

Grade 6 ~ Baseline Teacher Guide

Secondary Reading Assessment



Reading Selections

“Endangered Means There is Still Time”

“Zoo Fun: Playful People Pleasers”

“Hastin’s Big Chance”

“Solitude”

“The Animal Shelter of Sacramento County”

AS A REMINDER:

1. Contact the School Assessment Coordinator (SAC) if you need additional materials, i.e., test booklets, #2 pencils, generic student response sheets.
2. The Student’s Response Sheet was printed according to the classroom assigned on Sept. 3.
3. Student Response Sheets are **Teacher / Period** and **Student specific** and cannot be used for a student who has moved to a different period and/or classroom.
 - Use generic student response sheets for new students and be sure the student ID# is bubbled boldly
 - Shred unused pre-assigned student response sheets. (SAC: Do not return to C & A.)
4. Completed student response sheets for ALL classes should be grouped by period in the “Return Response Sheets” envelope. Be sure that bubbled response choices are clear and legible.
5. District assessments are secure documents and, as such, should be stored in a confidential manner.
6. Test booklets should be returned to the building SAC when testing and instruction are completed.

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 two - three days to complete the assessment. Students may NOT take assessments home.
- Pre-teaching, coaching, and helping with answers related to the reading are not 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 reading/work 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
 - Pre-ID response sheet or generic response sheets for new students
 - Plenty of #2 pencils

Testing:

- Distribute student booklets and ask students to fill in **name and class information** on the front cover of the test booklet. Verify that students have pre-ID Student Response Sheets or generic response sheet with first and last name, and bubbled student ID#.
- Remind students to completely bubble the oval next to their 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 (word-to-word translation guides are allowed according to the student's ELL accommodation plan)
- 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
- 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** and store in a confidential manner.

After testing:

- As students complete the assessment they should return the Student Booklet and the Student Response Sheet to the teacher.
- The teacher should:
 - 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
 - Upon completion of classroom assessment, return all test materials to the School Assessment Coordinator (SAC) or notify your SAC of your instruction timeline.

Baseline Reading Assessment

Scoring Guide

Grade 6

Multiple Choice Items – 1 point each

Correct Answer	Strand and Target		Stem Number within Target	Evidence to support correct answer
1. D	IA05	Text Feature	#2	The text box includes bolded words with definitions.
2. D	IC04	Vocabulary	#1	Non-native context clue is “foreign” means not from this area.
3. A	IC01	Main Idea	#2	B, C and D are all details from the selection. The main idea is about habitat loss.
4. B	IC03	Prediction	#11	The selection states that manatees are being harmed by speeding boats. Therefore, if boaters slow down, manatees are more likely to survive.
5. C	IA05	Text Feature	#1	The text box is a Manatee Survey requesting information about where the animals are and how many you have seen to convince you to respond and help with future manatee populations.
6. C	IT09	Author’s Purpose	#4	Only C can be supported by information in the story. The others contain inaccurate pieces of information or limited support from the text.
7. D	IT10	Evaluate Reasoning	#2	D is the most important conclusion when considering the entire article, not specific details. A the story talks about laws saving manatees, but not the forests. B ignores the status of species and what we can do to help. C is a detail.
8. C	IT11	Extend Beyond	#3	Loss of habitat is one of the major reason species become threatened, endangered or extinct.
9. C	IA07	Cause and Effect	#5	C accurately describes the cause and effect of non-native species spreading out of control.
10. D	IC02	Summary	#1	C summarizes the first 3 paragraphs. A & B are not summary responses.
11. B	IC01	Main Idea	#2	A, C and D are details rather than broad ideas.
12. D	IC02	Summary	#1	C is summary-like but doesn’t cover the whole passage. A & B are too narrow.
13. A	IC03	Inference	#2	Zookeepers do not enter pens because pandas are large, strong animals.
14. D	IC04	Vocabulary	#1	Tian continues (keeps it up) to hassle Mei when she refuses to come out.
15. B	IA06	Compare/Contrast	#1	A, C and D have incorrect information. See paragraph 9.
16. A	IA07	Cause and Effect	#4	The reserve was created to protect the pandas and other animals, paragraph 3.
17. D	IT09	Author’s Purpose	#1	A is incorrect because the author is not persuasive. B and C are too narrow.
18. A	IT10	Evaluate Reasoning	#2	B, C and D are too narrow to be the most important conclusion.
19. A	IT11	Extend Beyond	#3	A is supported in paragraph 3, we should not take over their land, or allow people to kill them for fur.
20. A	LC01	Theme	#2	B, C and D are not supported by the text.
21. C	LC02	Summary	#1	A, B and D are details from the story or summarize only parts of the story.
22. B	LC03	Prediction	#3	The selection states that a mahout works to clear roads in the sanctuary. Now that Hastin is a mahout, he will perform these tasks.
23. C	LC04	Vocabulary	#1	Scorching means “very hot.” “Hastin wiped the sweat from his forehead and wished for a cool breeze.”
24. A	LA05	Literary Elements	#4	Hastin had confidence in his voice when his father asked him to move the jeep.
25. C	LA07	Cause and Effect	#2	See paragraph 9. B is incorrect because the other elephants also weren’t strong enough.
26. C	LT09	Author’s Purpose	#4	Hastin was thankful for the relationship he had with Sandos and they were able to get the job done because of their relationship. A, B, and D are not supported by the text.
27. C	LT10	Evaluate Reasoning	#2	A, B and D represent details. Hastin did feel proud and appreciated after helping in the sanctuary.
28. B	LA06	Compare/Contrast	#2	The narrator enjoys solitude (stanza 1). A there is no mention of the narrator in pain. D the narrator does not help the monkey, he cages him.
29. D	LA06	Compare/Contrast	#5	A, B and C are not true.

30. B	LT11	Extend Beyond	#6	It is better to live alone by choice than alone in a cage. D poem does not mention pets. A there is noise in the everyday things we do, even if alone.
31. C	IC01	Main Idea	#2	The authorization form is for the parent to give approval/consent for the child to volunteer.
32. C	IT11	Extend Beyond	#6	A – Not correct because volunteer opportunities are for all ages, youth is just one type of volunteer, paragraph 3 discusses all volunteers as does the text box, it is not specific to youth volunteers. D – Past experience is not required nor would it necessarily make you a good volunteer. B – A fact in the text, not a conclusion.

Baseline Reading Assessment

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Strand Score Scale

Comprehension Strand	4	3	2	1
13 Points Possible	13 - 12	11 - 10	9 - 8	7 - 0
15 Points Possible (with Supplemental Questions)	15 - 14	13 - 12	11 - 9	8 - 0
Analysis/Interpret Strand	4	3	2	1
9 Points Possible	9 - 8	7	6 - 5	4 - 0
16 Points Possible (with Supplemental Questions)	16 - 15	14 - 13	12 - 10	9 - 0
Critical Thinking Strand	4	3	2	1
10 Points Possible	10 - 9	8	7 - 6	5 - 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
	6	Compare and Contrast using elements of the text(s) (Formerly LA06 & IA16)	2.2.2 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>