

STUDENT TEST BOOKLET



6-8 Week
Skills
Assessments

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

Module 5b

Student Name _____

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

The Special Skis

Maria sat in her wheelchair. She wore lots of warm clothes. She was watching her friends ski. Maria couldn't ski. At least, that's what everybody told her. Maria's legs didn't work. Even so, she loved sports. She played tee-ball. She even played basketball and tennis in her wheelchair.

She watched her friends. Then a woman skied up to her. "Doesn't that look like fun?" she asked.

The girl said, "Yes." The woman smiled.

"My name is Carmen. I have a surprise for you. Look over there."

Carmen pointed toward the ski slope. Maria saw her father and mother. They were beside a chair that looked like a sled. Instead of wheels, it had skis.

Now answer the questions about this part of the story.

1. Why did Maria have to sit in a wheelchair?
 - A. Her arms didn't work.
 - B. She was just testing it out.
 - C. Her legs didn't work.

2. What are three sports that Maria could play sitting in her wheelchair?
 - A. tee-ball, basketball, and tennis
 - B. diving, tennis, and basketball
 - C. basketball, tee-ball, and ping-pong

3. The surprise that Carmen had for Maria was
 - A. a pair of red skis.
 - B. a chair that looked like a sled.
 - C. a snowman.

“That’s for you, Maria. Let’s go.” Carmen struggled on her skis. Then she pushed Maria’s chair through the snow. Maria couldn’t take her eyes off the new chair. At last, they reached it.

“Okay, honey, up you go.” Maria’s father picked her up. He put her in the chair. She tumbled right over.

“You have to try to balance yourself,” said Carmen. She picked up Maria and her chair-ski. This time, Maria helped to balance herself. She felt a little bit afraid. But she was mostly excited. Her parents both gave her a kiss. Carmen strapped her into the chair. Then she put a helmet on Maria. “I’ve heard you are a smart girl. Let’s keep that head safe.”

Carmen pushed Maria over to a rope. The rope was pulling skiers up the hill. She stood behind Maria. Next, she grabbed the rope. The rope pulled Carmen and Maria up the hill.

Now answer the questions about this part of the story.

4. What did Carmen tell Maria she had to do in her new chair-ski?
- A. Sit back and relax.
 - B. Hold on to the sides.
 - C. Try to balance yourself.
5. Carmen gave Maria a helmet to cover her head. A **helmet** is
- A. a hat that covers your eyes so you can't see.
 - B. a hat to keep your head safe.
 - C. a hat for decoration.
6. How did Maria feel about her new chair-ski when she first got on it?
- A. a little afraid, but excited
 - B. very nervous
 - C. worried that she would get hurt
7. What pulled Maria and Carmen up the hill?
- A. two other skiers
 - B. a tractor
 - C. a rope

At the top of the hill, Carmen let go of the rope. They stopped. She steered Maria to the middle of the hill. Then she attached a strap from her waist to the back of Maria's chair-ski. "This strap will keep us together. I'll ski behind you. Are you ready to ski?"

Maria shook her head up and down. She heard Carmen say, "Okay, try to balance yourself. Here we go." Carmen gave her a little push. Both of them began sliding down the hill. Maria could feel Carmen holding her up. Maria tried to balance herself. All of a sudden, the two of them were gliding down the mountain. It was fun! She knew she was going to love skiing.

Now answer the questions about this part of the story.

8. Why did Carmen attach a strap from her waist to the back of Maria's chair-ski?
- A. to keep them together
 - B. to pull Carmen up the hill
 - C. so they could race down the hill
9. How did Maria feel about her first time skiing down the mountain?
- A. She was scared.
 - B. It was just wonderful.
 - C. She never wanted to ski again.
10. If a friend wanted Maria to go skiing again, she would probably
- A. be happy to go.
 - B. be too frightened to go.
 - C. not go because she did not like sports.

