

Grade 5 Literature Mini-Assessment

Excerpt from *Esperanza Rising* by Pam Muñoz Ryan

This grade 5 mini-assessment is based on an excerpt from the novel *Esperanza Rising* by Pam Muñoz Ryan. This text is considered to be worthy of students' time to read and also meets the expectations for text complexity at grade 5. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as this one.

Questions aligned to the CCSS should be worthy of students' time to answer and therefore do not focus on minor points of the text. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are six selected-response questions and three paper/pencil equivalents of a technology-enhanced item that address the Reading Standards listed below, and one optional constructed-response question that addresses the Reading, Writing, and Language Standards listed below.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students' ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their

*mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

The questions align to the following standards:

RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:

www.achievethecore.org

Grade 5 Mini-Assessment

Esperanza Rising by Pam Muñoz Ryan

Today you will read an excerpt from the novel *Esperanza Rising*, which tells the story of a Mexican girl, Esperanza, and her mother. After difficult times and to escape Esperanza's mean Uncle Luis, they are forced to move to with their previous servants to America during the time called the Great Depression. You will then answer several questions based on the text. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may return to Part A if you wish.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss the ways you may have additional time.

Now read the passage and answer the questions. I encourage you to write notes in the margin as you read.

EXCERPT FROM *ESPERANZA RISING*

1. They had been on the train for four days and nights when a woman got on with a wire cage containing six red hens. The chickens squawked and cackled and when they flapped their wings, tiny russet feathers floated around the car. The woman sat opposite Mama and Hortensia and within minutes she had told them that her name was Carmen, that her husband had died and left her with eight children, and that she had been at her brother's house helping his family with a new baby.
2. "Would you like *dulces*, sweets?" she asked Esperanza, holding open a bag.
3. Esperanza looked at Mama, who smiled and nodded her approval.
4. Esperanza hesitantly reached inside and took out a square of coconut candy. Mama had never permitted her to take candy from someone she didn't know before, especially from a poor person.
5. "Señora, why do you travel with the hens?" asked Mama.
6. "I sell eggs to feed my family. My brother raises hens and he gave these to me."
7. "And you can support your large family that way?" asked Hortensia.
8. Carmen smiled. "I am poor, but I am rich. I have my children, I have a garden with roses, and I have my faith and the memories of those who have gone before me. What more is there?"

9. Hortensia and Mama smiled, nodding their heads. And after a few thoughtful moments, Mama was blotting away stray tears.
10. The three women continued talking as the train passed fields of corn, orange orchards, and cows grazing on rolling hills. They talked as the train traveled through small towns, where peasant children ran after the caboose, just for the sake of running. Soon, Mama was confiding in Carmen, telling her all that had happened with Papa and Tio Luis. Carmen listened and made clucking noises like one of her hens, as if she understood Mama's and Esperanza's problems. Esperanza looked from Mama to Carmen to Hortensia. She was amazed at how easily Carmen had plopped herself down and had plunged into intimate conversation. It didn't seem correct somehow. Mama had always been so proper and concerned about what she said and not said. In Aguascalientes, she would have thought it was "inappropriate" to tell an egg woman their problems, yet now she didn't hesitate.
11. "Mama," whispered Esperanza, taking on a tone she had heard Mama use many times. "Do you think it is wise to tell a peasant our personal business?"
12. Mama tried not to smile. She whispered back, "It is all right Esperanza, because now we are peasants, too."
13. Esperanza ignored Mama's comment. What was wrong with her? Had all of Mama's rules changed since they boarded this train?
14. When they pulled into Carmen's town, Mama gave her three of the beautiful lace *carpetas* she had made. "For your house," she said.
15. Carmen gave Mama two chickens, in an old shopping bag that she tied with string. "For your future," she said.
16. Then Mama, Hortensia, and Carmen hugged as if they had been friends forever.
17. "*Buena suerte*, good luck," they said to one another.
18. Alfonso and Miguel helped Carmen with her packages and the cage of chickens. When Miguel got back on the train, he sat next to Esperanza, near the window. They watched Carmen greet her waiting children, several of the little ones scrambling into her arms.
19. In front of the station, a crippled Indian woman crawled on her knees, her hand outstretched toward a group of ladies and gentlemen who were finely dressed in clothes like the ones that used to hang in Esperanza's and Mama's closets. The people turned their backs on the begging woman but Carmen walked over and gave her a coin

and some *tortillas* from her bag. The woman blessed her, making the sign of the cross. Then Carmen took her children's hands and walked away.

