

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 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 (MOY) 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 13 or less on the Reading Comprehension Assessment (and, as time allows, to students who scored 14–17). 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 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.

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 “Pegasus for a Summer,” located under MOY Assessment Day 2 in the 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 texts used in the Reading Comprehension Assessment—“Flying” and “Reverend Abbott and Those Bloodshot Eyes”—have been profiled for text complexity using the quantitative measures described in the Common Core State Standards (CCSS) 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 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-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.

Reading Comprehension Item Annotations and Correct Answers

Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

“Flying”

Item	Correct Answer(s)	Standards
1. Inferential	D	5.3, 5.1, 5.10
2. Inferential	C	5.6, 5.1, 5.10
3. Inferential	Part A = A, Part B = A, E	5.6, 5.1, 5.10
4. Inferential	A	5.4, 5.1, 5.10
5. Inferential	<i>The author's family members feel differently about flying. Her father and mother enjoy flying. Her older brother is adventurous and appreciates not only flying but also skydiving. The author's youngest brother appears a bit apprehensive about flying, and the author and her sister both seem somewhat indifferent to flying and do not like the noise that the plane produces.</i>	5.6, 5.1, 5.10
6. Literal	A	5.1, 5.10
7. Inferential	A	5.2, 5.1, 5.10
8. Evaluative	A	5.5, 5.1, 5.10
9. Inferential	C	5.1, 5.10

“Reverend Abbott and Those Bloodshot Eyes”

Item	Correct Answer(s)	Standards (RL)
10. Inferential	D	5.3, 5.10, 5.10
11. Inferential	D	5.3, 5.1, 5.10
12. Inferential	B	5.1, 5.103
13. Literal	B	5.1, 5.103
14. Inferential	C	5.1, 5.10
15. Inferential	D	5.3, 5.10, 5.10
16. Inferential	A	5.3, 5.1, 5.10
17. Evaluative	A	5.5, 5.1, 5.10
18. Inferential	D	5.1, 5.10
19. Evaluative	<i>The narrator values his community. He looks back on his childhood days at church and on the streets of Harlem fondly. He has positive thoughts about the people in his community, including the minister, even though the children pulled a prank on the minister because they didn't like all of his actions, including canceling their dances.</i>	5.2, 5.1, 5.10, W.5.4
20. Evaluative	A	5.6, 5.1, 5.10

Reading Comprehension Assessment Analysis

Students who answered 13 or fewer questions correctly out of 20 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 14–17 questions correctly out of 20 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 18–20 questions correctly out of 20 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
13 or fewer	Administer Word Reading in Isolation Assessment and Fluency Assessment.
14–17	Administer Word Reading in Isolation Assessment as time permits; administer Fluency Assessment.
18–20	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 Pages A.3
Morphology Assessment	40 min.	<input type="checkbox"/> Activity Pages 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

MIDDLE-OF-YEAR (MOY) 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 this Teacher Guide, making additional copies if needed. Answers for the Grammar and Morphology Assessments are provided in the Activity Book 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

- Make sure 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 into the Grammar Assessment Scoring Sheet. To receive a point for a multiple-part question, students must correctly answer all parts of the question.

[illegible]

Morphology Assessment

- 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.

[illegible]

WORD READING IN ISOLATION ASSESSMENT (ONGOING)

Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 13 or fewer on the Reading Comprehension Assessment and, as time permits, to students who scored 14–17, 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 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 65 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
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 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

This section of the MOY Assessment assesses students' fluency in reading by using the selection "Pegasus for a Summer" (literary text) located in the Teacher Resources section of this Teacher Guide.

Administration Instructions

- Turn to the student copy of "Pegasus for a Summer" on the next page of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of "Pegasus for a Summer" (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

Pegasus for a Summer

Michael J. Rosen

- 1 Outside school, I did two things better than most kids (and doing 12
better probably meant as much to me as it meant to everyone else): 25
swimming and horseback riding. Yet without a pool or a stable at 37
school, I could never prove those talents to anyone. But the day camp 50
I attended each summer provided for both. 57
- 2 Oh, one year, I did compete on a swim team with my best friend 71
Johnny. I swallowed a teaspoon of honeyenergy before each event with 82
the others in my relay. All season, my eyes bore racoon rings from the 96
goggles. Ribbons hung from my bedroom corkboard. But I hated it, 109
hated it just as I hated every sport that had fathers barking advice from 121
the sidelines, or hotshot classmates divvying the rest of us into shirts 133
and skins, or coaches always substituting in their favorite players, and 144
team members who knew every spiteful name for someone who missed 155
a catch, overshot a goal, slipped out of bounds, fouled, fumbled, or 167
failed them personally in a zillion ways. 174
- 3 But I didn't give up swimming, as I had baseball, football, and 186
basketball. (Their seasons were so brief, how could a person master 197
one skill before everyone switched to the next sport?) And I devoted 209
myself to horseback riding. 213

4 The whole idea of camp, which represented the whole idea of summer, 225
hinged on those few hours each week at the camp stable, just as the 239
whole of the school year merely anticipated the coming summer 249
vacation. At camp, it was simply me against—no one. It was me with 263
the horse. The two of us composed the entire team, and we competed 276
with greater opponents than just other kids. We outmaneuvered 285
gravity, vanquished our separate fears, and mastered a third language: 295
the wordless communication of touch and balance. 302

Word Count: 302

- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:
1. **Inferential.** Did the author's classmates at school appreciate his talents in swimming and horseback riding?
 - » No. The text suggests that the author's classmates at school did not appreciate these talents.
 2. **Inferential.** Did the author perform well on the swim team?
 - » Yes. He won ribbons that hung in his bedroom
 3. **Literal.** What sports did the author give up?
 - » Baseball, football, and basketball.
 4. **Inferential.** What did the author dislike about many organized sports?
 - » The author disliked the very competitive nature of the sports and that the athletes often treated each other unkindly.
- 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. (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 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 129 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.

