

# Grade 7 ~ Baseline Teacher Guide

## Secondary Reading Assessment



### Reading Selections

“The Collector”

“Book Lover”

“Hector the Collector”

“Chasing Butterflies”

“Collecting and Displaying Butterflies”

#### **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 7

## Multiple Choice Items – 1 point each

Correct Answer	Strand and Target	Stem Number within Target	Evidence to support correct answer
1. B	LC04 Vocabulary	#1	Viper is Snake. Context “serpent” in Paragraph 19 and 30 “snakelike”.
2. C	LC01 Main Idea	#2	Had Calvin followed directions, he would be safe.
3. D	LA05 Literary Devices	#9	Paragraph 32: Towered over Calvin LIKE a giant.
4. D	LC03 Inference	#2	Paragraph 34: Stood back and admired his collection, he is happy and proud.
5. A	LA07 Cause and Effect	#3	Paragraphs 17-27: Mr. Marvel tells an intriguing story. Calvin’s curiosity about this is evident in these paragraphs.
6. D	LT10 Evaluate Reasoning	#2	Calvin ended up in a jar because his curiosity got the best of him. A the conclusion wasn’t fun. He was in a jar! B Mr. Marvel wasn’t honest. C the selection doesn’t discuss consequences of going out alone.
7. B	LT11 Extend Beyond Text	#5	Line 24-25: Calvin thought he was being tricked but decided to trust Mr. Marvel that it was a winged serpent inside the jar and he was curious. He was lied to.
8. C	LA05 Literary Device	#10	Line 6-9: Shelves are talking.
9. C	LC03 Inference	#2	See last stanza of the poem – lines 23 and 24. He wishes he was in prison so could have time to read all the books he caresses but never reads.
10. B	LC02 Summary	#1	Line 5 and Line 27
11. C	LT09 Author’s Purpose	#6	The straining of the shelves show that the books are weighty which indicates that the poet has too many.
12. B	LT11 Extend Beyond Text	#5	The poet loves his books even if unread. This could lead one to believe that collections can be enjoyed without being use. See lines 26-27.
13. C	LA06 Compare/Contrast	#6	Calvin opens the jar while the book lover is not curious enough to open his books.
14. B	LC04 Vocabulary	#1	Immaculate means clean and spotless. Context clue, “clean and tidy”
15. D	LC01 Theme	#2	Hector’s “junk” had value to him but not to his neighbors.
16. B	LC03 Inference	#5	See paragraph 8. “Everything was equal in Hector’s eyes...” Jewels would not be of more value to Hector rather just another item for his collection.
17. C	LA07 Cause and Effect	#1	See paragraphs four, five, and eight. He still collected things.
18. C	LC02 Summarize	#1	This answer represents beginning, middle, and ending ideas. A & B are details.
19. C	LT09 Author’s Purpose		“hated” and “refuse heap” are judgments and indicate opinion. All others are stated in the text as factual information.
20. D	LT10 Evaluate Reasoning	#2	Even though Hector didn’t look or behave like the other neighbors, he was still a pleasant human being (paragraph 8).
21. C	LA06 Compare/Contrast	#3	Hector= Paragraph 3, 8 Author 11-13
22. D	IC04 Vocabulary	#3	Devour means to eat with greed. Context clues are from paragraph 12 – chewing jaws and slowly feed.
23. D	IT10 Evaluate Reasoning	#2	The title, “Lifelong Pursuit” as well as information from the text showing Todd enjoying collecting both as a child and an adult makes this the strongest of the four conclusions listed. B is not supported in the text. A only has one sentence at the end of paragraphs six to support it. C has no evidence to support “best” started as a child.
24. A	IC01 Main Idea	#2	Stout enjoys sharing what he has learned, is passionate enough to be president of the club and is very knowledgeable. B, C & D are details.
25. C	IA05 Text Feature	#1	“Stunning Display” means spectacular – eye-catching. B is not correct because the picture and caption don’t explain how to display butterflies.
26. A	IA07 Cause and Effect	#5	Paragraphs 3-4. He immediately started collecting and mounting butterflies.
27. D	IC02 Summarize	#1	Paragraphs 12 & 13
28. A	IT09 Author’s Purpose	#1	To explain to the reader the details and specifics of the hobby he enjoys.
29. A	IT11 Extend Beyond Text	#6	He enjoys his hobby and sharing it with others, so much so, he belongs to a lepidopterists society.

<b>30. A</b>	IA06 Compare/Contrast	#6	Hector doesn't want anyone to touch his collection, he states it is his stuff, they were all he needed to be content. Stout displays collection, and is president of the butterfly society. D no evidence
<b>31. A</b>	IC03 Inference	#2	Many places in the section point to intricate and detailed work. B is an inference only based on personal assumptions. C is incorrect because collectors could use resources to find information. D is not necessarily true.
<b>32. A</b>	IA08 Resources	#5	<i>The Insect Company</i> website provides descriptions of equipment used by collectors, which would be a resource for materials needed.
<b>33. D</b>	IT09 Author's Purpose	#1	The selection informs the reader of the complex steps for displaying butterflies. A and B are a small part of the selection. C – The selection does not convince the reader.
<b>34. A</b>	IC04 Vocabulary	#2	The context clue is “fit in between/ the edges,” in the gap.

## Baseline Reading Assessment

Grade 7

Strand Score Scale

<b>Comprehension Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
14 Points Possible	14 - 13	12 - 11	10 - 8	7 - 0
16 Points Possible (with Supplemental Questions)	16 - 15	14 - 13	12 - 10	9 - 0
<b>Analysis/Interpret Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
10 Points Possible	10 - 9	8	7 - 6	5 - 0
16 Points Possible (with Supplemental Questions)	16 - 15	14 - 13	12 - 10	9 - 0
<b>Critical Thinking Strand</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
10 Points Possible	10 - 9	8	7 - 6	5 - 0

## Grades 6 – High School Strands and Targets

STRAND	Target #	Targets may be assessed using literary, informational or functional document passages.	GLEs
<b>COMPREHENSION</b> 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
<b>ANALYSIS</b> 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
<b>CRITICAL THINKING</b> 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	