

# Beginning-of-Year Assessment

## Teacher Guide

**GRADE 6**

Core Knowledge Language Arts®





## BEGINNING-OF-YEAR ASSESSMENT

# Assessment Day 1

### LESSON AT A GLANCE

### TIME

### MATERIALS

#### Beginning-of-Year-Assessment

Reading Comprehension Assessment

90 min

Activity Pages A.1, A.2

### ADVANCE PREPARATION

#### *Beginning-of-Year (BOY) Assessment*

- Please plan to have reading material available for students to select from and read independently as they finish the BOY Assessment.

## BEGINNING OF YEAR ASSESSMENT

- The primary purpose of the BOY Assessment is to determine students' preparedness for Grade 6 CKLA instruction.
- 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 BOY 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 BOY 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 BOY 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 10 or fewer on the Reading Comprehension Assessment, or between 11–13, as time allows). Administer the Fluency Assessment to all students.
- The Word Reading in Isolation Assessment uses Activity Page A.3 (Scoring Sheet for student responses), as well as the Word Reading in Isolation Assessment located in the Assessment Day 2 lesson. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have been included in the Assessment Day 2 lesson.
- The Fluency Assessment uses Activity Pages A.2 and A.4 (which you will have collected from students), as well as the Fluency Assessment text "The Hare with Many Friends," located in the Teacher Resources section of the Teacher Guide. You will use Activity Page A.4 (Beginning-of-

Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (Beginning-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

- Beginning on Day 3 of the BOY 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 BOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—"A Midsummer Night's Dream" (literary text), "The Reformation" (informational text), and "Native Americans" (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](http://www.corestandards.org/resources)). All selections fall within the Common Core 4th–6th 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-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 Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

### Item Annotations and Correct Answers

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

| Item                        | Correct Answer(s)                                                                                                                                                                                                                                                 | Standards                             |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>1 Literal</b>            | C                                                                                                                                                                                                                                                                 | RL.6.1                                |
| <b>2 Part A Literal</b>     | He gives Bottom the head of a donkey; he turns himself invisible as he chases and pinches the workmen.                                                                                                                                                            | RL.6.1, W.6.1                         |
| <b>2 Part B Evaluative</b>  | D                                                                                                                                                                                                                                                                 | RL.6.1, RL.6.2, RL.6.5, W.6.1         |
| <b>3 Part A Inferential</b> | C                                                                                                                                                                                                                                                                 | RL.6.4, RL.6.5, L.6.5                 |
| <b>3 Part B Evaluative</b>  | Bottom does not know that Puck has changed his head to the shape of a donkey's head. The phrase "make an ass of me" is humorous because his head has actually been turned into a donkey's head and he acts like a fool—both are meanings of the word <i>ass</i> . | RL.6.4, RL.6.5, L.6.5, W.6.4, W.6.9.a |

| Item                                  | Correct Answer(s)                                                                                                                                                                                                                                                                                                                                                   |         |                                      | Standards                           |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------|-------------------------------------|
| <b>4</b><br><i>Evaluative</i>         | The first creature Titania sees upon waking is Bottom. She appears to fall in love with him, despite the fact that he has the head of a donkey.                                                                                                                                                                                                                     |         |                                      | RL.6.3, RL.6.5, W.6.4, W.6.9.a      |
| <b>5 Part A</b><br><i>Inferential</i> | A                                                                                                                                                                                                                                                                                                                                                                   |         |                                      | RL.6.2                              |
| <b>5 Part B</b><br><i>Evaluative</i>  | Answers will vary but should summarize in students' own words the events that support the theme. Sample answer: In the beginning of the passage, Puck tricks Bottom by turning his head into a donkey's head, while Bottom doesn't realize it has happened. Titania is tricked when Oberon sprinkles a love potion into her eyes and she falls in love with Bottom. |         |                                      | RL.6.2, W.6.4, W.6.9.a              |
| <b>6 Part A</b><br><i>Inferential</i> | C                                                                                                                                                                                                                                                                                                                                                                   |         |                                      | RI.6.4, L.6.4                       |
| <b>6 Part B</b><br><i>Inferential</i> | The author is portraying Luther as thoughtful and questioning. Since he thinks carefully about his own beliefs, it makes sense that he later thinks about and questions the Church's beliefs and practices.                                                                                                                                                         |         |                                      | RI.6.5, W.6.4, W.6.9.b              |
| <b>7 Part A</b><br><i>Literal</i>     | B                                                                                                                                                                                                                                                                                                                                                                   |         |                                      | RI.6.6                              |
| <b>7 Part B</b><br><i>Evaluative</i>  | The author presents facts about Martin Luther's life and role in the Reformation without presenting opinions or trying to persuade.                                                                                                                                                                                                                                 |         |                                      | RI.6.1, RI.6.6, W.6.4, W.6.9.b      |
| <b>8</b><br><i>Inferential</i>        | Answers will vary but should explain that an indulgence is something the Church grants to guarantee a good afterlife.                                                                                                                                                                                                                                               |         |                                      | RI.6.4, W.6.4                       |
| <b>9</b><br><i>Evaluative</i>         | Answers will vary, but students should understand that the Church had considerable power over people's lives during the time of Martin Luther. As the text states, most Christians of the time accepted the Church's teachings unquestionably—in part because they believed their afterlife depended on it.                                                         |         |                                      | RI.6.2, RI.6.3, W.6.4, W.6.9, L.6.1 |
| <b>10</b><br><i>Literal</i>           | "Columbus's voyage triggered what some call an Age of Discovery."                                                                                                                                                                                                                                                                                                   |         |                                      | RI.6.1                              |
| <b>11</b><br><i>Literal</i>           | At first, Europeans thought they had landed in the West Indies because they thought North America was part of Asia. Thinking they had landed in the Indies, they called the indigenous people "Indians."                                                                                                                                                            |         |                                      | RL.6.1, W.6.4, W.6.9.b              |
| <b>12</b><br><i>Evaluative</i>        | The author provides evidence that Inca and Aztec empires fell quickly to Spanish conquerors, many being wiped out between 1492 and the end of the 1500s.                                                                                                                                                                                                            |         |                                      | RI.6.8, W.6.4, W.6.9.b              |
| <b>13</b><br><i>Literal</i>           | A                                                                                                                                                                                                                                                                                                                                                                   |         |                                      | RI.6.5                              |
| <b>14</b><br><i>Literal</i>           | Aztec or Mayan                                                                                                                                                                                                                                                                                                                                                      | Spanish | quickly conquered or died or disease | RI.6.3                              |
|                                       | Powhatan or Wampanoag                                                                                                                                                                                                                                                                                                                                               | English | sometimes cooperated with settlers   |                                     |

