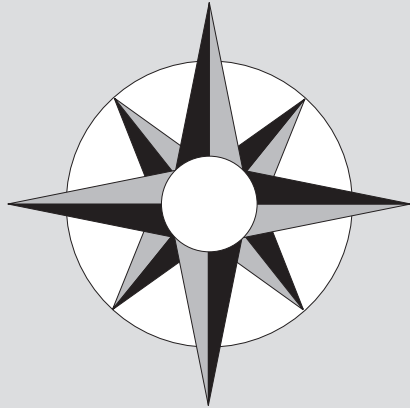


TEACHER MATERIALS – LAUSD



Skills Assessments

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

G **R** **A** **D** **E** **5**

Units 1–5

6-8 Week Skills Assessments (OCR 2000) for Los Angeles Unified School District

DESIGN

Unit Skills Assessments are designed to help classroom teachers and grade-level teams determine how effectively their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Open Court Reading 2000*.

PURPOSE

The purpose of the Unit Skills Assessments is to help guide and plan instruction for the next unit. Subtests are based upon the content addressed in each unit and California's English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each unit, Unit 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.

USE

The Unit Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Open Court Reading 2000*. If students are weak in a particular area, the teacher should look ahead to the next unit 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 Open Court 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 team listed above at the Reading Lions Center and Los Angeles Unified School District. They are not developed, reviewed, or published by Open Court/SRA McGraw-Hill. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.

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Overview of OCR 2002 Skills Assessments - Grade 5 2008 - 2009

for Los Angeles Unified School District

UNIT	1	2	3	4	5
GRADE 5	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

GRADE5	Percentile	Unit 1 WCPM ²	Unit 2 WCPM	Unit 3 WCPM	Unit 4 WCPM	Unit 5 WCPM
ORAL READING FLUENCY NORMS¹	25th	85	92	99	103	106
	50th	110	119	127	131	135
	75th	139	148	156	160	164

1 Extrapolated values used by the Reading Lions Center (Sacramento County Office of Education, 2005).

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

INSTRUCTIONAL UNITS - GRADE 5

Unit 1 Unit 4
Unit 2 Unit 5
Unit 3

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.

SOUNDS/SPELLINGS/ABOUT THE WORDS (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. D 9. B
 2. B 4. B 6. A 8. B 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. C 7. D 9. D
 2. D 4. D 6. B 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 5 - UNIT 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 included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 119 WCPM (words correct per minute) at the end of the 12th week.

25th Percentile -	92 WCPM
50th Percentile -	119 WCPM
75th Percentile -	148 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. A	5. B	7. B	9. C
	2. C	4. C	6. D	8. A	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 each question to receive credit.

Key:	1. <u>The demon star</u>	2. <u>High-powered telescopes</u>	3. <u>Astronomers</u>	COMPLETE SUBJECT
	4. <u>look like a single, bright light</u>	5. <u>have been discovered by astronomers</u>		COMPLETE PREDICATE
	6. has kept	7. have learned	8. have found	SUBJECT -VERB AGREEMENT
	9. them	10. I		PRONOUNS

SOUNDS/SPELLINGS/ABOUT THE WORDS (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. C 5. B 7. C 9. B
 2. A 4. A 6. B 8. A 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. B 7. A 9. D
 2. D 4. C 6. C 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 5 - UNIT 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 included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 127 WCPM (words correct per minute) at the end of the 18th week.

25th Percentile - 99 WCPM

50th Percentile - 127 WCPM

75th Percentile - 156 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. A 7. B 9. D
2. B 4. D 6. A 8. C 10. C

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 each question to receive credit.

Key: 1. Takeo ran back into the house he saved my father’s swords.
2. We didn’t have any rice we did have dandelion leaves.
3. The swords were too valuable to sell
they were the symbol of the Japanese warrior. COMPOUND SENTENCES
4. They 5. them 6. us PRONOUN REFERENTS
7. is 8. likes 9. take 10. are SUBJECT/VERB AGREEMENT

SOUNDS/SPELLINGS/ABOUT THE WORDS (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. A 7. C 9. A
 2. B 4. B 6. C 8. B 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. B 3. D 5. C 7. B 9. D
 2. C 4. C 6. A 8. C 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 5 - UNIT 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 included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 131 WCPM (words correct per minute) at the end of the 24th week.

25th Percentile - 103 WCPM

50th Percentile - 131 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. A 3. A 5. D 7. A 9. D
2. B 4. D 6. C 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 correctly answer ALL parts of each question to receive credit.

