Beginning-of-Year Assessment

Teacher Guide

GRADE 5

Core Knowledge Language Arts®

Core Knowledge®

Assessment Day 1

LESSON AT A GLANCE	TIME	MATERIALS
Beginning-of-Year Assessment		
Reading Comprehension Assessment	90 min.	Activity Pages A.1, A.2

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING-OF-YEAR ASSESSMENT

- The primary purpose of the BOY Assessment is to determine students' preparedness for Grade 5 CKLA instruction.

- During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the BOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the BOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.

- Beginning on Day 2 of the BOY Assessment, all students will work independently on the grammar assessment.

- In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 10 or fewer on the Reading Comprehension Assessment, or between 11–13, as time allows). Administer the Fluency Assessment to all students.

- The Word Reading in Isolation Assessment uses Activity Page A.3 (Scoring Sheet for

student responses), as well as the Word Reading in Isolation Assessment located in the Assessment Day 2 lesson. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have been included in the Assessment Day 2 lesson.

- The Fluency Assessment uses Activity Pages A.2 and A.4 (which you will have collected from students), as well as the Fluency Assessment text "Paul Bunyan," located in the Teacher Resources section of the Teacher Guide. You will use Activity Page A.4 (Beginning-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (Beginning-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

- Beginning on Day 3 of the BOY Assessment, all students will complete the morphology assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

Reading Comprehension Assessment   90 minutes

Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student's BOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—"Mercury and the Woodman" (literary text), "Benjamin Banneker" (informational text), and "The Circulatory System" (informational text)—have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts Supplement to Appendix A, "New Research on Text Complexity" (www. corestandards.org/resources). All selections fall within the Common Core 4th–5th Grade Band.

The reading comprehension questions pertaining to these texts are also aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might thus address multiple standards. In general, the selected-response items address Reading standards and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Item Annotations and Correct Answers

*Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 *Inferential*	Answers may vary, but should include that it was late in the day, and the Woodman was tired so he was less focused and/or had less energy compared to the morning, so he wasn't as careful in his movements. Thus, the axe slipped out of his hands. Because he was cutting a tree near the edge of a pool, the axe could easily have landed in the pool when it slipped.	RL.5.1, RL.5.4, W.5.4
2 *Inferential*	D	RL.5.1, L.5.4a, L.5.6
3 Part A *Literal*	**The Woodman showed honesty by:** saying the golden axe wasn't his saying the silver axe wasn't his	RL.5.1, RL.5.2, L.5.4a
3 Part B *Evaluative*	The Woodman could have said the golden axe was his and/or said the silver axe was his. Doing either of these would not have shown honesty because neither of these axes was his.	RL.5.1, RL.5.2, W.5.4, L.5.4a
4 *Inferential*	A	RL.5.1, RL.5.3, RL.5.4, L.5.4a
5 *Evaluative*	Answers may vary, but should include that when you are honest, you are rewarded for telling the truth. By not being honest, you may end up worse off than you were when you started.	RL.5.2, RL.5.4, W.5.4
6 *Inferential*	B	RI.5.4, L.5.4a

Item	Correct Answer(s)		Standards
7 Part A *Literal*	Part A: What Benjamin Banneker built or made	Part B: Why he built or made this	RL.4.3, RL.4.2, RL.4.1
7 Part B *Inferential*	large clock with the same working parts as a pocket watch	He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.	
	irrigation system	He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.	
	cabin with a skylight	He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.	
	almanac of all the useful information he gathered	He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advance on farming.	
8 *Inferential*	Answers may vary, but should include that Jefferson was aware of Banneker's talents and knew Banneker had good ideas.		RI.5.1, RI.5.3, RI.5.4, W.5.4, W.5.9
9 *Evaluative*	Answers may vary, but should include that Jefferson knew Banneker was talented, had accomplished many things, and had great abilities. Planning the design for the nation's capital was an important task for a specific group of people, and Jefferson likely felt that Banneker's talents, especially his mathematical abilities, would serve the group, and the overall plan for the city, well.		RI.5.1, RI.5.3, W.5.4, W.5.9
10 *Inferential*	A		RI.5.4, L.5.4a, L.5.5

Item	Correct Answer(s)			Standards
11 Part A *Literal*	**Important Jobs Blood Has in the Body** carries life-giving oxygen to body cells removes carbon dioxide from body cells moves nutrients from food to body tissues carries away waste products from body tissues protects the body against disease helps distribute heat throughout the body			RI.5.1, W.5.9
11 Part B *Evaluative*	Answers may vary, but should include information from the chart, which is text evidence, and the information should directly support the reasons provided.			RI.5.1, RI.5.4, W.5.2d, W.5.4, W.5.9
12 *Literal*	D			RI.5.3
13 *Literal*	B			RI.5.3
14 Part A *Literal*		How Blood is used in the Body	Where Blood Starts before Going through the Body	RI.5.1, RI.5.3, W.5.4, W.5.9
	Galen	blood is made and used up in the body	liver	
	Harvey	blood is used over and over again, not used up	heart	
14 Part B *Evaluative*	Answers may vary, but should include that Harvey observed blood flow in humans and animals and confirmed that the heart is the organ that pumps blood through the body. Galen thought blood came from the liver before going through the rest of the body. Harvey also determined that blood circulated throughout the body over and over again. Galen thought blood was used up and more was made by the liver, using food we eat. In addition, Harvey discovered valves to stop blood from flowing backward in the blood vessels. Harvey explained the pulse we feel in our bodies. Harvey's work showed that the heart was the important part of the circulatory system, not the liver as Galen had described. Harvey's discoveries about the heart and blood vessels changed how doctors thought about these parts of the body.			RI.5.1, RI.5.2, RI.5.3, W.5.4, W.5.9
15 *Inferential*	Answers may vary, but should include that given all the work that is required to move blood through the body, all of the blood vessels, and the length of all the blood vessels put together in your body, one would think it would take a very longer time for blood to circulate through the body. However, the heart and blood vessels work well together to circulate blood very quickly.			RI.5.1, RI.5.2, RI.5.3, W.5.4, W.5.9

Reading Comprehension Assessment Analysis

Students who answered 10 or fewer questions correctly out of 15 total questions appear to have **minimal preparation** for Grade 5. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 5. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students need to be regrouped to an earlier point of instruction in the CKLA grade level materials.

Students who answered 11–13 questions correctly out of 15 total questions appear to have **adequate preparation** for Grade 5. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation.

Students who answered 14–15 questions correctly out of 15 total questions appear to have **outstanding preparation** for Grade 5. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted.

