

CURRICULUM BASED MEASUREMENT

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

1. My new shiny bike fell into a puddle.
 - A. Verb, noun, adjective
 - B. Adjective, verb, noun
 - C. Noun, verb, adjective
 - D. Noun, adjective, verb

Identify the complete predicate in the following sentence.

2. *Her nephew was crying all night long.*
 - A. was crying all night long.
 - B. Her nephew
 - C. nephew
 - D. all night

3. Identify the sentence that has an example of figurative language.
 - A. You can't sing very good.
 - B. They are awesome.
 - C. I can dance well.
 - D. He drowned in a sea of grief.

4. What would be an appropriate prefix to add to the root word **formation** to show the meaning *across*?
 - A. Trans-
 - B. -ly
 - C. Sub-
 - D. -logy

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

Read the following paragraph.

One of the University's best features is its small student population. The average class size is 25-30 students. As a result, students have many opportunities to meet in one-on-one conferences with their professors. This gives each student the opportunity to discuss class assignments.

6. Which words represent a transitional phrase from the paragraph above?

- A. As a result,
- B. Universities, 25-30 students
- C. first, second, third
- D. first, then, next

7. Which writing below shows varied sentences?

- A. My name is Sam. I am in 6th grade. I go to Owen.
- B. My name is Sam and I am in 6th grade and I go to Owen and I like it here.
- C. My name is Sam and I am in the 6th Grade at Owen. I really enjoy my time at school. I hope that I get good grades this year.
- D. The name is Sam. The school is Owen. The grade is 6.

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

- A. one
- B. two

flaw /flô/ *n.*
An imperfection or weakness and especially one that detracts from the whole or hinders effectiveness.

flaw·less /'flôlis/ *adj.*
Having no discernible blemishes or shortcomings.
See also: **PERFECT**.

9. You're writing a research paper about training for a 5K run. You've interviewed a sports medicine doctor and an experienced runner.

You've also found this Website: www.mayoclinic.com/health/5k-run/sm0061.

You know that the Mayo Clinic is a highly respected medical center that employs thousands of doctors and scientists.

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

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.

September 9, 2016

Dear Mr. Wallace,

I greatly appreciate all you have done to recognize the positive contributions of your staff. Your willingness to publically acknowledge the hard work and dedication of those around you has improved staff morale and increased production. Our last boss was a gigantic jerk. Thank you for being the leader we so desperately needed.

Sincerely,
Michelle Faith

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

- (a) Thank you for being the leader we so desperately needed.
- (b) Our last boss was a gigantic jerk.
- (c) I greatly appreciate all you have done to recognize the positive contributions of your staff.
- (d) Your willingness to publically acknowledge the hard work and dedication of those around you has improved staff morale and increased production..

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

Mrs. Warren held her breath as her daughter, Jenna, sang the last verse of the song. Jenna was vying for one of the last remaining spots on *American Idol*.

- A. singing
- B. competing
- C. performing
- D. leaving

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

- A. Kristin hated peanut butter; they stuck to the roof of her mouth.
- B. Cheetos are delicious but it makes my hands orange and yucky.
- C. William appreciated all her mom did for her.
- D. Mrs. Smith gets so excited when she presents a new writing assignment.

13. Eric, Rebekah, and ____ can't wait to go to Cedar Point!

- A. I
- B. me

14. Which word has a negative connotation?

- (a) unpleasant
- (b) nasty

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

Emma took a deep breath and looked around. The lights of the carnival twinkled like Christmas lights. The rides zoomed around and around while children, with excited grins plastered on their happy faces, hurried from one line to another.

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

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

- A. The Statue of Liberty (which was a gift to our nation from France) is one of the most popular tourist attractions in New York City.
- B. The Statue of Liberty which was a gift to our nation from France- is one of the most popular tourist attractions in New York City.
- C. The Statue of Liberty which was a gift to our nation from France, is one of the most popular tourist attractions in New York City.
- D. The Statue of Liberty - which was a gift to our nation from France, is one of the most popular tourist attractions in New York City.

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

Professional basketball players live the dream life because he gets to make millions of dollars doing something he loves.

- A. Professional basketball players live the dream life because it gets to make millions of dollars doing something it loves.
- B. Professional basketball players live the dream life because they get to make millions of dollars doing something they love.
- C. Professional basketball players live the dream life because she gets to make millions of dollars doing something she loves.
- D. No correction is needed.

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

- A. Many eels look like snakes, but they are classified in different animal kingdoms.
- B. Mother says the girls are mean to her daughter.
- C. The teacher welcomed the new student to the classroom.
- D. Experts say that diesel cars get better fuel economy than gasoline powered vehicles.

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

I am grateful to those who are continually kind. They are the gardeners who make hearts bloom.

