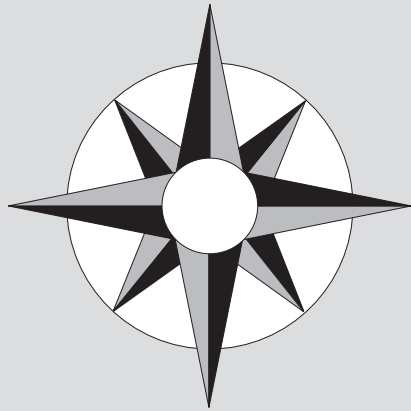


TEACHER MATERIALS – LAUSD



Skills Assessments

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

G **R** **A** **D** **E** **6**

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 2000 Skills Assessments - Grade 6 2008 - 2009

for Los Angeles Unified School District

UNIT	1	2	3	4	5
GRADE 6	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	98	105	111	115	119
	50th	127	134	140	144	147
	75th	153	160	167	171	174

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 6

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.

Answer Key and Directions

GRADE 6 - UNIT 1

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 Unit 1.

25th Percentile - 98 WCPM

50th Percentile - 127 WCPM

75th Percentile - 153 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. C 7. A 9. D
2. D 4. B 6. B 8. C 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.

- Key:**
- The fire smoldered all day and kept the young boy warm, safe, and dry while he slept in the cave.
 - The architect drew these new features on his blueprints: air-conditioning, smoke detectors, and computer networks.
 - The boys decided to restore the beat-up car that their uncle had given them.
 - took a risk 5. (did not) agree 6. A 7. B
 - The climbers gathered up their gear (and) they began their trek up the mountain peak.
 - Orville and Wilbur worked for many years (but) they improved their flying machine after every failed attempt.
 - Mary liked going to the beach for fun (or) to the park to play ball.

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. B 7. B 9. D
 2. A 4. B 6. C 8. B 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. C 5. D 7. C 9. A
 2. D 4. C 6. B 8. D 10. C

WRITING

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

Answer Key and Directions

GRADE 6 - 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 134 WCPM (words correct per minute) at the end of Unit 2.

25th Percentile - 105 WCPM

50th Percentile - 134 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. B 3. B 5. C 7. C 9. B
 2. C 4. D 6. A 8. B 10. D

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 the question to receive credit.

Key: 1. After the soccer team won the game,
 2. When Juan received the scholarship on stage,
 3. because we wanted to experience what it would be like to discover artifacts.

DEPENDENT CLAUSES/INTRODUCTORY WORDS (ADVERB)

4. is 5. had

HELPING VERBS/SUBJECT-VERB AGREEMENT

6. election and Bobby office

7. department programs so officers community

COMPOUND SENTENCES (CONJUNCTIONS)/NOUNS

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. D 5. B 7. B 9. C
 2. C 4. C 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. C 3. A 5. A 7. C 9. D
 2. C 4. D 6. D 8. C 10. D

WRITING

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

Answer Key and Directions

GRADE 6 - 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 140 WCPM (words correct per minute) at the end of Unit 3.

25th Percentile - 111 WCPM

50th Percentile - 140 WCPM

75th Percentile - 167 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. C 5. C 7. B 9. D
2. D 4. D 6. A 8. C 10. A

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 the question to receive credit.

- Key:** 1. now 2. triumphantly
3. “After running the motor a few minutes,” Orville recalled, “I released the wire that held the machine to the track, and the machine moved forward into the wind.”
- OR After running the motor a few minutes, Orville recalled, “I released the wire that held the machine to the track, and the machine moved forward into the wind.”
4. “Do twenty push-ups,” demanded the basketball coach, “and run three laps around the field before practice ends.”
5. “The legend of King Minos and his Minotaur had existed for centuries,” stated the instructor.
6. Scientists in the field study the migration patterns of animals.
7. The dog from across the street comes to visit us often.
8. The clothes for my grandfather fit him perfectly.
9. Kimberly and Krista met each other at the movie theater where *Spiderman* was playing.
10. Paul played the grand piano in the concert hall yesterday.

