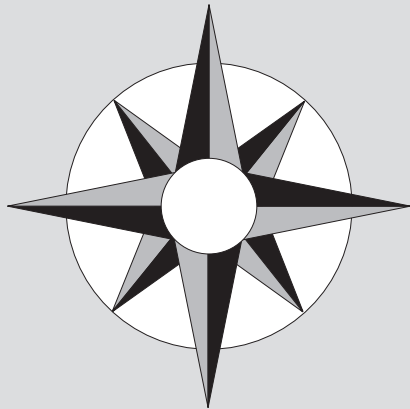


STUDENT TEST BOOKLET - LAUSD



Skills Assessments

Developed for
Los Angeles Unified School District Teachers
Using *Open Court Reading 2000*

G **R** **A** **D** **E** **1**

Week 12

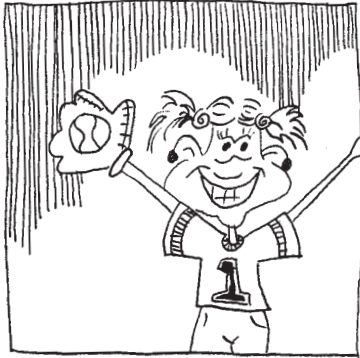
Student Name _____

DIRECTIONS: Your teacher will say a word. Choose the correct spelling for that word. Fill in the bubble below the word you have chosen.

- | | | |
|---------------------------------------|-----------------------------------|-----------------------------------|
| 1. ficks
A. <input type="radio"/> | fix
B. <input type="radio"/> | fig
c. <input type="radio"/> |
| 2. jock
A. <input type="radio"/> | gok
B. <input type="radio"/> | joke
c. <input type="radio"/> |
| 3. ten
A. <input type="radio"/> | tn
B. <input type="radio"/> | tent
c. <input type="radio"/> |
| 4. ditch
A. <input type="radio"/> | detch
B. <input type="radio"/> | dech
c. <input type="radio"/> |
| 5. shrk
A. <input type="radio"/> | shark
B. <input type="radio"/> | chark
c. <input type="radio"/> |
| 6. brng
A. <input type="radio"/> | bring
B. <input type="radio"/> | brong
c. <input type="radio"/> |
| 7. kut
A. <input type="radio"/> | qute
B. <input type="radio"/> | cute
c. <input type="radio"/> |
| 8. gate
A. <input type="radio"/> | gat
B. <input type="radio"/> | jate
c. <input type="radio"/> |
| 9. yelb
A. <input type="radio"/> | yelp
B. <input type="radio"/> | yep
c. <input type="radio"/> |
| 10. stuck
A. <input type="radio"/> | stuke
B. <input type="radio"/> | stuc
c. <input type="radio"/> |

TOTAL SCORE: _____ /10

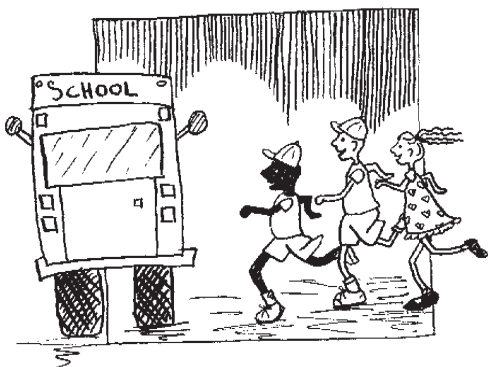
DIRECTIONS: For each section, choose one word in each line that tells something about the picture. Then fill in the bubble below the word you have chosen.



- | | | |
|--------------------------|--------------------------|--------------------------|
| 1. bike | ball | fork |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 2. race | swim | catch |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 3. mad | glad | sad |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- | | | |
|--------------------------|--------------------------|--------------------------|
| 4. dark | sun | lunch |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 5. birds | fence | vase |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 6. stars | kites | ships |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- | | | |
|--------------------------|--------------------------|--------------------------|
| 7. car | cab | bus |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 8. running | wishing | buzzing |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 9. two kids | three kids | six kids |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 10. herd | hats | chimps |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |

TOTAL SCORE: _____ /10

Optional 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.

