

Assessment Day 1

LESSON AT A GLANCE	TIME	MATERIALS
End-of-Year Assessment		
Reading Comprehension Assessment	90 min.	Activity Pages A.1, A.2

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Prepare to distribute Activity Page A.1 that you 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 EOY Assessment.

END-OF-YEAR ASSESSMENT

The primary purpose of the EOY Assessment is to determine students’ preparedness for English language arts instruction in Grade 6.

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

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 11 or fewer on the Reading Comprehension Assessment, and between 12–14, as time allows). Administer the Fluency Assessment to all students.

The Word Reading in Isolation Assessment uses Activity Page A.4 (Scoring Sheet for student responses), which you will have collected from students, as well as the Word

Reading in Isolation Assessment located in the Teacher Resources section of the Teacher Guide. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have also been included in Assessment Day 2 of the Teacher Guide.

The Fluency Assessment uses Activity Pages A.2 and A.5 (which you will have collected from students), as well as the Fluency Assessment text, “Birds,” located in the Teacher Resources section of the Teacher Guide. You will use Activity Page A.5 (End-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (End-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

On Day 3 of the EOY Assessment, all students will complete the Morphology Assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

Reading Comprehension Assessment

90 minutes

- Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student’s EOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—“How the Turkey Buzzard Got His Suit” (literary text), “Titian” (informational text), and “Improvements in Transportation” (informational text)—have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity” (www.corestandards.org/resources). All selections fall within the Common Core 4th–5th Grade Band.

The reading comprehension questions pertaining to these texts are also 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 address multiple standards. In general, the selected-response items address Reading standards and the constructed-responses 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.

Materials

- Activity Pages A.1, A.2

Item	Correct Answer(s)		Standards
1 <i>Inferential</i>	C		RL.5.1, RL.5.2, RL.5.10
2 <i>Inferential</i>	A		RL.5.1, RL.5.10
3 <i>Inferential</i>	D		RL.5.4, L.5.4, L.5.5, L.5.5a
4 <i>Literal</i>	Suit	What was wrong with it?	RL.5.1, RL.5.2, RL.5.5, RL.5.10, W.5.4
	first suit	feathers were too long and trailed on the ground as he walked; he could not fly well in them	
	next suit	all the other birds would see him because he would shine like the face of the Great Spirit	
	third suit	it would get dirty too soon	
	fourth suit	not enough feathers	
	fifth suit	too many feathers and too many pieces	
*5 Part A <i>Inferential</i>	D		RL.5.4, L.5.4, L.5.4a
*5 Part B <i>Literal</i>	“ . . . it was not pretty. It was a plain, dull color and very short of feathers at the neck and head.”		RL.5.4, L.5.4, L.5.4a
6 <i>Evaluative</i>	Answers may vary, but could include that Turkey Buzzard decided to be proud of the suit he ended up choosing. He tried on all the other suits and found something wrong with each one. The suit he chose was the last suit available, but he kept it on and wore it proudly. He did not allow the other birds’ teasing to bother him.		RL.5.1, RL.5.2, RL.5.10
7 <i>Inferential</i>	A		RI.5.1, RI.5.10
*8 Part A <i>Inferential</i>	D		RI.5.1, RI.5.10
*8 Part B <i>Inferential</i>	Titian’s work frescoing the walls of the Exchange above the Rialto bridge was highly praised, and it was thought to be better than Giorgione’s work on the same project. In addition, he was invited to finish the frescoes in the Grand Council chamber and to paint the portraits of the Doges, Venice’s rulers.		RI.5.1, RI.5.3, RI.5.8, RI.5.10
9 <i>Inferential</i>	B		RI.5.1, RI.5.10
10 <i>Evaluative</i>	B		RI.5.4, L.5.4
11 <i>Literal</i>	A, B, C, E		RI.5.1, RI.5.10
12 <i>Literal</i>	People figured if they could build good roads, they could charge people for using them.		RI.5.1, RI.5.8, RI.5.10, W.5.4
13 <i>Inferential</i>	B		RI.5.1, RI.5.2, RI.5.10
*14 Part A <i>Inferential</i>	C		RI.5.4, L.5.4, L.5.4a
*14 Part B <i>Literal</i>	“Others who saw this odd-looking boat laughed . . .”		RI.5.4, W.5.4, L.5.4, L.5.4a
15 <i>Inferential</i>	Fulton’s odd-looking boat, which people had laughed at and called a folly, was actually very successful and changed the way passengers and goods traveled up and down waterways.		RI.5.1, RI.5.10
16 <i>Evaluative</i>	The steamboat best addressed transportation issues because it changed the way travel occurred up and down waterways. While improved roads did allow for stagecoach travel, traveling in a stagecoach was uncomfortable, and stops along the way had bad food and poor sleeping conditions. Turnpikes were in better condition than other roads, but they were just as dusty and muddy as the older roads, travelers had to pay to use them, and they did not extend very far west, where the population was spreading.		RI.5.1, RI.5.3, RI.5.5, RI.5.8, RI.5.10, W.5.4, W.5.9b