The following chart provides an overview of how to interpret students' scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	**Interpretation**
10 or fewer	Student appears to have minimal preparation for Grade 5; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3
11–13	Student appears to have adequate preparation for Grade 5; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment
14–15	Student appears to have outstanding preparation for Grade 5; do not administer Word Reading in Isolation Assessment; administer Fluency Assessment on Day 2 or Day 3

Beginning-of-Year Assessment—Reading Comprehension

You will read three selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Finally, you will read the third selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Passage 1: "Mercury and the Woodman," by Aesop

1 A poor Woodman was cutting down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not so sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the pool.

2 The Woodman was in despair. The axe was all he possessed with which to make a living, and he had not money enough to buy a new one. As he stood wringing his hands and weeping, the god Mercury suddenly appeared and asked what the trouble was. The Woodman told what had happened, and straightway the kind Mercury dived into the pool. When he came up again he held a wonderful golden axe.

3 "Is this your axe?" Mercury asked the Woodman.

4 "No," answered the honest Woodman, "that is not my axe."

5 Mercury laid the golden axe on the bank and sprang back into the pool. This time he brought up an axe of silver, but the Woodman declared again that his axe was just an ordinary one with a wooden handle.

6 Mercury dived down for the third time, and when he came up again he had the very axe that had been lost.

7 The poor Woodman was very glad that his axe had been found and could not thank the kind god enough. Mercury was greatly pleased with the Woodman's honesty.

8   "I admire your honesty," he said, "and as a reward you may have all three axes, the gold and the silver as well as your own."

9   The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several Woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.

10   And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Oh no! Instead he gave them each a hard whack over the head with it and sent them home. And when they returned the next day to look for their own axes, they were nowhere to be found.

11   *Honesty is the best policy.*

Questions 1–5 pertain to Passage 1: "Mercury and the Woodman," by Aesop

1. Explain why the axe slipped and flew out of the Woodman's hands into the pool.

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    _____

    _____

2. *Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?

    A. He didn't finish cutting down the tree he had started cutting down.

    B. He didn't want to tell Mercury what had happened.

    C. He wanted the golden axe.

    D. He didn't know how he would get his axe back.

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A**: How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

The Woodman showed honesty by:

Part B: What could the Woodman have done that didn't show honesty?

_____

_____

_____

4. What good fortune did the other Woodmen in the village hope to easily win?

    A.   getting a golden axe and a silver axe in addition to their own

    B.   losing their own axes in the pool in the forest

    C.   returning the next day to find their hidden axes

    D.   showing honesty to Mercury when he asked what the trouble was

5. The moral of the story is "Honesty is the best policy." Explain what this moral means, using evidence from the text.

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Passage 2: "Benjamin Banneker"

1   Imagine that you are given an old-fashioned pocket watch. Because you are a curious person and you are interested in how the watch works, you take it apart. Looking at the array of watch parts, you have an idea. Is it possible to use the watch as a model and build a large clock with the same kinds of working parts? It sounds like it could work, but where will you begin? How will you enlarge the design of the watch to build the clock? What materials will you use for the clock parts? It sounds challenging, doesn't it? Believe it or not, a man named Benjamin Banneker accomplished this task in 1753—more than 250 years ago. And he did it without the use of modern tools or technology. He built the clock from wood, and he carefully carved each of the gears. That clock ran for more than 40 years and kept almost perfect time. Benjamin Banneker used his brilliant mind in this and other ways to examine and improve the world around him.

2   Benjamin Banneker was born near Baltimore, Maryland, in 1731. Many African Americans were enslaved during this time in American history, but Benjamin was born a free man. Benjamin grew up on his family's farm. When he was young, his grandmother taught him to read. Later, Benjamin went to a nearby school where he showed great skill in mathematics and science. Benjamin's schooling did not last long, however, because he was needed on the family farm. While working on the farm, Benjamin created an irrigation system that allowed crops to be watered even during dry times. The irrigation system was made up of ditches and small dams. The system controlled water that flowed from springs near the farm.

3   Banneker was in his early 20s when he built his famous clock. But that accomplishment didn't satisfy his curiosity about the world around him. He continued to learn and grow. When he was older, Banneker began to teach himself astronomy. Astronomy is the study of the sun, moon, stars, planets, and other bodies in space. This area of study fascinated Banneker. He loved astronomy so much that he built a cabin with a skylight. Through this window in the roof, he could observe the sky during the day and at night. Banneker used his observations to record the weather and the appearance of stars in the sky. He used his outstanding mathematical abilities to calculate the tides and correctly predict eclipses of the sun and the moon.

4   Benjamin Banneker decided to create an almanac in which he would publish all the useful information that he gathered. Each year between 1792 and 1797, Banneker published an almanac that included all of his astronomical calculations and weather predictions. Readers used the facts in their daily lives. They also enjoyed the puzzles, health tips, and advice on farming that were included in the pages.

5   Benjamin Banneker's abilities were outstanding. People who knew him thought he could put his skills to use in other areas. Thomas Jefferson was among those who were made aware of Banneker's talents. At that time, Jefferson was secretary of state under President George Washington. Jefferson requested that Banneker be made part of a group that was planning the design for the nation's capital. In 1791, Banneker was made an assistant to Major Andrew Ellicott. Major Ellicott was the man appointed by President Washington to lay out the boundaries for the area. Banneker used his mathematical abilities to help plan the way that Washington, DC, would look in the years to come.

6   In 1791, Banneker also sent a copy of the manuscript for his first almanac to Thomas Jefferson. Along with the almanac manuscript, Banneker included a letter to Jefferson that expressed how he felt about slavery. Banneker felt that slavery should be abolished, or ended, and that the abilities of African Americans like himself should be recognized. Jefferson reacted favorably to the almanac and responded to Banneker's comments politely. However, it would be years before slavery was abolished in the United States.

7   As Banneker grew older, he continued to observe the natural world around him and to support the anti-slavery movement. He had become well-known and widely respected, and he often enjoyed visits from scientists and others who admired his work. Benjamin Banneker died at his home in 1806. Today the contributions of this farmer, scientist, mathematician, astronomer, writer, and city planner are recognized around the world. In 1980, the US Postal Service remembered the contributions of Benjamin Banneker by issuing a stamp in his honor.

Questions 6–9 pertain to Passage 2: "Benjamin Banneker"

6. Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?

> Benjamin Banneker's abilities were outstanding.

  A. unpaid

  B. excellent

  C. poor

  D. average

The following question has two parts. Answer Part A and then answer Part B.

7. **Part A**: Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled "Part A: What Benjamin Banneker built or made".

Part A: What Benjamin Banneker built or made	Part B: Why he built or made this

  Part B: Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled "Part B: Why he built or made this".

8. In paragraph 6, the author notes the following:

> Jefferson reacted favorably to the almanac and responded to Banneker's comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker's comments politely.

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9. In paragraph 5, the author states that Thomas Jefferson was aware of Banneker's talents and requested that Banneker be made part of a group that was planning the design for the nation's capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation's capital.

