

Last Name	First Name	Teacher	Per	Eth	Gen	Econ Dis	SE	ELL	Group	State Test 2016	State Test 2017	Bench #1	Bench #2	Bench #3	Target 2018	Actual 2018	Big Life Goal
Howard	Courtney	Boggs	1	Black	F				E	429	418	70%	78%		460		Be a fireman
Ismael	Rohmah	Boggs	1	Vietnam	F	X			E	452	416	78%	80%		475		Own a restaurant
Marquez	Irania	Boggs	1	White	F			X	E	429		70%	87%		440		Write a book
Swan	Taladra	Boggs	1	Black	F	X			E	454	443	70%	85%		475		Become a pilot
Dickey	Tajanay	Boggs	1	Black	F	X			I	354	374	24%	44%		370		Go to Brandon MS
Gordon	Marques	Boggs	1	Black	M	X			I	354	367	39%	39%		380		Go to Slingerland HS
Jarata	Mikhael	Boggs	1	Filipino	M				I	381	372	39%	39%		400		Be a teacher
Jones	Marcus	Boggs	1	Black	M				I		364	30%	44%		380		Take care of my mother
Lettries	Jaykedric	Boggs	1	Black	M	X	X		I	365	354	35%	22%		385		Be a doctor
Fields	Ruzeda	Boggs	1	Black	F	X			T	418	400	57%	52%		450		Learn how to paint & get in a museum
Hoskins	Tera	Boggs	1	Black	F	X			T	382	400	48%	48%		400		Be a policeman
Jones	Jasmine	Boggs	1	Black	F	X			T	380		48%	57%		395		Buy my own house
Marten	Freddy	Boggs	1	Hisp Ind	M	X			T	394	400	65%	74%		420		Be a principal
Mohamed	Mohamed	Boggs	1	Black	M	X		X	T	418	417	57%	76%		450		Learn how to paint & get in a museum
Nguyen	Michelle	Boggs	1	Vietnam	F				T	400	394	52%			410		Be a librarian
Plunkett	Chardonay	Boggs	1	Black	F	X			T	398	382	44%	56%		416		Own a restaurant
Powe	Le'Dacia	Boggs	1	Black	F	X			T	394	381	17%	30%		385		Be a hairdresser
Saau	Patrick	Boggs	1	Samoan	M				T	385	410	70%	72%		395		Be a forensic psychologist
Williams	Vershaun	Boggs	1	Black	M	X			T	385	400	52%	64%		400		Go to space
Cadiente	Jhasmine	Bradley	3	Filipino	F	X			E	475	441	78%	83%		500		Join the army
Choulaphan	Jack	Bradley	3	SE Asian	M	X			E	410	429	73%	78%		425		Be a teacher
Greenaway	Diana	Bradley	3	Black	F	X			E	454		76%	74%		470		Own a daycare
Joshua	Alexis	Bradley	3	Hisp Black	F	X			E	475	410	87%	83%		490		Join the airforce
Lewis	Ajhana	Bradley	3	Black	F				E	460		81%	74%		745		Join the army
Mubangu	Clayton	Bradley	3	Black	M	X			E	432	429	71%	74%		450		Learn how to paint & get in a museum
Nguyen	Palo	Bradley	3	Vietnam	M	X			E	500	475	71%	78%		500		Join the army
Rashid	Usame	Bradley	3	Black	M	X			E	429		67%	74%		440		Write a book
Tugade	Paulynn	Bradley	3	Filipino	F				E	454	475	70%	74%		465		Teach at college
Cormier	Peter	Bradley	3	Black	M	X			I	365	380	35%	28%		378		Go to Slingerland HS
Fernandez	Jayson	Bradley	3	Filipino	M				I	372	381	26%	31%		385		Own a daycare
Nguyen	My	Bradley	3	Vietnam	M	X			I	365	352	35%	39%		378		Go to Slingerland HS
Abshir	Hussein	Bradley	3	Black	M	X			T	400	383	44%	50%		416		Get a football scholarship
Cadiente	Jhanelle	Bradley	3	Filipino	F	X			T	390	401	48%	58%		405		Go to college
Charles	Marvette	Bradley	3	Black	F				T	400	404	62%	72%		415		Go to college
Fontanilla	Cherry	Bradley	3	Filipino	F	X			T	429	416	50%	74%		435		Have a family
Isla	Aileen	Bradley	3	Filipino	F				T	416	407		52%		425		Be a principal
Ismail	Samiya	Bradley	3	Black	F	X			T	395	410	63%	58%		405		Go to college
Keilani	Zolviz	Bradley	1	Samoan	M	X			T	394		38%	39%		415		Be a racecar driver
Kumar	Kathreen	Bradley	3	n	F	X			T	394	373	30%	30%		405		Play basketball
Leafa	Gracious	Bradley	3	Samoan	F	X			T	395	378	34%	44%		405		Get a football scholarship
Ngo	Danny	Bradley	3	Vietnam	M	X			T	441	410	48%	52%		460		Be a hairdresser

