


# STUDENT TEST BOOKLET



6-8 Week  
**S**kills  
Assessments

Developed for Districts  
Using *Open Court Reading 2002*

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

**Unit 4**

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

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

## **You Can't Be Timid with a Trumpet**

*Betty Lou English*

*Mark Gould, Associate Principal Trumpet Player  
of the Metropolitan Opera Orchestra*

When I was in the eighth grade, I wanted to play in the school band. I was given a test that showed I had no talent, and the conductor wouldn't give me an instrument. So, I went out and rented a trumpet. I wanted very much to learn. I did learn, and I did play in the band. In a year, I was its best brass player.

Later, I studied music for four summers at the Interlochen Music Camp in Michigan. I also learned a lot by playing in jazz bands. You have to be very flexible when you play jazz. Playing in the orchestra is different; it's hitting the target. If you miss a note there, everybody knows it because the trumpet is the most brilliant of the brass instruments. In a climax in a symphony, the trumpet comes in above the whole orchestra. You're riding a wave on top of the orchestra. You're soaring. The trumpet is an aggressive instrument. You can't be timid with a trumpet. It's joyful, too. And of course, it plays fanfares. It can play softer or louder than any instrument in the orchestra.

A couple of years ago, a friend told me there was an opening for trumpet in the Metropolitan Opera Orchestra. So I thought, "Well, I'll audition." I was really surprised when I got the position. I was the only one in the orchestra who hadn't had a formal music background. Playing in the opera, I've learned a lot about music, especially from the singers. Singing is the basis of all music.

I'm still playing my trumpet and I guess I always will. For me, music is magic.

*Doriot Anthony Dwyer, Principal Flutist  
of the Boston Symphony Orchestra*

It was raining, the trees and bushes heavy with wet green leaves, when I got to Tanglewood to audition for the principal flute of the Boston Symphony Orchestra. After the audition, I returned to California, where I was playing second flute with the Los Angeles Philharmonic. Weeks went by without any word from Boston. Finally their manager called and offered me the job. There was a lot of excitement. This was the first time a woman had been appointed permanently to a principal position in a major symphony orchestra.

In my family, there are examples of other unusual women. Susan B. Anthony, remembered for her fight to give women the vote, was my great-cousin. And my mother, who achieved artistry as a professional flutist, supported herself this way before she married. This was quite uncommon in those days. Mother was my first teacher, starting me as soon as I could hold the flute properly—when I was about eight. At first the progress was slow and very difficult. I couldn't understand my mother's strictness. I did know why it was necessary to learn the three Rs of music—reading, rhythm, and 'rithmetic. In addition, music did not yet have any clear meaning to me, even though for years she had sat down with me in front of the radio to listen to symphony and opera performances. Finally, however, when we went to a Chicago Symphony Orchestra concert—I remember they played the William Tell overture by Rossini—I suddenly understood what music was about, and it thrilled me.

When my parents saw my enthusiasm, they took me backstage to meet the first flutist, Ernest Liegl. Soon arrangements were made for me to study with him. He was a wonderful teacher. He gave me regular professional training similar to the rigorous coaching an athlete receives when training for the Olympics. This was the beginning of my lifelong fascination with the liquid, moving sound of the flute as well as with the form and beauty of music.

As a soprano voice of the woodwinds, the flute often carries the melody. It can play very fast or be tender and warm. It can even be whining or demanding. The ancient Greeks had entire orchestras of flutes, though the instrument was somewhat different then. Theobald Boehm developed the modern flute in the 1800s. He invented the key system in use today.

Underneath one of the keys, there is a cork about a quarter-inch thick. One time during a Boston Symphony concert, this cork fell out as I was playing a solo passage in Mendelssohn's Italian Symphony. It is fast music, and with the cork missing, many notes that I played sounded completely wrong. Luckily Charles Munch, the conductor, had a sense of humor. While I was cringing in embarrassment, he was shaking with laughter because of the way it sounded and because he had seen that cork rolling on the floor.

*Now answer the questions about the selection.*

1. Which of the following experiences would best help you understand how Mark felt when the school's band conductor didn't give him an instrument?
  - A. Having your parents say that they don't have enough money to send you to college
  - B. Not receiving the gift you wanted on your birthday
  - C. Failing to get a role in a school play because you can't act
  - D. Getting second place in a swimming relay
  
2. "If you miss a note... everybody knows it because the trumpet is the most brilliant of the brass instruments." Used in this context, the word *brilliant* means
  - A. shiniest.
  - B. smartest.
  - C. easiest to find.
  - D. easiest to hear.
  
3. Why was Mark surprised when he was picked to play in the Metropolitan Opera Orchestra?
  - A. He had no formal musical training.
  - B. He thought he wasn't good enough.
  - C. He had never been to an opera.
  - D. He had only played in jazz bands.
  