INTERPRETING MIDDLE-OF-YEAR (MOY) ASSESSMENT SCORES

To determine students' skill level for ongoing Grade 5 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 5 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:

Flying, Part I

Reeve Lindbergh

- 1 When I was your age, I was flying. I wasn't flying all the time, of course, and I didn't fly by myself, but there I was, nonetheless, on Saturday afternoons in the 1950s, several thousand feet in the air over the state of Connecticut, which is where I grew up. I sat in the back cockpit of a small airplane and looked down at the forests and the fields and the houses and the roads below me from an intense, vibrating height and hoped that my father, in the front cockpit, would not notice that I had cotton balls stuffed in my ears.
- 2 I always flew with my father, who had been a pioneer aviator in the 1920s and '30s. I think that he wanted to share his love for the air and for airplanes with his growing family, the way sports-minded fathers took their children to ball games on Saturdays and taught them to play catch afterward. My father took his children to the airport instead and taught them to fly.
- 3 Though he was the pilot on these flights, he did not own the airplane. It was a sixty-five horsepower Aeronca, with tandem cockpits, that he rented from a former bomber pilot whose name was Stanley. Stanley managed the airport, including the huge loaf-shaped hangar that served as a garage for repairs and maintenance to the aircraft, and he leased out the group of small planes tethered near the building like a fleet of fishing boats clustered around a pier.

- 4 It was Stanley, most often, who stood in front of the airplane and waited for my father to shout “Con-TACT!” from the cockpit window, at which time, Stanley gave the propeller a hefty downward shove that sent it spinning into action and started the plane shaking and shuddering on its way. The job of starting the propeller was simple but perilous. My father had warned us many times about the danger of standing anywhere near a propeller in action. We could list almost as well as he did the limbs that had been severed from the bodies of careless individuals “in a split second” by a propeller’s whirling force. Therefore, each time that Stanley started the propeller, I would peer through its blinding whir to catch a glimpse of any pieces of him that might be flying through the air. Each time, I saw only Stanley, whole and smiling, waving us onto the asphalt runway with his cap in his hand and his hair blowing in the wind of our passing—“the propwash” my father called it.
- 5 My sister and my three brothers flew on Saturdays too. The older ones were taught to land and take off, to bank and dip, and even to turn the plane over in midair, although my second oldest brother confessed that he hated this—it made him feel so dizzy. The youngest of my three brothers, only a few years older than me, remembers my father instructing him to “lean into the curve” as the plane made a steep sideways dive toward the ground. My brother was already off balance, leaning away from the curve, and hanging on for dear life. For my sister, our father demonstrated “weightlessness” by having the plane climb so steeply and then dive so sharply that for a moment she could feel her body straining upward against her seatbelt, trying to fight free, while our father shouted out from the front seat that one of his gloves was actually floating in midair.
- 6 “See the glove? See the glove?” He called to her over the engine noise and explained that if this state of weightlessness could continue, everything inside the plane would go up in the air. My sister nodded, not speaking, because, she told me later, everything in her stomach was going up in the air, too, and she did not dare open her mouth.
- 7 My oldest brother took to flying immediately and eventually got a pilot’s license, though he ended up joining the navy and becoming a “frogman,” spending as much time underwater with an aqualung and a wetsuit as he ever had spent in the air. What he secretly yearned to do during the flying years, though, was to jump right out of an airplane altogether, with a parachute. Finally, many years later, he had his chance and told me about it afterward. He stood at the open door of the airplane, with the parachute strapped to his back, wobbling back and forth at first, like a baby bird afraid

to leave the nest. Then he jumped, fell about a hundred feet through the air, and only then pulled the cord that caused the chute to blossom around him like a great circular sail. Swaying under it, he floated toward the ground until he landed, fairly hard. I listened with astonishment; my brother's daring thrilled me to the bone.

- 8 My father on the other hand, along with most of the early aviators, was not impressed by the growing enthusiasm for parachute jumping as a sport. Young daredevils like my brother could call it “skydiving” if they wanted to, but the aviation pioneers referred to it disgustingly as “jumping out of a perfectly good airplane.” In their day, a pilot only jumped when he had to: if it was absolutely certain that the airplane was headed for a crash and the parachute was his only hope for survival.
- 9 I was considered too young for aerial adventures when I flew, so I did not get dizzy or sick or worry about whether my parachute would open. It was only the noise that gave me trouble. I have never shared other people's enthusiasm for loudness. I don't like sudden sounds that make you jump with alarm, like the noises of fireworks or guns, or endless sounds that pound in your head so hard you can't think about anything else, like the commotion made by jackhammers and the engines of small airplanes. My sister felt exactly the same way. In fact, she was the one who showed me how to stuff cotton balls in my ears, secretly, for takeoff—when the engine noise was loudest—and for as long during the flight as we could get away with it.
- 10 Our father frowned upon the cotton balls. If he saw them, he would make us remove them. He claimed that they diminished the experience of flying and were in any case unnecessary: The engine noise was not so terribly loud that one couldn't get used to it; he certainly had done so. But my sister and I agreed that the only reason he and the other early aviators had “gotten used to” the noise of airplane engines close to their ears was that they had been deafened early on. We were not about to let this happen to us!
- 11 My mother, who had also flown back in the early days, always told us that she had loved her experience as a glider pilot best, because there was such extraordinary quiet all around her. In the absence of the usual aircraft engine noise, she could hear the songs of birds and sometimes even the trilling of insects, crickets or cicadas, on the grassy hillsides below. She said that because there was no noise, she could actually feel the power of air, the way it could push up under the wings of a glider and keep it afloat—like a boat on water—with the strength of unseen currents. She talked about

“columns of air,” stretching like massive tree trunks between earth and sky. “Just because you can’t see the air doesn’t mean there’s nothing to it,” she said. “Most of the really important things in our lives are invisible, anyway.”

