

Middle-of-Year Assessment

Assessment Day 1

LESSON AT A GLANCE

	Time	Materials
Middle-of-Year Assessment		
Reading Comprehension Assessment	90 min.	<input type="checkbox"/> Activity Pages A.1, A.2
Fluency Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.6 <input type="checkbox"/> stopwatch

ADVANCE PREPARATION

- Prepare to distribute Activity Page A.1 that you may have collected from students at the beginning of the unit.
- Plan to have reading material available for students to select from and read independently as they finish the MOY Assessment.

MIDDLE-OF-YEAR ASSESSMENT

During the first day of the two-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes four passages and corresponding comprehension questions. After students complete this portion of the assessment, use the MOY 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 MOY 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 MOY Assessment, all students will work independently on the Grammar Assessment (Activity Page A.3) and the Morphology Assessment (Activity Page A.4).

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 (and, as time allows, to students who scored 11–13). Administer the Fluency Assessment to all students.

The Word Reading in Isolation Assessment uses Activity Page A.5 (Word Reading in Isolation Assessment Scoring Sheet), which you will have collected from students, as well as the Word Reading in Isolation Assessment located under MOY Assessment Day 2 in this Teacher Guide. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have also been included under MOY Assessment Day 2 in the Teacher Guide.

The Fluency Assessment uses Activity Pages A.2 and A.6 (which you may have collected from students), as well as the student copy of the Fluency Assessment text “Scout’s Honor” located under MOY Assessment Day 2 in this Teacher Guide. You will use Activity Page A.6 (MOY Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (MOY Assessment Summary) includes a Fluency Assessment Scoring Sheet.

READING COMPREHENSION ASSESSMENT (90 MIN.)

- Ensure each student has a copy of Activity Page A.1. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. Answers are provided on the next page. After you have scored the assessment, record individual scores on each student’s MOY Assessment Summary (Activity Page A.2).

The reading comprehension questions pertaining to these texts are 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 items address 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.

“All-Ball”

Item	Correct Answer(s)	Standards
1. Literal	B	4.1, 4.10
2. Inferential	C	4.2, 4.1, 4.10
3. Evaluative	C	4.7, 4.1, 4.10
4. Inferential	Part A=D, Part B=D	4.4, 4.1, 4.10
5 Evaluative	B	4.6, 4.1, 4.10
6. Evaluative	<i>In the beginning of the story, the narrator feels sad that her father is leaving. Then her father purchases a ball that becomes her companion, and she begins to think of the ball as a friend. One day a dog pops her ball, and she is devastated. Over time she begins ordinary activities again, and her loss of All-Ball seems to get easier as time passes.</i>	4.3, 4.1, 4.10, W.4.4

“Marshfield Dreams”

Item	Correct Answer(s)	Standards
7. Inferential	D	4.2, 4.1, 4.10
8. Inferential	A	4.1, 4.10
9. Literal	A	4.1, 4.10
10. Evaluative	C	4.5, 4.1, 4.10
11 Inferential	D	4.6, 4.1, 4.10
12 Inferential	A	4.3, 4.1, 4.10
13 Evaluative	B	4.7, 4.1, 4.10
14 Inferential	A	4.2, 4.1, 4.10
15. Inferential	A	4.1, 4.10

Reading Comprehension Assessment Analysis

Students who answered 10 or fewer questions correctly out of 15 total questions may have significant skill deficits. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students may need to be regrouped to an earlier point of instruction in the CKLA grade-level materials.

Administer the Fluency Assessment and, as time permits, the Word Reading in Isolation Assessment to students who answered 11–13 questions correctly out of 15 total questions. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings.

You do not need to administer the Word Reading in Isolation Assessment to students who answered 14–15 questions correctly out of 15 total questions. 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	Remediation
10 or fewer	Administer Word Reading in Isolation Assessment and Fluency Assessment.
11–13	Administer Word Reading in Isolation Assessment as time permits; administer Fluency Assessment.
14–15	Do not administer Word Reading in Isolation Assessment; administer Fluency Assessment.

Middle-of-Year Assessment

Assessment Day 2

LESSON AT A GLANCE

	Time	Materials
Middle-of-Year Assessment		
Grammar Assessment	50 min.	<input type="checkbox"/> Activity Page A.3
Morphology Assessment	40 min.	<input type="checkbox"/> Activity Page A.4
Fluency Assessment; Word Reading in Isolation Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.5, A.6 <input type="checkbox"/> stopwatch

ADVANCE PREPARATION

Middle-of-Year (EOY) Assessment

During the second day of the two-day assessment, all students will independently complete the Grammar Assessment and Morphology Assessment. Together these assessments include 25 items. After students complete these portions of the assessment, enter their scores on the Grammar Assessment Scoring Sheet and Morphology Assessment Scoring Sheet in the Teacher Guide pages that follow, making additional copies if needed. Answers for the Grammar and Morphology Assessments are provided in the Activity Page Answer Key in the Teacher Resources section of this Teacher Guide.

Administer the Word Reading in Isolation Assessment based on students' performance on the Reading Comprehension Assessment. Continue to administer the Fluency Assessment to all students.

GRAMMAR ASSESSMENT (50 MIN.)

- Ensure each student has a copy of Activity Page A.3. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Grammar Assessment on Activity Page A.3. Enter all student scores onto the Grammar Assessment Scoring Sheet on the next page.

Grammar Assessment Scoring Sheet

	Skill															
Question	Nouns and Adjectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Student	Proper nouns and Adjectives															
	Adjectives and Adverbs															
	Adjectives and Adverbs															
	Subjects and Predicates															
	Sentence Fragments															
	Run-on Sentences															
	Sentence Types															
	Sentence Types															
	Commas															
	Commas															
	Commas and Quotation Marks															
	Commas and Quotation Marks															
	Sequencing Adjectives															
	Sequencing Adjectives															

Morphology Assessment Scoring Sheet

Skill	The prefix <i>un-</i>	The prefix <i>non-</i>	The prefix <i>en-</i>	The root <i>arch</i>	The root <i>graph</i>	The suffix <i>-y</i>	The suffix <i>-y</i>	The suffix <i>-ly</i>	The suffix <i>-ly</i>	The root <i>rupt</i>
Question	1	2	3	4	5	6	7	8	9	10
Student										

MORPHOLOGY ASSESSMENT (50 MIN.)

- Make sure each student has a copy of Activity Page A.4. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Morphology Assessment on Activity Page A.4. Record all student scores into the Morphology Assessment Scoring Sheet. To receive a point for multiple-part questions, students must correctly answer all parts of the question.

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, as time permits, to students who scored 11–13, in order to gain further insight as to possible weaknesses.

This section of the MOY 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 on the next page. Students will read from this copy.
- Cover all of the words with a sheet of paper 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.5 that you collected from students). 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.

