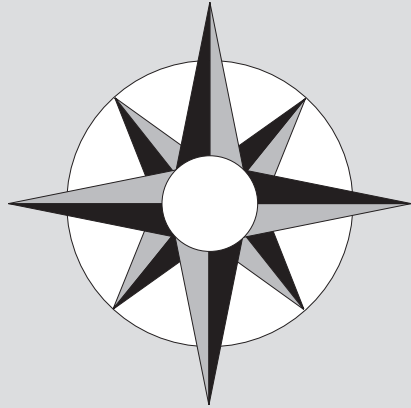


# STUDENT TEST BOOKLET – LAUSD



# Skills Assessments

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

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

**6**

**Unit 1**

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

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

## **Theodate, the Different**

*by Mary Evans Andrews*

“Effie, Effie! Still in your school dress?”

Eight-year-old Effie Pope looked up from her drawing as her beautiful mother entered the playroom. “Hurry, now. Our guests will soon be here. Iris will help you dress and bring you down for tea.”

“Oh, Mama, do I have to?”

Effie’s parents were tall and handsome. She was short, plump, and “plain.” When they met her, most grownups would look surprised and politely admire her expensive dresses. Then they talked to each other while she stood by feeling awkward and bored.

“Please come see what I’m drawing, Mama. It’s my biggest house yet.”

With a sigh, Effie’s mother stepped over to her desk.

“It’s very nice, dear, but you mustn’t spend all your time drawing houses. You should be wearing your pretty clothes and going to parties like other girls.”

In 1868, when Effie was born, proper young ladies grew up to be wives and mothers. Her parents could not believe their only child would want to do anything else. Effie’s father was a millionaire; her mother was a popular and stylish society leader.

Growing up in a large Cleveland, Ohio, house, Effie was surrounded by servants—and she was lonely. The place she liked best was her grandmother’s house in Salem, Ohio. There she could play with her cousins and even slide down the banisters. She wrote:

“Christmas morning: cousins laughing in the upstairs hall, legs thrown over the mahogany stair rail. Swish, and I am caught in the curve of the newel post. Tree and gifts wait inside the library. Its locked door refuses to open to determined rattling. Run to see the new snow through four-colored glass of the entry door. Blue makes a ghastly dawn, rose a cheery pink morning. Climbing on a chair, we see a golden world, and stretching on tiptoe, a violent red one.”

When Effie was eight, she gave her parents a “portfolio” of her best drawings. Watching nervously, hoping for “expressions of delight,” she received only halfhearted thank-yous.

At school, shy Effie was only interested in art and reading and didn’t enjoy her classmates’ games. Her rich parents traveled a lot, so she had plenty of time to read—and think. She decided that Effie was no name for a future architect. In fact it sounded downright silly. She changed her name to that of her grandmother, Theodate (which means “God’s gift” or “God-given”). From that day, she refused to answer anyone who called her Effie.

Luckily, Theodate and her favorite cousin, Elizabeth, were sent off to a boarding school together. It was the famous Miss Porter’s School in Farmington, Connecticut. Theodate loved the charming, little town with its beautiful, old homes. Privately, she resolved to live here, not in crowded, busy Cleveland.

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

1. Theodate's main interest when she was growing up was
  - A. dressing up in fancy dresses.
  - B. going to parties.
  - C. drawing houses.
  - D. playing school sports.
  
2. Theodate changed her name from Effie to Theodate because
  - A. she never liked the name "Effie."
  - B. Theodate was her nickname.
  - C. she wanted to make her grandmother proud.
  - D. she felt nobody would take an architect named Effie seriously.
  
3. The last sentence on page 2 states that Theodate was privately resolved to live in Farmington, Connecticut, not Cleveland. The word *resolved* means
  - A. determined.
  - B. solved.
  - C. refusing.
  - D. surrounded.

Of course, her parents had other plans. When she graduated, they took her on a “grand tour” of Europe. Theodate was thrilled by the beauty of foreign art and architecture. She sketched buildings everywhere, especially in England. The sturdy, stone villages in the Cotswolds near London made a lasting impression on her. She knew she would enjoy building houses more than anything.

Back in Cleveland, Mrs. Pope made an effort to launch her daughter into the social whirl. Theodate loved her parents, so she tried to please them—briefly. But going to parties dressed in Paris finery simply bored her to death.

Finally, she persuaded them to let her return to Farmington. She had a place picked out, a modest, eighteenth-century house. “They thought I would be tired of it in three months,” she wrote later. “How wrong they were.”

