

STUDENT TEST BOOKLET



6-8 Week
Skills
Assessments

Developed for Districts
Using *Open Court Reading 2002*

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

Units 7 & 8

Student Name _____

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

Ollie Finds a Home

A little boy and girl got out of the car. They walked with Mother and Father into a pet store. Today they would get a puppy.

A woman met them at the door. Her name was Mrs. Lewis. She helped take care of the cats and dogs. She liked it when people came to take a pet home.

Mrs. Lewis led the family to the puppies. The little boy and girl looked at many puppies. Some puppies jumped up and down. Other puppies barked. All of the puppies were very excited.

Now answer the questions about this part of the story.

1. The little boy and girl were planning to
 - A. go to the zoo.
 - B. buy a new car.
 - C. get a puppy.

2. Mrs. Lewis helps take care of
 - A. birds and fish.
 - B. cats and dogs.
 - C. cats and birds.

3. How did the puppies act when they saw the little boy and girl?
 - A. They jumped up and down and barked.
 - B. They lay quietly in their cages.
 - C. They looked sad and tired.

The little boy frowned. He said, “Golly, I don’t know which puppy to pick.”

“I want that one,” said the little girl. She pointed to a brown puppy with a big, black nose. The brown puppy sat very still. He looked at the little boy and girl. He wagged his tail from side to side. Then the puppy made a quiet “woof” sound.

“Oh, look at that! I think he just said thank you,” laughed Mrs. Lewis.

Now answer the questions about this part of the story.

4. Why did the little boy frown and say, “Golly, I don’t know which puppy to pick”?
- A. It was easy to pick a puppy.
 - B. It was hard to pick a puppy.
 - C. His sister was making him mad.
5. The little girl pointed to
- A. a black puppy with white paws.
 - B. a puppy with white spots.
 - C. a brown puppy with a black nose.
6. The puppy wagged his tail. **Wagged** means
- A. moved from side to side.
 - B. pointed.
 - C. licked.
7. Why did Mrs. Lewis think the puppy said thank you?
- A. The puppy jumped in her lap.
 - B. The puppy howled.
 - C. The puppy made a quiet “woof” sound.

Everyone agreed that the brown puppy with the big, black nose was just right. Mrs. Lewis took him out of the cage. She put him on the floor. He walked right up to the little boy and girl. He sniffed them and sat down between them.

“What shall we call him?” asked their father.

The little boy answered, “Ollie. His name is Ollie, by golly.”

And that’s how the brown puppy with the big, black nose got a name and a home all in one day.

Now answer the questions about this part of the story.

8. What did the puppy do when he was taken out of his cage?
- A. He jumped on the boy and girl.
 - B. He walked over to Mrs. Lewis and barked.
 - C. He walked up and sat between the boy and girl.
9. Who named the puppy?
- A. Mrs. Lewis
 - B. the little boy
 - C. the father
10. This story tells how
- A. a family picked a puppy.
 - B. a girl named a puppy.
 - C. Mrs. Lewis takes care of dogs and cats.

TOTAL SCORE: _____/10

DIRECTIONS: Your teacher will say a word. Choose the correct spelling for that word. Fill in the bubble below the word that you have chosen.

- | | | |
|---------------------------------------|-------------------------------------|-------------------------------------|
| 1. face
A. <input type="radio"/> | fas
B. <input type="radio"/> | faze
C. <input type="radio"/> |
| 2. wolk
A. <input type="radio"/> | wald
B. <input type="radio"/> | wall
C. <input type="radio"/> |
| 3. shok
A. <input type="radio"/> | shook
B. <input type="radio"/> | shuck
C. <input type="radio"/> |
| 4. straw
A. <input type="radio"/> | stro
B. <input type="radio"/> | staw
C. <input type="radio"/> |
| 5. brewn
A. <input type="radio"/> | brown
B. <input type="radio"/> | bron
C. <input type="radio"/> |
| 6. phone
A. <input type="radio"/> | fone
B. <input type="radio"/> | phon
C. <input type="radio"/> |
| 7. know
A. <input type="radio"/> | now
B. <input type="radio"/> | no
C. <input type="radio"/> |
| 8. writ
A. <input type="radio"/> | wite
B. <input type="radio"/> | write
C. <input type="radio"/> |
| 9. giant
A. <input type="radio"/> | jent
B. <input type="radio"/> | gant
C. <input type="radio"/> |
| 10. becuz
A. <input type="radio"/> | becoose
B. <input type="radio"/> | because
C. <input type="radio"/> |

TOTAL SCORE: _____ /10

DIRECTIONS: For each section, choose one word in each line that tells something about the picture. Then fill in the bubble below the word you have chosen.



- | | | |
|--------------------------|--------------------------|--------------------------|
| 1. owl | frog | fawn |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 2. mouth | refuse | slow |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 3. playmate | clown | doctor |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- | | | |
|--------------------------|--------------------------|--------------------------|
| 4. woodcutter | author | dentist |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 5. walking | chopping | sleeping |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 6. hose | shower | ax |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- | | | |
|--------------------------|--------------------------|--------------------------|
| 7. boy | teacher | lady |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 8. hooks | falls | wheels |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 9. gift | balloon | page |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 10. crawl | pull | fence |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |

TOTAL SCORE: _____ /10

Passage #1

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

Say these specific directions to the student:

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

There was a marble game at school. 7
 Ken was the best player in first grade, and 16
 he wanted to win the contest. Ken put his 25
 marbles in the middle of the ring. He looked 34
 around and saw a new student. His name 42
 was Troy. Ken flopped onto the ground. Troy 50
 sat on the other side of the circle and looked 60
 at Ken. This made Ken feel uneasy. 67
 Ken licked his lips. Sweat ran down his 75
 face. He was proud of his marbles. He liked 84
 his blue power shooter the best. He was going 93
 to try very hard to win. 99
 One by one, the other players lost and 107
 dropped out. Soon only Ken and Troy were 115
 left. Each time they played, the game ended 123
 in a tie. When recess was over, they were 132
 still tied. The game was a draw. This meant 141
 nobody won the contest. The two marble 148
 champs shook hands and became good 154
 friends. 155

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) = 40

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.

Sally looked at the score of the soccer 8
 game. Her team had only two goals. The other 17
 team had three goals and was winning by 25
 one point. Only five minutes were left in the 34
 game. The crowd was quiet. Sally fell down 42
 and let out a yell. She was hurt and couldn’t 52
 play, so she had to sit on the bench. 61

All at once, Carmen, the smallest player 68
 on Sally’s team, got the ball. She flew down 77
 the sidelines. Taking aim, she kicked the ball 85
 at the goal. The ball hit the back of the net, 96
 and the score was tied. The crowd cheered. 104

Two minutes were left in the soccer 111
 game. Carmen refused to give up. She kicked 119
 another goal. Six seconds later a loud whistle 127
 blew, and Sally’s team had won! When the 135
 girls looked around, everyone was clapping 141
 for their team. 144

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>40</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.

Seventh Edition

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