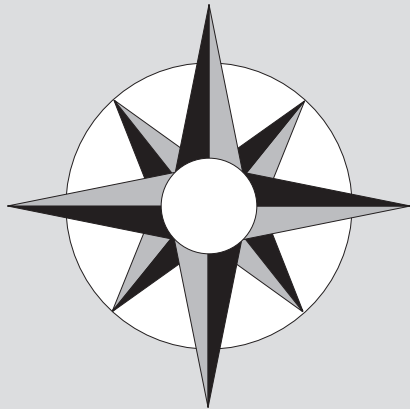


# STUDENT TEST BOOKLET - LAUSD



# Skills Assessments

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

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

**4**

**Unit 1**

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

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

## Go For It!

*Margaret Roberts*

Mark Wellman, U.S. park ranger, had wanted to climb the soaring vertical rock face of El Capitan for as long as he could remember. *How could a man, partially paralyzed from the waist down, unable to use his legs, have the nerve to try to climb the highest vertical cliff on earth?* El Capitan is immense. It is an unbroken mass of granite in California's beautiful Yosemite Valley. The huge rock is almost three-quarters of a mile high, straight up. Mark could not accomplish the climb alone. His friend Mike Corbett, an expert rock climber, would be there to lend a helping hand.

In the early morning of Wednesday, July 19, 1989, Mike helped Mark out of his wheelchair. Mike put Mark onto the ground. Clipped to Mike's waist was an assortment of metal clamps and other rock-climbing equipment. He also had several looped nylon ropes. The free end of one of the ropes was attached to a big sack. The sack contained the men's food, water, and super-light sleeping bags.

Mike grabbed his first handhold on the rock. Then he positioned his feet and began to climb. Mike knew El Capitan well. He and a few other intrepid rock climbers had made it to the summit many times. He knew where all the handholds and footholds were. He also knew where to find good ledges wide enough for two men to rest on. He and Mark thought it would take seven days to reach the top.

About 100 feet up, Mike hammered a piton into the granite. A piton is a heavy aluminum pin used by rock climbers. Mike clipped one end of a 165-foot nylon rope to the piton. Then he let the rope's free end fall down. Mark was wearing a nylon harness that circled the upper half of his body. Mark caught the rope and attached it to the harness with an ingenious clamp. The clamp would let Mark move upward, but would prevent him from slipping down even as much as a single inch. He next reached above his head and attached a T-bar to the nylon rope, using the same kind of clamp.

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

1. Why is climbing El Capitan a difficult challenge for any rock climber?
  - A. It has deep, dangerous cracks.
  - B. It is covered with ice.
  - C. It is the highest vertical cliff in the world.
  - D. It is covered with clouds.
  
2. In the first paragraph, the author describes El Capitan as an immense mass of granite. What does the word *immense* mean?
  - A. huge
  - B. assortment
  - C. smooth
  - D. super-light
  
3. Which of the following indicates Mike Corbet knew El Capitan well?
  - A. He stayed close behind in case Mark fell.
  - B. He knew where the handholds, footholds, and ledges were.
  - C. He was a U.S. park ranger.
  - D. He had climbed to the summit one time.

When all was secured, Mark took a deep breath. He pushed the T-bar up almost as far as his arms could reach. Then he began the first of the 7,000 pull-ups it would take to reach the summit. His useless legs, encased in protective leather leggings, dangled beneath him. Mike had designed these special leggings just for this climb. High above, Mike let out a cheer. "You're on your way, pal," he yelled down.

Before the climb began, the two men had decided that the best rate of ascent for Mark would be about six inches at a time. Now, having successfully raised himself the first half foot, Mark loosened his grasp and tested the clamp. He reassured himself that it held his weight. Then he pushed the T-bar up again and began his second pull-up.

When Mark looked down at mid-afternoon, he could still see his wheelchair on the ground below. Every pull-up was another step toward fulfillment of his dream. *He was climbing El Capitan at last!*

For the past six months, Mark had trained rigorously. His training included swimming, paddling his kayak, lifting weights, and working out in the gym. Seven years before, at the age of twenty-one, he had slipped on loose pebbles while mountain climbing. He had fallen 100 feet, injuring his spine. The fall cost him the use of his legs. Yet he never lost his love of adventure nor his joyful spirit. Even so, as he looked straight up the forbidding 3,593-foot rock face, he wondered if he was trying for an impossible goal. He still had 6,500 pull-ups to go. The temperature was 96 degrees, and he was bathed in sweat.

