

Everett Public Schools

Assessment of Student Learning

Supplemental Teacher Guide



Reading Selections for Grade 7

Mid-Year Benchmark

"Mysterious New World"

"Dust Storms Gobble Planet"

"Every Drop Counts: Water on the Space Station"

"Water"

"Youth Basketball" (Functional Document)

"Chocolate" (Stand Alone Question)

"Scooter" (Stand Alone Question)

Benchmark Reading Assessment
Supplemental Scoring Guide
Grade 7 – Mid-Year

1. Short Answer – 2 points

Strand: Critical Thinking

Learning Target: IT10 Evaluate Reasoning

Many people like to think that families could live on space stations. Would the author of “Every Drop Counts” think families on space stations are a good idea? Provide **two** details from the selection to support your answer.

2	A 2-point response provides two text-based details to determine whether or not the author would think families on space stations would be a good idea.
1	A 1-point response provides one text-based detail to determine whether or not the author would think families on space stations would be a good idea.

Text-based details may include, but are not limited to:

Yes:

- Enough water systems to support life. The space shuttle produces water as its fuel cells combine hydrogen and oxygen. Also, careful recycling provides enough water.
- The Russian Progress rocket will also carry some water up to the Space Station.
- The water leaving the Space Station’s purification machines will be cleaner than the water that comes out of water faucets.

No:

- A crew of four would need 40,000 pounds of water shipped from Earth every year.
- It is difficult and expensive to send water to space.
- When humans breathe, they exhale moisture (water).
- None of the water reprocessing technologies are 100% efficient.
- When you go outside, moisture is lost.
- Water that is lost will have to be replaced.

2. Short Answer – 2 points

Strand: Critical Thinking

Learning Target: LT11 Extend Beyond Text

One conclusion that a reader can draw from this poem is that it is important to take care of the Earth. Provide **two** details from the poem to support this conclusion.

2	A 2-point response provides two text-based details to support the conclusion. Example: According to the poem it is important to care for the Earth because fish and other animals need clean water. The poem talks about fish jumping and mayflies hovering over the clean water. It is also important so man can feel proud of his actions.
1	A 1-point response provides one text-based detail to support the conclusion.

Text-based details may include, but are not limited to:

When we take care of the Earth, water is clean for fish and other wild life to be healthy.

- “There was a time when all waters ran clean and fish leaped from every stream.”
- Mayflies hovered over the stream.
- Birds and bees flew easily in the summer air.

The Earth would not be as polluted if we took better care of it.

- “...they've taken Earth's pristine face, and with muck, and smoke, and oil, defiled.”
- The time of clean water is gone because man has polluted the Earth.

When we take care of the Earth, we can feel good about ourselves.

- “...we could feel justified and proud” for having cleaned up the Earth.
- We would no longer be like a “belligerent child.”

3. Extended Response – 4 points

Strand: Critical Thinking

Learning Target: IT09Author's Purpose

What is the author's purpose for writing the selection, "Dust Storms Gobble Planet!"? Provide **three** details from the selection to support your answer.

4	<p>A 4-point response states the author's purpose for writing the selection and provides three text-based details to support the purpose.</p> <p>Example: The author's purpose is to explain why dust storms on Mars are much more severe than on the Earth. Unlike Earth, Mars is a global desert covered with dry particles that can make large dust storms. On earth there are oceans, grasslands, and forests to slow or stop a dust storm. There is nothing on Mars to slow or stop its dust storms. Mars also has a thinner atmosphere than Earth, so it heats up more than Earth making dust storms even more severe.</p>
3	<p>A 3-point response states the author's purpose for writing the selection and provides two text-based details to support the purpose.</p> <p>OR</p> <p>Provides three text-based details that would support a reasonable purpose.</p>
2	<p>A 2-point response states the author's purpose for writing the selection and provides one text-based detail to support the purpose.</p> <p>OR</p> <p>Provides two text-based details that would support a reasonable purpose.</p>
1	<p>A 1-point response states the author's purpose for writing the selection.</p> <p>OR</p> <p>Provides one text-based detail that would support a reasonable purpose.</p>

Text-based details may include, but are not limited to:

To inform the reader about dust storms on Mars.

