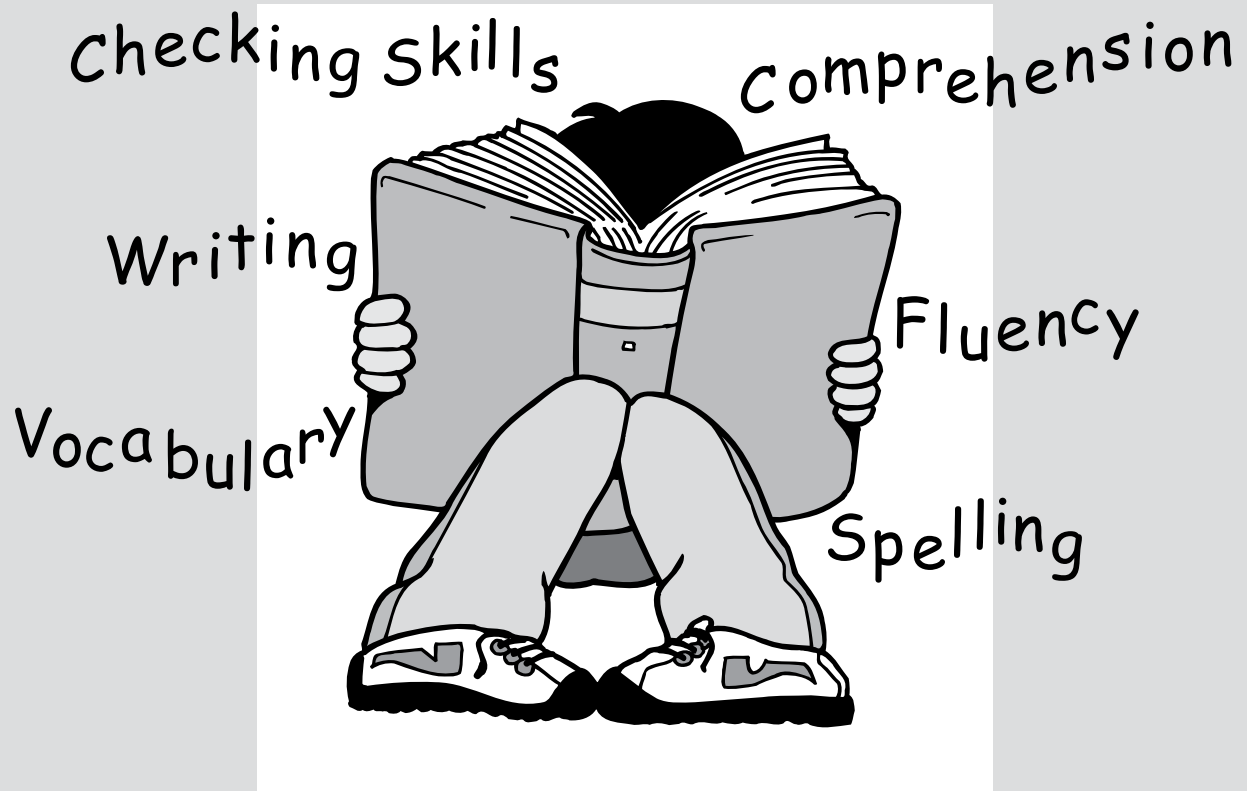


STUDENT TEST BOOKLET

6-8 Week Skills Assessments Developed for
Districts Using *Houghton Mifflin Reading*



GRADE 2 Theme 6

Student Name _____

DIRECTIONS: Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

Just the Right Time

Pat Bush

Maria and her twin brother, Sam, were camping with their parents by a river. They had put up their tent before eating lunch. In the afternoon, they all went on a nature hike. The children were hoping to see some wildlife. Maria took her paint set with her. She liked to paint nature pictures. Sam liked to take animal pictures with his camera. He took it with him on the hike. Maria sometimes painted pictures from Sam's photos.

As the sun sat low in the sky, the children returned to the campsite disappointed. They hadn't seen any wildlife at all.

