

# CURRICULUM BASED MEASUREMENT

Name: \_\_\_\_\_

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

1. My new friend went to the park with my family.

A. Verb, noun, adjective  
B. Adjective, verb, noun  
C. Noun, verb, adjective  
D. Noun, adjective, verb

Identify the predicate in the following sentence.

2. *My little brother broke his finger.*

A. My little brother  
B. Broke his finger  
C. My brother  
D. finger

3. Identify the sentence that has an example of figurative language.

A. They are my friends.  
B. He is nice.  
C. They went to the store.  
D. The trees danced in the wind

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

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

5. What would be an appropriate suffix to add to the word **history** to show the meaning *having characteristics of*?
- A. -ize
  - B. Inter-
  - C. -ic
  - D. Sub-

Read the following paragraph.

Napoleon and his navy were no match for the British. In fact, Napoleon lost almost all of his sea battles. On the other hand, the French army was very strong and powerful. Under Napoleon's orders, it conquered most of continental Europe.

6. Which words represent transitional words from the paragraph above?
- A. In fact, on the other hand
  - B. Napoleon, British
  - C. first, second, third
  - D. first, then, next
7. Which writing below shows varied sentences?
- A. I like pie. I like pizza. I like apples.
  - B. Some of my favorite foods are pizza and apples and pie and all types of desserts sometimes my mom lets me eat more than one dessert after dinner.
  - C. I enjoy a variety of food! Some of my favorite foods include pizza, pie and apples. I also enjoy desserts, especially if I can have more than one.
  - D. I like all kinds of foods. I like desserts too.

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

A. one  
B. two  
C. three

**e•merge** (ī-mûrj') *v.* **e•merged**, **e•merging**.  
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•mergen•cy** (ī-mûr'jən-sē) *n., pl. -ies*. An unexpected situation or occurrence that demands immediate attention.  
**e•meri•tus** (ī-mēr'ī-tās) *adj.* Retired but retaining an honorary title: a professor emeritus. [Lat., p.p. of *emereri*, to earn by service.]  
**e•mery** (ēm'ə-rē, ēm'rē) *n.* A fine-grained impure corundum used for grinding and polishing. [< Gk *smuris*.]  
**e•met•ic** (ī-mēt'ik) *adj.* Causing vomiting. [< Gk. *emein*, to vomit.] —**e•met'ic**, *n.*  
—**emia** *suff.* Blood: leukemia. [< Gk. *haima*, blood.]

9. You are writing a paper on the Voting Rights Act of 1965. Based on these search results which would be a more accurate source.

a. None  
b. Web Source A  
c. Web Source B

**A**

[Civil Rights Division Home Page](#)

The **Voting Rights Act of 1965**. The 1965 Enactment. By 1965 concerted efforts to break the grip of state disfranchisement had been under way for some time, ...[www.usdoj.gov/crt/voting/intro/intro\\_b.htm](#) - [Cached](#) - [Similar](#)

**Note:** usdoj.gov is the Web site of the United States Department of Justice.

**B**

[Voting Rights Act of 1965](#)

I was stunned into eye-rolling disbelief and embarrassed silence the first time I heard a rumor about the **Voting Rights Act of 1965**. ...[www.lashawnbarber.com/archives/.../voting-rights-act-of-1965/](#) - [Cached](#) - [Similar](#)

**Note:** La Shawn Barber is an African-American independent Conservative blogger and writer who lives in southern California.

An employee wrote this letter to her boss trying to persuade him about an issue she finds important. Read the letter then answer the question.

Dear Mr. Taser,

As you know, there have been several instances of bakers breaking down in tears after you yelled at them because their cupcakes did not rise as much as expected. While I understand the need to confront individuals about such issues, I wish you would consider doing so in a more respectful manner. In my opinion, yelling at bakers is extremely unprofessional. I believe you are being a bully and I hate you! Please consider a different approach for managing your people.

Sincerely,  
Elle LaNew

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

- (a) Please consider a different approach for managing your people.
- (b) I believe you are a being a bully and I hate you!
- (c) While I understand the need to confront individuals about such issues, I wish you would consider doing so in a more respectful manner.
- (d) As you know, there have been several instances of bakers breaking down in tears after you yelled at them because their cupcakes did not rise as much as expected.

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

Many of America's Founding Fathers did not believe in women's **suffrage**. For over a century, only men could vote in the United States of America.

- A. Something that caused pain
- B. Right to Vote
- C. Fairness
- D. Challenges

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

- A. An anteater can eat up to 35,000 ants in a single meal if their hungry.
- B. Cupcakes are my favorite treat because it is sweet and delicious.
- C. Bonnie loved math class; he was her favorite class.
- D. Jamal enjoyed the zoo because it has so many unique exhibits.

13. My dad decided to take my sister and \_\_\_\_.

- A. me
- B. I

14. Which word has a positive connotation?

- (a) self-confident
- (b) arrogant

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

Chayce looked down from his perch in the tree. Despite the cold, the snow sparkled in the sunlight. Tiny specks of light reflected the shimmering beauty of the sun's light. It looked as if someone had sprinkled glitter on the field.

