

# Grade 10 ~ Baseline Teacher Guide

## Secondary Reading Assessment



### Reading Selections

“Women in Factories”  
“Count That Day Lost”  
“Easy Job, Good Wages”  
“The Sandwich Shoppe”

#### **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 10

#### Multiple Choice Items – 1 point each

Correct Answer	Strand and Target		Stem Number within Target	Evidence to support correct answer
1. B	IC01	Main Idea	#2	Only B captures the main idea of the entire article. A, C, and D are too narrow.
2. A	IC02	Summarize	#1	See paragraph 2, sentence 2. B, C & D are not accurate.
3. A	IC03	Inference	#12	“No amount of talent or industriousness could qualify a woman to be trained for a man’s job, and if they did, it would risk a strike.” Paragraph 2
4. D	IC04	Vocabulary	#1	“Distributed” or “Assigned,” the context clue in paragraph 2.
5. D	IA05	Text Features	#2	The wage gap refers to the difference between the amount of money earned for men and women. This gap is smaller for the woolens industry. B is incorrect; the graph represents wages earned not number of employees.
6. B	IA06	Compare/Contrast	#2	In both, women were limited to lower paying jobs such as frosting and packaging instead of baking. See paragraph 2
7. B	IA07	Cause/Effect	#5	See paragraph 2. A and D are supported elsewhere, but not in paragraph about deskilling. C is incorrect.
8. D	IT09	Author’s Purpose	#1	See title; main idea of all paragraphs support it.
9. C	IT10	Evaluate Reasoning	#2	See paragraph 1 for reference to unequal pay over time. While A may be true, it is not the most important conclusion.
10. C	IT11	Extend Beyond Text	#3	A would not necessarily address woman in the workforce. B it is not just up to men to help resolve inequities. D not about overtime.
11. B	LC01	Theme	#2	First stanza: “...count the acts that you have done....you may count that day well spent.” D is wrong, there is no mention of more important than another.
12. D	LC03	Inference	#1	You’ve lost many chances to do good.
13. D	LC02	Summarize	#1	Sit at the end of the day... “And count the acts that you have done..., one self-denying deed... that eased the heart... But “If, through it all you’ve nothing done that you can trace...”
14. D	LC04	Vocabulary	#1	Trace is the ability to go back and reflect on your actions...you’ve nothing done...
15. B	LA05	Literary Elements	#9	Stanza 1, lines 6 & 7
16. D	LA06	Compare/Contrast	#2	First stanza shows positive effect of good deeds, and the second stanza shows the opposite, how a day could be wasted.
17. C	LA07	Cause and Effect	#4	Stanza two explains that if good things are not done, the day is lost.
18. D	LT09	Author’s Purpose	#1	A-persuade by compare a day with good deeds to how you feel if there are no good deeds.
19. D	LT10	Evaluate Reasoning	#2	See stanza 1. C is incorrect because this is about more than just a greeting. It is about the acts throughout the day. A is incorrect because nothing about status is mentioned in the poem.
20. C	LT11	Extend Beyond the Text	#11	If your day is “well spent” by being kind, then each day of your life is more valuable.
21. C	LC01	Main Idea	#2	“Now when I see ads reading, “Easy job. Good wages.” I just smile an ancient, tired, knowing smile.”
22. C	LC02	Summarize	#1	Only C has the information from the beginning, middle and end of the story. The other answers only cover certain details.
23. B	LC03	Predict	#3	See paragraph 8. Quote from answer 21 above.
24. D	LC04	Vocabulary	#1	Mucilage is “gluey”, adhesive. “...used to ‘attach’...”
25. D	LA05	Literary Elements	#1	The narrator tries the job because he thought it would be an easy way to make good money.
26. A	LA06	Compare/Contrast	#3	See paragraph 7. A is the best answer since both reference the deceptive ad. The other possibilities do not have enough evidence.

27. A	LA07	Cause/Effect	#2	See paragraph 6.
28. C	LT09	Author's Purpose		The job had both things he wanted, "easy" and "good."
29. C	LT10	Evaluate Reasoning	#1	Narrator thought that everything you read in the paper is true.
30. B	LT11	Extend Beyond the Text	#5	Since businesses pay by the line/size to advertise, they leave out many details about a job.
31. D	IT10	Evaluate Reasoning	#2	D is the correct answer and includes information from the "Job Description" as well as items bulleted in the "Tasks and Responsibilities." A, B and C are wrong because they did not cover the whole section.
32. D	IA08	Resources	#3	D would be most helpful for this job. The others are related to restaurants in general, but not about working in restaurants.
33. B	IC03	Prediction	#2	Overall, the questions are looking for an applicant who would make decisions that are best for the restaurant.

## Benchmark Reading Assessment

### Grade 10 - 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 - 9	8	7 - 6	5 - 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
12 Points Possible (with Supplemental Questions)	12 - 11	10	9 - 7	6 - 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 2.2.2
	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>