20. "She has eight children and sells eggs to survive. Yet when she can barely afford it she gave your mother two hens and helped the crippled woman," said Miguel. "The rich take care of the rich and the poor take care of those who have less than they have."
21. "But why does Carmen need to take care of the beggar at all?" said Esperanza. "Look. Only a few yards away is the farmer's market with carts of fresh food."
22. Miguel looked at Esperanza, wrinkled his forehead, and shook his head. "There is a Mexican saying: 'Full bellies and Spanish blood go hand in hand.'"
23. Esperanza looked at him and then raised her eyebrows.
24. "Have you ever noticed?" he said, sounding surprised. "Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest."
25. Esperanza suddenly felt guilty and did not want to admit that she had never noticed or that it might be true. Besides, they were going to the United States now and it certainly would not be true there.
26. Esperanza shrugged. "It is just something that old wives say."
27. "No," said Miguel. "It is something the poor say."

From *ESPERANZA RISING* by Pam Munoz Ryan. Copyright ©2000 by Pam Munoz Ryan. Reprinted by permission of Scholastic Inc.

QUESTIONS:

1. How do paragraphs 4 and 11 contribute to the overall structure of the story?

- A. They suggest that Esperanza and her mother are going to have to rely on strangers to thrive in their new homeland.
- B. They help develop the idea that Esperanza and her mother have a very close and comfortable relationship.
- C. They suggest that Esperanza and her mother are looking forward to learning about the customs in their new homeland.
- D. They help develop the idea that Esperanza and her mother are experiencing life in a completely different way than they have in the past.

2. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 8, what is revealed about Carmen when she says, "I am poor, but I am rich."?

- A. She values kindness over possessions.
- B. She thinks possessions bring nothing but trouble.
- C. She knows that there are people with less money.
- D. She believes that she will eventually have enough money.

Part B: Which two sentences from the story best develop the correct answer to Part A?

- A. "Carmen listened and made clucking noises like one of her hens, as if she understood Mama's and Esperanza's problems." (paragraph 10)
- B. "When they pulled into Carmen's town, Mama gave her three of the beautiful lace *carpetas* she had made." (paragraph 14)
- C. "Carmen gave Mama two chickens, in an old shopping bag that she tied with string." (paragraph 15)
- D. "Then Mama, Hortensia, and Carmen hugged as if they had been friends forever." (paragraph 16)
- E. "They watched Carmen greet her waiting children, several of the little ones scrambling into her arms." (paragraph 18)
- F. "The people turned their backs on the begging woman but Carmen walked over and gave her a coin and some *tortillas* from her bag." (paragraph 19)

3. In paragraph 9, what is the most likely reason Mama cries?
- A. She is sad to have met someone as poor as Carmen.
 - B. She is deeply affected by how Carmen views the world.
 - C. She is missing her own family and rose gardens back at home.
 - D. She is frustrated that she cannot offer more to those less fortunate.
4. The following question has two parts. Answer Part A and then answer Part B.

Part A: What is the meaning of the word “intimate” in paragraph 10?

- A. private
- B. formal
- C. boring
- D. sincere

Part B: In the sentences below from paragraph 10, circle the three details that help the reader understand the meaning of “intimate” as used in the story.

Soon, Mama was confiding in Carmen, telling her all that had happened with Papa and Tío Luis. Carmen listened and made clucking noises like one of her hens, as if she understood Mama’s and Esperanza’s problems. Esperanza looked from Mama to Carmen to Hortensia. She was amazed at how easily Carmen had plopped herself down and had plunged into intimate conversation. It didn’t seem correct somehow. Mama had always been so proper and concerned about what she said and not said. In Aguascalientes, she would have thought it was “inappropriate” to tell an egg woman their problems, yet now she didn’t hesitate.

5. Miguel and Esperanza have different points of view about society. Complete the chart below by first choosing each character's point of view and writing it in the "Point of View" column. Then, choose the evidence from the story that best helps develop the character's point of view.

