

CURRICULUM BASED MEASUREMENT

Name:

Read the following sentence and decide which order represents the underlined parts of speech.

1. My funny sister told a joke that made me laugh.
 - A. Verb, noun, adjective
 - B. Adjective, verb, noun
 - C. Noun, verb, adjective
 - D. Noun, adjective, verb

Identify the complete subject in the following sentence.

2. *My little brother broke his finger.*

- A. My little brother
- B. broke his finger
- C. broke
- D. finger

3. Which of the following sentences is an example of figurative language?

- A. I can't wait till summer.
- B. You are pretty.
- C. Let's eat lunch!
- D. Mike's microphone made much music.

4. What would be an appropriate prefix to add to the root word **night** to show the meaning *middle*?

- A. Mid-
- B. -ly
- C. Sub-
- D. -logy

5. What would be an appropriate suffix to add to the word **energy** to show the meaning to *make, cause or become*?
- A. -ic
 - B. Inter-
 - C. -ize
 - D. Sub-

Read the following paragraph.

One of my favorite hobbies is running. Therefore, I decided to coach a running club. It was a really fun job. I got to spend two days a week running and working with kids. In addition, I went to a 5K fun run with all the other running clubs in Michigan. Running and coaching was incredible; however, I broke my ankle over the summer. Thus, while it fed my running addiction, I knew that coaching was over for me.

6. Which words represent transitional words from the paragraph above?
- A. Therefore, in addition, however, thus
 - B. hobbies, running, 5K, summer
 - C. first, second, third
 - D. first, then, next
7. Which writing below shows varied sentences?
- A. My life is good. My life is nice. I like my life.
 - B. My life is so awesome I can't wait to write a book about how amazing I am and how I will become the best person to walk on the face of this earth.
 - C. I have an awesome life! One day I hope to write a book about it. Maybe I am just lucky, or maybe I am just unique.
 - D. One day I will write a book about how my life is nice! One day I hope you will also write a book about your life too.

8. According to the dictionary section, how many different ways can you pronounce the word *emery*?

- A. one
- B. two
- C. three

e•merge (ī-mûrj') *v.* **e•merged, e•merg•ing.**
1. To rise up or come forth into view; appear. 2. To come into existence. 3. To become known or evident. [Lat. *emergere*.]
—e•mer'gence *n.* **—e•mer'gent** *adj.*
e•mer'gen•cy (ī-mûr'jən-sē) *n., pl. -ies.* An unexpected situation or occurrence that demands immediate attention.
e•mer'i•tus (ī-mēr'ī-təs) *adj.* Retired but retaining an honorary title: *a professor emeritus*. [Lat., p.p. of *emereri*, to earn by service.]
em•ery (ēm'ə-rē, ēm'rē) *n.* A fine-grained impure corundum used for grinding and polishing. [< Gk *smuris*.]
e•met•ic (ī-mēt'īk) *adj.* Causing vomiting. [< Gk. *emein*, to vomit.] **—e•met'ic, n.**
—emia *suff.* Blood: *leukemia*. [< Gk. *haima*, blood.]

9. Which of the following is the best way to check the accuracy of factual information you find on a Website?
- A. Talk to a friend, and ask if the information is true.
 - B. E-mail the person or organization responsible for the Website, and ask if the information is true.
 - C. Verify the information by finding the same facts in 3 or 4 other sources.
 - D. Ask your teacher, or discuss the information with the class.

A student wrote this letter to his principal trying to persuade her about an issue he finds important. Read the letter then answer the question.

Dear Ms. Warner,

It has come to my attention that there is a discussion about implementing a dress code for students. I feel this would be a terrible mistake on the school's part. Students choose clothes based on their personality. It is important for us to showcase who we are, through our clothing. If you believe that making us wear polo shirts and khakis will make us behave better, you are an idiot. To deny us these options is completely unfair. I certainly hope you reconsider your decision.

Thank you for your time.
Greg Griffin

10. Which sentence in this writing passage does not express the formal tone of the letter?

- (a) I certainly hope you reconsider your decision.
- (b) If you believe that making us wear polo shirts and khakis will make us behave better, you are an idiot.
- (c) Students choose clothes based on their personality.
- (d) To deny us these options is completely unfair.

11. Use context clues to determine the meaning of the underlined word in the following passage.

Some people search for lost coins in parks and on beaches using an **apparatus** called a metal detector. It is an electronic device that gives an audible or other signal when it is close to metal.

