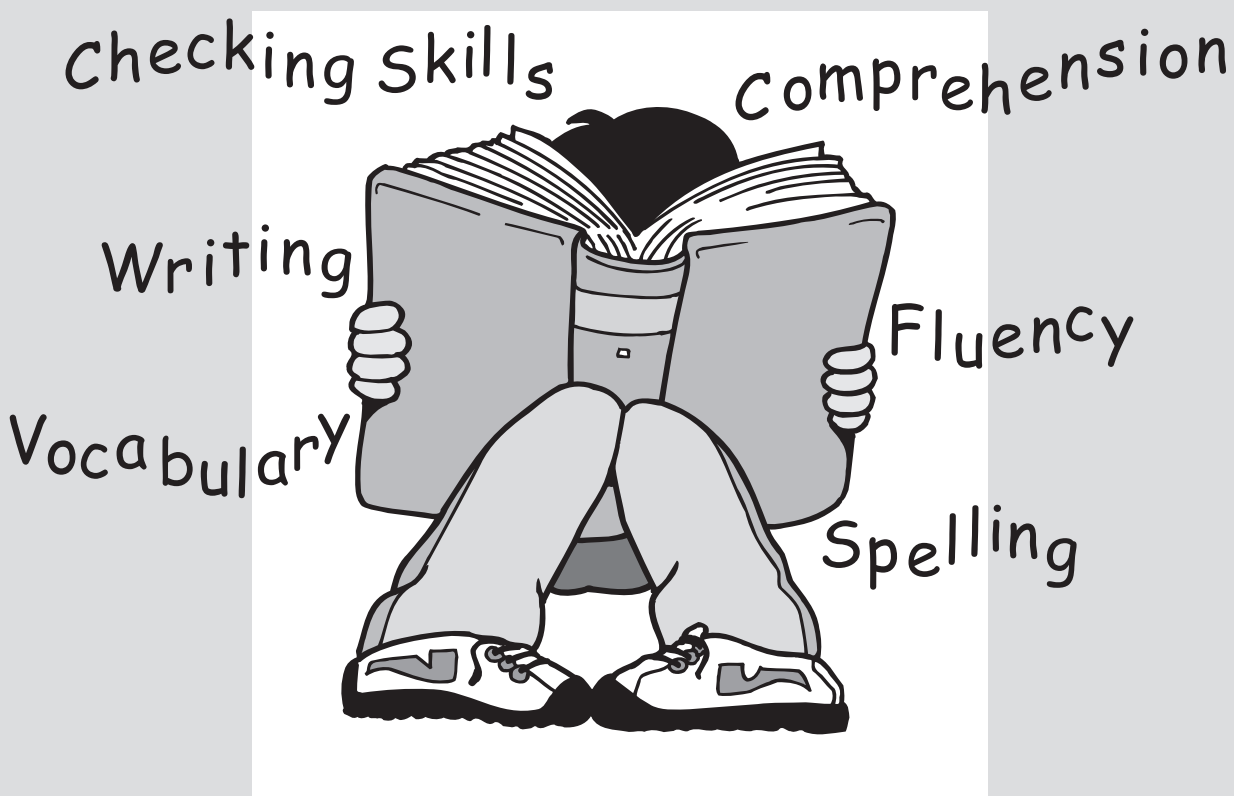


# TEACHER MATERIALS

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



## GRADE 6 Themes 1-6

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

## DESIGN

Skills Assessments are designed to help classroom teachers and grade-level teams determine how effective their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Houghton Mifflin Reading*.

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## PURPOSE

The purpose of the Skills Assessments is to help guide and plan instruction for the next theme. Subtests are based upon the content addressed in each theme and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each theme, Skills Assessments are not to be used as an indicator of individual student achievement. They are tools to help educators focus on the percentage of students meeting criteria for each subtest. If teachers find over the course of at least two testing periods there is still a group of struggling students, it is advisable to utilize diagnostic testing to understand specific needs.

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## USE

The Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Houghton Mifflin Reading*. If students are weak in a particular area, the teacher should look ahead to the next theme and plan for additional instruction or student practice using the materials provided by the program. Grade-level meetings may help teachers determine which skills and concepts need to be reinforced. It is advisable that teachers work together to plan the use of Houghton Mifflin materials for small group instruction or go beyond the core instructional time to address specific needs.

### **Assessment Development Team**

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***The Skills Assessments are developed by the assessment team at the Reading Lions Center. They are not developed, reviewed, or published by Houghton Mifflin Company. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.***

Sixth Edition  
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# Overview of Skills Assessments - Grade 6 2008 - 2009

## for Districts Using *Houghton Mifflin Reading*

THEME	1	2	3	4	5	6
<b>GRADE 6</b>	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing	Fluency Comprehension Checking Skills Spelling Vocabulary Writing

GRADE 6	Percentile	Theme 1 WCPM <sup>2</sup>	Theme 2 WCPM	Theme 3 WCPM	Theme 4 WCPM	Theme 5 WCPM	Theme 6 WCPM
<b>ORAL READING FLUENCY NORMS<sup>1</sup></b>	25th	98	105	111	115	119	122
	<b>50th</b>	<b>127</b>	<b>134</b>	<b>140</b>	<b>144</b>	<b>147</b>	<b>150</b>
	75th	153	160	167	171	174	177

1 Extrapolated values used by the Reading Lions Center (2005).

2 WCPM = Words Correct Per Minute based on 2005 Norms of Hasbrouck and Tindal.

### INSTRUCTIONAL UNITS - GRADE 6

Theme 1	Theme 4
Theme 2	Theme 5
Theme 3	Theme 6

### MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Report Forms (blackline masters)

Note: Electronic reporting systems are advisable.