Character	Point of View	Evidence
Miguel		
Esperanza		

Choices for Point of View	Choices for Evidence
Esperanza thinks people should be kind to everyone.	"Do you think it is wise to tell a peasant our personal business?" (paragraph 11)
Miguel thinks the poor can't be trusted.	"Alfonso and Miguel helped Carmen with her packages and the cage of chickens." (paragraph 18)
Esperanza thinks less of those with no money.	"The rich take care of the rich and the poor take care of those who have less than they have." (paragraph 20)
Miguel thinks wealthy people are greedy and unkind.	"Only a few yards away is the farmer's market with carts of fresh food." (paragraph 21)
	"Miguel looked at Esperanza, wrinkled his forehead, and shook his head." (paragraph 22)

6. The following question has two parts. Answer Part A and then answer Part B.

Part A: Which statement best describes Esperanza in this story?

- A. She is excited about starting over somewhere new.
- B. She is angry that her mother has made her move.
- C. She is grateful that she has loved ones with her.
- D. She is confused by the new experiences in her life.

Part B: Which sentence from the story best supports the correct answer in Part A?

- A. "What was wrong with her?" (paragraph 13)
- B. "They watched Carmen greet her waiting children, several of the little ones scrambling into her arms." (paragraph 18)
- C. "'But why does Carmen need to take care of the beggar at all?' said Esperanza." (paragraph 21)
- D. "Besides, they were going to the United States now and it certainly would not be true there." (paragraph 25)

7. Which details from the story best develop the difference in Esperanza's old life compared to her new one?

- A. "four days and nights" in paragraph 1 compared to "after a few thoughtful moments" in paragraph 9
- B. "Mama tried not to smile" in paragraph 12 compared to "Esperanza ignored Mama's comment" in paragraph 13
- C. "tiny russet feathers floated around the car" in paragraph 1 compared to "finely dressed in clothes like the ones that used to hang in Esperanza's and Mama's closets" in paragraph 9
- D. "hugged as if they had been friends forever" in paragraph 16 compared to "he sat next to Esperanza, near the window" in paragraph 18

8. Read the words in the box. Choose one word that best explains what the chickens symbolize for each character listed and write it in the blank.

poverty	freedom	forgiveness	innocence
loneliness	sadness	hope	

For Esperanza, the chickens symbolize _____.

For Mama, the chickens symbolize _____.

Information for Teachers: Quantitative and Qualitative Analyses of the Text

Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The excerpt for this mini-assessment has been placed at grade 5, and the process used to determine this grade-level placement is described below. “Appendix A of the Common Core” and the “Supplement to Appendix A: New Research on Text Complexity” lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a grade band based on at least one¹ quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/resources).
2. Place a text or excerpt at a grade level based on a qualitative analysis.

Quantitative Analysis

<i>Esperanza Rising</i>	Quantitative Measure #1	Quantitative Measure #2
	Lexile: 800-900L	FK: 5.9

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.corestandards.org/resources) and determine the grade band of the text.

Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from the Lexile and the Reading Maturity measure were converted to grade bands.


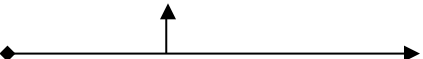
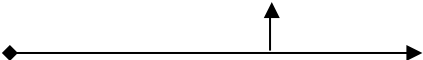

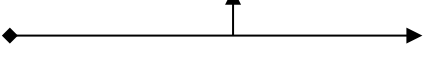
Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

Common Core Band	ATOS	Degrees of Reading Power [®]	Flesch-Kincaid [®]	The Lexile Framework [®]	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

The quantitative data show a difference between two measures. Qualitative data will help clarify the difference in the two measures and narrow the text complexity to a specific grade level.

¹ For higher-stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same **band**, the results provide additional assurance that the text selected is appropriate for the band.

