

READING Assessment Changes for 2010 and Beyond



Measurements of Student Progress (Grades 3-8)

High School Proficiency Exam

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Purpose: To provide information on changes to and examples for the state reading assessment.



New

- Reading passages have been shortened.
- Another type of informational text called a functional passage will be used in addition to the typical informational texts. This type of text will apply to "real world" reading based on Reading Grade Level Expectation 3.2.2. See page 7 for a list of examples. One example for elementary (p.12-13) and one example for secondary (p.29-30) have been provided. The OSPI reading assessment team will be able to provide one example for each grade level in the winter of 2010.
- Extended response (4-point) questions have been eliminated.
- Two additional question types will be used. These are completion and stand-alone. See page 8 for an explanation.
- There will be one testing session. Grades 3, 4, and 5 will have 75 minutes; grades 6, 7, and 8 will have 90 minutes; high school students will have 120 minutes.

Unchanged

- The state reading standards, Grade Level Expectations (GLE), have not changed.
- The reading test will look very similar to previous reading tests.
- The reading assessment materials on the OSPI reading website are still appropriate for classroom use and will help prepare students for the assessment.
- The reading test still has multiple-choice and short answer (2-point) questions.
- The reading test still has literary and informational text.
- There are five to seven reading passages (depending on the grade level). One is a paired passage, two to three are literary passages, and two to three are informational passages.
- The reading test is not timed.

Assessment Changes for Spring 2010

Measurements of Student Progress -- Reading

READING MSP (Grades 3-8)

Alignment to Standards	2010 Reading MSP aligned to current reading content standards Scores and scales have same meaning as previous assessments
Test Length Shortened	Grades 3-5: Single testing session ~75 min. Grades 6-8: Single testing session ~90 min.
Shorter Reading Passages	Word count about 100 words/passage Word count 100 words per grade level per passage; example 100 words per grade level for grade 6 is 600 words. This is an approximate calculation; word counts will vary.
Reduction of CR items	No 4-point constructed response (CR) items No more than 25% of points from 2-pt items
New Item Types	Introduction of 1-point "Completion" items in 2011 Introduction of "Stand Alone" multiple-choice items in 2011
Later Test Window	5 week window for online reading tests (May 3-June 4) 2-1/2 week window for paper/pencil reading tests (May 12-28) Student score reports to districts Aug 16
Online testing	Online testing voluntary in Grades 6-8 in 2010 Online testing voluntary in Grades 4 and 5 in 2011 and 2012, respectively

High School Proficiency Exams -- Reading

READING HSPE

Alignment to Standards	2010 Reading HSPE aligned to current reading content standards Scores and scales have same meaning as previous assessments
Test Length Shortened	Total testing time ~120 min. May be given in one or two sessions (single-day testing)
Shorter Reading Passages	Word count about 1,000 words/passage
Reduction of CR items	No 4-point constructed response (CR) items No more than 25% of points from 2-pt items
New Item Types	Introduction of 1-point "Completion" items in 2011 Introduction of "Stand-Alone" multiple-choice items in 2011
Test Window (No Late Window in HS)	Paper/Pencil test given March 16 Student score reports to districts before June 10 (Seniors by June 1)
Online testing	No online testing with HSPE until 2011 Online testing voluntary in 2011

Rollout Schedule for Online Testing

READING	Measurements of Student Progress						High School Proficiency Exams
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	
2010	P/P	P/P	P/P (*)	Online	Online	Online	P/P (*)
2011	P/P (*)	P/P (*)	Online	Online	Online	Online	Online
2012	P/P (*)	Online	Online	Online	Online	Online	Online

Key

P/P = Paper/Pencil

(*) = Research Online

= 25% Online

= 50% Online

= 80% Online

= 100% Online

Adjustments to Number of Items and Points

Reading – 2006 thru 2008							
Item Type	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
MC-Link	20	20	22	22	24	24	26
SA	6	7	7	8	8	9	9
ER	2	2	2	2	2	2	2
Total Items	28	29	31	32	34	35	37
Total Points	40	42	44	46	48	50	52

Reading – 2009							
Item Type	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
MC-Link	24	24	24	26	26	26	26
SA	6	6	7	7	7	7	9
ER	0	0	0	2	2	2	2
Total Items	30	30	31	35	35	35	37
Total Points	36	36	38	48	48	48	52

Reading – 2010							
Item Type	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
MC-Link	26	26	26	30	30	30	35
SA	4	4	4	5	5	5	5
Total Items	30	30	30	35	35	35	40
Total Points	34	34	34	40	40	40	45

Reading – 2011							
Item Type	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS
MC-Link MC-Alone MC-CP	26	26	26	30	30	30	35
SA	4	4	4	5	5	5	5
Total Items	30	30	30	35	35	35	40
Total Points	34	34	34	40	40	40	45

Key

-
- MC-Link 1-pt Mult. Choice - Linked to Passage
 - MC-Alone 1-pt Mult. Choice - Stand Alone
 - CP 1-pt Completion Item (Linked or Stand Alone)
 - SA 2-pt Short Answer
 - ER 4-pt Extended Response

Types of Passages

Literary Passages

- Stories
- Poems
- Novel Excerpts
- Biographies/Autobiographies
- Literary essays

Informational Passages

- Magazine articles
- Newspaper articles
- Excerpts/articles as in a social studies text
- Excerpts/articles as in a science text
- Historical documents
- Nonfiction narratives


(In all selections we attempt to incorporate text features such as timelines, text boxes, charts, graphs, maps, diagrams, pictures, and captions.)