1. Based on “Flying, Part I,” which statement best describes the differences between the author’s oldest and youngest brothers?
 - A. The author’s oldest brother is outgoing, but her youngest brother is shy.
 - B. The author’s oldest brother is playful, but her youngest brother is serious.
 - C. The author’s oldest brother is hardworking, but her youngest brother is lazy.
 - D. The author’s oldest brother is adventurous, but her youngest brother is cautious.

2. Based on “Flying, Part I,” how is the author **most** similar to her mother and sister?
 - A. They all enjoy the quiet.
 - B. They all appreciate nature.
 - C. They all get sick while flying.
 - D. They all feel trapped while flying.

3. **Part A:** Based on “Flying, Part I,” how are the author’s mother and father most similar?
 - A. They both enjoy flying.
 - B. They both take risks while flying.
 - C. They both value spending time alone.
 - D. They both value spending time alone.

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Part B: Which two pieces of evidence best support the answer in Part A?

- A. “I think he wanted to share his love for the air and for airplanes with his growing family . . .” (paragraph 2)
 - B. “My father had warned us many times about the danger of standing anywhere near a propeller in action.” (paragraph 4)
 - C. “. . . the plane made a steep sideways dive toward the ground.” (paragraph 5)
 - D. “He called to her over the engine noise . . .” (paragraph 6)
 - E. . . . she loved her experience as a glider pilot best . . .” (paragraph 11)
 - F. “In the absence of the usual aircraft engine noise, she could hear the songs of the birds . . .” (paragraph 11)
4. Reread paragraph 7. Based on the paragraph, what is the meaning of the phrase “thrilled me to the bone”?
- A. to greatly excite
 - B. to suddenly surprise
 - C. to become very relieved
 - D. to become extremely afraid
5. Based on the passage, describe the differences in how the author’s family members feel about flying. Support your answer with information from the passage.

Passage 2:**Flying, Part II***Reeve Lindbergh*

- 12 When it was my turn to fly with my father, I sat in the back cockpit and enjoyed the view all around me while he, in the front cockpit, flew the plane. I had a duplicate set of controls in back, with rudder pedals, a stick, and instruments, so that if I had been a true student pilot, I could have flown the plane myself, if called upon to do so. But since I was too young to understand or even to reach most of the controls in my cockpit, I just watched them move as if by magic, with no help from me at all, in response to my father's direction and will.
- 13 It looked easy. The stick in front of me, exactly like the one in front of my father in the forward cockpit, looked like the gearshift on our car. If it moved backward suddenly (toward me), it meant that my father had decided we were going up. There would be a rushing in my ears, in spite of the cotton, and as I looked over my father's head, through the front window of the aircraft, I would imagine that we were forcing our way right into heaven, higher and higher through ever more brilliantly white banks of cloud. I sometimes daydreamed of bumping into angels, assembled on one of these cloud banks with their halos and their harps, or startling St. Peter at the pearly gates, or God himself in his sanctuary.
- 14 But then, as I watched, my stick would point forward again, toward what I could see, over the front pilot seat, of the back of my father's neck, with its trim fringe of gray hair and a khaki shirt collar. Then the airplane would nose down, giving a cockeyed view on all sides of blue sky and wooded hillsides and little tiny roads with buglike cars creeping along them, so very slowly. When we were flying, I was struck always by the insignificance of the world we had left behind. Nothing on the ground had speed, compared to us. Nothing looked real. Once I had climbed into the airplane, all of life seemed concentrated inside the loud space of it, shaking but steady, with my father's own hand on the controls. We were completely selfsufficient, completely safe, rocksolid in the center of the sky.

- 15 It was also a bit monotonous. My father did the same things and said the same things, loudly, over and over. I knew by heart that a pilot had to fly with a steady hand, with no sudden or jerky movements, just a little throttle here, a little wing dip there, always a light, even touch, always a calm approach. I knew all the stories about student pilots—those not already dismembered by propellers—who “froze” to the stick in a panic and could not let go, forcing the plane into a tragic nosedive. There was no room in my father’s lessons with me, his youngest and least experienced child, for soaring like the birds—no wind in the hair, no swooping and circling. We just droned along, my father and me.
- 16 And then, one Saturday afternoon, we didn’t. I don’t remember now exactly what made me understand there was something wrong with the airplane. I think there may have been a jerking sensation that repeated itself over and over. And I think too that there was a huge stillness in the air, a silence so enormous that it took me a moment to realize that it was actually the opposite of noise and not noise itself. The silence was there because the engine had stalled. Perhaps the most profound moment of silence occurred when my father realized that it was not going to start again—no matter what he did. We were in the middle of the sky, on a sunny Saturday afternoon over Connecticut, in a plane without an engine.
- 17 I don’t think there was any drop in altitude, not at first. What I noticed was my father’s sudden alertness, as if he had opened a million eyes and ears in every direction. I heard him say something sharp on the airplane’s two-way radio to Stanley down below, and I could hear the crackle of Stanley’s voice coming back. I knew enough not to say very much myself, although my father told friends later that I asked him once, in a conversational way, “Are we going to crash?” And when he told this part of the story, the part where I asked that question, he would laugh.
- 18 I don’t remember being afraid of crashing. In fact, I don’t remember fear at all, but I do remember excitement. At last something different was going to happen! I quickly took the cotton out of my ears because my father was talking. He told me that he was looking for a good place to land. We would have to land, he explained, because the engine wasn’t working, and we could not land at the airport, because we were too far away to get there in time. (*In time for what? I wondered.*) He was looking for an open area to put the plane down in, right below us somewhere. We were now over a wooded hillside, dotted here and there with cow pastures: It would have to be a cow pasture. He spotted one that looked possible and circled down toward it.