- A. Process
- B. Machine
- C. Service
- D. Hobby

12. Which of the following sentences showcases proper **pronoun / antecedent agreement**?

- A. A camel can consume thirty gallons of water if their thirsty.
- B. Energy drinks are the best drinks because it is cool and refreshing.
- C. Kristine's favorite teacher is Ms. Filary because they love to assign projects.
- D. Abigail wanted an iPad for her Birthday.

13. The man congratulated my friends and ____.

- A. me
- B. I

14. Which word has a *negative* connotation?

- (a) oblivious
- (b) ignorant

15. Which of the *senses* was best integrated into the following description?

Shelly sat at her desk and typed. She liked the quiet clicking sound that the keys made as her fingers pressed down. She found the soft clack, clack, clack calming. It reminded her of the constant ticking of the grandfather clock that stood in her living room.

- A. Touch
- B. Smell
- C. Sight
- D. Hearing

16. Apply your understanding of nonrestrictive elements as you choose which of the following statements is punctuated correctly.

- A. Prior to becoming a teacher at Owen Intermediate School, Madison Moore graduated from Eastern Michigan University, one of the leading educational universities in the country.
- B. Prior to becoming a teacher at Owen Intermediate School Madison Moore graduated from Eastern Michigan University - one of the leading educational universities in the country.
- C. Prior to becoming a teacher at Owen Intermediate School Madison Moore graduated from Eastern Michigan University one of the leading educational universities in the country.
- D. Prior to becoming a teacher at Owen Intermediate School (Madison Moore graduated from Eastern Michigan University) one of the leading educational universities in the country.

17. Evaluate the following statement and determine how to best correct the **pronoun shift**.

At first, many new students feel overwhelmed. However, they soon learn that with hard work you can make amazing progress.

- A. At first, many new students feel overwhelmed. However, he soon learns that with hard work you can make amazing progress.
- B. At first, many new students feel overwhelmed. However, they soon learn that with hard work they can make amazing progress.
- C. At first, many new students feel overwhelmed. However, they soon learn that with hard work he can make amazing progress.
- D. At first, many new students feel overwhelmed. However, they soon learn that with hard work them can make amazing progress.

18. Which of the following contains a vague pronoun reference?

- A. San Francisco and Mackinac have beautiful bridges; while visiting them, Kathleen took hundreds of pictures.
- B. Florence and Sienna have spectacular cathedrals; while visiting the cathedral, Monica took hundreds of pictures.
- C. Although the shirt costs more, it does look amazing with that skirt!
- D. Sally congratulated Alex after he finished performing with Samantha.

19. What does the **verbal irony** in this statement suggest?

He looked about as inconspicuous as a scorpion on top of an ice cream cone.

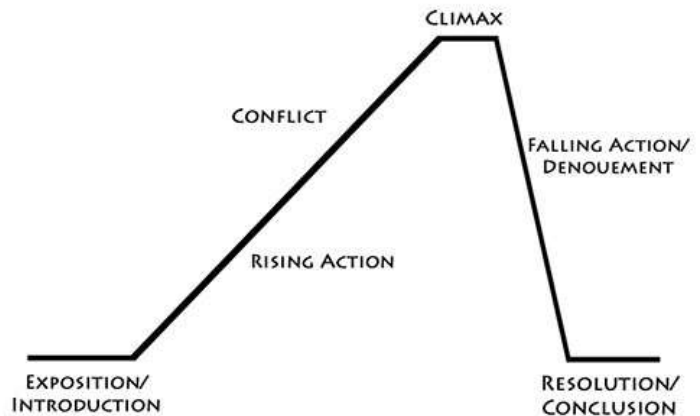
- A. He stood out.
- B. He was well fed.
- C. He went well.
- D. He did not like ice cream.

THE GREAT HUNGER

Before The Famine:

1 In the 1800s, over 8 million people lived in Ireland. Over half of the people living in rural areas lived in poverty. Their main source of nutrition was the potato.

2 Potatoes were easy to grow and would feed many people. Potatoes were also rich in protein, carbohydrates, minerals and many vitamins such as Vitamin C. Poor farmers could survive on a diet that consisted mainly of potatoes.



When the Famine Begins:

3 In the summer of 1845, farmers began to notice that the leaves of the potato plants had turned black, curled and rotted mysteriously. When they dug up the potatoes, they also quickly rotted. An airborne fungus had been brought to Ireland in the holds of ships. The fungus spread quickly in windy weather and ruined the potato crops throughout the country.

4 The farmers of Ireland had problems with their crops in the past, and poor farmers could survive for one season without potatoes. This was the first time that the crops had failed two years in a row, and farmers began to feel the loss.

