

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Benchmark Reading Assessment Grade 10 Grading Period 4

“Tourists are Modern-day Miners in Georgia’s Dahlonega”
“King Midas and the Golden Touch”
“Ozymandias”

Reading Assessment Teacher Directions

Purpose: The purpose of the assessment is to determine each student's ability to demonstrate skill in the assessed targets and to inform instruction.

Time: Approximately two class periods.

Preparation prior to the assessment:

- Read the Directions for Administration (below) and the student passages (in student packet).
- We recommend you familiarize yourself with the assessment by taking it prior to giving it to the students.
- Check that you have a student packet for each student. Make additional copies, if needed.

Remind students that they:

- need to bring materials for independent work/reading on the assessment days.
- may use pencil only for the assessment.
- need to know their access codes for computer login during the assessment.
- may NOT take the test home.
- may NOT use a dictionary or thesaurus for the assessment.
- will NOT be able to get assistance from you during the assessment.

Directions for Administration

Before testing begins:

1. **Inform students** that this reading assessment is for collecting evidence of each student's ability to read and answer independently. Assessments may not be taken home. Using a dictionary and/or a thesaurus is not allowed.
2. **Remind students to:**
 - preview the reading passage and assessment questions before beginning.
 - code and mark the text passages to help identify important details.
 - reread any part of the passage to find evidence to support their answers.
 - remain seated throughout the assessment period and to work quietly or read independently when finished with the assessment. (Exception: if students are entering scores on the computer)

To begin testing:

Pass out student packets and make certain each student has a pencil.

Review reminders listed above the Directions for Administration.

Daily:

Collect student packets at the end of **each period**.

Please **do not** allow students to take booklets home to finish assessment.

Entering student data:

Enable the CCBA tool for students (see CCBA directions).

Provide an opportunity for students to enter multiple choice answers into the CCBA tool.

IMPORTANT – Remember to disable CCBA tool for the class at the end of each period.

Use of data: The purpose of the assessment is to determine each student's ability to demonstrate skill in the assessed targets and to inform upcoming instruction. Utilize baseline scores for instructional planning and targeted instruction. It is up to teacher discretion whether mid-year assessments are used for a grade.

***Please note:** No pre-teaching or coaching of assessment is allowed.

This is a secure test. Check with your IFL regarding procedures (shredding, storing, etc.)

Secondary Reading Strands and Targets

Literary Texts

Literary Comprehension: The student comprehends important ideas and details in literary texts.

- LC01 The student demonstrates understanding of major ideas (theme or message) and supportive details of literary texts.
- LC02 The student summarizes literary texts (with evidence from reading).
- LC03 The student makes inferences or predictions about literary texts (based on the reading).
- LC04 The student interpret general and specialized vocabulary critical to the meaning of the text.

Literary Analysis: The student analyzes, interprets, and synthesizes ideas in literary texts.

- LA05 The student applies understanding of literary elements (genres, story elements such as plot, character, setting, stylistic devices) and graphic elements/illustrations.
- LA06 The student compares/contrasts elements of the text or makes connections within the text.
- LA07 The student compares/contrasts (elements of texts) or makes connections or synthesizes among or between texts.

Literary Critical Thinking: The student thinks critically about literary texts.

- LT08 The student analyzes author's purpose and evaluates effectiveness for different audiences.
- LT09 The student evaluates reasoning and ideas/themes related to the text.
- LT10 The student extends information beyond the text (apply information, give a response to reading, express insight gained from the reading).

Informational Texts

Informational Comprehension: The student comprehends important ideas and details in informational texts.

- IC11 The student demonstrates understanding of major ideas and supportive details of informational texts.
- IC12 The student summarizes informational (with evidence from the reading) and task-oriented texts.
- IC13 The student makes inferences or predictions (based on the reading) about informational/task-oriented texts.
- IC14 The student interprets general and specialized vocabulary critical to the meaning of the text.

Informational Analysis: The student analyzes, interprets, and synthesizes ideas in informational texts.

- IA15 The student applies understanding of info/task elements, graphic elements and illustrations. Applies understanding of text features (titles, headings, and other information divisions, table of contents, indexes, glossaries, prefaces, appendices, captions) and graphic features.
- IA16 The student compares/contrasts elements of the text or makes connections within the text.
- IA17 The student compares/contrasts or makes connections or synthesizes among or between texts.

Informational Thinking Critically: The student thinks critically about informational texts.