Middle-of-Year Assessment Materials

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	bowful
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

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 further CKLA instruction. A Word Reading in Isolation Analysis chart and a Word Reading in Isolation Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who correctly score 43 or fewer words out of 63 appear to have significant deficits in decoding and word recognition.
- Students who correctly score 44–51 out of 65 words appear to have adequate decoding and word recognition skills.
- Students who correctly score 52–65 out of 65 words appear to have outstanding decoding and word recognition skills.

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/	166/208
/j/	/k/	/l/	/m/	/n/	
/p/	/r/	/s/	/t/	/v/	
/w/	/x/	/y/	/z/	/ch/	
/sh/	/th/	/th/	/ng/	/qu/	
Vowels					108/136
/a/	/e/	/i/	/o/	/u/	39/49
/ae/	/ee/	/ie/	/oe/	/ue/	25/31
/ə/	/oo/	/oo/	/aw/	/ou/	19/23
/oi/	/ar/	/er/	/or/	/aer/	27/33
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
e Syllable					7/9
-le Syllable					4/4

WORD READING IN ISOLATION REMEDIATION GUIDE

Write the names of students who missed questions under each header in the following chart. 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, 3c, 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, 7d, 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)
/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)	/th/ (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, 3a, 4b, 4e, 9a, 9b, 10b, 12e)	/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, 4d, 9d, 10d)	/aer/ (4e, 5b)	/ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 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)

FLUENCY ASSESSMENT (ONGOING)

This section of the MOY Assessment assesses students' fluency in reading by using the selection "Scout's Honor" (literary text) located on the next page of this Teacher Guide.

Administration Instructions

- Turn to the student copy of "Scout's Honor" on the next page. Students will read from this copy.
- Using the Recording Copy of "Scout's Honor" (Activity Page A.6) 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.

Middle-of-Year Fluency Assessment Student Copy

Scouts Honor by Avi

- 1 Back in 1946, when I was nine, I worried that I wasn't tough enough. 14
That's why I became a Boy Scout. Scouting, I thought, would make a 27
man of me. It didn't take long to reach Tenderfoot rank. You got that for 42
joining. To move up to Second Class, however, you had to meet three 55
requirements. Scout Spirit and Scout Participation had been cinchy. The 65
third requirement, Scout Craft, meant I had to go on an overnight hike in 79
the country. In other words, I had to leave Brooklyn, on my own, for the 94
first time in my life. 99
- 2 Since I grew up in Brooklyn in the 1940s, the only grass I knew was in 115
Ebbets Field where the Dodgers played. Otherwise, my world was made 126
of slate pavements, streets of asphalt (or cobblestone), and skies full of tall 139
buildings. The only thing "country" was a puny pin oak tree at our curb, 153
which was noticed, mostly, by dogs. 159
- 3 I asked Scoutmaster Brenkman where I could find some country. Now, 170
whenever I saw Mr. Brenkman, who was a church pastor, he was dressed 183
either in church black or Scout khaki. When he wore black, he'd warn us 197
against hellfire. When he wore khaki, he'd teach us how to build fires. 210

4	“Country,” Scoutmaster Brenkman said in answer to my question, “is anywhere that has lots of trees and is not in the city. Many boys camp in the Palisades.”	219 235 237
5	“Where’s that?”	239
6	“Just north of the city. It’s a park in Jersey.”	249
7	“Isn’t that a zillion miles from here?”	256
8	“Take the subway to the George Washington Bridge, then hike across.”	267
9	I thought for a moment, then asked, “How do I prove I went?”	280
10	Mr. Brenkman looked deeply shocked. “You wouldn’t lie, would you? What about Scout’s honor?”	291 294
11	“Yes, sir,” I replied meekly.	299

Word Count: 299

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

1. **Inferential.** What does the word cinchy (paragraph 1) mean?
 - » Easy.
 2. **Literal.** What is the lowest rank in the author’s Boy Scout troop?
 - » Tenderfoot.
 3. **Inferential.** Why couldn’t the author meet his Scout Craft requirement close to home?
 - » Because the author lived in the city and Scout Craft required hiking in the country.
 4. **Inferential.** Where did the author most likely hear Mr. Brenkman warning against hellfire?
 - » In church.
- Continue administering the Fluency Assessment as time permits.
 - 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 on each student’s MOY Assessment Summary (Activity Page A.2). To calculate a student’s Words Correct Per Minute (W.C.P.M) 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. Note that a mistake that the student self-corrects should not be 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 Grades 4 and 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 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 spring of Grade 4, and a student scored 113 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms from Hasbrouck and Tindal (2006)

Percentile	Spring Grade 4 W.C.P.M.	Fall Grade 5 W.C.P.M.
90	180	166
75	152	139
50	123	110
25	98	85
10	72	61

Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

Interpreting End-of-Year Assessment Scores

To determine students' skill level for ongoing Grade 4 CKLA instruction, use the results of three assessments: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 4 Middle-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. This might include students who answered most questions correctly on one passage of the Reading Comprehension Assessment but not other passages, 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.

Benchmark results for individual 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 may benefit from the additional practice of certain grammar and morphology skills taught in CKLA.

Middle-of-Year Assessment – Reading Comprehension

You will read four passages. After reading the first passage, you will answer several questions based on it. Then, you will read the second passage and answer several questions based on it. Next, you will read the third passage and answer several questions based on it. Finally, you will read the fourth passage 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:

All-Ball, Part I

Mary Pope Osborne

- 1 I remember the first time I got really bad news.
- 2 I was eight years old, and my family was living in white wooden army quarters at the edge of a thick pine forest in Fort Eustis, Virginia. All my life we had lived on military posts, and I loved them. I loved the neat lawns, clean streets, trim houses, and starched uniforms. I loved parade bands, marching troops, green jeeps, tanks, and transport trucks. I loved having military police at the entrance gate. When I was four, I dreamed that the M.P.'s guarding the gate chased away a couple of ghosts that tried to come onto our post. It is one of the most vivid dreams I've ever had, and to this day, it makes me feel good to remember it.
- 3 Living on an army post in those days was so safe that in all the early summers of our lives the children of our family were let out each morning like dandelions to the wind. My teenage sister went off with her friends while my brothers and I filled our time playing with our toy soldiers, including my favorite—a small silver statue of General Omar Bradley. We played “maneuvers” by carrying large cardboard boxes around the parade field, stopping every hundred yards to “bivouac” by making grass beds and napping inside our boxes.
- 4 At five o'clock, when the bugle played and the flag was lowered, we went home. Our return was often punctuated by the joyous sight of our dad stepping out of a chauffeured military car, his arms raised to embrace us.

5 But one spring night when I was eight, bad news changed everything. I remember my dad was helping me prepare my bath. I was sitting on the edge of the tub while the water ran, and Dad was standing in the doorway, wearing his summer khaki uniform. “Sis—” he always called me Sis or Little Bits—“in six weeks, Daddy is going to Korea.”

6 I looked at him and burst into tears. I knew we wouldn’t be going with him. Though the Korean War had ended eight years earlier, U.S. soldiers were still sent there for tours of duty—without their families.