Key: 1. Because there were so many wounded men, many Confederate soldiers were left at Gettysburg.
2. Patriotic citizens helped the wounded since there weren't enough doctors.
3. If there was not enough room in a hospital, wagons took the soldiers to churches.

COMPLEX SENTENCES

4. of the Confederate dead , to southern cemeteries

5. from cotton cloth , for the soldiers

6. in the army , with no bows PREPOSITIONAL PHRASES

7. soldier's wife 8. soldiers' wounds

9. General Lee's army 10. doctors' medical supplies POSSESSIVES/APOSTROPHES

SOUNDS/SPELLINGS/ABOUT THE WORDS (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. A 5. C 7. D 9. B
 2. C 4. A 6. B 8. A 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. C 3. A 5. A 7. D 9. D
 2. B 4. D 6. A 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 5 - UNIT 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 included with the fluency materials in this booklet.

Scoring: To be at grade level the student must read at least 135 WCPM (words correct per minute) at the end of the 30th week.

25th Percentile - 106 WCPM
50th Percentile - 135 WCPM
75th Percentile - 164 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. A 5. B 7. D 9. D
 2. B 4. C 6. A 8. B 10. C

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 each question to receive credit.

Key: 1. The Coming of the Long Knives
 2. The Country Mouse and the City Mouse
 3. When Shlemiel Went to Warsaw CAPITALIZING TITLES
 4. bravest 5. more tired 6. safest COMPARATIVE/SUPERLATIVE ADJECTIVES
 7. sharply 8. very 9. frequently 10. really ADVERBS

SOUNDS/SPELLINGS/ABOUT THE WORDS (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. A 5. A 7. A 9. B
 2. C 4. B 6. B 8. C 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. A 3. D 5. B 7. B 9. A
 2. B 4. D 6. A 8. C 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.

NOTES

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 - *optional*
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.

Eight of the ficus trees in the school’s courtyard 9
 were looking unhealthy. They were wilted and could 17
 soon perish. A cure needed to be discovered at once. 27
 The school community was mystified. Therefore, the 34
 botany club was placed in charge of the dilemma. 43
 This frazzled group felt the extreme pressure. The 51
 club devised a contest to determine how to save the 61
 school’s precious vegetation. The students’ biggest 67
 concern was that perhaps no one would discover a 76
 way to revive the plants. 81
 After hearing about the contest, Rob and Jon 89
 formed a two-man team. The following weekend, 97
 Jon drove to a neighboring town to get an unusual 107
 fertilizer for the beloved plants. 112
 On Monday morning, tension was apparent in 119
 Rob’s face as he paced back and forth in front of the 131
 school waiting for Jon’s arrival. He watched with 139
 nervous anticipation. Soon he spied the bus as it 148
 slowed and stopped at the curb. When he saw his 158
 friend disembark, Rob hoped the solution had been 166
 found. As Jon exited, Rob noticed that he held a 176
 bottle of pellets in his hand. Jon waved and yelled, 186
 “Our plants are saved!” 190
 The young future scientists won the contest. 197
 The club project was successful although further 204
 research to discover a permanent cure for the ailing 213
 plants would be necessary. 217

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) = 110

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.

Athletes gather at the starting line of the Boston Marathon. The sun peeks over the horizon. Wind blows toward Peter and then drifts westward across the river into town. The scene crackles with excitement. As tension builds, racers squint their eyes and flex their muscles. No words are spoken as they move into position. There are hundreds of people participating every year, each individual with a different reason for being there.

Peter is a rookie sports reporter. When the editor assigned today’s work, he told Peter to cover the competition from beginning to end. The rookie knows his first assignment may determine his future success as a writer. He breaks out in a cold sweat. His first story must be interesting and well written. Removing his fleece gloves, Peter’s fingers sting with the morning chill. Nervously, he cracks his knuckles.

As Peter takes his pencil and writes a few preliminary notes, a gun signals the start of the twenty-six mile race. Should he focus on the leading racers? Who will reach the finish line first? Some, he knows, won’t cross until late afternoon. Some won’t complete the race. Will something sensational happen? Peter panics. He must decide on the main focus of his story. His editor wants the finished article on his desk before the 8:00 p.m. deadline.

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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>110</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 #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.