5 Eventually, many farmers, who worked long, hard hours, turned to corn to survive. They found corn did not make them feel full, it was hard to cook, it was hard for their stomachs to digest, and it lacked some of the vitamins found in potatoes.

Several Years into the Famine:

6 Along with famine, or lack of food, disease began to spread quickly in the rural areas of Ireland. Being malnourished, the Irish were not able to fight off associated diseases. And since the Rural Irish were known for their hospitality and kindness, they never refused to allow a stranger into their homes. This included the sick, allowing for the spread of disease.

7 As the crop failure continued for several years, there were efforts to open soup kitchens to help the poor. These were not very effective as they could not feed all the people that needed assistance.

8 In the time period from 1845-1852, over a million Irish died from starvation or disease. Another group of over a million Irish chose to flee from the country. This period in history is known, mostly outside of Ireland, as the Irish Potato Famine. In the Irish language, it is called "an Gorta Mór" meaning "the Great Hunger".

20. In which paragraph do you find the exposition of the story's plot?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

21. In which paragraph do you find the problem of the story?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

22. Why does the author include the information in the last paragraph?

- A. to summarize the main idea of the passage
- B. to persuade the reader to reread the passage
- C. to entertain the reader

23. What was the setting in "The Great Hunger"?

- A. In an airplane and in Ireland
- B. 1800's Ireland
- C. On a potato farm

COMING TO OWEN

As you have grown up,
how have your
responsibilities changed?

Describe the ways in which you have grown up since leaving elementary school.

Use the checklist below to help you during the writing process.

Checklist:

- ☐ Establish context by introducing yourself as a character within the narrative.
- ☐ Describe the events that occurred in such a way as to make the reader understand in what ways you have grown and changed.
- ☐ Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- ☐ Provide a logical conclusion that thoroughly answers the prompt.
- ☐ Expand, combine, and/or reduce sentences for meaning, interest, and style.
- ☐ Use the rubric to edit your writing.



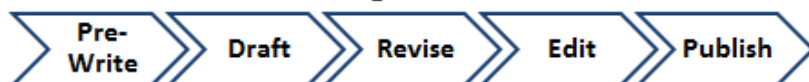
Name: _____



Narrative Writing

Points Possible	Requirement	Points Earned
40	<u>IDEAS</u> <input type="checkbox"/> My story makes sense, is interesting, and answers the prompt completely with a real or imagined story. <input type="checkbox"/> The characters, setting, and plot are clearly described in a logical manner by the narrator using various transitions to show sequence. <input type="checkbox"/> I used narrative techniques such as dialogue, pacing, and descriptions in order to develop experiences, events, and characters.	
	<u>Organization</u> <input type="checkbox"/> There is a clear beginning, middle, and end (conclusion). <input type="checkbox"/> I organized my writing into paragraphs.	
	<u>Voice</u> <input type="checkbox"/> My story will leave the audience with strong feelings and/or emotions (they will understand why this story was important for me to tell). <input type="checkbox"/> I used the same style of narration throughout the story.	
10	<u>Word Choice</u> <input type="checkbox"/> I used a variety of adjectives, & adverbs to make my writing more interesting.	
10	<u>Sentence Fluency</u> <input type="checkbox"/> My writing sounds perfect when I read aloud. <input type="checkbox"/> I used different types of sentences throughout my writing.	
10	<u>Conventions</u> <input type="checkbox"/> I used correct capitalization, punctuation, grammar, and spelling.	
10	<u>Presentation</u> <input type="checkbox"/> The presentation of the text enhances the message.	

Writing Process



Editing	✓	Date	Teacher / Student Conference	
Self-Edit: I have used the checklist/rubric to edit my work.			Yes	No
Peer-Edit: _____ used the checklist/rubric to edit my writing.			Teacher Initials	Date
			Revision Decision	