7 “Don’t cry,” he said. “I’ll only be gone for a year.”

8 Only a year?

9 “While I’m gone, you’ll live in Florida, in Daytona Beach, near the ocean.”

10 *Daytona Beach? Away from an army post?*

11 “You’ll have a wonderful time.”

12 “No I won’t!” I hated this news. And to prove it, I pushed him out of the bathroom.

13 Of course, I was right and he was wrong. A few weeks later, when Dad drove our family to Daytona Beach to get us settled, I didn’t find our new life wonderful at all.

14 Our house was low to the ground, flamingo-pink, and made of stucco. There were no kids in the whole neighborhood. There were no real trees in our small yard—just a few scrubby ones. There was no wide open parade field to play on.

15 I recoiled from this new life—especially when I discovered lizards scampering across our cement driveway, a huge water bug scuttling across the floor of the TV room, and a gigantic black spider hovering in the corner of the garage. Such monsters didn’t exist on army posts—neither did the crazy variety of houses, the litter, the tawdry seaside billboards.

- 16 Adding to the trauma of adjusting to life off a military post was the awareness that my dad was leaving in just three weeks. At first, I tried to manage my grief by taking a little time out of every day to cry. In those days, I was very organized. I kept a daily list of things to do like:
- 17 *Wash hands*
Play with dolls
Practice writing
Practice running
- 18 I added “Cry for Daddy” to the list. But as I counted down the days till his departure, I began to cry even when it wasn’t scheduled. Worse, I abandoned the other things on my list to keep a watch on my dad. I studied everything he did—from buying a vanilla ice-cream cone at the Dairy Queen to playing catch with my brothers—because I felt I had to store up enough memories of him to last through the coming year.
- 19 The pressure became unbearable and soon forced me into the strangest relationship of my life. Just thinking about this relationship now can bring tears to my eyes. Was it with a wonderful girl? Boy? Grown-up? Dog, cat, parakeet?
- 20 No. It was with a *ball*.
- 21 About two weeks before Dad left, he took my brothers and me to a Rose’s Five & Dime store. He gave us fifty cents each to buy whatever we wanted.
- 22 This is the most precious fifty cents I will ever spend, I thought. Slowly, I wandered the rows of comics, coloring books, plastic dolls, and bags of candy, looking for an object worthy of the last-fifty-cents-my-father-gave-me-before-he-went-to-Korea.
- 23 When I came to the ball section, I saw, amidst a variety of balls, a truly unique specimen: a nubby rubber ball, bigger than a softball and smaller than a kickball. It was made up of swirling pastel colors—pink, blue, green.
- 24 I picked up the ball and bounced it.

- 25 It was the best bouncing ball I'd ever encountered. Barely did it touch the wooden floor before it sprang back into my hands. The ball felt friendly, spunky, and vibrant. It had such a positive and strong personality that I named it before we even got home: All-Ball.
- 26 For the next twelve days, All-Ball and I were inseparable. I bounced him on the driveway and on the sidewalk. Standing apart from everyone, deep in my own world, I bounced him for hours. And while I bounced, I talked to myself. I invented stories. Not dramatic stories of high-adventure. But stories about ordinary families—families in which everyone stayed together and everyone was safe and secure.
- 27 In these families, there was perfect order. The children all had names that began with the same letter—David, Danny, and Doris; Paul, Peter, and Patsy; Anne, Alice, Adam, and Ace.
- 28 I gave the children ages, personalities, and dialogue. I played all the parts. I was John joking with Jane; Jane laughing with Jack; Adam telling a story to Ace; Alice describing her school outfits to Anne.
- 29 I lived in different families morning, afternoon, and twilight. I could only create these worlds with All-Ball's help. His sprightly, joyous attitude gave me confidence. The sound of his rhythmic bounce banished my fears. His constant presence eased the sorrow of Dad's leaving. In fact, whenever Dad tried to engage me in conversation or play, I turned away from him. I stopped paying attention to him altogether.
- I had fallen in love with a ball.
-

1. According to "All-Ball, Part I," why does the narrator have to move?
 - A. because she is changing schools
 - B. because her father is going away
 - C. because her neighbors are upset with her
 - D. because she is afraid of the animals in the area

Passage 2:**All-Ball, Part II***Mary Pope Osborne*

30 Though everyone in my family must have thought my behavior odd, they adjusted quickly. Within a day or two, they were treating “Sis’s ball” sort of like a family pet.

31 No one, however, was fully aware of the depth of my attachment until the morning All-Ball was destroyed.

32 It was a hot, bright July morning—just two days before Dad was to leave for Korea. I was outside before everyone else, bouncing All-Ball on the sidewalk, inventing a family with a neat number of years between each child. I liked the children to be ten, eight, six, four. Boy, girl, boy, girl. John, Jane, Jed, Joy.

33 While I was bouncing All-Ball in the early warm air, a small black dog wandered down the sidewalk to see what was up, a little dog I paid no attention to—until it was too late. And then everything happened so fast, I couldn’t stop it.



34 I fumbled a bounce. The black dog charged and grabbed All-Ball in his mouth. He punctured the rubber skin with his teeth, then shook the deflated ball with glee, tearing it to pieces. I started to scream. I screamed and screamed.

35 Everyone rushed out to their yards—old people from all the quiet, lonely houses. My parents, brothers, sister. I couldn’t stop screaming as I ran around, picking up all the torn patches of All-Ball. I clutched them to my chest and howled at the top of my lungs.

36 My mother explained to the neighbors that my ball had popped. My brothers and sister watched me in horror—my father in confusion. “We’ll get you another ball,” he said.

37 He couldn’t have uttered crueler words. There was no other ball like All-Ball. Not in the whole world. Not with his spirit, his bounce, his steadfastness. I screamed “No!” with such rage that everyone retreated.

38 I ran inside, and, clutching the pieces of All-Ball, I went to bed, yelling at everyone to leave us alone. I kissed the pastel- colored nubby skin and sobbed and sobbed.

39 I did not get up all day. I grieved for the death of All-Ball with all the grief my eight years could muster. I was brought lunch, cool drinks, newspaper comics, wet washcloths for my head, children’s aspirin. But nothing worked. I would not get up. I would not let go of the torn pieces of the ball.

40 At twilight, I could hear the family having dinner in the dining room. My mother had the decency to allow me to work out my sorrow on my own. I don’t think she even allowed anyone to laugh.

41 As light faded across my room, I could hear sprinklers spritzing outside, and an old woman calling to her cats. By now, my eyes stung and were nearly swollen shut. My throat burned. My heart had not stopped hurting all day.

42 “Little Bits?” My father stood in my doorway. He was holding a ball. It was mostly white with a little bit of blue.

43 I moaned and turned my face to the wall as he walked toward the bed.

44 “You won’t let me give you this new ball?” he said.

45 “No!” I said, gasping with another wave of grief. “Go away!”