The old house needed repairs. She bought it and a cottage next-door, which she attached to the big house. Restoring them both, inside and out, was her first experience as a builder. Working on the house only made Theodate more interested in buildings. She realized that to use her imagination and creativity fully, repairing and restoring were not enough. She was determined to become a professional architect.

She decided to study at Princeton, though the school did not admit women. Theodate solved this problem by moving to the town and employing university professors as her private tutors. She was allowed to sit in on some classes in architecture, but she wasn’t given college credit. Theodate didn’t mind. All she wanted was information—to pass the exam for her architect’s license.

Besides classroom study, Theodate knew she needed experience with an established architect. She convinced her parents to move to Farmington, and she began to design a large country house for them.

McKim, Mead, and White, the largest architectural firm in New York in 1898, was hired to provide the drawings for the house. Theodate worked closely with the firm, and her ideas influenced the final design.

Theodate was interested in creating a new sort of house, one that looked original. She wanted it to remind people of their American background; she wanted it to be comfortable and homey, yet stand tall and proud. She used George Washington’s Mount Vernon home as a model. Theodate’s house was called Hill-Stead. One famous guest, Theodore Roosevelt, commented, “Hill-Stead is the ideal of what an American country home should be.”

Theodate passed her architect’s exam in 1910. Her first large job was to design a girl’s school in Middlebury, Connecticut. Finished in 1912, the original building forms a handsome quadrangle, or hollow square. Students can walk from their rooms to classes, to meals, chapel, or library without going out in bad weather. Westover School, a boarding high school, still stands today.

Mary Hillard, Theodate’s good friend, was the new school’s first headmistress. Theodate used to visit several times a year, sometimes without warning. Whenever “The Yellow Peril,” her big, powerful, sports car, roared up the drive, Miss Hillard would dismiss classes for the rest of the day. The girls were delighted.

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

4. When Theodate began to restore the old house in Farmington, her parents thought
- A. they should support her efforts to become an architect.
  - B. she would be tired of it in three months.
  - C. she would do a good job.
  - D. she would go on to design office buildings.
5. Theodate wanted to study architecture at Princeton, but the school didn't admit women. How did she get an education if she couldn't attend classes?
- A. She studied by herself at the university library.
  - B. She asked for help from other students.
  - C. She hired the professors to teach her.
  - D. She persuaded professors to let her take the exams without attending classes.
6. Theodate realized she needed practical experience before she could take the exam for her architect's license. How did she solve that problem?
- A. She got a job with an architectural firm.
  - B. She helped design a house for her parents.
  - C. She hired and trained the local builders.
  - D. She bought and rebuilt a modest eighteenth-century home in Farmington.
7. What was Theodate's first job after getting an architect's license?
- A. She designed a girl's boarding school in Connecticut.
  - B. She restored an old house and cottage in Connecticut.
  - C. She built Hill-Stead for Theodore Roosevelt.
  - D. She restored Mary Hillard's country home.

In 1918, Theodate became a distinguished member of the American Institute of Architects. The Theodore Roosevelt Memorial Association chose her to rebuild the former president's birthplace in New York City. The townhouse had been torn down, and she had to start over from the original plans. She also had to add a wing to serve as a museum and refurnish the home in the style of 1865.

When the National Park Service took over and spruced up the house more than fifty years later, they discovered how accurate she had been. Every detail down to the nails and cupboard hinges belonged to the correct period.

Theodate and her husband, the American diplomat John Wallace Riddle, had no children, but they raised three boys whose parents, all missionaries, had died. Perhaps because she had been so lonely and "different" as a child, Theodate always sympathized with young people. She would listen by the hour to their hopes and problems. "Be yourself," she advised. "Let the world think what it likes."

She believed that every individual has talent. She decided to build a school for boys that would help each student discover and develop his own talent. In her school, a boy would learn from books, and he would learn to work with his hands also. He would spend part of each day in community service.

Theodate bought 2,500 acres along the Farmington River: forest and farmland, a quarry, and ponds. Over a period of years, she tramped across the land, picturing in her mind the buildings and where each would stand. That was how she always worked, seeing a building whole in her mind before she drew a line on paper.

One Sunday afternoon, she jumped up from her chair on the porch at Hill-Stead and called an assistant to meet her at the nearby studio. As fast as he could pin paper on the drawing board, she sketched. In minutes, the rough outlines of all eighteen buildings appeared.

She brought builders from the Cotswolds in England who used seventeenth-century tools and methods. In time, they trained about 250 local workers. Red-brown stone was quarried on the place, and oaks were cut from its forest. Slate shingles and most other materials were shaped by hand. When the buildings rose, they looked as if they had grown where they stood.