4. Which of the following statements would **not** be an appropriate description of Mark Gould?
  - A. He was determined and not easily discouraged by other people.
  - B. He thought he knew more about music than the other people who auditioned for the Metropolitan Opera Orchestra.
  - C. He enjoyed different kinds of music.
  - D. He was a hard worker.
  
5. Why was Doriot Dwyer particularly happy when she learned she had been picked to play the flute in the Boston Symphony Orchestra?
  - A. She would be the first woman to get a job with a major symphony orchestra.
  - B. She felt that her famous aunt, Susan B. Anthony, would be proud.
  - C. She was the first woman awarded a permanent, principal position in a major symphony orchestra.
  - D. She knew her mother would be proud.

6. What does Doriot Anthony Dwyer like best about playing the flute?
- A. The flute is beautiful and an easy instrument to play.
  - B. The flute has a fascinating fluid sound that can be used to express a variety of emotions.
  - C. Flute players get to play the best parts.
  - D. No one notices if a flute player makes a mistake.
7. What was Doriot's most embarrassing moment as a musician?
- A. Her flute didn't work properly during a performance.
  - B. She dropped her flute on the floor during a performance.
  - C. She kept making mistakes during a performance.
  - D. She kept losing her place during a performance.
8. How was Doriot's musical background different from Mark's?
- A. She always practiced much longer than Mark.
  - B. She was naturally talented.
  - C. She had formal training with a professional flutist.
  - D. Doriot's mother taught her everything she knows.
9. With which of the following statements would Mark and Doriot most likely agree?
- A. Orchestra musicians should also play in jazz bands.
  - B. Opera is the best kind of music.
  - C. Jazz is the best kind of music.
  - D. Music is a rewarding career.
10. Mark Gould and Doriot Anthony Dwyer were alike in several ways. Which statement below is **not** supported by the text?
- A. Both were willing to take risks.
  - B. Both had parents who played musical instruments.
  - C. Both were dedicated and eager to learn about music.
  - D. Both were surprised when they won their auditions.

Read each of the following sentences. Underline the relative, indefinite, or interrogative pronouns. Then fill in the bubble next to the word that identifies the kind of pronoun it is.

1. The flute, which is a difficult instrument to play, often carries the melody of the music.  
 relative                       indefinite                       interrogative
  
2. No one in the orchestra realized the composer did not have a formal music background.  
 relative                       indefinite                       interrogative
  
3. What is the difference between a band and an orchestra?  
 relative                       indefinite                       interrogative

Read each of the following sentences. Underline each appositive and fill in the bubble next to the noun the appositive modifies.

4. The piano, an instrument with strings and a keyboard, was invented in the 1700s.  
 strings                       piano                       keyboard
  
5. Princess Aïda was in love with Radames, a brave soldier.  
 Aïda                       brave                       Radames

Read each of the following sentences. Add commas where they are needed.

6. Because its music was beautiful and haunting the flute was used to send a message of love.
  
7. Ray Charles as you know enjoyed jazz ballads and country-western music.

Read each of the following sentence fragments. Are the fragments missing a subject, a predicate, or both?

8. of the best-known musicians

- subject                       predicate                       both

9. Mr. Beethoven, hearing the music in his head,

- subject                       predicate                       both

10. has entertained audiences for years

- subject                       predicate                       both

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

**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.”

- |  |  |
|--|--|
| <p>1. <input type="radio"/> A. Please <u>explain</u> why you are late to school almost every morning.</p> <p><input type="radio"/> B. The principal listened to the student’s <u>explanation</u>, but he wasn’t satisfied with the answer.</p> <p><input type="radio"/> C. The student realized that <u>explaining</u> her absence was going to be difficult.</p> <p><input type="radio"/> D. No mistake.</p>                          | <p>3. <input type="radio"/> A. Periodically, a brave athlete tests his stamina by attempting to swim the English <u>Channel</u>.</p> <p><input type="radio"/> B. Helen Keller was able to <u>excel</u> in school after she learned how to communicate.</p> <p><input type="radio"/> C. The news article said the circus was a show that would <u>enthrall</u> young and old alike.</p> <p><input type="radio"/> D. No mistake</p>  |
| <p>2. <input type="radio"/> A. Mother always <u>accompanies</u> my grandmother when she visits the doctor.</p> <p><input type="radio"/> B. Small bands of spider <u>monkeys</u> move swiftly through the jungle, making tremendous leaps and grasping tree limbs with their tails.</p> <p><input type="radio"/> C. Our class will bring popular <u>variety</u>s of snacks to the party.</p> <p><input type="radio"/> D. No mistake</p> | <p>4. <input type="radio"/> A. Jurors <u>refrained</u> from discussing the case until after the verdict was reached.</p> <p><input type="radio"/> B. <u>Refering</u> to the prosecution’s timeline, the defense attorney stated it was impossible his client committed the crime.</p> <p><input type="radio"/> C. Each October we drive through the foothills so we can enjoy the <u>flaming</u> red and golden leaves of autumn.</p> <p><input type="radio"/> D. No mistake</p> |