Now, the twins sat on the ground at the edge of the river. Puddles, their little puppy, dug holes in the wet sand. They watched as the sun began to set. Purple, pink, and red colors filled the sky. It was quiet and peaceful. On the other side of the river, the leaves were turning fall colors. Sam looked at the camera in his lap. Maria played with her paintbrush.

Now answer the questions about this part of the story.

1. What was the first thing the family did in the story?

- A. They ate lunch.
- B. They put up their tent.
- C. They went on a hike.

2. Why were the children disappointed?

- A. They did not like camping.
- B. The nature walk made them tired.
- C. They did not see any animals.

3. This story takes place in the

- A. spring.
- B. summer.
- C. fall.

Suddenly, there was a rustling sound in the brush. Puddles stopped digging and stood with his nose in the air. He smelled something. Maria's eyes widened. Sam told her to sit very still. He did not want to scare away whatever it was. Sam hoped he might be able to get a picture of what made the sound. Maybe it was a wild animal. He aimed his camera across the river toward the noise.

They heard the noise again. It sounded close to the edge of the water. Just then, a deer poked its head through the brush. Large, brown eyes scanned the shore. The deer walked out of the brush and down to the river. It was a mother deer with her two fawns. The two baby deer followed close behind her. The doe stood guard while her little ones got a drink. She was very protective as she looked around. At one point, the doe appeared to look directly at the children. Sam and Maria held their breath. Neither of them moved a muscle. Even Puddles was still. When the mother deer was sure it was safe, she put her head down. As she began to drink, Sam snapped a picture. When the deer heard the click of the camera, they looked up and leaped back into the brush. Puddles ran to the edge of the water and barked wildly at the departing deer.

Now answer the questions about this part of the story.

4. Sam told Maria to sit still because

- A. Puddles was digging holes in the sand.
- B. he heard something in the bushes.
- C. Maria's eyes widened.

5. Why did Sam point his camera across the river?

- A. Maria was pointing to the trees.
- B. He hoped to get a picture of the thing that made the noise.
- C. He was taking a picture of the sunset.

6. One way the mother deer protected her fawns was to

- A. take a drink of water.
- B. walk out of the brush.
- C. look around.

7. Why did the deer leap back into the brush?

- A. They heard Sam's camera click.
- B. They had finished drinking.
- C. Puddles was barking.

8. In the story, the word **departing** means

- A. protective.
- B. leaving.
- C. wild.

Sam knew he had just taken a wonderful picture. When he got back from their camping trip, he put it with other special photos. Maria said she would like to copy it. It would be perfect for one of her paintings.

Later that year, she painted a picture of the deer by the river. She displayed it at the school art show. Her painting was chosen for the county art contest. The judges told Maria she might be a famous painter someday. The next week Sam entered his photo in a contest and won a blue ribbon. They were both happy they were sitting on the bank of the river at just the right time.

Now answer the questions about this part of the story.

9. Maria wanted a copy of Sam's photo to

- A. show to her friends.
- B. look at while she painted her picture.
- C. put in her scrapbook.

10. The children were happy they were sitting by the river at just the right time because

- A. they got a picture of the doe and her fawns.
- B. they were with their dog.
- C. it was fun to sit on a river bank.

TOTAL SCORE: _____/10

Read each sentence. Circle the word that correctly **completes** each sentence.

1. Last week Tommy (draw, drew) pictures of his friends.
2. The art teacher (made, make) the students use school crayons.
3. Mrs. Bowers (know, knew) that Tommy was a good artist.

Read each sentence. Find and circle the **special adjectives** and **adjectives** that tell what kind or how many.

4. Mr. Samuels gave Moses eleven beautiful balloons.
5. Moses played a red drum.
6. Drummers wore two pink socks.

Read each sentence. Circle the **adjective** that correctly completes the sentence.

7. The mural was (tallest, taller) than the school.

8. Cave paintings were (smaller, smallest) than the class mural.

9. Paul's swing was the (highest, higher) one on the playground.

10. The mural project was the (bigger, biggest) event in the school.

TOTAL SCORE: ____/10

DIRECTIONS: Read all of the sentences. Decide which one of the underlined words is misspelled. Then fill in the bubble next to the answer.

