

# **Everett Public Schools Assessment of Student Learning**

## **Teacher's Guide**



### **Benchmark Reading Assessment Grade 10 Grading Period 1**

“Crotchety Harry Truman”

“The Spider and the Fly”

“Pandora”

## **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 1

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	IC11 Main Idea	A, B, and C are details or sub main ideas; not main ideas.
2. C	IC13 Inference	He had a “tough and gentle” side. (¶ 11)
3. A	IC14 Vocabulary	Coot is a synonym for odd person; rumpled and eccentric are context clues that precede <i>coot</i>
4. D	IA15 Text Features	The caption refers to items not in the picture. So, its purpose is to tell more about Harry.
5. C	LC02 Summarize	He felt that he would be able to see lava start to ooze down and a news helicopter would save him.
6. SA	IC12 Summarize	See following pages.
7. D	LC01 Theme	The poem is about the fly succumbing to flattery and getting caught because of that.
8. C	LC03 Inference	No evidence for A, B or D. The spider uses various tactics to entice the fly and is finally successful with flattery.
9. A	LC04 Vocabulary	Mirror is the only synonym for looking glass. He has it on his shelf; she can behold herself.
10. B	LA05 Literary Elements	The poem is an extended metaphor about the web as a house.
11. A	LC02 Summarize	Only A is true.
12. ER	LA05 Literary Elements	See following pages.
13. A	LC01 Main Idea	B, C & D are details.
14. SA	LC02 Summarize	See following pages.
15. A	LC03 Inference	Only A is supported by the text. Hermes decided that this mortal girl should be called Pandora because so many Olympians had given her gifts.
16. A	LC04 Vocabulary	Only top is a synonym for brim. Zeus had filled the jar to the brim with evils for man, thousands of sorrows and sickness. . .
17. B	LA05 Literary Elements	Only B is supported by the text. Zeus proceeded with his next objective, the punishment of mankind
18. C	LC02 Summarize	Only C is true based on the text. In order to ensure that woman would be a source of sorrow to man, Zeus instructed Hermes to give the girl an inquisitive nature.

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 1

**6. Short Answer– 2 pts**

**Strand: Comprehension**

**Learning Target: IC12 Summarize with evidence from the reading**

In your own words, write a summary of the selection. Include **three** important ideas from the selection in your summary.

<b>2</b>	<p>A <b>2-point</b> response accurately summarizes the selection by including <b>three main events</b> from the selection</p> <p>OR</p> <p>Provides a <b>summarizing statement and two main events</b> from the story/selection.</p> <p><b>Example:</b> Harry Truman traveled as a young man. Then he became a successful business owner on Mount St. Helens. When the mountain was expected to blow, he refused to leave and died there.</p> <p>OR</p> <p>People had many misconceptions about Harry Truman’s knowledge and experiences. Harry completed school and traveled across the country. He was a successful businessman who owned a lodge on Mt. St. Helens.</p> <p>This selection was about Harry Truman, a man who chose to stay on Mt. St. Helens during the eruption and died. Harry ran a successful business on Mt. St. Helens.</p>
<b>1</b>	<p>A <b>1-point</b> response partially summarizes the story/selection by including one or two main events from the story/selection</p> <p>OR</p> <p>Provides a summarizing statement and one main event from the story/selection</p> <p>OR</p> <p>Provides a summarizing statement</p> <p>OR</p> <p>Provides one main event from the story/selection.</p>

**Sample Summary Statements:**

This selection was about Harry Truman, a man who stayed on Mt. St. Helens during the eruption and died. Harry was an unpredictable man. He had several reasons for staying on Mt. St. Helens during the eruption. This \_\_\_\_\_ was about Harry Truman, some sort of definition.

**Details from the following categories (but not limited to):**

His unpredictable nature. (He had many facets to his personality).

- Showing of a gun.
- Relationship with a movie producer.
- Threw out Justice William O. Douglas.
- Depression when wife died.
- Tossed someone out on a whim.
- He had unorthodox customer relations.
- He would show frontier hospitality.
- He was “meaner than a toad”
- He was “encouraging in a you-can-do-it-kid kind of way.”

The misconceptions about his life and him as a person.

- He was uneducated. Truth = He is a high school graduate; was an airplane mechanic and knew how to fly.
- He wasn't successful. Truth = He had 54 acres, a resort and 100 boats for rent.
- He was a hermit. Truth = He had a happy marriage to his 3<sup>rd</sup> wife and had relationships with the sheriff, movie producer and niece.
- He was poor. Truth = He had a million dollar business.
- He didn't know much about the world. Truth = In WWI; he'd been to Detroit and visited NY; he drove across the US.
- He was not afraid to stay on Mt. St. Helens. Truth = sheriff said he wanted to come down—he was afraid of earthquakes.
- He was a crotchety old man. Truth = he had lots of sides to his personality.

Reasons for staying on Mt. St. Helens.

- He wanted to protect his property.
- He thought he would be pulled out by a helicopter at the last minute.
- He got caught up in the “myth” around himself.
- He felt obliged to live up to his press.
- He got caught in a “Catch-22” situation.