Reading Comprehension Assessment Analysis

Students who answered 11 or fewer questions correctly out of 16 total questions appear to have **minimal preparation** for Grade 6. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 6. 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 when they reach Grade 6.

Students who answered 12–14 questions correctly out of 16 total questions appear to have **adequate preparation** for Grade 6. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation in Grade 6.

Students who answered 15–16 questions correctly out of 16 total questions appear to have **outstanding preparation** for Grade 6. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted in Grade 6.

The following chart provides an overview of how to interpret students’ scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	Interpretation
11 or fewer	Student appears to have minimal preparation for Grade 6; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3
12–14	Student appears to have adequate preparation for Grade 6; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment
15–16	Student appears to have outstanding preparation for Grade 6; do not administer Word Reading in Isolation Assessment; administer Fluency Assessment on Day 2 or Day 3

Assessment Day 2

LESSON AT A GLANCE	TIME	MATERIALS
End-of-Year Assessment		
Grammar Assessment	45 min.	Activity Page A.3
Word Reading in Isolation Assessment; Fluency Assessment	ongoing	Activity Pages A.2, A.4, A.5; Student Copy of Fluency Assessment text; stopwatch

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 55 items assessing knowledge of parts of speech, sentence elements (subject/predicate), verb tenses, subject-verb agreement, conjunctions, prepositions, interjections, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet, in this Teacher Guide, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.

Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.

Grammar Assessment45 minutes

- Have students work independently to complete the Grammar Assessment on Activity Page A.3. Enter all student scores onto the Grammar Assessment Scoring Sheet.

Materials

- Activity Page A.3

Grammar Assessment Scoring Sheet

[illegible]

Grammar Assessment Scoring Sheet

Skill	Question	Student
Prepositions	26	
Prepositions	27	
Correlative Conjunctions	28	
Correlative Conjunctions	29	
Interjections	30	
Interjections	31	
Pronouns	32	
Pronouns	33	
Pronouns	34	
Pronouns	35	
Pronouns	36	
Pronouns	37	
Pronouns	38	
Pronoun Antecedents	39	
Pronoun Antecedents	40	
Pronoun Antecedents	41	
Pronoun Antecedents	42	
Commas:-Introductory Element	43	
Commas: Introductory Element	44	
Commas: Introductory Element	45	
Shifts in Verb Tense	46	
Shifts in Verb Tense	47	
Transitional Words and Phrases	48	
Transitional Words and Phrases	49	
Commas: Yes/No, Direct , Tag	50	
Commas: Yes/No, Direct , Tag	51	
Commas: Yes/No, Direct , Tag	52	
Titles	53	
Titles	54	
Titles	55	

Materials

- Activity Page A.4

Word Reading in Isolation Assessment

Ongoing

Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 11 or fewer on the Reading Comprehension Assessment and to students who scored between 12–14, as time permits, to gain further insight as to possible weaknesses.

This section of the EOY 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 in the Teacher Resources section of this Teacher Guide. Students will read from this copy.
- Cover all of the words 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.4 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.
- Administer the Fluency Assessment after completing this section, and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

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 Grade 6. A Word Reading in Isolation Analysis chart and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who read 34 or fewer words out of 45 correctly appear to have **minimal preparation** for Grade 6.
- Students who read 35–39 out of 45 words correctly appear to have **adequate preparation** for Grade 6.
- Students who read 40–45 out of 45 words correctly appear to have **strong to outstanding preparation** for Grade 6.