Captain Gore, an android, had a new mission. He 9
 had been summoned from his home planet, Zan, located 18
 in the Star Galaxy. He was assigned to guard agents 28
 returning to Zan from Earth. The diplomats were 36
 carrying secret documents to their homeland. Word had 44
 reached them that cruel and hostile invaders were 52
 roaming the universe. The agents had requested Gore’s 60
 protection. Soon a convoy retrieved the agents and 68
 headed back to Zan. 72

The fleet of starships whizzed around several 79
 galaxies. Then without warning, the main ship’s 86
 computer broke down. The convoy was stranded between 94
 two stars. Hastily, the captain’s engineer fixed the 102
 broken mainframe. 104

During the stop, Gore received a dire message. 112
 It was sent by high-frequency waves. The commander 121
 was alarmed. An armada of attacking raiders was 129
 headed their way. He quickly sought the advice of his 139
 most trusted crewman. When the assistant arrived, Gore 147
 explained the situation. He asked for suggestions. The 155
 assistant helped his captain consider all possible options. 163

Suddenly lights flashed. Sirens blared. The ship’s 170
 gadgets had detected a huge comet. It was speeding 179
 directly at Gore’s transport vehicle. Right away, he 187
 shouted “Mach 90!” He had to prevent his fleet from 197
 being demolished. Luckily, the spaceships narrowly 203
 avoided the impending collision. The attacking raiders 210
 were taken off guard. The rogues were destroyed. 218

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) = 119

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.

Ancient cultures observed the stars and wondered
 about their origin. Ursa Major is visible in northern
 skies. This star pattern is one of the better known and
 easier to find constellations. It is often the first star
 formation people learn to recognize. Ursa Major is one of
 the largest celestial groups and contains the famous Big
 Dipper.

People once thought the Big Dipper looked like a
 wagon. Others thought it was a plow or a bull’s thigh.
 They often named star groups after gods or other mythical
 creatures. Lacking scientific knowledge, elaborate stories
 were created. These tales helped explain why the shining
 images appeared in night skies.

Native American Indians created myths, too. They
 called the Big Dipper the Great Bear. The handle of the
 Dipper was the Great Bear’s tail, and the Dipper’s cup
 was the Bear’s flank. Other Indians believed the “bowl”
 was a giant bear and the last stars of the handle were
 three warriors chasing it. Because the Big Dipper sits
 low in the autumn sky, it was thought that hunters had
 injured the bear. American Indians believed the blood
 from the bear’s injury caused the trees to change color.
 This legend helped explain why leaves turned red in the
 fall.

The best time to observe the Big Dipper is on a
 moonless night when stars appear to be brightest.

**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) = 119

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.

Improved working conditions for the migrant farm worker is the legacy of Cesar Chavez. While growing up, his own family was forced to move from farm to farm. They followed seasonal, maturing crops. When he was only ten years old, he worked in the fields. He became aware of the awful working conditions Latino migrants endured. He watched husbands and wives labor side by side. Chavez saw the hardships his people faced each day.

Chavez attended over sixty-five different schools. Then he joined the navy. After serving his country, he returned to work as a farm laborer. He observed more hardships. Workers were given short-handled hoes for tending the fields. When people used this tool, they were forced to bend over all day. This caused severe back pain. Several families lived together in small, one-room dwellings. Sanitary facilities were poor. There were few medical services for either adults or children.

Cesar Chavez was enraged. He wanted his people to be treated with respect. He quit his job and began organizing the workers. After a few successes, he convinced grape pickers to strike. This resulted in a five-year boycott. The nation watched with interest. Although he was a pacifist, hostile conflicts with the growers occurred. Yet, under the leadership of Chavez, agreements were reached between laborers and farm owners.

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.

In the 1850s, men from China traveled to this 9
 country in large numbers. They were seeking a better 18
 life. The men sought work anywhere. When they earned 27
 enough money, they planned to send for their families. 36
 At this same time, people in the United States were 46
 moving west. They needed a safe and practical means 55
 of transportation across the country. Traveling from the 63
 East Coast to the West Coast was treacherous. Wagon 72
 trains were slow and awkward. Sailing around the tip 81
 of South America was hazardous. Businessmen knew 88
 building a railroad was the answer. Yet, the perilous 97
 task would be costly. It would also be labor intensive. 107
 They decided to build a cross-country, iron railway in 117
 spite of the problems. 121
 Many laborers were needed. Chinese men were 128
 desperate for work. The immigrants were hired right 136
 away because their manual labor was cheap. Thousands 144
 accepted the tedious, dangerous job. The men had to level 154
 the land and lay heavy wooden ties and steel rails. They 165
 blasted tunnels with dynamite. They toiled in freezing 173
 mountains. They labored in burning-hot deserts. Workers 181
 faced many harsh conditions. They had to endure severe 190
 weather, shortages of food and water, and perilous 198
 terrain. Many died. Others persevered. The last spike 206
 connected the Union Pacific and the Central Pacific 214
 Railroads on May 10, 1869. Thanks to Chinese workers, 223
 people could now travel across the continent. 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) = 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:

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The belief during the Civil War that *brothers fought against brothers* is largely a metaphor. The phrase really refers to unity, or citizenship, rather than blood relatives.