Pollevann	Subrina	Bradley	3	SE Asian	F	X			T	394	416	74%	78%		405	Drive racecars
Quach	Yvonne	Bradley	3	Chinese	F	X			T	400	404	44%	70%		410	Be a musician
Scott	Mariah	Bradley	3	Black	F	X			T	416	401	50%	57%		425	Be a principal
Callier	Dominique	James	1	Black	M	X	X		I	365	380	26%	35%		375	Be a doctor
Groce	Shantel	James	1	Black	F	X	X		I	352	367	13%	13%		368	Be a doctor
Mina	Ernie	James	1	Filipino	M			X	I		365	30%	9%		375	Be a hairdresser
Oatis	Lola	James	1	Black	F	X	X		I	365	357	22%	22%		375	Be a doctor
Phan	Tommy	James	1	n	M	X		X	I	365	389	65%	30%		380	Be a hairdresser
Young	Demicus	James	1	Black	M	X	X		I		365	35%	22%		372	Be a doctor
Ali	Fathuma	James	1	Black	F	X		X	T	394	389	39%	65%		404	Be a model
Alphage	Rodney	James	1	Black	M	X	X		T	400	380	39%	57%		390	Buy my own house
Caberto	Rozanna	James	1	Filipino	F	X		X	T		410	87%	78%		415	Own a restaurant
Cook	Florence	James	1	Black	F	X	X		T	373	365	52%	30%		395	Be a lawyer
Dere	Nooraddin	James	1	Black	M	X		X	T		360	52%	48%		370	Go to Brandon MS
Fontanilla	Noel	James	1	Filipino	M	X		X	T	382	384	57%	22%		400	Be an actor
Garcia	Laura	James	1	Hisp Ind	F	X	X	X	T	382	372	52%	39%		395	Buy my own house
Lor	Chia	James	1	SE Asian	M	X		X	T	417	394	78%	39%		425	Be an elevator repairman
Mohamed	Suweyda	James	1	Black	F	X		X	T	416	410	74%	35%		425	Be a teacher
Mohamud	Anisa	James	1	Black	F	X		X	T	390		48%	17%		410	Be a model
Nguyen	Tina	James	1	Vietnam	F	X	X	X	T	418	404	57%	35%		425	Go to Brandon MS
Paige	Christal	James	1	Black	F	X	X		T	416	394	57%	62%		425	Go to Brandon MS
Pajimula	Imee	James	1	Filipino	F	X		X	T	440		96%	57%		450	Be a fireman
Porter	De'Yanna	James	1	Black	F	X	X		T	394	382	9%	9%		405	Be a fireman
Reyes	Charles	James	1	Filipino	M	X		X	T	394	384	65%	44%		405	Go to college
Said	Mohamed	James	1	Black	M	X		X	T	416		74%	48%		425	Get my black belt.
Vorak	Parvy	James	1	SE Asian	M			X	T	429	407	83%	39%		440	Be a musician

Benchmark Analysis Template

Teacher: Boggs

Grade: 6

Subject: Reading #1

Test Date: October 2017

GLE	Items & Mastery *SA **ER	Consistent Mastery? (or lack)	Data Analysis 1. Were students guessing (% of answers approximately equal across all choices)? 2. Did they have a misconception (a majority chose a specific wrong answer)? 3. What else can be determined?	Action Steps YOU Can Take 1.What instructional strategies would help students master these concepts? 2.What other campus support do you and students need to accomplish success?
1.3.2 Vocabulary	4(76%), 15(86%)			
2.1.3 Main idea & theme	1(43%), 2(86%)*, 9(19%)*, 13(57%)			
2.1.5 Prediction & inference	7(5%)			
2.1.7 Summarize	5(88%)*, 6(67%), 12(38%),			
2.2.3a Character & conflict/ resolution	8(67%), 11(48%)***, 16*(24%)			
2.2.3b – Conflict & resolution	11(48%) 14 (40%)			
2.3.1 Cause & effect	10(81%), 14(40%)*			
2.3.1 Compare & contrast	16(24%)			
2.4.1 Conclusions & generalizations	13(57%)			
2.4.2 Author purpose	3(90%), 12(38%)			