| Item                                   | Correct Answer(s)                                                                                                                                                                                                                                                                                                                                                                                                                                      | Standards              |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>15 Part A</b><br><i>Inferential</i> | D                                                                                                                                                                                                                                                                                                                                                                                                                                                      | RI.6.2                 |
| <b>15 Part B</b><br><i>Evaluative</i>  | Sample answer: The author states that changes occurred for Native Americans as a result of contact with Europeans beginning in 1492. The author then details how Aztec and Mayan populations fell quickly to Spanish soldiers and disease. The author explains that change happened more slowly for populations in North America, which was settled by Europeans who sometimes cooperated with indigenous people, though this was not always the case. | RI.6.2, W.6.4, W.6.9.b |

### Reading Comprehension Assessment Analysis

Students who answered 10 or fewer questions correctly out of 15 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 need to be regrouped to an earlier point of instruction in the CKLA grade level materials.

Students who answered 11–13 questions correctly out of 15 total questions appear to have adequate preparation for Grade 6. As time permits, administer the Word Reading in Isolation Assessment and Fluency Assessment to these students. 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.

Students who answered 14–15 questions correctly out of 15 total questions appear to have outstanding preparation for Grade 6. You do not need to administer the Word Reading in Isolation Assessment or Fluency Assessment to these students.

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

| Reading Comprehension Assessment Analysis |                                                                                                                                                                                   |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of Questions Answered Correctly    | Interpretation                                                                                                                                                                    |
| 10 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.                                |
| 11–13                                     | 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. |
| 14–15                                     | Student appears to have outstanding preparation for Grade 6; do not administer Word Reading in Isolation Assessment or Fluency Assessment.                                        |

## Beginning-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: from the Core Knowledge Core Classic adaptation of *A Midsummer Night's Dream*, by William Shakespeare

- 1 The moonlight shone on the hidden bower where Titania, the fairy queen, lay asleep. Into this part of the wood walked Peter Quince and his fellow workmen, eager to rehearse their play.
- 2 “Here’s a marvelous convenient place for our rehearsal!” cried Quince. As the workmen walked around, each muttering his lines, and some making grand gestures with their hands and arms—especially Bottom—a grinning fairy looked down upon them.
- 3 “What hempen homespuns have we swaggering here?” said Puck. At this moment, Bottom strutted by, and Puck could not resist a little magical mischief. With a wink, he gave Bottom the head of a donkey!
- 4 When Bottom turned back to his fellow workmen, they screamed in horror and ran. Puck laughed and, invisible, he zipped after them, pinching their arms and legs.
- 5 “Why do you run away?” cried Bottom, who was unaware that his head had been transformed. “I see what you are up to,” said Bottom. “You mean to make an ass of me, to frighten me! Well, I am not afraid! I will walk up and down here and sing.”
- 6 Bottom sang so loudly that he woke the fairy queen. Titania emerged from her bower and saw the donkey-headed man. The juice of the little purple flower did its magic. She cried out, “What angel wakes me from my flowery bed?” Then she wrapped her arms around Bottom and whispered into his large donkey ear, “I love you. Go with me, and I will give you fairies to attend upon you.”
- 7 With fairies flitting about him, Bottom followed the queen to her bower.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Questions 1–5 pertain to Passage 1: A Midsummer Night’s Dream, by William Shakespeare.*

1. Why do Peter Quince and the workmen enter the woods?

- A. to sing some songs
- B. to awaken Titania
- ☒ C. to practice a play
- D. to play a trick on Puck

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

2. **Part A:** What does Puck do to demonstrate that he has magical powers?

He gives Bottom the head of a donkey. He turns himself invisible as he chases and pinches the workmen.

**Part B:** What do these actions reveal about Puck’s point of view in the play?

- A. He wants to be helpful.
- B. He resents the workmen.
- C. He wants to be in the play.
- ☒ D. He likes to cause mischief.

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

3. **Part A:** A *pun* is a play on words—the humorous use of a word to suggest two or more of its meanings. Which line from the text contains a pun?

- A. *The moonlight shone on the hidden bower where Titania, the fairy queen, lay asleep.*
- B. *Puck could not resist a little magical mischief. With a wink, he gave Bottom the head of a donkey!*
- ☒ C. *“I see what you are up to,” said Bottom. “You mean to make an ass of me, to frighten me!”*
- D. *She cried out, “What angel wakes me from my flowery bed?”*

**Part B:** How does this pun create humor in the text?

Bottom does not know that Puck has changed his head to the shape of a donkey's

---

head. The phrase "make an ass of me" is humorous because his head has actually

---

been turned into a donkey's head and he acts like a fool—both are meanings of the

---

word *ass*.

---

4. In an earlier scene, Titania's husband, Oberon, sprinkles magic juice into her eyes that will make her to fall in love with the first being she sees when she wakes. Explain what events happen as a result of this action.

The first creature Titania sees upon waking is Bottom. She appears to fall in love

---

with him, despite the fact that he has the head of a donkey.

---

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

5. **Part A:** A theme is an idea or topic that recurs throughout a text. What is a theme in the passage?

- ☒ A. trickery  
B. honesty  
C. friendship  
D. disagreement

**Part B:** In your own words, summarize the events that support the theme.

Answers will vary but should summarize in students' own words the events that

---

support the theme.