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. B 7. B 9. A
 2. C 4. A 6. C 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. D 3. C 5. B 7. C 9. D
 2. B 4. B 6. A 8. D 10. C

WRITING

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

Answer Key and Directions

GRADE 6 - 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 144 WCPM (words correct per minute) at the end of Unit 4.

25th Percentile - 115 WCPM

50th Percentile - 144 WCPM

75th Percentile - 171 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. C	7. A	9. D
2. D	4. B	6. B	8. C	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 the question to receive credit.

Key:

- The teacher asked, “Class, why do you think Fausto put the twenty-dollar bill in the church basket?”
- To make her beautiful quilts, the quiltmaker needed the following things: brilliant colors, needles, and cloth.
- In order to receive a quilt, the king had to give away his favorite treasures: velvet coats, Siamese cats, whimsical toys, and a merry-go-round.
- smartest
- more sympathetic
- most important
- , and
- , but
- ecstatic, field
- worn, moldy

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. B 5. B 7. B 9. A
 2. B 4. D 6. A 8. D 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. C 5. A 7. A 9. B
 2. A 4. C 6. B 8. C 10. C

WRITING

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.

Answer Key and Directions

GRADE 6 - 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 147 WCPM (words correct per minute) at the end of Unit 5.

25th Percentile - 119 WCPM

50th Percentile - 147 WCPM

75th Percentile - 174 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. B 5. A 7. C 9. B
2. D 4. A 6. D 8. C 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 the question to receive credit.

Key: 1. is 2. make 3. look
4. falcons 5. DDT 6. ecology
7. around the field, toward the river
8. in the National Geographic magazine, of penguins, across snow-covered rocks
9. Rainforest, many 10. desert, symbolic

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. B 5. D 7. C 9. C
 2. B 4. A 6. D 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. A 3. A 5. C 7. D 9. D
 2. C 4. B 6. A 8. A 10. D

WRITING

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.

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.

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.

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20
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37
44
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Around 100 B.C., a tribe called the Anasazi lived in the desert regions of Arizona. Once they were a nomadic tribe. They eventually settled down and colonized. These people were thought to have a primitive culture. However, after examining their ancient society, scientists changed their minds.

54
62
72
83
91
100
106

These early people built amazing cities. Their dwellings indicated they had an advanced knowledge of architecture. Some of the buildings were three stories high and made from stone. One village had an arena and a ball court. Rooms for religious rites were built throughout their pueblos. Their artistic skills are amply displayed in stone drawings on caves and canyon walls.

114
123
132
139
149
158
166

The Anasazi’s ability to survive the blistering heat in the high desert plateau was also discovered. Their buildings had a clever structural design. Their homes were constructed above underground stone crevices. Air pockets in the fissures stored chilly night air that was released during the day. This created a highly efficient exchange of air. The cool breezes made afternoons bearable.

177
185
193
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212
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Anasazi were able to farm the arid land due to ash from an ancient volcano. Its porous properties retained moisture from scant rainfall. This residue covered eight hundred square miles. The tribe abandoned their adobe villages in the mid-twelfth century A.D. No one knows why. Some people think a severe, extended drought caused the departure. Fortunately, remains of their civilization were not destroyed.

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

Comments:

FLUENCY SCORE	
Number of Words	
Read Per Minute:	_____
Number of Errors:	— _____
Number of Words	
Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>134</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.

Who first discovered America? Usually, the credit goes to Christopher Columbus. In 1492, he landed on this continent and claimed he had found a new world. However, there are ample clues other explorers had reached the shores of North America before Columbus. Evidence suggests people from Asia were here prior to Columbus. Once, a shallow waterway linked the northern part of Asia to Alaska. People from Asia could have traveled between the two continents. Perhaps they were the first humans to have discovered this land. We know Vikings were aggressive explorers. A long-standing debate has taken place over a Viking map of Vinland. Carbon dating of this map suggests they arrived about fifty years before Columbus. Some claim this map is authentic; others say it is a forgery. Men from Portugal traveled to the New World. They sailed along the Atlantic coast. Strange symbols have been found on a massive landmark known as Dighton Rock. They are thought to have Portuguese origins. Are these writings proof these sailors explored America before Columbus? In the end, which country claims the honor of discovering America is a moot point. Native Americans had been here for thousands of years. They had settled in villages from the Atlantic to the Pacific Ocean. However, Columbus’s landing is regarded as the most historically important. Unlike the others, he set up two-way commerce between the Old World and the New World.

