

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Benchmark Reading Assessment Grade 10 Grading Period 3

“She Dared to Be an Athlete”
“The Autobiography of Malcolm X”
“Midway”

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 devises) 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

Grade 10 – Grading Period 3

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	IA16 Compare/Contrast	A. There is no evidence that Babe’s sister competed. B. This is not a comparison. C. Babe was athletic as a child and as an adult, working out on the backyard gym to being in the Olympics. D. Her father rigged up a gym for her.
2. C	IA17 Cause and Effect	A. Babe was a talented typist as well; it is unrelated to her athletic ability. B. She returned to a hero’s welcome. C. She won two gold medals and showed that women could admirably complete. D. There is no evidence that her family ever discouraged her participation in sports.
3. B	IT18 Author’s Purpose	B. It is clear that the author admires Babe; she says she was physically gifted, a sports idol, etc.
4. B	IT19 Evaluate Reasoning	A. There is no mention of envy, just praise. B. Babe became a sports hero at a time when women were not encouraged to participate in sports. C. There is no evidence that Babe’s successes were misunderstood. Her accomplishments promoted equality in women’s sports and she returned home a sports idol. D. There is no evidence for Babe’s peers misjudging her.
5. C	IT20 Extend Beyond Text	A. Her success was not linked to the number of coaches in this selection. B. Babe never received financial aid for college. C. Babe was interested in numerous physical activities, so having a variety and availability of sports in schools would mirror her experience. D. It is not clear that building more athletic facilities will actually encourage girls to take advantage of sports.
6. SA	LA07 Cause and Effect	See following pages
7. SA	LT09 Evaluate Reasoning	See following pages
8. ER	LA06 Compare/Contrast	See following pages
9. C	LA07 Cause and Effect	A. Malcolm X knew he couldn’t read and tried to learn by using the dictionary.
10. A	LT08 Author’s Purpose	A. A is the correct answer because Malcolm X knows that he is unable to communicate well, starts to take steps to read and write, and then continues to become more successful at reading and writing. See Paragraph 11, “I suppose it was inevitable . . .”
11. B	LT09 Evaluate Reasoning	B. In this story, literacy does provide Malcolm X an opportunity to change his future.

12. A	LT10 Generalize	A. Malcolm X realized he couldn't read or write so he took steps to learn how to read and write.
13. A	LA06 Compare/Contrast	A. Babe Didrikson has already become a success and the speaker of the poem continues to strive for success. B. Both Babe and the narrator both had to overcome discrimination. Babe had to overcome discrimination against women and the speaker had to overcome racial discrimination. C. Although Babe's family did take part in her life, they were not described in the article as being key components to her success. D. It is true that Babe won awards but there is no evidence in the poem that the speaker's future goals include winning awards.
14. D	LA07 Cause and Effect	A. There is no indication that the speaker will take a new direction. The speaker says she will continue on. B. The speaker is never encouraged, but rather discouraged, by others. C. The speaker keeps saying she won't stop. D. The speaker ends the poem ready to continue on, regardless of obstacles.
15. B	LT08 Author's Purpose	A. The speaker was never argumentative, just determined. B. The poem is hopeful. The speaker will not give up. C. The poem conveys no reluctance, rather it convey determination. D. The poet is positive about the changes that have taken place and goes beyond just being sympathetic to the speaker's situation.
16. B	LT09 Evaluate Reasoning	A. The poem does not imply any fear or anger, just steady determination. B. The speaker strives against all difficulties, without stopping. C. The poem does not convey that the overall Civil Rights movement is important to everyone. D. Celebrations are not necessarily the ways to attain happiness. The poem describes determination as the key to future success.
17. C	LT10 Generalize	A. The speaker gives no indication of giving up. B. Singing and dancing are used to give the speaker inner-strength, not necessarily to gloat over victories. C. The speaker is determined to overcome future obstacles, just as she has in the past. D. The speaker shows no indication of being vengeful.
18. C	LA06 Compare/Contrast	C. Both the speaker of the poem and Malcolm X depended on themselves and believed in on-going persistence and determination to make it in life.

Note: **SA** and **ER** stand for Short Answer and Extended Response items. The short answer and extended response scoring guide is found on the following pages.

Benchmark Reading Assessment
Scoring Guide
Grade 10 –Grading Period 3

6. Short Answer – 2 points

Strand: Analysis

Learning Target: LA07 Cause and Effect

Explain why Babe returned to Dallas as a hero. Include **two** details from the selection in your answer.

