

CURRICULUM BASED MEASUREMENT

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

1. My new puppy ran into a wall.

- 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. *Her nephew was crying all night long.*

- A. Nephew was crying
- B. Her nephew
- C. crying
- D. all night

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

- A. When is lunch?
- B. She is very nice.
- C. Let's go to the store.
- D. You are as cute as a kitten!

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

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

5. What would be an appropriate suffix to add to the word **equal** to show the meaning *the state of*?
- A. -ic
 - B. Inter-
 - C. -ty
 - D. Sub-

Read the following paragraph.

In October, the history society had a bake sale, car wash, and book fair. The department chair was very proud of the students' efforts. Despite their fundraising efforts, the history society did not raise enough money to go on a trip to Ottawa. All of the students are extremely disappointed

6. Which words represent a transitional phrase from the paragraph above?
- A. Despite their fundraising efforts,
 - B. October, Ottawa
 - C. first, second, third
 - D. first, then, next
7. Which writing below shows varied sentences?
- A. Let's go to the movies. Then let's go to dinner. Then let's go to the park.
 - B. If you come over this weekend we can go to the movies and then the park and then dinner it will be so much fun I hope you can come over this weekend.
 - C. I really hope you can visit this weekend. I have lots planned. We can visit the park; go to the movies and possibly dinner.
 - D. One day you should visit. One day it will be that day and you will have fun.

8. According to the dictionary section, how many syllables are in the word *emergency*?

A. One
B. Two
C. Three
D. Four

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•it•us (ī-mēr'ī-təs) *adj.* Retired but retaining an honorary title: *a professor emeritus*. [Lat., p.p. of *emereri*, to earn by service.]
e•mer•y (ēm'ə-rē, ěm'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. You're writing a research paper about the career of Jackie Robinson, the first African-American major league baseball player in the twentieth century.

You've found this Website, entitled "Baseball and Jackie Robinson: Highlights from the 1860s to the 1960s": <http://memory.loc.gov/ammed/collections/robinson/index.html>. It's from the American Memory collect of the Library of Congress, the nation library of Washington, D.C.

A. You should find a different source
B. Not ok to use.
C. Ok to use.

An employee wrote this letter to her boss discussing an issue she finds important.
Read the letter then answer the question.

Dear Mr. Watson,

I wanted to take a few moments to thank you for all you have done to improve working conditions within the factory. Since your arrival, we have seen significant improvements. The floors are consistently swept and bathroom supplies are stocked regularly. Moreover, the temperature is now appropriate at all times. For all of these reasons, and many more, I think you are totally awesome. Thank you for the improvements you have made and those continue to make.

Sincerely,
Lana Lou

10. Which sentence in this writing passage does not express the formal tone of the letter?
- (a) Since your arrival, we have seen significant improvements.
 - (b) For all of these reasons, and many more, I think you are totally awesome.
 - (c) I wanted to take a few moments to thank you for all you have done to improve working conditions within the factory.
 - (d) Thank you for the improvements you have made and those continue to make.
11. Use context clues to determine the meaning of the underlined word in the following passage.
- Mr. Wagner was driving to Florida when the winter storm hit. Even with the windshield wipers working overtime, the snow **obscured** his view of the road. He finally had no choice but to pull over and wait for the snow to let up.
- A. improved
 - B. blocked
 - C. cleaned
 - D. challenged

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

- A. Even Miss Michelle will get angry if you provoke him.
- B. Doritos are delicious but it makes my breath smell terrible.
- C. Scott was not happy when someone hit their car.
- D. Sara only gets angry if you are mean to her friends.

13. Jenny and ____ were rewarded for our honesty.

- A. I
- B. me

14. Which word has a negative connotation?

- (a) challenging
- (b) rebellious

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

Liam could not believe his good fortune. He could smell the brownies as soon as he walked into the house. Double fudge brownies were his absolute favorite. He loved the way the chocolate melted in his mouth. His mouth watered as he imagined the sweetness of the frosting as he hurried towards the kitchen.

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

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

- A. Shelly, whose fear usually keeps her from speaking up, demanded that the bully leave her friends alone.
- B. Shelly (whose fear usually keeps her from speaking up - demanded that the bully leave her friends alone.
- C. Shelly, whose fear usually keeps her from speaking up (demanded that the bully leave her friends alone.)
- D. Shelly whose fear usually keeps her from speaking up demanded that the bully leave her friends alone.

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

A movie star leads an exciting life because they get to travel all over the world.

- A. A movie star leads an exciting life because her get to travel all over the world.
- B. A movie star leads an exciting life because he gets to travel all over the world.
- C. A movie star leads an exciting life because it gets to travel all over the world.
- D. No correction is needed.

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

- A. They predicted afternoon storms, but the sky was blue throughout the day.
- B. Experts say that smoking is bad for a person's health.
- C. The doctor examined the x-ray as soon as the film was delivered.
- D. The teacher graded the papers after the students submitted the work.

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

Mom called the plumber once the shower began burping brown water.

- A. The shower noisily squirted water.
- B. The shower is broken.
- C. The shower is belching.
- D. The shower ate too much.