Find the **grade level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. (www.corestandards.org)

Qualitative Analysis	Excerpt from <i>Esperanza Rising</i>	Where to place within the band?					
Category	Notes and comments on text, support for placement in this band	Too low for grade band	early to mid-4	mid 4 to early 5	mid 5 to early 6	mid to end 6	Too high for grade band
Structure (both story structure or form of piece)	The text is structured in chronological order, with the narrator describing events that take place between her family and a stranger on a train ride. While the narrator told the events in a chronological order, she also provided insight into the changes in her life and the lives of her family members. The narrator explained the changes in her mother’s actions that indicate the shift in the family’s lives based on the events from the past. The central idea is not explicitly stated but can be inferred through an analysis of the events and dialogue in the text.						
Language Clarity and Conventions	The vocabulary is difficult due to Spanish terms that may be unfamiliar to students; however, the author defines the words in context. Sentence structure is complex but will not impact understanding. The extensive dialogue will require students to closely follow who is speaking. This may require multiple readings in some parts of the text.						
Knowledge Demands (life, content, cultural/literary)	The text includes information that may be foreign to students, including Spanish language, life in Mexico, and life during the Great Depression. Readers may be unfamiliar with the culture and time period, which are important to the development of the central idea of the text.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	There are multiple purposes in the text: the narrator explained the effect of the changes in her life and the lives of her family while describing the interactions between her family and the poor woman they met on the train. The interactions between the poor woman and the narrator’s family illustrate the changes the narrator and her family faced. Readers should recognize these multiple levels of meaning in the excerpt.						
Overall placement: Grade 5	Quantitative measures indicate this text is moderately complex for 5 th grade, and the challenging multiple levels of meaning and knowledge demands make this text most appropriate for grade 5, most likely mid-year.						

Question Annotations: Correct Answer and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1	D	RL.5.5, RL.5.1	<ul style="list-style-type: none"> A. Although paragraphs 4 and 11 mention someone the family just met, they focus on Esperanza’s reaction to the stranger rather than suggesting Esperanza’s family will need to rely on strangers in their new homeland. B. Although paragraphs 4 and 11 show interactions between Esperanza and her mother, they do not reveal a close bond. In fact, in paragraph 11, Esperanza seems to disapprove of her mother’s interest in the stranger. C. Although paragraphs 4 and 11 show that things are changing for Esperanza and her mother, the interactions take place while still in their old country and are not customs in their new homeland. D. This is the correct answer. It is clear that Esperanza has had very little interaction with people not from her previous station in life and that previously her mother would not have allowed it. But now they are embracing people who they would not have respected before.
2 Part A	A	RL.5.3, RL.5.4, RL.5.1	<ul style="list-style-type: none"> A. This is the correct answer. When Carmen says, “I am poor, but I am rich,” she is signaling that she doesn’t have many material possessions but has the love of self and others and continually demonstrates kindness. B. Although Carmen does not value possessions, she does not imply they bring trouble to one’s life. C. Although Carmen is aware that there are people with less money, like the beggar woman at the train depot, she is not acknowledging that when she says, “I am poor, but I am rich.” She’s not making a comparison of herself to others less fortunate. D. Although Carmen clearly does not have much money, she seems satisfied, even happy, with her life and does not care if her financial situation changes.