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>134</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:

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The Boston Tea Party in 1773 was not a party. It was a risky act of defiance. The events that led up to this act began in England.

A British business had more tea than it could sell in England. The British Parliament let the company sell its excess tea tax-free to American colonists. This gave the company an unfair advantage over local merchants who had to pay taxes. Even though the cost of the tea was lower, colonists were unwilling to pay the unjust taxes.

People in Philadelphia decided to boycott. They forced British tea agents to resign their positions. Colonists in other areas tried blocking the company’s ships. They wanted to keep the vessels from docking in their ports. People in Boston tried the same thing. They were unsuccessful. Three British ships docked in Boston’s harbor. The ships’ officers refused to leave the port.

To protest, colonist Samuel Adams and fifty followers, carrying hatchets and dressed like Mohawk Indians, boarded the ships. They chopped chests of tea open and threw them into the harbor. Paul Revere spread the word of the anti-tax protest.

On April Fool’s day in 1774, the King of England closed the Boston port. The governor of Massachusetts did not support the colonists. Ben Franklin printed unflattering letters about the governor. England scolded Franklin for his critical words. Tax laws and the dressing down of Franklin hardened the colonists. Inevitably, the disputes led to the American Revolution.

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) = 140

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.

Jacob Riis moved to the United States from 8
Denmark when he was twenty-one. Living in his new 18
homeland was difficult. Unable to find work for a long 28
time, he suffered severe hardships. Eventually, he 35
became a police reporter and photographer for the 43
New York Tribune. He was assigned to work in the 53
Lower East Side. There poverty abounded. Although 60
Jacob had been quite poor, he was shocked at the 70
awful conditions of ordinary people who were living 78
in the slums. 81

Jacob vowed to improve the intolerable situations. 88
He photographed the perilous streets, housing blight, 95
and alleyways. Then he wrote a book entitled *How* 104
the Other Half Lives. The book depicted slum dwell- 113
ings and abuses of lower-class urban life. It was an 123
effective tool for his cause. After reading the book, 132
Teddy Roosevelt, who was the New York Police 140
Commissioner at the time, called Riis and said, “I 149
have read your book, and I have come to help.” It has 161
been stated that Mr. Riis was “the most useful citizen 171
in America.” 173

Riis, now famous, pushed harder for reform. 180
Living conditions of tenement dwellers improved. 186
Drinking water was purified. Fewer people were 193
contracting cholera, yellow fever, and small pox. 200
His unrelenting efforts helped improve the lives of 208
people across the nation. 212

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) = 140

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.

John Phillip Sousa is best remembered for his rousing, 9
 marching music. Known as “The March King,” his most 18
 famous composition is “Stars and Stripes Forever.” Never 26
 idle for long, Sousa composed one hundred thirty-six 35
 marches. He demonstrated his unusual talent as a young 44
 boy. When he was only thirteen years old, Sousa began an 55
 apprenticeship with the Marine Band in Washington, D.C. 63
 By age twenty-six, he had been appointed bandleader. 72
 The famous band was assigned to the president of the 82
 United States. This band still plays at official functions. 91
 Sousa was not just interested in marching bands; he 100
 enjoyed band concerts in theaters and invented a new kind 110
 of tuba. The large tuba was perfect for outdoor marching, 120
 but its blaring sound was too direct for concert halls. 130
 The tuba’s flared bell, angled parallel to the ground, sent 140
 sound forward. Concert halls required something different. 147
 Sousa designed a new brass instrument that was better 156
 suited for the stage. Then he had the new piece manufac- 167
 tured. It was a circular tuba with a bell facing upward. 177
 The sound was sent toward the ceiling instead of into the 188
 audience. It became known as the sousaphone in honor of 198
 its inventor. 200
 During his lifetime, Sousa received several honorary 207
 degrees and fought for music education and composers’ 215
 rights. He continued to tour and conduct his own band 225
 until the age of 77. 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) = 144