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

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

- A. Once everyone had taken their seats, the attendant, an energetic teenager from Belleville, checked to make certain our seatbelts were fastened.
- B. Once everyone had taken their seats, the attendant an energetic teenager from Belleville checked to make certain our seatbelts were fastened.
- C. Once everyone had taken their seats, the attendant (an energetic teenager from Belleville) checked to make certain our seatbelts were fastened.
- D. Once everyone had taken their seats, the attendant, an energetic teenager from Belleville - checked to make certain our seatbelts were fastened.

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

*Some graduating students are unsure about the future. We urge them to meet with your counselor.*

- A. Some graduating students are unsure about the future. We urge them to meet with her counselor.
- B. Some graduating students are unsure about the future. We urge them to meet with their counselor.
- C. Some graduating students are unsure about the future. We urge them to meet with they're counselor.
- D. No correction is needed.

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

- A. Cael and his best friend go to the University of Michigan, but he is graduating this coming June.
- B. Shelby and her cousin go to the same dance company, but Shelby is quitting next September.
- C. The doctor examined the patient as soon as the patient arrived.
- D. The weatherman predicted an afternoon snowstorm, but the weather remained clear throughout the day.

19. What does the **allusion** in the following text suggest?

When Jessica claimed to have submitted her assignment before getting on the bus, her teacher replied, "Your nose is growing!"

- A. Jessica was lying.
- B. Jessica was mistaken.
- C. Jessica's nose was getting longer.
- D. Jessica was turning into a wooden puppet.

**Excerpt From: "Down the Rabbit Hole"**

**By: Lewis Carroll**

1 Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do. Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice, "without pictures or conversations?"

2 So she was considering in her own mind (as well as she could, for the day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

3 There was nothing so very remarkable in that, nor did Alice think it so very much out of the way to hear the Rabbit say to itself, "Oh dear! Oh dear! I shall be too late!" But when the Rabbit actually took a watch out of its waistcoat-pocket and looked at it and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and, burning with curiosity, she ran across the field after it and was just in time to see it pop down a large rabbit-hole, under the hedge. In another moment, down went Alice after it!

4 The rabbit-hole went straight on like a tunnel for some way and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.



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 rising action of the story's plot?

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



22. What is the author's purpose in the excerpt from "Down the Rabbit Hole"?

- A. To inform
- B. To persuade
- C. To entertain

23. Where was the setting of "Down the Rabbit Hole"?

- A. In a rabbit hole
- B. On the Bank
- C. In Alice's bedroom

**Directions:** Consider all you have read, the class discussions, and the work you have done during this unit as you prepare an explanatory/informative essay in response to the following:

## What details from *Eleven* give us information about Rachel's character?

Using the Method of Characterizations chart:  
Explain at least 3 of Rachel's character traits supporting it with evidence from the text.

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

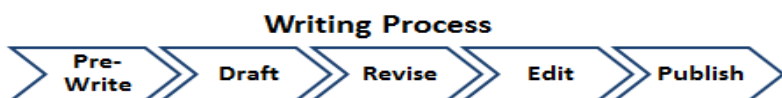
### **Checklist:**

- ☐ Did I clearly introduce the topic within the first paragraph? Would someone be able to read the first sentences (thesis) and know what my essay was about?
- ☐ Did I provide at least 3 specific examples? Is it clear where those examples came from (title and author)?
- ☐ Did I use facts, definitions, concrete details, quotations, or other information and examples from my own life to develop this topic?
- ☐ Did I include a logical conclusion?
- ☐ Did I expand, combine, and/or reduce sentences for meaning, interest, and style?
- ☐ Did I use the rubric to score my own paper?



# Grade 6 Informational Writing

Points Possible	Requirement	Points Earned
	<p><b><u>IDEAS</u></b></p> <p><input type="checkbox"/> I communicated the information, ideas, and concepts thoroughly and completely.</p> <p><input type="checkbox"/> I included facts, definitions, specific details, quotations, or examples to better explain my topic.</p> <p><input type="checkbox"/> I included only relevant information and have not included unnecessary details.</p>	
	<p><b><u>Organization</u></b></p> <p><input type="checkbox"/> There is a clear introduction, body, &amp; conclusion.</p> <p><input type="checkbox"/> I organized ideas, concepts and information in a logical manner (Examples: compare/contrast, sequence, classification, cause/effect).</p> <p><input type="checkbox"/> I have formatted my writing using headings and subheadings.</p>	
	<p><b><u>Voice</u></b></p> <p><input type="checkbox"/> I wrote in a formal style.</p>	
	<p><b><u>Word Choice</u></b></p> <p><input type="checkbox"/> I used appropriate transitions to clarify the relationship among ideas.</p> <p><input type="checkbox"/> I used essential/varied vocabulary to inform &amp; make my writing interesting.</p>	
	<p><b><u>Sentence Fluency</u></b></p> <p><input type="checkbox"/> My writing sounds perfect when I read aloud.</p> <p><input type="checkbox"/> I used different types of sentences throughout my writing.</p>	
	<p><b><u>Conventions</u></b></p> <p><input type="checkbox"/> I used correct capitalization, punctuation, grammar, and spelling.</p>	
	<p><b><u>Presentation</u></b></p> <p><input type="checkbox"/> The presentation of the text enhances the message.</p>	