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
2 Part B	C, F		<p>A. Although this quotation shows Carmen is sympathetic to the problems of the family, it does not imply anything about her values regarding kindness and possessions.</p> <p>B. Although this quotation shows Mama giving Carmen a possession (the carpet Mama had made), it does not imply anything about Carmen’s values but rather says something about Mama’s kindness.</p> <p>C. This is a correct answer. Although Carmen has very few possessions, she gives Mama two of her chickens which are a source of income for her family, thus valuing kindness over possessions.</p> <p>D. Although this quotation shows Carmen being kind by giving hugs to her new friends, it does not imply anything about how she views kindness over possessions.</p> <p>E. Although this quotation shows Carmen’s interactions with her children who clearly love her, it does not imply anything about how she views kindness over possessions.</p> <p>F. This is a correct answer. Although no one else acknowledged the begging woman, Carmen, who has very little of her own, was generous and kind by giving money and food to the woman.</p>
3	B	RL.5.2, RL.5.1	<p>A. Although Mama cries after hearing Carmen speak about being poor, Mama isn’t sad about having met someone poor. Rather, she is touched by Carmen’s positive outlook on life, despite not having much in the way of possessions or money.</p> <p>B. This is the correct answer. After hearing Carmen declare she is rich, despite not having money, Mama realizes that she and Esperanza have all they need and have been focusing on the wrong things in life.</p> <p>C. Although Mama might be missing her family and house back in her homeland, there is no textual evidence to support that view; rather, the crying happens right after she hears Carmen declare her values.</p> <p>D. Although Mama may wish to help Carmen because she doesn’t have much money, Mama is not frustrated. In fact, she reevaluates how she has been viewing what rich means previously.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
4 Part A	A		<p>A. This is the correct answer. Mama has shared private information about the situation she and Esperanza are in, such as “what happened with Papa and Tío Luis.”</p> <p>B. Although clearly Mama has been much more formal in her previous situation due to her financial status, she is now more open and less formal.</p> <p>C. Although sometimes hearing about adult problems may seem boring, there is no indication that Carmen is bored. In fact, she’s very attentive and “clucks” as she listens.</p> <p>D. Although Mama was speaking honestly and sincerely to Carmen, telling only the truth, “intimate” means “private,” in this case, personal, information.</p>
4 Part B	<p>Confiding; telling her all that had happened with Papa and Tio Luis; tell an egg woman their problems</p>	<p>RL.5.4, RL.5.1</p>	<p>Correct answers: “Confiding, telling, and tell an egg woman their problems” help the reader understand that “intimate” conversation is the giving of personal information such as the troubles Mama and Esperanza encountered back home.</p> <p>Distractors: “Listened and made clucking noises” speaks to Carmen’s compassion as she listens but not to the nature of the conversation. “She was amazed” speaks to Esperanza’s surprise at the conversation taking place at all, since previously Mama would not have interacted with an egg woman. “Didn’t seem correct somehow” again speaks to Esperanza’s reaction to the sharing of any information by her mother, who had previously discouraged speaking to someone less fortunate. “Proper and concerned” describes how Mama was before her circumstances changed, not the tone of the conversation happening among the women.</p>

