

Everett Public Schools

Assessment of Student Learning

Supplemental Teacher Guide



Reading Selections for Grade 9

Mid-Year Benchmark

“Park vs. Parking Lot”

“Alabama”

“Glaciers in Washington”

“Skydiving” (Functional Document)

“Careers in the Field of Energy” (Stand Alone Question)

Benchmark Reading Assessment
Supplemental Scoring Guide
Grade 9 – Mid-Year

1. Short Answer – 2 points

Strand: Analysis

Learning Target: LA07 Cause and Effect

Explain why Tony got angry. Include **two** details from the selection in your answer.

2	<p>A 2-point response provides two text-based details to explain why Tony got angry.</p> <p>Example: Tony became angry because the green space was being turned into a parking lot for more cars. He also was angry because the city officials would not pay attention to his protests.</p>
1	<p>A 1-point response provides one text-based detail to explain why Tony got angry.</p> <p>Example: Tony was angry because the park was being turned into a parking lot.</p>

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

- The green space was being bulldozed; construction workers were laying out a parking lot.
- The amount of parking was being increased at the expense of the park.
- City officials ignored his protests.
- City representatives were confident that the parking for business was most important.
- Tony believed in (argued for) the need for green, open spaces for the well-being of the people.

Benchmark Reading Assessment

Supplemental Scoring Guide

Grade 9 – Mid-Year

2. Extended Response – 4 points

Strand: Analysis

Learning Target: LA06 Compare/Contrast

What are two ways Tony in the selection “Park vs. Parking Lot” is similar to the chief in the poem “Alabama”? Include information from the selection and poem in your answer.

What are two ways Tony in the selection “Park vs. Parking Lot” is different from the chief in the poem “Alabama”? Include information from the selection and poem in your answer.

4	<p>A 4-point response includes the following elements:</p> <ul style="list-style-type: none"> ▪ One text-based way Tony in the first selection is like the chief in the poem. ▪ A second text-based way Tony in the first selection is like the chief in the poem. ▪ One text-based way Tony in the first selection is different from the chief in the poem. ▪ A second text-based way Tony in the first selection is different from the chief in the poem. <p>Example: One way Tony and the chief are alike is that they are both mistaken at first about what is happening. Tony thought the bulldozers were expanding the park and the chief thought his people were safe. Another way they were alike is that Tony provided leadership and so did the chief. Tony got the other citizens to write letters and the chief led his people across the river.</p> <p>They were different in that Tony succeeded in getting what he wanted and the chief didn't. Tony got the park reinstated and the chief did not save the land for his people. Another way they were different is that Tony got to enjoy the sight of people in the park, but the chief and the Indians were forced to flee their land.</p>
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.

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

Similarities

- Tony and the chief were both leaders.
- Tony and the chief were both mistaken at first about what was going to happen.
- Tony and the chief both wanted what was best for the people.
- Tony and the chief's needs were both first ignored by officials.
- Tony and the chief both wanted to maintain the integrity of the land.

Differences

- Tony succeeded in his fight but the chief did not.
- Tony wrote letters and talked to officials, but the chief did not.
- Tony was able to enjoy the result of his work, but the chief did not succeed in keeping his homeland.
- Tony was trying to improve his home, but the chief was looking for one.

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Supplemental Scoring Guide
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3. Short Answer – 2 points

Strand: Critical Thinking

Learning Target: IT10 Evaluate Reasoning

Is the following statement a reasonable conclusion that readers may draw from the selection?

Glaciers influence the geography of a region.

Provide **two** details from the selection to support your answer

2	<p>A 2-point response provides two text-based details (which may include the map and pictures) to support glaciers influencing geography of the region.</p> <p>Example: Yes, it's reasonable to believe that glaciers influence the geography of a region. Lake Washington was carved out by glaciers as were the gentle rolling hills of southeastern Washington.</p>
1	<p>A 1-point response provides one text-based detail to support the conclusion.</p>

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

- Glaciers played a dramatic role in shaping the scenery in Washington.
- The way some regions of Washington look today is the result of what an ancient glacier did to the land.
- As a glacier slides, it scrapes, digs, and tears at the ground.
- As the glacial ice melts, all the soil and rocks frozen into the ice are left behind.
- Those glaciers acted like continental bulldozers, changing the face of the Earth wherever they went.
- Lake Washington, for example, was carved out by a glacier, along with the other lakes in Washington.
- As the ice flowed south, enormous depressions were dug in the earth. When the glaciers began to melt, the resulting water gradually filled the giant craters, and the lakes were formed.
- The rolling plains and gentle hills of south-eastern Washington were once completely covered with ice several miles thick.
- The ice smoothed the land, creating the plains, and when the glaciers began to retreat, they left soil behind.
- That fertile soil has made eastern Washington one of the nation's most productive farming regions.
- Craggy peaks and u-shaped valleys mark the tell-tale signs of glacier erosion.
- Had glaciers not been a part of our geological history, Washington State would look very much like Arizona, New Mexico and Nevada.