Benchmark Class Analysis Training Materials

Materials Needed: Item Analysis; Copy of Benchmark Test; Benchmark Class Analysis

Column One: *Standards*

The standards that were tested are noted here as a quick reference.

Column Two: *Benchmark Questions and Results*

Two things get listed here. First, the number corresponding to each question on the benchmark that assessed each standard. Second, in parentheses next to each question number is the percentage of students who answered correctly.

Column Three: *Determine Consistency of Mastery*

If the difference among passing rates on items for a particular standard is greater than 15%, then mastery of this objective was not consistent. This signals that it is important to look more closely at each of the questions that were asked for this particular standard since students may have understood only certain elements. For consistent lack of mastery, it's important to note whether this standard has been addressed yet. Mastery is determined if 70% or more of the students answered the question correctly.

Column Four: *Analyze for Inconsistencies and Incorrect Answers*

In order to determine why students did well on one question and poorly on another that measured the same standard, carefully read and analyze the items on the benchmark test. Was one question at a higher level? Did a question cover a concept that hadn't been taught yet? Do students have a misconception about a particular concept? Write down the reasons you believe explain why students scored inconsistently on related items.

If there is consistent **lack of mastery** (less than 70% chose the correct answer), students have an inadequate or incorrect understanding of a concept. Determine if students were guessing or had a misconception that led them to choose the wrong answer.

- You can see if students had a strong misconception about a question (or answer choice) by looking at the item analysis. In the instance of a strong misconception, you will see that a substantial number of students chose a particular wrong answer. Be sure to look back at the assessment question where this is the case so that you may determine exactly what is the basis for the misconception. Often times, it may not be what you initially think.
- You can determine if students were guessing also by looking at the item analysis. In the instance of guessing, you generally will see that there is a relatively even distribution of answer selections.

Column Five: *Identify Action Steps YOU Can Take*

For each standard with consistent student mastery below 70%, determine an appropriate strategy for re-teaching. Use your standards, curriculum maps and teacher's guides to help you determine how and when this will take place between now and the next benchmark test. Be sure to determine what support you will need to increase student learning and achievement.

Classroom Reports - Item Analysis

Test: Seattle Reading #1 - Grade 6 (2008-09)

Class: Language Arts: Sec. TEACHER A-1,

Teacher:

Item ▲	Item Type	% Attained	Point Biserial	Correct	Incorrect	Omitted	A/0	B/1	C/2	D/3	E/4	Standards
1	MC	43%	0.05	9	12	0	3	3	9 ✓	6	--	■ 2.1.3.a State both literal and/or inferred main ideas and provide supporting text-based details.
2	ER	86%	--	--	--	0	2	2	17	--	--	■ 2.1.3.a State both literal and/or inferred main ideas and provide supporting text-based details.
3	MC	90%	-0.09	19	2	0	0	1	19 ✓	1	--	■ 2.4.2.a Identify and explain the author's purpose.
4	MC	76%	0.37	16	5	0	1	16 ✓	4	0	--	■ 1.3.2.c Select, from multiple choices, the meaning of words or phrases identified in the text.
5	ER	88%	--	--	--	0	1	3	17	--	--	■ 2.1.7.a Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/ expository text.
6	MC	67%	0.40	14	7	0	14 ✓	1	4	2	--	■ 2.1.7.a Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/ expository text.
7	MC	5%	-0.31	1	20	0	11	1 ✓	0	9	--	■ 2.1.5.b Cite passages from text to confirm or defend predictions and inferences.
8	MC	67%	0.33	14	7	0	3	2	14 ✓	2	--	■ 2.2.3.a Use multiple sources of information from the text (e.g., character's own thoughts/words, what others say about the character, and how others react to the character) to describe how a character changes over time or how the character's action might contribute to the problem.
9	ER	19%	--	--	--	0	15	4	2	--	--	■ 2.1.3.a State both literal and/or inferred main ideas and provide supporting text-based details.