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 life of Stephen Foster, like the lives of many talented people in history, has become embedded in folklore. Before he was thirty, Foster had written and published many songs. He was a popular musical genius. He lived in the era of slavery and musical shows. Foster tried to write songs that could be appreciated by all people. He accomplished this impressive feat by composing songs with lyrics that touched the hearts of young and old. His first big hit was “Oh! Susanna.” Songs such as “Jeannie with the Light Brown Hair,” “My Old Kentucky Home,” and “Old Folks at Home” became familiar favorites.

During his lifetime, no copyright laws existed. Composers were not protected from other people stealing their work. Musicians were allowed to rewrite any composer’s song. All they had to do was create a new or different musical arrangement.

Foster realized people were infringing on the ownership of his compositions. So, he would sometimes write his own contracts. At that time, this was a practice considered highly unusual.

Publishing houses also took advantage of him. They made one-time, buy-out payments for his songs. Steven Foster died penniless. Had current copyright laws been in place at the time, he would have received millions of dollars for his creative talents.

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) = 144

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

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When most people speak about rain forests, 7
 they refer to the lush, tropical regions in the jungles 17
 near the equator. People seldom mention the dense, 25
 temperate rain forests located along the Pacific coast. 33
 This forest ranges from Alaska to Oregon. Here 41
 warm, moist air from the Pacific Ocean drops up to 51
 sixteen feet of rain in a single year. 59
 Let us examine a few differences between 66
 temperate and tropical rain forests. Both ecosystems 73
 receive a great deal of rain. Tropical forests have rain 83
 evenly spread throughout the year. Strong shower 90
 bursts occur frequently. In contrast, temperate rain 97
 forests have lengthy wet seasons and fairly dry 105
 summers. Fog provides the necessary moisture for 112
 plants during the summer. 116
 A tropical rain forest has three layers: the forest 125
 floor, the understory, and the canopy. It is home for 135
 well over half of the earth’s plant and animal species. 145
 The poor soil supports a wealth of vines, climbing 154
 plants, and broad-leafed evergreens. The temperate 161
 rain forest has a less complex ecology. Its cool 170
 winters limit the numbers and variety of life forms 179
 that survive there. The most common trees are 187
 evergreens. 188
 Tropical rain forests are more fragile than 195
 temperate rain forests. However, both forests are 202
 threatened. Once they are destroyed, it will take 210
 years for these ecosystems to revive. 216

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)	= 147

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 bison, native to North America, is also called a buffalo. The powerful male is twice the weight of the female. It measures over six feet tall at its shoulders and weighs nearly a ton. The bison’s shaggy, brown fur grows longest on the animal’s head, neck, and shoulders; a straggling beard hangs from its chin. Both male and female have short, curving horns. Despite their massive size, buffalo are agile runners, capable of sprinting up to thirty-five miles an hour.

Herds of buffalo were rapidly dying by the early 1800s. Once, the animals numbered over sixty million. People were pushing across the continent. The herds had to compete with the settlers. They were turning the animals’ grazing grounds into farmland. The westward expansion encroached upon the buffalo’s habitat. Building the railroad from the Atlantic to Pacific Ocean made the buffalo’s demise certain. Organized hunting parties killed this huge mammal for sport. People shot the animal from trains as they passed through its territory.

Some settlers were concerned. They thought the slaughter of the buffalo might also wipe out Native Americans. Bison were an important staple and their main source of protein. They used the hides for clothing, blankets, and shelter. In 1885, fewer than nine hundred buffalo remained on the plains. Cattlemen became alarmed. So people created refuges to save the animals. Today, herds number around 200,000. Hopefully, the buffalo will endure for future generations to enjoy.