Mark wisely decided to put all this out of his mind. He *had* to succeed, not just for himself and Mike. The whole world was watching. This climb was an incredible attempt by a man who, in a wheelchair, carried on his job as a naturalist and assistant supervisor of the visitor's center in Yosemite National Park. Dozens of newspaper writers and photographers, radio announcers, and television reporters were gathered on the ground below. They were carefully tracking the hourly progress of the climb.

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

4. How could Mark Wellman expect to climb El Capitan when he was partially paralyzed from the waist down?
- A. He had read about mountain climbing in a book.
  - B. He had been training for the climb.
  - C. He had made it to the summit many times.
  - D. Mountain climbing isn't difficult.
5. Why did the climb take so long?
- A. Their sack of supplies was too heavy.
  - B. Mark had not trained enough.
  - C. Mark had to stop and rest often.
  - D. Mark could only climb six inches at a time.
6. Which word **best** describes Mark Wellman?
- A. foolish
  - B. conceited
  - C. determined
  - D. forgiving

In the late afternoon, Mike called down to Mark. Mike said that he had reached a level ledge where they would spend the night. There are many good, solid ledges of varying width on El Capitan. Climbers have slept on them many times over the years, secured by clamps and sturdy ropes pinned into the rock. Now the two men sat on the ledge and began pulling up the rope that held their food, water, and sleeping bags. Soon they were wolfing down their supper of cold canned foods, nuts, and dried fruits. It all tasted delicious after the exertions of the day. As darkness fell, they curled up in their sleeping bags. At dawn, they were wide-awake and ready to go again.

For the first four days, the two men moved steadily upward without problems. On the fifth day, a searing, hot wind began to blow. As the day wore on, it became stronger and stronger, causing Mark to sway perilously on his rope. Suddenly a powerful gust swung him ten feet out, away from the rock. The sensation of hanging way out there in the wind, dangling in space, would have been terrifying to an ordinary person. Mark was by no means ordinary. Although his hands were swollen and sore and his arms ached unmercifully, he kept on doggedly pushing up the T-bar and pulling himself up. Nevertheless, he had to admit that he felt a lot better when the wind finally died down and his body touched solid rock again.

Later, Mike told reporters, “I just couldn’t get him to complain, no matter how tough it got. He just kept right on inching his way up, calm as you please!”

It took them one day more than they had estimated. On July 26, at 1:45 p.m., the crowd of people waiting on the summit went wild with joy as the two weary heads appeared over the rim, silhouetted against the sky.

Mark Wellman had shown that if you set your heart and mind on a goal, no wall is too high, no dream impossible. When asked what he had to say about his marvelous accomplishment, he thought for only a minute before he replied, “If you want to do something bad enough and you feel you can do it, *go for it!*”

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

7. Where did Mark and Mike sleep at night?
- A. in a cave
  - B. on a ledge
  - C. in a cabin
  - D. on the top of the summit
8. How long did it take Mark and Mike to reach the summit?
- A. They didn't reach the summit because of searing, hot winds.
  - B. one day
  - C. four days
  - D. one day longer than they had estimated
9. Which of the following **best** expresses Mark Wellman's feelings about people with physical disabilities?
- A. They can do anything they set their mind to do.
  - B. They need special help.
  - C. They shouldn't take risks.
  - D. They need encouragement from others.
10. Mike Corbett, Mark's friend, can best be described as
- A. reckless.
  - B. trustworthy.
  - C. funny.
  - D. independent.

TOTAL SCORE: _____/10
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**Read each sentence. Fill in the bubble next to the verb that correctly completes the sentence.**

1. His hands \_\_\_\_\_ swollen and sore, yet he kept on climbing.  
 was                       were                       is
  
2. He was \_\_\_\_\_ to attach the T-bar to the rope that was above his head.  
 trying                       try                       tried
  
3. Will Mark Wellman try to \_\_\_\_\_ the top of Yosemite's Half Dome someday?  
 reached                       reach                       reaching

**Fill in the bubble next to the answer that shows if the sentence is complete or incomplete.**

4. An immense, unbroken mass of granite in Yosemite Valley.  
 complete                       incomplete
  
5. A crowd waited on the summit.  
 complete                       incomplete
  
6. He would soon reach the ledge where he could rest.  
 complete                       incomplete



**Underline the common noun or nouns in each sentence and circle the proper noun.**

7. He positioned his feet and began to climb El Capitan.
8. After Mike reached a level ledge, he called down to his friend.
9. The cliff is located in Yosemite.
10. Mark saw his wheelchair when he looked down at the ground.