<u>Item</u> ▲	<u>Item Type</u>	<u>% Attained</u>	<u>Point Biserial</u>	<u>Correct</u>	<u>Incorrec t</u>	<u>Omitted</u>	<u>A/0</u>	<u>B/1</u>	<u>C/2</u>	<u>D/3</u>	<u>E/4</u>	<u>Standards</u>
10	MC	81%	0.08	17	4	0	4	0	17 ✓	0	--	■ 2.3.1.c Interpret cause and effect relationships within a literary/narrative text or informational/ expository text using evidence from the text (e.g., how the time period [setting] of a novel determines a character's behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt).
11	ER	48%	--	--	--	0	3	6	4	6	2	■ 2.2.3.b Identify the major actions that define the plot and how actions lead to conflict or resolution.
12	MC	38%	0.29	8	13	0	4	8 ✓	2	7	--	■ 2.4.2.a Identify and explain the author's purpose.
13	MC	57%	0.04	12	8	1	4	3	12 ✓	1	--	■ 2.4.1.a Draw a conclusion from grade-level text (e.g., what is the most important idea the author is trying to make in the story/poem/selection, how the selection might be useful to someone who wanted to do something related) and provide details to support the answer.
14	ER	40%	--	--	--	0	8	9	4	--	--	■ 2.3.1.c Interpret cause and effect relationships within a literary/narrative text or informational/ expository text using evidence from the text (e.g., how the time period [setting] of a novel determines a character's behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt).
15	MC	86%	0.01	18	3	0	0	18 ✓	2	1	--	■ 1.3.2.c Select, from multiple choices, the meaning of words or phrases identified in the text.
16	MC	24%	-0.26	5	16	0	4	5	5 ✓	7	--	■ 2.3.1.a Find similarities and differences within and between texts

Grade 6 Reading Benchmark #1 – Target Skills Groups

Teacher: Boggs

Target Students: Le'Dacia Powe, Tera Hoskins, Chardonay Plunkett, Jasmine Jones, Vershaun Williams, Ruzeda Fields, Patrick Saau, Freddy Marten, Mohamed Mohamed, Michelle Nguyen

<i>1.3.2 – Meanings of words or phrases</i>	<i>2.1.3 – Main idea and details & Theme</i>	<i>2.1.5 – Prediction or inference</i>	<i>2.1.7 – Summarize</i>	<i>2.2.3a – Character</i>
Chardonay Plunkett Tera Hoskin Vershaun Williams Freddy Marten Le'Dacia Powe	Michelle Nyguyen Tera Hoskin Ruzeda Fields Freddy Marten Jasmine Jones Mohamed Mohamed	Chardonay Plunkett Michelle Nyguyen Tera Hoskin Ruzeda Fields Vershaun Williams Freddy Marten Patrick Saau Jasmine Jones Mohamed Mohamed Le'Dacia Powe	Chardonay Plunkett Michelle Nyguyen Vershaun Williams Jasmine Jones Mohamed Mohamed	Chardonay Plunkett Michelle Nyguyen Ruzeda Fields
<i>2.2.3b – Conflict & resolution</i>	<i>2.3.1 – Compare & contrast</i>	<i>2.3.1 – Cause & effect</i>	<i>2.4.1 – Conclusions & generalizations</i>	<i>2.4.2 – Author purpose</i>
Chardonay Plunkett Michelle Nyguyen Tera Hoskin Ruzeda Fields Vershaun Williams Jasmine Jones Le'Dacia Powe	Tera Hoskin Ruzeda Fields Vershaun Williams Patrick Saau Jasmine Jones Mohamed Mohamed Le'Dacia Powe	Chardonay Plunkett Michelle Nyguyen Tera Hoskin Ruzeda Fields Vershaun Williams Freddy Marten Patrick Saau Jasmine Jones Mohamed Mohamed Le'Dacia Powe	Chardonay Plunkett Michelle Nyguyen Le'Dacia Powe	Chardonay Plunkett Tera Hoskin Vershaun Williams Freddy Marten Patrick Saau Mohamed Mohamed Le'Dacia Powe

Focus Lesson for Target Students

Teacher: **Boggs**

Subject: **ELA**

Grade: **6**

NOTE: Groups will vary based on which students need assistance with each particular skill.