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) = 147

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 6

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	First-Person Narrative	Unit 4	Expository
Unit 2	Expository	Unit 5	Persuasive
Unit 3	Persuasive		

First Person Narrative Writing Assessment Prompt

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

Audience: Your classmates

Directions: Think about the selections you read in the *Perseverance* unit. Think 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.

Quality Levels	2.0 Applications (Genre) <i>Grade 6 Standard 2.1</i>	1.0 Writing Strategies (Traits) <i>Grade 6 Standard 1.1</i>	1.0 WOEL (Conventions) <i>Grade 6 Standards 1.1 - 1.5</i>
4 Advanced	<ul style="list-style-type: none"> Writes a fully-developed, first-person narrative that exemplifies perseverance Describes events vividly, using concrete, sensory details, to illustrate the characters, setting and actions related to the plot Uses a range of narrative devices (dialogue, suspense, for example) 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that clearly establishes a well-developed plot Supporting paragraphs include vivid details that engage the interest of the reader and use precise verbs, nouns and adjectives to paint a vivid image in the mind of the reader Ideas are consistent throughout the narrative and concrete, sensory details in each paragraph create an awareness in the audience of how the character(s) persevered 	<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"> Writes a developed narrative that includes setting, plot and point of view depicting perseverance (2.1a) Includes sensory details and concrete language to describe the characters, setting and actions related to the plot (2.1b) Includes one narrative device, such as dialogue or suspense, related to the struggle for perseverance (2.1c) 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that best suits the intended purpose of portraying perseverance (1.1) Supporting paragraphs include details that engage the interest of the reader and use precise language to paint a visual image in the mind of the reader (1.2a,b) Writes with a consistency of ideas within and between paragraphs to illustrate perseverance (1.6) 	<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"> Writes a narrative that includes a setting but has a weak plot and erratic point of view Evidence of some details that describe the characters, setting and actions related to the plot Narrative devices may be partially developed 	<ul style="list-style-type: none"> Writes a multiple-paragraph narrative that has limited development of a situation or purpose to portray perseverance Supporting paragraphs lack details and descriptions as well as precise language Consistency within and between paragraphs is limited 	<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"> Writes a narrative that may include a setting, but has no plot. Point of view fluctuates (2.1a) Few details describe the characters, setting and actions (2.1b) Narrative devices are not apparent (2.1c) 	<ul style="list-style-type: none"> Writes a limited narrative that lacks development (or may merely list ideas) Few or no supporting paragraphs with little or no details about perseverance There is no consistency within or between paragraphs and narrative may ramble 	<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 Writing Assessment Prompt

Situation: You will write an article for a student magazine, informing your readers about the significant contributions of an ancient civilization

Audience: Readers of the Student Magazine

Directions: Think about the information you read, the research you did, and the discussions you had in the *Uncovering the Past* unit. Choose one of the civilizations to write about. Use your Inquiry Journal notes, research notes, and reflections from classroom discussions. Write a multi-paragraph essay, describing the significant contributions of this civilization and its relevance to history. Use important facts, details, and examples to support your writing. In your conclusion, summarize the contributions and their relevance to history.