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- 19 There was nothing resembling a runway below us and no room to spare. He would have to tip the plane sideways and slip it into the pasture that way, somehow righting it and stopping its movement before it could hit any of the trees at the four edges of the field. We circled lower and lower, barely clearing the treetops, and then he told me to put my head down between my knees.
- 20 “Hold on!” my father said.
- 21 I didn’t see the landing, because my head was down, but I felt it: a tremendous series of bumps, as if we were bouncing on boulders, and then the plane shook and rattled to a stop. Then we took off our seatbelts and opened the doors and got out. I didn’t see any cows in the pasture, but there were a bunch of people coming toward us from the road, and it looked as if one of them might be Stanley from the airport. I was careful to stay clear of the propeller.
- 22 Nobody could figure out how we had landed safely. They had to take the plane apart to get it out of the pasture, a week or more after that Saturday afternoon. But my father and I got a ride back to the airport with Stanley and drove home in plenty of time for dinner. We didn’t talk much on the way home. My father seemed tired, though cheerful, and I was thinking.
- 23 I had found out something about him that afternoon, just by watching him work his way down through the air. I held on to the knowledge tightly afterward, and I still hold it to this day. I learned what flying was for my father and for the other early aviators, what happened to him and why he kept taking us up to try flying ourselves. As we came in through the trees, he was concentrating hard, getting the rudder and the flaps set, trying to put us in the best possible position for a forced landing, but he was doing more than that. He was persuading and coaxing and willing the plane to do what he wanted; he was leaning that airplane, like a bobsled, right down to where it could safely land. He could feel its every movement, just as if it were part of his own body. My father wasn’t flying the airplane, he was being the airplane. That’s how he did it. That’s how he had always done it. Now I knew
-

6. According to paragraphs 18-19 of “Flying, Part II,” why did the author’s father circle the plane over the pasture?
- A. to find a good landing spot
 - B. to cause the animals to leave the area
 - C. to warn people that the plane was landing
 - D. to give the author a better view of the landscape
7. Which sentence best states the main ideas of “Flying, Part I” and “Flying, Part II”?
- A. The author’s father enjoyed sharing his love of flying with his children, and he was a skilled pilot.
 - B. The author’s father hoped his children would become pilots, and he influenced them to try new things.
 - C. The author’s father required his children to pay attention while flying, and he wanted them to follow their dreams.
 - D. The author’s father believed in his ability to fly an airplane, and he taught his children to have confidence in themselves.
8. How are the passages “Flying, Part I” and “Flying, Part II” mainly organized?
- A. by chronological order
 - B. by problem and solution to wrap around
 - C. through cause and effect
 - D. through a series of comparisons
9. Based on paragraph 17 of “Flying, Part 2,” what is the most likely reason the author’s father becomes suddenly more alert?
- A. He is confused by his son’s behavior.
 - B. He is frustrated by his son’s question.
 - C. The situation on the plane requires concentration.
 - D. The events on the plane cause him to become fearful.

Passage 3:**Reverend Abbott and Those Bloodshot Eyes, Part I***Walter Dean Myers*

- 1 When I was a kid in the late forties, I thought the whole world was like Harlem, full of life and colors and music that spilled out onto the streets for all the people to enjoy. Life was a constant adventure, although some moments were a lot more adventuresome than others. Take, for example, the fight between the kids on our block and Reverend Abbott, our visiting minister. We didn't have anything against Reverend Abbott because he was white, and I don't think he had anything against us because we weren't. In fact, he was probably a good man, and I'm sure he didn't deserve to have so much trouble during his first summer serving the Lord.
- 2 Reverend Robinson, our regular minister, was away for the summer trying to raise money for the church's upstate camp, Rabbit Hollow. That left Reverend Abbott just about in charge, or at least he thought he was. Actually, if Reverend Abbott hadn't tried so hard to help us, things might have been different. Take the time he tried to protect us from Sugar Ray Robinson, the greatest fighter in the world. We used to play a game called Skullies. You drew numbered boxes in the middle of the street and you shot bottle caps or checkers from one number to the other until you became a "killer," and then you knocked out all the other bottle caps. One day, about four of us were really involved in a game of Skullies and didn't notice the long, almost pink Cadillac cruising down the street. The driver of the Caddy was Sugar Ray Robinson, welterweight champion of the world. In those days, a lot of athletes either lived in or hung out in Harlem. Sugar Ray would often come around and play with the kids, the same way that Willie Mays, the baseball allstar, did when he came to New York.
- 3 OK, so Sugar Ray yelled at us, asking why we were blocking his car. Then he got out and challenged us to a fight. Now, we knew that Sugar Ray Robinson was the welterweight champion and would not hurt any of us, but Reverend Abbott didn't know anything of the sort. All he saw was a man getting out of his car and challenging the kids. He came out yelling at Sugar Ray and telling him that he had better get back into his car. Sugar Ray took one look at the tall, thin man in front of him, shook his head, and got back into his Caddy.