### GENERAL PROCEDURES

Students are assessed at the end of each instructional unit listed above. The results for each student should be recorded on the Skills Assessment report form (or through an electronic reporting system) and submitted to the site administrator. Most of the assessments are administered in whole group sessions. The directions and answer keys are provided in the Teacher Materials booklet.

### FOLLOW-UP AND SUPPORT BY SCHOOL PRINCIPAL

The Skills Assessment Report form (blackline master) is an evaluation tool for the classroom teacher, the site administrator, and the reading coach. The teacher is asked to note which students have not reached criterion. The teacher is expected to develop a plan of action to help improve student learning especially for those students identified as needing intensive intervention (scoring 40% or lower).

A copy of the report form, if non-electronic, should be placed in an agreed-upon school file, by an agreed-upon date, for review by the principal. After the principal reviews the students' progress and support needs, the following actions are suggested:

1. Provide written and/or verbal feedback to the teacher on student progress and provide resources and support as needed (e.g., extended time and coaching assistance.)
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

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

# Answer Key and Directions

## GRADE 6 - THEME 1

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 127 WCPM (words correct per minute) at the end of Theme 1.

25th Percentile - 98 WCPM

50th Percentile - 127 WCPM

75th Percentile - 153 WCPM

### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. D                      3. C                      5. C                      7. B                      9. D  
2. D                      4. D                      6. A                      8. C                      10. A

### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

**Key:** 1. Brian|quickly learned an important rule of survival.  
simple subject - Brian                      simple predicate - learned

2. Shredded paper|was needed for the fire.  
simple subject - paper                      simple predicate - was needed

3. Sparks from the hatchet|had ignited the leaves.  
simple subject - sparks                      simple predicate - had ignited

4. His hatchet|became his most important possession  
simple subject - hatchet                      simple predicate - became

COMPLETE SUBJECTS/PREDICATES AND SIMPLE SUBJECTS/PREDICATES

5. (and), words                      6. (or), words                      7. (but), sentences                      CONJUNCTIONS

8. After she found a foothold                      9. Although Jake pounded on the door

10. because it was on another summit                      SUBORDINATE CLAUSES

**SOUNDS/SPELLINGS/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student 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.”

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C            3. C            5. B            7. C            9. D  
           2. B            4. A            6. A            8. B            10. C

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

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.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

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.

**Part 4: Synonyms**

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.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. D            3. C            5. B            7. C            9. B  
           2. B            4. A            6. A            8. D            10. D

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

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

**Answer Key and Directions**

**GRADE 6 - THEME 2**

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

**FLUENCY**

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 134 WCPM (words correct per minute) at the end of Theme 2.

- 25th Percentile - 105 WCPM
- 50th Percentile - 134 WCPM
- 75th Percentile - 160 WCPM

**COMPREHENSION** (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

- Key:**
- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 3. A | 5. C | 7. A | 9. D  |
| 2. D | 4. B | 6. B | 8. C | 10. B |

**CHECKING SKILLS** (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

- Key:**
- |                                     |                             |                             |                  |
|-------------------------------------|-----------------------------|-----------------------------|------------------|
| 1. operators'                       | 2. investigator's           | 3. islands'                 | POSSESSIVE NOUNS |
| 4. <u>watched</u> moon              | 5. <u>carries</u> light     | ACTION VERBS/DIRECT OBJECTS |                  |
| 6. <u>would play</u>                | Main Verb - play            | Auxiliary Verb - would      |                  |
| 7. <u>had admired</u>               | Main Verb - admired         | Auxiliary Verb - had        |                  |
| VERB PHRASE/MAIN AUXILIARY VERBS    |                             |                             |                  |
| 8. <u>were found</u> - intransitive |                             |                             |                  |
| 9. <u>had studied</u> - transitive  | 10. <u>cut</u> - transitive |                             |                  |
| TRANSITIVE/INTRANSITIVE VERBS       |                             |                             |                  |

**SOUNDS/SPELLINGS/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student 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.”

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C                      3. A                      5. A                      7. B                      9. A  
           2. B                      4. C                      6. B                      8. C                      10. B

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

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.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

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.

**Part 4: Synonyms**

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.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. D                      3. B                      5. D                      7. B                      9. D  
           2. A                      4. A                      6. C                      8. A                      10. B

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

## Answer Key and Directions

### GRADE 6 - THEME 3

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

#### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 140 WCPM (words correct per minute) at the end of Theme 3.

25th Percentile - 111 WCPM

50th Percentile - 140 WCPM

75th Percentile - 167 WCPM

#### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. A                      3. B                      5. C                      7. A                      9. C  
2. D                      4. B                      6. A                      8. D                      10. B

#### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

**Key:** 1. will have saved - future perfect  
2. had ordered - past perfect  
3. has traveled - present perfect                      VERB TENSES  
4. had seen                      5. had gone  
6. took                      7. have ridden                      IRREGULAR VERBS/SUBJECT-VERB AGREEMENT  
8. sits                      9. lay                      10. rises                      VERB MEANINGS



**SOUNDS/SPELLINGS/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student 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.”

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B                      3. D                      5. B                      7. C                      9. C  
           2. A                      4. C                      6. A                      8. B                      10. D

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

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.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

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.

**Part 4: Synonyms**

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.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C                      3. D                      5. B                      7. D                      9. C  
           2. B                      4. A                      6. B                      8. A                      10. C

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

## Answer Key and Directions

### GRADE 6 - THEME 4

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

#### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 144 WCPM (words correct per minute) at the end of Theme 4.