2	A 2-point response provides two text-based details to explain why Babe returned to Dallas as a hero. Example: Babe came in first in six of eight events in the Amateur Athletics Union Meet. At the same meet, Babe set four world records.
1	A 1-point response provides one text-based detail to explain why Babe returned to Dallas as a hero. In the 1932 Olympics, Babe received two gold medals.

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

See paragraph 4:

- Babe came in first in six of eight events in the Amateur Athletics Union Meet.
- At the same meet, Babe set four world records.
- Babe’s performance at the meet qualified to compete in all five of the Olympic track & field events open to women.
- In the 1932 Olympics, Babe received two gold medals.
- Babe tossed the javelin eleven feet farther than any other woman had tossed it before.

Benchmark Reading Assessment

Scoring Guide

Grade 10 –Grading Period 3

7. Short Answer – 2 points

Strand: Critical Thinking

Learning Target: LT09 Evaluate Reasoning

Is Malcolm X’s decision to copy the dictionary a good idea? Provide **two** details from the selection to support your answer. [LT09 Evaluate Reasoning]

Provide **two** details from the selection to support your choice.

2	A 2-point response states or implies whether or not Malcolm X’s decision to copy the dictionary is a good idea, and provides two text-based details to support the answer. Example: (YES) Yes, Malcolm X’s decision to copy the dictionary is a good idea because it improved his penmanship and opened up new worlds. OR Example: (NO) No, Malcolm X’s decision to copy the dictionary is a bad idea because it took up too much time and he lost interest in other activities. OR Example: (YES AND NO) Yes, Malcolm X’s decision is a good idea because it allowed him to learn about people, places, and events from history. However, it was also a bad idea because it took up so much time.
1	A 1-point response states or implies whether or not Malcolm X’s decision to copy the dictionary is a good idea, and provides two text-based details to support the answer.

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

YES

- Allowed Malcolm X to learn words
- Improved his penmanship
- Opened up new worlds
- Set him free: “In fact, up to then, I never had never been so truly free in my life.”
- Because the dictionary included pictures, words were able to “spring to my mind.”
- Allowed him to learn about people, places, and events from history
- Allowed him to learn to write faster after so much practice
- Allowed him to become proud of himself

NO

- Time consuming
- Malcolm X lost interest in other activities because he read all the time
 - He had to teach himself; he did not have the luxury of having a teacher.

Benchmark Reading Assessment

Scoring Guide

Grade 10 –Grading Period 3

8. Extended Response– 4 points

Strand: Analysis

Learning Target: LA06 Compare and Contrast

What are **two** ways Babe Didrikson in the first selection **is like** Malcolm X in this selection? Include information from “She Dared to be an Athlete” and “The Autobiography of Malcolm X” in your answer.

What are **two** ways Babe Didrikson in the first selection **is different** Malcolm X in the second selection? Include information from “She Dared to be an Athlete” and “The Autobiography of Malcolm X” in your answer.

4	A 4-point response includes the following elements: • One text-based way Babe is like Malcolm X • A second text-based way Babe is like Malcolm X • One text-based way Babe is different than Malcolm X • A second text-based way Babe is different than Malcolm X.
3	A 3-point response includes three of the four elements above.
2	A 2-point response includes two of the four elements above.
1	A 1-point response includes one of the four elements above.

Details which support this understanding may include but are not limited to:

Similar:

- Both Babe and Malcolm X show persistence.
- Both Babe and Malcolm X learn from their past.
- Both Babe and Malcolm X have a natural ability. Babe was a natural-born athlete. Malcolm was a natural-born orator.
- Both Babe and Malcolm X depend on their own inner strength.
- Both Babe and Malcolm X are supported by others.

Different:

- They are different because Malcolm X did not receive help from his family like Babe did.
- Malcolm X was in captivity and Babe lived free.
- Their abilities are very different. Malcolm X was a writer and speaker, whereas Babe was an athlete.
- Babe was recognized as a hero and received a hero’s welcome, whereas Malcolm X was in prison.

Benchmark Reading Assessment

Strand Score Scale

Comprehension Strand	4	3	2	1
0 Points Possible	0	0	0	0

Analysis/Interpret Strand	4	3	2	1
11 Points Possible	10 - 11	9	7 - 8	0 - 6

Critical Thinking Strand	4	3	2	1
11 Points Possible	10 - 11	9	7 - 8	0 - 6

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!**