Quality Levels	2.0 Applications (Genre) <i>Grade 6 Standard 2.1</i>	1.0 Writing Strategies (Traits) <i>Grade 6 Standard 1.1</i>	1.0 WOEL (Conventions) <i>Grade 6 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Writes a multi-paragraph essay that clearly explains the contributions of an ancient civilization and their relevance to history Follows an organizational pattern that is an appropriate structure for the essay. The main ideas are supported with a variety of interesting facts, details and examples 	<ul style="list-style-type: none"> The essay vividly engages the interest of the reader and states a clear and precise purpose Develops the topic with supporting details and precise verbs, nouns and adjectives that frequently paint a visual image in the mind of the reader Writes with a clear consistency of ideas within and between paragraphs Concludes with a detailed, comprehensive summary linked to the purpose of the essay 	<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 and develops a purpose for the multi-paragraph essay that explains the significant contributions of an ancient civilization and their relevance to history (2.2a) Follows an organizational pattern appropriate to the type of composition (2.2c) The main ideas are supported with a variety of facts, details and examples (2.3b) 	<ul style="list-style-type: none"> The essay engages the interest of the reader and states a purpose (1.2a) Develops the topic with supporting details and precise verbs, nouns and adjectives that paint a visual image in the mind of the reader (1.2b) Writes with a consistency of ideas within and between paragraphs (1.6) Concludes with a detailed summary linked to the purpose of the essay (1.2c) 	<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"> The purpose for the essay is vaguely stated and not completely developed Organizational pattern is not appropriate to the assignment Few facts, details and examples support the purpose or thesis or they may be incorrect 	<ul style="list-style-type: none"> The purpose for the essay may or may not be stated Supporting paragraphs lack details and descriptions as well as precise language Consistency within and between paragraphs is limited The essay concludes with a vague summary related to the ancient civilization 	<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"> Essay may merely state the ancient civilization but contributions may be vague Essay lacks organization and coherence Very few, or incorrect facts and details are provided 	<ul style="list-style-type: none"> Writes a limited essay that lacks development (or may merely list ideas or facts) Writes few or no supporting paragraphs with little or no details There is no consistency within or between paragraphs There is no concluding summary 	<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: The City Council does not want to allow pets in the park. The police will ticket pet owners for having their pets in the park. Decide whether you support this policy or not. Write a paper to persuade the City Council either to allow or not allow pets in the park.

Audience: The City Council

Directions: Consider the selections you read in the *Taking a Stand* unit and how the different characters defended their beliefs. Think about the City Council’s plan to establish this new park policy and your position for or against their proposal. Write a 3-5 paragraph essay to explain and support your position with logical arguments. Your paragraphs should acknowledge the opposition of your position. Support your position convincingly and logically. Your concluding paragraph should explain to the Council what you would like them to do.

Quality Levels	2.0 Applications (Genre) <i>Grade 6 Standard 2.5</i>	1.0 Writing Strategies (Traits) <i>Grade 6 Standard 1.1</i>	1.0 WOEL (Conventions) <i>Grade 6 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Establishes a clear, well-crafted position for or against the City Council’s new policy Supports the position convincingly and logically with organized and relevant evidence Organization is clear, follows a logical pattern, and highlights key points to make the argument The opposition’s concerns and counter-arguments are distinctly and directly addressed Concluding paragraph clearly states what the Council should do regarding the policy 	<ul style="list-style-type: none"> Writes a multiple-paragraph composition that clearly establishes a topic (the alternative solution) and the important supporting ideas, in a convincing, logical sequence Summarizes the important details, provides closure to the arguments, and clearly states what the student wants the City Council to do Provides dramatic details and transitional expressions that link one paragraph to another in a clear and well-focused line of thought 	<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 on a new policy that has been proposed by the City Council (2.5a) Supports the position with organized and relevant evidence (2.5b) Anticipates and addresses the opposition’s concerns with counter-arguments (2.5c) 	<ul style="list-style-type: none"> Creates a multiple-paragraph composition that engages the reader and states a clear purpose (the alternative solution) (1.2a) Concludes with a detailed summary of what the student wants City Council to do (1.2c) Uses a variety of effective and coherent organizational patterns (1.3) 	<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 on a proposal put forth by the City Council Supports the position with weak arguments and evidence that may be relevant or inconclusive Organization is loosely constructed and may not follow a logical pattern The opposition’s concerns and counter-arguments may be addressed Concluding paragraph may be vague 	<ul style="list-style-type: none"> Writes a limited multiple-paragraph composition that alludes to a topic (the alternative solution) and includes some supporting and some sequential ideas Concludes with a weak or vague summary of what the student wants the City Council to do Consistency within and between paragraphs is limited 	<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"> A position may or may not be evident to address the City Council’s new policy Proposal may or may not be supported by any arguments or evidence Organization is lacking and may be a mere listing of statements City Council’s (reader) concerns and counterarguments are not addressed There is no concluding paragraph stating what the Council should do 	<ul style="list-style-type: none"> Writes a limited multiple-paragraph or single-paragraph composition that may or may not address the topic, the alternative solution to the City Council’s concerns Concluding paragraph is absent or composition ends abruptly Few or no transitional expressions are evident or paragraphs do not connect 	<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 Writing Assessment Prompt

Situation: You have been asked to write a report for the school newspaper about two of the musicians you have learned about in the *Beyond the Notes Unit*.

