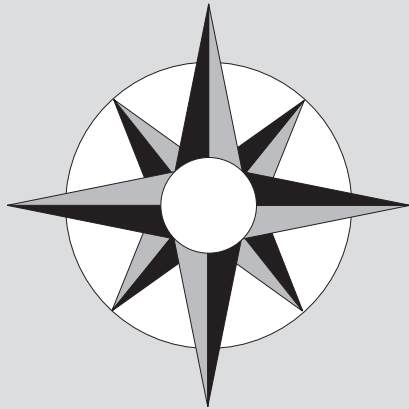


# STUDENT TEST BOOKLET - LAUSD



# Skills Assessments

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

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

**Week 36**

Student Name \_\_\_\_\_

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

### The Special Skis

Maria sat in her wheelchair. She wore lots of warm clothes. She was watching her friends ski. Maria couldn't ski. At least, that's what everybody told her. Maria's legs didn't work. Even so, she loved sports. She played tee-ball. She even played basketball and tennis in her wheelchair.

She watched her friends. Then a woman skied up to her. "Doesn't that look like fun?" she asked.

The girl said, "Yes." The woman smiled.

"My name is Carmen. I have a surprise for you. Look over there."

Carmen pointed toward the ski slope. Maria saw her father and mother. They were beside a chair that looked like a sled. Instead of wheels, it had skis.

*Now answer the questions about this part of the story.*

1. Why did Maria have to sit in a wheelchair?
  - A. Her arms didn't work.
  - B. She was just testing it out.
  - C. Her legs didn't work.
  
2. What are three sports that Maria could play sitting in her wheelchair?
  - A. tee-ball, basketball, and tennis
  - B. diving, tennis, and basketball
  - C. basketball, tee-ball, and ping-pong
  
3. The surprise that Carmen had for Maria was
  - A. a pair of red skis.
  - B. a chair that looked like a sled.
  - C. a snowman.

“That’s for you, Maria. Let’s go.” Carmen struggled on her skis. Then she pushed Maria’s chair through the snow. Maria couldn’t take her eyes off the new chair. At last, they reached it.

“Okay, honey, up you go.” Maria’s father picked her up. He put her in the chair. She tumbled right over.

“You have to try to balance yourself,” said Carmen. She picked up Maria and her chair-ski. This time, Maria helped to balance herself. She felt a little bit afraid. But she was mostly excited. Her parents both gave her a kiss. Carmen strapped her into the chair. Then she put a helmet on Maria. “I’ve heard you are a smart girl. Let’s keep that head safe.”

Carmen pushed Maria over to a rope. The rope was pulling skiers up the hill. She stood behind Maria. Next, she grabbed the rope. The rope pulled Carmen and Maria up the hill.

*Now answer the questions about this part of the story.*

4. What did Carmen tell Maria she had to do in her new chair-ski?
- A. Sit back and relax.
  - B. Hold on to the sides.
  - C. Try to balance yourself.
5. Carmen gave Maria a helmet to cover her head. A **helmet** is
- A. a hat that covers your eyes so you can't see.
  - B. a hat to keep your head safe.
  - C. a hat for decoration.
6. How did Maria feel about her new chair-ski when she first got on it?
- A. a little afraid, but excited
  - B. very nervous
  - C. worried that she would get hurt
7. What pulled Maria and Carmen up the hill?
- A. two other skiers
  - B. a tractor
  - C. a rope

At the top of the hill, Carmen let go of the rope. They stopped. She steered Maria to the middle of the hill. Then she attached a strap from her waist to the back of Maria's chair-ski. "This strap will keep us together. I'll ski behind you. Are you ready to ski?"

Maria shook her head up and down. She heard Carmen say, "Okay, try to balance yourself. Here we go." Carmen gave her a little push. Both of them began sliding down the hill. Maria could feel Carmen holding her up. Maria tried to balance herself. All of a sudden, the two of them were gliding down the mountain. It was fun! She knew she was going to love skiing.

*Now answer the questions about this part of the story.*

8. Why did Carmen attach a strap from her waist to the back of Maria's chair-ski?
- A. to keep them together
  - B. to pull Carmen up the hill
  - C. so they could race down the hill
9. How did Maria feel about her first time skiing down the mountain?
- A. She was scared.
  - B. It was just wonderful.
  - C. She never wanted to ski again.
10. If a friend wanted Maria to go skiing again, she would probably
- A. be happy to go.
  - B. be too frightened to go.
  - C. not go because she did not like sports.