1.3.2 – Meanings of words or phrases

12/5 – Chardonay, Tera, Vershaun, Freddy, Le'Dacia

12/6 – Chardonay, Tera, Vershaun, Freddy, Le'Dacia

12/7 – Chardonay, Tera, Vershaun, Freddy, Le'Dacia

2.1.3 – Main idea and details & Theme

12/13 – Michelle, Tera, Ruzeda, Freddy, Jasmine, Mohamed

12/14 – Michelle, Tera, Ruzeda, Freddy, Jasmine, Mohamed

12/15 – Michelle, Tera, Ruzeda, Freddy, Jasmine, Mohamed

2.1.5 – Prediction or inference

1/9 – Chardonay, Michelle, Tera, Ruzeda, Vershaun

1/10 – Chardonay, Michelle, Tera, Ruzeda, Vershaun

1/11 – Freddy, Patrick, Jasmine, Mohamed, Le'Dacia

1/12 – Freddy, Patrick, Jasmine, Mohamed, Le'Dacia

2.1.7 – Summarize

1/16 – Chardonay, Michelle, Vershaun, Jasmine, Mohamed

1/17 – Chardonay, Michelle, Vershaun, Jasmine, Mohamed

2.2.3a – Character

1/18 – Chardonay, Michelle, Ruzeda

1/19 – Chardonay, Michelle, Ruzeda

2.2.3b – Conflict & resolution

1/23 – Chardonay, Michelle, Tera, Ruzeda,

1/24 – Chardonay, Michelle, Tera, Ruzeda,

1/25 – Vershaun, Jasmine, Le'Dacia

1/26 – Vershaun, Jasmine, Le'Dacia

2.3.1 – Compare & contrast

1/30 – Tera, Ruzeda, Vershaun

1/31 – Tera, Ruzeda, Vershaun

2/1 – Patrick, Jasmine, Mohamed, Le'Dacia

2/2 – Patrick, Jasmine, Mohamed, Le'Dacia

2.3.1 –Cause & effect

2/6 – Chardonay, Michelle, Tera, Ruzeda, Vershaun

2/7 – Chardonay, Michelle, Tera, Ruzeda, Vershaun

2/8 – Freddy, Patrick, Jasmine, Mohamed, Le'Dacia

2/9 – Freddy, Patrick, Jasmine, Mohamed, Le'Dacia

2.4.1 –Conclusions and generalizations

2/13 – Chardonay, Michelle, Le'Dacia

2.4.2 – Author Purpose

2/14 – Chardonay, Tera, Vershaun, Freddy, Patrick, Mohamed, Le'Dacia

2/15 – Chardonay, Tera, Vershaun, Freddy, Patrick, Mohamed, Le'Dacia

2/16 – Chardonay, Tera, Vershaun, Freddy, Patrick, Mohamed, Le'Dacia

TIPS FOR SMALL GROUP TARGET LESSONS

These lessons are NOT for...

- Whole class instruction
- Introducing a new concept
- Students completing worksheets, chalkboard, overhead problems
- Teacher lecture-style explanation
- Students who are already clearly succeeding (consistently over 75%)
- Students who are clearly in need of intervention (consistently below 45%)
- More than 15 minutes

These lessons ARE for...

- Targeted groups of students
- Specific skill instruction based on data analysis
- Teacher think-alouds
- Student think-alouds
- Students who are performing just above or just below mastery
- Figuring out where students are going astray in solving a problem
- Course correcting students while they are doing a problem – not after they have incorrectly solved it
- Less than 15 minutes

How to Develop & Conduct Small Group Target Lessons

1. Based on the data and timeline, plan several problems for each lesson.
2. Start by modeling for students how to work your way through a problem by thinking aloud through one problem. Be as explicit and descriptive as possible. You are not only showing students how to solve a problem but how to verbally explain their thinking as they think – which is very different from explaining something after they have done it.
3. Ask a student to solve one of the problems – using the think aloud process. Ask the other students to listen in to help the student in case he or she gets off track. Listen carefully to the students thinking and prompt him or her to be very detailed. If the student gets off track you should stop him or her and explain what it is that he or she needs to do instead. If a student can explain – all the better!

Final Thoughts

One of the greatest things about student think alouds is that you – the teacher – can catch students as they get off track. This means that they can finish the problem and have success. This not only builds esteem but it means they're much more likely to internalize the course correction that you've given them. As the teacher, you will have much more insight into how to gear future teaching as you notice patterns emerging in the mistakes that target students make.