# Benchmark Reading Assessment

## Scoring Guide

### Grade 10 – Grading Period 1

#### 12. Extended Response– 4 pts.

**Strand: Critical Thinking**

**Target: LA05 Literary Elements**

What problem does the Spider experience? What are **three** steps he takes to solve this problem? Include information from the poem in your answer.

<b>4</b>	<p>A <b>4-point</b> response provides all of the following:</p> <ul style="list-style-type: none"> <li>• A reasonable problem (ex. capturing the fly)</li> <li>• One text-based step</li> <li>• A second text-based step</li> <li>• A third text-based step</li> </ul> <p>Example:</p>
<b>3</b>	A <b>3-point</b> response provides three of the elements listed above.
<b>2</b>	A <b>2-point</b> response provides two of the elements listed above.
<b>1</b>	A <b>1-point</b> response provides one of the elements listed above.

**Text-based details include, but are not limited to the following:**

How to get the fly to enter the web

Trying to get the fly to rest

Feeding the fly

Tricking the fly into the parlor

Tricking the fly into the parlor

- Will you walk into my parlor?
- Tis the prettiest little parlor that ever did you spy
- I've many curious things to show when you are there.

Trying to get the fly to rest

- I'm sure you must be weary
- Will you rest upon my little bed
- There are pretty curtains
- The sheets are fine and thin

Feeding the fly

- I have within my pantry good store of all that's nice
- You're welcome—to have a slice

Flattery

- You're witty
- You're wise
- How handsome are your gauzy wings
- How brilliant are your eyes
- Pretty fly with the pearl and silver wing
- Your robes are green and purple
- There's a crest upon your head
- Your eyes are like the diamond bright

# Benchmark Reading Assessment

## Scoring Guide

Grade 10 – Grading Period 1

### 14. Short Answer– 2 pts.

**Strand: Comprehension**

**Learning Target: LC02 Summarize with evidence from the reading**

In your own words, write a summary of the selection. Include three main events from the selection in your summary.

<b>2</b>	<p>A <b>2-point</b> response accurately summarizes the selection by including <b>three main events</b> from the selection</p> <p>OR</p> <p>Provides a <b>summarizing statement and two main events</b> from the story/selection.</p> <p><b>Example:</b> Zeus planned to punish mankind. He ordered his son to create a beautiful woman. She was given a sealed jar with all the evils and sorrows in the world.</p> <p>OR</p> <p>This selection was about Pandora, who released evil and sorrow into the world. Zeus had a beautiful woman named Pandora created. Pandora opened a sealed jar, allowing sorrow and evil to escape, but trapping hope.</p>
<b>1</b>	<p>A <b>1-point</b> response partially summarizes the story/selection by including one or two main events from the story/selection</p> <p>OR</p> <p>Provides a summarizing statement and one main event from the story/selection</p> <p>OR</p> <p>Provides a summarizing statement</p> <p>OR</p> <p>Provides one main event from the story/selection.</p>

### Summarizing Statement:

This is a myth that explains how evil and sorrow came to be in the world.

OR

This is a story about Pandora, who released evil and sorrow into the world.

### Main events may include, but are not limited to the following:

Zeus planned to punish mankind.

He ordered his son, Hephaestus, to create a woman “beautiful enough to be a blessing yet evil enough to be a punishment.

- Face of a goddess, human voice and strength.
- Qualities of love and desire.
- An inquisitive and deceitful nature.

Pandora was given a sealed jar.

Epimetheus married Pandora despite warnings that “a gift from the gods” could be a source of evil.

Pandora broke the seal of the jar; all the evils flew out.

Hope caught on the jar and could not fly away.



**Text-based details include, but are not limited to the following:**

Pandora

- Zeus said to Hephaestus, “I want you to create a beautiful woman from the same ingredients that Prometheus used to create his beloved mortals.
- “I want her to be beautiful enough to be a blessing, yet evil enough to be a punishment for mankind.”
- Pandora was given the face of a goddess, but human voice and strength.
- Athena dressed her in silver clothing and placed an embroidered veil upon her head
- Hephaestus crowned her with a golden wreath of intertwined wild animals,
- The graces placed golden necklaces around her neck
- The seasons placed spring flowers among the golden animals of her crown.
- Aphrodite gave her the qualities of love and desire
- Hermes gave the girl an inquisitive and deceitful nature.

Sealed jar

- The Lord of High Thunder gave Pandora a sealed jar.

Pandora given to a target

- Zeus told Hermes to accompany her down to earth, where he should present her to gentle Epimetheus as a gift from the immortals.
- Epimetheus could not resist such an appealing gift.
- Despite brother’s warnings not to take gift from the gods that could be source of evil, Epimetheus could not believe anyone as beautiful as Pandora could bring anything but delight.

Opens jar

- Pandora became curious about what the sealed jar contained
- Broke seal; contents flew into the air.
- Through the contents of the jar, the Lord of high Thunder completed his terrible revenge against Prometheus, thereby warning both gods and mortals not to challenge his authority.

# Benchmark Reading Assessment

## Strand Score Scale

<b>Comprehension Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
16 Points Possible	15 - 16	13 - 14	10 - 12	0 - 9

<b>Analysis/Interpret Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
7 Points Possible	7	6	4 - 5	0 - 3

<b>Critical Thinking Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
0 Points Possible	0	0	0	0

## 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!**