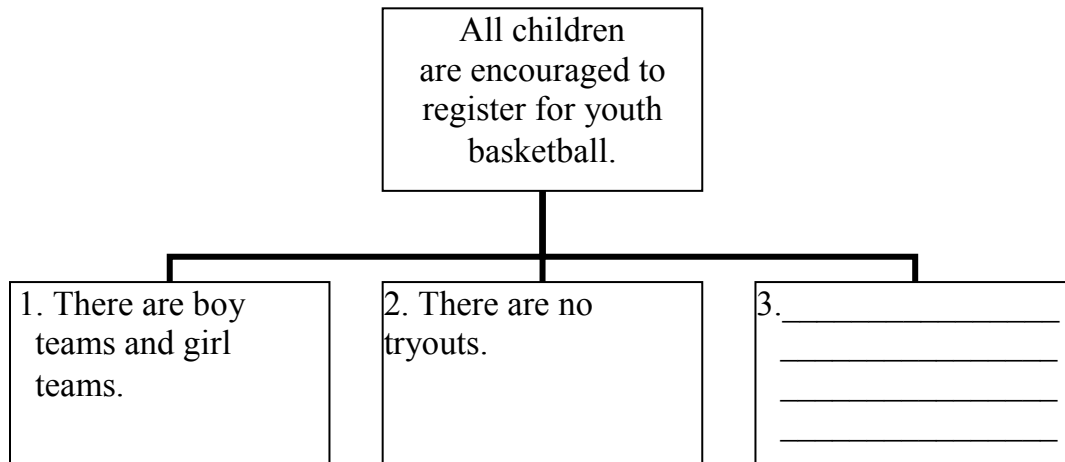
- Dust storms can cover the whole planet on Mars.
- Dust storms can last for months.
- Dust storms on Mars most often "...occur during summer in the Southern Hemisphere."
- "Winds faster than 90 miles an hour blow dust particles through the thin atmosphere making large thick dust clouds and forming giant dust drifts."
- "The energy source for these storms is sunlight! On Mars, the dust absorbs the sunlight and heats the dry, thin atmosphere."
- Mars is a global desert, with no oceans or forests to slow down dust storms.
- Dust storms on Mars can be much bigger and last longer than on Earth.

To explain why dust storms on Mars are more severe than those on Earth.

- Earth has oceans, grasslands and forests to slow down or stop dust storms. Mars does not.
- Mars is a global desert of dry dust and particles that causes the planet to heat up easier than the Earth because it has oceans and plants to keep it cool.
- Mars has a thinner atmosphere than the Earth, so it is easier for the Sun to heat it up.
- On Mars, there is also no water vapor to control the air temperature; as a result, the airborne dust dramatically changes the global temperature causing more winds.

4. Completion Item – 1 point
Strand: Comprehension
Learning Target: IC03 Inference

Read the chart. Use information from the selection to provide another detail that supports the inference. [IC03]



Correct answers would include, but not limited to:

- No experience necessary
- Includes grade K-12
- Refunds if not satisfied
- Scholarships might be available
- Teaches teamwork and enhance physical mental development
- Practice or game schedules

Incorrect answers would include, but not limited to:

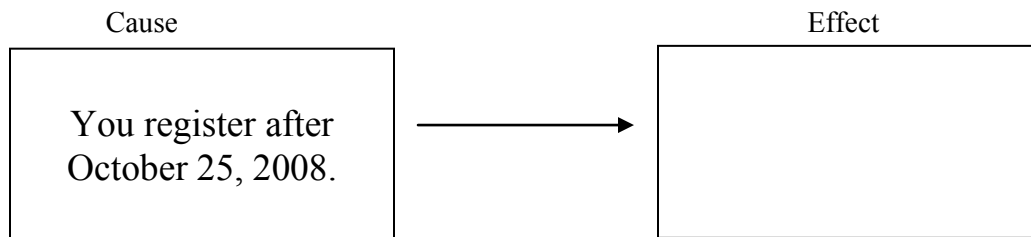
- Teams are formed by grade and skill.
- Register on October 31, 2008

5. Completion Item – 1 point

Strand: Analysis

Learning Target: IA07 Cause and Effect

Read the chart. Use information from the selection to provide the effect of the given cause. [IA07]



Correct answers would include:

- Pay a late fee
- Additional \$20.00 fee
- Pay \$120.00 fee
- You can still get on a team

6. Completion Item – 1 point

Strand: Critical Thinking

Learning Target: IT10 Evaluate Reasoning

What is a reasonable conclusion the reader can draw from the advertisement? [IT10]

Correct responses should include persuasive evidence to buy:

- America's favorite and safest scooter
- Imagine being able to get a winning streak scooter
- Price cut
- Safety features

Incorrect responses would state information only:

- Weight and size
- Includes the price