

Unit Reading Assessments Guide

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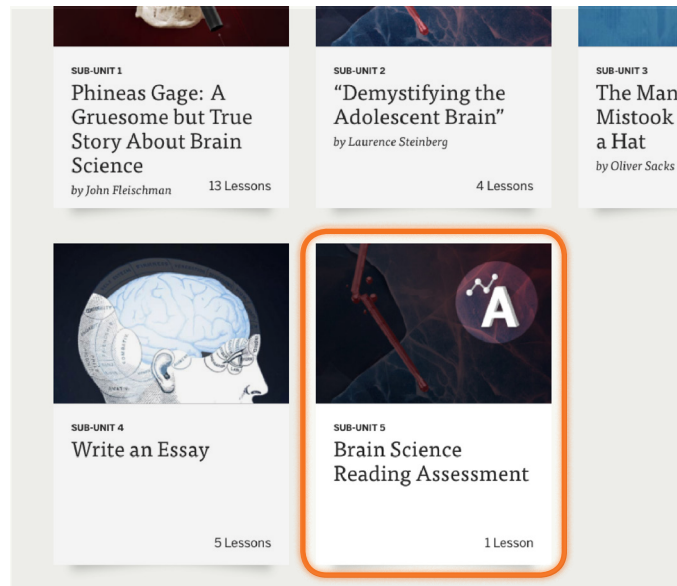
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Unit Reading Assessments Guide

Introduction

Amplify’s unit reading assessments are summative assessments that serve three important goals:

- To assess student understanding of content from the unit
- To assess student mastery of specific skills and standards
- To provide practice for students with the types of questions and activities they may encounter on end-of-year state and national assessments



Reading assessments appear as the final sub-unit in the following units:

- **6th grade**—Tom & Sherlock, The Chocolate Collection, The Greeks, Reading the Novel
- **7th grade**—Character & Conflict, Brain Science, Poetry & Poe, Shakespeare’s Romeo & Juliet
- **8th grade**—Biography & Literature, Liberty & Equality, Science & Science Fiction, The Frida & Diego Collection

Note: *The first unit of each grade does not contain a final reading assessment because the unit is strongly focused on building the foundational writing skills reflected in the summative essay assignment.*

Administering an assessment

Sections and timing

Each reading assessment is comprised of three activities: a 20-question selected response section plus two constructed response activities (the teacher chooses one constructed response for students to answer). These assessments are designed to be completed within a single class period of about 50 minutes (with students writing to just one of the prompts). However, teachers may adjust the time to reflect what they consider appropriate for their students.

These assessments are designed to be taken on devices, but there are print versions available in the Materials section of each assessment.

Selected response questions

In the first activity section, students read two passages from the unit's core texts and complete 20 selected response questions. In addition to multiple choice questions, these items include token highlighting and other technology-enhanced items like the ones they may encounter on state and national benchmark assessments. Most students will need 30–40 minutes to complete this section of the assessment.