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/	/ə+/l/	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
ə Syllable						7/9
-le Syllable						4/4

Word Reading in Isolation Remediation Guide

Write the names of students who missed questions under each header. This will help you determine what kind of remediation may be needed in Grade 6.

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)

Phonemes—Consonants (Item numbers in parentheses)		
/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)

Begin to administer the Fluency Assessment individually to all students.

This section of the EOY Assessment assesses students’ fluency in reading, using the selection “Birds” (informational text) located in the Teacher Resources section of the Teacher Guide.

Administration Instructions

- Turn to the student copy of “Birds” in the Teacher Resources section of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of “Birds” (from students’ Activity Page A.5) 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 "X" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student’s comprehension of the selection by asking him or her to respond orally to the following questions:

Materials

- Activity Pages A.2, A.5
- Student Copy of Fluency Assessment text
- stopwatch

1. *Literal* What characteristics of birds are essential to flight?
» being warm-blooded, wings
2. *Inferential* Why are people who pick at their food and only eat small bits at a time said to “eat like a bird”?
» Birds need to eat a lot each day because they burn so much energy. They eat many small meals a day due to their high metabolism and burning of lots of energy.
3. *Literal* What can you assume if you spot an animal with feathers?
» It is a bird.
4. *Inferential* What can warm-blooded animals do that cold-blooded animals can’t?
» produce heat for energy within their own bodies

- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
- 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 in each student’s EOY Assessment Summary (Activity Page A.2).

To calculate a student’s W.C.P.M. (Words Correct Per Minute) score, use the information you wrote 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 the student read or attempted to read in one minute. It includes words the student read correctly as well as words 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 on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not 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 your 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 Grade 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 5, and a student scored 130 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 5 W.C.P.M.	Fall Grade 6 W.C.P.M.
90	194	177
75	168	153
50	139	127
25	109	98
10	83	68

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.

Assessment Day 3

LESSON AT A GLANCE	TIME	MATERIALS
End-of-Year Assessment		
Morphology Assessment	45 min.	Activity Page A.6
Word Reading in Isolation Assessment; Fluency Assessment	ongoing	Activity Pages A.2, A.4, A.5; Student Copy of Fluency Assessment text; stopwatch

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the third day of the three-day assessment, all students will complete the Morphology Assessment independently. It includes 18 items assessing knowledge of the prefixes *il-*, *ir-*, *inter-*, *im-*, *in-*, *ex-*, *en-*, *post-*, and *fore-*; suffixes *-ness*, *-ist*, *-tion*, and *-sion*; and roots *tract*, *vac*, *serv*, *cred*, and *mem*, all of which were taught in CKLA prior to the end of Grade 5. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Day 2.

Morphology Assessment45 minutes

- Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

Materials

- Activity Page A.6

Morphology Assessment Scoring Sheet

[illegible]

Interpreting End-of-Year Assessment Scores

You should use the results of these three assessments to determine students' preparedness for Grade 6 English language arts instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 5 End-of-Year Assessment Summary (Activity Page A.2), and consider students' performance on these three assessments, in combination.

It can be challenging to analyze results for students with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 6 instruction and not having adequate preparation. This might include students who answered most questions correctly on one passage of the Reading Comprehension Assessment but not on other passages, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or on the 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 a significant number of one-syllable words likely need intensive remediation beyond what can likely be provided in a Grade 6 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You may want to add comments to the Grade 5 End-of-Year Assessment Summary (Activity Page A.2) regarding students who performed poorly on either or both assessments so the Grade 6 teacher can determine the extent to which a student may benefit from the additional practice of certain grammar and morphology skills taught in CKLA prior to beginning Grade 6 English language arts instruction.

End-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	bowlful
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

NAME: _____

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A.4

ASSESSMENT

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/
4	marvelous /mar*val*us/ r-cont. * ə * digraph	betrayal /bə*trae*əl/ ə * digraph * ə	freighter /fraet*er/ digraph * r-controlled	flooded /flord/ 	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/ 	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/	overdue /oe*ver*do/ open * r-cont. * digraph
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/ paperboy /pae*per*boi/ open * r-cont. * digraph	warning /worn*ing/ r-controlled * closed	worthless /werth*les/ r-controlled * closed
10	scowl /skoul/	avoidance /ə*void*əns/ ə * digraph * closed		courses /kors*ez/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
11	switch /swich/	crumb /krum/	whopper /wop*er/ closed * r-controlled	sprinkle /spring*kəl/ 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	singe /sinj/	assign /ə*sien/ ə * digraph
13	wriggle /rig*əl/ closed * -le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	youthful /yooth*fəl/ digraph * ə	mistletoe /mis*əl*toe/ closed * -le * open