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Passage 3: "The Circulatory System"

1   If you have ever cut your finger or scraped your knee, you know what your own blood looks like. But have you ever wondered why you need blood or how your blood travels through your body? Long ago, people did not know a lot about blood. For example, it was once thought that bloodletting, or taking blood from a person, would help a sick person. People thought bloodletting would allow a disease to flow out of a person who was ill. Today we know this is not true. Modern scientists and medical professionals have learned a great deal more about blood. They have also learned more about the way blood moves through the body.

2   Blood has many important jobs in the body. It carries life-giving oxygen to body cells and removes carbon dioxide. Blood also moves nutrients from food to body tissues, and it carries away waste products. Some cells in blood help protect the body against disease. Blood also helps distribute heat throughout the body. In addition, it carries the hormones that a body needs to grow and function.

3   Your blood moves through your body along a network called the circulatory system. The circulatory system is made up of the heart, blood vessels, and blood itself. At one time, it was thought that blood was constantly being made and used up in the body. This idea came from an ancient Greek physician, or doctor, named Galen. Galen believed that the food we eat was turned into blood in the liver. He thought that blood flowed through the veins into the body where it was used up. Then new blood would be made. In the 1600s an English physician named William Harvey proved that this was not true.

4   William Harvey was a physician at a hospital in London, England. He was also a doctor to two English kings. Harvey observed blood flow in animals and in the bodies of humans. He confirmed that the heart is an organ that pumps blood through the body. He discovered that blood vessels have valves in them that stop the blood from flowing back the wrong way. In 1628, Harvey published a book that explained how blood is pumped from the heart through the body and then returned to the heart again. His paper proved that blood was circulated over and over again in the body. Harvey also explained the pulse we feel in our bodies. He said the pulse is caused by blood vessels that expand, or grow larger, each time the heart contracts and sends out blood. Harvey's work changed the way doctors thought of the heart and blood vessels.

5   So just how does the circulatory system work? Let's begin with the heart and blood vessels. The heart is a muscular organ that is about the size of a person's fist. It pushes blood out when it contracts, or squeezes together, and it pulls blood in when it relaxes. The blood vessels make up the "pipeline" through which blood flows. You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together! There are different kinds of blood vessels. Arteries are large blood vessels that carry blood away from the heart. The arteries take blood to tiny blood vessels called capillaries. The capillaries are the connections between arteries and veins. Veins are the blood vessels that take blood back to the heart.

6   Blood itself is made up of liquid and solid particles. The liquid is called plasma. Plasma is made mostly of water, proteins, and minerals. The solids in blood are called red blood cells, white blood cells, and platelets. The red blood cells carry oxygen and carbon dioxide. The white blood cells protect the body from disease and infection. Platelets help the blood clot. Without the clotting substances in platelets, blood would keep flowing from a wound and a person might bleed to death.

7   What happens during blood circulation? The heart pumps blood to the lungs where the blood mixes with oxygen. The blood then goes back to the heart again and is pumped through the arteries to the capillaries. As the blood travels through the capillaries, oxygen and nutrients are delivered to body tissues. The blood also picks up carbon dioxide and other waste products that the body does not need. The blood crosses through the capillaries into the veins. Now it's on its way back to the heart. When the blood reaches the heart, it is pumped into the lungs. In the lungs, carbon dioxide is removed from the blood and fresh oxygen is mixed with the blood again. Other waste products have already been removed from the blood along the way by the liver and the kidneys.

8   Your heart, blood, and blood vessels do an amazing job of making sure your body stays strong, healthy, and alive. And they do it in a very short time. It might seem that it would take hours or even days for blood to circulate through your body. But it takes less than a minute. The circulatory system is one of the most important systems in your body. The next time you feel your pulse or hear your heartbeat, remember how hard your circulatory system is working for you!

Questions 10–15 pertain to Passage 3: "The Circulatory System"

10. In paragraph 5, what does the following sentence mean?

> You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

A. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.

B. If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.

C. If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.

D. If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

The following question has two parts. Answer Part A and then answer Part B.

11. **Part A**: List the important jobs blood has in the body in the following chart.

Important Jobs Blood Has in the Body

Part B: Using information from the chart, give at least two reasons why blood is important to the body.

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12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?

   A. Veins carry blood away from the heart; arteries carry blood back to the heart.

   B. Veins carry blood away from the heart; capillaries carry blood back to the heart.

   C. Arteries carry blood away from the heart; capillaries carry blood back to the heart.

   D. Arteries carry blood away from the heart; veins carry blood back to the heart.

13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?

   A. heart → lungs → heart → veins → capillaries → arteries → heart

   B. heart → lungs → heart → arteries → capillaries → veins → heart

   C. lungs → veins → heart → capillaries → veins → heart → lungs

   D. lungs → arteries → heart → capillaries → veins → heart → lungs

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A**: Fill in the following chart comparing the physicians Galen and Harvey and their beliefs.

	How Blood Is Used in the Body	**Where Blood Starts before Going through the Body**
Galen		
Harvey		

Part B: Using information from the chart and information from the text, explain how Harvey's work changed the way doctors thought about the heart and blood vessels.

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15. In paragraph 8, the author states that it might seem like it would take hours or days for blood to circulate through your body. Using evidence from the text, explain why it might seem that blood would take so long to circulate through your body.

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Beginning-of-Year Reading Comprehension total _____ of 15 points

To receive a point for a two-part question (i.e., 3, 7, 11, and 14) students must correctly answer both parts of the question.

Grade 5 Beginning-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
12/15	_____/15

Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

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_____ _____ _____ _____

Other Notes:

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Fluency Assessment Scoring Sheet

☐	Words Read in One Minute
— ☐	Uncorrected Mistakes in One Minute
☐	W.C.P.M

Percentile	Fall W.C.P.M.
90	166
75	139
50	110
25	85
10	61
Comprehension Questions Total Correct _____/4	

Recommended placement (check one)

_____ CKLA Grade 5

_____ An earlier point of instruction in the CKLA grade-level materials

Assessment Day 2

LESSON AT A GLANCE	TIME	MATERIALS
Beginning-of-Year Assessment		
Grammar Assessment	45 min.	Activity Page A.5
Beginning-of-Year Assessment		
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	Activity Pages A.2–A.4; stopwatch

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING-OF-YEAR ASSESSMENT

- During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 25 items assessing knowledge of parts of speech, sentence elements (subject/predicate), conjunctions, sentence fragments and run-ons, sentence types, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet, in this lesson, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.

- Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

Grammar Assessment   45 minutes

Have students work independently to complete the Grammar Assessment on Activity Page A.5. Enter all student scores into the Grammar Assessment Scoring Sheet.

