

Everett Public Schools Secondary Reading Assessment

Grade 8 Mid-Year Benchmark Teacher Guide



Reading Selections

"Memories of Dating"

"The Man in the Glass"

"Dealing with Peer Pressure"

"Growing Up"

"Swim Lessons" (Functional Document)

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 8 – Mid-Year Benchmark

Multiple Choice Items – 1 point each

Correct Answer	Strand and Target	Stem Number within Target	Evidence to support MC answers
1. C	LC04 Vocabulary	#1	Vigil means to watch. Context clue “until she observes”
2. C	LC01 Main Idea	#2	Paragraph 8 is about having a friend that can talk to girls and paragraph 11 is about calling Phil. Throughout the text it talks about needing a friend like Phil to facilitate the dating process.
3. B	LC02 Summarize	#1	The article focuses on issues with dating. Evidence of problems associated with dating-possible rejection, parents might accompany you on your date, finding someone to talk to the person for you. A is not correct because this selection does not talk about success in dating.
4. A	LA05 Literary Elements	#9	Paragraph 10: “...as a result of being perched for two hours like a petrified snake.”
5. C	LA06 Compare and Contrast	#1	Dave Barry asked his friend for help and Eric Knott asked Dave Barry for his help.
6. A	LA07 Cause and Effect	#7	He spends 82% of his time worrying he will be rejected. Paragraph 7- he does not know what to say.
7. A	LT09 Author’s Purpose	#12	The selection talks about how scared/nervous the author was to ask girls out. He shares about his first date and how uncomfortable he was the whole time.
8. D	LT10 Evaluate Reasoning	#2	Dating can be both embarrassing and difficult; see list in question #6
9. C	LT11 Extend Beyond Text	#5	Eric having to ask Dave for help with problems dating shows problems with confidence. Also, Dave having to get assistance from Phil Grant again shows lack of confidence.
10. C	LC04 Vocabulary	#1	Verdict means whose decision “judgment/verdict” counts most.
11. A	LC01 Theme	#1	The fellow whose verdict counts most in your life is the one staring back from the glass. He’s the fellow to please.
12. A	LC03 Inference	#1	Getting pats on the back is a form of receiving praise.
13. B	LA07 Cause and Effect	#5	You will be a friend to yourself, B-content and satisfied.
14. C	LT09 Author’s Purpose	#2	Self-integrity is important. This is the point of the poem.
15. D	LT10 Evaluate Reasoning	#2	If you cheat the man in the glass, your final reward will be heartache and tears, so if you are true to yourself your final reward will be a content life.
16. B	IC02 Summary	#1	Several references to having friends and support are made throughout the section. Talking to someone and having inner strength are simply details. Positive effects summarizes the incorrect section.
17. C	IC03 Inference	#2	Serious moral dilemmas cause people to make right or wrong decisions (paragraph 2).
18. C	IA05 Text Features	#2	To deal with peer pressure, you will need specific strategies to help you; section “How to Walk Away from Peer Pressure” suggests some strategies.
19. C	IA06 Compare and Contrast	#5	From the poem “The fellow whose verdict counts most in your life...”and from the article “Paying attention to your own feelings and beliefs about what is right and wrong can help you know the right thing to do”(paragraph 8).
20. A	IT10 Evaluate Reasoning	#4	See list in paragraphs 5 and 6 for examples.
21. C	IT11 Extend Beyond Text	#4	See “How to Walk Away from Peer Pressure” section for strategies. D consequences aren’t always negative
22. D	LC04 Vocabulary	#1	Maxims is a synonym for sayings.
23. D	LC01 Theme	#2	See paragraph 20 regarding how and why the author chooses to use his natural talents.
24. D	LC02 Summarize	#1	D includes an important detail from the beginning, middle, and end of story. A and B are details.
25. A	LC03 Inference	#1	The author had trouble selling magazines in previous weeks; therefore, he expected to have the same problem for the upcoming Tuesday.
26. D	LA07 Cause and Effect	#7	“Go back down there with Buddy and show him how to sell these magazines,” she said. Her salesmanship was irresistible. A is not correct because there is never an indication from the author that she is annoyed.
27. D	LT11 Extend Beyond Text	#5	By selling magazines the author finds out that it is not one of his talents, but then his mother suggests writing and the author thinks about giving that a try. This shows the author contemplating and experimenting with various jobs in hopes of finding his future career.
28. C	LT09 Author’s Purpose	#3	Nowhere in the story does it say for a fact that Buddy will be a more successful writer than he was a salesman. All three other answers can be proven with a fact from the story.
29. B	LA05 Literary Elements	#1	Doris is persistent. She pushes the sales of the magazines and doesn’t take “no” for an answer.
30. C	LA06 Compare and Contrast	#1	Dave Barry was shy and stressed out about asking a girl for a date so he enlisted his friend’s help. Buddy was distressed about his inability to successfully sell the papers so his mom had his little sister help him. He was also timid about ringing the doorbells and relieved when no one came to the door. A Buddy doesn’t use any humor. B neither discuss failing must

			happen first. D neither was confident (dating or selling)	
31. B	IC02	Summary	#1	A, C & D refer to individual details. B addresses summary ideas of endurance, independence and extension beyond the basics.
32. A	IA08	Usefulness of Resources	#8	Certified Instructors - can ask questions and help determine the best class.

Supplemental Test Questions are available at

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

1. SA	LT10	Evaluate Reasoning		
2. SA	LT11	Extend Beyond Text		
3. ER	LA07	Cause and Effect		
4. CI	IA06	Compare and Contrast		

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