Constructed response prompts

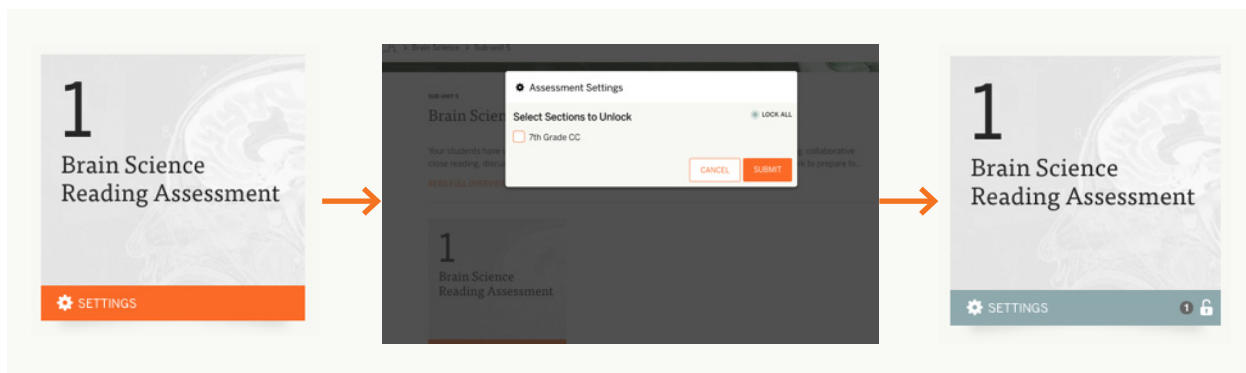
There are two constructed response prompts, both of which require students to write in response to one or both of the passages that they read in the selected response section. The teacher will select one of these prompts for students to answer. One of the prompts will ask students to compose an informational paragraph and the other will ask for an argumentative paragraph. (The Poetry & Poe Unit Reading Assessment includes narrative and informational prompts.) Most students will need 12–15 minutes to write in response to a prompt.

These prompts, which ask for quick, on-demand writing, are not meant to replace the end-of-unit essays, where students engage in all stages of the writing process over multiple class periods. Like the selected response section of the reading assessment, the constructed response prompts are designed to assess students' facility with reading (not writing) skills and standards.

Locking and unlocking the assessment

Unit reading assessments will be locked to students until you unlock them.

To unlock an assessment, click on the reading assessment sub-unit to open the sub-unit and view its single lesson. Click the orange Settings bar at the bottom of the lesson thumbnail. Then select the class sections that you want to unlock. The bar will turn gray and you will see an icon of an unlocked lock. You can lock and unlock an assessment as many times as you need without impacting existing student responses.



Preparing for the assessment

Review the passages included in the reading assessment to confirm that your students have read them before. Although students could potentially take an assessment without having previously read its text selections, the questions on these assessments are meant to assess students' careful rereading of unit texts.

Review the Words to Use in the Lesson Brief. Here you will see academic vocabulary that will appear in questions and answer choices. If your students are unfamiliar with any of these terms, you may want to review them before students take the assessment.

Review the assessment to make sure you understand how to answer all item types. You may want to demonstrate for your students how to answer particular items (where to click, etc.).

Download the rationale for the assessment from the Materials section. Note the correct responses for the selected response questions and review the rubrics you will use to score the constructed response in Gradebook. Determine which constructed response you will assign to students.

Reviewing and using the assessment data

Question types and scoring

Selected Response items

The selected response section of the assessment includes 20 items. Unlike in Solo assignments, students will not be able to check their answers or receive instant feedback while taking a unit reading assessment.

All selected response questions are automatically scored in Gradebook. For items with multiple answers, students receive partial credit for any correct response selected. Consult the rationale for each unit assessment to see the total possible points for each item. You will need to score the constructed response prompt(s) using the rubrics in the rationale.

Multiple choice questions with one correct response

These questions offer four answer choices, wone of which is correct

1. Read this sentence from paragraph 5:

"Since 2000, there's been an explosion in research on adolescent brain development, and our understanding of brain maturation has grown at breathtaking speed."

Which word in this excerpt is most similar in meaning to "maturati"on?

- A Explosion
- B Research
- C Development
- D Breathtaking

Multiple choice questions with multiple correct responses

These questions offer four or more answer choices, with two or more correct answers.

14. Select TWO reasons why the author includes paragraph 21 between paragraphs 20 and 22.

- A To support the claim that Phrenologists in 1850 "have no way of knowing which part of the brain controls what" (20)
- B To explain how the technology used by Phrenologists in 1850 worked
- C To explain what Phrenologists believed the bumps on a person's skull reveal about his or her brain
- D To explain how later researchers will be able to use technology to visualize brain activity in ways that researchers in 1850 weren't able to do

Two-part multiple choice questions

These items link two multiple choice questions, each of which has one or more correct answers.