---

## Passage 2: *The Reformation*

- 1 Martin Luther sparked the Reformation, a movement that brought about great religious and political changes. As a young boy growing up in Germany, he could not have known that he would be responsible for such change.
- 2 Martin Luther was born into a relatively wealthy German family. His father prospered in the copper mining business. His family had enough money to send him to good schools and eventually to the University of Erfurt, one of the best universities in Germany. Luther was an excellent student and earned two degrees. In 1505 CE, at age 21, he decided to pursue a third degree, in law. But six weeks later he had a sudden change of heart.
- 3 What happened? As Luther later told the story, he was walking home one night when a terrible storm came. Thunder boomed and lightning blazed across the sky. Suddenly a bolt of lightning struck dangerously close, knocking Luther to the ground. As the storm raged around him, the terrified Luther vowed that if he survived, he would give his life to God and become a monk.
- 4 Luther did survive. True to his promise, but much to his father's dismay, he stopped studying law and entered the Augustinian monastery in Erfurt.
- 5 Like most Christians of his time, Luther initially accepted what the Church taught—the only way into heaven was to do good works, aid the poor, confess his sins, and follow its teachings. But during the years Luther spent in the monastery at Erfurt, he had a lot of time to read the Bible. He pondered biblical passages—as well as his own beliefs. Like most people of this age, Luther wanted to ensure for himself a place in heaven. He began to question, however, the Church's teachings with regard to what people had to do to make that happen. He also questioned the role of priests in people's lives. His views were a direct challenge to the Church in Rome.
- 6 After several years, Luther was transferred from Erfurt to a monastery at Wittenberg. There Luther attended the University of Wittenberg. He earned an advanced degree in biblical theology and became a teacher at the university.

- 7 Luther was a gifted teacher and a powerful speaker. As he continued teaching, he struggled to come to a clearer understanding of his own beliefs and how they differed from Church teachings. He was angered by practices within the Church that he thought were corrupt. In 1517 CE, an event took place that changed Luther's life and ultimately European history.
- 8 At that time, the Church raised money by issuing indulgences. People believed that indulgences could speed up their journey to heaven and shorten the amount of time they spent in purgatory, a place people believed their souls went before reaching heaven.
- 9 The practice of issuing indulgences in exchange for money became intolerable for Luther when he heard about a Dominican friar named John Tetzel. Tetzel not only issued indulgences, he proclaimed that as soon as a coin was received by the Church, a soul was released from purgatory. It was essentially saying you could buy the way of a soul into heaven.
- 10 Outraged, Luther decided to act. He composed a list of 95 objections to the practice of issuing indulgences and sent it in a letter to his superiors. In addition, on October 31, 1517 CE, Luther nailed a copy of this list, later called his Ninety-Five Theses, to the door of the church at the University of Wittenberg. This action was an open invitation to discuss and debate his point of view.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Questions 6–9 pertain to Passage 2: “The Reformation.”

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

6. **Part A:** Read the sentences from paragraph 5. Based on what you know about Martin Luther’s years in the monastery at Erfurt, what does the word *pondered* mean?

But during the years Luther spent in the monastery at Erfurt, he had a lot of time to read the Bible. He pondered biblical passages—as well as his own beliefs.

- A. spoke the truth about something
- B. ignored the consequences of something
- ☒ C. thought deeply about something
- D. mocked or made fun of something

**Part B:** How does this detail help explain why Martin Luther later challenged some of the Church’s practices?

The author is portraying Luther as thoughtful and questioning. Since he thinks carefully about his own beliefs, it makes sense that he later thinks about and questions the Church’s beliefs and practices.

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

7. **Part A:** What is the author’s purpose in this text?
- A. to present an opinion about Martin Luther’s ideas about the Church
  - ☒ B. to inform the reader about Martin Luther’s role in the Reformation
  - C. to entertain the reader with stories about Martin Luther’s life
  - D. to persuade the reader to agree with Martin Luther’s ideas

**Part B:** What clues in the text indicate this purpose?

The author presents facts about Martin Luther’s life and role in the Reformation without presenting opinions or trying to persuade.

8. Using your own words, explain what the word *indulgence* means in the text.

An indulgence is something the Church grants to guarantee a good afterlife.

9. Why might some people have been afraid to support Martin Luther’s ideas? What can you infer about the power of the Catholic Church in Europe during Martin Luther’s lifetime? Use evidence from the text to support your answer.

Answers will vary but students should understand that the Church had considerable power over people’s lives during the time of Martin Luther. As the text states, most Christians of the time accepted the Church’s teachings unquestionably—in part because they believed their afterlife depended on it.

### Passage 3: *Native Americans*

- 1 The year 1492 CE is a notable date in history—especially American history. Christopher Columbus sailed from Spain in that year to look for a passage to Asia, because that is what he thought he would find across the Atlantic Ocean. Instead, he bumped into a new continent. Columbus’s voyage triggered what some call an Age of Discovery. He was just one of many, many explorers from Spain, England, France, and other European countries to travel across the Atlantic.
- 2 At first, the Europeans did not know what to call this land. Some called it the West Indies, because they thought it was part of Asia. Later, they named it the Americas, after an Italian explorer named Amerigo Vespucci, who figured out it really was a new continent—or, more precisely, two new continents: North and South America. Many Europeans simply referred to it as the New World because it was not on any of their maps and everything seemed strange and new to them. For Europeans, this New World promised not only new lands but also incredible riches: gold, silver, sugar, tobacco, lumber, animal furs, and a host of other resources. European nations sent armies to fight over these riches, and they sent settlers to harvest them.
- 3 As you probably know, Columbus was not the first person to find the Americas. European explorers and settlers encountered people everywhere they went. These were the original, or “native,” people of the Americas because they had lived on this land before anyone else. Some Europeans called them Indians, although they were not really in the Indies at all. The name stuck, and that is why you hear the term *American Indian* today.
- 4 Beginning in 1492 CE, many things began to change for the indigenous peoples of North and South America. For some, the change came quickly. This was especially true in places such as Mexico and Peru, where the Aztec and Inca empires ruled. Their civilizations fell quickly to Spanish conquerors. The Spanish brought their powerful guns, steel swords, and horses. They (and all other Europeans) also brought diseases against which the native peoples had no natural defenses. By the end of the 1500s, Spanish soldiers and diseases wiped out many groups of people from Mexico through South America.