1. A. Servants fanned the emperor with large palm leaves.
- B. The boy traced the picture of the tiger into his notebook.
- C. I saw Father hidding my birthday presents.
- D. Using a stick for a crutch, he hobbled over to the bench.
2. A. It took the group ten hours to prepare for the parade.
- B. The quarterback threw a long pass for the touchdown.
- C. I have to clean my rewm before I go to school.
- D. Fossils give us clues about animals that lived long ago.
3. A. The clear night skie was filled with stars.
- B. She always ties rags onto the kite to make a tail.
- C. The dry, flat landscape seemed unending.
- D. The gorilla's look was meant to frighten me away.
4. A. Grandfather played on his fiddl while we danced.
- B. The leaf falling into the pond made a small ripple.
- C. The queen will wear the crown of jewels for the parade.
- D. Staple your papers before you hand them to the teacher.
5. A. I caught her peeking out of one eye.
- B. That was a vere tasty apple!
- C. The man spent his evenings making nifty gadgets.
- D. I know you're angry, but please don't yell.

6. A. Farmers were hopeful it would rain soon.
- B. Flashlights are helpful at night when it's dark.
- C. We finally sold all of the cookies at the bake sale.
- D. Quicklly run to the market and buy a loaf of bread.
7. A. The outfielder caught the high fly ball.
- B. The actor wore sunglasses to hied his identity.
- C. I can't believe she ate the entire apricot pie by herself!
- D. Why did you leave my bicycle outside?
8. A. The babysitter sihed when the baby fussed.
- B. Do you have enough money for your lunch?
- C. Knock on the door before entering the principal's office.
- D. We need a plumber to fix our water pipes.
9. A. They were surprised when two large ducks flew into their pool.
- B. The soccer player fell down and broke his front tooth.
- C. Glue the popsicle sticks together to make a building.
- D. Whoo lost this blue and white backpack?
10. A. The teacher took home all of the students' writing prompts.
- B. The childrens' interest in the kitten didn't last too long.
- C. The painter's brush had fallen from the ladder.
- D. The cook's apron was splattered with cake batter.

TOTAL SCORE: ____/10

PART 1 — Antonyms

DIRECTIONS: Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

1. The deaf man felt the vibrations from the marching band.
 - A. electrical
 - B. local
 - C. proud
 - D. hearing

2. The experts said you could tell the painting was a copy because the colors were dull.
 - A. culture
 - B. chalk
 - C. original
 - D. pride

PART 2 — Multiple Meanings

DIRECTIONS: Read the sentence. Read and answer the question. Fill in the bubble next to the answer you have chosen.

3. Please write your research report on lined paper.

In which sentence is the word report used **in the same way** as in the sentence above?

 - A. Soldiers were to report to their commander before lunch.
 - B. The sports report was about the Olympics.
 - C. The loud report of the rifle hurt my ears.
 - D. Nobody believed the man because he was considered a man of bad report.

4. Tomorrow is my turn to be a classroom monitor.

In which sentence is the word monitor used **in the same way** as in the sentence above?

 - A. He couldn't use the computer because the monitor was broken.
 - B. The health department must monitor the city's drinking water every day.
 - C. Monitor lizards have long necks, heads, and tails.
 - D. Our paper monitor collected our tests and put them on the teacher's desk.