Grammar Assessment Scoring Sheet

Skill	Question	Student																
Progressive Verb Tenses	25																	
Progressive Verb Tenses	24																	
Prepositions and Prepositional Phrases	23																	
Conjunctions	22																	
Relative Pronouns	21																	
Linking Verbs	20																	
Modal Auxiliaries	19																	
Subject-Verb Agreement	18																	
Subject-Verb Agreement	17																	
Relative Adverbs	16																	
Adjectives (articles and ordering)	15																	
Commas and Quotation Marks	14																	
Commas and Quotation Marks	13																	
Commas	12																	
Commas	11																	
Commas	10																	
Types of Sentences	9																	
Types of Sentences	8																	
Types of Sentences	7																	
Run-ons	6																	
Sentence Fragments	5																	
Subject and Predicate	4																	
Verbs and Adverbs	3																	
Verbs and Adverbs	2																	
Nouns and Adjectives	1																	

Word Reading in Isolation Assessment   **Ongoing**

- Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 10 or fewer on the Reading Comprehension Assessment and to students who scored between 11–13, as time permits, to gain further insight as to possible weaknesses.

- This section of the BOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

Administration Instructions

- Locate the Word Reading in Isolation Assessment in this lesson. Students will read from this copy.

- Cover all of the words before calling a student to complete the assessment.

- Tell the student he or she will read words aloud to you and that it is important to do his or her best reading.

- Uncover the first row of words by moving the paper down.

- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.3). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.

- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the scoring sheet.

- Administer the Fluency Assessment after completing this section and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

Word Reading in Isolation Analysis

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is for Grade 5. A Word Reading in Isolation Analysis sheet and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who score 30 or fewer words out of 45 correctly appear to have **minimal preparation** for Grade 5.

- Students who score 31–35 out of 45 words correctly apear to have **adequate preparation** for Grade 5.

- Students who score 36–45 out of 45 words correctly appear to have **outstanding preparation** for Grade 5.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%						
Phonemes						
Consonants						**Totals**
/b/	/d/	/f/	/g/	/h/		
/j/	/k/	/l/	/m/	/n/		
/p/	/r/	/s/	/t/	/v/		168/210
/w/	/x/	/y/	/z/	/ch/		
/sh/	/th/	/<u>th</u>/	/ng/	/qu/		
Vowels						106/134
/a/	/e/	/i/	/o/	/u/		37/47
/ae/	/ee/	/ie/	/oe/	/ue/		25/31
/ə/	/<u>oo</u>/	/oo/	/aw/	/ou/		22/28
/oi/	/ar/	/er/	/or/	/aer/	/ə/+/l/	22/28
Syllabication (words with 2 or more syllables)						
Closed Syllable/short						39/49
Open Syllable/long						13/17
Magic E and Digraph Syllable						21/26
R-Controlled Syllable						16/20
ə Syllable						7/9
–le Syllable						4/4

Word Reading in Isolation Remediation Guide

Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

Refer to the Table of Contents in the *Decoding and Encoding Remediation Supplement* to locate information about specific phonemes and syllabication for remediation purposes.

Phonemes—Consonants (Item numbers in parentheses)		
/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)	/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)	/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)
_____ _____ _____	_____ _____ _____	_____ _____ _____
/g/ (4e, 6d, 13a)	/h/ (9b)	/j/ (1c, 12c, 12d)
_____ _____ _____	_____ _____ _____	_____ _____ _____
/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)	/l/ (1b, 1d, 1e, 2d, 2e, 3c, 4a, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)	/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)
_____ _____ _____	_____ _____ _____	_____ _____ _____
/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)	/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)	/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7e, 11b, 11d, 12c, 13a, 13c)
_____ _____ _____	_____ _____ _____	_____ _____ _____
/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)	/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)	/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)
_____ _____ _____	_____ _____ _____	_____ _____ _____

Phonemes—Consonants (Item numbers in parentheses)		
/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)	**/x/ (1c, 7b)**	**/y/ (7a, 13d)**
_____ _____ _____	_____ _____ _____	_____ _____ _____
/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)	**/ch/ (6b, 10e, 11a)**	**/sh/ (2b, 12b)**
_____ _____ _____	_____ _____ _____	_____ _____ _____
/th/ (1e, 9e, 13d)	**/<u>th</u>/ (7c)**	**/ng/ (7a, 9d, 11d, 11e)**
_____ _____ _____	_____ _____ _____	_____ _____ _____
/qu/ (6e)		
_____ _____ _____		

Phonemes—Vowels (Item numbers in parentheses)		
/a/ (1b, 8b, 9a, 12a, 12b)	**/e/ (1a, 5d, 7b, 9e, 10d)**	**/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)**
_____ _____ _____	_____ _____ _____	_____ _____ _____
/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)	**/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)**	**/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)**
_____ _____ _____	_____ _____ _____	_____ _____ _____

/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)	/ie/ (2d, 6e, 7b, 7d, 12e)	/oe/ (2a, 5e, 7c, 8e, 13e)
_____ _____ _____	_____ _____ _____	_____ _____ _____
/ue/ (3a, 8c, 9b, 12a)	**/ə/ (1c, 2d, 2e, 3a, 4a, 4b, 4e, 5e, 9a, 9b, 10b, 12e, 13d)**	**/oo/ (2c, 3e, 7e, 8b, 8e, 13d)**
_____ _____ _____	_____ _____ _____	_____ _____ _____
/oo/ (9c, 10e)	**/aw/ (1b, 8a, 8d)**	**/ou/ (2e, 10a)**
_____ _____ _____	_____ _____ _____	_____ _____ _____
/oi/ (10b, 10c)	**/ar/ (4a, 12c, 13b)**	**/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)**
_____ _____ _____	_____ _____ _____	_____ _____ _____
/or/ (3d, 3d, 4d, 9d, 10d)	**/aer/ (4e, 5b)**	**/ə/ + /l/ (3b, 11d, 13a, 13e)**
_____ _____ _____	_____ _____ _____	_____ _____ _____

Syllabication (words with 2 or more syllables; Item numbers in parentheses)		
Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)	**Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)**	**Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)**
R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)	**ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)**	**–le Syllable (3b, 11d, 13a, 13e)**

Beginning-of-Year (BOY) Assessment

	Word Reading in Isolation Assessment			
1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowlful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe

Fluency Assessment Ongoing

- Begin to administer the Fluency Assessment individually to all students.

- This section of the BOY Assessment assesses students' fluency in reading, using the selection "Paul Bunyan" (literary text) located in the Teacher Resources section of the Teacher Guide.

Administration Instructions

- Turn to the student copy of "Paul Bunyan" in this lesson. Students will read from this copy.

- Using the Recording Copy of "Paul Bunyan" (from students' Activity Page A.4) for each student, you will create a running record as you listen to each student read orally.

- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at his or her regular pace.

- Read the title of the selection aloud for the student, as the title is not part of the assessment.

- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
Teacher-supplied words	Write a "T" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.

- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:

1. *Literal* What did Paul Bunyan's parents have to do to keep his baby bottle filled?
   » milk four dozen cows every morning and evening

2. *Inferential* Why did Paul's father think it would be better if Paul didn't sleep in town?
   » When Paul snored, neighbors thought an earthquake was happening, so it would be better if Paul didn't sleep near neighbors and cause that kind of problem.

3. *Literal* What happened when Paul slept on a large raft?
   » When he turned over in his sleep, he created gigantic waves that knocked down houses along the coast.

4. *Inferential* Why was moving out West the best plan for the Bunyan family?
   » Americans were moving west and building things as they moved so they would have schools, churches, and furniture. All these new things were built because they didn't exist yet, which meant there was a lot of space out West. Paul needed a lot of space.

- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.

- You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

Guidelines for Fluency Assessment Scoring

Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student's BOY Assessment Summary (Activity Page A.2).

To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you recorded on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.

2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)

3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 5 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 5, and a student scored 100 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 5 from Hasbrouck and Tindal (2006)

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	166	182	194
75	139	156	168
50	110	127	139
25	85	99	109
10	61	74	83

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents had to use a covered wagon for his cradle.

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels of porridge a day, and his parents had to milk four dozen cows every morning and evening just to keep his baby bottle filled.

Paul was so big it caused some problems in the little town in Maine where he grew up. When he sneezed, he blew the birds from Maine to California. When he snored, the neighbors ran out of their houses hollering, "Earthquake! Earthquake!"

After that, Paul's father thought it might be better if Paul didn't sleep in town. He built a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few nights, but the floating cot didn't work out. When Paul turned over in his sleep, he created gigantic waves that knocked down houses along the coast.

Eventually, Paul's father decided that the East Coast was just too small for Paul Bunyan. The only sensible thing to do was to move out West. So the Bunyan family moved to Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks. Americans were moving west and "building the country." They had to cut down a lot of trees to make their homes, not to mention their schools, churches, boats, and furniture.

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
1	steady /sted*ee/ closed * open	asphalt /as*fawlt/ closed * digraph	oxygen /ox*ij*ən/ closed * closed * closed	dovetail /duv*tael/ digraph * digraph	birthplace /berth*plaes/ r-controlled * digraph
2	bravo /brov*oe/ closed * open	washtub /wosh*tub/ closed * closed	consume /kun*soom/ closed * digraph	delight /də*liet/ ə * digraph	council /koun*səl/ digraph * ə
3	accuse /ə*kuez/ ə * digraph	riddle /rid*əl/ closed * –le	trolley /trol*ee/ closed * open	scoreboard /skor*bord/ r-controlled * r-controlled	cruise /krooz/
4	marvelous /mar*vəl*us/ r-cont. * ə * digraph	betrayal /bə*trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	floored /flord/	guarantee /gaer*ən*tee/ r-cont. * closed * open
5	blizzard /bliz*erd/ closed * r-controlled	prairie /praer*ee/ r-controlled * open	concrete /kon*kreet/ closed * digraph	crescent /kres*ent/ closed * closed	bowlful /boel*fəl/ digraph * ə
6	breakwater /braek*wot*er/ digraph * closed * r-controlled	peachy /peech*ee/ digraph * open	spiffier /spif*ee*er/ closed * open * r-cont.	gherkin /ger*kin/ r-controlled * closed	qualify /quol*if*ie/ closed * closed * open
7	yearning /yern*ing/ r-controlled * closed	exercise /ex*er*siez/ closed * r-cont. * digraph	loathe /loeth/	ivory /ie*vree/ open * open	disprove /dis*proov/ closed * digraph

Word Reading in Isolation Assessment Scoring Sheet

	a	b	c	d	e
8	audit /aw*dit/ digraph * closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/	overdue /oe*ver*doo/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /ə*void*əns/ ə * digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kəl/ closed * –le	knitting /nit*ing/ closed * closed
12	calculate /kal*kue*laet/ closed * open * digraph	mustache /mus*tash/ closed * closed	partridge /par*trij/ r-controlled * closed	singe /sinj/	assign /ə*sien/ ə * digraph
13	wriggle /rig*əl/ closed * –le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*əl*toe/ closed * –le * open

Beginning-of-Year Fluency Assessment

Recording Copy

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his parents	19
had to use a covered wagon for his cradle.	28
As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five barrels	44
of porridge a day, and his parents had to milk four dozen cows every morning and	60
evening just to keep his baby bottle filled.	68
Paul was so big it caused some problems in the little town in Maine where he grew up.	86
When he sneezed, he blew the birds from Maine to California. When he snored, the	101
neighbors ran out of their houses hollering, "Earthquake! Earthquake!"	110
After that, Paul's father thought it might be better if Paul didn't sleep in town. He built	127
a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few	149
nights, but the floating cot didn't work out. When Paul turned over in his sleep, he created	166
gigantic waves that knocked down houses along the coast.	175
Eventually, Paul's father decided that the East Coast was just too small for Paul Bunyan.	190
The only sensible thing to do was to move out West. So the Bunyan family moved to	207
Minnesota. In those days Minnesota was full of logging camps, sawmills, and lumberjacks.	220
Americans were moving west and "building the country." They had to cut down a lot of	236
trees to make their homes, not to mention their schools, churches, boats, and furniture.	250

Word Count: 250

Beginning-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1.   **Part A**: Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

> Strong storms caused extensive damage to the new bank.

> Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2.   Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

> Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: _____

Verb the adverb describes: _____

3. Write a sentence using the verb and adverb provided.

    verb: *looked*

    adverb: *quickly*

    _____

    _____

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A**: Draw a line separating the subject from the predicate in each sentence.

    > Paul Revere and others warned people the British soldiers were on the move.

    > The Bayeaux Tapestry tells the story of the Norman Conquest.

    Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

5. Correct the following sentence fragments by rewriting each one to be a complete sentence.

    Fragment: *missed soccer practice*

    Corrected Sentence:

    _____

    _____

Fragment: *the new family on our street*

Corrected Sentence:

_____

_____

_____

_____

6. Correct the following run-on sentences by breaking each into two sentences.

> We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

_____

_____

_____

_____

> Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

_____

_____

_____

_____

7. Which type of sentence is the following?

> Why did colonists boycott British tea?

A. declarative

B. imperative

C. interrogative

D. exclamatory

The following question has two parts. Answer Part A and then answer Part B.

8.   **Part A**: Which of the following is a declarative sentence?