- 5 Change was more gradual for Native Americans in the part of North America that later became the United States. Although the early Spanish explorers built several settlements north of Mexico, they did not conquer all of this land. However, the Spanish were not the only Europeans interested in the Americas. The English, French, Portuguese, and Dutch also crossed the ocean in search of riches. They, too, sent explorers, and soon they built settlements and colonies of their own.
- 6 The English settled at Jamestown, Virginia, where they built a fort in 1607 CE. There, Captain John Smith met Pocahontas and her tribe, the Powhatan. A few years later, in 1620 CE, the Pilgrims landed at Plymouth Rock. They interacted with the Wampanoag people, including a man named Tisquantum, also known as Squanto, who helped them learn to survive. The Pilgrims were grateful to Squanto for his help. According to some historical records, the Pilgrims and Native Americans came together for a meal to share the bounty of their harvest. Today we remember and celebrate this meal as Thanksgiving.
- 7 As with the story of Columbus, the story of Thanksgiving is only a fragment of a much larger story about Native Americans and the impact Europeans had on their world. Unfortunately, the themes of the Thanksgiving story—such as cooperation, friendship, and gratitude—are not common in the history of relations between Native Americans and Europeans.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Questions 10–15 pertain to Passage 3: “Native Americans.”*

10. Write a sentence from paragraph 1 that describes one effect of Christopher Columbus’s arrival in the Americas.

“Columbus’s voyage triggered what some call an Age of Discovery.”

---

11. Why did Europeans began to call the original people of the Americas “Indians”? Use details from the text to support your answer.

At first, Europeans thought they had landed in the West Indies because they

---

thought North America was part of Asia. Thinking they had landed in the Indies,

---

they called the indigenous people “Indians.”

---

12. In paragraph 4, the author states that “change came quickly” for some indigenous people in North and South America after Europeans arrived. Explain what evidence, if any, the author provides in the paragraph to back up this claim.

The author provides evidence that Inca and Aztec empires fell quickly to Spanish

---

conquerors, many being wiped out between 1492 and the end of the 1500s.

---

13. Read the following passage from paragraph 6.

The English settled at Jamestown, Virginia, where they built a fort in 1607 CE. There, Captain John Smith met Pocahontas and her tribe, the Powhatan. A few years later, in 1620 CE, the Pilgrims landed at Plymouth Rock.

What text structure is used in the passage?

- ☒ A. sequence of events
  - ☐ B. compare and contrast
  - ☐ C. problem and solution
  - ☐ D. main idea and details
14. The text presents the idea that some Native American groups fared better than others when they interacted with Europeans for the first time. Complete the chart for two different contrasting groups.

| Name of Native American group | European nation they encountered | What happened to them as a result    |
|-------------------------------|----------------------------------|--------------------------------------|
| Aztec or Mayan                | Spanish                          | quickly conquered or died of disease |
| Powhatan or Wampanoag         | English                          | sometimes cooperated with settlers   |

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

15. **Part A:** What is the central idea of the text?
- ☐ A. Christopher Columbus's arrival in the Americas sparked the Age of Discovery.
  - ☐ B. Spanish soldiers and diseases wiped out many Native American populations.
  - ☐ C. Some Native Americans and Europeans in North America were able to cooperate.
  - ☒ D. The arrival of Europeans brought many changes to Native American populations.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Part B:** In your own words, summarize the important details in the text that support the central idea.

The author states that changes occurred for Native Americans as a result of contact with Europeans beginning in 1492. The author then details how Aztec and Mayan populations fell quickly to Spanish soldiers and disease. The author explains that change happened more slowly for populations in North America, which was settled by Europeans who sometimes cooperated with indigenous people, though this was not always the case.

*Beginning-of-Year Reading Comprehension total \_\_\_\_\_ of 15 points.*

*To receive a point for a two-part question (i.e., 2, 3, 5, 6, 7, 14, and 15), students must correctly answer both parts of the question.*



NAME: \_\_\_\_\_

**A.2**

ASSESSMENT

DATE: \_\_\_\_\_

## Grade 6 Beginning-of-Year Assessment—Summary

### Reading Comprehension Assessment

| Score Required to Meet Benchmark of 80% | Student Score |
|-----------------------------------------|---------------|
| 12/15                                   | _____/15      |

### Word Reading in Isolation Assessment (if administered)

List the missed letter-sound correspondences and syllabication errors in the spaces below:

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

### Other Notes:

|       |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

Fluency Assessment Scoring Sheet

Words Read in One Minute

Uncorrected Mistakes in One Minute

W.C.P.M.

| Percentile                                   | Fall W.C.P.M. |
|----------------------------------------------|---------------|
| 90                                           | 166           |
| 75                                           | 139           |
| 50                                           | 110           |
| 25                                           | 85            |
| 10                                           | 61            |
| Comprehension Questions Total Correct ____/4 |               |

Recommended Placement (check one)

- ☐ CKLA Grade 6
- ☐ An earlier point of instruction in the CKLA grade-level materials

## BEGINNING-OF-YEAR ASSESSMENT

# Assessment Day 2

### LESSON AT A GLANCE

### TIME

### MATERIALS

#### Beginning-of-Year-Assessment

Grammar Assessment

45 min

Activity Page A.5

#### Beginning-of-Year-Assessment

Word Reading in Isolation Assessment;  
Fluency Assessment

Ongoing

Activity Pages A.2, A.3, A.4; stopwatch

### ADVANCE PREPARATION

#### *Beginning-of-Year (BOY) Assessment*

- Please plan to have supplemental reading material available for students to select from and read independently as they finish the BOY Assessment.

## BEGINNING 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 lesson, 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 Assessment

**45 minutes**

Have students work independently to complete the Grammar Assessment on Activity Page A.5. Enter all student scores into the Grammar Assessment Scoring Sheet.

## Grammar Assessment Scoring Sheet

| Skill | Question | Student                               |
|-------|----------|---------------------------------------|
|       | 1        | Subject-Predicate                     |
|       | 2        | Subject-Predicate                     |
|       | 3        | Compare/Contrast Words & Phrases      |
|       | 4        | Compare/Contrast Words & Phrases      |
|       | 5        | Compare/Contrast Words & Phrases      |
|       | 6        | Action and Linking Verbs              |
|       | 7        | Action and Linking Verbs              |
|       | 8        | Action and Linking Verbs              |
|       | 9        | Action and Linking Verbs              |
|       | 10       | Subject-Verb Agreement: Present Tense |
|       | 11       | Subject-Verb Agreement: Present Tense |
|       | 12       | Subject-Verb Agreement: Present Tense |
|       | 13       | Subject-Verb Agreement: Present Tense |
|       | 14       | Subject-Verb Agreement: Present Tense |
|       | 15       | Subject-Verb Agreement: Present Tense |
|       | 16       | Subject-Verb Agreement: Present Tense |
|       | 17       | Commas-Items in a Series              |
|       | 18       | Commas-Items in a Series              |
|       | 19       | Subject-Verb Agreement: Past Tense    |
|       | 20       | Subject-Verb Agreement: Past Tense    |
|       | 21       | Subject-Verb Agreement: Past Tense    |
|       | 22       | Subject-Verb Agreement: Past Tense    |
|       | 23       | Subject-Verb Agreement: Past Tense    |
|       | 24       | Subject-Verb Agreement: Past Tense    |
|       | 25       | Subject-Verb Agreement: Past Tense    |