NAME: _____
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A.1 ACTIVITY PAGE

End-of-Year Assessment—Reading Comprehension

You will read three selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Finally, you will read the third selection 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: How the Turkey Buzzard Got His Suit

- 1 It was a long, long time ago, when the earth was very young. Trees and flowers were growing everywhere, but there were no birds. One morning the Great Spirit drew back the blanket from the door of his wigwam in the sky. He looked upon the earth and smiled, for he saw that his work was good.
- 2 “Today,” thought he, “I will make big birds to fly in and out among the beautiful trees and flowers of the earth, and they shall sing as they fly.”
- 3 Then the Great Spirit spoke, and the treetops were full of birds—but they had no feathers.
- 4 All day he watched them fly and listened to their songs. But their bodies and long legs did not please him, and before the sun had set he had made feathered suits, of every size and color, to cover them.
- 5 That night, as the birds hid their heads under their wings, the Great Spirit spoke to them. He told them about the feathered suits he had made for them, and where these suits could be found.
- 6 A council was called the next day by the birds. They chose *Gah gah go wah*, the Turkey Buzzard, to get the suits. He could fly over a long trail and not be tired.
- 7 The birds told him that if he would go, he could have the first choice of the suits of feathers, but he must not try on any suit more than once.
- 8 Turkey Buzzard promised not to try on any suit more than once and set out toward

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Questions

1. Why did the Great Spirit make feathered suits for the birds?
- A. He wanted to use the feathers he had for something.
- B. He couldn't make up his mind about which birds he liked best.
- C. He didn't like the way the birds' bodies and long legs looked.
- D. He wanted the birds to be warm.
2. Why did Turkey Buzzard try on every suit?
- A. He couldn't make up his mind about which would be the best suit to wear.
- B. He wanted to touch all the feathers.
- C. He was told he could try on each suit as many times as he wanted.
- D. He had to fly a long way to get to the suits.
3. A simile compares two things, usually using *like* or *as*. What does the following simile from Paragraph 11 mean?

The next suit shone like gold and the feathers were a beautiful yellow.

- A. The suit was dull in color and less attractive than the other suits.
- B. The suit had many colors that made it attractive to look at.
- C. The feathers were made of gold and they shone in the sunlight.
- D. The bright yellow feathers made the suit vibrant and colorful, as if it were made of gold.

NAME: _____
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A.1 ASSESSMENT
CONTINUED

4. What was wrong with each of the following suits Turkey Buzzard tried on?

Suit	What was wrong with it?
first suit	feathers were too long and trailed on the ground as he walked; he could not fly well in them
next suit	all the other birds would see him because he would shine like the face of the Great Spirit
third suit	it would get dirty too soon
fourth suit	not enough feathers
fifth suit	too many feathers and too many pieces

The following question has two parts. Answer Part A and then answer Part B.

5. **Part A:** What is the meaning of the word *homeliest* in the following sentence from paragraph 20?

Turkey Buzzard thought it was the homeliest suit of all.

- A. colorful
- B. itchy
- C. appealing
- D. unattractive

Part B: Underline the words and phrases in the text that helped you determine the meaning of *homeliest*.

Paragraph 20

6. Why did Turkey Buzzard hold his head high and walk proudly in his chosen suit among the other birds?

Answers may vary, but could include that Turkey Buzzard decided to be proud of the suit he ended up choosing. He tried on all the other suits and found something wrong with each one. The suit he chose was the last suit available, but he kept it on and wore it proudly. He did not allow the other birds’ teasing to bother him.