The cause of the war was regionally influenced. Most of the problems were economic rather than idealistic. The industrialized North wanted to abolish slavery. The South needed slaves to toil on the plantations. Southern crops such as cotton, indigo, rice, and tobacco were labor intensive. Farm equipment was a horse and plow.

People chose sides. In some instances, counties or states split loyalties. The southern part of a state might have been true to the South, while the northern region may have pledged support to the North. It was a rare person who lived in one area and supported the other side.

However, there were isolated cases of brothers fighting against each other. One example is Alex and James Campbell. The teenage brothers came to the States from Scotland in the mid-1850s. Alex settled in New York City. His brother James moved to Charleston, South Carolina. Influenced by individual circumstances, each chose to side with the states where they lived. Alex wore the blue army uniform of the North. James dressed in gray. They actually fought against each other in a battle in South Carolina.

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) = 131

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:

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The four years of the Civil War have been studied 10
 in detail. Many historians have written about major 18
 battles. Little has been written about the very last 27
 conflicts. Some people think the war was over when 36
 Lee surrendered to Grant in Richmond on April 9, 45
 1865. However, the war continued for another four 53
 weeks. At that time, news traveled slowly. It took 62
 weeks before both sides knew the South had been 71
 defeated. Two small clashes occurred because 77
 commanders didn’t know the war was over. 84

One of these battles occurred eight days later. 92
 General Sherman had moved his troops from Georgia 100
 to North Carolina. On the way, his men left a 300- 111
 mile path of ruin. Rebel soldiers and his Union 120
 troops engaged in a skirmish at the Bennett Place in 130
 North Carolina. After fierce fighting, Sherman won. 137
 The rebel soldiers were nearly destroyed. 143

Palmito Ranch is thought to be the last Civil War 153
 battle. This fight could have been avoided. An agree- 162
 ment had been made to forgo fighting between Union 170
 and rebel soldiers on the Rio Grande. However, a 179
 Union commander ignored the accord. He led 250 187
 men across the river to attack rebel forces. The 196
 winner of the conflict is uncertain. However, this was 205
 the South’s final struggle. The last battle had been 214
 fought. 215

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
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Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>131</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.

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In the summer of 1896, gold fever spread like wildfire across North America. According to rumors, someone had found gold near the Klondike River in Canada. Hopeful men and women were stricken with gold fever. People combed western Canada and Alaska in search of the precious metal. Nome, Alaska, was first settled as a mining camp. It became an important hub of the gold rush. Fortune seekers relied on the growing city for supplies.

Prospectors grumbled but were willing to face the hardships. They chose to endure the harsh, frigid weather for a chance to become wealthy. Lives were lost in the freezing, arctic climate. Gritty miners searched the land for hidden riches. Burros plodded beside their masters with huge boxes of mining supplies. They were also laden with food items such as flour, beef jerky, and beans. Fresh vegetables were scarce.

There were many other hazards. Danger lurked everywhere. A ghastly fate awaited anyone who stumbled upon a grizzly bear. Bandits often robbed miners of their gold.

Some lucky miners struck gold in the mother lode. They filled their coffers with treasure. Most, however, returned home empty handed.