Audience: Readers of the School Newspaper

Directions: Think about the stories you read in the *Beyond the Notes* unit and the discussions you had. Write a multi-paragraph essay about two of the musicians, comparing and contrasting their contributions to the world through their music. Use supporting details and examples to develop your topic. Use precise verbs, nouns and adjectives that paint a visual image in the mind of the reader. Conclude with a summary of the similarities and differences between the two musicians.

Quality Levels	2.0 Applications (Genre) <i>Grade 6 Standard 2.1</i>	1.0 Writing Strategies (Traits) <i>Grade 6 Standard 1.1</i>	1.0 WOEL (Conventions) <i>Grade 6 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Writes a multi-paragraph essay that vividly compares and contrasts the musicians and their contributions to the world through their music Uses transitional phrases to link the paragraphs in a seamless effort to build a coherent idea Supports the main idea with concrete sensory details, facts and examples that paint a visual image in the mind of the reader 	<ul style="list-style-type: none"> Writes a multiple-paragraph essay that vividly engages the interest of the reader and states a clear and precise purpose Develops the topic with concrete, sensory details and precise verbs, nouns and adjectives to paint a visual image in the mind of the reader Writes with a consistency of ideas within and between paragraphs using a variety of effective, organizational patterns Concludes with a detailed, comprehensive summary linked to the purpose of the composition 	<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 and develops a purpose for the multi-paragraph essay related to comparing and contrasting the musicians and their contributions to the world through their music (2.2a) Follows an organizational pattern appropriate to the type of composition (2.2c) Supports the main idea with facts, details and examples (2.3b) 	<ul style="list-style-type: none"> Writes a multiple-paragraph essay that engages the interest of the reader and states a clear purpose (1.2a) Develops the topic with supporting details and precise verbs, nouns and adjectives to paint a visual image in the mind of the reader (1.2b) Writes with a consistency of ideas within and between paragraphs (1.6) Concludes with a detailed summary linked to the purpose of the composition (1.2c) 	<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"> The purpose for the essay is vaguely stated and not completely developed Organizational pattern is inconsistent and may or may not follow a coherent line of thought Few facts, details and examples support the main idea 	<ul style="list-style-type: none"> The purpose for the essay may or may not be stated Supporting paragraphs lack details and descriptions as well as precise language Consistency within and between paragraphs is limited The essay concludes with a vague summary related to the musicians 	<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"> Essay may merely state the contributions of the musicians but may not compare or contrast Essay lacks coherence and organization Very little or no facts or details support the main idea 	<ul style="list-style-type: none"> Writes a limited essay that lacks development (or may merely list ideas) Writes few or no supporting paragraphs with little or no details There is no consistency within or between paragraphs There is no concluding summary 	<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 noticed that your school does not have a paper-recycling program. You see this as an opportunity to save trees and make money for the Student Council. Write a composition to persuade the Student Council to begin a paper-recycling program that is managed by students.

Audience: The Student Council

Directions: Consider the selections you read in the *Ecology* unit and how human activities can disrupt the balance in the ecosystem. State your position in support of a paper-recycling program to save trees and maintain the balance in the ecosystem. Write a multiple paragraph essay to explain and support your position with logical arguments. Think about the Student Council’s opposing views and be sure your paragraphs include your counterarguments. Use supporting details and precise, descriptive vocabulary to paint a visual image in the mind of the reader. Link your paragraphs with transitional words and phrases. In the concluding paragraph, summarize by explaining to the Student Council what you would like them to do.