25th Percentile - 115 WCPM

50th Percentile - 144 WCPM

75th Percentile - 171 WCPM

#### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. B            3. B            5. C            7. C            9. B  
          2. C            4. D            6. A            8. B            10. D

#### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:**

1. Article - an	2. Article - A		
Descriptive adjective - unusual	Descriptive adjective - brilliant		
Demonstrative adjective - That	Demonstrative adjective - these		
3. Article - The			
Descriptive adjective - metal			
Demonstrative adjective - those	ARTICLES/ADJECTIVES		
4. best	5. worse	6. most expensive	COMPARATIVE ADJECTIVES
7. daily	8. often , very		ADVERBS
9. more slowly	10. most		COMPARATIVE/SUPERLATIVE ADVERBS

**SOUNDS/SPELLINGS/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student 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.”

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C                      3. D                      5. B                      7. C                      9. B  
           2. A                      4. C                      6. B                      8. C                      10. D

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

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.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

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.

**Part 4: Synonyms**

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.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C                      3. B                      5. D                      7. B                      9. D  
           2. C                      4. D                      6. A                      8. B                      10. A

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

## Answer Key and Directions

### GRADE 6 - THEME 5

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

#### FLUENCY

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 147 WCPM (words correct per minute) at the end of Theme 5.

25th Percentile - 119 WCPM

50th Percentile - 147 WCPM

75th Percentile - 174 WCPM

#### COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C            3. A            5. C            7. A            9. D  
          2. D            4. B            6. B            8. C            10. B

#### CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:** 1. B            2. A            3. D            SUBJECT/OBJECT PRONOUNS  
          4. are            5. mine  
          6. Who            7. Whom            POSSESSIVE/INDEFINITE PRONOUNS  
          8. C            9. B            10. C            DOUBLE NEGATIVES

**SOUNDS/SPELLINGS/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student 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.”

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. A                      3. A                      5. C                      7. C                      9. C  
           2. B                      4. B                      6. B                      8. A                      10. B

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

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.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

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.

**Part 4: Synonyms**

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.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. A                      3. A                      5. C                      7. C                      9. D  
           2. B                      4. B                      6. D                      8. B                      10. C

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

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

**Answer Key and Directions**

**GRADE 6 - THEME 6**

**TEACHER NOTE:** Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

**FLUENCY**

**Teacher Directions:** Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

**Scoring:** To be at grade level the student must read at least 150 WCPM (words correct per minute) at the end of Theme 6.

25th Percentile - 122 WCPM

50th Percentile - 150 WCPM

75th Percentile - 177 WCPM

**COMPREHENSION** (Recommended Time: 30-45 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. C                    3. B                    5. A                    7. C                    9. B  
          2. D                    4. A                    6. D                    8. C                    10. B

**CHECKING SKILLS** (Recommended Time: 20 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and answer the questions.

**Scoring:** To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

**Key:** 1. of different shapes - adjective    2. down the ramp - adverb  
          3. on Mars - adverb                    4. from the mission - adjective

PREPOSITIONAL PHRASES ACTING AS ADJECTIVES/ADVERBS

5. C                    6. B                    7. B                    USES OF COMMAS  
8. C                    9. A                    10. C

PUNCTUATING DIALOGUE/UNDERLINING/QUOTATION MARKS

**SOUNDS/SPELLINGS/WORD WORK** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student 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.”

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. A                      3. B                      5. A                      7. B                      9. B  
           2. C                      4. C                      6. C                      8. D                      10. A

**VOCABULARY** (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**

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.

**Part 2: Multiple Meanings**

Read the sentence. Read and answer the question: *In which sentence is the underlined word used **in the same way** as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**

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.

**Part 4: Synonyms**

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.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:** 1. A                      3. C                      5. D                      7. C                      9. B  
           2. B                      4. C                      6. B                      8. D                      10. C

**WRITING** (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

# NOTES

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# General Directions for One-Minute Administration of Reading Passages for the Oral Fluency Subtest

- *This test is administered individually.*
- *Passages are to be administered consecutively during one uninterrupted session.*
- *The purpose of this test is to measure reading rate (automaticity) and accuracy.*
- *For this assessment to be reliable, it must be based on a “cold” reading.*
- *Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.*
- *Do NOT have students rehearse or browse the stories before they are administered.*
- *Do NOT have students practice reading individual words that may be problematic before the test is administered.*

## **MATERIALS:**

1. Students’ (cardstock) copies of Passage #1 and Passage #2
2. Examiner’s (numbered) copies of Passage #1 and Passage #2
3. Stopwatch
4. Tape recorder - *optional* (Tape recorders facilitate error analysis.)

## **DIRECTIONS FOR PASSAGES #1 AND #2:**

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:  
*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.***
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

## **SCORING PROCEDURE:**

**Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error).**

**Self-corrections and word repetitions are NOT marked as errors.**

Add the total number of words read, subtract the errors, and write the number of words the student read correctly in the box in the bottom right-hand corner of the page. On the Skills Assessment Report, enter scores (WCPM) for both Passage #1 and Passage #2. Then take the average of the two scores and enter the “averaged” score. When all students have completed the fluency assessment, record classroom totals in the boxes provided (# of students tested, # of students at/above 50th percentile for WCPM, and % of students at/above 50th percentile for WCPM).

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.*

The Boston Tea Party in 1773 was not a party. It was a risky act of defiance. The events that led up to this act began in England.

A British business had more tea than it could sell in England. The British Parliament let the company sell its excess tea tax-free to American colonists. This gave the company an unfair advantage over local merchants who had to pay taxes. Even though the cost of the tea was lower, colonists were unwilling to pay the unjust taxes.

People in Philadelphia decided to boycott. They forced British tea agents to resign their positions. Colonists in other areas tried blocking the company’s ships. They wanted to keep the vessels from docking in their ports. People in Boston tried the same thing. They were unsuccessful. Three British ships docked in Boston’s harbor. The ships’ officers refused to leave the port.