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
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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 Oregon Trail began in Saint Louis, Missouri. 8
 Pioneers were hoping to establish homesteads in the 16
 West. Settlers were advised to only pack basic food 25
 items. With drinking water, clothing, and cooking 32
 utensils, a covered wagon weighed more than three tons. 41
 Some people tried to take too much. So the trail was 52
 littered with abandoned belongings. 56
 The westward migration began in early spring. 63
 Pioneers needed to make it across the mountains before 72
 winter. The people and livestock required water. 79
 They also needed relief from the sizzling sun. For these 89
 reasons, the trail followed various rivers. Oregon’s 96
 Columbia River marked the final leg of the journey. 105
 Pioneers were robust people. They had a great sense 114
 of adventure. Fathers drove the wagons. Mothers and 122
 young children rode in the wagons. Older sons and 131
 daughters herded animals alongside the caravan. 137
 The wooden wagon seats were hard and uncomfortable. 145
 To get relief, banged and bruised riders jumped off their 155
 wagons and walked. 158
 Encounters with hostile Indians were not very 165
 common. Contrary to old, western movies, “circle the 173
 wagons” was not a cry to fend off Indians. It was an 185
 order by the wagon master. It meant it was time to form 197
 a corral for horses and oxen. 203
 The journey wasn’t always unbearable. Settlers took 210
 time to have fun. They told stories, sang, and danced 220
 around the campfire. 223

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>135</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.

General Directions for Writing Assessment

GRADE 5

PREPARATION:

Throughout the unit, prepare students for the Writing Assessment:

- by teaching the Writing Process and cultivating student conceptual depth through the use of the Concept Question Board and oral discussion.
- by encouraging students to take notes on specific facts and details from expository text and to record them on index cards or in their Writer's Notebook.
- by assuring that students complete the requested writing in the *Inquiry Journal* to promote self-reflection, higher thinking skills, and organizational skills.

DAY 1:

1. On the day of the assessment, provide clean paper and pencils.
2. Have students label the paper with their names and the date.
3. Explain to students that the assessment will be conducted over a 2-day period.
4. Allow 60 minutes for students to pre-write, plan, organize their thoughts, and write their story using the checklist as a guide.
5. **On Day 1 only**, allow students to refer to their notes, Writer's Notebook and/or *Inquiry Journal* to scaffold their expository text.
6. Collect students' papers at the end of the hour and save them for distribution on Day 2.

DAY 2:

On Day 2, students will have 60 minutes to revise their first draft and to produce a finished product.

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: genre, writing traits, and conventions.
3. Record the scores for each category on the Classroom Writing Assessment Report. Blackline masters are provided at the end of this booklet. The Reading Lions Center grants permission to copy these pages as needed.
4. Utilize the data recorded on these pages to drive your instruction in the Writing Process and to form flexible groups during Independent Work Time/Workshop to meet individual students' needs.

PROMPTS:

Prompts vary by unit and are correlated to the theme of the unit.

Unit 1	Persuasive	Unit 4	Persuasive
Unit 2	Expository (Article)	Unit 5	Expository (Information Report)
Unit 3	Narrative		

Persuasive Writing Assessment Prompt

Situation: Your class will vote on how you will pick teams for games your class plays. You will decide to have either the students or the teacher pick teams.

Audience: Your classmates

Directions: Think about the stories you read in the *Cooperation and Competition* unit. Take a clear position on whether the students or the teacher should pick teams. Write a multiple-paragraph composition that persuades your classmates to choose teams the way you think is best. Give reasons to support your position. Address your classmates’ concerns or questions. Write a concluding paragraph that ties your ideas together and restates your position.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.4</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.2</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
4 Advanced	<ul style="list-style-type: none"> Establishes a clear, well-crafted position for the decision on how to pick teams Supports the position convincingly and logically with arguments and relevant, pertinent evidence Organization is clear, follows a logical pattern, and highlights key points to make the argument Classmates’ (readers’) concerns or questions about picking teams are distinctly and directly addressed 	<ul style="list-style-type: none"> Writes a multiple-paragraph composition that clearly establishes a topic (the position) and the important supporting ideas, in a convincing, logical sequence Provides details and transitional words that link one paragraph to another in a clear and well-focused line of thought Concluding paragraph summarizes important details and provides closure to the arguments and clearly restates the position 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
3 Proficient	<ul style="list-style-type: none"> States a position for the decision on how to pick teams (teacher or student) (2.4 a) Supports the position logically with arguments and relevant evidence (2.4 b) Organization is clear and follows a sound and logical pattern (2.4 c) Classmates’ (readers’) concerns or questions about picking teams are addressed (2.4 d) 	<ul style="list-style-type: none"> Writes a multiple-paragraph composition that establishes a topic (the position) and the important supporting ideas, in a logical sequence (1.2 a) Provides details and transitional words that link one paragraph to another in a clear line of thought (1.2 b) Concluding paragraph summarizes important ideas and details and restates the position (1.2 c) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
2 Partially Proficient	<ul style="list-style-type: none"> States a vague position for the decision to pick teams Supports the position with weak arguments and evidence that may be irrelevant or inconclusive Organization is loosely constructed and may not follow a logical pattern Classmates’ (readers’) concerns or questions about picking teams may be acknowledged 	<ul style="list-style-type: none"> Writes a limited multiple-paragraph composition that alludes to a topic (the position) and includes some supporting and some sequential ideas Provides limited details and weak transitional words that may or may not link one paragraph to another Concluding paragraph may merely restate the position or summarize the previous idea 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader’s understanding of the writing
1 Not Proficient	<ul style="list-style-type: none"> Position may or may not be taken for how to pick teams Position may or may not be supported by any arguments or evidence Organization is lacking and may be a mere listing of items Classmates’ (readers’) concerns or questions about picking teams are not addressed 	<ul style="list-style-type: none"> Writes a limited multiple-paragraph or a single paragraph composition that may or may not include a topic (the position) or supporting and sequential ideas Provides few or no details or transitional words so that paragraphs do not connect Concluding paragraph is absent or composition ends abruptly (Position is not restated.) 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader’s understanding of the writing

