

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Coached Reading Assessment Grade 6 Grading Period 2

“Names/Nombres”
“Children of Immigrants Ace Sciences”

Coached Reading Assessment

Teacher Directions

Time: Approximately 2-3 class periods.

Preparation:

- Make copies or transparencies of:
 - reading passage(s),
 - assessment questions, and
 - scoring guide.
- Be sure you have reading passage(s) and a student packet for each student. You may make additional copies, if needed.
- Students will need to use a pencil during the assessment.
- Students will need to use a colored pen or pencil for scoring their responses.

Directions for Administration

DAY 1

Before Reading:

1. Preview reading passage and assessment questions.
2. Pass out the reading passage and the student packets. **NOTE: If you plan to use this assessment for a score in your grade book, skip to Step 6. You can still teach about how to best approach the different texts and questions after the students have independently completed the assessment.**
3. Give the students four minutes to preview the reading passage and the assessment questions.
4. After four minutes, ask students to orally share observations about the reading passage and the questions. What did they notice? (Type of genre, captions, vocabulary, key words in questions, etc.) Can any predictions be made about the reading passage?

During Reading:

5. Key words and phrases. Ask students to silently read question number one and underline key words or phrases that help them understand the question. Afterwards, elicit key words and phrases from students while you highlight them on an overhead. Briefly do this for each question.
6. Read and then answer the questions. Tell students to silently read the passage and answer the questions. Tell students they may reread any part of the passage to find evidence to support their answers. After doing so, suggest that they write the page number in the margin next to the assessment question to indicate where they found the answer.
7. When all have finished, tell students that they will be scoring their own papers tomorrow so that they can see how they did.

Collect all assessment materials.

DAY 2 and/or 3

After Reading:

8. Return reading passage and student packets to students. Tell students that they will be scoring their own papers and will need a colored pen. (No lead pencil.)
9. Find evidence for correct answers.
For Multiple Choice Items: Go through each question together. Have students share how they figured out each answer in the multiple choice section. Refer back to the pages in the passage to point out the location of evidence for selecting the response. Award 1 or 0 points for each correct answer. Help students see the value of basing their answers on evidence from the text.

For Short Answer and Extended Response Items: Put up the transparency with the scoring guide. Discuss what parts of the passage provide the evidence required. Students should underline the phrases in their responses that earn points. Students should award themselves a score of 2, 1, or 0 points for short answer items and 4, 3, 2, 1, or 0 for extended response items.
10. Analysis of scores: Put up a transparency of the Student Score Sheet. Show that each question has been coded with the learning target that it assesses. Using the Student Score Sheet, ask students to fill in the grid with the number of points they earned for each item and add up the scores for each column or strand (comprehension, analysis, or critical thinking).
11. Discuss scoring: Direct students to use their completed score sheet to reflect on their performance for each strand (see #9) and for each of the three types of items (multiple choice, short answer, extended response). Discuss what could be done differently to improve scores. If student performed well on the assessment, have them include what they did well that contributed to their answers.
13. Collect all assessment materials.
14. Save assessment materials. Do not release student packets to students.

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 interprets 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 info 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 info 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

Coached Reading Assessment Scoring Guide

NOTE: Please refer to attached *Reading Strands and Targets* document.

Multiple Choice Items – 1 point each

Strand and Target		Student Multiple Choice Answers	Evidence to support MC answers
1. LA07	Cause and Effect	B	"I was too afraid we wouldn't be let in if I corrected the man's pronunciation..."
2. LA06	Compare/Contrast	D	Julia looked Hispanic, Ana had blond hair
3. LT08	Author's Purpose	A	Ugliest = opinion
4. LT09	Evaluate Reasoning	C	Worried about what other mothers would think, but the mother's liked the Spanish name.
5. LT10	Conclusion	C	Julia tells about how she adjusted to new culture
6. LT08	Author's Purpose	(SA)	See below
7. LA07	Cause and Effect	(SA)	See below
8. IT18	Author's Purpose	A	The entire article explains the performance of American immigrants and their children.
9. IA17	Cause/Effect	A	See paragraphs 1 and 2
10. IA16	Compare	A	They want more opportunities for their children, more likely to attend Ivy League colleges
11. IT19	Evaluate Reasoning	D	See paragraph 1
12. IT20	Extend Information	B	"Parents have had to work harder..." "They gave me ... encouragement"
13. IA16	Compare/Contrast	(ER)	See below

The scoring guide for short answer (SA) and extended response (ER) items can be found on the following pages.

