

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Benchmark Reading Assessment Grade 9 Grading Period 3

“The Country Mouse and the Town Mouse”
“Desert Woodrats”
“freddy the rat perishes”

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. D	LA06 Compare/Contrast	A. False. Neither mouse is able to adapt to the other's living situation. B. False. Neither one is really dissatisfied with their life. C. False. The Country Mouse thought the Town Mouse's life was filled with terror and the Town Mouse thought the Country Mouse's life was boring. D. True. Because each mouse liked their own life, they couldn't see the other's point of view. See paragraph 1 and 3.
2. A	LA07 Cause and Effect	A. In paragraph 2, "overpowered with such fine words and so polished a manner" is used to explain why CM goes to the town. B. There is no text evidence for this. We might infer it but there is no proof. C. No text evidence to support this inference. D. There is no evidence tying CM's frugality to his acceptance.
3. D	LT09 Evaluate Reasoning	A. This is a fact/detail and not related to reasoning. B. False. TM does not show evidence of valuing others' lifestyles and infact does not value CM's lifestyle. C. TM does not choose the country life. This statement is false. D. Living in fear is not usually considered desirable. Yet, TM desires this lifestyle.
4. C	LT10 Generalize	A. TM does not choose a rustic life so this is not an accurate generalization. B. CM does not choose city life with its fancy foods and fine living so this cannot be a generalization based on the story. C. There are drawbacks to both lives but the country mouse prefers the quiet of his life; the town mouse does not state any dissatisfaction with the perils of his life. D. CM chooses country living w/its poverty over wealth so this is not accurate for the story.
5. B	LT08 Author's Purpose	The author is using this story to teach readers that they should be satisfied with what they have.
6. SA	LA07 Cause and Effect	See following pages
7. D	IA16 Compare/Contrast	D is the only correct answer.
8. C	IA17 Cause and Effect	The myth is that they are businessmen; in paragraph 1 the article states that the woodrats can only carry one item and so will drop what they already have to pick up another.
9. B	IT18 Author's Purpose	B shares the opinion of the author towards the woodrat's actions.
10. C	IT19 Evaluate Reasoning	A, B, and D are addressed in the article. However, they are not the most important ideas presented.
11. C	IT20 Generalize	How different rodents conserve or acquire water is described, implying that this is a critical concern for desert creatures.
12. ER	IT18 Author's Purpose	See following pages
13. D	LA06 Compare/Contrast	The Country Mouse observes the Town Mouse and his situation. The cockroach observes like a reporter what is happening in the newsroom.
14. A	LT08 Author's Purpose	He states that they buried freddy with "military honors." This implies bravery.
15. B	LA07 Cause and Effect	Only B is true
16. A	LT09 Evaluate Reasoning	The tarantula had killed the millipede and was looking to fight freddy next.

17. D	LT10 Generalize	There is no evidence to support A, B, & C. Archie accurately recorded the events he saw.
18. SA	LT09 Evaluate Reasoning	See following pages

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.

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6. Short Answer – 2 points

Strand: Analysis

Learning Target: LA07 Cause and Effect

Explain why Country Mouse decided to return home after visiting the town. Include **two** details from the story in your answer.

2	A 2-point response provides two text-based details to explain why Country Mouse decided to return home.
1	A 1-point response provides one text-based detail to explain why Country Mouse decided to return home.

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

- Paragraph 3, reveler returned and burst in the room and scared Country Mouse
- The Country Mouse had to run and hide in the corner at the Town Mouse’s home
- Dog barked at them and frightened the Country Mouse
- “But give me my barley-bread in peace and security before the daintiest feast . . .” The Country Mouse decided he would rather live a life of peace and security than a life of luxury.

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12. Extended Response – 4 points

Strand: Critical Thinking

Learning Target: IT18 Author’s Purpose

What is the author’s purpose for writing the selection? Provide **three** details from the selection to support your answer.

4	A 4-point response provides
3	A 3-point response provides
2	A 2-point response provides two text-based details to explain the author’s purpose for writing the selection.
1	A 1-point response provides one text-based detail to explain the author’s purpose for writing the selection.

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

- to inform, explain, or describe to the reader about the life of desert woodrats
- What the woodrat looks like: Paragraph 3
- Where the woodrat lives: Paragraph 4
- How the woodrat behave: Paragraphs 5-7
- The life cycle of the woodrat: Paragraphs 8-9

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18. Short Answer– 2 points

Strand: Critical Thinking

Learning Target: LT09 Evaluate Reasoning

Was the rat’s decision to fight the tarantula a good idea? Provide two details from the poem to support your answer.

2	A 2-point response provides two text-based details to support the answer.
1	A 1-point response provides one text-based detail to support the answer.

Text-based similarities and differences include, but are not limited to:

YES

- Because freddy was poisoned and he knew he was going to die anyway
- Freddy stood up to his enemy and that was the right thing to do
- Freddy felt he needed to vindicate the other critters that had been killed by the tarantula
- Brave
- Saved others, martyr or hero to others and would be remembered

NO

- Freddy has seen all the other critters be killed by the tarantula
- Freddy is already poisoned and weak
- Freddy dies in the end
- Stupid

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
8 Points Possible	8	6 - 7	5	0 - 4

Critical Thinking Strand	4	3	2	1
15 Points Possible	14 - 15	12 - 13	9 - 11	0 - 8

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!**