Name: _____

Read the selection and answer the questions that follow.

One Small Step

"I remember it like it was yesterday, Rachel." My grandfather leaned back in his chair with his eyes closed. He smoothed back the last of his gray hairs from his forehead and began to describe that historic day...

"That's one small step for man, one giant leap for mankind," astronaut Neil Armstrong proclaimed, as he stepped from the lunar landing vehicle "Eagle" onto the surface of the moon. Astronaut Edwin "Buzz" Aldrin, Jr. joined him on the moon a few minutes later. Michael Collins, a third astronaut, remained in the small command ship "Columbia" to monitor Armstrong and Aldrin. As Armstrong and Aldrin glided along the moon's surface, they took pictures and collected samples of moon rocks and soil. After almost 22 hours of exploring the moon's surface, the astronauts returned to the Apollo 11 spacecraft.

Grandfather opened his eyes and sat up. "Did you know some people didn't get to watch the first moon landing because they didn't have a television yet?"

"Didn't everyone have televisions in 1969?" I asked in disbelief.

Grandfather laughed. "It wasn't like today, with some families having two or three televisions. Can you understand now why I'm proud that you want to be an astronaut when you grow up? Space exploration will be more and more important to humankind as the years go by. I hope to see you in space someday, next to astronauts from all over the world. I believe space exploration in the future will bring countries together. It will be a great opportunity for you. I'm sure you'll be an astronaut we're all proud of!"

For once I agreed with my grandfather. I also believe space exploration should be a way for all countries to work together. With technology from all over the world, who knows how far we can go in space!

What is the most likely reason that the grandfather treats the moon landing with such importance? Support your answer with **two** details from the selection.

Skill: Inference

Definition

- Reaching a logical outcome based on information and clues
- Using information in a story to figure out what is happening or what happened

Key Vocabulary to Use

As a result	Conclusion
Clues	Infer
Evidence	Figure out
Leads to	Outcome
Next	Probably

Kinds of Questions

- What will probably happen next?
- What clues can we use?
- How is this related to the selection?
- What guesses can we make using what we know?

Reading

- Prediction Chart: Students identify evidence and clues from the reading and make prediction (can be done in T-chart form)
- Class Discussion: Talk about plot and events that lead to assumptions about conclusion. Question – What will probably happen next? How do you know?
- Turn to Your Partner: Students brainstorm events that occurred in reading and determine what will happen next
- Writing: Focus on students justifying their work with clues and evidence
- Recommended Reading:

Math

- Probability: How can we make logical guesses about what will occur?
- Word Problems: Focus on word problems where students need to justify answers based on information in the problem
- New Concepts: Introduce students to what will happen when we perform ---- operation? How can we use patterns to determine expectations for certain outcomes?

Writing

- Graphic Organizers: Prediction chart: T-chart; K-W-L
- Partner Reading: Find clues to figure out what will happen
- Riddles: Give variety of clues, as in “I am a box, I have dials and numbers. When people turn me on music pours out of me....” Then as “What am I?”
- Role Playing: Students play charades and classmates accumulate clues to determine solution

ACADEMIC GOAL-SETTING - Reading

Student: Ruzeda Fields Teacher: Boggs

BIG LIFE GOAL: Buy my own house

2016 State Test: 418

2017 State Test: 400

400 on the State Test = 70% correct on a benchmark.

October – Benchmark #1: 57%

December – Benchmark #2: 52%

February – Benchmark #3:

2018 Target (end of April): 395

Current standards to work on:

Cite Passages – especially when providing details that support the central idea for a piece of non-fiction writing

Compare and Contrast – find the similarities and differences especially between different texts – not just within a certain piece of writing.

What will you change now to hit your target?

What support would you like from school?

How can you involve your family and friends in meeting your target?