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

## Word Reading in Isolation Assessment

Ongoing

- Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 10 or fewer on the Reading Comprehension Assessment and to students who scored between 11–13, as time permits, to gain further insight as to possible weaknesses.
- This section of the BOY 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 this lesson. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student they will read words aloud to you and that it is important to do their 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.3). 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 their preparation is for Grade 6. A Word Reading in Isolation Analysis sheet and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who score 30 or fewer words out of 45 correctly appear to have minimal preparation for Grade 6.
- Students who score 31–35 out of 45 words correctly appear to have adequate preparation for Grade 6.
- Students who score 36–45 out of 45 words correctly appear to have 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/   |         | 168/210 |
| /j/                                            | /k/  | /l/  | /m/  | /n/   |         |         |
| /p/                                            | /r/  | /s/  | /t/  | /v/   |         |         |
| /w/                                            | /x/  | /y/  | /z/  | /ch/  |         |         |
| /sh/                                           | /th/ | /th/ | /ng/ | /qu/  |         |         |
| Vowels                                         |      |      |      |       |         | 106/134 |
| /a/                                            | /e/  | /i/  | /o/  | /u/   |         | 37/47   |
| /ae/                                           | /ee/ | /ie/ | /oe/ | /ue/  |         | 25/31   |
| /ə/                                            | /oo/ | /oo/ | /aw/ | /ou/  |         | 22/28   |
| /oi/                                           | /ar/ | /er/ | /or/ | /aer/ | /ə/+/l/ | 22/28   |
| 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 is needed.

Refer to the table of contents in the Decoding and Encoding Remediation Supplement, which is a free online guide that can be downloaded from the Core Knowledge Foundation website, [www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/](http://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/). to locate information about specific phonemes and syllabication for remediation purposes.

**Phonemes—consonants (item numbers in parentheses)**

|                                                                                                          |                                                                                                       |                                                                                      |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)</b>                                                | <b>/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)</b>                                     | <b>/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)</b>                                             |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| <b>/g/ (4e, 6d, 13a)</b>                                                                                 | <b>/h/ (9b)</b>                                                                                       | <b>/j/ (1c, 12c, 12d)</b>                                                            |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| <b>/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)</b>               | <b>/l/ (1b, 1d, 1e, 2d, 2e, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)</b>                             | <b>/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)</b>                                      |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| <b>/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)</b>                          | <b>/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)</b>                                               | <b>/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c)</b> |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| <b>/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)</b> | <b>/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)</b> | <b>/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)</b>                                             |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| <b>/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)</b>                                                               | <b>/x/ (1c, 7b)</b>                                                                                   | <b>/y/ (7a, 13d)</b>                                                                 |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| <b>/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)</b>                                                                | <b>/ch/ (6b, 10e, 11a)</b>                                                                            | <b>/sh/ (2b, 12b)</b>                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |
| _____                                                                                                    | _____                                                                                                 | _____                                                                                |

**Phonemes—consonants (item numbers in parentheses)**

| <b>/th/ (1e, 9e, 13d)</b> | <b>/th/ (7c)</b> | <b>/ng/ (7a, 9d, 11d, 11e)</b> |
|---------------------------|------------------|--------------------------------|
| _____                     | _____            | _____                          |
| _____                     | _____            | _____                          |
| _____                     | _____            | _____                          |
| <b>/qu/ (6e)</b>          |                  |                                |
| _____                     |                  |                                |
| _____                     |                  |                                |
| _____                     |                  |                                |

**Phonemes—vowels (item numbers in parentheses)**

| <b>/a/ (1b, 8b, 9a, 12a, 12b)</b>                 | <b>/e/ (1a, 5d, 7b, 9e, 10d)</b>                    | <b>/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)</b> |
|---------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------|
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| <b>/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)</b>      | <b>/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)</b> | <b>/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)</b>                                                           |
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| <b>/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)</b> | <b>/ie/ (2d, 6e, 7b, 7d, 12e)</b>                   | <b>/oe/ (2a, 5e, 7c, 8e, 13e)</b>                                                                    |
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| <b>/ue/ (3a, 8c, 9b, 12a)</b>                     | <b>/ə/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)</b>   | <b>/oo/ (2c, 3e, 7e, 8b, 8e, 13d)</b>                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| <b>/oo/ (9c, 10e)</b>                             | <b>/aw/ (1b, 8a, 8d)</b>                            | <b>/ou/ (2e, 10a)</b>                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |
| _____                                             | _____                                               | _____                                                                                                |

|                               |                            |                                                                |
|-------------------------------|----------------------------|----------------------------------------------------------------|
| <b>/oi/ (10b, 10c)</b>        | <b>/ar/ (4a, 12c, 13b)</b> | <b>/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)</b> |
| _____                         | _____                      | _____                                                          |
| _____                         | _____                      | _____                                                          |
| _____                         | _____                      | _____                                                          |
| <b>/or/ (3d, 4d, 9d, 10d)</b> | <b>/aer/ (4e, 5b)</b>      | <b>/ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 13e)</b>      |
| _____                         | _____                      | _____                                                          |
| _____                         | _____                      | _____                                                          |
| _____                         | _____                      | _____                                                          |

| <b>Syllabication (words with 2 or more syllables; item numbers in parentheses)</b>                                                                                                                     |                                                                                                |                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>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)</b> | <b>open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)</b> | <b>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)</b> |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |
| <b>r-controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)</b>                                                                                     | <b>ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)</b>                                   | <b>-le Syllable (3b, 11d, 13a, 13e)</b>                                                                                                        |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |
|                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                |

## Beginning-of-Year (BoY) assessment

| 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  |

- Begin to administer the Fluency Assessment individually to all students.
- This section of the BOY Assessment assesses students' fluency in reading, using the selection "The Hare with Many Friends" (literary text) located in the Teacher Resources section of the Teacher Guide.