Expository [Article] Writing Assessment Prompt

Situation: You are writing an informational article on space exploration for a magazine called *Kid's Astronomy*.

Audience: Children

Directions: Think about the information that you have read in the *Back Through the Stars* unit. Select one major scientific invention used to explore outer space. Write a multiple-paragraph informational article with an introduction. Give at least two examples of how this invention has helped space exploration. Include supporting facts and details. Write a concluding paragraph that summarizes important points.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.3</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.2</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Establishes a strong topic that identifies a scientific invention and explains in depth how it has helped space exploration Develops the topic with well-selected facts, details, and authentic examples that help the reader get a realistic idea of the contribution to space exploration 	<ul style="list-style-type: none"> Writes a multiple-paragraph article that establishes a well-defined focus on the invention’s contribution to space exploration Clearly supports the focus with carefully chosen details and transitional expressions that link one paragraph to another in a well-planned and logical order Includes an introduction that orients the reader and concluding paragraph that summarizes the main ideas and details 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>3 Proficient</p>	<ul style="list-style-type: none"> Establishes a topic that identifies a scientific invention and explains at least two ways it has helped space exploration (2.3 b) Develops the topic with simple facts, details and examples that help the reader visualize the invention’s contribution to space exploration (2.3 c) 	<ul style="list-style-type: none"> Writes a multiple-paragraph informational article that establishes a focus on the invention’s contribution to space exploration (1.2 a) Supports the focus with details and transitional expressions that link one paragraph to another in a logical order (1.2 b) Includes appropriate introduction and concluding paragraph that summarizes important ideas and details (1.2 c) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>2 Partially Proficient</p>	<ul style="list-style-type: none"> Establishes a topic that may or may not identify a scientific invention and explain its contribution to space exploration Develops the topic with limited facts, details or examples that may not be relevant 	<ul style="list-style-type: none"> Writes an article that may not clearly stay focused on the invention’s contribution Generally supports the focus with details and transitional expressions that may be vague and may not clearly link paragraphs together May include an introduction and concluding paragraph that does not summarize the main ideas and details 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader’s understanding of the writing
<p>1 Not Proficient</p>	<ul style="list-style-type: none"> Idea is vague, does not clearly identify a scientific invention or explain its contribution to space exploration Topic includes general statements or opinions instead of facts, details, or examples 	<ul style="list-style-type: none"> Writes a single paragraph that does not stay focused on an invention’s contribution to space exploration Few details are provided and no transitional expressions are used to link paragraphs May include an introduction, but ends abruptly with no summary of the main ideas 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader’s understanding of the writing

Narrative Writing Assessment Prompt

Situation: Your class is creating a book of family stories based on traditions.