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Passage 2: Titian

- 1 We have seen how most of the great painters loved to paint scenes which they had known when they were boys. They clearly and vividly remembered these scenes all their lives. So when we come to the great Venetian painter Titian, we look with interest to see where he was born. This will help us know what pictures of nature he had in his mind when he was still a boy.
- 2 At the foot of the Alps lies the little town of Cadore on the Pieve River. This is where Titian was born. On every side rise great masses of rugged mountains towering up to the sky, with jagged peaks and curious fantastic shapes. Clouds float around their summits. The mist will often wrap them in gloom and give them a strange and awesome look. At the foot of the craggy pass the mountain-torrent of the Pieve roars and tumbles on its way. Far-reaching forests of trees, with weather-beaten, gnarled, old trunks, stand firm against the mountain storms. Beneath their wide-spreading boughs there is a gloominess almost of twilight, showing glimpses here and there of deep purple distances beyond.
- 3 No wonder Titian loved to paint mountains and was the first to paint a purely landscape picture. He grew up in those strange solemn mountains and the wild country around them, in the deep gloom of the woods and the purple of the distance beyond.
- 4 The boy’s father, Gregorio Vecelli, was one of the nobles of Cadore, but the family was not rich. When Titian was 10 years old he was sent to an uncle in Venice to be taught some trade. He had always been fond of painting. It is said that when he was a very little boy he was found trying to paint a picture with the juices of flowers. His uncle, seeing that the boy had some talent, placed him in the studio of Giovanni Bellini.
- 5 Titian learned much from Bellini. But it was not until he first saw the artist Giorgione’s work that he dreamed of what was possible to do with color. From that point forward he began to paint with a marvelous richness of color. This is what made his name famous all over the world.
- 6 At first, young Titian worked with Giorgione. Together they began to create frescoes on the walls of the Exchange above the Rialto Bridge in Venice. But over time

NAME: _____
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Questions

7. What is the painter Titian known for?
- ☒ A. richness of color in landscapes and portraits
 - B. religious art
 - C. working with the artist Giorgione
 - D. being the son of a noble

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A:** What work made it clear that Titian would bring fame and honor to Venice?
- A. the first purely landscape picture he created
 - B. pictures he painted using juices of flowers
 - C. the portrait of Emperor Charles V
 - ☒ D. the walls of the Exchange above the Rialto Bridge

Part B: Why did this work make it clear Titian was a talented painter?

Titian’s work frescoing the walls of the Exchange above the Rialto Bridge was highly praised and it was thought to be better than Giorgione’s work on the same project. In addition, he was invited to finish the frescoes in the Grand Council chamber and to paint the portraits of the Doges, Venice’s rulers.

9. Why is it not surprising that Titian was the first artist to paint a purely landscape picture?
- A. He grew up in Venice, among the canals and busy trading atmosphere.
 - ☒ B. He grew up in the mountains, among beautiful, natural scenes.
 - C. He grew up in Rome, around religious art commissioned by the pope.
 - D. He grew up in a busy city, around lots of people, merchants, and art.

10. What does the following sentence from paragraph 9 mean?

Fame and wealth awaited Titian wherever he went.

- A. It was hard for Titian to find work no matter where he went.
- ☒ B. Titian was so talented that wherever he went he became famous and wealthy.
- C. Titian became famous and wealthy only when he worked with Giorgione.
- D. Titian became famous and wealthy only because he worked with Michelangelo.

NAME: _____
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A.1
CONTINUED

ACTIVITY PAGE

Passage 3: Improvements in Transportation

Getting Around

- 1 In the 1700s, America's population grew and spread. One thing became clear: The United States would need to improve its transportation system. Roads were dirt paths really, dusty in summer, muddy in winter, with tree stumps sticking up here and there. These would not do for a growing nation.
- 2 By 1800, improvements had, in fact, been made on many of the roads that connected the growing cities and towns of the East. They had been widened and were able to handle wagon traffic as well as horses. It was now possible to travel between the main towns by stagecoach.
- 3 The stagecoach got its name from the fact that it made its journey "in stages": every 15 or 20 miles, the driver of the coach stopped at a station to change the team of horses for the next stage of the journey.
- 4 Although stagecoach travel was an improvement over travel on horseback, it was still hardly a comfortable experience. You began your trip at 2:00 or 3:00 in the morning. Sitting on hard, wooden seats in a coach without springs, you felt every bump and hole in the unpaved roads. Male passengers learned not to dress in fancy clothes, because when the wheels of the coach got stuck in a mud hole the men were expected to help lift the coach out.
- 5 When the sun went down and your stagecoach stopped at an inn, you found things hadn't changed much since the early 1700s. You still got a bad meal and a terrible night's sleep. Often travelers slept four in a bed, with males in one bedroom and females in another.