To protest, colonist Samuel Adams and fifty followers, carrying hatchets and dressed like Mohawk Indians, boarded the ships. They chopped chests of tea open and threw them into the harbor. Paul Revere spread the word of the anti-tax protest.

On April Fool’s day in 1774, the King of England closed the Boston port. The governor of Massachusetts did not support the colonists. Ben Franklin printed unflattering letters about the governor. England scolded Franklin for his critical words. Tax laws and the dressing down of Franklin hardened the colonists. Inevitably, the disputes led to the American Revolution.

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)	= <u>127</u>

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.

Jacob Riis moved to the United States from 8  
Denmark when he was twenty-one. Living in his new 18  
homeland was difficult. Unable to find work for a long 28  
time, he suffered severe hardships. Eventually, he 35  
became a police reporter and photographer for the 43  
*New York Tribune*. He was assigned to work in the 53  
Lower East Side. There poverty abounded. Although 60  
Jacob had been quite poor, he was shocked at the 70  
awful conditions of ordinary people who were living 78  
in the slums. 81

Jacob vowed to improve the intolerable situations. 88  
He photographed the perilous streets, housing blight, 95  
and alleyways. Then he wrote a book entitled 103  
*How the Other Half Lives*. The book depicted slum 112  
dwellings and abuses of lower-class urban life. It 121  
was an effective tool for his cause. After reading the 131  
book, Teddy Roosevelt, who was the New York Police 140  
Commissioner at the time, called Riis and said, 148  
“I have read your book, and I have come to help.” 159  
It has been stated that Mr. Riis was “the most useful 170  
citizen in America.” 173

Riis, now famous, pushed harder for reform. 180  
Living conditions of tenement dwellers improved. 186  
Drinking water was purified. Fewer people were 193  
contracting cholera, yellow fever, and small pox. 200  
His unrelenting efforts helped improve the lives of 208  
people across the nation. 212

**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) = 127

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 #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.

Jackie Robinson excelled in sports at the University of California in Los Angeles. He played baseball, track, football, and basketball. He was the first athlete to letter in four sports in the same year at UCLA. This means he received four achievement awards in sports.

After leaving school, he was drafted into the army. While serving, he refused to sit in the back of a bus. He was protesting this common act of racial discrimination. Although he was almost court-martialed over his refusal, the charges were dropped.

Early in the last century, African-American athletes were not allowed to play professional baseball with Major League ball teams. In 1945 Branch Rickey, the general manager of the Brooklyn Dodgers, knew it was wrong. He also knew it would take an extremely unusual talent to overcome the long-standing race barrier. When one of his scouts told him about Jackie Robinson, Rickey was certain he had the right man. By hiring Jackie Robinson, he defied strong resistance.

Robinson signed on knowing he would face many hardships. Even some of his teammates hurled racial slurs at him. He had promised Rickey he would control his anger and not respond to the abuse. He kept his word.

Robinson played second base. Soon others would follow: Satchel Paige, Willie Mays, and Hank Aaron, the first hitter to beat Babe Ruth’s home run record. Each is a legend, but Jackie Robinson was the first to persevere and break the race barrier.

**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) = 134

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.

Ann Bancroft was born in 1955. She spent her early childhood in a rural area of Minnesota. Ann overcame a learning disability and graduated from college. She taught physical education and wilderness survival.

In 1986, Ann heard that a group was forming an expedition to the North Pole. She displayed her first risk-taking traits by becoming part of the six-member team.

The group was going to replicate the experiences of adventurers that had first traveled this cold and desolate land long ago. They wanted the journey to match the expedition of earlier explorers. The team had to be self-sufficient. Taking only what they needed, they used dogsleds and walked. No plans were made for additional supplies to be provided during their trek. Ann was the first woman to arrive at the North Pole under these primitive and arduous conditions. It took fifty-six days.

Ms. Bancroft has continued to explore. She became the first woman to ski across Greenland. She led the first team of women on a skiing odyssey over six hundred miles to the South Pole. Traveling about ten miles each day, the undertaking lasted sixty-seven days. Ann’s message to others: “Girls should go on thinking there is a world out there that is theirs for the taking.”

**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) = 134

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 #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.*

The Louisiana Purchase in 1803 doubled the size of a young United States. Purchasing this vast, fertile land helped our country rise to world-power status. The events leading up to history’s largest peaceful land transfer are extremely interesting.

The sale of the Louisiana Territory to the United States by Napoleon was the result of a complex chain of events. France first claimed the land as its own. The French and Indian War shifted the balance of power among France, England, and Spain. At the end of the war in 1762, France gave the land to Spain. Forty years later, Spain began to decline as a world power. France again became interested in Louisiana. During secret talks, France convinced Spain to return the territory.

When news reached President Thomas Jefferson in the States, he conferred with France. He wanted to purchase New Orleans and Louisiana. The United States wanted this land. Many American settlers and merchants lived in the region.

France was having financial problems. It could no longer defend the territory. Napoleon talked officials into selling the entire area. The land was purchased for fifteen million dollars. This was a mere three cents an acre. Today, this region is often referred to as “the nation’s breadbasket.” It provides an abundance of the country’s food products.

**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) = 140

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.*

In 1979, Jan Scruggs, an honored Vietnam War veteran, had an idea. The idea was to build a memorial. Its purpose was to honor the soldiers who had died during this unpopular war.

The following year, the Vietnam Veterans Memorial Fund held a national design contest. Maya Lin, a young, talented woman was studying structural design and sculpture at Yale. She entered the contest. Her entry was a polished, black-granite, v-shaped wall. It was inscribed with the names of the 58,000 who had perished. Maya won the competition.

