

Everett Public Schools Assessment of Student Learning

Teacher's Guide



Coached Reading Assessment Grade 8

Grading Period 2

“Thank You M’am”
“Each Life Affects Another’s”

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

Grade 8—Grading Period 2

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. LT08	Author's Purpose	C	Kindness= not turning Roger into the police, taking him home, feeding him, sharing stories from her past, and giving him money Making a difference= at the end of the story the boy is unable to express his gratitude (see line 45) because he is so overwhelmed by Mrs. Jones' kindness and the reader is left to hope that his future behavior will be more positive.
2. LT10	Extend Beyond Text	A	Mrs. Jones doesn't turn the boy over to the police, she feeds him, she gives him money for the shoes
3. LT09	Evaluate Reasoning	D	Paragraph 37, last two sentences
4. LA06	Compare/Contrast	D	Mrs. Jones: Starting with line 2 and beyond she shows she is not scared of the boy attempting to steal her purse Roger: Line 11 and 14 show he is frightened
5. LA07	Cause and Effect	A	Mrs. Jones kicks Roger in the rear, picks him up by his shirt shaking him until his teeth rattle, she drags him down the street lecturing Roger the whole time.
6. LT08	Author's Purpose	D	Italics are often used to stress the ideas and thinking of certain characters
7. LT09	Evaluate Reasoning	A	A is most important conclusion.
8. LA06	Compare/Contrast	D	In paragraph 36 Mrs. Jones says, "I have done things, too, which I would not tell you, son – neither tell God, if He didn't already know..."
9. LA07	Cause and Effect	(ER)	See following pages
10. LT09	Evaluate Reasoning	(SA)	See following pages
11. LT10	Extend Beyond Text	D	See first and last stanzas
12. LA07	Cause and Effect	B	See first line of the 4 th stanza
13. LA06	Compare/Contrast	(SA)	See following pages

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

Coached Reading Assessment

Scoring Guide

Grade 8—Grading Period 2

9. Extended Response Item - 4 points

Strand: **Analysis**

Learning Target: LA07- Cause and Effect

What problem does Mrs. Jones face in the story? What are **three** events that happened as a result of the problem? Include information from the story in your answer.

4	A 4-point response states an appropriate problem Mrs. Jones faces in the story and provides three text-based events that happen as a result of the problem.
3	A 3-point response states an appropriate problem Mrs. Jones faces in the story and provides two text-based events that happen as a result of the problem OR Provides three text-based events that would happen as a result of an appropriate (but unstated) problem.
2	A 2-point response states an appropriate problem Mrs. Jones faces in the story and provides one text-based event that happen as a result of the problem OR Provides two text-based events that would happen as a result of an appropriate (but unstated) problem.
1	A 1-point response states an appropriate problem Mrs. Jones faces in the story OR Provides one text-based event that would happen as a result of an appropriate (but unstated) problem.

Examples of an appropriate stated problem and text-based events may include, but are not limited to:

Mrs. Jones' problem is a boy attempts to snatch her purse

OR

Mrs. Jones' problem is to decide what to do with someone who tried to steal her purse

- She kicked him in the sitter and shook him.
- She made him pick up her pocketbook.
- She asked him if he was ashamed of himself.
- She told him when she got through with him he would remember her.
- She held him in a half nelson and dragged him down the street and into her house.
- She told him to wash his face, comb his hair.
- She let him be near her purse as if she trusted him.
- She fixed him food to eat when she found out he hadn't had dinner.
- She spoke while he ate and told him about herself.
- She asked him why he did it and found out he wanted blue suede shoes.
- She gave him \$10 for the shoes.
- She told him to behave himself and not to steal again from her or anybody.
- She sent him back out into the street.

Coached Reading Assessment

Scoring Guide

Grade 8—Grading Period 2

8. Short Answer Item—2 points

Strand: **Thinking Critically**

Learning Target: LT09- Evaluate Reasoning

Does Mrs. Jones’ treatment of Roger a good idea? Include **two** details from the story to support your answer.

2	A 2 -point response states or implies whether or not Mrs. Jones’ treatment of Roger seems fair, and provides two text-based details for support.
1	A 1 -point response states or implies whether or not Mrs. Jones’ treatment of Roger seems fair, and provides one text-based detail for support.

First, the student needs to state whether or not they think the treatment of Roger was a good idea. (usually the student needs to state this using a “yes”, “no”, or both “yes and no”). Once the student has written a statement noting if the treatment was/wasn’t a good idea, then they need to support that opinion with two text-based details. If the student chooses “yes and no” they need to support the “yes” with one detail and the “no” with one detail.

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

No

Mrs. Jones is too rough or physical with roger

- Mrs. Jones kicks Roger in the blue-jean sitter.
- Mrs. Jones picks Roger up by his shirt front in a firm manner.
- Mrs. Jones shakes Roger until his teeth rattle.
- Mrs. Jones tells Roger he is dirty and she is going to wash him.
- Mrs. Jones drags Roger to her house.
- Mrs. Jones puts Roger in a half nelson.

Yes

Mrs. Jones tries to teach Roger important lessons and show him kindness and trust

- Mrs. Jones kicks him in the blue-jean sitter because he stole her purse.
- Mrs. Jones doesn’t turn him into the police.
- Mrs. Jones feeds him and lets Roger wash up.
- Mrs. Jones tells Roger she has also done bad things, but learned from her mistakes.
- Mrs. Jones gives Roger \$10 and tells him to buy himself the blue suede shoes.
- Mrs. Jones leaves Roger with the purse and trusts he will not run a way with it.

Yes and No

- Student will chose one from the “yes” and one from the “no.”

Coached Reading Assessment
Scoring Guide
Grade 8—Grading Period 2

11. Short Answer Item—2 points

Strand: **Analysis**

Learning Target: LA06- Compare/Contrast

The author of the poem states, “We may not always realize that everything we do affects not only our life but touches others, too.” Provide **two** examples from the story *Thank You M’am* that demonstrates this idea.

2	A 2 -point response provides two text-based examples from <i>Thank You M’am</i> that demonstrates the idea found in the poem.
1	A 1 -point response provides one text-based examples from <i>Thank You M’am</i> that demonstrates the idea found in the poem.

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

- When Roger steals the purse from Mrs. Jones, he affected her life by involving her in a crime and making her choose how to best respond to the situation.
- When Mrs. Jones chooses to treat Roger with kindness and understanding this gives Roger a second chance for his future rather than ending up in jail.
- The trust that Mrs. Jones shows Roger by leaving the wallet in full view affects Roger by building up his own self worth showing he is a trustworthy person that can make good choices.
- Mrs. Jones’ small act of kindness by taking Roger in and teaching him a lesson about stealing appears to have affected him in a positive way as is evident when the boy is unable to verbalize his appreciation to Mrs. Jones at the end of the story.

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

Assessment Feedback

Please let your facilitator (IFL) know if you have any feedback on improving this assessment. 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. Thanks very much.

Difficulty of text selections

Ambiguous or Confusing Questions

Inaccuracies or Typographical Errors

Any other comments:

Name _____

****Please return this form to your Instructional Facilitator of Literacy. Thank you!**