Questions

11. What improvements in transportation are presented in this passage? Circle all that apply.
☒ A. roads widened to handle wagons and horses
☒ B. stagecoach travel
☒ C. turnpikes
☐ D. flatboats
☒ E. steamboats
12. Why did road owners collect a toll?
People figured if they could build good roads, they could charge
people for using them.

13. Why were improvements in transportation needed in the United States in the 1700s and 1800s?
☐ A. The population in the United States was declining, as was the need for transportation methods.
☒ B. The population in the United States was growing and spreading, and transportation was needed to accommodate those changes.
☐ C. People didn't need to use roads and waterways for travel or for shipping goods.
☐ D. Turnpike developers stopped collecting tolls from travelers using the roads.

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A.1
CONTINUED

ASSESSMENT

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** What is the meaning of the word *folly* in the following sentence from paragraph 12?

Others who saw this odd-looking boat laughed and called it a different name: *Fulton's Folly*.

- ☐ A. important improvement
- ☐ B. new approach
- ☒ C. foolish idea
- ☐ D. slow method

Part B: What words and phrases in the text helped you determine the meaning of *folly*?

"Others who saw this odd-looking boat laughed..."

15. The idiom *had the last laugh* means to succeed when others thought you wouldn't. What does it mean in paragraph 12 when it says Fulton had the last laugh?

Fulton's odd-looking boat, which people had laughed a and called a
folly, was actually very successful and changed the way passengers
and goods traveled up and down waterways.

16. Compare and contrast the stagecoach, turnpikes, and the steamboat as improvements in transportation. Which improvement best addressed transportation issues and why?

The steamboat best addressed transportation issues because it
changed the way travel occurred up and down waterways. While
improved roads did allow for stagecoach travel, traveling in a
stagecoach was uncomfortable, and stops along the way had bad
food and poor sleeping conditions. Turnpikes were in better
condition than other roads, but they were just as dusty and muddy
as the older roads, travelers had to pay to use them, and they did not
extend very far west, where the population was spreading.

End-of-Year Reading Comprehension Score: _____ /16 points

To receive a point for a two-part question (i.e., 5, 8, and 14), students must correctly answer both parts of the question.

NAME: _____
DATE: _____

A.3 ASSESSMENT

End-of-Year Grammar Assessment

Read and answer each question.
For each sentence, draw a vertical line separating the subject and predicate. Circle the entire subject. Draw a wiggly line under the entire predicate.

1. Copernicus observed that the planets moved in ways that didn't agree with the long-held geocentric model.
2. The Maya and the Aztec civilizations developed in Mesoamerica.

Read each pair of sentences about Don Quixote. If the information in the pair of sentences is similar, rewrite the two sentences using a transition word or phrase that compares the two sentences. If the information in a pair of sentences is different, combine the sentences using a word or phrase that contrasts the two sentences.

Words and Phrases That Compare	Words and Phrases That Contrast
in the same way	on the other hand
similarly	alternatively
just as	in contrast
also	instead

3. Don Quixote thought he saw a man wearing an enchanted helmet. Sancho saw a barber riding a donkey and wearing a basin on his head to protect it from the rain.

Answers may vary.

4. Don Quixote meddled in an interaction between a farmer and a young boy. Don Quixote meddled in a situation with merchants and servants.

Answers may vary.

5. Don Quixote is idealistic, or thinks positively about things. Sancho is realistic, or sees things the way they actually are.

Answers may vary.

For each of the following sentences, identify the subject by circling it. Then identify the verb. If it is an action verb, underline it with a straight line. If it is a linking verb, underline it with a wiggly line.

6. Guild members in Florence chose Ghiberti to help Brunelleschi build the cathedral dome.
7. Brunelleschi was angry.
8. In the summer of 1911, Ishi emerged from the wilderness in Oroville.
9. He was a very unusual sight.

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A.3 CONTINUED ASSESSMENT

Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Present Tense" column so the subject and verb are in agreement in the present tense.