<p>5</p>	<p>Miguel: Miguel thinks wealthy people are greedy and unkind.</p> <p>Textual Evidence to Support Miguel’s point of view:</p> <p>“The rich take care of the rich and the poor take care of those who have less than they have.” (paragraph 20)</p> <p>Esperanza: Esperanza thinks less of those with no money.</p> <p>Textual Evidence to Support Esperanza’s point of view:</p> <p>“Do you think it is wise to tell a peasant our personal business?” (paragraph 11)</p>	<p>RL.5.6, RL.5.1</p>	<p>Distractors for Point of View: Esperanza thinks people should be kind to everyone: This is incorrect. In fact, Esperanza’s reaction when her mother is kind to Carmen is one of shock and seeming disappointment in how she has changed.</p> <p>Miguel thinks the poor can’t be trusted: This is incorrect. In fact, Miguel points out to Esperanza that he believes the saying, “Full bellies and Spanish blood go hand in hand,” which is something the poor say.</p> <p>Distractors for Evidence: “Alfonso and Miguel helped Carmen with her packages and the cage of chickens.” Although Miguel feels the wealthy are greedy and unkind, his willingness to help a poor person does not directly support his views of the wealthy.</p> <p>“Only a few yards away is the farmer’s market with carts of fresh food.” Although this quote is used to illustrate Carmen’s kindness and the contrast of wealthy versus poor, it does not directly support Miguel’s or Esperanza’s views.</p> <p>“Miguel looked at Esperanza, wrinkled his forehead and shook his head.” Although Miguel has a negative view of the wealthy, this quote demonstrates his reaction to Esperanza’s adolescent views and understanding of economic classes.</p>
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Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
6 Part A	D	RL.5.2,RL.5.1	<p>A. Although some people might be excited about getting away from problems at home and starting a life somewhere new, Esperanza does not express excitement at any point in the excerpt.</p> <p>B. Although Esperanza seems a bit angry at her mother, the anger reflects that Esperanza is confused about her mother’s behavior rather than that they had to move.</p> <p>C. Although Esperanza has her mother and former servants with her, she does not seem grateful.</p> <p>D. This is the correct answer. Esperanza seems confused about the differences she is observing in her mother’s behavior and her own social status. For example, in paragraphs 25 and 26, she at first feels guilt over not having previously noticed that wealthy people are typically more light skinned and privileged but then shrugs off her realization as unimportant because she’s leaving that life behind.</p>
6 Part B	A		<p>A. This is the correct answer. Esperanza asks, “What was wrong with her?” because she cannot understand why her mother is acting differently than she did back home and when she was wealthier</p> <p>B. Although Carmen greets her loved ones, this does not confuse Esperanza. She merely observes it as a mother greeting her children.</p> <p>C. Although Esperanza is confused about Carmen’s generosity, this fact does not provide evidence about Esperanza’s confusion about her own new life.</p> <p>D. Although this sentence mentions Esperanza’s new home country, it does not reflect her confusion about her new experiences but rather a youthful innocence about the commonality of issues with wealth and privilege.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
7	C	RL.5.3, RL.5.1	<p>A. “Four days and nights” speaks to the duration of the trip and “after a few thoughtful moments” refers to Mama’s thinking deeply about Carmen. They do not develop the difference between Esperanza’s old life and her new one.</p> <p>B. “Mama tried not to smile” speaks to Mama understanding that things are different for Esperanza now, and “Esperanza ignored Mama’s comment” refers to Esperanza not truly understanding the difference. Although the two details speak to differences, it is the differences in the characters’ understandings rather than the differences of their old life to their new.</p> <p>C. This is the correct answer. “Tiny russet feathers floated around the car” shows the poor conditions of travel, with Esperanza and her mother traveling with Carmen, who must carry chickens with her. “Finely dressed in clothes like the ones that used to hang in Esperanza’s and Mama’s closets” shows the contrast that, while they used to have lovely things, they now have very little and their life is extremely different.</p> <p>D. “Hugged as if they had been friends forever” speaks to Mama and Carmen’s quick and close bond, and “he sat next to Esperanza, near the window” refers to Esperanza’s former servant sitting with her. These details do not develop the difference between Esperanza’s old life and her new one.</p>
8	<p>Esperanza: Poverty</p> <p>Mama: Hope</p>	RL.5.2, RL.5.1	<p>Correct answer rationales:</p> <p>Esperanza relates the chickens to Carmen’s poverty, as seen when she thinks of Carmen as “an egg woman” with whom Mama wouldn’t have spoken so intimately before.</p> <p>Mama relates the chickens to Carmen’s hopeful outlook on life, as Carmen says she is rich in that she is able to provide for her family with just simple chickens.</p> <p>Incorrect answer rationales:</p> <p>None of the other words – freedom, forgiveness, innocence, loneliness, sadness- are meaningful to the text and therefore are not symbolic for the characters.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
9	B	RL.5.4, RL.5.1	<p>A. Although the word “rules” might make sense in the sentence in that it is preceded by the word “fairest,” “complexions” means “skin colors.”</p> <p>B. This is the correct answer. When Miguel speaks of the “fairest complexions,” he is referring to those of Spanish descent and who have lighter colored skin.</p> <p>C. Although the word “expressions” might make sense in the sentence in that Miguel is talking about what Esperanza thinks is a wives’ tale, “complexions” means “skin colors.”</p> <p>D. Although the paragraphs surrounding the word discuss the personality traits of those with the fairest complexions, “complexions” means “skin colors.”</p>
10 (Optional Writing Prompt)	See right column	W.5.2, W.5.4, RL.5.2, RL.5.1, L.5.1, L.5.2, L.5.3	<p>A good student response will include most or all of the following points:</p> <p>The themes of prejudice and discrimination are developed by:</p> <ul style="list-style-type: none"> • Esperanza is wary of taking candy from a poor person. • Mama is moved by Carmen’s story and actions. • People turned their backs on the beggar, while Carmen helped. • Miguel’s view of Spanish, fair skinned as greedy • Esperanza referred to Carmen as “egg woman.” • Esperanza’s comment: “Do you think it is wise to tell a peasant...?” • Mama’s comment: “we are peasants too.” • Esperanza feeling guilty for not noticing the way others are treated.

Using the Mini-Assessments with English Language Learners (ELLs)

Mini-Assessment Design and English Language Learners

Each mini-assessment is designed using the best practices of test design. English Language Learners will benefit from the opportunity to independently practice answering questions about grade-level complex texts.