Audience: Your classmates

Directions: Think about the selections you read and the discussions you had in the *Heritage* unit, then think about one of your family’s traditions. Write a multiple-paragraph narrative about one time when this tradition was especially memorable to you. As you write, be sure to describe this tradition for the reader who may not be familiar with it. Conclude your narrative by telling why this event was memorable.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.1</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.1</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Fully develops the storyline, the point of view, and setting to paint a clear picture of the event for the reader Shows through vivid description, details, actions, or dialogue, the sequence of events Elaborates on why the tradition (the one-time event) is special or memorable 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that establishes a well-developed situation or sequence of events There is a fully-developed description of the setting A concluding paragraph is clear and well-developed 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>3 Proficient</p>	<ul style="list-style-type: none"> Clearly establishes the storyline, point of view, and setting (2.1 a) Shows, rather than tells, the events of the story (2.1 b) Describes why the tradition (the one-time event) is special or memorable 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that establishes and develops a situation or sequence of events (1.1 a) Describes the setting (1.1 b) Presents an ending (a concluding paragraph) (1.1 c) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>2 Partially Proficient</p>	<ul style="list-style-type: none"> Writes a narrative that vaguely alludes to the storyline, point of view, and setting Few facts, details and examples are given to describe the event There is not a clear picture of why the tradition (the one-time event) is special or memorable 	<ul style="list-style-type: none"> Writes multiple-paragraph narrative that may not establish or has limited development of the situation or sequence of events Supporting paragraphs lack description of the setting Concluding paragraph is vague 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader’s understanding of the writing
<p>1 Not Proficient</p>	<ul style="list-style-type: none"> Writes a narrative that may not establish the storyline, point of view, and setting There is little or no description of the event There is no explanation for why the tradition (the one-time event) is special or memorable 	<ul style="list-style-type: none"> Writes a narrative that does not establish or has no development of a situation or sequence of events Few or no supporting paragraphs with little or no detail about the setting There is no concluding paragraph 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader’s understanding of the writing

Persuasive Writing Assessment Prompt

Situation: You are a young person living in the south during the outbreak of the Civil War. Your best friend is deciding whether or not to escape to the North.

Audience: Your best friend

Directions: Think about the stories you read in the *Civil War* unit. Decide on a clear position whether or not your friend should escape to the North. Persuade your friend to accept what you think he/she should do. Give reasons to support your position. Explain why your friend might not agree with your position (friend’s concerns). Write a concluding paragraph that ties your ideas together.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.4</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.2</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Establishes a clear, well-crafted position for the decision to escape or not Supports the position convincingly and logically with arguments and relevant and pertinent evidence and details for each argument Organization is clear, follows a simple organizational pattern and highlights key points to make the argument The friend’s concerns about escaping are distinctly and directly addressed 	<ul style="list-style-type: none"> Writes a multiple-paragraph position paper that clearly establishes a topic (the position) and the important supporting ideas, in a convincing, logical sequence Clearly supports the focus with carefully chosen details and transitional expressions that link one paragraph to another in a well-planned logical order Concluding paragraph summarizes important details and provides closure to the arguments and clearly restates the position 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>3 Proficient</p>	<ul style="list-style-type: none"> States a clear position for the decision to escape or not (2.4 a) Supports the position logically with arguments and relevant evidence and details for each argument (2.4 b) Organization is clear and follows a simple organizational pattern (2.4 c) The friend’s concerns about escaping are addressed (2.4 d) 	<ul style="list-style-type: none"> Writes a multiple-paragraph position paper that establishes a topic (the position) and the important supporting ideas, in a logical sequence (1.2 a) Supports the focus with details and transitional expressions that link one paragraph to another in a logical order (1.2 b) Concluding paragraph summarizes important ideas and restates the position (1.2 c) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>2 Partially Proficient</p>	<ul style="list-style-type: none"> States a vague position for the decision to escape or not Supports the position with weak arguments and evidence or details that may be irrelevant or inconclusive Organization is loosely constructed and may not follow a logical pattern The friend’s concerns about escaping may be acknowledged 	<ul style="list-style-type: none"> Writes a limited multiple-paragraph position paper that alludes to a topic (the position) and includes some supporting ideas in a loose sequence Generally supports the focus with details and transitional expressions that may be vague and may not clearly link paragraphs together Concluding paragraph may merely restate the position or summarize a previous idea 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader’s understanding of the writing
<p>1 Not Proficient</p>	<ul style="list-style-type: none"> Position may or may not be stated for the decision to escape or not Position may or may not be supported by any arguments, evidence or details Organization is lacking and may be a mere listing of items The friend’s concerns about escaping are not addressed 	<ul style="list-style-type: none"> Writes a single-paragraph position paper that may or may not include a topic (the position) and/or supporting ideas in no discernible order Few details are provided and no transitional expressions are used to link paragraphs May include an introduction but ends abruptly with no summary of the main ideas 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader’s understanding of the writing

Expository [Informational Article] Writing Assessment Prompt

Situation: You are writing an informational article about the struggles of the pioneers or Native Americans.