Teacher Comments

CURRICULUM BASED MEASUREMENT

Assessment Breakdown

	Answer	CCSS	DOK	Learning Targets	Unit
1	B	L.6.1	1	Parts Of Speech	1
2	A	L.6.1a	1	Subject/Predicate	1
3	D	L.6.5a	1	Figurative Language	1
4	A	L.6.4b	4	Prefix/Suffix	2
5	C	L.6.4b	4	Prefix/Suffix	2
6	A	W.6.2c	3	Transitional Words	2
7	C	L.6.3a	3	Varied Sentence Structure	2
8	B	L.6.4c	1	Dictionary Usage	3
9	C	W.6.8	3	Creditable Sources	3
10	B	L.6.1e	2	Distinguish Tone	4
11	B	L.6.4a	2	Use Context Clues	4
12	D	L.6.1c	3	Evaluate Pronoun / Antecedent Agreement	4
13	A	L.6.1a	1	Use Appropriate Pronoun	4
14	B	L.6.5c	2	Interpret Connotation	5
15	D	W.6.3d, L.6.5	3	Draw Conclusions (Sensory Language)	5
16	A	L.6.2a	3	Apply Understanding of Nonrestrictive Element	5
17	B	L.6.1c	3	Evaluate Pronoun Shifts	6
18	B	L.6.1d	3	Evaluate Vague Pronouns	6
19	A	L.6.5a	2	Interpret Figure of Speech	6
20	A	R.6.3	2	Elements of Literature-Plot	1
21	C	R.6.3	2	Elements of Literature-Plot	1
22	A	R.6.6	2	Authors Purpose	1
23	B	R.6.3	2	Elements of Literature -Setting	1
24	Written Response	W.6.CCR.2	3	Ideas 5 Pt Scale	All
25	Written Response	W.6.CCR.4	3	Organizations 5 Pt Scale	All
26	Written Response	W.6.CCR.9	3	Conventions 5 Pt Scale	All

<p>Ideas: The main message of the piece, the theme, with supporting details that enrich and develop that theme.</p>	<p>Organization: The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence of the ideas.</p>	<p>*Conventions: The mechanical correctness of the piece; spelling, punctuation, capitalization, grammar usage, and paragraphing.</p>
<p>⑤ <i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i></p> <p>A. The topic is narrow and manageable B. Relevant, telling, quality details go beyond the obvious C. Ideas are crystal clear and supported with details D. Writing from knowledge or experience; ideas are fresh and original E. Reader's questions are anticipated and answered. F. Insightful topic</p>	<p>⑤ <i>The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a catchy introduction and a satisfying conclusion.</i></p> <p>A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions connect ideas. C. Sequencing is logical and effective. D. Pacing is well controlled. E. The title, if desired, is original. F. Organizational structure is appropriate for purpose and audience; paragraphing is effective.</p>	<p>⑤ <i>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing)</i></p> <p>A. Spelling is generally correct. B. Punctuation is accurate. C. Capitalization skills are present. D. Grammar and usage are correct. E. Paragraphing tends to be sound. The writer may manipulate and/or edit for stylistic effect; and it works!</p>
<p>③ <i>The writer is beginning to define the topic, even though development is still basic or general.</i></p> <p>A. The topic is broad B. Support is attempted C. Ideas are reasonably clear D. Writer has difficulty going from general observations about topic to specifics E. The reader is left with questions F. The writer generally stays on topic</p>	<p>③ <i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i></p> <p>A. The paper has a recognizable introduction and conclusion. B. Transitions sometimes work. C. Sequencing shows some logic, yet structure takes attention away from the content. D. Pacing is fairly well controlled. E. A title, if desired, is present. F. Organizational structure sometimes supports the main point or story line, with an attempt at paragraphing.</p>	<p>③ <i>The writer shows reasonable control over a limited range of standard writing conventions</i></p> <p>A. Spelling is usually correct or reasonably phonetic on common words. B. End punctuation is usually correct. C. Most capitalized words are correct. D. Problems with grammar and usage are not serious. E. Paragraphing is attempted. Moderate, inconsistent editing (a little of this, a little of that).</p>
<p>① <i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</i></p> <p>A. The writer is still in search of a topic B. Information is limited or unclear or the length is not adequate for development C. The idea is a simple restatement or a simple answer to the question D. The writer has not begun to define the topic E. Everything seems as important as everything else F. The topic may be repetitious, disconnected, and contains too many random thoughts</p> <p>Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic?</p>	<p>① <i>The writing lacks a clear sense of direction.</i></p> <p>A. No real lead or conclusion present. B. Connections between ideas, if present, are confusing. C. Sequencing needs work. D. Pacing feels awkward. E. No title is present (if requested). F. Problems with organizational structure make it hard for the reader to get a grip on the main point or story line. Little or no evidence of paragraphing present.</p> <p>Key Question: Does the organizational structure enhance the ideas and make it easier to understand?</p>	<p>① <i>Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.</i></p> <p>A. Spelling errors are frequent. B. Punctuation missing or incorrect. C. Capitalization is random. D. Errors in grammar or usage are very noticeable. E. Paragraphing is missing. Little, if any, editing; the reader must read once to decode, then again for meaning.Key Question: How much editing would have to be done to be ready to share with an outside source?</p> <p>*Conventions: The mechanical correctness of the piece; spelling, punctuation, capitalization, grammar usage, and paragraphing.</p>