- 4 We tried to explain to Reverend Abbott that you didn't jump up into the face of Sugar Ray, but he didn't seem to get it. He just kept insisting that fighting was wrong and that we should learn to turn the other cheek. It was clear to us that the good reverend was trying to mess things up for us.
- 5 Being a kid in Harlem wasn't the easiest way to live. We didn't have much of a crime problem in those days, but we did have to worry about the Window Watchers and the Root Ladies. We certainly didn't need anybody else to look out for.
- 6 The Window Watchers were the biggest pain because there were more of them. They were the women who used to bring their pillows to the windows and watch what was happening on the block. Sometimes they would talk to each other from the windows, or order up collard greens from the vegetable man who brought his truck around in the afternoons. But mostly, they would watch what was going on and report to your mother if you did anything they considered wrong.
- 7 I remember one time Johnny Lightbourne threw a candy wrapper on the sidewalk in front of the church. A Window Watcher spotted him from the fourth floor and called down to another Watcher on the first floor. Johnny's mother knew about it before he got home.
- 8 This was bad, but the Root Ladies were worse. The thing was, you didn't mess with Root Ladies. Not that you actually believed that they could do anything with their roots and candles and mumbo jumbo, but there was no use taking chances. When you went over to La Marketa, you saw them sitting with rows of colored candles and twisted little roots that Fat Butch said looked like dried-up shrunken people, and you saw that they looked a little strange, and you crossed the street. No big deal—unless somebody threw a snowball at one of them and they looked at you with the evil eye. All you had to do if a Root Lady gave you the evil eye was to hold up a mirror and shine it back at her.
- 9 You had to know how to protect yourself when you were a kid. In a cigar box in my closet, I kept a small mirror for Root Ladies, a crucifix for vampires, and a ground-up peach pit to throw on dogs with purple tongues.

- 10 You also had to know some of the rules. You didn't play handball against a Root Lady's house, walk in her shadow, or bring a broom near her. If you followed the rules, you didn't have to worry—even if she could make her eyes glow and send them out at night to get you just when you were about ready to fall asleep.
- 11 What the Watchers and the Root Ladies did like was that all of the kids in the neighborhood went to church. In fact, most of our lives were centered around the church. I started Sunday school at about four and received my first book, *Stories for Every Day of the Year*, as a prize in the Tots Parade when I was five. In the summers, we went to Bible school, which was more like a summer camp than a religious school. Every kid in the neighborhood had made a wallet in Bible school.
- 12 We also learned to play basketball in the church gym. The ceiling in the gym was low and you could tell who played ball in our church because they had flat jump shots. The church also had dances for teenagers, and that really seemed to upset Reverend Abbott.
- 13 The dances had chaperones who carried fans advertising local funeral parlors. The chaperones would go through the crowd and put the fans between the couples dancing and tell them to “make room for the Holy Ghost.”
- 14 When Reverend Abbott saw his first dance and the thirteen-and-up crowd doing their thing, he was upset. There was no room for such going on in the Presbyterian church. So he made an announcement that there would be no more dances while he was in charge. What he wanted to do was to substitute relay races and Bible quizzes for the dances. We didn't have MTV in those days, or video game arcades, and the dances were about our only social event. Somebody suggested a compromise: We would have relay races and square dancing. Reverend Abbott was pleased.
- 15 The next Friday was the first square dance. The chaperones stayed on the small stage and looked on approvingly. Then Reverend Abbott went to his study, and somebody put on a mambo record. It was hard to tell exactly who had put on the mambo record because it went on a second after the lights went out. The chaperones, mostly mothers and big sisters, immediately started for the light switches. They weren't that upset. But when Reverend Abbott opened the door and saw a host of healthy young bodies swinging to a frantic Latin beat in the eerie dimness of the red emergency lights,

he was beside himself. The names of all the teenagers present were taken and their parents were notified the next morning by a committee of church ladies.

16 OK, so Reverend Abbott wanted a fight. We decided to give him one.

10. Based on “Reverend Abbott and Those Bloodshot Eyes, Part I,” what does the word *compromise* mean in paragraph 14?
- A. an answer to a question
 - B. a decision that requires action
 - C. a new way of thinking about the past
 - D. an agreement that settles differences
11. Based on “Reverend Abbott and Those Bloodshot Eyes, Part I,” how do the teenagers most likely feel when the minister wants to cancel the dances?
- A. excited
 - B. confused
 - C. concerned
 - D. disappointed
12. Based on “Reverend Abbott and Those Bloodshot Eyes, Part I,” which word best describes the Window Watchers?
- A. lazy
 - B. nosy
 - C. bored
 - D. lonely

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13. Based on “Reverend Abbott and Those Bloodshot Eyes, Part I,” why did Reverend Abbott become the minister of the church?
- A. The previous minister was doing a poor job.
 - B. The previous minister went away for the summer.
 - C. The church members wanted him to plan events for the children.
 - D. The church members believed he was the best choice to lead them.
14. Which word best describes the tone of paragraph 5 of the story?
- A. calm
 - B. proud
 - C. playful
 - D. hopeful

Passage 4:

Reverend Abbott and Those Bloodshot Eyes, Part II

Walter Dean Myers

- 17 We had had young ministers like Reverend Abbott before. They would work for a few months in the church, then go on to another area or, if they were lucky, to their own church. We found out that Reverend Abbott was scheduled to give his first sermon on the second Sunday after breaking up our dance.
- 18 We also found out that there was going to be an important funeral in the church later that same day. Sam Johnson, the numbers man and Bar-B-Que King of Eighth Avenue, had died. Mr. Johnson was famous for his girth, his gold tooth, his promptness in paying off when you hit the number, and his barbecue sauce. It was rumored that his funeral would be attended by every big-time gangster in Harlem. There would even be, the story went, some Italian gangsters from East Harlem coming over.

