

Assessment and Reporting in Connections: English Language Arts

Using assessment to check for understanding and make meaningful instructional decisions is critical to the learning process

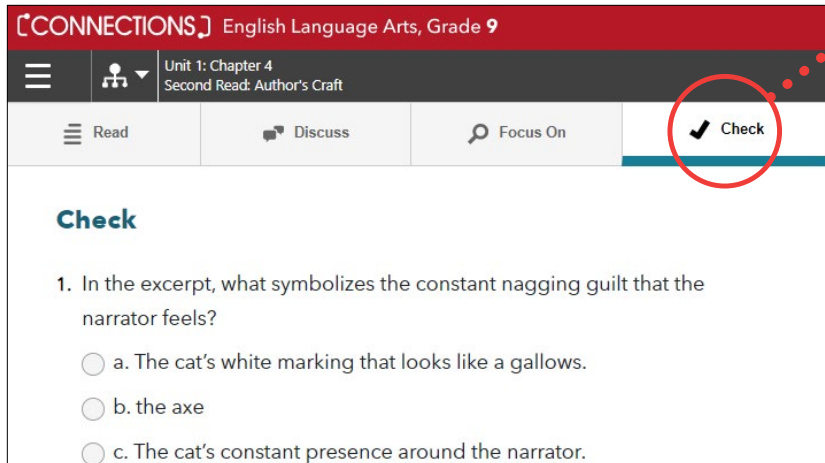


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Find these Assessment Resources in Connections: English Language Arts

Formative Assessments



[CONNECTIONS] English Language Arts, Grade 9

Unit 1: Chapter 4
Second Read: Author's Craft

Read Discuss Focus On **Check**

Check

1. In the excerpt, what symbolizes the constant nagging guilt that the narrator feels?

- a. The cat's white marking that looks like a gallows.
- b. the axe
- c. The cat's constant presence around the narrator.

• **CHECK QUIZZES** (On *Perfection Next*®—*interactive editions only*)

- Three short Check Quizzes at the end of each **Read** in the chapter.
- Measures close reading and the focus skill.



Project-Based Assessments

Create a Futuristic Society

Many young adult books are set in futuristic societies. Think about *The Hunger Games*, *Uglies*, *Divergent*, and *Feed*. These books are called dystopian literature. A *dystopia* is an imagined place where citizens are dehumanized; they are treated unfairly, usually by an oppressive government. Sometimes dystopian literature satirizes a problem in modern society. For example, what if our culture's obsession with physical beauty were taken to the extreme? What if, at the age of 16, everyone were forced to undergo plastic surgery that transformed them into supermodels? This is the idea behind Scott Westerfeld's *Uglies* series.

Create a dystopian society that takes a vice from modern society to the extreme.

- Brainstorm ideas about problems in your school, your city, or your society. Ideas might include an emphasis on being thin, a lack of job opportunities for young people, lack of privacy, terrorism, poverty, or excessive technology.

REFLECT

Why do people enjoy reading about dystopian societies? What is the appeal of reading about a common person struggling against a controlling government?

PROJECT-BASED ASSESSMENTS

- Alternative and authentic assessment through writing, research, debate, and presentation.
- Demonstrate critical thinking and synthesis of information.



Connect to Testing

On assessments you will be asked to make inferences after reading passages. Answer the questions below. Then read the explanation.

1. **Part A:** Which inference is best supported by the excerpt from "Harrison Bergeron"?

- A. The government in the story believes that people should not compete against each other.
- B. Because the government has made everyone equal in ability, no one is ever envious of anyone else.
- C. The Handicapper General has very little control over what people think.
- D. The society in the story operates more smoothly because people who are talented are not allowed to use their talents.

Part B: Write two details from the text that support your answer to Part A.

CONNECT TO TESTING

- Prepare students for state and national high-stakes assessments.
- Focus on academic vocabulary and focus skills taught in the chapter.



