

STUDENT TEST BOOKLET

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



GRADE 6 Theme 5

Student Name _____

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

You Can't Be Timid with a Trumpet

Betty Lou English

*Mark Gould, Associate Principal Trumpet Player
of the Metropolitan Opera Orchestra*

When I was in the eighth grade, I wanted to play in the school band, but I was given a test that showed I had no talent, and the conductor wouldn't give me an instrument. So I went out and rented a trumpet because I wanted very much to learn. I did learn, and I did play in the band, and in a year I was its best brass player.

Later, I studied music for four summers at the Interlochen Music Camp in Michigan, and I also learned a lot by playing in jazz bands. You have to be very flexible when you play jazz. Playing in the orchestra is different; it's hitting the target. If you miss a note there, everybody knows it because the trumpet is the most brilliant of the brass instruments. In a climax in a symphony the trumpet comes in above the whole orchestra. You're riding a wave on top of the orchestra. You're soaring. The trumpet is an aggressive instrument; you can't be timid with a trumpet. It's joyful, too. And of course it plays fanfares. It can play softer and louder than any instrument in the orchestra.

A couple of years ago, a friend told me there was an opening for trumpet in the Metropolitan Opera Orchestra. So I thought, "Well, I'll audition." I was really surprised when I got the position. I was the only one in the orchestra who hadn't had a formal music background. Playing in the opera, I've learned a lot about music, especially from the singers, because singing is the basis of all music.

I'm still playing my trumpet and I guess I always will because, for me, music is magic.

*Doriot Anthony Dwyer, Principal Flutist
of the Boston Symphony Orchestra*

It was raining, the trees and bushes heavy with wet green leaves, when I got to Tanglewood to audition for the principal flute of the Boston Symphony Orchestra. When I returned to California, where I was playing second flute with the Los Angeles Philharmonic, weeks went by without any word from Boston. Finally their manager called and offered me the job. There was a lot of excitement—this was the first time a woman had been appointed permanently to a principal position in a major symphony orchestra.

In my family there are examples of other unusual women. Susan B. Anthony, remembered for her fight to give women the vote, was my great-cousin. And my mother, who achieved artistry as a professional flutist, supported herself this way before she married—quite uncommon in those days. Mother was my first teacher, starting me as soon as I could hold the flute properly—when I was about eight. At first the progress was slow and very difficult, partly because I couldn't understand my mother's strictness, which was necessary to learn the three Rs of music—reading, rhythm, and 'rithmetic—and also because music did not yet have any clear meaning to me, even though for years she had sat me down in front of the radio to listen to programs of symphony and opera performances with her. Finally, however, when we went to a Chicago Symphony Orchestra concert—I remember they played the William Tell overture by Rossini—I suddenly understood what music was about, and it thrilled me.

When my parents saw my enthusiasm, they took me backstage to meet the first flutist, Ernest Liegl, and soon arrangements were made for me to study with him. He was a wonderful teacher, giving me regular professional training, in many ways similar to the rigorous coaching an athlete receives in training for the Olympics. This was the beginning of my lifelong fascination with the liquid, moving sound of the flute as well as with the form and beauty of music.

As a soprano voice of the woodwinds, the flute often carries the melody. It can play very fast or be tender and warm, even whining or demanding. The ancient Greeks had entire orchestras of flutes, though the instrument was somewhat different then. The modern flute was developed in the 1800s by Theobald Boehm, who invented the key system in use today.

Underneath one of the keys there is a cork about a quarter-inch thick. One time during a Boston Symphony concert, this cork fell out as I was playing a solo passage in Mendelssohn's Italian Symphony. It is fast music, and with the cork missing, many notes that I played sounded completely wrong, but luckily Charles Munch, the conductor, had a sense of humor. While I was cringing in embarrassment, he was shaking with laughter because of the way it sounded and because he had seen that cork rolling on the floor.

Now answer the questions about the selection.