Quality Levels	2.0 Applications (Genre) <i>Grade 6 Standard 2.3</i>	1.0 Writing Strategies (Traits) <i>Grade 6 Standard 1.2</i>	1.0 WOEL (Conventions) <i>Grade 6 Standards 1.1 - 1.5</i>
<p>4 Advanced</p>	<ul style="list-style-type: none"> Establishes a clear, well-crafted position in support of a paper recycling program Organization is clear and focused following a logical pattern Highlights key points to make a logical and convincing argument, citing relevant evidence Student Council’s (reader) concerns and counter-arguments are distinctly and directly addressed 	<ul style="list-style-type: none"> Creates a multiple-paragraph composition that totally engages the reader and states a clear purpose (the paper recycling program) Develops the topic with vivid supporting details and precise descriptive vocabulary to paint a visual image in the mind of the reader Provides dramatic details and transitional expressions that link one paragraph to another in a clear and well-focused line of thought Concluding paragraph clearly states what the Student Council should do 	<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 that supports the need for a paper recycling program (2.5a) Supports the position with organized and relevant evidence (2.5b) Follows an appropriate organizational pattern to convince the Student Council (2.2c) Anticipates and addresses the Student Council’s (reader) concerns and counter-arguments (2.5c) 	<ul style="list-style-type: none"> Creates a multiple-paragraph composition that engages the reader and states a clear purpose (the paper recycling program) (1.2a) Develops the topic with supporting details and precise descriptive vocabulary to paint a visual image in the mind of the reader (1.2b) Uses a variety of effective and coherent organizational patterns (1.3) Concluding paragraph states what the Student Council should do (1.2c) 	<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 that supports the need for a paper recycling program Supports the position with weak arguments and evidence that may not be relevant or conclusive Organization is loosely constructed and may not follow a logical pattern Student Council’s concerns and counter-arguments may be addressed 	<ul style="list-style-type: none"> Writes a limited multiple-paragraph composition that alludes to a topic or purpose Supporting paragraphs lack details, description and/or precise language Consistency within and between paragraphs is limited Concludes with a weak or vague summary linked to the purpose of the composition 	<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"> Proposal may or may not be stated Proposal may or may not be supported by any arguments or evidence Organization is lacking or may be a mere listing of statements Student Council’s (reader) concerns and counter-arguments are not addressed 	<ul style="list-style-type: none"> Writes a limited multiple-paragraph or a single-paragraph composition that may or may not address the topic, the paper recycling program Writes few or no supporting paragraphs with little or no details Few transitional expressions are evident or paragraphs do not connect There is no concluding paragraph stating what the Student Council should do 	<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

Writing Assessment Report - Page 1 for Los Angeles Unified School District OCR 2000 – GRADE 6

SCHOOL: _____ TEACHER: _____

DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	UNIT 1 PROMPT Narrative (3/4)				UNIT 2 PROMPT Expository (3/4)				UNIT 3 PROMPT Persuasive (3/4)			
	Conventions	Genre	Writing Traits	AVERAGE	Conventions	Genre	Writing Traits	AVERAGE	Conventions	Genre	Writing Traits	AVERAGE

Identify students below criterion.

PRINCIPAL: _____ COACH: _____

Writing Assessment Report - Page 2 for Los Angeles Unified School District OCR 2000 – GRADE 6

SCHOOL: _____ TEACHER: _____

DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	UNIT 4 PROMPT Expository (3/4)				UNIT 5 PROMPT Persuasive (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 6 – UNIT 1

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 2 for Districts Using Open Court Reading 2000 GRADE 6 – UNIT 1

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

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 6 – UNIT 2

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 134 WCPM	FLUENCY #2 134 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 6 – UNIT 2

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 134 WCPM	FLUENCY #2 134 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 6 – UNIT 3

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 140 WCPM	FLUENCY #2 140 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 6 – UNIT 3

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 140 WCPM	FLUENCY #2 140 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 6 – UNIT 4

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 144 WCPM	FLUENCY #2 144 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 6 – UNIT 4

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 144 WCPM	FLUENCY #2 144 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 6 – UNIT 5**

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 147 WCPM	FLUENCY #2 147 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 6 – UNIT 5

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	FLUENCY #1 147 WCPM	FLUENCY #2 147 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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