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

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

- |   |   |
|---|---|
| <p>1. <input type="radio"/> A. The <u>heat</u> from the sun came through the windows and warmed the room.</p> <p><input type="radio"/> B. The baseball <u>field</u> looked great after it was mowed.</p> <p><input type="radio"/> C. It took all day to rake the <u>lieves</u> and put them in the garden.</p> <p><input type="radio"/> D. No mistake</p> | <p>4. <input type="radio"/> A. The crate was <u>ferried</u> across the river on a small ferry boat.</p> <p><input type="radio"/> B. Mother was <u>carrying</u> the groceries into the kitchen.</p> <p><input type="radio"/> C. The boys <u>carryed</u> the large, wooden box to the truck.</p> <p><input type="radio"/> D. No mistake</p> |
| <p>2. <input type="radio"/> A. <u>Bake</u> the roast for sixty minutes before adding the potatoes.</p> <p><input type="radio"/> B. The photographer <u>aymed</u> his camera before taking the picture.</p> <p><input type="radio"/> C. She went to the park with her friends for her <u>birthday</u>.</p> <p><input type="radio"/> D. No mistake</p>      | <p>5. <input type="radio"/> A. The <u>inch</u> worm slowly worked its way up the plant.</p> <p><input type="radio"/> B. Father built a <u>hutch</u> for our new pet rabbit.</p> <p><input type="radio"/> C. We <u>wached</u> our favorite team win the competition.</p> <p><input type="radio"/> D. No mistake</p>                        |
| <p>3. <input type="radio"/> A. The colorful <u>scarves</u> seemed to dance in the wind.</p> <p><input type="radio"/> B. Library <u>bookshelves</u> are full of interesting things to read.</p> <p><input type="radio"/> C. One of the <u>beliefs</u> the first explorers had was that the world was flat.</p> <p><input type="radio"/> D. No mistake</p>  |   |

6.  A. Heavy or bulky letters often require extra postige.
- B. Bandages were wrapped around the arm of the injured soldier.
- C. People traveled by horse and carriage many years ago.
- D. No mistake
7.  A. Finally, the noisy parrot stopped pecking at its bell.
- B. Listen carefully to the questions before you answer them.
- C. Lately, the children have learned some valuable lessons.
- D. No mistake
8.  A. The grocery clerk was hurriedly bagging the groceries.
- B. The elderly man humed softly as he sat in his rocking chair.
- C. Did you see how the snowboarder controlled his jumps?
- D. No mistake
9.  A. When will you arrive at your final destination?
- B. The information booth is located at the museum's entrance.
- C. Children were having a conversation about their homework.
- D. No mistake
10.  A. Ducks and geese were loudly squawking near the pond.
- B. The lioness stalked the unsuspecting antelope.
- C. The fly ball was caght by the short stop.
- D. No mistake

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

**PART 1 — Antonyms**

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

1. My cat was intrigued with the leaf that rustled in the wind.
  - A. uninterested
  - B. fascinated
  - C. fierce
  - D. alarmed
  
2. The sympathetic mother gently encouraged her son after he broke his arm.
  - A. unfeeling
  - B. dismayed
  - C. consoling
  - D. haughty
  
3. Amelia Earhart had lofty ideas about flying solo across the Atlantic Ocean.
  - A. noble
  - B. pesky
  - C. humble
  - D. grand

**PART 2 — Multiple Meanings**

**DIRECTIONS:** Read the sentence. Read and answer the question. Fill in the bubble next to the answer.

4. We could not see the ground when the plane sharply banked to line up with the airport’s landing strip.

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

- A. He banked all of his money.
  - B. My dad banked the boat to the right to avoid the buoy.
  - C. I banked on your support knowing you would help me get elected.
  - D. The farmer banked the dirt in mounds around his field.
- 
5. The young boy herded the cattle into the village compound and closed the gate.
- In which sentence is the word compound used **in the same way** as in the sentence above?
- A. The teacher explained that flies have compound eyes.
  - B. Unfortunately, the horse’s leg had a compound fracture.
  - C. Barnyard is a compound word.
  - D. The dog guarding the compound barked fiercely.