1. Which of the following experiences would best help you understand how Mark felt when the school's band conductor didn't give him an instrument?
 - A. having your parents say that they don't have enough money to send you to college
 - B. not receiving the gift you wanted on your birthday
 - C. failing to get a role in a school play because you can't act
 - D. getting second place in a swimming relay

2. "If you miss a note... everybody knows it because the trumpet is the most brilliant of the brass instruments." Used in this context, the word *brilliant* means
 - A. shiniest.
 - B. smartest.
 - C. easiest to find.
 - D. easiest to hear

3. Why was Mark surprised when he was picked to play in the Metropolitan Opera Orchestra?
 - A. He had no formal musical training.
 - B. He thought he wasn't good enough.
 - C. He had never been to an opera.
 - D. He had only played in jazz bands.

4. Which of the following statements would **not** be an appropriate description of Mark Gould?
 - A. He was determined and not easily discouraged by other people.
 - B. He thought he knew more about music than the other people who auditioned for the Metropolitan Opera Orchestra.
 - C. He enjoyed different kinds of music.
 - D. He was a hard worker.

5. Why was Doriot Dwyer particularly happy when she learned she had been picked to play the flute in the Boston Symphony Orchestra?
 - A. She would be the first woman to get a job with a major symphony orchestra.
 - B. She felt that her famous aunt, Susan B. Anthony, would be proud.
 - C. She was the first woman awarded a permanent, principal position in a major symphony orchestra.
 - D. She knew her mother would be proud.

6. What does Doriot Anthony Dwyer like best about playing the flute?
- A. The flute is beautiful and an easy instrument to play.
 - B. The flute has a fascinating fluid sound that can be used to express a variety of emotions.
 - C. Flute players get to play the best parts.
 - D. No one notices if a flute player makes a mistake.
7. What was Doriot's most embarrassing moment as a musician?
- A. Her flute didn't work properly during a performance.
 - B. She dropped her flute on the floor during a performance.
 - C. She kept making mistakes during a performance.
 - D. She kept losing her place during a performance.
8. How was Doriot's musical background different from Mark's?
- A. She always practiced much longer than Mark.
 - B. She was naturally talented.
 - C. She had formal training with a professional flutist.
 - D. Doriot's mother taught her everything she knows.
9. With which of the following statements would Mark and Doriot most likely agree?
- A. Orchestra musicians should also play in jazz bands.
 - B. Opera is the best kind of music.
 - C. Jazz is the best kind of music.
 - D. Music is a rewarding career.
10. Mark Gould and Doriot Anthony Dwyer were alike in several ways. Which statement below is **not** supported by the text?
- A. Both were willing to take risks.
 - B. Both had parents who played musical instruments.
 - C. Both were dedicated and eager to learn about music.
 - D. Both were surprised when they won their auditions.

Read each sentence. Fill in the bubble next to the sentence that has pronouns used correctly.

1. A. Jackie and me quickly ran by she and him.
 B. Jackie and I quickly ran by her and him.
 C. I and Jackie quickly ran by her and him.
 D. Me and Jackie quickly ran by she and he.

2. A. For weeks she and I practiced sprinting with him.
 B. For weeks I and she practiced sprinting with he.
 C. For weeks me and her practiced sprinting with them.
 D. For weeks me and her practiced sprinting with they.

3. A. Mr. Ward gave she and I directions to the meet.
 B. Mr. Ward gave she and me directions to the meet.
 C. Mr. Ward gave her and I directions to the meet.
 D. Mr. Ward gave her and me directions to the meet.

Read each sentence. Underline the word in parentheses that correctly completes the sentence.

4. Many (is, are) importing the expensive figurines.

5. My mother bought (mine, my) in Havana.

6. (Who, Whom) will repair the stopwatches?

7. (Who, Whom) will the artist paint?

Read each sentence. Fill in the bubble next to the sentence that has negative words used correctly.