Some people felt the design was not suitable. They wanted a different tribute to the fallen heroes. Critics were split into supporters and opponents. Both sides were eventually satisfied. The parties agreed to erect a statue of three soldiers with a flag at the entrance.

The wall was completely funded through private donations. It has become one of our most valued monuments. People visit it daily seeking the names of friends and relatives who died. Photographs, flowers, and mementos are tearfully placed on the sidewalk in front of the wall. These items are kept and cataloged in a building near the site. A scaled-down version of the wall travels throughout the country. This allows people unable to visit Washington D.C. to see the names of their loved ones.

**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) = 140

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 #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.

Around 100 B.C., a tribe called the Anasazi lived in the desert regions of Arizona. Once they were a nomadic tribe. They eventually settled down and colonized. These people were thought to have a primitive culture. However, after examining their ancient society, scientists changed their minds.

These early people built amazing cities. Their dwellings indicated they had an advanced knowledge of architecture. Some of the buildings were three stories high and made from stone. One village had an arena and a ball court. Rooms for religious rites were built throughout their pueblos. Their artistic skills are amply displayed in stone drawings on caves and canyon walls.

The Anasazi’s ability to survive the blistering heat in the high desert plateau was also discovered. Their buildings had a clever structural design. Their homes were constructed above underground stone crevices. Air pockets in the fissures stored chilly night air that was released during the day. This created a highly efficient exchange of air. The cool breezes made afternoons bearable.

Anasazi were able to farm the arid land due to ash from an ancient volcano. Its porous properties retained moisture from scant rainfall. This residue covered eight hundred square miles. The tribe abandoned their adobe villages in the mid-twelfth century A.D. No one knows why. Some people think a severe, extended drought caused the departure. Fortunately, remains of their civilization were not destroyed.

**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) = 144

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.*

Who first discovered America? Usually, the credit goes to Christopher Columbus. In 1492, he landed on this continent and claimed he had found a new world. However, there are ample clues other explorers had reached the shores of North America before Columbus. Evidence suggests people from Asia were here prior to Columbus. Once, a shallow waterway linked the northern part of Asia to Alaska. People from Asia could have traveled between the two continents. Perhaps they were the first humans to have discovered this land. We know Vikings were aggressive explorers. A long-standing debate has taken place over a Viking map of Vinland. Carbon dating of this map suggests they arrived about fifty years before Columbus. Some claim this map is authentic; others say it is a forgery. Men from Portugal traveled to the New World. They sailed along the Atlantic coast. Strange symbols have been found on a massive landmark known as Dighton Rock. They are thought to have Portuguese origins. Are these writings proof these sailors explored America before Columbus? In the end, which country claims the honor of discovering America is a moot point. Native Americans had been here for thousands of years. They had settled in villages from the Atlantic to the Pacific Ocean. However, Columbus’s landing is regarded as the most historically important. Unlike the others, he set up two-way commerce between the Old World and the New World.

**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) = 144

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 #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.

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.*

When most people speak about rain forests, 7  
 they refer to the lush, tropical regions in the jungles 17  
 near the equator. People seldom mention the dense, 25  
 temperate rain forests located along the Pacific coast. 33  
 This forest ranges from Alaska to Oregon. Here 41  
 warm, moist air from the Pacific Ocean drops up to 51  
 sixteen feet of rain in a single year. 59  
 Let us examine a few differences between 66  
 temperate and tropical rain forests. Both ecosystems 73  
 receive a great deal of rain. Tropical forests have rain 83  
 evenly spread throughout the year. Strong shower 90  
 bursts occur frequently. In contrast, temperate rain 97  
 forests have lengthy wet seasons and fairly dry 105  
 summers. Fog provides the necessary moisture for 112  
 plants during the summer. 116  
 A tropical rain forest has three layers: the forest 125  
 floor, the understory, and the canopy. It is home for 135  
 well over half of the earth’s plant and animal species. 145  
 The poor soil supports a wealth of vines, climbing 154  
 plants, and broad-leafed evergreens. The temperate 161  
 rain forest has a less complex ecology. Its cool 170  
 winters limit the numbers and variety of life forms 179  
 that survive there. The most common trees are 187  
 evergreens. 188  
 Tropical rain forests are more fragile than 195  
 temperate rain forests. However, both forests are 202  
 threatened. Once they are destroyed, it will take 210  
 years for these ecosystems to revive. 216

**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) = 150

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 bison, native to North America, is also called a buffalo. The powerful male is twice the weight of the female. It measures over six feet tall at its shoulders and weighs nearly a ton. The bison’s shaggy, brown fur grows longest on the animal’s head, neck, and shoulders; a straggling beard hangs from its chin. Both male and female have short, curving horns. Despite their massive size, buffalo are agile runners, capable of sprinting up to thirty-five miles an hour.

Herds of buffalo were rapidly dying by the early 1800s. Once, the animals numbered over sixty million. People were pushing across the continent. The herds had to compete with the settlers. They were turning the animals’ grazing grounds into farmland. The westward expansion encroached upon the buffalo’s habitat. Building the railroad from the Atlantic to Pacific Ocean made the buffalo’s demise certain. Organized hunting parties killed this huge mammal for sport. People shot the animal from trains as they passed through its territory.

Some settlers were concerned. They thought the slaughter of the buffalo might also wipe out Native Americans. Bison were an important staple and their main source of protein. They used the hides for clothing, blankets, and shelter. In 1885, fewer than nine hundred buffalo remained on the plains. Cattlemen became alarmed. So people created refuges to save the animals. Today, herds number around 200,000. Hopefully, the buffalo will endure for future generations to enjoy.

**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) = 150

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.