ARACHNE

The First Spider

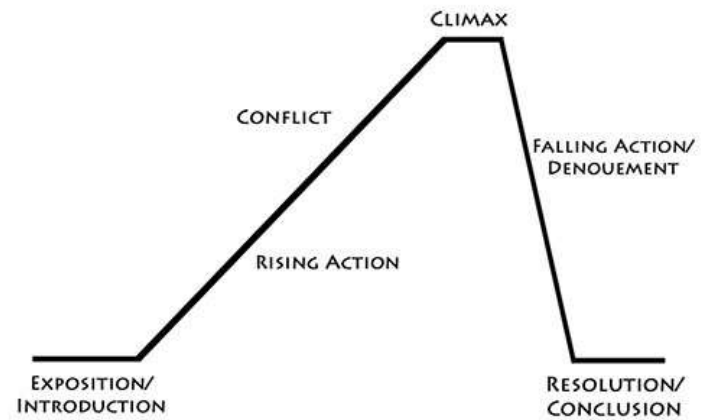
1 According to Greek mythology, Arachne was a young lady who lived in Lydia. She was very gifted in the art of weaving. Nymphs (nature spirits) would stop frolicking around to watch Arachne work, for her work was flawless.

2 People said that Athena (the goddess who invented weaving) herself must have taught Arachne. Arachne scoffed at this, for she did not like the idea of her weaving skills being below that of a goddesses.

3 When Athena heard about this attitude she disguised herself as an old lady and told Arachne to be careful not to offend the gods. Arachne replied that she would challenge Athena, then, and live the consequences if she lost. Athena then resumed her own form and took the challenge.

4 Athena wove a tapestry showing her struggles against the god Poseidon. Arachne wove a tapestry making fun of the gods. Even Athena had to admit that Arachne's tapestry was flawless, but, angered by the subject, ripped it apart, and touched her forefinger to Arachne's forehead to bring Arachne remorse.

5 Arachne was so depressed that she committed suicide. Athena, obviously not expecting this, felt a pang of pity for Arachne and brought her back to life as the first spider so she and her descendants to weave forevermore.



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

- A. Paragraph 5
- B. Paragraph 4
- C. Paragraph 3
- D. Paragraph 2

21. In which paragraph do you find the climax of the story's plot?

- A. Paragraph 5
- B. Paragraph 4
- C. Paragraph 3
- D. Paragraph 2

22. What is the author's purpose in "Arachne the First Spider"?

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

23. What was the conflict in "Arachne the First Spider"?

- A. Arachne committed suicide
- B. . Arachne challenge Athena
- C. Arachne gifted in the art of weaving

Immigration Then & Now

“We are a nation of immigrants. We are the children and grandchildren and great-grandchildren of the ones who wanted a better life; the driven ones, the ones who woke up at night hearing that voice telling them that life in that place called America could be better.”

Mitt Romney

Are the reasons for today’s immigration the same as they were when Ellis Island was the primary station for immigration?

Write an argument supporting your position on the question above.

Make certain to use supporting details from at least 2 sources.

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

CHECKLIST:

- ☐ Do I introduce my claim in a clear concise manner (thesis)?
- ☐ Do I organize the reasons and evidence in a logical manner?
- ☐ Do I provide at least three supporting details from at least 2 credible sources?
- ☐ Do I use words and phrases to clarify the relationship among claims & reasons?
(Ex: as a result, hence, therefore, this has led me to the belief that, thus proving)
- ☐ Do I include a strong conclusion that will convince or persuade the audience?
- ☐ Do I expand, combine, and/or reduce sentences for meaning, interest, and style?
- ☐ Did I use the rubric to self-edit my writing?

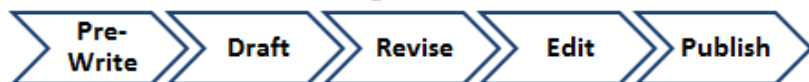


Name: _____



Points Possible	Requirement	Points Earned
	<p style="text-align: center;"><u>IDEAS</u></p> <p><input type="checkbox"/> I clearly introduced the topic and thoroughly described my argument.</p> <p><input type="checkbox"/> I supported my argument by including clear reasons and relevant evidence from credible sources.</p> <p><input type="checkbox"/> My conclusions are logical and focused with no irrelevant details.</p>	
	<p style="text-align: center;"><u>Organization</u></p> <p><input type="checkbox"/> I logically ordered my writing by first explaining the topic, then describing my specific argument, and finally supporting my opinion with details.</p> <p><input type="checkbox"/> I organized my writing into paragraphs.</p>	
	<p style="text-align: center;"><u>Voice</u></p> <p><input type="checkbox"/> I argued my opinion to the audience in a persuasive manner.</p>	
	<p style="text-align: center;"><u>Word Choice</u></p> <p><input type="checkbox"/> I used appropriate words and phrases to clarify the relationship among claims and reasons.</p> <p><input type="checkbox"/> I used essential and varied vocabulary to persuade & interest the audience.</p>	
	<p style="text-align: center;"><u>Sentence Fluency</u></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 style="text-align: center;"><u>Conventions</u></p> <p><input type="checkbox"/> I used correct capitalization, punctuation, grammar, and spelling.</p>	
	<p style="text-align: center;"><u>Presentation</u></p> <p><input type="checkbox"/> The presentation of the text enhances the message.</p>	

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	B	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	D	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	A	L.6.1d	3	Evaluate Vague Pronouns	6
19	B	L.6.5a	2	Interpret Figure of Speech	6
20	A	R.6.3	2	Elements of Literature-Plot	1
21	B	R.6.3	2	Elements of Literature-Plot	1
22	C	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: <i>Did the writer stay focused and share original and fresh information or perspective about the topic?</i></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: <i>Does the organizational structure enhance the ideas and make it easier to understand?</i></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: <i>How much editing would have to be done to be ready to share with an outside source?</i></p> <p>• A whole lot? Score in the 1-2 range.</p> <p>*Conventions: The mechanical correctness of the piece; spelling, punctuation, capitalization, grammar usage, and paragraphing.</p>