- IT18 The student analyzes author's purpose (including distinguishing between fact and opinion) and evaluates effectiveness for different audiences.
- IT19 The student evaluates reasoning and ideas/themes related to the text.
- IT20 The student extends information beyond the text.

Benchmark Reading Assessment

Scoring Guide

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Please refer to attached *Reading Strands and Targets* document on preceding page.

Multiple Choice Items – 1 point each

Student MC Answers	Strand and Target	Evidence to support MC answers
1. C	IC11 Main Idea	C is correct because the section “Tourists Only” describes how tourists can visit the goldmine, the town, and more. The other answers are main ideas from the other sections.
2. A	IC12 Summarize	Between 1828 and 1920 the text states, “the discovery set off a rush” and “prospectors poured into the region by the thousands.”
3. C	IC13 Predict/Inference	While A, B and D are true; C is the best choice about why people visit Dahlenega---there are many different activities.
4. B	IC14 Vocabulary	The “fetes” are the festivals or celebrations taking place in the town.
5. D	IA15 Text Features	The purpose of the map is to show how far Dahlenega is from San Francisco, California.
6. C	IA16 Compare/Contrast	California and Georgia are both locations of major gold discoveries.
7. A	IA17 Cause and Effect	Paragraph 3 states that the federal mint was closed by the onset of the Civil War.
8. A	IT18 Author's Purpose	B, C and D are directly stated in the article as facts. Only A is an opinion.
9. B	IT19 Evaluate Reasoning	When the gold ran out, people used the remaining resources in different ways, such as museums and stores.
10. B	IT20 Extend Beyond Text	Resourceful describes the people who made an old gold rush town into a tourist center. There is no indication from text of A, C, D.
11. B	LC01 Theme	In the end, King Midas gave up gold for love and contentment.
12. C	LC02 Summarize	King Midas realized unpleasant consequences when everything he touched turned to gold, including his daughter.
13. D	LC03 Predict/Inference	Paragraph 9 states that Silenus began to look worried when Midas threatened to tell Dionysus.
14. A	LA04 Vocabulary	Only A can be true. Paragraph 1 states that despite all that he had he was still discontented (unhappy). He wanted
15. C	LA05 Literary Elements	Silenus was impish when he chose to drink the wine, crawled into the bushes to take a nap, and then tried to bargain his way out of trouble.
16. D	LA06 Compare/Contrast	Midas suffered the consequence of turning everything into gold. Silenus suffered the consequence of being discovered by Midas after drinking too much wine.
17. B	LA07 Cause and Effect	Paragraph 14 states “Suddenly, Midas felt doubtful. Gone were the colors and the glorious perfume. The garden was still and lifeless.”
18. A	LT08 Author's Purpose	Midas came to regret his wish because he didn't consider all of the consequences.
19. B	LT09 Evaluate Reasoning	Midas’ flaw in reasoning was that he could not foresee that his golden touch would have any negative consequences. He only considered the good---not the bad of his choices.
20. B	LT10 Generalize	After Midas prioritized, he realized his daughter and his life were more important than gold.
21. C	LC01 Theme	It was pride that allowed Ozymandias to build the statue which decayed over the years.
22. D	LC02 Summarize	Lines 1 & 2 describe how a traveler tells about an "antique land" and tells the story of Ozymandias.
23. D	LC03 Predict/Inference	Where Ozymandias had once ruled, there is nothing but sand, see lines 10 & 11.

24. A	LA05	Literary Elements	Ozymandias believes he is superior, see lines 10 & 11.
25. B	LA06	Compare/Contrast	See paragraph 1 of "King Midas and the Golden Touch" and lines 10 & 11 in the poem "Ozymandias."
26. D	LA07	Cause and Effect	See lines 4, 13 & 14 in the poem, describing the wreck that remains of Ozymandias' statue.
27. A	LT08	Author's Purpose	Even though Ozymandias was arrogant enough to build a statue in his own honor, it was foolish to believe his statue would last forever.
28. D	LT09	Evaluate Reasoning	It is clear that Ozymandias does not understand that nature would decay his work, regardless of his power.
29. C	LC04	Vocabulary	The sculptor had a great deal of intensity when he was creating the statue in honor of Ozymandias.
30. A	LT10	Generalize	Based on this poem a reader could generalize that monuments decay and crumble with time and because of nature---especially if they are not kept up and refurbished.

Supplemental Test Questions

1. ER	IT19	Evaluate Reasoning	See following pages for scoring guide
2. SA	LT08	Author's Purpose	See following pages for scoring guide
3. SA	LT10	Generalize	See following pages for scoring guide

Note: **SA** and **ER** stand for Short Answer and Extended Response items. The supplemental short answer and extended response questions are optional but the scoring guide is found on the next pages.