   A.   Did you finish your history project over the weekend?

   B.   I finished my history project over the weekend.

   C.   I finished my history project over the weekend!

   D.   You have to finish your history project over the weekend.

   Part B: Write the letter of the answer choice in Part A that is an example of an imperative sentence.

   _____

9.   Write an exclamatory sentence.

   _____

   _____

   _____

   _____

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

    A. Kendra put her homework, math book, and lunch in her backpack.

    B. Kendra put her homework math book and lunch in her backpack.

    C. Kendra put her homework, math book and lunch in her backpack.

    D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

    July 4 1776

12. Which of the following shows the correct use of a comma in an address?

    A. Marcus Wilhelm
       1326 Bellevue Lane
       Fayetteville, NC 28301

    B. Marcus Wilhelm
       1326, Bellevue Lane
       Fayetteville NC 28301

    C. Marcus Wilhelm
       1326 Bellevue Lane
       Fayetteville NC, 28301

    D. Marcus Wilhelm
       1326 Bellevue, Lane
       Fayetteville NC 28301

13. Which of the following is the correct way to use a comma and quotations marks to note a quotation from a text?

   A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.

   B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.

   C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

   D. On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech from a text.

   A. In the story, Ramon was serious when he said "I shouted across the room, I think you should go talk to Mr. Barnes before you make a decision!"

   B. In the story, Ramon was serious when he said, "I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"

   C. In the story, Ramon was serious when he said, I shouted across the room, "I think you should go talk to Mr. Barnes before you make a decision!"

   D. In the story, Ramon was serious when he said, 'I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!"

The following question has two parts. Answer Part A and then answer Part B.

15. **Part A**: Circle the words in the following list that are adjectives.

   the

   ball

   green

   category

   darkness

   huge

Part B: Put the adjectives you circled in Part A in the correct order to describe the following noun.

_____ bug

16. Which of the following sentences contains an adverb that describes the verb?

    A.   Rabbits hop quietly in the meadow.

    B.   We hung our towels outside so the warm breeze would dry them.

    C.   The strong winds shook the tent at the campsite.

    D.   Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

17. **Part A**: Identify the subject and the verb in the following sentence and write each on the lines that follow the sentence.

We were first in line for tickets to the new movie.

Subject: _____

Verb: _____

Part B: Write a new subject or a new verb to agree with the following changes to the previous sentence.

New Sentence: _____ *is* first in line for tickets to the new movie.

New Sentence: *I* _____ first in line for tickets to the new movie.

18. Write the correct form of the verb to agree with the subject and complete the sentence.

    Verb: *choose*

    Maria _____ nonfiction books each time she goes to the library.

19. Which of the following words best completes the sentence?

    You _____ check your coat pockets to see if the missing key is in one of them.

    A. should

    B. are

    C. have

    D. would

20. Identify the linking verb in the following sentence.

We are going to learn about types of rocks when we study geology.

    Linking Verb: _____

21. Circle the relative pronoun that references what the sentence is about.

Our class visited the fire station, which has space for four fire engines and all the necessary equipment.

The following question has two parts. Answer Part A and then answer Part B.

22. **Part A**: Circle the conjunction in the following sentence.

> Scientists can't give much warning before an earthquake but they can give more warning for a tsunami.

Part B: Add a comma to the correct place in the above sentence related to the conjunction you circled.

The following question has two parts. Answer Part A and then answer Part B.

23. **Part A**: Circle the two prepositions in the following sentence.

> General Washington fooled British troops by sending fake messages about attacking New York.

Part B: Write the prepositional phrases related to the prepositions you identified in the above sentences

Prepositional phrases:

_____

_____

24. Read the sentence and answer the question that follows.

> Tectonic plates are slowly colliding.

What verb tense does this sentence show? Circle the correct answer.

past progressive

present progressive

future progressive

25. Write a sentence using the following information.

Verb: *reading*

Verb tense: *past progressive*

_____

_____

_____

_____

_____

> *Beginning-of-Year Grammar Assessment total _____ of 25 points*
>
> *To receive a point for a two-part question (i.e., 1, 4, 8, 15, 17, 22, and 23), students must correctly answer both parts of the question.*

Assessment Day 3

LESSON AT A GLANCE	TIME	MATERIALS
Beginning-of-Year Assessment		
Morphology Assessment	45 min.	Activity Page A.6
Beginning-of-Year Assessment		
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	Activity Pages A.2–A.4; stopwatch

ADVANCE PREPARATION

Beginning-of-Year (BOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

BEGINNING-OF-YEAR ASSESSMENT

- During the third day of the three-day assessment, all students will complete the Morphology Assessment, independently. It includes twenty items assessing knowledge of the prefixes *un–*, *non–*, *en–*, *im–*, *re–*, and *pre–*; suffixes *–y, –ly, –able, –ible, –ful, –less*, and *–ment*; and roots *arch, graph, rupt, port, bio,* and *loc*, all of which were taught in CKLA prior to Grade 5. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

- For the remainder of the class period, allow students time to complete the Reading Comprehension Assessment (Activity Page A.1) they began on Day 1, if needed.

- Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Day 2.

Morphology Assessment   45 minutes

Have students work independently to complete the Morphology Assessment on Activity Page A.6. Record all student scores into the Morphology Assessment Scoring Sheet.

Morphology Assessment Scoring Sheet

Skill	Question	Student																		
Prefix un–	1																			
Prefix non–	2																			
Prefix en–	3																			
Root arch	4																			
Root graph	5																			
Suffix –y	6																			
Suffix –ly	7																			
Root rupt	8																			
Root port	9																			
Prefix im–	10																			
Prefix in–	11																			
Suffix –able	12																			
Suffix –ible	13																			
Root bio	14																			
Suffix –ful	15																			
Suffix –less	16																			
Suffix –ment	17																			
Prefix re–	18																			
Prefix pre–	19																			
Root loc	20																			

Interpreting Beginning-of-Year Assessment Scores

You should use the results of three assessments to determine students' preparedness for Grade 5 CKLA instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 5 Beginning-of-Year Assessment Summary (Activity Page A.2) and consider students' performance on these three assessments, in combination.

It is most **challenging to analyze results for students** with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 5 instruction and not having adequate preparation. This might include students who answered most questions correctly on one story of the Reading Comprehension Assessment but not other stories, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 5 classroom.

Benchmark results for indiividual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students (or your class) may benefit from certain Grammar and Morphology skills taught in CKLA prior to Grade 5.

NAME: —————————————————————————

DATE: —————————————————————————

A.6

Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1.   If you come across something that is *uncommon*, what does that mean?

   A.   The item is not rare.

   B.   The item is not usual.

   C.   The item is well-known.

   D.   The item is easy to find.

2.   If someone is speaking in a *nonthreatening* way, describe how that person is speaking.

   ——————————————————————————————————————

   ——————————————————————————————————————

3.   Which of the following words correctly completes the sentence below?

   > The tour guide _____ my brother with reading the map for the group during the hike.