Two quadrangles were made up of dormitories, classrooms, a chapel, a library, and even a bank! The school had its own water tower, power plant, carpenter and blacksmith shops, and a working farm, with sheep, cattle, and horses.

Theodate planned and supervised not only the construction, but also the program of studies. Her ideals were so high that she was not easy to work with. But her idea worked. Avon Old Farms School is still flourishing, with a student body of 300 to 400 boys from all parts of the United States.

Carved above its gate is Theodate's personal motto, *Aspire and Persevere*. "Be glad you are different," she would add. "The ways in which people differ are more important than the ways they are alike."

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

8. Which of the following choices best explains why Theodate became a distinguished member of the American Institute of Architects?
- A. She spent time with young people and respected and encouraged them.
  - B. She had traveled through Europe.
  - C. She was a careful designer who paid attention to the smallest details.
  - D. She raised three boys whose parents had died.
9. Why did the Avon Old Farms School buildings look “as if they had grown where they stood?”
- A. Theodate hired local builders to do most of the work.
  - B. McKim, Mead, and White provided the drawings for the school.
  - C. The school had its own tower and power plant.
  - D. Theodate carefully planned her design using stones and other natural materials from the property.
10. What advice do you think Theodate would give to parents?
- A. Be strict when children are growing up.
  - B. Encourage children to follow their interests and talents.
  - C. Take children to Europe if you can afford it.
  - D. Always sympathize with young people.

TOTAL SCORE: _____/10
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Read the following sentences. Rewrite the sentence to include the missing punctuation marks, using a hyphen (-), comma (,), or a colon (:).

1. The fire smoldered all day and kept the young boy warm safe and dry while he slept in the cave.

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2. The architect drew these new features on his blueprints air-conditioning smoke detectors and computer networks.

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3. The boys decided to restore the beat up car that their uncle had given them.

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Write the meaning of each underlined idiom in the space provided.

4. She threw caution to the wind and set out on her journey.

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5. The teacher talked to the two students who did not see eye to eye on the situation.

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Read the sentence. Choose which pair of pronouns could be used to complete the sentence. Fill in the bubble beside the correct answer.

6. The young person’s friends were waiting for \_\_\_\_\_ to arrive so \_\_\_\_\_ could play ball.
- A. him/they
  - B. him/she
  - C. he/her
  - D. her/him
7. When the sudden summer rain came, \_\_\_\_\_ plans for \_\_\_\_\_ birthday party were spoiled.
- A. his/its
  - B. their/his
  - C. our/them
  - D. her/him

For each sentence, draw a line under the independent clauses, then circle the conjunction.

8. The climbers gathered up their gear and they began their trek up the mountain peak.
9. Orville and Wilbur worked for many years, but they improved their flying machine after every failed attempt.
10. Mary liked going to the beach for fun or to the park to play ball.

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. <u>Admiral</u> Richard E. Byrd led five expeditions to Antarctica.</p> <p><input type="radio"/> B. The queen was adorned in her finest <u>jewelry</u> for the gala.</p> <p><input type="radio"/> C. The junior civil engineer had to <u>sirvey</u> the area before construction could begin.</p> <p><input type="radio"/> D. No mistake</p>                            | <p>4. <input type="radio"/> A. The gymnast sprained his <u>wrist</u> while doing a cartwheel.</p> <p><input type="radio"/> B. Divers discovered the ancient <u>shipreck</u> had become home to a huge octopus.</p> <p><input type="radio"/> C. The actor’s <u>rapid</u> ascent to stardom was unexpected.</p> <p><input type="radio"/> D. No mistake</p>                             |
| <p>2. <input type="radio"/> A. Place the butter <u>knifes</u> on the right-hand side of the plate.</p> <p><input type="radio"/> B. The shaman’s <u>beliefs</u> were unusual and alien to the villagers.</p> <p><input type="radio"/> C. <u>Wolves</u> are the earliest ancestors of dogs.</p> <p><input type="radio"/> D. No mistake</p>  | <p>5. <input type="radio"/> A. The Rio Grande <u>borders</u> parts of Mexico and Texas.</p> <p><input type="radio"/> B. The stone monument is dedicated to the <u>memery</u> of soldiers who died defending our country.</p> <p><input type="radio"/> C. Lack of rain and an unusually hot summer <u>scorched</u> the farmer’s crops.</p> <p><input type="radio"/> D. No mistake</p> |
| <p>3. <input type="radio"/> A. The modern schooner <u>sales</u> swiftly and easily like a big dinghy.</p> <p><input type="radio"/> B. People were asked to <u>vacate</u> the building after the earthquake.</p> <p><input type="radio"/> C. The <u>equator</u> is an imaginary line that divides the earth into the Northern and Southern Hemispheres.</p> <p><input type="radio"/> D. No mistake</p> |  |