Summative Assessments

PRACTICE PERFORMANCE TASKS

- Provide an alternative assessment for students to demonstrate synthesis of the unit texts and themes.
- Compare and make connections across multiple texts.



Practice Performance Task

A performance task evaluates your ability to comprehend selections of literature or informational text and then demonstrate your knowledge in writing. The task often begins with several multiple-choice or short-answer questions on key vocabulary and the main ideas of the passage(s). The task culminates with a writing assignment. Complete the following performance task based upon selections from Unit 2.

Source #1

The following is an excerpt from Henry David Thoreau's essay called "Civil Disobedience." Thoreau's ideas influenced Martin Luther King Jr. and other activists.

Unjust laws exist; shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once? Men generally, under such a government as this, think that they ought to wait until they have persuaded the majority to alter

UNIT SUMMATIVE ASSESSMENTS

- Features multiple-choice and open-response questions using fresh reads or texts by unit authors.
- Measure skill mastery at the unit level.



Reading Informational Text Unit 1 (p. 5)

Directions: The following is an excerpt from an informational article. Mark the text as you read. Then answer the questions that follow.

"Extreme Fear"
Jeff Wise

1 Boyle saw it: the crumpled frame of a bike under the car's bumper, and tangled within it a boy, trapped. That's when Boyle got out and started running. For an agonizing eternity the Camaro screeched on, dragging the mass under it. As it slowed to a stop he could hear the bicyclist pounding on the car with his free hand, screaming. Without hesitating Boyle bent down, grabbed the bottom of the chassis, and lifted with everything he had. Slowly, the car's frame rose a few inches. The bicyclist screamed for him to keep lifting. Boyle strained. "It's off me!" the boy yelled. Someone pulled him free, and Boyle let the car back down.

Tom Boyle Jr.'s ability to lift a car might seem superhuman, but in fact it makes

END-OF-COURSE ASSESSMENT

- Features multiple-choice and open-response questions using fresh reads of varying genres.
- Compare and make connections across multiple texts.
- Measure skill mastery across all four units of the text.



End-of-Course Assessment (p. 1)

Name _____ Date _____

Directions: Read the excerpt and answer the questions that follow.

Unless It Moves the Human Heart: The Craft and Art of Writing
Roger Rosenblatt

In his book Roger Rosenblatt recreates discussions that took place in his writing classes at Stony Brook University in the winter and spring of 2008.

1 "But you're always saying good readers make good writers," says Robert. "So where does the making come in?"

2 "Where was it for you? Every one of you has read something at an early age that made

Reporting

Pinpoint learning gaps with detailed reporting from digitally administered assessments to provide valuable insights on student instructional performance and develop a plan for instruction.

- Tailor instructional planning, intervention, and enrichment based on actionable data from standards-based aligned assessment items.
- Customize reporting with drop-down filters and drill-down capabilities with the ability to export data to a wide range of learning platforms.
- View item analysis and student responses to determine individual, small group, or whole group instructional needs.

PERFECTION NEXT
Class Proficiency Report

Filters for Report

Class: Period 1 - English Language Arts | Product: All Products
 Student(s): All Students | Standards: All Standards
 Date Range: 04/01/22 thru 04/29/22 | Assignments: All Assignments

Apply Filter

Class: Period 1 - English Language Arts
 Student(s): All Students
 Date Range: 04/01/22 thru 04/29/22

Standards	Students	<65	65-79	80-89	90+
English Language Arts	20	5	10	4	1
Reading: Literature	20	5	10	4	1
Language	20	5	8	5	2
L.9-10.4	20	5	10	4	1
L.9-10.4.A	20	5	8	5	2
L.9-10.4.C	20	5	10	4	1
L.9-10.5	20	8	10	4	1
L.9-10.5.A	20	6	9	5	0
L.9-10.5.B	20	5	10	4	1

View standards proficiency at a glance for the entire class.

Drill down into a student's individual report and see proficiency by standard.