# NOTES

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# General Directions for Writing Assessment

## GRADE 6

### **PREPARATION:**

1. Prepare students for the Writing Assessment with clean paper and pencils.
2. Have them label the paper with their names and the date.
3. Explain to students that they have 45-50 minutes to complete the Writing Assessment.
4. Have students independently read the prompt and checklist, plan, and then begin writing. Encourage them to organize their thoughts during the prewriting phase and refer back to the checklist throughout the writing process.

### **EVALUATION:**

1. Following the assessment, collect the papers.
2. Use the “Four Point Rubric” found in the back of the *Teacher Materials* booklet to evaluate individual student’s writing by assigning a point value, 0-4, for each rubric category (Conventions, Genre, and Writing Traits).
3. Record the scores for each category on the Writing Assessment Report. Blackline masters are provided at the back of this booklet. The Reading Lions Center grants permission to photocopy these pages as needed.
4. Average the scores and record the average in the space provided.

### **PROMPTS:**

Prompts vary by theme. Writing prompt assessments have been aligned with the writing strategies and writing applications of California’s English-language arts content standards. The prompts for grade six are listed below.

Theme 1	Narrative
Theme 2	Narrative
Theme 3	Expository (Response to Literature)
Theme 4	Expository (Response to Literature)
Theme 5	Expository
Theme 6	Persuasive

Note: For *responding to literature* prompts (Themes 3 and 4), provide students with their anthologies.

\* For the STAR examination, teachers need to prepare students for the following writing applications: narrative, expository, response to literature, and persuasive composition.



THEME 1 - Narrative	THEME 2 - Narrative
<p><b>Writing Situation:</b> You are remembering a time in your life when you had to overcome an obstacle to achieve a goal.</p> <p><b>Purpose:</b> To tell the reader about a personal experience</p> <p><b>Audience:</b> Your classmates</p> <p><b>Writing Directions:</b> Write a personal narrative that tells about a goal you reached. Include the challenges and obstacles you faced. Use a graphic organizer to plan your narrative.</p>	<p><b>Writing Situation:</b> You have discovered a time machine in your backyard. The machine can travel forward or backward in time.</p> <p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> Publisher of <i>Adventure</i> magazine</p> <p><b>Writing Directions:</b> Write a short adventure story around a character traveling in time (past or future). Describe the setting and develop a plot with a problem or conflict. Use a story events sequence chart to plan your story.</p>
THEME 3 - Expository (Response to Literature)	THEME 4 - Expository (Response to Literature)
<p><b>Writing Situation:</b> You have read <u>Last Summer with Maizon</u>. You are thinking about the characters and events in the story.</p> <p><b>Purpose:</b> To respond to literature in a problem-solution composition</p> <p><b>Audience:</b> Your teacher</p> <p><b>Writing Directions:</b> Write a problem-solution composition describing how a character solved a problem in the story, <u>Last Summer with Maizon</u>. Use a graphic organizer to plan your ideas. Refer to your anthology to write this composition.</p>	<p><b>Writing Situation:</b> You have read <u>Lost Temple of the Aztecs</u>. You are thinking about the Aztec leader, Moctezuma, and the Spanish leader, Cortes.</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Your teacher</p> <p><b>Writing Directions:</b> Consider the similarities and differences between Moctezuma and Cortes. Write an essay that compares and contrasts the two leaders. Use a Venn diagram to organize your ideas. Refer to your anthology to write this essay.</p>
THEME 5 - Expository	THEME 6 - Persuasive
<p><b>Writing Situation:</b> You are thinking about what makes a person a good friend.</p> <p><b>Purpose:</b> To inform</p> <p><b>Audience:</b> Judges in an essay contest</p> <p><b>Writing Directions:</b> 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.</p>	<p><b>Writing Situation:</b> Your principal has decided that there will no longer be after-school sports. You are taking a position on this decision.</p> <p><b>Purpose:</b> To convince your reader to think a certain way</p> <p><b>Audience:</b> The principal</p> <p><b>Writing Directions:</b> Write a persuasive essay either supporting the importance of after-school sports or supporting the decision to cancel after-school sports. Use logical reasons and specific examples to support your opinion. Use a graphic organizer to plan your essay.</p>



## Four Point Rubric - Conventions

Conventions	1 Point	2 Points	3 Points	4 Points
<p>Mechanics: Capitalization</p>	<p>Uses capitalization correctly at the beginning of sentences and with proper nouns, greetings, months, days of the week, and titles and initials of people.</p>	<p>Uses capitalization correctly for previously mentioned forms and with geographical names, holidays, historical periods, and special events.</p>	<p>Uses capitalization correctly for previously mentioned forms and names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotation when appropriate.</p>	<p>Consistently uses correct capitalization for all previously mentioned forms.</p>
<p>Mechanics: Punctuation</p>	<p>Uses end punctuation correctly. Inconsistently uses commas and quotation marks correctly. Punctuates dates, cities and states, and titles of books incorrectly.</p>	<p>Consistently uses punctuation of previously mentioned forms correctly. Inconsistently uses parentheses, commas in direct quotations, and apostrophes correctly.</p>	<p>Consistently uses correct punctuation for previously mentioned forms. Uses colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p>	<p>Consistently uses correct punctuation for previously mentioned forms. Uses colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p>
<p>Grammar and Usage</p>	<p>Uses verb tense, singular and plural nouns, contractions, adjectives, compound words, and articles correctly.</p>	<p>Consistently demonstrates standard use of previously mentioned items and with irregular verbs, adverbs, prepositions, and coordinating conjunctions and correct subject/verb agreement.</p>	<p>Consistently demonstrates standard usage of previously mentioned items. Correctly uses verbs that are often misused (e.g., lie/lay, sit/set, rise/raise) and modifiers.</p>	<p>Consistently demonstrates standard usage of previously mentioned items and correctly uses indefinite pronouns and present perfect, past perfect, and future perfect verb tenses with compound subject/verb agreement.</p>
<p>Sentence Structure</p>	<p>Consistently and effectively uses a variety of simple and compound sentences (including declarative, interrogative, imperative, and exclamatory). No run-ons or sentence fragments present.</p>	<p>Consistently and effectively uses all previously mentioned sentence structures. Sentence patterns and length are varied, effective, and enhance what is written. Uses appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p>	<p>Consistently and effectively uses all previously mentioned structures. Uses independent and dependent clauses, transition, and conjunctions to connect ideas.</p>	<p>Consistently and effectively uses all previously mentioned sentence structures and simple, compound, and compound-complex sentences; uses effective coordination and subordination of ideas to express complete thoughts. Sentence patterns enhance what is written.</p>
<p>Spelling</p>	<p>Spells frequently used, irregular words, basic short-vowel, long-vowel, r-controlled, consonant-blend patterns, and grade-appropriate sight words correctly.</p>	<p>Correctly spells grade-appropriate words with blends, contractions, orthographic patterns, compound words, and common homophones.</p>	<p>Correctly spells previously mentioned words. Uses correct sound spelling patterns and structural patterns. Understands affixes, homophones, and meaning patterns.</p>	<p>Correctly spells all previously mentioned word forms along with words containing roots, inflections, affixes, and syllable constructions, and frequently misspelled words (their, they're, there).</p>