Coached Reading Assessment Scoring Guide

9. Short Answer Item—2 points

Strand: Critical Thinking

Learning Target: LT08 – Author’s Purpose

What is the author’s purpose for writing the story? Provide **one** detail from the story to support your answer.

2	A 2-point response states the author’s purpose for writing the story and provides one text-based detail to support the purpose.
1	A 1-point response states the author’s purpose for writing the story OR Provides one text-based detail that would support a reasonable purpose.

Text-based details for author’s purpose include, but are not limited to:

Author’s purpose is to retell events as the family immigrated to America.

- The author retells the story of how Julia’s family adapts to life in the United States. Their experiences included arriving at Immigration, going to school, naming a new baby at the hospital and graduation from high school.

Author’s purpose is to explain how Julia adapted to people mispronouncing her name.

- The author explains how people mispronounced her name and how she reacted to it. For example, when her teacher mispronounces her name, her mother comforts her with the Shakespeare quote, “*A rose by any other name would smell as sweet.*”

Author’s purpose is to describe several of Julia’s family’s experiences as they adapt to life in America.

- The author describes experiences as the family adapts to American life. For example, the author describes how difficult the decision was for Julia’s mother to name her baby.

Author’s purpose is to entertain the audience.

- Her autobiography is a light, humorous series of anecdotes that revolve around the cultural adaptations of an immigrant’s names and nick names.
The author entertains us with sharing some of her funny nick names such as *Jules* or *Hey Jude* and a group even called her *Alcatraz*.

10. Short Answer Item—2 points

Strand: Analysis

Learning Target: LA07 –Cause and Effect

Explain why Julia’s name was changed when she came to America. Include **two** details from the selection in your answer. [LA07]

2	A 2-point response provides two text-based details to explain why Julia’s name was changed when she came to America.
1	A 1-point response provides one text-based detail to explain why Julia’s name was changed when she came to America.

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

Her name was mispronounced in America

- Immigration officials mispronounced her name.
- Apartment supervisor mispronounced her name.
- Friends and teachers mispronounced her name.
- Her real family name was long and complicated.

The popular children were given nicknames

- Friends called her “Jude,” “Jules,” or “Hey, Jude.”
- Others called her “Alcatraz.”

Coached Reading Assessment Scoring Guide

17. Extended Response Item—4 points

Strand: **Analysis**

Learning Target: LA06 – Compare and Contrast

What are two ways Julia Alvarez is like Andrei Munteanu? Include information from *Names and Nombres* and *Children of Immigrants Ace Sciences* in your answer.

What are two ways Julia Alvarez is different than Andrei Munteanu?

4	A 4-point response includes the following elements: <ul style="list-style-type: none">▪ One text-based way Julia in the first story <u>is like</u> Andrei in the second selection.▪ A second text-based way Julia in the first story <u>is like</u> Andrei in the second selection.▪ One text-based way Julia in the first story <u>is different</u> from Andrei in the second selection.▪ A second text-based way Julia in the first story <u>is different</u> from Andrei in the second selection.
3	A 3-point response includes three of the four elements listed above.
2	A 2-point response includes two of the four elements listed above.
1	A 1-point response includes one of the four elements listed above.

Similarities

They both had goals.

- Julia wanted to be a writer and Andrei wanted to research asteroids.

They were both optimistic and had plans for the future.

- Julia had plans to become a writer and Andrei a scientist

Both had parents that encouraged them and believed in their success.

- Julia's parents bought her a typewriter and Andrei's parents encouraged him instead of pressured him

Both were immigrants.

- Julia's family came from the Dominican Republic and Andrei's family came from Romania.

Differences

They were interested in different fields.

- Julia wanted to be a writer while Andrei wanted to be a scientist.

They were born in different countries.

- Julia was born in the United States while Andrei was born in Romania.

Their path for settling in the U.S. was different.

- Julia was born in the U.S., lived in the Dominican Republic and then returned to the U.S. while Andrei did not travel back and forth as Julia did.

NOTE: These are examples of possible short and extended student responses that would receive points. All reasonable, text-based responses should be accepted. Student answers will vary.

Coached Reading Assessment Scoring Guide

Strand Score Scale

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

Analyze/Interpret Strand	4	3	2	1
10 Points Possible	10-9	8	6-7	5-0

Critical Thinking Strand	4	3	2	1
8 Points Possible	8	7-6	5	4-0

Entire Assessment	4	3	2	1
18 Points Possible	18-17	16-14	13-11	10-0