   A.   disabled

   B.   disliked

   C.   endangered

   D.   entrusted

4. Choose the sentence that demonstrates an example of what the word *patriarch* means.

   A. My grandfather is the head of our family.

   B. The king is the leader of the country.

   C. The archbishop is the most important leader in the Church.

   D. My mother is the head of our family.

5. Someone who is skilled in *calligraphy* is skilled at doing what?

   A. writing his or her signature

   B. the art of beautiful handwriting

   C. the art of making pictures to provide information

   D. telling the story of his or her life

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A**: When you add the suffix *–y* to the word *taste*, what new word do you create?

   New Word: _____

   Part B: What is the part of speech of the root word *taste* and the new word from Part A?

   Part of Speech of *taste*: _____

   Part of Speech of new word:_____

7. Which of the following words with the suffix *–ly* means in a way that indicates something is for a limited time?

   A. easily

   B. speedily

   C. temporarily

   D. daily

8. If you *interrupt* someone while he or she studies, what are you doing?

    _____

    _____

    _____

9. Which word pair shares the same root and means the opposite of each other?

    A. import and export

    B. unable and disable

    C. erupt and rupture

    D. monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A**: Circle the correct prefix to add to the root word in the following sentence.

    The bus driver got _____ *patient* with me as I dug in my bag for correct change for the fare.

    A. *un–*

    B. *non–*

    C. *im–*

    D. *in–*

    Part B: Identify the word you created in Part A by adding the prefix and write its meaning.

    New Word: _____

    Meaning: _____

11. Complete the following sentence:

    If my homework is *incomplete*, that means it is_____

    _____

    _____.

12. A laptop is a portable computer. What does *portable* mean?

    A. able to be eaten

    B. able to bend

    C. able to be carried around

    D. able to be seen

13. Which of the following items is *edible*?

    A. paint

    B. folder

    C. poison ivy

    D. broccoli

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A**: Which of the following roots means "life?"

    A. rupt

    B. bio

    C. graph

    D. loc

Part B: Choose the word with the root that means "life" and write a sentence using the word.

A. disrupt

B. biography

C. autograph

D. relocate

Sentence:

_____

_____

_____

15. Which of the following demonstrates the meaning of the word *purposeful*?

A. having the TV on in the background while you finish math homework

B. working hard to finish a science project so you can go to a friend's house the next day

C. asking your dad if you can ride your bike to the park

D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

There were *end* _____ possibilities for who to choose as the topic of the biography project.

–y	–ly	–ful	–less	–able	–ible

17. Complete the following sentence:

My *disappointment* showed when_____

_____.

18. If you need to *rearrange* things in your closet, what do you need to do?

   A. look at things beforehand

   B. look at things again

   C. organize things beforehand

   D. organize things again

19. Explain what the following statement means.

   > The preamble *precedes* the Constitution.

_____

_____

_____

20. Which of the following words with the root *loc* means "the place where something happens?"

   A. locale

   B. locate

   C. allocate

   D. dislocate

> *Beginning-of-Year Morphology Assessment total _____ of 20 points*
>
> *To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.*

Beginning-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

> adj.   n.   adj.   n.   adj. n.
> Strong storms caused extensive damage to the new bank.

> n.   adj.   n.   adj. n.
> Scientists may be able to provide advance warning if an active volcano
> n.   adj.   n.
> showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

> Damion waved (excited) when he saw his friend walking down the sidewalk
> toward him.

Adverb: **excitedly**

Verb the adverb describes: **waved**

---

3. Write a sentence using the verb and adverb provided.
   verb: *looked*
   adverb: *quickly*

   Answers may vary, but should be a complete sentence including
   ***looked* and *quickly* appropriately.**

The following question has two parts. Answer Part A and then answer Part B.

4. **Part A:** Draw a line separating the subject from the predicate in each sentence.

> Paul Revere and others | warned people the British soldiers were on the move.

> The Bayeaux Tapestry | tells the story of the Norman Conquest.

Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

5. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: *missed soccer practice*

Corrected Sentence:
Answers may vary, but should be a complete sentence including
***missed soccer practice*.**

Fragment: *the new family on our street*

Corrected Sentence:
Answers may vary, but should be a complete sentence including *the*
***new family on our street*.**

6. Correct the following run-on sentences by breaking each into two sentences.

> We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:
We didn't go to school for a week after the massive snowstorm
dumped so much snow. We made snowmen and went sledding.

Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

Becoming a monk took many years. Men started the process by learning to read and write.

7. Which type of sentence is the following?

Why did colonists boycott British tea?

   A. declarative
   B. imperative
  (C.) interrogative
   D. exclamatory

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A**: Which of the following is a declarative sentence?
   A. Did you finish your history project over the weekend?
  (B.) I finished my history project over the weekend.
   C. I finished my history project over the weekend!
   D. You have to finish your history project over the weekend.

   Part B: Write the letter of the answer choice in Part A that is an example of an imperative sentence.
       D

9. Write an exclamatory sentence.

   Answers may vary, but should be a complete exclamatory sentence including an exclamation point.

---

10. Which of the following sentences shows the correct way to use commas to separate items in a series?
  (A.) Kendra put her homework, math book, and lunch in her backpack.
   B. Kendra put her homework math book and lunch in her backpack.
   C. Kendra put her homework, math book and lunch in her backpack.
   D. Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

   July 4 ͵1776

12. Which of the following shows the correct use of a comma in an address?
  (A.) Marcus Wilhelm
       1326 Bellevue Lane
       Fayetteville, NC 28301
   B. Marcus Wilhelm
       1326, Bellevue Lane
       Fayetteville NC 28301
   C. Marcus Wilhelm
       1326 Bellevue Lane
       Fayetteville NC, 28301
   D. Marcus Wilhelm
       1326 Bellevue, Lane
       Fayetteville NC 28301

---

13. Which of the following is the correct way to use a comma and quotations marks to note a quotation from a text?
   A. On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
   B. On page 14, the author states, I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
   C. On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
  (D.) On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech from a text.
   A. In the story, Ramon was serious when he said "I shouted across the room, I think you should go talk to Mr. Barnes before you make a decision!"
  (B.) In the story, Ramon was serious when he said, "I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'"
   C. In the story, Ramon was serious when he said, I shouted across the room, "I think you should go talk to Mr. Barnes before you make a decision!"
   D. In the story, Ramon was serious when he said, 'I shouted across the room, 'I think you should go talk to Mr. Barnes before you make a decision!'

The following question has two parts. Answer Part A and then answer Part B.

15. **Part A**: Circle the words in the following list that are adjectives.
   the
   ball
  (green)
   category
   darkness
  (huge)

Part B: Put the adjectives you circled in Part A in the correct order to describe the following noun.