### Four Point Rubric - Genre

Genre	1 Point	2 Points	3 Points	4 Points
Narrative Structure	Statements are related to topic. Purpose (explain, describe, etc.) apparent. Extraneous material may be present.	Statements are related to topic. Purpose apparent. Main points and supportive details can be identified.	Statements clearly on topic. Focused and organized around main points with supportive facts and assertions. Purpose obvious.	Statements clearly organized around main points with supportive facts or assertions. Supports facts with reference to prior knowledge. Use compare and contrast in developing main points.
Narrative Character	Describes and compares story characters with basic descriptors such as nice or mean.	Describes characters in increasing details including both physical and mental qualities such as strong or kind.	Describes characters with previously mentioned details along with descriptors of characters' thoughts, feelings, and desires.	Describes complex psychological character traits through characters' actions and speech. Characters enhance and bring plot to life.
Narrative Plot	Plot developed around a problem and its resolution. Moves logically with little elaboration or detail. Narrative may lack elements, characters, plot, or setting.	Plot developed around a problem, failed attempts, complications, and resolution. Moves logically through time with elaborate details.	Plot developed as previously described. Additionally, sequence of events move logically with elaborately detailed beginning, middle, and ending. Includes an effective conclusion. Subject and theme well developed throughout.	Plot includes all previously mentioned elements. Includes more complicated plot lines with subplots and complication integrated into the resolution, varied timelines, flashbacks, or dual story.
Narrative Setting	Setting includes descriptions of time, character, and place.	Setting details are distinctive and appropriate to the story type (fantasy vs. realistic settings). Description contributes to mood, suspense, humor, or excitement of story.	Setting includes previously mentioned details. Described in a way that influences story's problems, resolution, character, and plot.	Setting includes all previously mentioned details. May include metaphorical or symbolic elements that help develop story elements.
Expository Structure	Statements related to topic. Purpose apparent. Main points and supportive details can be identified.	Statements related to topic, have an evident purpose (to describe, explain, argue, etc.) Organized around main points with supportive facts or assertions.	Expository statements include all previous structures. Appropriate evidence presented to support each point. Positions compared and contrasted in developing main points.	Expository statements include previous structures. Statements trace and construct a line of purpose and intent.
Persuasive	Statements too insufficient to show writer's purpose. No order or organization apparent.	Statements generally related to topic. Position vague or lacks clarity. Unrelated ideas or multiple positions included.	Statements identify position in opening. Develop fewer points than delineated in opening. Middle paragraphs support position. Includes effective closing.	Statements include previously mentioned structures. Set scope and purpose of paper in introduction. Position focused, organized, and maintained throughout. Facts support position. Includes effective closing.
Formal Letter [for reference only]	Writing demonstrates no awareness of standard business letter form. Purpose and context not clear.	Writing demonstrates some awareness of standard business letter form. Inconsistent use and placement of date, salutation, body, closing, and signature. Lacks clarity of purpose and content.	Writing demonstrates consistent use of standard business letter form including date, salutation, body, closing, and signature. Content focused and organized. Purpose apparent.	Writing demonstrates consistent use of standard business letter form with correct punctuation. Content exceptionally clear, focused, and organized. Purpose clearly stated.