Functional Documents



- 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

Item Types

	Multiple-Choice	Short Answer	Completion	Stand-Alone
Point Value	1	2	1	1
Distinguishing Feature(s)	Students select their answer from 3 choices (elementary) or 4 choices (secondary) .	Students have 9 lines on which to write their answer.	Student will write a word, phrase, or short sentence in the box or on the line or lines provided.	 <p>These items are not connected to a passage. They will be used to assess skills that a passage may not adequately cover. For example a passage may not have a testable vocabulary word so we would write a stand-alone item to assess this skill.</p>

Elementary



Strands and Targets Relabeled and Condensed

ELEMENTARY

2010	2011														
LC01 / IC11 – Main idea	LC / IC 01 – Main idea														
LC02 / IC12 – Summarize	LC / IC 02 – Summarize														
LC03 / IC13 – Infer or prediction	LC / IC 03 – Infer or prediction														
LC04 / IC14 – Vocabulary	LC / IC 04 – Vocabulary														
LC05 / IC15 – Order steps, sequence, and/or events/process from the text	LC / IC 05 – Order steps, sequence, and/or events/process from the text														
LA06 / IA16 – Literary elements / Text features	LA / IA 06 – Literary elements / Text features														
LA07 / IA17 – Compare/contrast	LA / IA 07 – Compare/contrast														
LA08 / IA18 – Cause/effect	LA / IA 08—Cause/effect														
LA09/ IA19 – Author’s purpose	LA 09 / IA 09 – Usefulness of resources														
LA10 / IA20 – Extend information beyond text	LA / IA 10 – Author’s purpose														
<table border="1"> <thead> <tr> <th colspan="3">Key</th> </tr> </thead> <tbody> <tr> <td>L</td> <td>Literary Text</td> <td rowspan="5"> Example: LC 03 = Literary text (L), comprehension skill (C), infer/predict is the targeted skill (03) </td> </tr> <tr> <td>I</td> <td>Informational Text</td> </tr> <tr> <td>C</td> <td>Comprehension Skill</td> </tr> <tr> <td>A</td> <td>Analysis Skill</td> </tr> <tr> <td>#</td> <td>Corresponds to the targeted skill</td> </tr> </tbody> </table>		Key			L	Literary Text	Example: LC 03 = Literary text (L), comprehension skill (C), infer/predict is the targeted skill (03)	I	Informational Text	C	Comprehension Skill	A	Analysis Skill	#	Corresponds to the targeted skill
Key															
L	Literary Text	Example: LC 03 = Literary text (L), comprehension skill (C), infer/predict is the targeted skill (03)													
I	Informational Text														
C	Comprehension Skill														
A	Analysis Skill														
#	Corresponds to the targeted skill														
	LA / IA 11 – Extend information beyond text														



Grades 3 - 5 Strands and Targets 2011

Targets may be assessed using literary passages, informational passages or functional documents.

Strand Comprehension 5 Targets	1	Demonstrate understanding of theme/message/main or major idea and supporting details (Reading GLE 2.1.3) Formerly LC01 & IC11
	2	Summarize with evidence from the text (Reading GLE 2.1.7) Formerly LC02 & IC12
	3	Make or confirm inferences or predictions based on the text (Reading GLE 2.1.5) Formerly LC03 & IC13
	4	Understand and apply content vocabulary critical to the meaning of the text (Reading GLE 1.3.2 , 1.2.2) Formerly LC04 & IC14
	5	Order steps, sequence, and/or events/process from the text (Reading GLE 2.2.1) Formerly LC05 & IC15
Strand Analysis 6 Targets	6	Lit Specific Demonstrate understanding of literary elements and devices (genres; story elements, such as plot, character and setting; simile; metaphor; personification; alliteration; problem/resolution) and graphic elements (Reading GLEs 2.2.2 , 2.2.3 , 2.3.3) Formerly LA06 Info/Functional Specific Demonstrate understanding of text features (titles, headings, captions, maps, charts, tables, graphs and other information divisions) (Reading GLE 2.2.2) Formerly IA16
	7	Compare and contrast using elements of the text(s) (Reading GLEs 2.3.1 , 2.4.5 , 2.4.6) Formerly LA07 & IA17
	8	Make connections (cause and effect) within a text (Reading GLE 2.3.1) Formerly LA08 & IA18
	9	Analyze usefulness of resources (Reading GLEs 2.3.2 , 3.1.1) New
	10	Analyze author's purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences (Reading GLEs 2.4.2 , 2.4.3 , 2.4.4) Formerly LA09 & IA19
	11	Extend information beyond text— make generalizations beyond the text to a broader idea or concept (Reading GLEs 2.4.1 , 2.4.5) Formerly LA10 & IA20

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 Magazine/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	Example: LC 03 = Literary text (L), comprehension skill (C), infer/predict is the targeted skill (03)
I	Informational Text	
C	Comprehension Skill	
A	Analysis Skill	
#	Corresponds to the targeted skill	

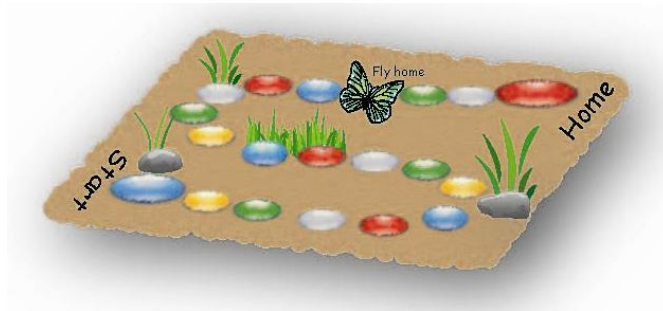
Read the selection and answer the questions.

