

Secondary Reading Assessment

Grade 9 ~ Baseline Teacher Guide

Secondary Reading Assessment



Reading Selections

“The Myth of Persephone”

“What Size is Your Footprint?”

“The Seasons”

“Change of the Seasons”

“Yard Waste & Recycling Collection Guidelines”

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 9

Multiple Choice Items – 1 point each

Correct Answer	Strand and Target		Stem Number within Target	Evidence to support correct answer
1. C	LC01	Main Idea	#2	A, B & D are details; only C captures the main idea.
2. C	LC04	Vocabulary	#1	Paragraph 10, ...without the hope of returning to her mother's abode above... Paragraph 9 ...in order for Persephone to return to the home and life she had before.
3. D	LC03	Inference	#5	Only D has support from the story. See paragraph 10.
4. D	LA05	Literary Elements	#2	A & B are incorrect and not mentioned in the text. C is not the main conflict.
5. C	LA06	Compare/Contrast	#2	Hades tricks Persephone with the pomegranate. Zeus tricks Persephone by planting the narcissus. A is not the correct answer because Hades is not angry in the story, only Zeus shows anger.
6. B	LT11	Extend Beyond Text	#6	Both Demeter and Persephone experienced difficult adjustments that required them to adapt. A - The story did not end in pain. C - Characters in the story did not pursue the changes in their lives. D - The changes did not lead to greater relationships with friends.
7. B	LT09	Author's Purpose	#12	See paragraph 7. Persephone is a caring God.
8. C	LC02	Summarize	#1	Only C captures the whole story. B leaves out the return of Persephone as "spring."
9. B	LA07	Cause and Effect	#9	Only B is supported by the text. In order to return to her life before, she had to be pure; yet she had married and became a Goddess.
10. A	LT09	Author's Purpose	#2	The myth explains the origins and reoccurrence of the seasons. Paragraph 10 – "...comes back with the flowers."
11. D	LA05	Literary Elements	#1	Frightening describes the setting of the underworld. Paragraph 2, Black depths and darkness.
12. C	LT10	Evaluate Reasoning	#1	Paragraph 5 - Demeter is not aware that a mortal would be shocked at seeing her child in a flame, and would not recognize it as a means to immortality.
13. C	IC02	Summary	#1	A and B are details. D is too narrow.
14. D	IC04	Vocabulary	#1	"Burning" substances such as wood or animal manure
15. B	IA06	Compare/Contrast	#2	Paragraph 5, first sentence. A, C & D are not true.
16. D	IA07	Cause and Effect	#5	D is correct; see paragraph 5. A & C are not supported by the text. B is not true.
17. C	IT09	Author's Purpose	#13	Paragraph 2 is about use of energy, not waste, or difficulty without. The author wants us to understand our impact.
18. C	IT10	Evaluate Reasoning	#2	D is not true. A & B are not the Most Important
19. B	IT11	Extend Beyond Text	#5	Products made close to home use less energy to transport. C - There is no text to support. A & D are not true.
20. B	IA06	Compare/Contrast	#2	Only B is true see paragraph 7
21. D	IC01	Main Idea		A, B & C only focus on one section of the text, not the whole passage.
22. D	IC03	Inference	#2	A, B and C are not supported by the text.
23. B	LA05	Literary Elements	#10	Dressing is a human activity. "And leaves slowly dress"
24. C	LC01	Theme	#2	The poem describes beautiful little details.
25. A	LC03	Inference	#2	Poem only talks of fall and winter, but infers that slow process for all seasons. Choice C is specific to one season and is not an inference. B is inaccurate.
26. D	LA07	Cause and Effect	#5	Only D is true of winter according to the poem.
27. A	LT10	Evaluate Reasoning	#2	C is true of the second poem. B is untrue. D is not a conclusion one can draw based on the evidence
28. D	LC02	Summarize	#1	A & B are details. C is untrue.
29. C	LC04	Vocabulary	#1	See lines 8 & 9, inevitable once again.
30. C	LT11	Extend Beyond Text	#5	The poets in these poems use descriptive phrases such as "sparkle in moonlight", "dawns misty steam", "glorious green" that convey a sense of wonder.

31. C	IC01	Main Idea	#2	A is not supported in the text, only an inference. B is a detail. D is a generalization. C is the only main idea support by all bullets
32. A	IT09	Author's Purpose	#12	The author is hopeful/optimistic that we will use the information to make a difference and be diligent recyclers. This is especially evident on the second page of the text in the section "It doesn't take a heroic effort to become an environment hero."

Baseline Reading Assessment

Grade 9

Strand Score Scale

Comprehension Strand	4	3	2	1
13 Points Possible	13 - 12	10 - 11	9 - 8	7 - 0
17 Points Possible (with Supplemental Questions)	17 - 16	15 - 14	13 - 10	9 - 0
Analysis/Interpret Strand	4	3	2	1
9 Points Possible	9 - 8	7	6 - 5	4 - 0
14 Points Possible (with Supplemental Questions)	14 - 13	12 - 11	10 - 8	7 - 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

<u>Functional Documents Include:</u> 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	<u>Informational Passages Include:</u> Historical Documents Nonfiction Magazines/Newspaper Articles Excerpts/Articles from Social Studies or Science Text Narratives	<u>Literary Passages include:</u> Stories Poems Novel Excerpts Biographies/Autobiographies Literary Essays	<u>Key:</u> L=Literary Text C=Comprehension Skill A=Analysis Skill T=Critical Thinking Skill #=Corresponds to the targeted skills
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<http://k12.wa.us/Reading/default.aspx>