Subject	Verb	Agreement in the Present Tense
I	to be	10. I am
the sky	to look	11. The sky looks
the authors	write	12. The authors write
he	to see	13. He sees
they	run	14. They run
we	to be	15. We are

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

16. Answers will vary but should show correct usage of the present tense.

For each of the following items in a series, write a complete sentence using commas correctly.

crisp air colorful leaves hot cider

17. Answers will vary but should show correct usage of commas.

carrots peas potatoes

18. Answers will vary but should show correct usage of commas.

Use the information provided in the "Subject" and "Verb" columns of the following chart to fill in the "Agreement in the Past Tense" column so the subject and verb are in agreement in the past tense.

Subject	Verb	Agreement in the Past Tense
Leonardo da Vinci	to have	19. Leonardo da Vinci had
Native Americans	to be	20. Native Americans were
Jacob	to see	21. Jacob saw
I	to be	22. I was
we	to have	23. We had
she	to feel	24. She felt

Write a complete sentence for any of the subject-verb agreement statements you created in the chart.

25. Answers will vary but should show correct usage of the past tense.

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A.3
CONTINUED ASSESSMENT

Use the correct preposition from the word box to complete each sentence. Then write the function (place, time, or partner) in the box below the preposition.

out	with	after	in
-----	------	-------	----

26. Galileo was born in Pisa, Italy, in 1564 CE and lived place
with Copernicus, building on Copernicus's work.
partner

27. The Arapahoe and Cheyenne fought with the Lakota at the Battle
partner of the Little Bighorn.

For each pair of words, write a sentence using the correlative conjunctions correctly.

28. *not only/but also*

Answers will vary but should use the correlative conjunctions
correctly.

29. *either/or*

Answers will vary but should use the correlative conjunctions
correctly.

Underline the interjection in each sentence. Then write the type of interjection on the line that follows, strong or mild.

30. Stop! There might be poison ivy under that bush.

Type: strong

31. Oh, let's come back later when the store is less crowded.

Type: mild

For each word provided in Column 1: Word(s), write one correct pronoun in "Column 2: Pronoun".

Column 1: Word(s)	Column 2: Pronoun
Isabella d'Este	32. <u>she</u>
the clouds	33. <u>they</u>
Mom, Dad, and I	34. <u>we</u>
the teacher	35. <u>he, she</u>
Martin Luther	36. <u>he</u>
my sister	37. <u>she</u>

Select one row from the chart, and write two sentences. The first sentence should use the noun in Column 1: Word(s) as the subject, and the second sentence should use the pronoun in Column 2: Pronoun as the subject.

38. Answers may vary.

NAME: _____
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A.3
CONTINUED ASSESSMENT

Fill in the blanks with the correct pronoun antecedent from the box.

his	her	their	its
-----	-----	-------	-----

39. Martin Luther nailed his Ninety-Five Theses to the church door at the University of Wittenberg.
40. Both the Maya and the Aztec built temples in their important city centers.
41. The woman shown in Leonardo da Vinci's painting *Mona Lisa* is well-known for her mysterious smile.
42. When Native Americans on the Great Plains hunted the buffalo, they used their hide for clothing, tepee covers, bedding, and moccasins.

Add a comma in the appropriate place for each of the following sentences.

43. First, I will finish my homework.
44. Oh, Roberto said it would be easy and it was!
45. Well, we won't get to the field before the game starts.

Read each set of sentences. If the verb tenses are the same and correct, put a ✓ (check mark). If there is an inappropriate shift in verb tense, put an X on the line. Rewrite the sentence(s) marked with an X with the correct verb tense(s).

46. X Don Quixote tried to do what he thought was right. Sometimes he will make mistakes when he will attempt to fix things.

Rewrite sentence(s), if needed:

Don Quixote tried to do what he thought was right. Sometimes he made mistakes when he attempted to fix things.

47. ✓ Rather than conquer or tame the land, Native Americans blended into the land. They built sturdy, cozy houses.

Rewrite sentence(s), if needed:

Fill in the blanks with the best transitional words or phrases that help make the sentences flow together.

48. Don Quixote and Sancho Panza traveled for days. (First/At last) At last, they arrived home.
49. Custer was sure he and his soldiers would win the Battle of the Little Bighorn. (Next/In the end) In the end, though, the Lakota and their allies won.

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A.3
CONTINUED ASSESSMENT

Insert a comma in the correct place in the following sentences.

50. No, we won't have time to stop at the craft store before dinner.
51. Teresa, can you please fill this cup with water for the experiment?
52. Saturday is the first day of spring, isn't it?