## Administration Instructions

- Turn to the student copy of "The Hare with Many Friends" in this lesson. Students will read from this copy.
- Using the Recording Copy of "The Hare with Many Friends" (from students' Activity Page A.4) 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 their 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:

|                               |                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Words read correctly</b>   | No mark is required.                                                                                                  |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                              |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an "X" above the word.                                                                                          |
| <b>Substitutions</b>          | Write the substitution above the word.                                                                                |
| <b>Self-corrected errors</b>  | Replace original error mark with an "SC."                                                                             |
| <b>Teacher-supplied words</b> | 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.
- Assess the student's comprehension of the selection by asking them to respond orally to the following questions:



1. Literal Why did the hare become frightened?

» The hare became frightened because she heard some hounds approaching.

2. Inferential Why did the hare think the horse and the other beasts would help her?

» The hare thought the horse and the other beasts would help her because they were her friends.

3. Literal Why didn't the goat help the hare?

» The goat was afraid his back would hurt if he took the hare upon it.

4. Inferential What would be a good moral for this story?

» Answers will vary. Possible responses include "It is best to rely on oneself" or "The one who has many friends has no friends."

- 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 BOY Assessment Summary (Activity Page A.2).

To calculate a student's W.C.P.M. (Words Correct per Minute) 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 Grade 6 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 for Grade 6 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 fall of Grade 6 and a student scored 120 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

*Oral Reading Fluency Norms for Grade 6*

| Percentile | Fall W.C.P.M. | Winter W.C.P.M. | Spring W.C.P.M. |
|------------|---------------|-----------------|-----------------|
| 90         | 177           | 195             | 204             |
| 75         | 153           | 167             | 177             |
| 50         | 127           | 140             | 150             |
| 25         | 98            | 111             | 122             |
| 10         | 68            | 82              | 93              |

## The Hare with Many Friends

A hare was very popular with the other beasts, who all claimed to be her friends. But one day she heard the hounds approaching and hoped to escape them by the assistance of her many friends. So she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do. “I am confident,” he whinnied, “that your other friends will come to your aid.”

The hare then applied to the bull, and hoped that he would drive away the hounds with his horns. The bull snorted, “I am very sorry, but I have an appointment with a lady; but I feel sure that your friend the goat will do what you want.”

The goat, however, feared that his back would hurt if he took her upon it. The ram, he was certain, was the proper friend to apply to.

So the hare went to the ram and asked him for help. The ram grunted, “Another time, my dear friend. I don’t like to interfere, as hounds have been known to eat sheep as well as hares.”

As a last resort, the hare then applied to the calf, who regretted that he was unable to help her, as he did not like to take the responsibility upon himself, as so many other animals had declined the task.

By this time the hounds were quite near, and the hare took to her heels and luckily escaped.



NAME: \_\_\_\_\_

**A.3**

ASSESSMENT

DATE: \_\_\_\_\_

**Word Reading in Isolation Assessment Scoring Sheet**

|          | <b>a</b>                                                           | <b>b</b>                                                  | <b>c</b>                                               | <b>d</b>                                                    | <b>e</b>                                                 |
|----------|--------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------|
| <b>1</b> | steady<br>/sted*ee/<br>closed * open                               | asphalt<br>/as*fawlt/<br>closed *digraph                  | oxygen<br>/ox*ij*ən/<br>closed * closed *<br>closed    | dovetail<br>/duv*tael/<br>digraph *digraph                  | birthplace<br>/berth*plaes/<br>r-controlled *<br>digraph |
| <b>2</b> | bravo<br>/brov*oe/<br>closed * open                                | washtub<br>/wosh*tub/<br>closed * closed                  | consume<br>/kun*soom/<br>closed * digraph              | delight<br>/də*liet/<br>ə * digraph                         | council<br>/koun*səl/<br>digraph * ə                     |
| <b>3</b> | accuse<br>/ə*kuez/<br>ə * digraph                                  | riddle<br>/rid*əl/<br>closed * -le                        | trolley<br>/trol*ee/<br>closed * open                  | scoreboard<br>/skor*bord/<br>r-controlled *<br>r-controlled | cruise<br>/krooz/                                        |
| <b>4</b> | marvelous<br>/mar*vəl*us/<br>r-cont. * ə * digraph                 | betrayal<br>/bə*trae*əl/<br>ə * digraph * ə               | freighter<br>/fraet*er/<br>digraph *<br>r-controlled   | floored<br>/flord/                                          | guarantee<br>/gaer*ən*tee/<br>r-cont. * closed *<br>open |
| <b>5</b> | blizzard<br>/bliz*erd/<br>closed * r-controlled                    | prairie<br>/praer*ee/<br>r-controlled * open              | concrete<br>/kon*kreet/<br>closed * digraph            | crescent<br>/kres*ent/<br>closed * closed                   | bowful<br>/boel*fəl/<br>digraph * ə                      |
| <b>6</b> | breakwater<br>/braek*wot*er/<br>digraph * closed *<br>r-controlled | peachy<br>/peech*ee/<br>digraph * open                    | spiffier<br>/spif*ee*er/<br>closed * open *<br>r-cont. | gherkin<br>/ger*kin/<br>r-controlled * closed               | qualify<br>/quol*if*ie/<br>closed * closed *<br>open     |
| <b>7</b> | yearning<br>/yern*ing/<br>r-controlled * closed                    | exercise<br>/ex*er*siez/<br>closed * r-cont. *<br>digraph | loathe<br>/loeth/                                      | ivory<br>/ie*vree/<br>open * open                           | disprove<br>/dis*proof/<br>closed * digraph              |

