

# Everett Public Schools Secondary Reading Assessment

## Grade 7 Mid-Year Benchmark Teacher Guide



### Reading Selections

"Mysterious New World"

"Every Drop Counts: Water on the Space Station"

"Dust Storms Gobble Planet"

"Water"

"Youth Basketball" (Functional Document)

"Chocolate" (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 7 – 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	LC02	Summarize	1	B implies that Kalmara has been to earth. A & C are too narrow.
2. C	LC04	Vocabulary	1	Void = empty area. Context clue = vacant expanse. A is incorrect because a “place” does not indicate empty.
3. D	LA05	Literary Elements	9	“...my future home looked like a sapphire gleaming...” A and C are not comparisons. Space eggs were described as yellow goop but not presented as a simile.
4. A	LA06	Compare/Contrast	1	B, C and D have aspects that are incorrect.
5. D	LA07	Cause and Effect	1	He doesn’t understand (paragraph 20) the knowledge his parents have about earth.
6. B	LT09	Author's Purpose	2	The selection does not use persuasive language or focus on how to care for children. It is not intended to inform because it is fiction.
7. D	LT10	Evaluate Reasoning	2	A there is no evidence in the story that asking questions makes you smarter. D Kalmara grows fascinated by the wind on his face, fresh fruit and eggs.
8. C	LT11	Extend Beyond Text	6	Things that occur naturally on Earth, such as eggs and wind, are difficult to simulate on the Space Station.
9. D	IC01	Main Idea	2	A, B and C are details. D encompasses the whole article.
10. C	IC02	Summarize	1	See paragraph 5 regarding the three-step process.
11. C	IC03	Prediction	11	Astronauts now depend on water from Earth to replace lost water. If recycling becomes more efficient, they will no longer rely on water from Earth to replace lost water.
12. D	IC04	Vocabulary	1	Cleanse waste water -remove impurities. Im – means not. Root word “pure” = im + pure = dirty
13. A	IA05	Text Features	2	The title implies that every drop of water is important.
14. B	IA06	Compare/Contrast	2	Both areas use and re-use water. Filtering does not always happen with machines. Water does have to be added on the space station. The last choice has no evidence.
15. B	IA07	Cause and Effect	9	B is correct because the selection mentions several ways and provides examples rather than naming only one specific way water is lost.
16. C	IT09	Author's Purpose	12	See paragraph 9. “Scientists at NASA will be working hard to improve the programs.
17. C	IT10	Evaluate Reasoning	4	A, B and D are too narrow to be considered the most important conclusions.
18. D	IT11	Extend Beyond Text	6	A, B and C are conclusions not supported in the selection.
19. C	LC01	Theme	2	C encompasses the whole poem. A, B and D are thematic statements not supported by the poem.
20. B	LC03	Inference	2	A, C and D are inaccurate. Line 11 says “In the name of the great money race ...”
21. D	LT10	Evaluate Reasoning	2	D presents the conclusion the author most likely wanted readers to draw from the poem. Line 14- “Still I pray for the time to come...” C. taking care of wildlife won’t, by itself, restore water.
22. C	IC01	Main Idea	2	A-B-D are details C encompasses the whole passage
23. D	IC02	Summarize	1	A and C are too limited to summarize the paragraph. B is not correct because we are not in danger from the dust storms on Mars.
24. A	IC04	Vocabulary	3	The satellite sent information to Earth. Text clue in the caption “received.”
25. D	IA05	Text Features	2	A, B and C are inaccurate according to the photo.
26. B	IA06	Compare/Contrast	1	A, C and D are in some way inaccurate.
27. A	IA07	Cause and Effect	9	See paragraph 5. Warm pockets of air rush to cooler regions and cause wind
28. B	IT09	Author's Purpose	4	B is an opinion which could be supported by the following text. “Dust storms can be scary, painful, and damaging on any planet. ... sting your skin... chip paint off of cars and homes.”
29. B	IC03	Prediction	11	When Mars is in perihelion it is closer to the Sun. It heats up and dust storms are more severe. Therefore, when it moves out of perihelion or away

				from the Sun it will cool down and have less severe storms.
30.	D	IT11 Extend Beyond Text	10	This article is all about weather patterns on Mars. A book of photographs would not have details about storms.
31.	D	IT09 Author's Purpose	2	Refers to images posted in public documents
32.	C	IA08 Usefulness of Resources	12	"origin and background" refer to history

Supplemental Test Questions are available at

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

1.	SA	IT10 Evaluate Reasoning		
2.	SA	LT11 Extend Beyond Text		
3.	ER	IT09 Author's Purpose		
4.	CI	IC03 Prediction		
5.	CI	IA07 Cause and Effect		
6.	CI	IT10 Evaluate Reasoning		

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
12 Points Possible	12 - 11	10	9 - 7	6 - 0
13 Points Possible (with Supplemental Questions)	13 - 12	11 - 10	9 - 8	7 - 0
Analysis/Interpret Strand	4	3	2	1
10 Points Possible	10 - 10	9 - 8	7 - 6	5 - 0
11 Points Possible (with Supplemental Questions)	11 - 11	10 - 9	8 - 7	6 - 0
Critical Thinking Strand	4	3	2	1
10 Points Possible	10 - 10	9 - 8	7 - 6	5 - 0
19 Points Possible (with Supplemental Questions)	19 - 18	17 - 15	14 - 11	10 - 0

### Grades 6 – High School Strands and Targets

STRAND	Target #	Targets may be assessed using literary, informational or functional document passages.		GLEs
COMPRE- HENSION 4 Targets	1	Demonstrate understanding of theme/message/main idea and supporting details <i>(Formerly LC01 &amp; IC11)</i>		2.1.3
	2	Summarize with evidence from the text <i>(Formerly LC02 &amp; IC12)</i>		2.1.7
	3	Make or confirm inferences or predictions based on the text <i>(Formerly LC03 &amp; IC13)</i>		2.1.5
	4	Understand and apply content vocabulary critical to the meaning of the text <i>(Formerly LC04 &amp; IC14)</i>		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 <i>(Formerly LA05)</i> <u>Informational/Functional Specific</u> – Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other inform. divisions) <i>(Formerly IA15)</i>		2.2.2 2.2.3 2.3.3 2.2.2
	6	Compare and Contrast using elements of the text(s) <i>(Formerly LA06 &amp; IA16)</i>		2.3.1 2.4.6
	7	Make Connections (cause and effect) within a text <i>(Formerly LA07 &amp; IA17)</i>		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) <i>(Formerly LT08 &amp; IT18)</i>		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 <i>(Formerly LT09 &amp; IT19)</i>		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. <i>(Formerly LT10 &amp; IT20)</i>		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>