Circle the correct way to write the following titles.

53. Chapter "Myths of the Maya" Myths of the Maya
54. Book "Shifts in Power" Shifts in Power
55. Work of Art Sofonisba Anguissola's "Self-Portrait" Sofonisba Anguissola's Self-Portrait

End-of-Year Grammar Score: _____ /55 points

NAME: _____
DATE: _____

A.6
CONTINUED ASSESSMENT

End-of-Year Morphology Assessment

Read and answer each question. Some questions have two parts. Answer Part A and then answer Part B.

For 1 and 2, write the correct word to complete each sentence.

1. Be sure to take your time when you write the note, because the last time, your handwriting was illegible, and I couldn't figure out the message.
(legible, illegible, legal, illegal)
2. I have a regular piano lesson each week that I attend on Tuesday of each week.
(responsible, irresponsible, regular, irregular)
3. If someone is working on an *international* project, what does that mean?
- ☒ A. That person is working on a project that involves one or more countries outside of the country in which he or she lives.
- B. That person is working on a project alone with no help.
- C. That person is working on a project for the country where he or she lives.
- D. That person is working on a project with one other person.
4. If you *distract* someone from what they are doing, you are _____
- A. helping them concentrate
- B. adding more work for them to complete
- ☒ C. taking their attention away from what they are doing
- D. asking them to explain what they are doing

5. Which of the following words with the suffix *-ness* means the state or condition of being about to fall asleep?
- A. steadiness
- B. crispness
- ☒ C. drowsiness
- D. emptiness

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A:** Which of the following roots means "to empty"?
- A. *tract*
- B. *mem*
- C. *cred*
- ☒ D. *vac*

Part B: Choose the word with the root that means "to empty" and write a sentence using the word.

- A. tractor
- B. remember
- C. credible
- ☒ D. evacuate

Sentence: Answers may vary.

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A.6
CONTINUED ASSESSMENT

For 7 and 8, write the correct word to complete each sentence.

7. The man was clearly impatient about waiting in line for his turn to purchase his items at the store, as he kept checking his watch.
(mobile, immobile, patient, impatient)
8. My science project is incomplete because I haven't finished the last part.
(audible, inaudible, complete, incomplete)
9. If the dentist extracts a tooth from your mouth, what does the dentist do?
- A. The dentist puts in another tooth.
- ☒ B. The dentist pulls out a tooth.
- C. The dentist cleans a tooth.
- D. The dentist protects a tooth.

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** What does the root *serv* mean?
- A. *to empty*
- ☒ B. *to save, protect, or serve*
- C. *to draw or pull*
- D. *to remember or recall*

Part B: Write a sentence using the word *conserve*. Make sure the sentence demonstrates the meaning of the word.

Answers may vary.

11. Which of the following demonstrates the meaning of the word *enable*?
- A. severe drought preventing farmers from getting good crops
 - ☒ B. getting a good night's sleep before an important soccer game in order to play well
 - C. misplacing the library book you need for your history project
 - D. running late for school because you overslept
12. If someone is a *scientist*, what does that person do?
- A. performs a musical solo
 - B. plays the piano
 - ☒ C. works in a branch of science
 - D. makes art
13. A *credible* source is one that is _____.
- A. not trustworthy
 - ☒ B. trustworthy
 - C. remembered
 - D. not remembered

14. Circle the correct prefix to add to the root word in the following sentence.

im- *in-* ☒ *post-* *fore-*

Not every baseball team plays games during the _____ season because only the teams that did the best during the regular season continue to play.

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A.6
CONTINUED ASSESSMENT

For 15 and 16, write the correct word to complete each sentence.

15. The police officer had to _____ **direct** _____ traffic through the intersection because the stoplights weren't working.
(cancel, cancellation, direct, direction)
16. Please tell me what _____ **revisions** _____ I should make to my essay about Don Quixote.
(revise, revisions, decide, decisions)
17. Which of the following words with the root *mem* means "easy to remember for a particular reason"?
- A. *memoir*
 - B. *remember*
 - C. *commemorate*
 - ☒ D. *memorable*

18. Explain what the following statement means:

She had the *foresight* to save money early so when she retired, she could live comfortably.

Answers may vary but should state that the subject is looking ahead.

End-of-Year Morphology Score: _____ /18 points

