2	1
14 Points Possible	14 - 13	12 - 11	10 - 8	7 - 0
15 Points Possible (with Supplemental Questions)	15 - 14	13 - 12	11 - 9	8 - 0
Analysis/Interpret Strand	4	3	2	1
10 Points Possible	10	9 - 8	7 - 6	5 - 0
15 Points Possible (with Supplemental Questions)	15 - 14	13 - 12	11 - 9	8 - 0
Critical Thinking Strand	4	3	2	1
10 Points Possible	10	9 - 8	7 - 6	5 - 0
14 Points Possible (with Supplemental Questions)	14 - 13	12 - 11	10 - 8	7 - 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)	2.3.2 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>