

Grade 8 ~ Baseline Teacher Guide

Secondary Reading Assessment



Reading Selections

“Mr. Banvard’s Panorama”

“The Spell of the Yukon”

“Smell Sells!”

“The Smell of Moondust”

“Puyallup Fair’s Best Jam and Jelly Contest”

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 8

Multiple Choice Items – 1 point each

Correct Answer	Strand and Target	Stem Number within Target	Evidence to support correct answer
1. C	LC01 Theme	#2	B and D are not theme responses. They are specific to the selection (panoramas). The focus of the selection is the invention not the river travel.
2. D	LC02 Summarize	#1	A & B are details from the text. C is not an accurate summary.
3. D	LC03 Prediction	#11	A, B, & C do not have text-based support. D – Julianna suggests this at the end of her letter.
4. C	LC04 Vocabulary	#1	“More than 40 paintings,” ... “woven together,” leads the reader to C-sequence of pictures. B collections aren’t necessarily in order.
5. A	LA05 Literary Elements	#9	In paragraph 11, it states that “The Crescent City glowed like a jewel...”
6. C	LA07 Cause and Effect	#4	See paragraph 10. The little girl needed to be reminded that it was not real life.
7. D	LT09 Author’s Purpose		The piece is a letter from Julianna written to encourage her cousin to attend Mr. Banvard’s Panorama.
8. D	LT10 Evaluate Reasoning	#2	D represents a more important conclusion than the others which revolve around details and less important ideas.
9. D	LT10 Evaluate Reasoning	#2	A and B are inferences, they lack text-based support. C is a minor conclusion one could make.
10. C	LC02 Summarize	#1	The end of stanzas 2 and 3 support this answer.
11. D	LT11 Extend Beyond the Text	#5	In stanza one, the author references positive sights. Stanza two uses words like fear, bludgeons, and weird shadows which infer danger. Stanza 3 includes deaths, hardships which also imply danger.
12. C	LA05 Literary Elements	#10	Stanza 2, line 3 “The cold fear that follows and finds you...”
13. A	LA06 Compare/Contrast	#2	Stanza 1 which is about summer talks about living creatures such as the grayling, bighorn, and caribou. Stanza 2 which is about winter uses the words silence and stillness. D is incorrect. See stanza 2, line 1.
14. C	IC01 Main Idea	#2	A & D are details and too narrow. B – is incorrect
15. B	IC03 Inference	#12	A – The article talks about music putting customers in a good mood not smells. C – There is no support for this answer. D – See title and content of text. Shop owners are concerned with sales, not scientists support.
16. A	IC04 Vocabulary	#1	The word bogus found in paragraph 5 means phony. Context clue ‘fake’ in the previous sentence.
17. C	IA07 Cause and Effect	#9	See paragraph 8. A is incorrect. B & D are details but not related to that client (store).
18. A	IT09 Author’s Purpose	#3	See paragraph 16. The word “interesting” indicates an opinion.
19. C	IT11 Extend Beyond the Text	#3	A is incorrect. B will put you in a good mood (paragraph 6) but C refers directly to increasing sales. D is after the sales are made.
20. A	IA06 Compare/Contrast	#5	See paragraphs 7 and 12.
21. D	IT10 Evaluate Reasoning	#10	A, B and C represent smaller pieces of the text. D is a more important conclusion and represents the bulk of the article.
22. D	IC01 Main Idea	#2	B is a detail. A & C do not have enough text support.
23. D	IC02 Summarize	#1	A and B are all details. C is not a correct summary.
24. B	IC03 Inference	#2	A, C and D can not be applied to all astronauts.
25. D	IC04 Vocabulary	#1	See paragraph 21 for context clues. List of questions to determine the characteristic of the dust. How it “reacts with”...
26. C	IA05 Text Features	#1	See text box. “thermos”

27. C	IA06 Compare/Contrast	#2	See paragraphs 4 and 17.
28. C	IA07 Cause and Effect	#2	See paragraph 9.
29. A	IT09 Author's Purpose	#3	C and D are facts. B is a quote, but does not contain an opinion.
30. D	IT11 Extend Beyond Text	#4	See paragraphs 16, 19, and 20 support D. B&C there is no text to support the answer.
31. D	IC01 Main Idea	#2	The section includes a sample label and the preparation guidelines. A and C are details. B is a conclusion.
32. B	IT09 Author's Purpose	#2	The purpose of the "Release Form" is for contestants to sign off on the recipes and it will become property of The Puyallup Fair. A, C and D are details within the form.

Baseline Reading Assessment

Grade 8

Strand Score Scale

Comprehension Strand	4	3	2	1
13 Points Possible	13-12	11-10	9 - 8	7 - 0
15 Points Possible (with Supplemental Questions)	15-14	13-12	11-9	8-0
Analysis/Interpret Strand	4	3	2	1
9 Points Possible	9 - 8	7	6 - 5	4 - 0
14 Points Possible (with Supplemental Questions)	14-13	12-11	10-8	7 - 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>