Make Your Own Board Game!

Board games have been around for more than 100 years. Some games were designed to help perform a business task; others have inspired current video games. If you have not found your favorite game, you always have the option of making one!

Materials:

- Cardboard (at least 8 ½ inches x 11 inches)
- Construction paper
- Ruler (to keep lines straight)
- Pencil, crayons
- Glue
- Dice
- Blank paper
- Scissors
- Imagination



Helpful Hints:

- Include options to land on certain spaces that may create a shortcut, send a player back a few spaces or skip a turn.
- Make a bonus on the board where the first person to land on it receives an advantage.

Directions:

- 1. Come up with a theme.** Complete an adventure to save the world, or use careful moves to outsmart an opponent. Ideas from existing games may help inspire the theme.
- 2. Find a base for the game.** A flattened cereal box, scrap of wood, an old baking sheet or any material with a hard flat surface will work.
- 3. Cover the base with blank paper.**
- 4. Decide where the Start and End points will be.** Design a path between the two points. The path can be basic squares or fun shapes to match the theme.
- 5. Create colorful additions to the board.** Construction paper is sturdy and bends easily. Images from a computer can be printed, colored, cutout, and glued to the board.
- 6. Decide what type of game pieces will be used.** Game pieces can be drawn and glued to small pieces of cardboard. Look for recycled materials like buttons, spools from thread, or erasers.
- 7. Decide how the pieces will move.** Will dice or a spinner be needed? To make a spinner, draw a circle on cardboard. Get a metal brad and attach a paper clip to the center of the circle, loose enough that it will spin when flicked with a finger.
- 8. Type or write out a list of rules.** It may be a good idea to write them out first, play the game and adjust the rules if needed.
- 9. Gather friends and family to test the game.** Be open to suggestions for additions to the game from those playing it.

- 1** Which sentence best summarizes the selection?
- O A. Making a new board game takes many kinds of paper.
 - O B. A new board game brings family and friends together.
 - O C. Imagination and simple tools are all you need to create a board game.
- 2** What information does the section **Helpful Hints** give the reader?
- O A. How to make a bonus feature.
 - O B. How to use recyclable material.
 - O C. How to keep lines straight with a ruler.
- 3** According to the selection, how can a player receive an advantage?
- O A. Use dice instead of a spinner.
 - O B. Write or type out a list of rules.
 - O C. Be the first to land on a bonus space.

4 The **Directions** section gives examples of household supplies that may be used to make a board game. Give **two** details from the **Directions** section that supports this statement.

5 According to the selection, why should someone wait to type out the rules?

- A. The rules may differ slightly based on inspiration from playing existing games.
- B. The rules might need to be adjusted after trying the game.
- C. The rules can be printed in color from a computer.

6 Which of these sources would probably provide the **best** information about the history of board games?

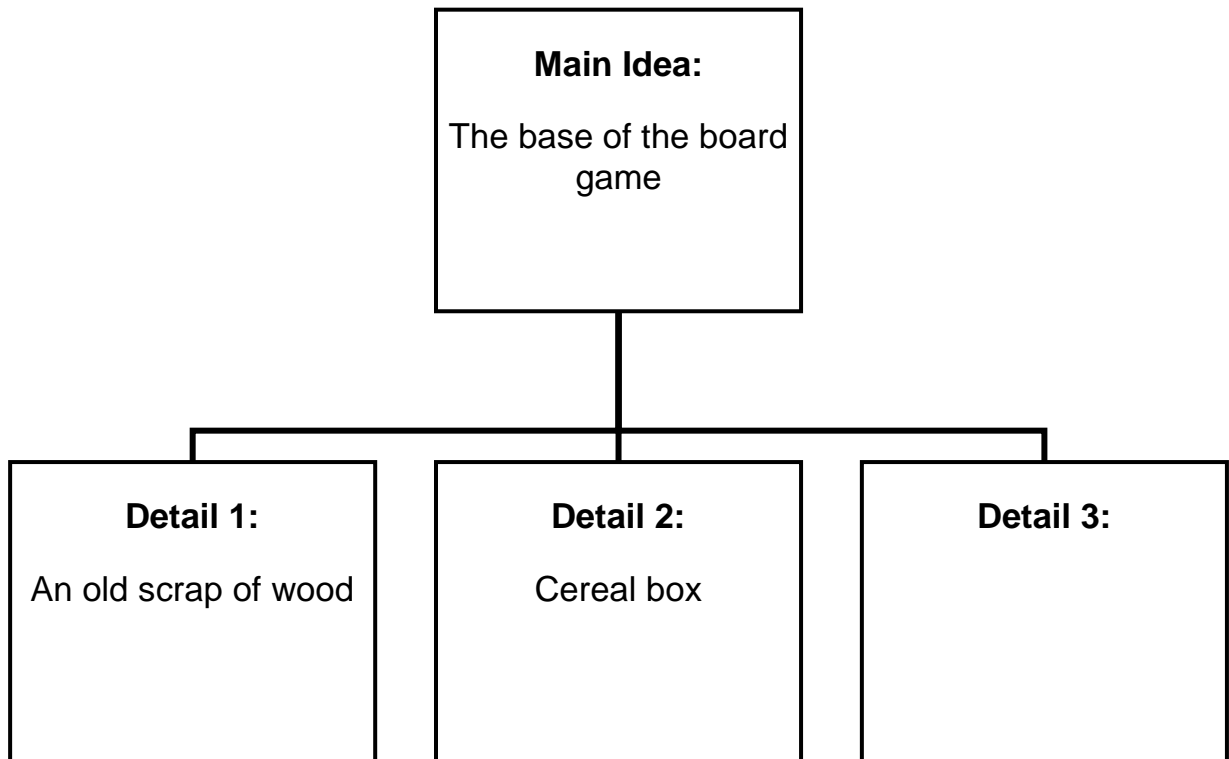
O A. A book titled *How to Follow Board Game Rules*