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

<p><b>Ideas:</b> The main message of the piece, the theme, with supporting details that enrich and develop that theme.</p>	<p><b>Organization:</b> The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence of the ideas.</p>	<p><b>*Conventions:</b> The mechanical correctness of the piece; spelling, punctuation, capitalization, grammar usage, and paragraphing.</p>
<p>⑤ <b><i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i></b></p> <ul style="list-style-type: none"> <li>A. The topic is narrow and manageable</li> <li>B. Relevant, telling, quality details go beyond the obvious</li> <li>C. Ideas are crystal clear and supported with details</li> <li>D. Writing from knowledge or experience; ideas are fresh and original</li> <li>E. Reader's questions are anticipated and answered.</li> <li>F. Insightful topic</li> </ul>	<p>⑤ <b><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></b></p> <ul style="list-style-type: none"> <li>A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.</li> <li>B. Thoughtful transitions connect ideas.</li> <li>C. Sequencing is logical and effective.</li> <li>D. Pacing is well controlled.</li> <li>E. The title, if desired, is original.</li> <li>F. Organizational structure is appropriate for purpose and audience; paragraphing is effective.</li> </ul>	<p>⑤ <b><i>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing)</i></b></p> <ul style="list-style-type: none"> <li>A. Spelling is generally correct.</li> <li>B. Punctuation is accurate.</li> <li>C. Capitalization skills are present.</li> <li>D. Grammar and usage are correct.</li> <li>E. Paragraphing tends to be sound.</li> </ul> <p>The writer may manipulate and/or edit for stylistic effect; and it works!</p>
<p>③ <b><i>The writer is beginning to define the topic, even though development is still basic or general.</i></b></p> <ul style="list-style-type: none"> <li>A. The topic is broad</li> <li>B. Support is attempted</li> <li>C. Ideas are reasonably clear</li> <li>D. Writer has difficulty going from general observations about topic to specifics</li> <li>E. The reader is left with questions</li> <li>F. The writer generally stays on topic</li> </ul>	<p>③ <b><i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i></b></p> <ul style="list-style-type: none"> <li>A. The paper has a recognizable introduction and conclusion.</li> <li>B. Transitions sometimes work.</li> <li>C. Sequencing shows some logic, yet structure takes attention away from the content.</li> <li>D. Pacing is fairly well controlled.</li> <li>E. A title, if desired, is present.</li> <li>F. Organizational structure sometimes supports the main point or story line, with an attempt at paragraphing.</li> </ul>	<p>③ <b><i>The writer shows reasonable control over a limited range of standard writing conventions</i></b></p> <ul style="list-style-type: none"> <li>A. Spelling is usually correct or reasonably phonetic on common words.</li> <li>B. End punctuation is usually correct.</li> <li>C. Most capitalized words are correct.</li> <li>D. Problems with grammar and usage are not serious.</li> <li>E. Paragraphing is attempted.</li> </ul> <p>Moderate, inconsistent editing (a little of this, a little of that).</p>
<p>① <b><i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</i></b></p> <ul style="list-style-type: none"> <li>A. The writer is still in search of a topic</li> <li>B. Information is limited or unclear or the length is not adequate for development</li> <li>C. The idea is a simple restatement or a simple answer to the question</li> <li>D. The writer has not begun to define the topic</li> <li>E. Everything seems as important as everything else</li> <li>F. The topic may be repetitious, disconnected, and contains too many random thoughts</li> </ul> <p><b>Key Question:</b> Did the writer stay focused and share original and fresh information or perspective about the topic?</p>	<p>① <b><i>The writing lacks a clear sense of direction.</i></b></p> <ul style="list-style-type: none"> <li>A. No real lead or conclusion present.</li> <li>B. Connections between ideas, if present, are confusing.</li> <li>C. Sequencing needs work.</li> <li>D. Pacing feels awkward.</li> <li>E. No title is present (if requested).</li> <li>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.</li> </ul> <p><b>Key Question:</b> Does the organizational structure enhance the ideas and make it easier to understand?</p>	<p>① <b><i>Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.</i></b></p> <ul style="list-style-type: none"> <li>A. Spelling errors are frequent.</li> <li>B. Punctuation missing or incorrect.</li> <li>C. Capitalization is random.</li> <li>D. Errors in grammar or usage are very noticeable.</li> <li>E. Paragraphing is missing.</li> </ul> <p>Little, if any, editing; the reader must read once to decode, then again for meaning. <b>Key Question:</b> How much editing would have to be done to be ready to share with an outside source?</p> <p><b>*Conventions:</b> The mechanical correctness of the piece; spelling, punctuation, capitalization, grammar usage, and paragraphing.</p>