_____ **huge green** _____ bug

16. Which of the following sentences contains an adverb that describes the verb?

    A. Rabbits hop quietly in the meadow.

    B. We hung our towels outside so the warm breeze would dry them.

    C. The strong winds shook the tent at the campsite.

    D. Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

17. **Part A**: Identify the subject and the verb in the following sentence and write each on the lines that follow the sentence.

    We were first in line for tickets to the new movie.

    Subject: _____ **We** _____

    Verb: _____ **were** _____

    Part B: Write a new subject or a new verb to agree with the following changes to the previous sentence.

    New Sentence: <u>He/She/Proper Name</u> *is* first in line for tickets to the new movie.

    New Sentence: *I* <u>**was/am/will be**</u> first in line for tickets to the new movie.

---

18. Write the correct form of the verb to agree with the subject and complete the sentence.

    Verb: *choose*

    Maria _____ **chooses** _____ nonfiction books each time she goes to the library.

19. Which of the following words best completes the sentence?

    You _____ check your coat pockets to see if the missing key is in one of them.

    Ⓐ should

    B. are

    C. have

    D. would

20. Identify the linking verb in the following sentence.

We are going to learn about types of rocks when we study geology.

    Linking Verb: _____ **when** _____

21. Circle the relative pronoun that references what the sentence is about.

Our class visited the fire station, (which) has space for four fire engines and all the necessary equipment.

The following question has two parts. Answer Part A and then answer Part B.

22. **Part A**: Circle the conjunction in the following sentence.

Scientists can't give much warning before an earthquake, (but) they can give more warning for a tsunami.

    Part B: Add a comma to the correct place in the above sentence related to the conjunction you circled.

The following question has two parts. Answer Part A and then answer Part B.

23. **Part A**: Circle the two prepositions in the following sentence.

General Washington fooled British troops (by) sending fake messages about attacking New York.

    Part B: Write the prepositional phrases related to the prepositions you identified in the above sentences

    Prepositional phrases:

    by sending fake messages

    about attacking New York

---

24. Read the sentence and answer the question that follows.

Tectonic plates are slowly colliding.

    What verb tense does this sentence show? Circle the correct answer.

    past progressive

    (present progressive)

    future progressive

25. Write a sentence using the following information.

    Verb: *reading*

    Verb tense: *past progressive*

    Answers may vary, but should be a complete sentence including

    reading used in past progressive (e.g., was, had been).

    _____

    _____

    _____

    _____

Beginning-of-Year Grammar Assessment total _____ *of 25 points*
To receive a point for a two-part question (i.e., 1, 4, 8, 15, 17, 22, and 23), students must correctly answer both parts of the question.

Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?
   - A. The item is not rare.
   - (B.) The item is not usual.
   - C. The item is well-known.
   - D. The item is easy to find.

2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.
   Answers may vary, but should accurately describe *nonthreatening*.

   _____

3. Which of the following words correctly completes the sentence below?

   > The tour guide _____ my brother with reading the map for the group during the hike.

   - A. disabled
   - B. disliked
   - C. endangered
   - (D.) entrusted

---

4. Choose the sentence that demonstrates an example of what the word *patriarch* means.
   - (A.) My grandfather is the head of our family.
   - B. The king is the leader of the country.
   - C. The archbishop is the most important leader in the Church.
   - D. My mother is the head of our family.

5. Someone who is skilled in *calligraphy* is skilled at doing what?
   - A. writing his or her signature
   - (B.) the art of beautiful handwriting
   - C. the art of making pictures to provide information
   - D. telling the story of his or her life

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A**: When you add the suffix *–y* to the word *taste*, what new word do you create?
   New Word: _____**tasty**_____

   Part B: What is the part of speech of the root word *taste* and the new word from Part A?
   Part of Speech of *taste*: _____**noun**_____
   Part of Speech of new word: _____**adjective**_____

7. Which of the following words with the suffix *–ly* means in a way that indicates something is for a limited time?
   - A. easily
   - B. speedily
   - (C.) temporarily
   - D. daily

---

8. If you *interrupt* someone while he or she studies, what are you doing?
   Answers may vary, but should accurately describe *interrupt*.

   _____

   _____

9. Which word pair shares the same root and means the opposite of each other?
   - (A.) import and export
   - B. unable and disable
   - C. erupt and rupture
   - D. monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A**: Circle the correct prefix to add to the root word in the following sentence.

    The bus driver got _____ *patient* with me as I dug in my bag for correct change for the fare.
    - A. *un–*
    - B. *non–*
    - (C.) *im–*
    - D. *in–*

    Part B: Identify the word you created in Part A by adding the prefix and write its meaning.
    New Word: _____
    Meaning: **Answers may vary, but should accurately define *impatient*.**

---

11. Complete the following sentence:
    If my homework is *incomplete*, that means it is_____
    Answers may vary, but should complete the sentence with an accurate
    description of *incomplete*.

12. A laptop is a portable computer. What does *portable* mean?
    - A. able to be eaten
    - B. able to bend
    - (C.) able to be carried around
    - D. able to be seen

13. Which of the following items is *edible*?
    - A. paint
    - B. folder
    - C. poison ivy
    - (D.) broccoli

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A**: Which of the following roots means "life?"
    - A. rupt
    - (B.) bio
    - C. graph
    - D. loc

NAME: _____

DATE: _____

A.6 CONTINUED ASSESSMENT

Part B: Choose the word with the root that means "life" and write a sentence using the word.

A. disrupt

Ⓑ biography

C. autograph

D. relocate

Sentence:

Answers may vary, but should be a complete sentence accurately using *biography*.

15. Which of the following demonstrates the meaning of the word *purposeful*?

A. having the TV on in the background while you finish math homework

Ⓑ working hard to finish a science project so you can go to a friend's house the next day

C. asking your dad if you can ride your bike to the park

D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

There were *end* _____ possibilities for who to choose as the topic of the biography project.

–y	–ly	–ful	(–less)	–able	–ible

17. Complete the following sentence:

My *disappointment* showed when **Answers may vary, but should complete the sentence with an accurate example for *disappointment*.**

18. If you need to *rearrange* things in your closet, what do you need to do?

A. look at things beforehand

B. look at things again

C. organize things beforehand

Ⓓ organize things again

19. Explain what the following statement means.

The preamble *precedes* the Constitution.

Answers may vary, but should be an accurate description of *precede*.

20. Which of the following words with the root *loc* means "the place where something happens?"

Ⓐ locale

B. locate

C. allocate

D. dislocate

Beginning-of-Year Morphology Assessment total _____ of 20 points
To receive a point for a two-part question (i.e., 6, 10, and 14), students must correctly answer both parts of the question.