PERFECTION NEXT
Student Proficiency Report

Filters for Report

Class: Period 1 - English Language Arts | Product: All Products
 Student(s): Adams, James | Standards: All Standards
 Date Range: 04/01/22 thru 04/29/22 | Assignments: All Assignments

Apply Filter

Class: Period 1 - English Language Arts
 Student: Adams, James
 Date Range: 04/01/22 thru 04/29/22

Standards	Score	Performance	Questions Correct
English Language Arts	90%	●	57 / 63
Reading: Literature	85%	●	17 / 20
Language	93%	●	40 / 43
L.9-10.4	96%	●	24 / 25
L.9-10.4.A	80%	●	4 / 5
L.9-10.4.C	100%	●	20 / 20
L.9-10.5	89%	●	16 / 18
L.9-10.5.A	75%	●	6 / 8
L.9-10.5.B	100%	●	10 / 10

PERFECTION NEXT
Class Assignment Report

Filters for Report

Class: Period 1 - English Language Arts
Product: Connections English Language Arts, Grade 9
Student(s): All Students
Unit: Unit 1
Lesson: Lesson 1
Exercise: Exercise 4: Completing the Sentence

Apply Filter

Class: Period 1 - English Language Arts All
Student(s): Students
Product: Connections English Language Arts, Grade 9
Unit: Unit 1
Chapter: Lesson1
Exercises: Exercise 4: Completing the Sentence

Print PDF Export

Student	Score	Points	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Adams, James	100%	10 / 10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Baker, Ethan	90%	9 / 10	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓
Garcia, Emily	60%	6 / 10	✓	✗	✗	✓	✓	✓	✓	✓	!	!
Hall, Ellie												
Jones, Isabella												
Lewis, Camila												
Moore, Alexa												
Roberts, Aiden												
Rogers, Henry												
Smith, Emma												
Turner, Jackson												

✓ Correct Answer (1 Point) ✓ Correct (2 Points) ✗ Incorrect Answer
 ✗ Incorrect Answer (0 Points) ⚪ Partially Correct (1 Points) ! Question Skipped

Easily view class performance by question and use data to plan a course for possible reteaching.

View student assignment completion by activity and performance.

PERFECTION NEXT
Student Scores

Filters for Report

Class: Period 1 - English Language Arts
Product: Connections English Language Arts, Grade 9
Student(s): Adams, James
Unit: Unit 1
Date Range: 04/01/22 thru 04/29/22
Lesson: Chapter 1
Exercise: All Exercises

Apply Filter

Class: Period 1 - English Language Arts
Student(s): Adams, James
Date Range: 04/01/22 thru 04/29/22
Product: Connections English Language Arts, Grade 9
Unit: Unit 1
Chapter: Chapter 1
Exercises: All Exercises

Print PDF Export

Assignments	Overall Score	Total Points	Text Points	Participation Points	Response Points
English Language Arts					
Connections English Language Arts, Grade 9					
Unit 1					
Chapter1	85%	94 / 110	10 / 12	9 / 12	75 / 87
Preview Concepts	100%	13 / 13	----	----	13 / 13
Preview Concepts	100%	3 / 3	----	----	3 / 3
Vocabulary	100%	7 / 7	----	----	7 / 7
Making Connections	100%	3 / 3	----	----	3 / 3
First Read	90%	25 / 28	3 / 3	4 / 6	18 / 19
Read	100%	3 / 3	3 / 3	----	----
Discuss	100%	3 / 3	----	3 / 3	----
Vocabulary	73%	8 / 11	----	1 / 3	7 / 8
Focus On	100%	6 / 6	----	----	6 / 6
Check	100%	5 / 5	----	----	5 / 5
Second Read	75%	15 / 20	2 / 3	2 / 3	11 / 14
Third Read	75%	21 / 28	5 / 6	3 / 3	13 / 19
Language	100%	3 / 3	----	----	3 / 3
Chapter Review	94%	17 / 18	----	----	17 / 18