PART 3 — Context Meaning

DIRECTIONS: Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

5. After months of practice, the jazz band was ready for their concert.
 - A. recovery
 - B. members
 - C. performance
 - D. article

6. Have you noticed a change in the weather lately?
 - A. observed
 - B. splattered
 - C. practiced
 - D. painted

7. The officer asked us to identify the property that we lost.
 - A. vibration
 - B. belongings
 - C. powders
 - D. complaints

PART 4 — Synonyms

DIRECTIONS: Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

8. Make a quick sketch of the building.
 - A. measure
 - B. instrument
 - C. drawing
 - D. smock

9. The scene from the mountaintop was beautiful.
 - A. view
 - B. ruins
 - C. project
 - D. mural

10. Our neighborhood planned a special event for the holidays.
 - A. orchestra
 - B. occurrence
 - C. percussion
 - D. sign

TOTAL SCORE: _____/10

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Marcus was an eight-year-old boy who 8
 had a brown and white puppy named Rex. 16
 Most of the time, he and his dog had fun. 26
 Today, the little boy was angry at his puppy. 35
 He wanted Rex to mind him, but the puppy 44
 had not even learned how to sit. Marcus 52
 kicked a stone with his toe. He sighed, “I’ve 61
 been trying to teach you a few tricks, and now 71
 I’m too tired and frustrated!” The puppy was 79
 scared and ran behind an oak tree. 86
 Marcus’s father was watching the 91
 situation. He smiled and said, “I’ll give you a 100
 few clues. Learning is not easy. Treat your 108
 puppy with kindness and show him you are 116
 pleased when he obeys. Then he’ll learn how 124
 to behave.” 126
 The next day, Marcus took his puppy to 134
 the wheat field behind their barn. He wanted 142
 to teach Rex how to sit on command. The little 152
 boy had stuffed crispy snacks into his pocket 160
 to use as rewards. “Come on, Rex,” Marcus 168
 said. Rex wagged his tail. The puppy jumped 176
 up and licked his trainer’s face. Each time 184
 Rex obeyed, Marcus told him he was a good 193
 dog and gave him a tasty snack. Marcus 201
 learned a lesson. Little deeds of kindness can 209
 make a big difference. 213

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____
 Number of Errors: — _____
 Number of Words Read Correctly: _____
 Passing Criterion (50th %ile) = 94

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Becky was the new girl in gym class. 8
 She was sitting alone on a bench. She leaned 17
 on a steel post. She looked quietly at the 26
 children as they practiced flips and turns. 33
 Becky was having a hard time making 40
 friends. She had just moved into town with 48
 her family. She wished she had friends like 56
 the other children. Nobody seemed to notice 63
 her, and she was feeling left out. 70
 Coach Margo watched her from across 76
 the gym floor. The coach wondered if Becky 84
 knew any of the skills that she had taught 93
 the team. 95
 When Becky saw the coach walking 101
 toward her, she tried not to look nervous. 109
 Margo slowly approached the shy girl. “Hi, 116
 are you Becky?” she asked. 121
 “Yes,” replied the girl. “I don’t know 128
 anyone.” 129
 Margo offered to show her some of their 137
 balance beam routines. She taught Becky 143
 some new tricks. Then she introduced her to 151
 other members in the gym class. Becky was 159
 grateful for Coach Margo’s kindness. After 165
 that, she made many new friends. 171

EVALUATING CODES FOR ORAL READING

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 blue sky (^) inserted word
 (□) after the last word read

Comments:

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Number of Words Read Per Minute: _____
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Expository Writing Prompt

Writing Situation: You are thinking about how to make your favorite sandwich.

Purpose: To give instructions

Audience: Your classmates

Writing Directions: Write instructions to explain the steps for making your favorite sandwich. Include everything you will need to make your sandwich. Plan your instructions before you begin writing.

Student Checklist:

Revising
<p>_____ Did you state the topic in your first sentence?</p> <p>_____ Did you use time and order words in your instructions?</p> <p>_____ Did you include everything you will need?</p> <p>_____ Are your steps in the correct order?</p> <p>_____ Are your instructions clear?</p> <p>_____ Are your sentences complete?</p>
Proofreading
<p>_____ Did you capitalize proper nouns and the beginnings of sentences?</p> <p>_____ Did you end all sentences with the correct punctuation?</p> <p>_____ Did you spell all words correctly?</p> <p>_____ Did you indent paragraphs?</p>

Conventions Score: _____ /4	TOTAL RUBRIC SCORE: _____ /4
Genre Score: _____ /4	
Writing Traits Score: _____ /4	

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Sixth Edition

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