8. A. Nobody wanted none of the paintings.
 B. No one wanted none of the paintings.
 C. Nobody wanted any of the paintings.
9. A. You don't never accomplish anything unless you try.
 B. You don't ever accomplish anything unless you try.
 C. You don't never accomplish nothing unless you try.
10. A. Haven't we never seen this painting?
 B. Haven't we not never seen this painting?
 C. Haven't we ever seen this painting?

TOTAL SCORE: ____/10

DIRECTIONS: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

1. A. In every instanse, “safety first” is always the motto.
 - B. People gathered in the park to celebrate the Fourth of July.
 - C. Athletes eat healthy food and exercise every day.
 - D. No mistake
2. A. The president acknowledged global warming as a serious environmental problem.
 - B. Curous neighbors peered through their living room windows.
 - C. I was so nervous my hands were shaking.
 - D. No mistake
3. A. We will have to put some of our furniture in storige.
 - B. She was applying for college grants and scholarships.
 - C. Firemen demonstrated courage when they entered the burning house.
 - D. No mistake
4. A. Fragrant roses adorned every table in the elegant restaurant.
 - B. The sweet fragrence of orange blossoms filled the cool morning air.
 - C. There was a definite difference between the two opinions.
 - D. No mistake
5. A. Tomorrow we will take a field trip to artists’ studios in the downtown area.
 - B. Two grand pianos stood at the front of the stage.
 - C. What are the ratioes of students to teachers in all the schools?
 - D. No mistake

6. A. A sudden drop in temperature might freeze the farmer's orange crop.
- B. It is against the law to forge someone else's signachure.
- C. Departure is at 8:00 AM, so don't be late!
- D. No mistake
7. A. Bake the roast for sixty minutes before adding the potatoes.
- B. Stereos blaring in the campground annoyed many people.
- C. Echos of footsteps were heard throughout the cavern.
- D. No mistake
8. A. Please complete this insurance form and return it to the agant.
- B. She was jealous when her best friend was elected class president.
- C. The play's tragic ending shocked the audience.
- D. No mistake
9. A. Carpenters hung metal shelves in the garage.
- B. Fire chiefs were meeting to discuss the dry conditions in mountain forests.
- C. Wolfs howled all night long and kept me awake.
- D. No mistake
10. A. The man confided to his lawyer that he was responsible for the accident.
- B. Cute, lovable puppies were put up for adoption at the animal shelter.
- C. Is the food stain on my shirt very noticeable?
- D. No mistake

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 school’s principal was always accessible when parents wanted to talk with her.
 - A. unavailable
 - B. dedicated
 - C. accountant
 - D. professional

2. People questioned the mayor’s unconventional methods of leadership.
 - A. discouraging
 - B. ordinary
 - C. endurance
 - D. optical

3. As the humble man accepted the award, he reminded the audience that others deserved the honor.
 - A. proud
 - B. meticulous
 - C. consoling
 - D. hyper

PART 2 — Multiple Meanings

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

4. His abstract art was interesting because of the creative way he painted animals.

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

 - A. Many abstract concepts in mathematics are difficult for students to understand.
 - B. The artist was well known for his use of unusual materials in his abstract sculptures.
 - C. Mother used a sterile needle to abstract the splinter from my finger.
 - D. The scientist wrote an abstract, a summary of his research results, at the beginning of his paper.

5. Practice sessions for team sports were held every day after school.

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

 - A. After a long summer break, students and teachers were ready for school to be in session.
 - B. The court of sessions is a court of federal criminal cases.
 - C. From 3:00 p.m. to 4:30 p.m., we will have math tutorial sessions in the library.
 - D. The judge declared, “The court is now in session.”

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.