11. This question has two parts.

Part 1: According to the text, how would Whole Brainers explain how the brain is structured?

- A The brain is one "whole intelligence" and any part of the brain can give instruction or thought.
- B The brain is divided into a group of organs, each of which has a specific function.
- C The brain is divided into specific areas, many of which interact with each other to control specific functions.

For Part 2: Which part of the text supports your answer?

- A "Whole Brainers believe that thoughts and commands can originate anywhere in the brain jelly/cloud and flash into action." (18)
- B "His opponents believe in 'localized function'; that is, they believe that the brain is divided into specific areas that control specific things." (20)
- C "The 10 billion neurons in your brain are not connected at random." (26)

Drop-down questions

These questions require students to select the correct answer(s) by selecting from a drop-down list(s) of answer choices.

5. Read line 97 from the text:

"And palm to palm is holy palmers' kiss."

By "palm" Juliet means

- ✓ A. A part of the hand
- B. A way of hiding something with one's hand
- C. A way of covering one's face with one's hand
- D. The leaves of a kind of tropical tree
- E. A pilgrim traveling to a holy shrine

5. Read line 97 from the text:

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Drag and drop questions

These questions require students to select the correct answer(s) by clicking on an answer choice and dragging it into an answer box.

17. In paragraph 25, the author states, "Dr. Sizer's report is wonderful news for the Localizers/Phrenologists" (25).

The word "wonderful" implies that the Localizers were happy because

❑ A. the change in Phineas's personality proved that an injury to a specific part of the brain only affects a specific function of the brain.

❑ B. the change in Phineas's personality proved that an injury to a specific part of the brain affects all of its functions.

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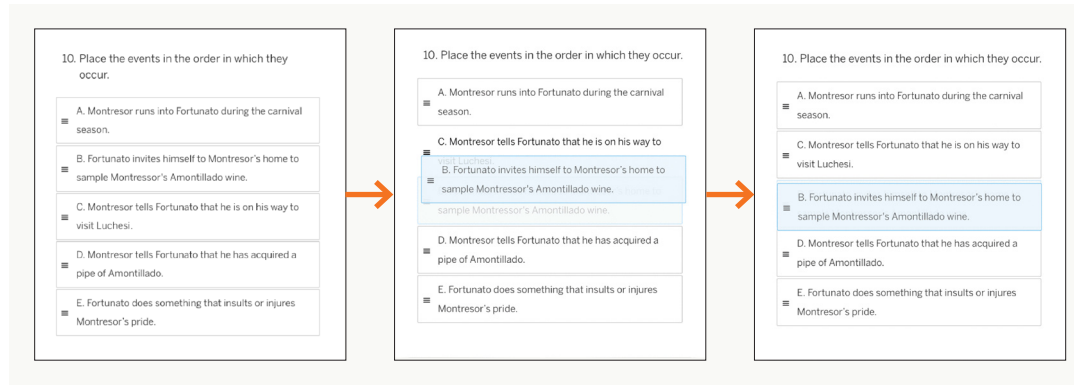
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Order a list questions

These questions present a list of statements that students can drag and drop to reorder.



Token highlight questions

These questions require students to select the correct answer(s) by clicking directly on a text excerpt. Students may be prompted to select individual words, phrases, lines, sentences, or paragraphs from a preselected range. Answer choices become highlighted when you hover your cursor over them; to select an answer, click the highlighted text. To deselect an answer, click it again.

13. Which sentence from paragraph 20 BEST shows how the Localizers' research was limited by a lack of technology? Click one of the underlined sentences below.