TOTAL SCORE: _____/10
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**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.  | chose<br>A. <input type="radio"/>   | choice<br>B. <input type="radio"/> | choyce<br>C. <input type="radio"/> |
| 2.  | snek<br>A. <input type="radio"/>    | sneck<br>B. <input type="radio"/>  | sneak<br>C. <input type="radio"/>  |
| 3.  | true<br>A. <input type="radio"/>    | traw<br>B. <input type="radio"/>   | tru<br>C. <input type="radio"/>    |
| 4.  | quart<br>A. <input type="radio"/>   | kwrt<br>B. <input type="radio"/>   | qurt<br>C. <input type="radio"/>   |
| 5.  | fowr<br>A. <input type="radio"/>    | flour<br>B. <input type="radio"/>  | flawr<br>C. <input type="radio"/>  |
| 6.  | seter<br>A. <input type="radio"/>   | centr<br>B. <input type="radio"/>  | center<br>C. <input type="radio"/> |
| 7.  | cities<br>A. <input type="radio"/>  | cites<br>B. <input type="radio"/>  | citys<br>C. <input type="radio"/>  |
| 8.  | sayd<br>A. <input type="radio"/>    | sed<br>B. <input type="radio"/>    | said<br>C. <input type="radio"/>   |
| 9.  | bage<br>A. <input type="radio"/>    | baj<br>B. <input type="radio"/>    | badge<br>C. <input type="radio"/>  |
| 10. | because<br>A. <input type="radio"/> | becase<br>B. <input type="radio"/> | becuz<br>C. <input type="radio"/>  |

TOTAL SCORE: _____/10
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**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. | hopping                  | stopping                 | climbing                 |
|    | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 2. | human                    | sheep                    | fox                      |
|    | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 3. | stairs                   | rocks                    | flowers                  |
|    | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- |    |                          |                          |                          |
|----|--------------------------|--------------------------|--------------------------|
| 4. | bone                     | book                     | snowball                 |
|    | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 5. | clumsy                   | lazy                     | tasty                    |
|    | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 6. | yawns                    | gives                    | cries                    |
|    | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- |     |                          |                          |                          |
|-----|--------------------------|--------------------------|--------------------------|
| 7.  | playing                  | skating                  | skipping                 |
|     | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 8.  | mailman                  | sunshine                 | railroad                 |
|     | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 9.  | excited                  | angry                    | sleepy                   |
|     | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 10. | quiet                    | raking                   | noisy                    |
|     | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |

TOTAL SCORE: \_\_\_\_/10

Passage #1

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

**Say these specific directions to the student:**

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

Alex crawled under the blankets on his bunk bed. He was afraid of storms. Bursts of light flashed outside and thunder rolled. Tree branches scratched at his window, and he shook with fear.

Soon his father came home from work and found Alex in his room. “What’s wrong?” he asked as he sat on the edge of the bed.

“I’m afraid of the noise,” answered Alex.

“I know a storm can be scary. Cheer up. Think of the good things that happen when it rains,” said his father. “The wind scatters seeds, and the rain gives them water to grow. Plants and wild animals need water to help them stay alive.”

“That’s true,” said Alex. “I’ll think about that and try not to be scared.” He bravely took his dad’s hand. “Thanks, Dad,” he sighed.

His proud father said, “Come with me. Let’s go to the kitchen and have some apple pie.”

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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>60</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.

Each night Dora’s mother tucked her 6  
in bed. Then, her mother turned off the 14  
bedroom light as she left the room. For Dora, 23  
this was awful. Dora’s eyes grew wide in the 32  
dark. She would lay in bed with the covers 41  
pulled under her chin. She shook with fright. 49  
She just knew monsters were hiding under 56  
her bed. Maybe they were lurking in the 64  
closet or creeping behind her drapes. 70  
One night, Dora told her mother how 77  
scared she was. “I did not know the dark 86  
room bothered you,” said her mother. “From 93  
now on, you may turn off your own light.” 102  
The next bedtime was different. Dora’s 108  
mother closed the door but left on the light. 117  
So, Dora looked under her bed. She checked 125  
the closet. She peeked behind the drapes. 132  
Then she wrapped her teddy bear in a 140  
blanket. Dora clutched her toy animal. 146  
She paused, then reached the chain on the 154  
glowing lamp and turned off the light. Soon 162  
Dora became used to the dark, and she was 171  
not afraid. 173

**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)       =    60

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

**Expository Writing Assessment Prompt**

**Writing Situation**

Describe a home for an animal.

**Audience:** Your teacher

**Directions for Writing**

Think about the different homes you read about in the *Homes* unit. Choose one animal. Describe the type of home the animal lives in. Use details to tell what the home is made of. Tell where the home is found. Explain why this home is a good home for the animal. Explain how the animal's home provides shelter and protection.

You will score the most points if you use the following checklist.

**Revising for Genre: Expository**

**You should:**

- \_\_\_\_\_ name the animal and tell the kind of home the animal lives in
- \_\_\_\_\_ describe the animal's home with details that tell what it is made of and where it is found
- \_\_\_\_\_ tell why the home is a good home for the animal
- \_\_\_\_\_ explain how the home gives the animal shelter or protection

**Revising for Writing Strategies (Traits)**

**You should:**

- \_\_\_\_\_ write about only one animal and where the animal makes its home
- \_\_\_\_\_ use describing words and details that help the reader visualize the animal's home
- \_\_\_\_\_ print neatly and use 2 finger spaces between each word

**Proofreading for Conventions**

**You should:**

- \_\_\_\_\_ write in complete sentences
- \_\_\_\_\_ use capitals for:
  - \_\_\_\_\_ names of people and places
  - \_\_\_\_\_ first word of a sentence
  - \_\_\_\_\_ pronoun "I"
- \_\_\_\_\_ use periods, exclamation points, or question marks at the end of sentences
- \_\_\_\_\_ use Sound/Spelling cards to check your spelling

# NOTES

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# NOTES

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# NOTES

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**Tenth Edition**

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