O B. A book titled *My Favorite Board Game: Where Did It Come From?*

O C. A book titled *Afterschool Activities, Today's Favorite Board Gameu*

7 Read the chart below.

Use information from the selection to fill in **one** detail that supports the main idea.



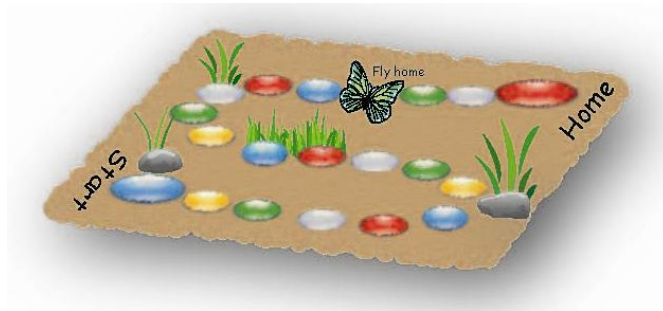
Read the selection and answer the questions.

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- Pencil, crayons
- Glue
- Dice
- Blank paper
- Scissors
- Imagination



Helpful Hints:

- Include options to land on certain spaces that may create a shortcut, send a player back a few spaces or skip a turn.
- Make a bonus on the board where the first person to land on it receives an advantage.

Directions:

- 1. Come up with a theme.** Complete an adventure to save the world, or use careful moves to outsmart an opponent. Ideas from existing games may help inspire the theme.
- 2. Find a base for the game.** A flattened cereal box, scrap of wood, an old baking sheet or any material with a hard flat surface will work.
- 3. Cover the base with blank paper.**
- 4. Decide where the Start and End points will be.** Design a path between the two points. The path can be basic squares or fun shapes to match the theme.
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- 7. Decide how the pieces will move.** Will dice or a spinner be needed? To make a spinner, draw a circle on cardboard. Get a metal brad and attach a paper clip to the center of the circle, loose enough that it will spin when flicked with a finger.
- 8. Type or write out a list of rules.** It may be a good idea to write them out first, play the game and adjust the rules if needed.
- 9. Gather friends and family to test the game.** Be open to suggestions for additions to the game from those playing it.

Target	02	Key:	C
Strand	IC	Passage ID	Board Game
Grade Level Expectation(s)	2.1.7		

1 Which sentence best summarizes the selection?

- A. Making a new board game takes many kinds of paper.
- B. A new board game brings family and friends together.
- C. Imagination and simple tools are all you need to create a board game.

Target	06	Key:	A
Strand	IA	Passage ID	Board Game
Grade Level Expectation(s)	2.2.2		

2 What information does the section **Helpful Hints** give the reader?

- A. How to make a bonus feature.
- B. How to use recyclable material.
- C. How to keep lines straight with a ruler.

Target	08	Key:	C
Strand	IA	Passage ID	Board Game
Grade Level Expectation(s)	2.3.1		

3 According to the selection, how can a player receive an advantage?

- A. Use dice instead of a spinner.
- B. Write or type out a list of rules.
- C. Be the first to land on a bonus space.

Target	01	Key:	SA
Strand	IC	Passage ID	Make Your Own Board Game
Grade Level Expectation(s)	2.1.3		

- 4** The **Directions** section gives examples of household supplies that may be used to make a board game. Give **two** details from the **Directions** section that supports this statement.

2	A 2-point response gives two text-based details that are examples of household supplies that may be used to make a board game. Example: You can make the base out of a cereal box. The game pieces can be buttons that you find around the house.
1	A 1-point response gives one text-based detail that is an example of a household supply used to make a board game.

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

- A. Cereal box
- B. An old scrap of wood
- C. Baking sheet
- D. Buttons
- E. Spools of thread
- F. Erasers

Target	08	Key:	B
Strand	IA	Passage ID	Board Game
Grade Level Expectation(s)	2.3.1		

5 According to the selection, why should someone wait to type out the rules?

- A. The rules may differ slightly based on inspiration from playing existing games.
- B. The rules might need to be adjusted after trying the game.
- C. The rules can be printed in color from a computer.