Audience: Your classmates

Directions: Think about the stories you read in the *New Frontiers* unit. The pioneers and Native Americans suffered many trials during the westward movement. You may choose to write about the pioneers or the Native Americans. Describe two or more struggles using facts and details. Tell how they dealt with their challenges. Organize your ideas in a logical order. Include an introduction and a concluding paragraph. Use transition words that connect your paragraphs.

Quality Levels	2.0 Applications (Genre) <i>Grade 5 Standard 2.3</i>	1.0 Writing Strategies (Traits) <i>Grade 5 Standard 1.2</i>	1.0 WOEL (Conventions) <i>Grade 5 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Establishes a strong, controlling idea that identifies the challenges, conflicts or struggles of the pioneers or Native Americans and is supported with appropriate evidence that illustrates how either group dealt with the challenges Develops the topic with well-selected facts, details, and authentic examples and explanations that help the reader have a realistic image of the challenges, conflicts or struggles 	<ul style="list-style-type: none"> Writes a multiple-paragraph composition that establishes a well-defined focus on the challenges of the pioneers or Native Americans and provides logical sequence or order of ideas Clearly supports the focus with carefully chosen details and transitional expressions that link one paragraph to another in a well-planned and logical order Includes an introduction that orients the reader and a concluding paragraph that summarizes the main points 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>3 Proficient</p>	<ul style="list-style-type: none"> Establishes a controlling idea that identifies the challenges, conflicts or struggles of the pioneers or Native Americans and is supported by evidence that illustrates how either group dealt with the challenges (2.3 b) Develops the topic with simple facts, details, examples and explanations that help the reader visualize the challenges, conflicts or struggles (2.3 c) 	<ul style="list-style-type: none"> Writes a multiple-paragraph composition that establishes a focus on the challenges of the pioneers or Native Americans and indicates a sequence or order of ideas (1.2 b) Supports the focus with details and transitional expressions that link one paragraph to another in a logical order (1.2 b) Includes appropriate introduction and a concluding paragraph that summarizes the main points (1.2 c) 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors do not interfere with the reader’s understanding of the writing
<p>2 Partially Proficient</p>	<ul style="list-style-type: none"> Establishes an idea that may or may not identify the challenges of the pioneers or Native Americans and may or may not be supported by evidence that illustrates how either group dealt with the challenges Develops the topic with some facts or details that may or may not give the reader a sense of the challenges 	<ul style="list-style-type: none"> Writes a multiple-paragraph composition that may not clearly stay focused on the challenges of the pioneers or Native Americans and may not indicate a sequence or order of ideas Generally supports the focus with details and transitional expressions that may be vague and may not clearly link paragraphs May include an introduction, and a concluding paragraph that does not summarize the main points 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors may interfere with the reader’s understanding of the writing
<p>1 Not Proficient</p>	<ul style="list-style-type: none"> Idea is vague, does not clearly identify the challenges of the pioneers or Native Americans, and has little supporting evidence that illustrates how the challenges were met Topic includes few facts, details or examples that make it difficult for the reader to visualize the challenges 	<ul style="list-style-type: none"> Writes a single-paragraph composition that does not stay focused on the challenges of a frontier family with no sequence or order of ideas Few details are provided and no transitional expressions are used to link paragraphs May include an introduction but ends abruptly with no summary of the main points 	<ul style="list-style-type: none"> Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure) Errors interfere with the reader’s understanding of the writing

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SCHOOL: _____ TEACHER: _____

DATE: _____

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

Identify students below criterion.

PRINCIPAL: _____ COACH: _____

Skills Assessment Report - Page 1

for Districts Using Open Court Reading 2000

GRADE 5 – UNIT 1

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 110 WCPM	FLUENCY #2 110 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 Open Court Reading 2000 GRADE 5 – UNIT 1

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 110 WCPM	FLUENCY #2 110 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 Open Court Reading 2000 GRADE 5 – UNIT 2

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 119 WCPM	FLUENCY #2 119 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 Open Court Reading 2000 GRADE 5 – UNIT 2

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 119 WCPM	FLUENCY #2 119 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 Open Court Reading 2000 GRADE 5 – UNIT 3

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 1

for Districts Using Open Court Reading 2000

GRADE 5 – UNIT 4

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 131 WCPM	FLUENCY #2 131 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 Open Court Reading 2000 GRADE 5 – UNIT 5

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 135 WCPM	FLUENCY #2 135 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 Open Court Reading 2000
GRADE 5 – UNIT 5**

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 135 WCPM	FLUENCY #2 135 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: _____

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