Prior to delivering the mini-assessment, teachers should read through each item. If there is language in the question stems specific to the standards (e.g., plot, theme, point of view), make sure that students have been introduced to these concepts prior to taking the assessment. Teachers should not pre-teach specific vocabulary words tested in the assessment (e.g., words students are asked to define) and should only pre-teach language that would impede students from understanding what the question is asking.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including texts that:

- *Are brief and engaging:* Texts vary in length, but no individual text is more than three pages long.
- *Embed student-friendly definitions:* Footnotes are included for technical terms or words that are above grade level when those words are not surrounded by context that would help students determine meaning.

Informational text sets, such as those included in the mini-assessment, specifically attend to the needs of ELLs by:

- *Building student knowledge:* Mini-assessments often include multiple texts or stimuli on the same topic:
 - For sets with two texts or stimuli, the first text is generally broader, providing a foundation in the content and introducing key vocabulary, and the second text provides more detail or contrast on the same topic. This allows ELLs to dig into the features of the passage being assessed rather than being inundated with dissimilar content and vocabulary.
 - For sets with more than two texts or stimuli, there is an “anchor” text that provides introductory information on the topic.
- *Containing ideas that lend themselves to discussion from a variety of perspectives:* Often these pairs or sets of texts present multiple perspectives on the same topic.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including questions that:

- *Feature a variety of academic words:*
 - Each mini-assessment contains at least one vocabulary item. Items assessing vocabulary test one of the following:
 - The meaning of Tier 2 academic words in context.
 - The meaning of a figurative word/phrase in context.
 - The impact of word choice on meaning and/or tone.
 - MOST vocabulary items test Tier 2 words.
 - All tested words are chosen because:
 - They are central to the meaning of the text.
 - They are surrounded by sufficient context to allow students to determine meaning.
- *Highlight “juicy” sentences that feature grade-appropriate complex structures, vocabulary, and language features:* Most mini-assessments include at least one item assessing Reading for Literature or Reading: Informational text standard 5. These items point students to analyze the structure of the text. While standard 5 items specifically focus on the structure of the text, other items require the analysis of language features, vocabulary, and relationships between ideas, all of which build student understanding of texts.
- *Provide graphic organizers to help students capture and reflect on new knowledge:* Most mini-assessments include at least one item mimicking a “technology enhanced item.” These items include things like tables and charts.
- *Provide writing activities that allow students to use new vocabulary and demonstrate knowledge of new concepts:* Most mini-assessments include an optional writing prompt that allows students to write about the text(s).

Administration Guidelines for ELLs

When assessing ELL students, appropriate accommodations may be considered. Modifications to the assessment itself should not be made. According to the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners, First Edition*:

- “Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment.”
- “Accommodations are accessibility supports [that] do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student’s work produce valid results.”

Teachers **may** choose to make accommodations that meet the unique needs of ELLs. Prior to delivering any practice assessment, especially if the mini-assessment is to be used in a more formal setting (e.g., as part of a district benchmark assessment), teachers should research what accommodations will be

available to students during their state’s summative assessment. For example, some states allow ELLs to use a bilingual dictionary during an assessment; other states do not allow this. Ensure your ELLs are practicing with the accommodations they can expect to see on the summative. Some examples of appropriate accommodations include:

- Reading the directions aloud to students multiple times.
- Providing student directions in student native language.
- Allowing students additional time to complete the mini-assessments.
- Exposing students to item types prior to the assessment.
- Reading the scoring expectations for the writing prompt aloud to students.

Because the goal of literacy mini-assessments is to measure grade-level literacy as students progress toward college- and career-readiness, teachers must be careful **not** to make modifications that may be commonly used in classroom instruction. Examples of modifications that should **not** be used include:

- Reading passages aloud for students.
- Adding student glossaries of unfamiliar terms.
- Pre-teaching tested vocabulary words.

In any testing setting, teachers must be careful to choose accommodations that suit the needs of each individual student.

Additional Resources for Assessment and CCSS Implementation

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts
http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on
<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- See the Basal Alignment Project for examples of text-dependent questions
<http://www.achievethecore.org/basal-alignment-project>

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts
http://www.corestandards.org/assets/Appendix_B.pdf

Sample Scoring Rubric for Text-Based Writing Prompts:

http://achievethecore.org/content/upload/Scoring_Rubric_for_Text-Based_Writing_Prompts.pdf