His opponents believe in "localized function"; that is, they believe that the brain is divided into specific areas that control specific things. Let's call them the "Localizers." A. They are followers of the Austrian Dr. Gall, who started the brain revolution by declaring that the brain was the seat of intelligence, emotions, and will. B. Dr. Gall called his brain science "phrenology" (a made-up Greek word). C. By any name, the Localizers, or Phrenologists, believe that "organs" inside the brain control specific functions. They draw up a model Phrenological Head to show the "organs" in their correct positions. The "Organ of Veneration [respect]" and the "Organ of Benevolence [kindness]," for example, are supposed to be just above the left eyebrow. (Remember where Phineas was hit by the iron? Stay tuned.) D. Unfortunately, the Phrenologists have no way of knowing which part of the brain controls what. "Benevolence" cannot be seen on the outside of the brain.

2. Select TWO words from paragraph 5 that create a sense of how exciting it is for brain researchers to make new discoveries so quickly. Click two of the underlined words below.

Since 2000, there's been an A. explosion in B. research on C. adolescent brain D. development, and our understanding of brain maturation has grown at E. breathtaking speed. Major F. contributions to our understanding have come from studies using functional magnetic resonance imaging (fMRI). This G. technique enables researchers to take pictures of individuals' brains and compare anatomy (brain structure) and activity (brain function).

Constructed Response prompts

The constructed response prompts are not automatically scored. The assessment rationale includes rubrics that teachers can use to evaluate what score (from 1 to 4) a student should receive for the assigned prompt. These scores must be manually entered into Gradebook.

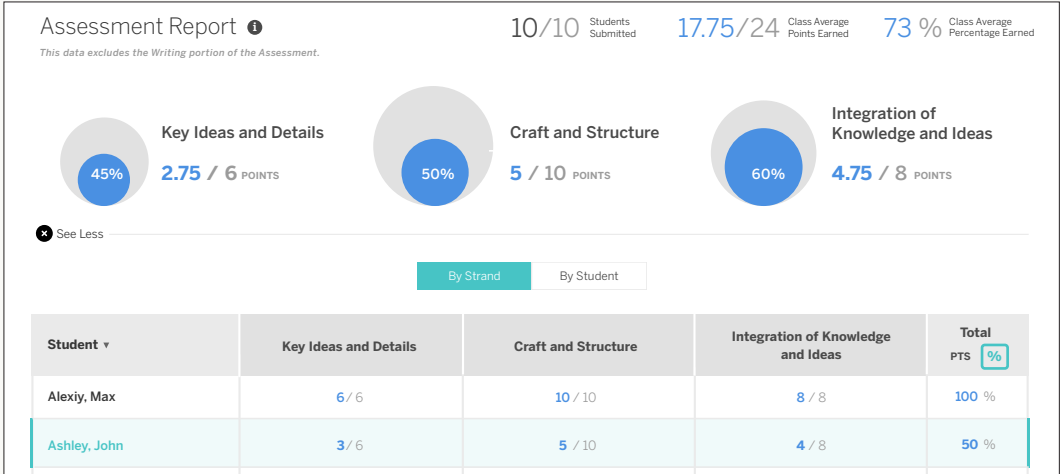
Using the rationale

Each assessment comes with a rationale that provides teachers with more information about scoring. The teacher can use this rationale to understand why a particular answer was the correct answer, to learn how many points each question is worth, and to find additional information about the skills addressed by each question.

Gradebook and Reporting

In Gradebook, teachers see students' raw scores for the selected response section of the assessment. These scores indicate how many answers a student got correct. See the **Question types and scoring** section of this document for more information.

In Reporting, teachers can find information about how students performed on the three key reading strands: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.



The teacher can also change views to see information about individual student performance and individual items.

Using assessment data to inform planning

By reviewing the assessment rationale and the student scores in Gradebook and Reporting, teachers can look for trends in student performance and use this information to make decisions about what to emphasize in the next unit.

Teachers can also use Flex Day activities in the next unit to give students extra practice with these skills. Flex Day activities 6, 7, and 8 target Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. The Writing Prompts in Flex Day activities 4 and 5 are also organized into these categories.