Student Signature

Staff Signature

Parent/Guardian Signature

Classroom Reports - Student Details Student Details

Student: Ruzeda Fields

Student ID: 1002000029

Test: Seattle Reading #1 - Grade 6 (2008-09)

School: Aki Kurose Middle School

Class: Language Arts

Teacher: None

<u>Score</u>	<u>Correct Item</u>	<u>Incorrect Item</u>	<u>Partially Correct Item</u>	<u>Omitted Item</u>	<u>Subjective Score</u>	<u>Version</u>	<u>Method</u>	<u>Date</u>	<u>Time Frame</u>	<u>Duration</u>
52.2% (12/23)	8	6	2	0	(6/12)	A	Scanner	10/21/08	10/21/08 - 10/21/08	00:00:00

<u>Score</u>	<u>Points Earned</u>	<u>Standard</u>
100%	2.00/2.00	1.3.2.c Select, from multiple choices, the meaning of words or phrases identified in the text.
40%	2.00/5.00	2.1.3.a State both literal and/or inferred main ideas and provide supporting text-based details.
0%	0.00/1.00	2.1.5.b Cite passages from text to confirm or defend predictions and inferences.
100%	3.00/3.00	2.1.7.a Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/ expository text.
0%	0.00/1.00	2.2.3.a Use multiple sources of information from the text (e.g., character's own thoughts/words, what others say about the character, and how others react to the character) to describe how a character changes over time or how the character's action might contribute to the problem.
25%	1.00/4.00	2.2.3.b Identify the major actions that define the plot and how actions lead to conflict or resolution.
0%	0.00/1.00	2.3.1.a Find similarities and differences within and between texts using text-based evidence (e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial).
33.3%	1.00/3.00	2.3.1.c Interpret cause and effect relationships within a literary/narrative text or informational/ expository text using evidence from the text (e.g., how the time period [setting] of a novel determines a character's behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt).
100%	1.00/1.00	2.4.1.a Draw a conclusion from grade-level text (e.g., what is the most important idea the author is trying to make in the story/poem/selection, how the selection might be useful to someone who wanted to do something related) and provide details to support the answer.
100%	2.00/2.00	2.4.2.a Identify and explain the author's purpose.

<u>Item</u>	<u>Item Type</u>	<u>Student Answer</u>	<u>Correct Answer</u>	<u>Points Earned</u>	<u>Standard</u>
1	MC	B	C	0.00	2.1.3.a State both literal and/or inferred main ideas and provide supporting text-based details.
2	ER	N/A	N/A	2.00	2.1.3.a State both literal and/or inferred main ideas and provide supporting text-based details.
3	MC	C	C	1.00	2.4.2.a Identify and explain the author's purpose.
4	MC	B	B	1.00	1.3.2.c Select, from multiple choices, the meaning of words or phrases identified in the text.
5	ER	N/A	N/A	2.00	2.1.7.a Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/ expository text.
6	MC	A	A	1.00	2.1.7.a Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/ expository text.
7	MC	A	B	0.00	2.1.5.b Cite passages from text to confirm or defend predictions and inferences.
8	MC	D	C	0.00	2.2.3.a Use multiple sources of information from the text (e.g., character's own thoughts/words, what others say about the character, and how others react to the character) to describe how a character changes over time or how the character's action might contribute to the problem.
9	ER	N/A	N/A	0.00	2.1.3.a State both literal and/or inferred main ideas and provide supporting text-based details.
10	MC	A	C	0.00	2.3.1.c Interpret cause and effect relationships within a literary/narrative text or informational/ expository text using evidence from the text (e.g., how the time period [setting] of a novel determines a character's behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt).
11	ER	N/A	N/A	1.00	2.2.3.b Identify the major actions that define the plot and how actions lead to conflict or resolution.
12	MC	B	B	1.00	2.4.2.a Identify and explain the author's purpose.
13	MC	C	C	1.00	2.4.1.a Draw a conclusion from grade-level text (e.g., what is the most important idea the author is trying to make in the story/poem/selection, how the selection might be useful to someone who wanted to do something related) and provide details to support the answer.
14	ER	N/A	N/A	1.00	2.3.1.c Interpret cause and effect relationships within a literary/narrative text or informational/ expository text using evidence from the text (e.g., how the time period [setting] of a novel determines a character's behavior, how a situation affected a character, what events either caused or resulted from a problem, or how one situation determines another such as the flow of the Nile dictating early life in Egypt).
15	MC	B	B	1.00	1.3.2.c Select, from multiple choices, the meaning of words or phrases identified in the text.
16	MC	B	C	0.00	2.3.1.a Find similarities and differences within and between texts using text-based evidence (e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial).

Legend	
--	A dash represents an omitted response.
N/A	Student responses are not available for display.