

STUDENT TEST BOOKLET



6-8 Week
Skills
Assessments

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

Module 5a

Student Name _____

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

How the Hummingbird Got Its Colors

Long ago, all birds were the same color. They were brown and gray. The birds sang happy songs. They could fly. Some birds were big and some were small. Yet, they were all the same color.

One day, it started raining. It rained very hard. It rained for a long time. All the animals were sad. The birds were very sad because they couldn't fly. The rain was too heavy.

It rained for days and days. Then it stopped. A beautiful rainbow appeared in the sky. All the animals said the rainbow was pretty. It was the most beautiful thing they had ever seen.

Now answer the questions about this part of the fable.

1. The fable tells that long ago all birds were
 - A. brown and white.
 - B. gray and black.
 - C. brown and gray.

2. The birds were sad when it rained because they
 - A. couldn't fly.
 - B. were hungry.
 - C. had no homes.

3. The fable says, "A beautiful rainbow appeared in the sky." Another way to say this sentence is
 - A. The rainbow was ugly.
 - B. A rainbow could be seen in the sky.
 - C. The rainbow left the sky.

4. What did the animals say about the rainbow?
 - A. They said it was ugly.
 - B. They said it was pretty.
 - C. They said it was scary.

One of the birds, the robin, flew close to the rainbow. It wanted to get a better look. As the robin flew near the rainbow, it touched the red part. Then it flew back to the other birds. It was no longer just brown and gray. The robin had a red breast.

The other birds saw what happened. They wanted some color, too. They all flew to the rainbow. The bluebird became blue. The finch became yellow.

The rainbow began to disappear. Only a little bit of the rainbow was left. All the birds had taken its color.

Now answer the questions about this part of the fable.

5. What happened to the robin after it touched the rainbow?
- A. It had a red breast.
 - B. Its body became yellow.
 - C. It became sick.
6. Why did the other birds fly to the rainbow?
- A. They thought it might be good to eat.
 - B. They wanted some color, too.
 - C. They wanted to see how tall it was.
7. The rainbow began to disappear. **Disappear** means
- A. get brighter.
 - B. get bigger.
 - C. go away.
8. Only a little bit of the rainbow was left because
- A. all the birds had taken its color.
 - B. the sun came out.
 - C. it started to rain.

A tiny bird felt sorry for the rainbow. It flew to the rainbow. The little hummingbird did not touch it. The bird said, "I'm sorry, rainbow. You were so beautiful. But all the birds took your colors."

The rainbow looked at the tiny bird. "Thank you," the rainbow said. "You did not take my colors. So, I will give them to you. From now on, hummingbirds will have all the colors of the rainbow. Do not worry about me. Whenever it rains, I shall return."

The hummingbird flew back to the other birds. It was the most beautiful bird of all. Even today, it has all the colors of the rainbow.

Now answer the questions about this part of the fable.

9. Why do you think the tiny bird did not touch the rainbow?
- A. The rainbow was too hot.
 - B. The little bird felt sorry for the rainbow.
 - C. The rainbow had disappeared.
10. Why is the hummingbird the most colorful bird of all?
- A. The rainbow gave the hummingbird all of its colors.
 - B. The other birds gave the hummingbird all of their colors.
 - C. The hummingbird eats flowers.

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. | lrge
A. <input type="radio"/> | lorj
B. <input type="radio"/> | large
C. <input type="radio"/> |
| 2. | snek
A. <input type="radio"/> | sneak
B. <input type="radio"/> | sneek
C. <input type="radio"/> |
| 3. | thoz
A. <input type="radio"/> | those
B. <input type="radio"/> | thowse
C. <input type="radio"/> |
| 4. | lown
A. <input type="radio"/> | lone
B. <input type="radio"/> | lawn
C. <input type="radio"/> |
| 5. | cute
A. <input type="radio"/> | cut
B. <input type="radio"/> | cewt
C. <input type="radio"/> |
| 6. | knee
S A. <input type="radio"/> | kneez
B. <input type="radio"/> | nees
C. <input type="radio"/> |
| 7. | sta
A. <input type="radio"/> | stae
B. <input type="radio"/> | stay
C. <input type="radio"/> |
| 8. | book
A. <input type="radio"/> | brook
B. <input type="radio"/> | brock
C. <input type="radio"/> |
| 9. | clawn
A. <input type="radio"/> | clown
B. <input type="radio"/> | cloon
C. <input type="radio"/> |
| 10. | quilt
A. <input type="radio"/> | kwit
B. <input type="radio"/> | quit
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. holding | jumping | dropping |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 2. duck | giraffe | butterfly |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 3. kitchen | bathroom | garden |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- | | | |
|--------------------------|--------------------------|--------------------------|
| 4. climbs | throws | count |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 5. football | knapsack | flashlight |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 6. hungry | happy | frightened |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |



- | | | |
|--------------------------|--------------------------|--------------------------|
| 7. sisters | three | comb |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 8. caught | game | picnic |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 9. eating | walking | running |
| A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 10. kite | bread | downtown |
| 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.

Jen felt sad. A tear splashed down her 8
 cheek. “I’ll never find it!” she cried. Jen had 17
 worked hard for a long time and saved her 26
 dimes. Then, she used the cash to buy a green 36
 yo-yo with gold string. It had a white goose 46
 painted on the side, and now it was lost. 55
 “Please keep trying. I know it’s here 62
 somewhere,” her mother said as she sat 69
 knitting a wool shawl. 73
 “Okay,” Jen grumbled. “I’ll keep looking.” 79
 The girl walked to her bedroom. She looked 87
 in the closet and under the bed. She looked 96
 in her toy box. “I can’t find it,” Jen groaned. 106
 When she was about to give up, Jen saw 115
 Philly, her small, brown puppy. He sprang 122
 from behind a broom. Her toy was in his 131
 mouth! Jen caught the quick puppy and 138
 scratched his ears. 141
 Jen felt so happy! She gave Philly a new, 150
 soft, plastic squeeze toy. “Thank you, Philly. 157
 You found my yo-yo,” Jen said as she clung to 168
 him. “I promise I will never give up again.” 177

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>55</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.

Ben was a beaver. He saw his mother 8
 and father dive under the water. They had 16
 just fixed their home. As Ben swam, he 24
 watched the clouds in the sky. It looked like 33
 a storm. He saw lightning, and he heard 41
 thunder. It started to rain. The brook turned 49
 into a river, and water began to rush into the 59
 lake and flood their lodge. 64

“Quick!” his father shouted. To avoid 70
 the flood, Ben and his parents ran across a 79
 ditch and up the hill to safety. Soon the rain 89
 stopped. The family scrambled to cut fresh 96
 tree trunks to repair their home. 102

Ben picked up sticks to help. Ben flung 110
 mud from the bottom of the lake. He pulled 119
 grass and brush from the top. Then, he 127
 helped haul a small tree stump to the edge of 137
 the water. “Well!” sighed Ben as he chewed 145
 on a branch. “That was tough.” They soon had 154
 their home in order. 158

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>55</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 Assessment Prompt

Writing Situation

An experience you had when you were afraid

Audience: Your Friends

Directions for Writing

Think about a time when you were afraid. Write a story about being afraid. Tell what you were afraid of and why you were afraid. Tell about the things you did to help you overcome your fear. Describe how you felt when you were afraid. Use complete sentences and correct punctuation at the end of sentences. Write neatly.

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

Revising for Genre: Narrative

You should:

- _____ tell what you were afraid of.
- _____ tell why you were afraid.
- _____ tell what you did to overcome your fear, or how you handled it.

Revising for Writing Strategies (Traits)

You should:

- _____ stick to the idea of being afraid and how you handled it.
- _____ use words that show the reader how you felt when you were afraid.
- _____ print neatly and use 2 finger spaces between each word.

Proofreading for Conventions

You should:

- _____ write in complete sentences
- _____ use capitals for:
 - _____ names of people and places
 - _____ first word of a sentence
 - _____ pronoun "I"
- _____ use periods, exclamation points, or question marks at the end of sentences
- _____ use Sound/Spelling cards to check your spelling

TOTAL SCORE: _____/4

NOTES