46 “This ball’s pretty nice,” he said.

47 Closing my eyes, I shook my head emphatically, furious he did not understand the difference between the ball he held and All-Ball. “I hate it! Go away!”

48 He didn’t. He sat on the edge of the bed.

49 But I would not look at him. My burning eyes stared at the wall. My body was stiff with anger.

50 “I like your barrette,” he said softly.

NAME: _____

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A.1
CONTINUED

ASSESSMENT

51 He was referring to a pink Scottie dog barrette locked onto my tangled hair.

52 I didn't speak.

53 He cleared his throat. "I hope you'll wear that the day I come home."

54 I blinked. The truth was I hadn't thought much about his coming home. Only about his leaving.

55 "I'll bring you a ring when I come back," he said.

56 I didn't move. Just blinked again.

57 "What kind of ring would you like?"

58 I mumbled something.

59 "What?" he asked.

60 "A pearl," I said hoarsely.

61 "A pearl ring. Okay. On the day I come home, I'll bring you a pearl ring. And a music box. How's that? I'll hide in the bushes, and when you ride up on your bike, home from school, I'll jump out and surprise you. How's that?"

62 He cleared his throat again. I turned just a little to look at him. I saw he had tears in his eyes. I didn't want him to feel sad too. That was almost worse than anything.

63 I reluctantly rolled over onto my back. I looked at the ball he held. It was still a stupid ball, no doubt about that. But I mumbled something about it being pretty.

64 "Will you play with this one?" he said.

65 I touched it with my finger. I let out a quivering sigh, then nodded, accepting the complications of the moment. All-Ball would know that he could never be replaced. Ever. He was the one and only ball for me. But I could pretend to like this other one. Even play with it. For Dad's sake.

- 66 He handed me the white ball and I embraced it and smiled feebly.
- 67 He smiled back. “Come eat some dinner with us now,” he said.
- 68 I was ready. I wanted to leave my room. The light of day was nearly gone.
- 69 “Come on.” He helped me off the bed, and, clutching pieces of All-Ball along with the new white ball, I joined the family.
- 70 My dad left soon after that. We entered a new school. Ball-bouncing was replaced with friends, homework, and writing letters to Korea. Still—and this is weird, I’ll admit—I slept with a torn piece of All-Ball under my pillow for the next year, until after my dad came home.
-

2. Which sentence best states the theme of “All-Ball”?
- A. Life is full of surprises.
 - B. Friendship is necessary.
 - C. Imagination can be powerful.
 - D. Gifts can bring a lifetime of happiness.
3. How does the illustration of the dog under paragraph 33 of “All-Ball, Part II” mainly help the reader to understand the story?
- A. by showing the way All-Ball looked
 - B. by showing the many uses for All-Ball
 - C. by showing how All-Ball was destroyed
 - D. by showing how fun it was to play with All-Ball

NAME: _____

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4. **Part A:** Based on paragraph 34 of “All-Ball, Part II,” what does the word *puncture* mean?
- A. to hold
 - B. to swallow
 - C. to wrap around
 - D. to put a hole in

Part B: Which words from paragraph 34 best support the answer to Part A?

- A. “with glee” and “shook”
 - B. “charged” and “grabbed”
 - C. “rubber skin” and “pieces”
 - D. “with his teeth” and “deflated”
5. How does the reader of “All-Ball” mainly understand the narrator’s attachment to her ball?
- A. through the narrator’s lists and letters
 - B. through the narrator’s thoughts and actions
 - C. through the narrator’s conversations with family
 - D. through the narrator’s conversations with friends

6. Based on "All-Ball, Part I" and "All-Ball, Part II," explain how the narrator's feelings change from the beginning to the end of the story. Support your response with details from the story.

Passage 3:
Marshfield Dreams, Part I*Ralph Fletcher***Marshfield**

- 1 There's a town called Marshfield in the state of Vermont. You can also find a Marshfield in Maine, one in Missouri, and one in Wisconsin. I grew up in Marshfield, Massachusetts. The curly part of Massachusetts that sticks out into the ocean is Cape Cod. Marshfield sits on the ocean, just above that curl.
- 2 I lived on Acorn Street in a regular house bordered by forest on two sides. Dad owned seven acres of woods in back. Across a dirt driveway we had Ale's Woods, a forest of pine trees. The pines dropped millions of needles, which gave the forest floor a nice, springy feel. Those trees were great for climbing. If I crawled out too far on a limb and fell, the soft needles cushioned my fall, so I never got hurt.
- 3 The woods held magical things. We found snake skins, real Indian arrowheads, box turtles, beehives, snake spit on tall grass. We dug up the buried trash from people who lived there many years before. We saw gravestones so old we could no longer read the names carved in them. We found all kinds of mushrooms. Some were edible, and others were poisonous toadstools. Mom said to think of them as strangers—some are good, some are bad, and since you couldn't tell the difference it was best to leave them alone. One morning in the woods I stepped into a fairy ring of mushrooms, a big circle ten feet across.
- 4 There was a tiny stream in our backyard small enough so you could step from one bank to the other. This stream flowed under the dirt driveway and formed a swamp at the edge of Ale's Woods. I loved the dank smell of that swamp and all the things that lived there: mossy logs and goggle-eyed frogs, bloodsuckers and eels and foul-smelling skunk cabbage. Half the swamp was underwater, and the other half contained thick, dense mud. It was impossible to walk through that muck without getting stuck. More than once I tried and left behind one of my sneakers, a lost sole sunk forever at the bottom of the swamp. I got in trouble for that. But today I'm glad to know that something of mine was left behind in Marshfield.
- 5 Here is my story.

Junior

- 6 As the oldest of nine, I was named after my father and my grandfather. Some kids on Acorn Street teased me, calling: “Hey, Juuuu-nioooooor!” not that I minded. I liked having the same name as my father, but it did cause confusion in the house.
- 7 Whenever Mom called out, “Ralph!” Dad and I would both answer, “Yeah?”
- 8 “No, Big Ralph!” or, “Little Ralph!” she yelled back, to clarify things. I guess that would have annoyed some people, but it didn’t really bother me. Dad was tall and handsome. I bragged to my friends that my father was so cool he had three jobs: teacher, milkman, bartender. I was proud of him. I loved knowing that Ralph could fit us both in one snug syllable.
- 9 By the time I was three I already had a brother, Jimmy, who was a year younger than me. My sister Elaine was a year younger than Jim. Dad worked as a traveling book salesman, and Mom took care of us when Dad was away. Dad came home on Friday nights. On Saturdays, after breakfast, the whole family would play outside.
- 10 As soon as I saw Mom and Dad coming out the door, I’d get excited and run to the big boulder in the front yard. We were about to play my favorite game, Statue. I arranged my body in a certain pose and froze. Then I closed my eyes, waiting. My heart beat faster as they came closer.
- 11 “What’s this?” Dad asked.
- 12 “It looks like a statue!” Mom said. She had Jimmy and Lainie in the stroller and pushed them closer.
- 13 “A statue of a little boy!” Dad exclaimed. “It’s beautiful! It’s absolutely perfect! Amazing!”
- 14 Mom knelt to touch my nose. I could feel the eyes of my whole family studying me closely. Jimmy laughed. The baby just stared.
- 15 “A little boy, carved in stone!” Mom exclaimed. “You think we could buy it?”