**PART 3 — Context Meaning**

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

6. The gorilla’s menacing look was meant to frighten me away.
- A. cunning
  - B. envious
  - C. threatening
  - D. desperate
7. No matter how hard he tried, the clown’s efforts to cheer the crying child were ineffective.
- A. treacherous
  - B. eloquent
  - C. specialized
  - D. useless

**PART 4 — Synonyms**

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

8. The feisty puppy dug in the garden all day.
- A. energetic
  - B. timid
  - C. authoritative
  - D. dubious
9. I often ponder what I can do to help the environment.
- A. limit
  - B. demand
  - C. think
  - D. simulate
10. The qualified pilot smoothly landed his plane despite the foggy conditions.
- A. inducted
  - B. indignant
  - C. troublesome
  - D. capable

TOTAL SCORE: _____/10
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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.

Weasel stalked between the trees. Hostile and 7  
starving, he watched a beautiful peacock and 14  
peahen strutting in the meadow. He had been 22  
unsuccessful while hunting food for his large family. 30  
In the twilight, he observed the birds. The pair was 40  
ignoring their nest. It contained two freshly laid 48  
eggs. Weasel was frantic. The birds’ razor-sharp 56  
beaks made stealing the eggs a dangerous mission. 64  
However, tonight he was willing to put aside all 73  
wisdom, instinct, and fear to feed his family. 81  
Desperate, Weasel crept closer to the nest. 88  
He kept a watchful eye on Farmer O’Neal, who 97  
was at the chicken coop. The farmer was blissfully 106  
feeding the chickens a stale loaf of bread. The birds 116  
had just finished their evening walk and were 124  
headed back to their nest. The farmer had no reason 134  
to suspect mayhem was about to take place in the 144  
barnyard. So, the mild-mannered man continued 151  
feeding the chickens. 154  
Weasel grunted softly. His nose was twitching 161  
as he crouched closer to the nest. He reached it just 172  
as the birds arrived. Suddenly, Farmer O’Neal 179  
heard the peacock’s shrill shrieking. He looked up 187  
and spotted Weasel frozen in fear, a front paw on an 198  
egg. He ran across the yard screaming and waving 207  
his arms! Slowly, Weasel backed away from the nest 216  
and then scurried off. Tonight, Weasel would have 224  
to look elsewhere for food for his hungry family. 233

**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) = 99

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.

Although the two children were twins, they were quite different. Both wanted to take part in school activities to make new friends. Marta was timid and took very few risks. She especially avoided sports and academic contests. Carlos, on the other hand, had a lot of confidence. He would try out for anything. However, he did not practice before tryouts, so he did not always make the team. One day the twins discussed their different personalities. Each decided there was a trait they wanted to change.

Marta wanted to be more outgoing. She hesitantly agreed to audition for the school’s spelling bee. Much to her surprise, she won first place. She was going to represent her age group in the state contest. At the state finals, she won fourth place. This scholastic triumph was the best anyone at her school had ever achieved.

Carlos decided to focus and excel in one specialized area. He wanted to be the lead actor in the class play. He knew it would take energy, preparation, and practice to learn the long speeches. For weeks, Carlos rehearsed his lines and acting techniques. He attempted to express just the right amount of pain and emotion when his character died. He was so well prepared that he got the part. He gave an eloquent performance. Marta and Carlos were both pleased with their efforts.

**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) = 99

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.

**Narrative Writing Assessment Prompt**

**Writing Situation:** Your friend has asked if he could copy your periodic math test.

**Audience:** Your Classmates

**Directions for Writing:** Think about the stories you read in the *Risks and Consequences* unit. Consider the risks and consequences of allowing your friend to copy your test. Write a personal story. Tell your point of view and give your decision about your friend’s request. Use concrete sensory details to tell about your feelings and thoughts about your friend’s request. Give reasons for your decision. Stay focused on the risks and consequences of your decision.

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

**Revising for Genre: Narrative**

**You should:**

- \_\_\_\_\_ write a personal story explaining what the risks and consequences might be in the math homework situation.
- \_\_\_\_\_ use concrete sensory details to describe and relate
  - \_\_\_\_\_ your thoughts    \_\_\_\_\_ your feelings    \_\_\_\_\_ your reasons

**Revising for Writing Strategies (Traits)**

**You should:**

- \_\_\_\_\_ stay focused on risks and consequences of your decision.
- \_\_\_\_\_ tell your story in a logical order.
- \_\_\_\_\_ tell the story in the first person point of view (using words like: I, me, and my).

**Proofreading for Conventions**

**You should:**

- \_\_\_\_\_ use correct punctuation, capitalization, and grammar.
- \_\_\_\_\_ use correct spelling.
- \_\_\_\_\_ use simple and compound sentences in your writing.

**TOTAL SCORE:** \_\_\_\_\_ /4



# NOTES

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# NOTES

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# NOTES

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**Tenth Edition**

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