### Word Reading in Isolation Assessment Scoring Sheet

|    | a                                                         | b                                                 | c                                                              | d                                               | e                                                                        |
|----|-----------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------|
| 8  | audit<br>/aw*dit/<br>digraph *closed                      | baboon<br>/bab* <u>oo</u> n/<br>closed * digraph  | continue<br>/kun* <u>tin</u> *ue/<br>closed * closed *<br>open | taught<br>/tawt/                                | overdue<br>/oe* <u>ver</u> * <u>do</u> o/<br>open * r-cont. *<br>digraph |
| 9  | chasm<br>/kaz*əm/<br>closed * closed                      | human<br>/hue*mən/<br>open * closed               | pulled<br>/poold/                                              | warning<br>/worn*ing/<br>r-controlled * closed  | worthless<br>/werth*les/<br>r-controlled * closed                        |
| 10 | scowl<br>/skoul/                                          | avoidance<br>/ə*void*əns/<br>ə * digraph * closed | paperboy<br>/pae*per*boi/<br>open * r-cont. *<br>digraph       | courses<br>/kors*ez/<br>r-controlled * closed   | woodchuck<br>/wood*chuk/<br>digraph * closed                             |
| 11 | switch<br>/swich/                                         | crumb<br>/krum/                                   | whopper<br>/wop*er/<br>closed * r-controlled                   | sprinkle<br>/spring*kəl/<br>closed * -le        | knitting<br>/nit*ing/<br>closed *closed                                  |
| 12 | calculate<br>/kal*kue*laet/<br>closed * open *<br>digraph | mustache<br>/mus*tash/<br>closed * closed         | partridge<br>/par*trij/<br>r-controlled * closed               | singe<br>/sinj/                                 | assign<br>/ə*sien/<br>ə *digraph                                         |
| 13 | wriggle<br>/rig*əl/<br>closed * -le                       | bizarre<br>/biz*ar/<br>closed *r-controlled       | recommit<br>/ree*kum*it/<br>open * closed *<br>closed          | youthful<br>/y <u>oo</u> th*fəl/<br>digraph * ə | mistletoe<br>/mis*əl*toe/<br>closed * -le * open                         |

NAME: \_\_\_\_\_

**A.4**

ASSESSMENT

DATE: \_\_\_\_\_

## Beginning-of-Year Fluency Assessment

### Recording Copy

#### The Hare with Many Friends

|                                                                                       |     |
|---------------------------------------------------------------------------------------|-----|
| A hare was very popular with the other beasts, who all claimed to be her friends.     | 16  |
| But one day she heard the hounds approaching and hoped to escape them by the          | 31  |
| assistance of her many friends. So she went to the horse, and asked him to carry      | 47  |
| her away from the hounds on his back. But he declined, stating that he had            | 62  |
| important work to do. "I am confident," he whinnied, "that your other friends         | 75  |
| will come to your aid."                                                               | 80  |
| <br>                                                                                  |     |
| The hare then applied to the bull, and hoped that he would drive away the hounds      | 96  |
| with his horns. The bull snorted, "I am very sorry, but I have an appointment with    | 112 |
| a lady; but I feel sure that your friend the goat will do what you want."             | 128 |
| <br>                                                                                  |     |
| The goat, however, feared that his back would hurt if he took her upon it. The ram,   | 145 |
| he was certain, was the proper friend to apply to.                                    | 155 |
| <br>                                                                                  |     |
| So the hare went to the ram and asked him for help. The ram grunted, "Another time,   | 172 |
| my dear friend. I don't like to interfere, as hounds have been known to eat sheep as  | 189 |
| well as hares."                                                                       | 192 |
| <br>                                                                                  |     |
| As a last resort, the hare then applied to the calf, who regretted that he was unable | 209 |
| to help her, as he did not like to take the responsibility upon himself, as so many   | 226 |
| other animals had declined the task.                                                  | 232 |
| <br>                                                                                  |     |
| By this time the hounds were quite near, and the hare took to her heels and luckily   | 249 |
| escaped.                                                                              | 250 |

Word Count: 250





NAME: \_\_\_\_\_

**A.5**

ASSESSMENT

DATE: \_\_\_\_\_

## Beginning-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. Gutenberg | did not truly invent moveable type.
2. Tribes of the Great Basin | built domed houses called wigwams.

*Read each pair of sentences about the beginning of printing in Europe. 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 the 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                      | however                         |
| just as                        | by contrast                     |
| also                           | instead                         |

3. Plentiful, affordable books opened the door to a whole new world of learning and ideas. Some people did not like this turn of events.

Answers will vary. A correct answer combines the sentences using a word or phrase that contrasts.

4. Gutenberg didn't make much money from his new printing process. His invention did change the world.

Answers will vary. A correct answer combines the sentences using a word or phrase that contrasts.

---

5. The Internet revolutionized how people communicated in the second half of the 20th century. Gutenberg's printing press revolutionized communication in the 15th and 16th centuries.

Answers will vary. A correct answer combines the sentences using a word or phrase that compares.

---

*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. Demetrius ran into the clearing.
7. Helena was amazed.
8. Oberon and his sprite hurried away.
9. Helena and Demetrius were by this time awake.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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 water     | to look  | 11. The water looks            |
| the musicians | to sing  | 12. The musicians sing         |
| she           | to hear  | 13. She hears                  |
| they          | to laugh | 14. They laugh                 |
| you           | to be    | 15. You 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.

|                                      |
|--------------------------------------|
| hot day   bright sun   cool lemonade |
|--------------------------------------|

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

---

---

strawberries   bananas   apples

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               |
|------------------|----------|-------------------------------------------|
| Johann Gutenberg | to have  | 19. <a href="#">Johann Gutenberg had</a>  |
| Native Americans | to be    | 20. <a href="#">Native Americans were</a> |
| Helena           | to sleep | 21. <a href="#">Helena slept</a>          |
| I                | to be    | 22. <a href="#">I was</a>                 |
| we               | to have  | 23. <a href="#">We had</a>                |
| he               | to think | 24. <a href="#">He thought</a>            |

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.](#)
- 
-

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*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 | before | in |
|-----|------|--------|----|

place

time

26. Ignatius was born in 1491, the year before Christopher Columbus sailed for the New World.

partner

27. The Pilgrims interacted with the Wampanoag people.

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

28. *either/or*

*Answers will vary but should use the correlative conjunctions correctly.*

---

---

---

29. *both/and*

*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. Wow! This pizza tastes delicious!

Type: strong

31. Well, it looks like we'll be late for dinner.

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 |
|-------------------|-------------------|
| Queen Isabella    | 32. <u>she</u>    |
| the books         | 33. <u>they</u>   |
| Jenna and I       | 34. <u>we</u>     |
| grandma           | 35. <u>she</u>    |
| Johann Gutenberg  | 36. <u>he</u>     |
| my aunt and uncle | 37. <u>they</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 will vary but should demonstrate correct pronoun use.  

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

39. Lysander opened his eyes, which were no longer clouded by the fairy charm.
40. Copernicus and Galileo proposed a new view of the solar system, with the sun and not Earth at its center.
41. Lysander and Demetrius praised Helena's charms and vowed their love for her.
42. Great Granny told her grandchildren to gather around the rocking chair for a story.