NAME: _____

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A.1
CONTINUED

ASSESSMENT

16 “Hey, look!” Dad said. “There’s a price tag right here on the sleeve!”

17 I remained absolutely still, barely breathing, while Dad examined the invisible tag.

18 “How much?” Mom asked impatiently. “How much is it?”

19 “It’s a lot—one hundred dollars!” Dad told her. “But who cares? It’s worth every penny! I’d pay five hundred dollars for a statue like this! I’d pay a thousand!”

20 I tried hard not to smile.

21 “Excuse me, madam,” Dad said to baby Lainie. “Is this your store? My wife and I would like to buy this statue here. A hundred dollars? Certainly. Here you go. Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred. What? Ship it? No, no thank you. We’ll just put it in our car and drive it home.”

22 He handed Lainie to Mom and picked me up. With me in his lap, stiff as a board, he sat on the boulder. Mom sat beside him. Dad pretended to turn on the car ignition.

23 “Drive carefully,” Mom said. “We don’t want the statue to get damaged.”

24 “Don’t worry,” Dad replied, while turning the steering wheel. He pretended to park the car. “Here we are.”

25 “Where should we put the statue?” Mom asked.

26 “I’ve got the perfect place for it,” he said. “Right here in our front yard.”

27 “How wonderful,” Mom exclaimed. “We’ve got two boys, but I’ve always wanted another.”

28 “Look at the detail on the face.” Dad bent down to examine me closely. “It almost looks alive!”

29 That was my cue. Slowly, I lifted my chin and looked up, first at my father, then at my mother.

30 “My goodness!” they shouted. “He’s alive!”

31 Hugs! Kisses!

32 “It’s a real boy!” Dad exclaimed. “Would you like to live with us?”

33 Shyly, I nodded. With more hugs and kisses, they welcomed me into the family.

34 “It’s a miracle,” Dad kept saying. “An absolute miracle.”

7. Based on “Marshfield Dreams, Part I,” what is the main idea of the section “Statue”?

- A. The narrator and his family admire works of art and are creative.
- B. The narrator and his family are confused about imagination and reality.
- C. The narrator and his family are silly and like to play tricks on each other.
- D. The narrator and his family love each other and have fun playing together.

8. Based on “Marshfield Dreams, Part I,” which word best describes the author’s parents?

- A. caring
- B. courageous
- C. determined
- D. dependable

9. Based on “Marshfield Dreams, Part I,” how are the author and his father similar?

- A. They share the same name.
- B. They share a love of animals.
- C. They both enjoy nature walks.
- D. They both are good salespeople.

Passage 4:
Marshfield Dreams, Part II*Ralph Fletcher***Jimmy**

35 When Jimmy and I were in our bunk beds, we talked about everything. Most of the time I knew what he was thinking, and he knew my thoughts too.

36 One time, Jimmy led a bunch of kids through a part of Ale's Woods we'd never explored before. It was hot, and the rest of us wore shorts, but Jimmy always wore heavy jeans because he liked to climb through thickets of briars and prickles. His face was sweaty and streaked with dirt. We'd just entered a sunny meadow, running full speed, when Jimmy suddenly slammed on the brakes. He pointed at a wooden shack caved in on one side.

37 "C'mon!" he yelled.

38 Jimmy climbed in. I heard a muffled cry, and then he climbed out again. Everyone gasped: He was triumphantly holding two fistfuls of snakes! There must have been six of them in each hand, garter snakes twisting in the sunlight, furious that their sleeping place had been disturbed.

39 Another time, after a bad windstorm, Jimmy and I went hiking through a swampy part of the woods. The storm had knocked over a tree, and a shallow pool had formed in the crater left by the mass of uplifted roots. We went for a closer look, and as I moved to the water's edge, something lurched into the water.

40 "Did you see that?" Jimmy asked.

41 "Yeah." I nodded. "Looked like some kind of newt or salamander."

42 "That was no ordinary salamander," Jimmy informed me. "Didn't you see the red on its gills?"

43 At home Jimmy searched through the World Book Encyclopedia to find the animal he'd seen. For a long time he sat on the living room floor paging through volumes A (amphibians), L (lizards), and R (reptiles).

44 "Found it," he said, showing me the page. "A mud puppy. That's it. We saw a mud puppy."

45 Mud puppy! I fell in love with the odd name, the funny picture it made in my head. The name clicked. Pretty soon all the neighborhood kids were calling that uprooted tree Mud Puppy Place, although we never did see any mud puppies after that day in the woods.

School

46 It was time for me to start first grade. Jimmy stood with me at the bus stop. Mom waited with us.

47 "What are you going to do in school?" Jimmy asked, frowning.

48 "I don't know," I said. "Learn stuff."

49 "Why can't I come too?"

50 "You're not old enough," I told him.

51 "Next year," Mom said.

52 Jimmy kicked a stone across the street. Finally, the bus rumbled up, huge and yellow. It opened its doors; Jimmy stepped back as I climbed the stairs. I found a seat next to my friend Steve Fishman and waved through the window. Mom waved and flashed a big smile, but my brother kept both hands at his sides.

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A.1
CONTINUED

ASSESSMENT

53 I liked school. And on that first day I knew I'd be good at it. I could just tell. I was good at figuring out what the teacher wanted me to do and exactly how she wanted me to do it— add, read, copy letters (though my handwriting was terrible). I even liked the hot dog, wax beans, and fried potatoes they served for lunch. The day flew by. That afternoon when I got off the bus, Jimmy was at the bus stop, tapping his feet, eagerly waiting for me.

54 “Look!” He had a small animal skull in his hands.

55 “What is it?”

56 “I think it’s a beaver,” he said. “Too big to be a cat. I found the bones in the woods. Here. It’s for you.”

57 The next day when I stepped off the bus he gave me an old wasp nest. Every day, as soon as I got off the bus, he'd hand me a treasure he'd found in the woods.

58 I knew Jimmy would be going to school soon, and I was worried about him. I tried to get him ready for it.

59 “It’s not like home,” I said. “You’ve got to follow the rules, or you’ll get in trouble.”

60 “What rules?”

61 “Like, you can’t just talk whenever you want,” I explained. “You raise your hand if you want to say something. Okay?”

62 “Okay!” Eyes closed, he raised his hand and pointed straight up.

63 “This is serious,” I told him. “Do you know the Pledge of Allegiance?”

64 “The what?” he asked. I made him stand with me in the kitchen, put his hand on his heart, and pledge allegiance to an imaginary flag on the wall. Jimmy groaned and rolled his eyes.