A girl had a red bike. 6
 She went to get her bike. 12
 It had a flat tire. 17
 Where must she go to fix the tire? 25
 Her dad said he would help. 31
 He made a patch to fix it. 38
 Then he had to use a pump. 45
 He did a fine job. 50

Her dad said it was fixed. 56
 She could use her bike. 61
 The girl gave a big grin and said thanks. 70

She rode back and forth in a safe lane. 79
 Then it was time for lunch. 85
 The girl went fast on her bike to get home. 95
 For lunch, she had fish sticks, an apple, 103
 and a cupcake. 106

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) = 30

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.

Optional 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 wind makes waves on the lake.	7
The waves make the sand get wet.	14
Small birds like to chase bugs in the wet sand.	24
The bugs run away fast and dig holes to hide.	34
Then the bugs are safe.	39
When the sun sets, the birds rush home to the trees.	48 50
They are safe in nests of twigs.	57
When the sun comes up, the birds come back.	66
They look for more bugs.	71
Clams live in the sand, too.	77
Some big birds look for clams for dinner.	85
The clams dig holes to hide from the birds.	94
That is where clams are safe.	100
Some big birds swim in the lake to catch fish.	110
The fish dive and hide next to rocks.	118
That is where fish are safe.	124

EVALUATING CODES FOR ORAL READING	
sky (l)	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>30</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.

Prewriting Situation:

Think and Pair-Share about a job you would like to have when you grow up. Draw a picture about that job.

Audience: Your family

Directions:

Think of the jobs that you read about with your teacher in the *Our Neighborhood at Work* unit. Now, think about a job that you would like to have when you grow up. Name the job. Write about what it is like to have the job. Be sure to use details to make your writing interesting. Remember to write neatly.

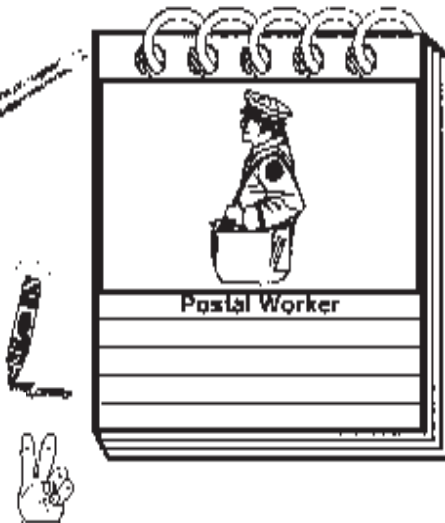
Revising for Genre: Narrative and Writing Strategies

You should:

_____ **Name the job**

_____ **Draw a picture**

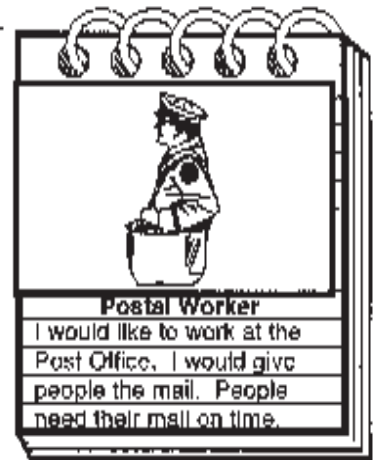
_____ **Use two finger spaces between words.**



Write sentences that tell what it is like to have or do the job.

Use details

Stick to the idea of a job you would like.



Proofreading for Conventions

You should:

_____ Write in complete sentences

_____ Use capitals for:

_____ names of people and places

_____ first word of the sentence

_____ pronoun "I"

_____ Use periods, exclamation points, or question marks at the end of sentences

_____ Use the Sound/Spelling Cards to check your spelling

TOTAL SCORE: _____ /4

NOTES

Tenth Edition

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