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

43. Oh, what a beautiful sunset.
44. Yes, I like chocolate ice cream.
45. Well, I'm not sure that's a good idea.

*Read each set of sentences. If the verb tenses are the same and correct, put a ✓ (check mark) on the line. 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 Oberon soon found Titania and quietly spied on her. He will listen as the fairy queen sighs to donkey-headed Bottom.

Rewrite sentence(s), if needed:

Oberon soon found Titania and quietly spied on her. He listened as the fairy queen  
sighed to donkey-headed Bottom.

47. ✓ Red Cloud was both a warrior and a peacemaker. He believed that the Lakota needed to accept that they were part of the United States.

Rewrite sentence(s), if needed:

No revision needed.

---

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

48. Thunderbird and Killer Whale fought for many days. (In other words/At last)  
At last, Killer Whale knew he could not win, and he swam away.
49. Learning to read and write became something more people wanted to do. (As a result/  
On the other hand) As a result, the demand for books increased.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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

50. Yes, I think the garden is very beautiful.
51. Bethany, will you please clean your room this afternoon?
52. You'll help me make dinner tonight, won't you?

*Circle the correct way to write the following titles.*

53. Chapter "Setting the Stage for Reform" Setting the Stage for Reform
54. Book "A Changing Landscape" A Changing Landscape
55. Work of art Leonardo da Vinci's Mona Lisa

*Beginning-of-Year Grammar Assessment total \_\_\_\_\_ of 55 points.*



## BEGINNING-OF-YEAR ASSESSMENT

# Assessment Day 3

### LESSON AT A GLANCE

### TIME

### MATERIALS

#### Beginning-of-Year-Assessment

Morphology Assessment

45 min

Activity Page A.6

#### Beginning-of-Year-Assessment

Word Reading in Isolation Assessment; Fluency Assessment

Ongoing

Activity Pages A.2, A.3, A.4; stopwatch

### ADVANCE PREPARATION

#### *Beginning-of-Year (BOY) Assessment*

- Please plan to have supplemental reading material available for students to select from and read independently as they finish the BOY Assessment.

## BEGINNING 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 Grade 6. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.
- For the remainder of the class period, allow students time to complete the Reading Comprehension Assessment (Activity Page A.1) they began on Day 1, if needed.
- Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Day 2.

### Morphology Assessment

45 minutes

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

[illegible]

## Interpreting Beginning-of-Year Assessment Scores

You should use the results of three assessments to determine students' preparedness for Grade 6 CKLA instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 6 Beginning-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. 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 story of the Reading Comprehension Assessment but not other stories, 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 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 should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students (or your class) may benefit from certain grammar and morphology skills taught in CKLA prior to Grade 6.



## Beginning-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If something is *illegal*, what does that mean?

A. It is hard to read.  
B. It is against the law.  
C. It is not real.  
D. It does not make sense.

2. If someone is behaving *irresponsibly*, describe how that person is behaving.

The person is not being responsible; the person is being careless; the person is not considering the possible consequences of their behavior.

3. If you travel from an \_\_\_\_\_ airport, you can take a flight to another country.

A. intentional  
B. internal  
C. international  
D. intermediate

4. If the dentist *extracts* a tooth from your mouth, the dentist is \_\_\_\_\_.

A. putting in another tooth  
B. protecting the tooth  
C. cleaning the tooth  
D. pulling out the tooth

5. Which of the following words with the suffix *-ness* means the state of containing nothing?
- A. darkness
  - ☒ B. emptiness
  - C. laziness
  - D. drowsiness

*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. *mem*
  - ☒ B. *vac*
  - C. *serv*
  - D. *tract*

**Part B:** Choose the word with the root that means “to empty,” and write a sentence using the word.

- A. memorize
- ☒ B. vacant
- C. reserve
- D. distract

Answers may vary but should use the word *vacant* correctly.

---

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7. It is \_\_\_\_\_ to accept a favor without saying thank you.
- ☒ A. impolite
  - B. immobile
  - C. polite
  - D. mobile
8. The music was practically \_\_\_\_\_ because the volume was turned so low.
- A. audible
  - B. complete
  - ☒ C. inaudible
  - D. incovmplete
9. If you are *extinguishing* a fire, you are \_\_\_\_\_.
- A. enjoying the fire
  - ☒ B. putting the fire out
  - C. starting the fire
  - D. making the fire bigger

*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 save or protect
- B. to remember or recall
- C. to draw or pull
- D. to empty or release

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

*Answers may vary but should demonstrate the meaning of the word **preserve**.*

---

---

---

11. Which example demonstrates the meaning of the word *enforce*?

- A. explaining a math problem to a classmate
- B. meeting a friend in a store unexpectedly
- C. helping someone become more confident
- ☒ D. making sure people follow the rules or laws

12. If someone is an *artist*, what does that person do?

- A. appreciates art
- B. destroys art
- ☒ C. creates art
- D. enjoys art

13. A person with *credentials* is \_\_\_\_\_.

- A. not wealthy
- B. wealthy
- C. not believable
- ☒ D. believable

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

|            |            |                                               |              |
|------------|------------|-----------------------------------------------|--------------|
| <i>im-</i> | <i>in-</i> | <input checked="" type="radio"/> <i>post-</i> | <i>fore-</i> |
|------------|------------|-----------------------------------------------|--------------|

|                                                                                           |
|-------------------------------------------------------------------------------------------|
| In the _____ game interview, the football coach explained why his team had lost so badly. |
|-------------------------------------------------------------------------------------------|

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

15. The \_\_\_\_\_ of Earth causes day and night.

☒ A. rotation

C. cancel

B. rotate

D. cancellation

16. I'm not sure what to make for dinner tonight. Could you help me make a \_\_\_\_\_?

A. decide

C. revise

☒ B. decision

D. revision

17. Which of the following words with the root *mem* means “a written description of past experiences”?

A. memento

☒ C. memoir

B. memorable

D. memorize

18. Explain what the following statement means:

The weather *forecast* calls for rain and chilly temperatures.

Answers may vary but should indicate that the statement is about weather that will  
occur in the future.

*Beginning-of-Year Morphology Assessment total \_\_\_\_\_ of 18 points.*

*To receive a point for a two-part question (i.e., 6 and 10), students must correctly answer both parts of the question.*