Target	09	Key:	B
Strand	IA	Passage ID	Board Game
Grade Level Expectation(s)	2.3.2, 3.1.1		

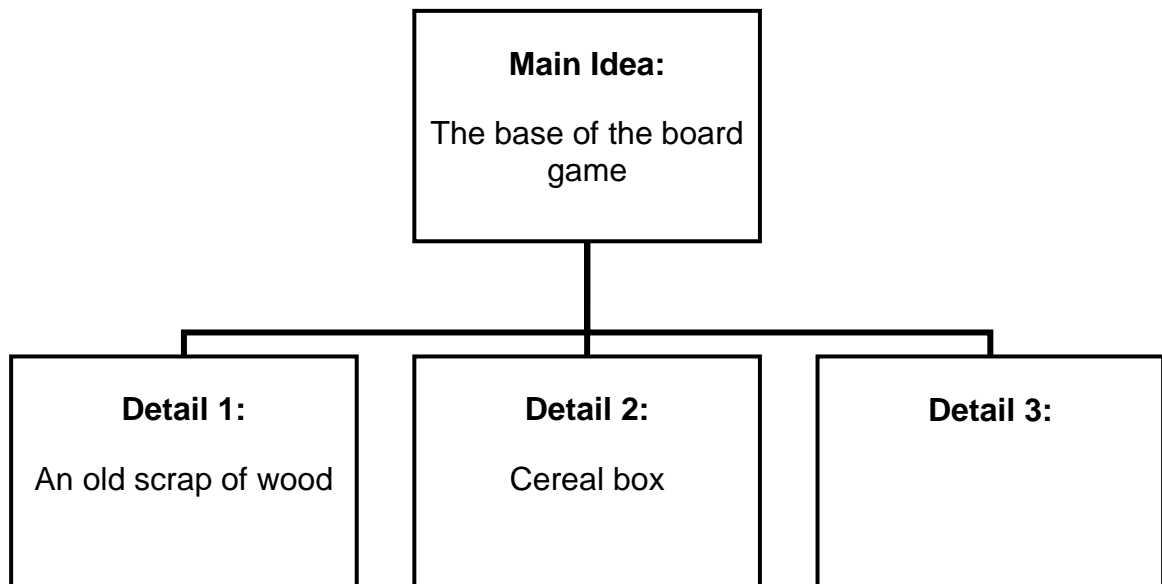
6 Which of these sources would probably provide the **best** information about the history of board games?

- A. A book titled *How to Follow Board Game Rules*
- B. A book titled *My Favorite Board Game: Where Did It Come From?*
- C. A book titled *Afterschool Activities, Today's Favorite Board Games*

Target	01	Key:	CP
Strand	IC	Passage ID	Board Game
Grade Level Expectation(s)	2.1.3		

7 Read the chart below.

Use information from the selection to fill in **one** detail that supports the main idea.



1	A 1-point response provides the following: Example: a baking sheet
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Text-based detail may include, but are not limited to:

- A. Baking sheet
- B. Recyclable material
- C. Material with a hard, flat surface

Questions 1-4 are not connected to a passage.

1 Read the sentence below.

The bundle of wood was *bound* with rope to keep it from falling over.

What does *bound* mean as it is used in the sentence?

- A. Finished
- B. Marked
- C. Tied

2 Which statement is a fact?

- A. Winter is the best season.
- B. John Adams was the second president.
- C. More books should be written about recycling.

3 A simile compares two unlike things. Which sentence contains an example of a simile?

- A. The picture exploded with color.
- B. The kitten was as cute as a button.
- C. The snow globe sparkled in the sunlight.

4 Which book would be the *best* source of information for a student researching rocks found on the moon?

- A. *An Astronaut's Discussion of Moon Souvenirs*
- B. *The Moon Needs More Room: Lunar Poems*
- C. *Mapping a Path to the Moon*

Target	04	Key:	C
Strand	IC	Passage ID	Stand-Alone
Grade Level Expectation(s)	1.3.2 1.2.2		

1 Read the sentence below.

The bundle of wood was *bound* with rope to keep it from falling over.

What does *bound* mean as it is used in the sentence?

- A. Finished
- B. Marked
- C. Tied

Target	10	Key:	B
Strand	IA	Passage ID	Stand-Alone
Grade Level Expectation(s)	2.4.2 2.4.3 2.4.4		

2 Which statement is a fact?

- A. Winter is the best season.
- B. John Adams was the second president.
- C. More books should be written about recycling.

Target	07	Key:	B
Strand	IA	Passage ID	Stand-Alone
Grade Level Expectation(s)	2.3.1 2.4.5 2.4.6		

3 A simile compares two unlike things. Which sentence contains an example of a simile?

- A. The picture exploded with color.
- B. The kitten was as cute as a button.
- C. The snow globe sparkled in the sunlight.

Target	09	Key:	A
Strand	IA	Passage ID	Stand-Alone
Grade Level Expectation(s)	3.1.1, 2.3.2		

4 Which book would be the *best* source of information for a student researching rocks found on the moon?

- A. *An Astronaut’s Discussion of Moon Souvenirs*
- B. *The Moon Needs More Room: Lunar Poems*
- C. *Mapping a Path to the Moon*

Secondary



Strands and Targets Relabeled and Condensed

SECONDARY

2010	2011
LC01 / IC11 – Main idea	LC / IC 01 – Main idea
LC02 / IC12 – Summarize	LC / IC 02 – Summarize
LC03 / IC13 – Infer or prediction	LC / IC 03 – Infer or prediction
LC04 / IC14 – Vocabulary	LC / IC 04 – Vocabulary
LA05 / IA15 – Literary elements / Text features	LA / IA 05 – Literary elements / Text features
LA06 / IA16 – Compare/contrast	LA / IA 06 – Compare/contrast
LA07 / IA17 – Cause/effect	LA / IA 07 – Cause/effect
LT08 / IT18 – Author’s purpose	LA / IA 08—Usefulness of resources
LT09/ IT19 – Evaluate reasoning and ideas/theme	LT09 / IT 09 – Author’s purpose
LT10 / IT20 – Extend information beyond text	LT / IT 10 – Evaluate reasoning and ideas/theme
LT / IT 11 – Extend information beyond text	

NEW

Key		
L	Literary Text	Example: LC 03 = Literary text (L), comprehen- sion skill (C), infer/ predict is the targeted skill (03)
I	Informational Text	
C	Comprehension Skill	
A	Analysis Skill	
T	Critical Thinking Skill	
#	Corresponds to the targeted skill	

Grades 6 - High School Strands and Targets 2011

Targets may be assessed using literary passages, informational passage or functional documents.