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Supplemental Scoring Guide

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1. Extended Response– 4 points

Strand: Critical Thinking

Learning Target: IT19 Evaluate Reasoning

Is a family visit to Dahlonega a good idea?

Provide **four** details from the selection to support your answer.

4	A 4-point response provides four details from the selection to support the response. Example: Yes, visiting Dahlonega is a good idea. There is a lot to see there. You can visit the gold museum, the Folkways Center, the Mountain Music and Medicine Show and go on the Consolidated Gold Mine Tour.
3	A 3-point response provides three details from the selection to support the response. OR Three details and no yes or no statement.
2	A 2-point response provides two details from the selection to support the response. OR Two details and no yes or no statement.
1	A 1-point response provides one detail from the selection to support the response. OR One detail and no yes or no statement.

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

Yes, it would be a good idea to visit Dahlonega:

A lot to do/see:

- Gold museum
- Landmarks—Price Memorial Hall
- Shops, boutiques, arts, crafts
- Folkways Center
- Mountain Music and Medicine Show
- Consolidated Gold Mine Tour
- Panning for Gold
- Dining at Smith house—southern delicacies
- Canoeing, tubing, horseback riding
- Babyland General Hospital—Cabbage Patch dolls

Historical Place:

- Landmarks—Price Memorial Hall
- Historic Downtown
- Antebellum Worley Homestead
- National Register of Historic Places

No, it would be a good idea to visit Dahlonega:

There's not a lot to enjoy:

- Canoeing, tubing, and horseback riding may not be fun.
- Mining gold may not be fun.
- Historical locations may not be fun.
- Southern food, like chicken and okra, may not sound good.
- Antiquing, Cabbage-Patch birthplace, and the kangaroo conservation center may not be fun.
- Fetes may not be fun.

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2. Short Answer – 2 points

Strand: Critical Thinking

Learning Target: LT08 Author’s Purpose

The author’s purpose for writing this story may have been to show that greed is destructive.

Provide **two** details from the selection to support this purpose.

2	A 2-point response provides two text-based details to support the purpose that greed is destructive. Example: The author shows that greed is destructive when King Midas cannot eat anything because it is turned to gold and when he turns his daughter into gold.
1	A 1-point response provides one text-based detail to support the purpose that greed is destructive.

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

King Midas:

- “I shall be the wealthiest and most powerful king in the world.”
- Turning the garden to gold and then feeling doubt because it was lifeless.
- Turning the wine to gold and being unable to drink.
- Turning the apple to gold and realizing he was unable to eat.
- Turning his daughter to gold and staring at her in horror.
- “His grief was so great that no one could console him.”
- “Forgive my stupid greed,” he begged Dionysus.
- “I have learned my lesson and I am content.”

Silenus:

- After greedily drinking the entire bottle of wine, he is afraid of being in trouble from his master.

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3. Short Answer- 2 points

Strand: Critical Thinking

Learning Target: LT10 Extend Beyond Text

What conclusion can the reader draw about greed? Provide information from the story to support the conclusion.

2	A 2-point response provides a conclusion about greed and one text-based detail to support the conclusion. Example: Greed can cause a person to be unhappy. The king was unhappy when he turned his daughter into gold.
1	A 1-point response provides only one of the above.

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

Unhappy:

- Turned daughter to gold
- Couldn't eat
- Couldn't drink

Remorseful/Sorry

- Begged forgiveness
- Stared in horror
- Walked miles
- Faced dangers

Baseline Reading Assessment

Strand Score Scale

Comprehension Strand	4	3	2	1
12 Points Possible	11 - 12	10	7 - 9	0 - 6

Analysis/Interpret Strand	4	3	2	1
9 Points Possible	8 - 9	7	5 - 6	0 - 4

Critical Thinking Strand	4	3	2	1
9 Points Possible	8 - 9	7	5 - 6	0 - 4
17 Points Possible (with Supplemental Questions)	16 - 17	14 - 15	10 - 13	0 - 9

Assessment Feedback

Name_____

After each administration we look at student data to make changes, but it would also be helpful if you could point out any suggestions you and/or your students have for further improvement. Please use this form or an email to share your feedback. Thanks very much.

Difficulty of text selections

Ambiguous or Confusing Questions

Inaccuracies or Typographical Errors

Other comments:

****Please return this form to your Instructional Facilitator of Literacy. Thank you!**