- 19 So Reverend Abbott was going to have not one but two chances to show his stuff: He would give the morning sermon at 9:30 and then conduct the funeral at 12:00. He wanted to get them both right. Several sisters said that whenever they passed the minister's study, he was either sweating over his message or down on his knees, praying. It was to be his big day.
- 20 It was going to be our big day too.
- 21 The kids were divided into two groups—the “littles,” of which I was one, and the teenagers. It was the teenagers who came up with the plan to undermine Reverend Abbott. But the littles were part of the plot.
- 22 Sunday school started in our church at 8:00 and was over at 8:45. At 9:15, the recorded caroling bells would start, calling all the worshipers to Sunday morning service.
- 23 At 9:00, Reverend Abbott was in his study, making last-minute changes in his sermon. Girls with ribbons on their braids and Vaseline rubbed into their faces and knees were out in front of the church. Some of the boys were planning to go to the West End Theater, which was showing three features and a serial. But some of the littles knew what was going to happen, and one of them had already sneaked upstairs and found out that it was Mrs. Davis who was going to put on the record that would summon everyone to church. Her favorite hymn was “What a Friend We Have in Jesus,” and its version of recorded bells sounded very nice. The little who discovered Mrs. Davis in the sound room went out and relayed the message to the big kids.
- 24 At three minutes to nine, the telephone on the first floor rang. There was a breathless voice on the wire: an urgent message for Mrs. Davis. Mrs. Davis was a pillar of the church. A tall woman with broad shoulders, a wide, dark face, and eyes that turned up ever so slightly, she had been one of its earliest members. Now she was being called downstairs with the word emergency ringing in her ears.
- 25 Emergencies in those days did not mean that your cat was in a tree or your car had a flat. An emergency in Harlem meant one of two things, either a death in the family or a fire.

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- 26 Mrs. Davis rushed from the sound room, grasping the railings heavily as she made her way down the stairs toward the first floor telephone. The sound of her feet on the steps could be heard all the way down the hall.
- 27 Much to her surprise, there was no one on the phone when she answered it.
- 28 The sneakers on the teenager who ran into the sound room could hardly be heard. The record on the player was removed and another put in its place. The volume was turned up slightly. The door was closed and a padlock was put in place—not, mind you, the same padlock that was usually there and for which Mrs. Davis still held the key in her hands.
- 29 Then the teenager disappeared on his sneakered feet, down the stairs and out the side door onto 122nd Street.
- 30 The record could be heard all over the neighborhood.
- 31 “OOOOOOEE! DON’T ROLL YOUR BLOODSHOT EYES AT ME!”
- 32 Heads turned, mouths dropped opened, eyes widened. People couldn’t believe what they were hearing!
- 33 The lyrics were less than elegant. The song, about a man who had been out all night carousing and whose eyes are bloodshot in the morning, wasn’t that original. But coming from the church sound system, amplified for the glory of God and the amusement of the entire neighborhood, it would long be remembered.
- 34 Reverend Abbott himself flew up the stairs, two at a time, sweat popping off his brow, only to find the heavy door hopelessly locked.
- 35 Mrs. Davis followed to find him banging on the padlock with his fist. She took a look, saw the padlock had been changed, and turned and rushed back down the stairs in search of the church janitor.

- 36 The record played over and over until the janitor was located and the lock broken. By the time the record was removed and the proper one put on in its place, the entire church was in an uproar. Some people were upset, and others suppressed smiles. We littles went into the back alley and told each other what records we would have put on if we had had the chance. We also stuck our fingers with a pin and swore in blood that we wouldn't tell who had done it, even though only a few of us knew which teenager had actually been in the sound room.
- 37 Reverend Abbott started his sermon by talking about how some people didn't realize how lucky they were to have a nice church like ours. Then he tried to get into his regular sermon, which was about all the work that Noah put in when he built the ark and why we should all work for God. But he was so nervous that he forgot most of it.
- 38 The funeral went a lot better. Because Fat Butch's mama was Sam Johnson's goddaughter, he had to go to the funeral with her. He said that Reverend Abbott went on about how it wasn't always easy to tell a good man from a bad man and how we shouldn't judge people without seeing their true hearts. All the gangsters at the funeral liked this a lot and one even cried.
- 39 The next Sunday, Reverend Abbott put two teenagers in charge of making sure the right record was on, which stopped all the hopes of the littles that "Open the Door, Richard" would call the faithful to church.
- 40 On Reverend Abbott's last Sunday, he thanked the congregation and said that he thought he was ready to face any challenge that God might put before him. He was probably right.
-

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15. Based on “Reverend. Abbott and Those Bloodshot Eyes, Part II,” how does the minister most likely feel when the teenagers play music on the intercom?
- A. worried and tired
 - B. bored and frustrated
 - C. lonely and confused
 - D. upset and embarrassed
16. In “Reverend Abbott and Those Bloodshot Eyes,” the main conflict in the story is between which two groups of people?
- A. children and adults
 - B. ministers and athletes
 - C. young toddlers and older teenagers
 - D. community members and church members
17. What is the relationship between Part I and Part II of “Reverend Abbott and Those Bloodshot Eyes”?
- A. Part 1 introduces the conflict between the children and the minister, and Part 2 develops the conflict.
 - B. Part 1 describes the characters who live in the neighborhood, and Part 2 explains the jobs those people perform at church.
 - C. Part 1 provides background information on the minister, and Part 2 explains how hard the minister works to care for the children.
 - D. Part 1 explains the importance of the setting to the community members, and Part 2 explains the how those people work to take care of their community.
18. Which word best describes the behavior of the teenagers toward the minister?
- A. caring
 - B. selfish
 - C. respectful
 - D. mischievous

19. Based on “Reverend Abbott and Those Bloodshot Eyes,” explain how the narrator feels about his community. Support your answer with details from the story.