65 “They say the Pledge every morning, so you’ve got to know it, and you’ve got to know it by heart,” I said, jabbing him lightly in the chest. “Better learn it now.”

66 The following September, the big day came. Jimmy held my hand and giggled nervously when the bus arrived. We ran up the stairs together, and Jimmy sat on the edge of his seat all the way to school. When we got there, a woman met us and pinned a paper circle to his shirt. My brother shot me one last look before the lady led him away.

67 That day I spotted Jimmy only once, walking in a line with other kids, headed into the cafeteria. In the woods he always knew exactly where he was. But standing in that noisy cafeteria, with his freckles and thick glasses and cowlicky hair, Jimmy looked lost.

68 When Jimmy got off the bus that afternoon he went straight to the woods. I didn’t see him again until supper time.

69 That night I asked Jimmy if he liked school.

70 “Boring.” He didn’t want to talk about it.

71 And that’s the way it was for him every day. He’d come home and go straight to the woods. He didn’t even wait to change out of his school clothes or eat a snack.

72 School was fine for a kid like me, because I knew how to shut up and listen. But it seemed wrong to take an outside kid like Jimmy and lock him inside for six hours a day. They should have had a different kind of school for Jimmy, maybe a place with acres of unexplored woods and streams and swamps and steep rocky cliffs where he could spend hours making forts or digging for fossils and animal bones.



73 In November we got report cards. I sneaked a peek at Jimmy's. His grades were lower than mine, a lot lower, which didn't make any sense. I knew that Jimmy was smarter than me, but on that report card, there was no grade for knowing where snakes sleep in the heat of day, for being able to tell the difference between the skull of a cat or a beaver, a salamander or a mud puppy. It wasn't fair, but I told myself that the woods would always be the place where Jimmy learned best. In that school he would always be a straight-A student.

10. How are the passages "Marshfield Dreams" mainly organized?
- by cause and effect
 - by problem and solution
 - by a series of descriptive memories
 - by comparing many different adventures
11. Based on "Marshfield Dreams, Part II," what are the main differences in how the author and his brother feel about school?
- The author finds school challenging, but his brother finds school easy.
 - The author finds school frustrating, but his brother finds school helpful.
 - The author finds school exciting, but his brother finds school frightening.
 - The author finds school enjoyable, but his brother finds school uninteresting.

12. Based on “Marshfield Dreams, Part II,” how do Jimmy’s ideas about school change over time?
- A. At first he is excited to go to school, but later he finds it disappointing.
 - B. At first he is lonely at school, but later he finds himself more comfortable.
 - C. At first he thinks school is too difficult, but later he finds he can do the work.
 - D. At first he believes he is too shy to go to school, but later he realizes that he fits right in.
13. In “Marshfield Dreams, Part II,” how does the illustration of the report cards next to paragraph 73 mainly help the reader to understand the story?
- A. by showing that the author and his brother both work hard in school
 - B. by illustrating that the author and his brother have different abilities in school
 - C. by illustrating that the author and his brother enjoy different subjects in school
 - D. by showing that the author and his brother both need to pay more attention in school
14. What is the main idea of the section “School”?
- A. People learn differently.
 - B. Learning is a long process.
 - C. Learning can provide many new opportunities.
 - D. What a person learns will change his or her life forever.

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15. Read the author's statement about Jimmy in the box below.

“It wasn't fair, but I told myself that the woods would always be the place where Jimmy learned best. In that school he would always be a straight-A student.”

What do the sentences mainly reveal about the author's feelings toward Jimmy?

- A. The author respects Jimmy.
- B. The author is grateful to Jimmy.
- C. The author is jealous of Jimmy.
- D. The author worries about Jimmy.

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Grade 4 Middle-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:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other Notes:

Fluency Assessment Scoring Sheet

	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>	Words Read in One Minute
—	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>	Uncorrected Mistakes in One Minute
	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>	W.C.P.M.

Percentile	Spring Grade 4 W.C.P.M.
90	180
75	152
50	123
25	98
10	72

Comprehension Questions Total Correct _____/4

Benchmark Fluency: Percentile 50 or above
Student Fluency: _____
Benchmark Comprehension: 3/4 Questions
Student Comprehension: _____/4 Questions

Middle-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.

1. **Part A:** In the two sentences below, write *n.* above the nouns and *adj.* above the adjectives.

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

Example: ^{n.} Dana imagined a ^{adj.} faraway ^{n.} land where ^{adj.} grumpy ^{n.} trolls lived.

Heavy rain led to a major flood in the valley.

For the first part of the long trip, Hildy stared out the window at the spotted cows.

2. **Part A:** In the two sentences below, write *n.* above the nouns and *adj.* above the adjectives.

Part B: underline the letters that should be capital letters.

In october, percy traveled to hooterville to see visit his youngest daughter.

I know that jeremy lived on the shady side of morgan avenue.

3. Change the adjective in parentheses into an adverb and identify the verb it describes.

Miranda laughed (loud) at her uncle's joke.

Adverb: _____

The adverb describes the verb: _____

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

verb: wrote adverb: carefully

5. **Part A:** Write adv. above the adverbs in the sentences provided. Then draw an arrow from the adverb to the verb it describes.

Part B: Underline the subject and and draw a squiggly line under the predicate in the sentences provided.

Matt and his goat ran happily through the fields of Brooklyn.

The old miner excitedly told stories about settling in California before it was a state.

NAME: _____

DATE: _____

6. **Part A:** Indicate whether each sentence fragment provided is a subject or predicate.

Part B: Correct the sentence fragment by rewriting it as a complete sentence.

Example:

Fragment: The otter in the stream

The fragment is a: subject predicate

Corrected Sentence: The otter in the stream climbed onto our raft.

A. Fragment: slept late on Sunday

The fragment is a: subject predicate

Corrected Sentence: _____

B. Fragment: Mr. Lumbly's science class

The fragment is a: subject predicate

Corrected Sentence: _____

7. Rewrite each of the following run-on sentences as two complete sentences.

Meredith always looked forward to math class it was her favorite subject.

Andrew grew three inches while he was away at summer camp his school friends were surprised at how tall he was.

8. **Part A:** Punctuate the following sentences. The sentence type of each is provided.

- A. Declarative: I prefer apple juice to prune juice
- B. Interrogative: What time does the assembly start
- C. Imperative: Please stand closer together
- D. Exclamatory: I got a kitten for my birthday

NAME: _____

DATE: _____

9. Circle the sentence type of each of the following sentences.

A. The temperature today is one degree warmer than yesterday.

declarative interrogative imperative exclamatory

B. I hate getting sand in my bathing suit!

declarative interrogative imperative exclamatory

C. What is your middle name?

declarative interrogative imperative exclamatory

D. Call me first thing tomorrow morning.

declarative interrogative imperative exclamatory

10. Insert a comma or commas in the correct location(s) in the following sentences.

A. Belinda's three favorite sports are bowling volleyball and golf.

B. The Empire State Building
350 5th Avenue
New York NY 10118

C. Neil Armstrong walked on the moon on July 24 1969.

D. The world's largest ball of twine is located in Cawker City Kansas.

11. Write sentences for each of the following items. Be sure to use correct capitalization and punctuation. Each sentence should include at least one comma in the correct location.