Strand Comprehension 4 Targets	1	Demonstrate understanding of theme/message/main idea and supporting details (Reading GLE 2.1.3) Formerly LC01 & IC11
	2	Summarize with evidence from the text (Reading GLE 2.1.7) Formerly LC02 & IC12
	3	Make or confirm inferences or predictions based on the text (Reading GLE 2.1.5) Formerly LC03 & IC13
	4	Understand and apply content vocabulary critical to the meaning of the text (Reading GLE 1.3.2) Formerly LC04 & IC14
Strand Analysis 4 Targets	5	Lit Specific: 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 (Reading GLEs 2.2.2, 2.2.3, 2.3.3) Formerly LA05 Info/Functional Specific: Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions) (Reading GLE 2.2.2) Formerly IA15
	6	Compare and contrast using elements of the text(s) (Reading GLEs 2.3.1, 2.4.6) Formerly LA06 & IA16
	7	Make connections (cause and effect) within a text (Reading GLE 2.3.1) Formerly LA07 & IA17
	8	Analyze usefulness of resources (Reading GLEs 2.3.2, 3.1.1) New
Strand Critical Thinking 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) (Reading GLEs 2.4.2, 2.4.3, 2.4.4) Formerly LT08 & IT18
	10	Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text (Reading GLEs 2.4.1, 2.4.5) Formerly LT09 & IT19
	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 generalization with details from the text) (Reading GLEs 2.4.1, 2.4.5) Formerly LT10 & IT20

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 Magazine/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
I	Informational Text
C	Comprehension Skill
A	Analysis Skill
T	Critical Thinking Skill
#	Corresponds to the targeted skill

Example:
LC 03 = Literary text (L),
comprehension skill (C),
infer/predict is the targeted skill
(03)

Directions: Read the selection and answer the questions.

Be Part of the Glendale Chronicles Yearbook Staff

The Glendale Chronicles is currently looking for students who are interested in becoming members of the yearbook staff. Qualified students should submit the attached application along with a letter of interest explaining their qualifications for becoming a member of the Glendale Chronicles staff.

Requirements:

- Currently an eighth-grade student
- Attending School Media Studies as an elective
- Excellent writing skills
- Willing to work on Tuesday and Wednesday afternoons on yearbook projects (a late bus will be available to transport students home)

The following positions are available:

- **Photographers** – Yearbook photographers capture school-related events using school-owned cameras. They assist the reporters with writing captions for the photographs and creating the layouts for the yearbook pages.
- **Reporters** – The reporters write introductions to each section of the yearbook. Additionally, they collaborate with the photographers to compose the captions for photographs.
- **Layout Design Artists** – The layout design artists assemble the photographs and articles to create the pages of the yearbook. The layout design artists submit the pages to the editors for final checks.
- **Student Editors** – Student editors review and revise the reporters' articles, so editors must have strong grammar skills. The editors' primary responsibility is to review and approve the final page layouts that will appear in the yearbook.



Because yearbook staff members often work after school, parent/guardian permission is required to apply for staff positions. Please attach your application with signed permission to your letter of interest.

Chronicles Application

Name: _____

Homeroom Teacher: _____

Position Applied for: _____

Parent Permission:

I give my permission for _____ (student's name) to apply for the Glendale Chronicles Yearbook staff. I understand that the yearbook staff works after school on Tuesday and Wednesday afternoons. On these days, a late bus will be available to transport my child home.

Parent/Guardian Signature

Phone Number

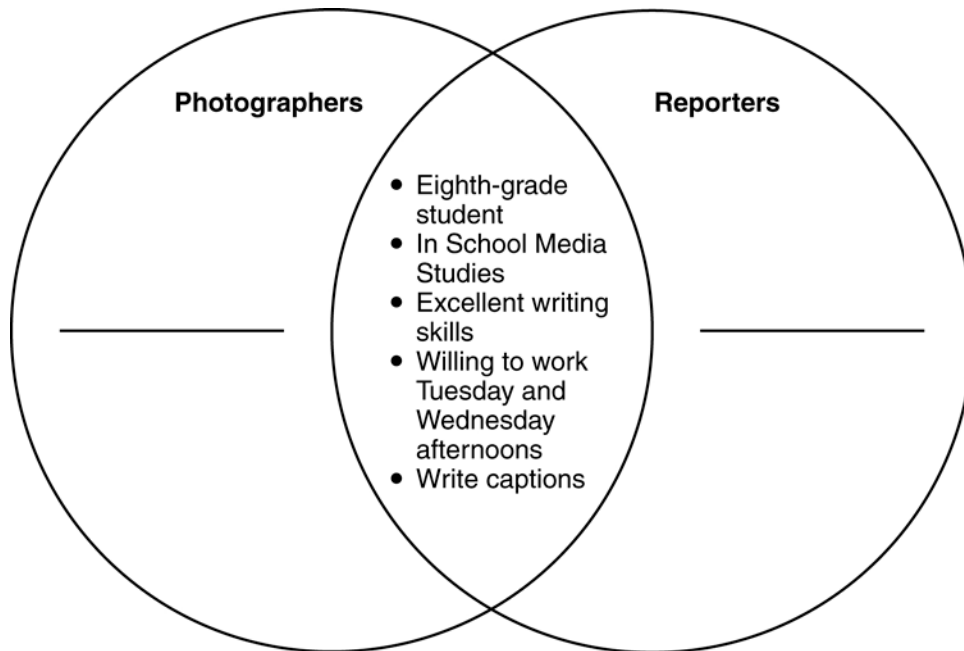
Return completed application to Mr. Blair by September 15. Remember to attach your letter of interest.