- A. People who are kind make others happy.
- B. People who are kind plant flowers.
- C. People who are kind fix broken hearts.
- D. People who are kind send hearts and flowers.

A Flight from Yesterday

1 Danny looked out of the airplane window. Below him, he saw nothing but clouds. Soon, he knew, the airplane would touch down in a country he had never seen before. But if not for a historical event over a hundred years ago, this would have been his homeland.

2 Over a century ago, Danny's ancestors had been farmers in Galway, a city in western Ireland. They had raised mostly potatoes on a small plot of land. Then, in 1845, an airborne fungus started infecting the potato crop all across Ireland. Danny knew that in those days, the potato was Ireland's main crop. In the poorer parts of Ireland, there was very little meat or bread. Potatoes were the chief source of protein, fat, and carbohydrates for most poor Irish families. When the fungus rotted all the potato plants in the fields, there was no food at all.

3 The potato blight nearly emptied Ireland. Thousands starved or died of illnesses that their weakened bodies couldn't resist. Thousands of others left their homes for new countries where they could find food for their families. Danny's ancestors, Will and Helen Hannigan, got on a boat in 1848 to cross the Atlantic Ocean, bound for America.

4 The Hannigans had a hard time at first in their new homeland. But after years of hard work, they and their children and their children's children built a better life.

5 Danny had grown up hearing stories of Ireland told by his father, his grandparents, and his uncles and aunts. Now, over a hundred years later, he and his parents were on their way to the family's first home.

6 Danny walked through Dublin Airport with his parents. Danny realized that he had expected to see the Ireland of the old family photos outside the airport doors. But of course Ireland was as much a part of the twenty-first century as the United States was. When he left the airport, he saw modern buses and cars and people dressed the same way his friends dressed at home.

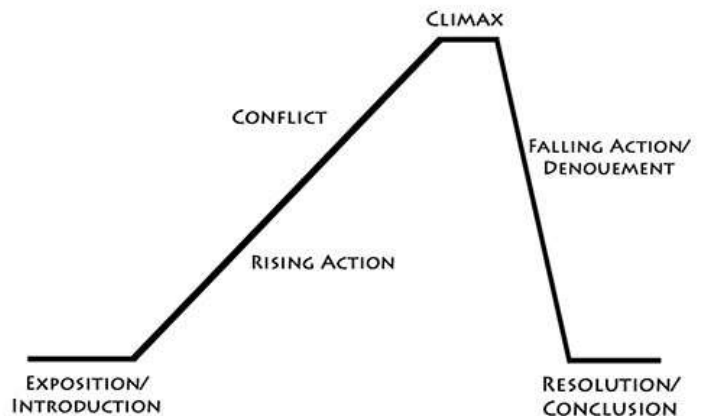
7 "Is anything left of the old country?" Danny asked his parents.

8 "I think there are parts of Ireland that are more traditional," said Mom. "But time didn't stand still here anymore than it did in the United States. Did you know that one of the main industries in today's Ireland is computer programming?"

9 "You mean there are no farmers anymore?" asked Danny.

10 "There are farmers, artists, singers, business owners, and other kinds of people—just the way there are in the rest of the world," said Dad.

11 "And some of them are related to us," said Mom. "Come on; let's go meet the other side of the family."



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 conflict of the story's plot?

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

22. Why does the author provide a historical account of the Irish Potato famine at the beginning of this story?

- A. to encourage you to buy more potatoes
- B. to persuade the reader to visit Ireland
- C. to help the reader understand the character's connection to Ireland

23. What was the setting in "A Flight from Yesterday"?

- A. In an airport
- B. In an airplane and in Ireland
- C. On a potato farm

MosT pivotal pLayer

"It has long been an axiom of mine that the little things are infinitely the most important."

Sherlock Holmes

Which character played the most pivotal role in the mystery?

Write a well-developed argument that includes an engaging opening statement of your opinion. Provide three clear reasons and evidence from the mystery read. You will also need to cite two significant passages and explain how and why those passages contribute to the development of the plot.

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

CHECKLIST:

- ☐ Do I introduce my position in a clear, engaging manner?
- ☐ Do I organize the reasons and evidence in a logical manner?
- ☐ Do I provide at least three specific reasons for my position?
- ☐ Do I cite two significant passages from the text and explain how & why those passages contribute to the development of the plot?
- ☐ Do I provide a concluding statement that makes sense based on the argument I presented?
- ☐ Do I use words and phrases to clarify the relationship among claims & reasons?
(Ex: as a result, hence, therefore, thus proving, etc.)
- ☐ Did I use the rubric to self-edit my writing?

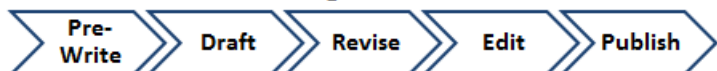


Name: _____



| 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 | 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 | C | 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 | C | 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> |