A. Write a sentence containing a date.

B. Write a sentence containing a city and state.

C. Write a sentence containing three items in a series.

12. Which of the following shows the correct way to use a comma and quotation marks to note a quotation from a text.

- A. On page 37 of the text, the author states Abraham Lincoln was the sixteenth President of the United States
- B. On page 37 of the text, the author states, "Abraham Lincoln was the sixteenth President of the United States."
- C. On page 37 of the text, the author states, Abraham Lincoln was the sixteenth President of the United States
- D. On page 37 of the text, the author states "Abraham Lincoln was the sixteenth President of the United States."

NAME: _____

DATE: _____

13. Which of the following shows the correct way to use a comma and quotation marks when quoting direct speech?
- A. Luisa lost her patience and said Let's get this game started!
 - B. Luisa lost her patience and said, Let's get this game started!
 - C. Luisa lost her patience and said "Let's get this game started!"
 - D. Luisa lost her patience and said, "Let's get this game started!"

14. Complete the sentences by choosing two adjectives from the ones provided and writing them in the correct order in the blanks.

Example:

Adjectives: big, plastic, green, new

She brought her big , new boat into the bathtub.

- A. Adjectives: handsome, small, spotted, Mexican

The _____ , _____ pony was her favorite

- B. Adjectives: long, Chinese, beautiful, old

We traveled in a _____ , _____ train.

15. Choose the answer that shows the correct way to sequence multiple adjectives.
- A. Jenny read a fascinating, old book over the summer.
 - B. Jenny read a fascinating, an old book over the summer.
 - C. A fascinating, old book over the summer Jenny read.
 - D. Jenny read an old fascinating book over the summer.

NAME: _____

DATE: _____

Middle-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 found a rock that was unusual, what does that mean?

- A. The rock was ordinary.
- B. The rock was not ordinary.
- C. The rock was boring.
- D. The rock was easy to find.

2. Luis settles arguments in a nonviolent way. Describe how Luis settles arguments.

3. Choose the word that best completes the sentences provided.

The treehouse was too small, so we bought some wooden planks to _____ it.

- A. circle
- B. encircle
- C. large
- D. enlarge

Lora showed great _____ by swimming across the lake.

- A. courage
- B. encourage
- C. danger
- D. endangers

4. Write a sentence using the word *matriarch*.

5. What is the meaning of the root *graph*?

- A. something alive
- B. something written or drawn
- C. something that is seen
- D. something that is not seen

NAME: _____

DATE: _____

6. Choose the word that best completes the sentences provided. Then identify the part of speech of the word you chose.

A. She called the plumber because the pipe was _____. (leak, leaky)

The part of speech of the word I chose: _____

B. A gentle _____ helped keep us cool. (breeze, breezy)

The part of speech of the word I chose: _____

7. Turn the word gloom into a new word using the suffix -y.

A. What is the new word? _____

B. What part of speech is the new word? _____

8. Circle the word that best completes the sentences provided.

A. The plane reduced its ___ before it landed.

speed speedy speedily

B. After waking up an hour late, Bridgette ___ got dressed and ate breakfast.

speed speedy speedily

C. The ___ squirrel easily escaped from the dog.

speed speedy speedily

9. Identify the part of speech of the following words.

A. ease
part of speech: _____

B. easy
part of speech: _____

C. easily
part of speech: _____

10. What does the root *rupt* mean?

A. something written

B. very old

C. to break or burst

D. most powerful

NAME: _____
DATE: _____

A.3 ASSESSMENT

Middle-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.

1. **Part A:** In the two sentences below, write *n.* above the nouns and *adj.* above the adjectives.

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

Example: Dana imagined a faraway land where grumpy trolls lived.

adj. n. adj. n. n.
Heavy rain led to a major flood in the valley.

adj. n. adj. n. n.
For the first part of the long trip, Hildy stared out the window at the spotted cows.

2. **Part A:** In the two sentences below, write *n.* above the nouns and *adj.* above the adjectives.

Part B: underline the letters that should be capital letters.

n. n. n. adj. n.
In october, percy traveled to hooterville to see visit his youngest daughter.

n. adj. n. n. n.
I know that jeremy lived on the shady side of morgan avenue.

3. Change the adjective in parentheses into an adverb and identify the verb it describes.

Miranda laughed (loud) at her uncle's joke.

Adverb: loudly

The adverb describes the verb: laughed

4. Write a sentence using the verb and adverb provided.
verb: wrote adverb: carefully

Answers will vary.

5. **Part A:** Write *adv.* above the adverbs in the sentences provided. Then draw an arrow from the adverb to the verb it describes.

Part B: Underline the subject and and draw a squiggly line under the predicate in the sentences provided.

adv.
Matt and his goat ran happily through the fields of Brooklyn.

adv.
The old miner excitedly told stories about settling in California before it was a state.

NAME: _____
DATE: _____

A.3 ASSESSMENT
CONTINUED

6. **Part A:** Indicate whether each sentence fragment provided is a subject or predicate.

Part B: Correct the sentence fragment by rewriting it as a complete sentence.

Example:

Fragment: The otter in the stream

The fragment is a: (subject) predicate

Corrected Sentence: The otter in the stream climbed onto our raft.

- A. Fragment: slept late on Sunday

The fragment is a: subject (predicate)

Corrected Sentence: Answers will vary.

- B. Fragment: Mr. Lumbly's science class

The fragment is a: (subject) predicate

Corrected Sentence: Answers will vary.

7. Rewrite each of the following run-on sentences as two complete sentences.

Meredith always looked forward to math class it was her favorite subject.

Meredith always looked forward to math class. It was her favorite subject.

Andrew grew three inches while he was away at summer camp his school friends were surprised at how tall he was.

Andrew grew three inches while he was away at summer camp. His school friends were surprised at how tall he was.

8. **Part A:** Punctuate the following sentences. The sentence type of each is provided.

A. Declarative: I prefer apple juice to prune juice.

B. Interrogative: What time does the assembly start ?

C. Imperative: Please stand closer together.

D. Exclamatory: I got a kitten for my birthday

NAME: _____
DATE: _____

A.3 ASSESSMENT
CONTINUED

9. Circle the sentence type of each of the following sentences.
- A. The temperature today is one degree warmer than yesterday.
declarative interrogative imperative exclamatory
- B. I hate getting sand in my bathing suit!
declarative interrogative imperative **exclamatory**
- C. What is your middle name?
declarative **interrogative** imperative exclamatory
- D. Call me first thing tomorrow morning.
declarative interrogative **imperative** exclamatory
10. Insert a comma or commas in the correct location(s) in the following sentences.
- A. Belinda's three favorite sports are bowling, volleyball and golf.
- B. The Empire State Building
350 5th Avenue
New York NY 10118
- C. Neil Armstrong walked on the moon on July 24 1969.
- D. The world's largest ball of twine is located in Cawker City Kansas.