6. Our coach canceled football practice because of the oppressive weather; he didn't want anyone to get sick.
- A. minute
 - B. sentimental
 - C. makeshift
 - D. uncomfortable
7. The exhausted and discouraged judge somberly walked into her chamber after the difficult trial.
- A. dimensionally
 - B. economically
 - C. gloomily
 - D. realistically

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. To be certified, lifeguards must pass a variety of challenging tests.
- A. relegated
 - B. qualified
 - C. conditioned
 - D. endured
9. Store managers discussed new advertising concepts to increase sales.
- A. environments
 - B. mimics
 - C. causes
 - D. ideas
10. Each time the young man came close to achieving his goal, another obstacle arose.
- A. exhibit
 - B. squad
 - C. barrier
 - D. ledger

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.

John Phillip Sousa is best remembered for his rousing, 9
 marching music. Known as “The March King,” his most 18
 famous composition is “Stars and Stripes Forever.” Never 26
 idle for long, Sousa composed one hundred thirty-six 35
 marches. He demonstrated his unusual talent as a young 44
 boy. When he was only thirteen years old, Sousa began an 55
 apprenticeship with the Marine Band in Washington, D.C. 63
 By age twenty-six, he had been appointed bandleader. 72
 The famous band was assigned to the president of the 82
 United States. This band still plays at official functions. 91
 Sousa was not just interested in marching bands; he 100
 enjoyed band concerts in theaters and invented a new kind 110
 of tuba. The large tuba was perfect for outdoor marching, 120
 but its blaring sound was too direct for concert halls. 130
 The tuba’s flared bell, angled parallel to the ground, sent 140
 sound forward. Concert halls required something different. 147
 Sousa designed a new brass instrument that was better 156
 suited for the stage. Then he had the new piece manufac- 167
 tured. It was a circular tuba with a bell facing upward. 177
 The sound was sent toward the ceiling instead of into the 188
 audience. It became known as the sousaphone in honor of 198
 its inventor. 200
 During his lifetime, Sousa received several honorary 207
 degrees and fought for music education and composers’ 215
 rights. He continued to tour and conduct his own band 225
 until the age of 77. 230

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) = 147

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.

The life of Stephen Foster, like the lives of many talented people in history, has become embedded in folklore. Before he was thirty, Foster had written and published many songs. He was a popular musical genius. He lived in the era of slavery and musical shows. Foster tried to write songs that could be appreciated by all people. He accomplished this impressive feat by composing songs with lyrics that touched the hearts of young and old. His first big hit was “Oh! Susanna.” Songs such as “Jeannie with the Light Brown Hair,” “My Old Kentucky Home,” and “Old Folks at Home” became familiar favorites.

During his lifetime, no copyright laws existed. Composers were not protected from other people stealing their work. Musicians were allowed to rewrite any composer’s song. All they had to do was create a new or different musical arrangement.

Foster realized people were infringing on the ownership of his compositions. So, he would sometimes write his own contracts. At that time, this was a practice considered highly unusual.

Publishing houses also took advantage of him. They made one-time, buy-out payments for his songs. Steven Foster died penniless. Had current copyright laws been in place at the time, he would have received millions of dollars for his creative talents.

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) = 147

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.

Expository Writing Prompt

Writing Situation: You are thinking about what makes a person a good friend.

Purpose: To inform

Audience: Judges in an essay contest

Writing Directions: Consider the special and unique qualities of a person you consider to be a good friend. Write a personal essay that explains what you admire most about your friend. Use a graphic organizer to plan your essay.

Student Checklist:

Revising

- _____ Does your first paragraph have a topic sentence that introduces the subject of your essay?
- _____ Do you have details and examples that show the qualities of friendship?
- _____ Do you maintain the focus of your essay?
- _____ Are you writing from your own point of view?
- _____ Does your ending tell how you feel about your friend?

Proofreading

- _____ Did you write in well-organized paragraphs?
- _____ Did you use a variety of sentence structures with proper subject-verb agreement?
- _____ Did you use correct grammar, punctuation, capitalization, and spelling?

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

NOTES

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