6.  A. The emperor confided to his servant that he was tired of ruling the kingdom.
- B. The author claimed his unauthorized biography was a true depiction of the actress.
- C. Did you know that the electric telegraff was invented during the mid-19th century?
- D. No mistake
7.  A. The boaters had to paddle to safety when the motor stopped.
- B. The natives were hostul to the explorers.
- C. The squirrels loaded up with nuts for the coming winter.
- D. No mistake
8.  A. The competition for the college scholarships was fierce.
- B. The boy yelled in desperasion for the lifeguard to save him.
- C. The expedition to the top of Mount Everest was grueling.
- D. No mistake
9.  A. The noise of the hurricane was dreadful.
- B. I thought the cookies were terrible.
- C. The girls had a horrible experience during the camping trip.
- D. No mistake
10.  A. All of the balloons burst at the same time during the party.
- B. I hope that my mother doesn't burn the hot dogs.
- C. She had a beautiful burthday cake with candles.
- 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. The girls were prepared to seek revenge after the boys played a trick on them.
  - A. forgiveness
  - B. retaliation
  - C. armor
  - D. harm
  
2. The family was elated when they were finally able to move into their new home.
  - A. isolated
  - B. joyful
  - C. illusive
  - D. unhappy
  
3. This perilous stunt should not be attempted by amateurs.
  - A. intimidating
  - B. treacherous
  - C. safe
  - D. advanced

**PART 2 — Multiple Meanings**

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

4. The team worked to advance supplies up the mountain to the camp.

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

- A. The teacher always tells us in advance about upcoming tests.
  - B. I'll ask my dad to advance me my allowance.
  - C. The general will advance the soldiers to the front lines.
  - D. The actor owes his advance in the movie business to his acting talent.
5. The airplane made its descent for a landing on the runway.
- In which sentence is the word descent used **in the same way** as in the sentence above?
- A. Many Americans are of mixed descent.
  - B. The descent of the children on the candy store caused a commotion.
  - C. Rocks and mud slid down the steep descent.
  - D. The climbers made their descent from the top of the mountain.

**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. Cupping his hands around his mouth, he bellowed orders for his troops to withdraw.
- A. calculated
  - B. yelled
  - C. brandished
  - D. severed
7. The doctor was worried about my erratic heartbeat that developed after I completed the marathon.
- A. stabilized
  - B. steady
  - C. changeable
  - D. ordinary

**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 grizzly bear stood on its hind legs and let out a vicious roar.
- A. dwindling
  - B. initial
  - C. conservative
  - D. fierce
9. Dams and levees were built to avert flooding in the central valley.
- A. prevent
  - B. establish
  - C. ration
  - D. maintain
10. My doubts about the test were dispelled when I saw my score.
- A. exhibited
  - B. segmented
  - C. banished
  - D. compacted

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.

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

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

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

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

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

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue sky (^)	inserted word
(□)	after the last word read

Comments:

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

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

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

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

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

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

Comments:

**FLUENCY SCORE**

Number of Words  
 Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words  
 Read Correctly: \_\_\_\_\_

Passing Criterion  
 (50th %ile) = 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.

**First Person Narrative Writing Assessment Prompt**

**Writing Situation:** You are writing a personal narrative about a time you had to persevere in a difficult situation.

**Audience:** Your classmates

**Directions for Writing:** Think about the selections you read in the *Perseverance* unit. Tell about a goal you have achieved and how you persevered to reach it. Write a multiple paragraph narrative that shows how you reached your goal and why this experience was important. Include the challenges or obstacles you faced, use concrete sensory details to describe them.

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

**Revising for Genre: Narrative**

**You should:**

- \_\_\_\_\_ write multiple paragraphs in the first-person point of view
- \_\_\_\_\_ use concrete sensory details to describe your obstacles or challenges
- \_\_\_\_\_ include dialogue between characters
- \_\_\_\_\_ as you develop your plot focus on the actions you took to persevere

**Revising for Writing Strategies (Traits)**

**You should:**

- \_\_\_\_\_ write using precise verbs, nouns and adjectives to paint a picture in the mind of the reader
- \_\_\_\_\_ arrange your concrete, sensory details in a sequential and climactic order

**Proofreading for Conventions**

**You should:**

- \_\_\_\_\_ use correct punctuation, capitalization, and grammar
- \_\_\_\_\_ use simple, compound and complex sentence structures to express your thoughts
- \_\_\_\_\_ use correct spelling

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



# NOTES

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# NOTES

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# NOTES

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**Fifth Edition**

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