11. Write sentences for each of the following items. Be sure to use correct capitalization and punctuation. Each sentence should include at least one comma in the correct location.
- A. Write a sentence containing a date.

Answers will vary.

- B. Write a sentence containing a city and state.

Answers will vary.

- C. Write a sentence containing three items in a series.

Answers will vary.

12. Which of the following shows the correct way to use a comma and quotation marks to note a quotation from a text.
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- B.** On page 37 of the text, the author states, "Abraham Lincoln was the sixteenth President of the United States."
- C. On page 37 of the text, the author states, Abraham Lincoln was the sixteenth President of the United States
- D. On page 37 of the text, the author states "Abraham Lincoln was the sixteenth President of the United States."

NAME: _____
DATE: _____

A.3 ASSESSMENT
CONTINUED

13. Which of the following shows the correct way to use a comma and quotation marks when quoting direct speech?
- A. Luisa lost her patience and said Let's get this game started!
- B. Luisa lost her patience and said, Let's get this game started!
- C. Luisa lost her patience and said "Let's get this game started!"
- D.** Luisa lost her patience and said, "Let's get this game started!"
14. Complete the sentences by choosing two adjectives from the ones provided and writing them in the correct order in the blanks.
- Example:
Adjectives: big, plastic, green, new
She brought her big, new boat into the bathtub.
- A. Adjectives: handsome, small, spotted, Mexican
The small, spotted pony was her favorite
- B. Adjectives: long, Chinese, beautiful, old
We traveled in a Chinese, beautiful train.
15. Choose the answer that shows the correct way to sequence multiple adjectives.
- A.** Jenny read a fascinating, old book over the summer.
- B. Jenny read a fascinating, an old book over the summer.
- C. A fascinating, old book over the summer Jenny read.
- D. Jenny read an old fascinating book over the summer.

NAME: _____
DATE: _____

A.4 ASSESSMENT

Middle-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 found a rock that was unusual, what does that mean?
- A. The rock was ordinary.
- B.** The rock was not ordinary.
- C. The rock was boring.
- D. The rock was easy to find.
2. Luis settles arguments in a nonviolent way. Describe how Luis settles arguments.

Possible answer: Luis does not use physical force to settle arguments. He settles arguments with words.

3. Choose the word that best completes the sentences provided.

The treehouse was too small, so we bought some wooden planks to _____ it.

- A. circle
- B. encircle
- C. large
- D. enlarge

Lora showed great _____ by swimming across the lake.

- A. courage
- B. encourage
- C. danger
- D. endangers

4. Write a sentence using the word *matriarch*.

Answers will vary.

5. What is the meaning of the root *graph*?

- A. something alive
- B. something written or drawn
- C. something that is seen
- D. something that is not seen

NAME: _____
DATE: _____

6. Choose the word that best completes the sentences provided. Then identify the part of speech of the word you chose.

A. She called the plumber because the pipe was _____ . (leak, leaky)

The part of speech of the word I chose: adjective

B. A gentle _____ helped keep us cool. (breeze, breezy)

The part of speech of the word I chose: noun

7. Turn the word *gloom* into a new word using the suffix *-y*.

A. What is the new word? gloomy

B. What part of speech is the new word? adjective

8. Circle the word that best completes the sentences provided.

A. The plane reduced its _____ before it landed.

speed speedy speedily

B. After waking up an hour late, Bridgette _____ got dressed and ate breakfast.

speed speedy speedily

C. The _____ squirrel easily escaped from the dog.

speed speedy speedily

9. Identify the part of speech of the following words.

A. ease
part of speech: noun

B. easy
part of speech: adjective

C. easily
part of speech: adverb

10. What does the root *rupt* mean?

- A. something written
- B. very old
- C. to break or burst
- D. most powerful

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 /dē*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/ r-controlled
4	marvelous /mar*vel*us/ r-cont. * ə * digraph	betrayal /be*trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	floored /flord/ r-controlled	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	bowful /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/ r-controlled	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/ warning /worn*ing/ r-controlled * closed	overdue /oe*ver*doe/ open * r-cont. * digraph
9	chasm /kaz*am/ closed * closed	human /hue*man/ open * closed	pulled /poold/ paperboy /pae*per*boi/ open * r-cont. * digraph	courses /kors*ez/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/ e * digraph * closed	avoidance /ə*void*ans/ e * digraph * closed	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kal/ closed *-le	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/ mustache /mus*tash/ closed * closed	crumb /krum/ partridge /par*trij/ r-controlled * closed	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kal/ 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	sing /sinj/ assign /ə*sien/ a * digraph	assign /ə*sien/ a * digraph
13	wriggle /rig*əl/ closed *-le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yoʊth*fəl/ digraph * e	mistletoe /mis*əj*toe/ closed *-le * open

Middle-of-Year Fluency Assessment Recording Copy**Scout's Honor***Avi*

-
- 1 Back in 1946, when I was nine, I worried that I wasn't tough enough. 14
That's why I became a Boy Scout. Scouting, I thought, would make a 27
man of me. It didn't take long to reach Tenderfoot rank. You got that for 42
joining. To move up to Second Class, however, you had to meet three 55
requirements. Scout Spirit and Scout Participation had been cinchy. The 65
third requirement, Scout Craft, meant I had to go on an overnight hike in 79
the country. In other words, I had to leave Brooklyn, on my own, for the 94
first time in my life. 99
- 2 Since I grew up in Brooklyn in the 1940s, the only grass I knew was in 115
Ebbets Field where the Dodgers played. Otherwise, my world was made 126
of slate pavements, streets of asphalt (or cobblestone), and skies full of tall 139
buildings. The only thing "country" was a puny pin oak tree at our curb, 153
which was noticed, mostly, by dogs. 159
- 3 I asked Scoutmaster Brenkman where I could find some country. Now, 170
whenever I saw Mr. Brenkman, who was a church pastor, he was dressed 183
either in church black or Scout khaki. When he wore black, he'd warn us 197
against hellfire. When he wore khaki, he'd teach us how to build fires. 210

4	“Country,” Scoutmaster Brenkman said in answer to my question, “is anywhere that has lots of trees and is not in the city. Many boys camp in the Palisades.”	220 236 238
5	“Where’s that?”	240
6	“Just north of the city. It’s a park in Jersey.”	250
7	“Isn’t that a zillion miles from here?”	257
8	“Take the subway to the George Washington Bridge, then hike across.”	268
9	I thought for a moment, then asked, “How do I prove I went?”	281
10	Mr. Brenkman looked deeply shocked. “You wouldn’t <i>lie</i> , would you? What about Scout’s honor?”	292 295
11	“Yes, sir,” I replied meekly.	300

Word Count: 300