5.  A. When confronted with many crisis, it is important to stay calm.
- B. Amateur photographers will get better results if they use a camera with an automatic focus.
- C. The scientist used several stimuli to determine how the lab mice would respond in different situations.
- D. No mistake
6.  A. When writing an essay, try to use a variety of sentence types.
- B. Twentieth-century history is my favorite college subject.
- C. Signs posted on the warehouse door indicated the recieving department was open.
- D. No mistake
7.  A. Park rangers warn visitors about provoking the wild animals.
- B. Dad was attaking the wood pile with all the fury and speed of Paul Bunyan in anticipation of the blizzard.
- C. Directing traffic is an essential job of the police department.
- D. No mistake
8.  A. Water, food, and shelter are three basic necessities of life.
- B. Mother was embarrassed when she found the missing eyeglasses on her head.
- C. Graduation anouncements were distributed to seniors so members of their family could attend the ceremony.
- D. No mistake
9.  A. When the power goes out, we enjoy eating dinner and playing games by candelight.
- B. On cold mornings, people huddle under the lamppost to wait for the bus.
- C. The giant computer company reported windfall profits for the previous year.
- D. No mistake.
10.  A. At first, Spanish conquerors were welcomed by the Aztecs.
- B. As the young duchesses played in the garden, their mothers watched from the terrace.
- C. To make the air show as realistic as possible, unarmed torpedos were mounted on the plane's wings.
- D. No mistake

TOTAL SCORE: ____/10
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**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 nimble dancer gracefully glided across the stage.
  - A. improvised
  - B. authorized
  - C. awkward
  - D. master
  
2. The singer’s voice was shrill, and the sound made my ears hurt.
  - A. low
  - B. peculiar
  - C. ravishing
  - D. mournful
  
3. The king’s diminished role as the country’s ruler has not affected his popularity.
  - A. tribunal
  - B. increased
  - C. enthroned
  - D. glorious

**PART 2 — Multiple Meanings**

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

4. During warm-up exercises, the team captain took the coach’s place while he met with the referee.

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

- A. Use this bookmark to save your place in the novel.
  - B. First through third place trophies will be awarded at the end of the competition.
  - C. When the executive became ill, her assistant temporarily took her place.
  - D. After indicating your candidate choice, place your ballot in the voting box.
5. The judge denied the lawyer’s grounds for appeal stating the defendant had received a fair trial.

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

- A. The principal explained that fighting on school property was grounds for suspension.
- B. This year’s livestock show will be held in the indoor arena at the county fair grounds.
- C. Mother puts old coffee grounds and egg shells in the compost pile.
- D. Continental soldiers were determined to hold the ground they had taken from the Tories.

**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. Intolerable heat and foul air in sweatshops prompted the laborers to beseech the owners for healthier working conditions.
- A. belabor
  - B. bestow
  - C. infuriate
  - D. beg
7. For security the valuable, jeweled crown was encased in glass.
- A. encrusted
  - B. enclosed
  - C. resurrected
  - D. engaged

**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. It was an amazing sight to watch the colorful hot air balloons ascending into the clouds.
- A. inclined
  - B. peeling
  - C. rising
  - D. culminating
9. Vanity prevented the woman from admitting her cousin was wearing a prettier gown.
- A. interpretation
  - B. pride
  - C. coquetry
  - D. nature
10. The gown was made of white silk with an exquisitely detailed train of lace.
- A. classically
  - B. romantically
  - C. beautifully
  - D. logically

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.

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:**

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

The 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)	= <u>144</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.

**Narrative Writing Prompt**

**Writing Situation:** You are looking through your grandmother’s attic, and you discover a wooden chest filled with musical instruments.

**Purpose:** To entertain your reader with a short story

**Audience:** Your classmates

**Writing Directions:** Write a realistic short story about finding a wooden chest full of old musical instruments. Use your imagination to develop realistic, believable characters. Give your reader a clear picture of the setting. Create a plot with events that could really happen. Use realistic dialogue and descriptive details to bring your story to life.

**Student Checklist:**

<b>Revising</b>
<p>_____ Does your story have a problem in the beginning, a conflict in the middle, and a resolution at the end?</p> <p>_____ Did you write a plot, or chain of events, that could really happen?</p> <p>_____ Did you include dialogue to make your characters sound real?</p> <p>_____ Have you described your setting to enhance the experience?</p> <p>_____ Did you help your reader imagine your characters and setting by using sensory details?</p>
<b>Proofreading</b>
<p>_____ Is every paragraph indented?</p> <p>_____ Did you capitalize proper nouns and the beginnings of sentences?</p> <p>_____ Did you use correct grammar?</p> <p>_____ Did you use correct punctuation?</p> <p>_____ Is every word spelled correctly?</p>

Conventions Score: _____ /4	TOTAL RUBRIC SCORE: _____ /4
Genre Score: _____ /4	
Writing Traits Score: _____ /4	

# NOTES

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