## Four Point Rubric - Writing Traits

Writing Traits	1 Point	2 Points	3 Points	4 Points
Ideas/Content/Focus	Main ideas and purpose stated. Topic may be overly broad and simplistic. Position/purpose/direction is unclear and must be inferred. Result may be ineffective.	Main ideas and content clear, focused, and interesting. Topic stated. Position/purpose introduced and maintained. Supporting details included. Mainly stays on topic.	Main ideas and content very clear and strongly supported with details. Topic/position/purpose clearly stated and maintained throughout. Topic and details tied to central theme or purpose. Focus based on purpose and format requirements.	Main ideas stand out. Content is exceptionally clear and strongly supported with rich detail. Topic/position/purpose clear and strongly stated and maintained throughout. Topic and details tied to central theme and purpose. Focus based on purpose, audience, and format requirements.
Organization (how well a piece is clearly organized, logically sequenced, and appropriately paragraphed; overall effect of writing)	Organization clear and coherent. Order and structure apparent. Sequence of events logical. Details may be a listing of facts/ideas. Transitions adequate. Beginning and conclusion lack impact. Paragraphs attempt to develop a central idea.	Organization enhances central idea and its development. Key concepts logically sequenced. Beginning grabs reader. Conclusion adds impact. Transitions enhance meaning and flow. Paragraphs develop central idea.	Organization includes previously mentioned points. A variety of transitions enhance meaning and flow. Paragraphs organized around central idea and develop main idea and purpose of composition.	Organization includes previously mentioned points. Multiple paragraphs develop, support, and enhance central ideas and purpose. Overall effect demonstrates skilled craftsmanship.
Word Choice	Vocabulary ordinary, lacks preciseness and variety. May be inappropriate to purpose or audience. Words and expressions convey general rather than specific message.	Vocabulary shows some varied and interesting words. Expressions are clear and convey intended message. Words generally appropriate for audience and purpose. Includes vivid and descriptive language.	Vocabulary is varied. Consistently uses interesting, descriptive words and expressions appropriate to audience and purpose. Expressions chosen to convey intended message. Literary devices used.	Vocabulary includes previously mentioned points. Words and expressions specifically chosen and placed for impact to enhance purpose and position, and convey intended message. Literary devices effectively used.
Elaboration (supporting details and examples that develop the main idea)	Elaboration of ideas is sketchy or redundant. General details offer little support for key ideas.	Elaboration of ideas may include some sketchy, redundant, or general details. Support for key ideas is uneven.	Elaborations of ideas includes a mix of general statements, specific details, and examples. Support is mostly relevant, but may be uneven and lack depth.	Elaboration of ideas includes specific details and supporting examples for key points/ideas. May use compare/contrast to support statements.
Voice	Voice is inappropriate to topic/content/audience. Writing provides little sense of involvement or commitment.	Voice is evident, though it wavers between appropriate/inappropriate and impersonal/personal. Commitment to topic is inconsistent.	Voice is appropriate for topic/purpose/audience. Writing demonstrates a consistent sense of commitment to topic.	Voice is appropriate for the topic/purpose/audience. Unique style comes through. Writing is expressive, engaging, or sincere and shows a strong sense of commitment to topic.
Sentence Fluency	Sentences mechanical, repetitive, and simplistic. Writing difficult to follow. Awkward, choppy, or rambling sentence construction.	Sentences mechanical and simplistic. Occasional awkward sentence construction and paragraph transitions.	Sentences varied (simple, compound, and complex), creating an effective flow and rhythm. Transitions smooth.	Sentences show high degree of craftsmanship. Strong, varied sentence construction. Enhances content of composition. Transition between sentences and paragraphs flow, making oral reading easy and enjoyable.
Audience	Displays little or no sense of audience. Does not engage audience.	Displays some sense of audience.	Displays a sense of audience.	Displays a strong sense of audience. Engages the audience.

**Writing Assessment Report - Page 1  
for Districts Using Houghton Mifflin Reading  
GRADE 6**

SCHOOL: \_\_\_\_\_ TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	THEME 1 PROMPT Narrative (3/4)				THEME 2 PROMPT Narrative (3/4)				THEME 3 PROMPT Expository (3/4)			
	Conventions	Genre	Writing Traits	AVERAGE	Conventions	Genre	Writing Traits	AVERAGE	Conventions	Genre	Writing Traits	AVERAGE

Identify students below criterion.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Writing Assessment Report - Page 2  
for Districts Using Houghton Mifflin Reading  
GRADE 6**

SCHOOL: \_\_\_\_\_ TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	THEME 4 PROMPT Expository (3/4)				THEME 5 PROMPT Expository (3/4)				THEME 6 PROMPT Persuasive (3/4)			
	Conventions	Genre	Writing Traits	AVERAGE	Conventions	Genre	Writing Traits	AVERAGE	Conventions	Genre	Writing Traits	AVERAGE

Identify students below criterion.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

# Skills Assessment Report - Page 1 for Districts Using Houghton Mifflin Reading GRADE 6 – THEME 1

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 127 WCPM	FLUENCY #2 127 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

## Skills Assessment Report - Page 2 for Districts Using Houghton Mifflin Reading GRADE 6 – THEME 1

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 127 WCPM	FLUENCY #2 127 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

# Skills Assessment Report - Page 1 for Districts Using Houghton Mifflin Reading GRADE 6 – THEME 2

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 134 WCPM	FLUENCY #2 134 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4





# Skills Assessment Report - Page 1 for Districts Using Houghton Mifflin Reading GRADE 6 – THEME 3

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 140 WCPM	FLUENCY #2 140 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

# Skills Assessment Report - Page 2 for Districts Using Houghton Mifflin Reading GRADE 6 – THEME 3

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 140 WCPM	FLUENCY #2 140 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

# Skills Assessment Report - Page 1 for Districts Using Houghton Mifflin Reading GRADE 6 – THEME 4

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 144 WCPM	FLUENCY #2 144 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

## Skills Assessment Report - Page 2 for Districts Using Houghton Mifflin Reading GRADE 6 – THEME 4

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 144 WCPM	FLUENCY #2 144 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: \_\_\_\_\_ COACH: \_\_\_\_\_

**Skills Assessment Report - Page 1  
for Districts Using Houghton Mifflin Reading  
GRADE 6 – THEME 5**

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 147 WCPM	FLUENCY #2 147 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4



# Skills Assessment Report - Page 1 for Districts Using Houghton Mifflin Reading GRADE 6 – THEME 6

DISTRICT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 150 WCPM	FLUENCY #2 150 WCPM	AVG. FLUENCY SCORE	READ. COMP. 8/10	CHECK SKILLS 8/10	SPELLING 8/10	VOCABULARY 8/10	WRITING 3/4





# NOTES

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# NOTES

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**Sixth Edition**

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