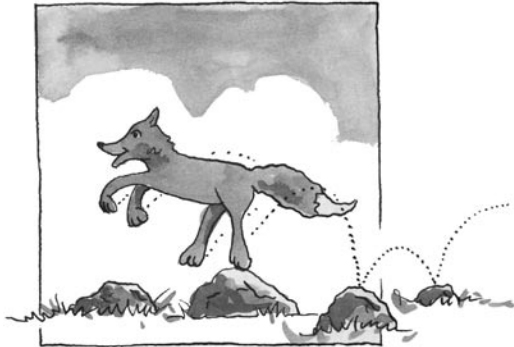
TOTAL SCORE: _____/10

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. | chose | choice | choyce |
| | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 2. | portch | porsh | porch |
| | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 3. | girl | gril | grl |
| | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 4. | bucket | buket | bucet |
| | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 5. | gorden | garden | gardene |
| | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 6. | seter | centr | center |
| | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 7. | wrong | wron | rung |
| | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 8. | thrd | third | thud |
| | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 9. | bage | baj | badge |
| | A. <input type="radio"/> | B. <input type="radio"/> | C. <input type="radio"/> |
| 10. | farther | father | fowther |
| | A. <input type="radio"/> | B. <input type="radio"/> | 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. hopping stopping climbing
 A. B. C.
2. human sheep fox
 A. B. C.
3. stairs rocks flowers
 A. B. C.



4. bone book snowball
 A. B. C.
5. clumsy lazy tasty
 A. B. C.
6. yawns gives cries
 A. B. C.



7. playing skating skipping
 A. B. C.
8. storeroom outside inside
 A. B. C.
9. excited angry sleepy
 A. B. C.
10. quiet raking noisy
 A. B. C.

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.

Alex crawled under the blankets on his bunk bed. He was afraid of storms. Bursts of light flashed outside and thunder rolled. Tree branches scratched at his window, and he shook with fear.

Soon his father came home from work and found Alex in his room. “What’s wrong?” he asked as he sat on the edge of the bed.

“I’m afraid of the noise,” answered Alex.

“I know a storm can be scary. Cheer up. Think of the good things that happen when it rains,” said his father. “The wind scatters seeds, and the rain gives them water to grow. Plants and wild animals need water to help them stay alive.”

“That’s true,” said Alex. “I’ll think about that and try not to be scared.” He bravely took his dad’s hand. “Thanks, Dad,” he sighed.

His proud father said, “Come with me. Let’s go to the kitchen and have some apple pie.”

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) = 60

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.

Each night Dora’s mother tucked her 6
 in bed. Then, her mother turned off the 14
 bedroom light as she left the room. For Dora, 23
 this was awful. Dora’s eyes grew wide in the 32
 dark. She would lay in bed with the covers 41
 pulled under her chin. She shook with fright. 49
 She just knew monsters were hiding under 56
 her bed. Maybe they were lurking in the 64
 closet or creeping behind her drapes. 70

One night, Dora told her mother how 77
 scared she was. “I did not know the dark 86
 room bothered you,” said her mother. “From 93
 now on, you may turn off your own light.” 102

The next bedtime was different. Dora’s 108
 mother closed the door but left on the light. 117
 So, Dora looked under her bed. She checked 125
 the closet. She peeked behind the drapes. 132
 Then she wrapped her teddy bear in a 140
 blanket. Dora clutched her toy animal. 146
 She paused, then reached the chain on the 154
 glowing lamp and turned off the light. Soon 162
 Dora became used to the dark, and she was 171
 not afraid. 173

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>60</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.

Expository Writing Assessment Prompt

Writing Situation

Describe a home for an animal.

Audience: Your teacher

Directions for Writing

Think about the different animal homes you have read about. Choose one animal. Describe the type of home that the animal lives in. Use details to tell what the home is made of. Tell where the home might be found. Explain how the animal’s home provides shelter and protection. Explain why this home is good for the animal.

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

Revising for Genre: Expository

You should:

- _____ name the animal and tell the kind of home the animal lives in.
- _____ describe the animal’s home with details that tell what it is made of and where it is found.
- _____ tell why the home is a good home for the animal found.
- _____ explain how the home gives the animal shelter or protection.

Revising for Writing Strategies (Traits)

You should:

- _____ write about only one animal and where the animal makes its home.
- _____ use describing words and details that help the reader visualize the animal’s home.
- _____ 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

TOTAL SCORE: _____/4

NOTES