20. How does the narrator’s point of view influence how events are described?
- A. Since the narrator is a child, he is pleased with the actions of the teenagers, while the adults are not.
 - B. Since the narrator is a church member, he understands the behavior of the minister, while the community members do not.
 - C. Since the narrator is a fun-loving person, he enjoys the activities at church more than the other participants.
 - D. Since the narrator is a respectful person, he treats old people more kindly than the other children.

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Grade 5 Middle-of-Year Assessment Summary

Reading Comprehension Assessment

Score Required to Meet Benchmark of 80%	Student Score
16/20	_____/20

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></div>	Words Read in One Minute
—	<div></div>	Uncorrected Mistakes in One Minute
<hr/>		
	<div></div>	W.C.P.M.

Percentile	Spring Grade 5 W.C.P.M.
90	194
75	168
50	139
25	109
10	83
Comprehension Questions Total Correct ____/4	

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

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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. Underline the subject and circle the predicate in the following two sentences.
 - A. Grandma and Grandpa loved to tell stories about the days before the Internet.
 - B. A fish riding a bicycle is an unusual sight.
2. Indicate whether the following sentence fragments are subjects or predicates. Then add the missing part to form a complete sentence.

Example: Fragment: came in second place in the relay race.

The fragment is a: subject predicate

Full sentence: My team came in second place in the relay race.

A. Fragment: All the nurses

The fragment is a: subject predicate

Full sentence: _____

B. Fragment: Don Quixote and Sancho

The fragment is a: subject predicate

Full sentence: _____

C. Fragment: always spreads rumors.

The fragment is a: subject predicate

Full sentence: _____

3. Rewrite the following run-on sentences as two complete sentences.

A. Native Americans first settled California later it was claimed by the Spanish Empire.

B. Last summer I visited Mount Rushmore this summer I will visit the Alamo.

4. Read each pair of sentences. If the information in the two sentences is similar, rewrite the sentences using one of the words or phrases that compare. If the information in the two sentences is different, rewrite the sentences using one of the words or phrases that contrast.

Words and Phrases that Compare	Word and Phrases that Contrast
similarly likewise in the same way just as resemble also	however in contrast alternatively whereas instead on the other hand but

A. When I was young, I only ate pasta. Now I'm interested in trying all kinds of new food.

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- B. Cesar is excited about starting middle school. Stephanie is excited about starting high school.

- C. My sister loves to watch the summer Olympic Games. My brother is only interested in the winter Olympics.

- D. My father only roots for California baseball teams. I only root for California baseball teams.

5. Underline the action verbs and circle the linking verbs in the following sentences

- A. Ms. Kessler reads to us three times a week. She is my favorite teacher.
- B. Christopher was shorter than his father. Then he grew six inches. Now he is almost as tall as his father.
- C. My friends and I were excited for summer vacation. We planned to swim every day.
- D. I made a card for my mother so that I will be ready for her birthday.

6. **Part A:** Write a sentence using an action verb.

Part B: Write a sentence using a linking verb.

7. Use the information in the *Subject* and *Verb* columns of the following chart to fill in the *Agreement in the Present Tense* column so that the subject and verb are in agreement in the present tense. An example is provided.

Subject	Verb	Agreement in the Present Tense
they	to be	they are
the brothers	to explore	
she	to dance	
we	to study	
the yard	to be	

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8. Write a sentence using one of the subject-verb combinations you created in Question 7.

9. Write sentences that include the following items in a series. Be sure to use commas correctly.

A. salt pepper sugar

B. Tom Jose Cody

10. Use the information in the *Subject* and *Verb* columns of the following chart to fill in the *Agreement in the Past Tense* column so that the subject and verb are in agreement in the past tense. An example is provided.

Subject	Verb	Agreement in the Past Tense
my friends	to play	my friends played
Sancho	to follow	
she	to be	
we	to be	
the flag	to be	

11. Write a sentence using one of the subject-verb combinations you created in Question 10.

12. Circle the prepositions and underline the prepositional phrases in the following sentences.

- A. Living in the city can be fun.
- B. My dad wakes up before anyone else.
- C. Her favorite hiding place is behind the sofa.
- D. She shared secrets with her brother.
- E. Ms. O'Donnell began her lesson after the bell rang.

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13. Choose the preposition from the word box that best completes each of the following sentences. Then circle the function of the preposition (place, time, or partner) below the sentence. An example is provided.

with	from	her	in
------	------	-----	----

Example:

I ran away from home, but not for long.

place time partner

- A. I have band rehearsal _____ school today.

place time partner

- B. The salesman put the shoes _____ the box.

place time partner

- C. I always sit _____ my friend on the school bus.

place time partner

14. Write sentences using the following correlative conjunctions.

either/or

both/and

15. Underline the interjection in each sentence. Then write the type of interjection (*strong* or *mild*) on the line that follows.

A. Oh, I seem to have misplaced my pencil.

Type: _____

B. Wait! There's a shark in the pool.

Type: _____

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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. Choose and write the word that best completes the following sentences.