1 Why does the applicant need to submit a letter of interest to apply to the yearbook staff?

- A. To review reporters' articles for final page layouts
- B. To explain his or her qualifications for the position
- C. To demonstrate his or her willingness to stay after school
- D. To inform parents/guardians of the requirements for yearbook staff

2 Read the chart below.

Use information from the selection to provide a detail that gives a difference for **each** job.



- 3 What is the purpose of the **Chronicles Application** section?
- A. To inform students of yearbook staff meeting locations
 - B. To provide the late bus schedule for yearbook staff members
 - C. To describe the yearbook staff positions to the parent/guardian
 - D. To obtain parent/guardian permission to participate in yearbook staff activities
- 4 What is most likely the author’s purpose for writing this selection?
- A. To explain the requirements needed for the four positions available for the yearbook staff
 - B. To persuade the reader to submit an application to become a member of the yearbook staff
 - C. To inform the reader of the positions, qualifications, and procedures for becoming a member of the yearbook staff
 - D. To describe how students need to fill out the application, get parent permission, and write a letter of interest to apply for the yearbook staff
- 5 What conclusion can the reader draw about student editors? Provide information from the selection to support the conclusion.

- 6 Which of these books would probably give the best information on layout design?
- A. *The Art of Editing*
 - B. *The Beginning Photographer*
 - C. *Constructing Spectacular Pages*
 - D. *Writing Summaries and Captions*
- 7 Based on the information in the selection, what assumption can the reader make about students who are on the yearbook staff?
- A. They worked on the yearbook before eighth grade.
 - B. They are talented writers and hard workers.
 - C. They get along with teachers and peers.
 - D. They use cameras on a regular basis.

Directions: Read the selection and answer the questions.

Be Part of the Glendale Chronicles Yearbook Staff

The Glendale Chronicles is currently looking for students who are interested in becoming members of the yearbook staff. Qualified students should submit the attached application along with a letter of interest explaining their qualifications for becoming a member of the Glendale Chronicles staff.

Requirements:

- Currently an eighth-grade student
- Attending School Media Studies as an elective
- Excellent writing skills
- Willing to work on Tuesday and Wednesday afternoons on yearbook projects (a late bus will be available to transport students home)

The following positions are available:

- **Photographers** – Yearbook photographers capture school-related events using school-owned cameras. They assist the reporters with writing captions for the photographs and creating the layouts for the yearbook pages.
- **Reporters** – The reporters write introductions to each section of the yearbook. Additionally, they collaborate with the photographers to compose the captions for photographs.
- **Layout Design Artists** – The layout design artists assemble the photographs and articles to create the pages of the yearbook. The layout design artists submit the pages to the editors for final checks.
- **Student Editors** – Student editors review and revise the reporters' articles, so editors must have strong grammar skills. The editors' primary responsibility is to review and approve the final page layouts that will appear in the yearbook.



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Chronicles Application

Name: _____

Homeroom Teacher: _____

Position Applied for: _____

Parent Permission:

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Parent/Guardian Signature

Phone Number

Return completed application to Mr. Blair by September 15. Remember to attach your letter of interest.

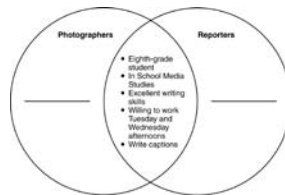
Target	07	Key	B
Strand	IA	Passage ID	Yearbook
Grade Level Expectation(s)	2.3.1		

- 1 Why does the applicant need to submit a letter of interest to apply to the yearbook staff?
- A. To review reporters’ articles for final page layouts
 - B. To explain his or her qualifications for the position
 - C. To demonstrate his or her willingness to stay after school
 - D. To inform parents/guardians of the requirements for yearbook staff

Target	06	Key	CP
Strand	IA	Passage ID	Yearbook
Grade Level Expectation(s)	2.3.1 2.4.6		

2 Read the chart below.

Use information from the selection to provide a detail that gives a difference for **each** job.



1	A 1-point response provides a detail that is a difference for each job. Example: Photographers—use cameras to capture school-related events; Reporters—write introductions to each section of the yearbook.
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Text-based details include, but are not limited to:

Photographers:

- A. Capture school-related events using school-owned cameras.

Reporters:

- AA. Write introductions to each section of the yearbook.

Target	05	Key	D
Strand	IA	Passage ID	Yearbook
Grade Level Expectation(s)	2.2.2		
	2.2.3		
	2.3.3		

- 3 What is the purpose of the **Chronicles Application** section?
- A. To inform students of yearbook staff meeting locations
 - B. To provide the late bus schedule for yearbook staff members
 - C. To describe the yearbook staff positions to the parent/guardian
 - D. To obtain parent/guardian permission to participate in yearbook staff activities

Target	09	Key	C
Strand	IT	Passage ID	Yearbook
Grade Level Expectation(s)	2.4.2		
	2.4.3		
	2.4.4		

- 4 What is most likely the author’s purpose for writing this selection?
- A. To explain the requirements needed for the four positions available for the yearbook staff
 - B. To persuade the reader to submit an application to become a member of the yearbook staff
 - C. To inform the reader of the positions, qualifications, and procedures for becoming a member of the yearbook staff
 - D. To describe how students need to fill out the application, get parent permission, and write a letter of interest to apply for the yearbook staff

Target	11	Key	SA
Strand	IT	Passage ID	Yearbook
Grade Level	2.4.1		
Expectation(s)	2.4.5		

- 5 What conclusion can the reader draw about student editors? Provide information from the selection to support the conclusion.