These one-of-a-kind earrings are handmade and _____.

- A. replaceable
- B. irreplaceable
- C. responsible
- D. irresponsible

The time Javier spent working on his handwriting paid off when his teacher told him his school work was _____ and a pleasure to read.

- A. regular
- B. irregular
- C. legible
- D. illegible

2. Choose one of the following word pairs and write sentences using each word.

action interaction	national international
section intersection	personal interpersonal

First sentence:

Second sentence:

3. **Part A.** What does the root *tract* mean?

- A. to pull or draw out
- B. to push in
- C. to empty
- D. to protect

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Part B. Choose and write the word that best completes the following sentence.

The cloudy weather did not _____ from the beautiful view of the valley.

- A. attract
- B. extract
- C. tractor
- D. detract

4. Choose and write the word that best completes the following sentences.

empty emptiness bright brightness drowsy drowsiness steady steadiness

- A. When I saw how _____ the morning was, I decided to wear my sunglasses.
- B. After all the furniture was removed, the _____ of the house made Jin feel sad.
- C. My _____ caused me to yawn and put my head down.
- D. Dr. McWilliam's _____ hand helps him to be a good surgeon.

5. **Part A.** Choose a word with a root that means “to empty.”

- A. attract
- B. irresponsible
- C. encircle
- D. evacuate

Part B. Write a sentence using the word you chose in Part A.

6. **Part A.** Add the prefix *im-* to the word *patient* to change the meaning of the word. Then write a sentence using the new word.

patient–adj., able to remain calm while waiting

new word: _____

sentence using new word:

Part B. Add the prefix *in-* to the word *audible* . Then define the new word

audible–adj. able to be heard

new word: _____

sentence using new word:

7. If a construction worker excavates a piece of land, what does the construction worker do?
- A. He builds on the land.
 - B. He takes away dirt from the land.
 - C. He adds dirt to the land.
 - D. He pours cement on the land.

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8. Which word has a root that means “to save” or “to protect”?
- A. extract
 - B. evacuate
 - C. servant
 - D. biography
9. Choose and write in the word that best completes the following sentences.
- A. The cloudy weather did not _____ from the beautiful view of the valley.
attract, extract, tractor, detract
 - B. Unjust laws might _____ the citizens.
rage, enrage , force, enforce
 - C. Mountain climbing without the proper equipment placed Whitney
in great _____.
courage, encourage, danger , endanger
10. A word ending with the suffix *ist* most likely describes:
- A. a place or location
 - B. a strong action
 - C. a job or occupation
 - D. a time or era

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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 /də*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 * open
4	marvelous /maɪ*vəl*us/ r-cont. * ə * digraph	betrayal /bə*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
8	audit /aw*dit/ digraph * closed	baboon /bab*oon/ closed * digraph	continue /kun*tin*ue/ closed * closed * open	taught /tawt/ e
9	chasm /kaz*əm/ closed * closed	human /hue*mən/ open * closed	pulled /poold/ warning /worn*ing/ r-controlled * closed	overdue /oe*ver*doo/ open * r-cont. * digraph
10	scowl /skoul/ avoidance /ə*void*əns/ ə * digraph * closed	paperboy /pae*per*boi/ open * r-cont. * digraph	whopper /wop*er/ closed * r-controlled	worthless /werth*les/ r-controlled * closed
11	switch /swich/ calculate /kal*kue*laet/ closed * open * digraph	crumb /krum/ mustache /mus*tash/ closed * closed	sprinkle /spring*kəl/ closed * -le sing /sinj/ partridge /par*trij/ r-controlled * closed	woodchuck /wood*chuk/ digraph * closed
12	wriggle /rig*əl/ closed * -le	bizarre /biz*ar/ closed * r-controlled	recommit /ree*kum*it/ open * closed * closed	assign /ə*sien/ ə * digraph
13				mistletoe /mis*əl*toe/ closed * -le * open

Fluency Assessment - Recording Copy

Pegasus for a Summer

Michael J. Rosen

- 1 Outside school, I did two things better than most kids (and doing better 13
probably meant as much to me as it meant to everyone else): swimming 26
and horseback riding. Yet without a pool or a stable at school, I could never 41
prove those talents to anyone. But the day camp I attended each summer 54
provided for both. 57
- 2 Oh, one year, I did compete on a swim team with my best friend Johnny. I 73
swallowed a teaspoon of honeyenergy before each event with the others in 85
my relay. All season, my eyes bore racoon rings from the goggles. Ribbons 98
hung from my bedroom corkboard. But I hated it, hated it just as I hated 113
every sport that had fathers barking advice from the sidelines, or hotshot 125
classmates divvying the rest of us into shirts and skins, or coaches always 138
substituting in their favorite players, and team members who knew every 149
spiteful name for someone who missed a catch, overshot a goal, slipped out 162
of bounds, fouled, fumbled, or failed them personally in a zillion ways. 174
- 3 But I didn't give up swimming, as I had baseball, football, and basketball. 187
(Their seasons were so brief, how could a person master one skill 199
before everyone switched to the next sport?) And I devoted myself to 211
horseback riding. 213

4 The whole idea of camp, which represented the whole idea of summer, 225
hinged on those few hours each week at the camp stable, just as the whole 240
of the school year merely anticipated the coming summer vacation. At 251
camp, it was simply me against—no one. It was me with the horse. The two 267
of us composed the entire team, and we competed with greater opponents 279
than just other kids. We outmaneuvered gravity, vanquished our separate 289
fears, and mastered a third language: the wordless communication of touch 300
and balance. 302

Word Count: 302