WCAP READING RUBRIC

Grade:	8	Pilot Year:		Version Number: (note if dropped)	V1
Item ID:	WAR10687.237	Pilot Form and Position: (list all uses)		Last Revised Date:	4.29.09
Passage ID and Title:	WAR1P237 Yearbook Staff Application	Operational Year and Position: (list all uses)		Released Year:	2009
Strand and Target:	IT11				

What conclusion can the reader draw about student editors? Provide information from the selection to support the conclusion.

2	A 2-point response states a reasonable conclusion about student editors and supports the conclusion with one text-based detail. Example: Student editors must know a lot about the other positions on the yearbook staff. For example, they must do final checks on the pages submitted by the layout design artists.
1	A 1-point response states a reasonable conclusion about student editors. OR Provides one text-based detail that would support a reasonable conclusion.

Reasonable conclusions include, but are not limited to:

- Editors have to be good at or know a lot about the other positions.
- Editors have leadership skills or are leaders.

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

- A. The layout design artists submit the pages to the editors for final checks.
- B. Student editors review and revise the reporters’ articles.
- C. Review and approve the final page layouts

Target	08	Key	C
Strand	IA	Passage ID	Yearbook
Grade Level Expectation(s)	2.3.2 3.1.1		

- 6 Which of these books would probably give the best information on layout design?
- A. *The Art of Editing*
 - B. *The Beginning Photographer*
 - C. *Constructing Spectacular Pages*
 - D. *Writing Summaries and Captions*

Target	03	Key	B
Strand	IC	Passage ID	Yearbook
Grade Level Expectation(s)	2.1.5		

- 7 Based on the information in the selection, what assumption can the reader make about students who are on the yearbook staff?
- A. They worked on the yearbook before eighth grade.
 - B. They are talented writers and hard workers.
 - C. They get along with teachers and peers.
 - D. They use cameras on a regular basis.

Questions 1-3 are not connected to a passage.

- 1 Read the dictionary definition below.

<p>galvanize (găĭl ' və - nīz ') <i>vt.</i> -nized, -niz-ing, -niz-es 1. To stimulate with electricity, as in a science experiment 2. To startle into action 3. To treat muscle injuries with direct current 4. To coat with zinc</p>
--

The teacher hoped that receiving reports cards would *galvanize* students to turn in their homework.

Which definition of *galvanize* is used in the above sentence?

- A. Definition 1
 - B. Definition 2
 - C. Definition 3
 - D. Definition 4
- 2 Kara is writing a report about tea trade throughout history. Which of these books would be the best source of information?
- A. *Secrets of Tea --- An outline of the household uses for tea and tea leaves*
 - B. *Healing Power of Tea --- A listing of the many medical uses for tea throughout time*
 - C. *Tea from East to West --- A survey of the politics associated with tea from ancient Asia to present day*
 - D. *Tea Time --- An examination of how the practice of growing, harvesting, and processing tea has changed*

- 3 Read the sentence below.

Playing chess with Enrico is like trying to outsmart a computer.

Which literary device is being presented?

- A. Personification
- B. Exaggeration
- C. Simile
- D. Irony

Questions 1-3 are not connected to a passage.

Target	04	Key	B
Strand	LA/IA	Passage ID	Stand-Alone
Grade Level Expectation(s)	1.3.2		

1 Read the dictionary definition below.

galvanize (găĭ ' və - nīz ') *vt.* **-nized, -niz·ing, -niz·es** **1.** To stimulate with electricity, as in a science experiment **2.** To startle into action **3.** To treat muscle injuries with direct current **4.** To coat with zinc

The teacher hoped that receiving reports cards would *galvanize* students to turn in their homework.

Which definition of *galvanize* is used in the above sentence?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

Target	08	Key	C
Strand	LA/IA	Passage ID	Stand-Alone
Grade Level Expectation(s)	2.3.2 3.1.1		

2 Kara is writing a report about tea trade throughout history. Which of these books would be the best source of information?

- A. *Secrets of Tea* --- An outline of the household uses for tea and tea leaves
- B. *Healing Power of Tea* --- A listing of the many medical uses for tea throughout time
- C. *Tea from East to West* --- A survey of the politics associated with tea from ancient Asia to present day
- D. *Tea Time* --- An examination of how the practice of growing, harvesting, and processing tea has changed

Target	05	Key	C
Strand	LA	Passage ID	Stand-Alone
Grade Level Expectation(s)	2.2.2		
	2.2.3 2.3.3		

3 Read the sentence below.

Playing chess with Enrico is like trying to outsmart a computer.

Which literary device is being presented?

- A. Personification
- B. Exaggeration
- C. Simile
- D. Irony

Resources

Elementary

<http://www.k12.wa.us/assessment/WASL/Reading/ElementaryResources.aspx>

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Secondary

<http://www.k12.wa.us/assessment/WASL/Reading/SecondaryResources.aspx>

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