



Assessment

English Language Development

- Unit Assessment
- Rubrics

Read the passage. Choose the answer that best completes the sentence.

In the selection below, Bella tells about the power of nature.

When I am in a bad mood, I like to spend time outdoors. Just hearing the happy sounds of birds makes me ____ (15) _____. I often find amazing things on my walks. Once I found a tiny bird's egg. I almost stepped on it because it was so ____ (16) _____. It was a ____ (17) _____ shade of blue. I always ____ (18) _____ from my quiet time in the woods.

- 15** (A) frustrated
(B) wrinkled
(C) delighted
(D) outstretched

- 16** (A) dazzling
(B) compact
(C) extinct
(D) harsh

- 17** (A) magnificent
(B) creative
(C) large
(D) compact

- 18** (A) halt
(B) decline
(C) avoid
(D) benefit



The passage below needs revision. Read the passage. Then answer the questions.



Day at the Beach

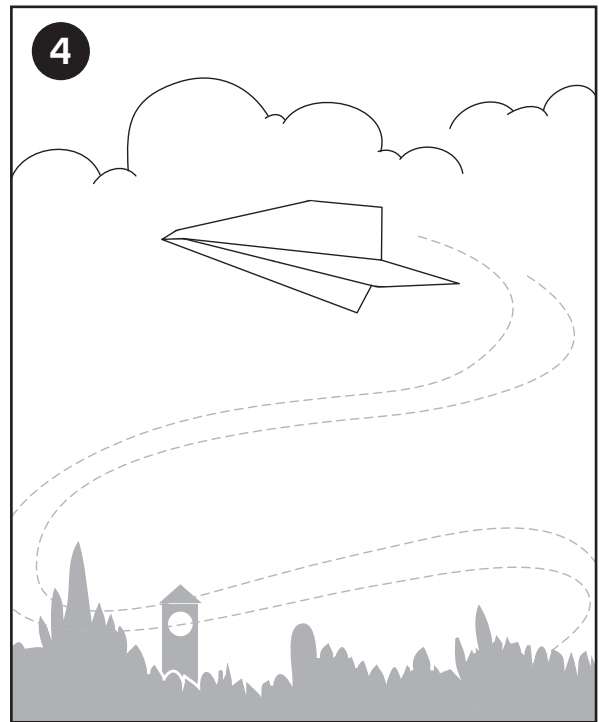
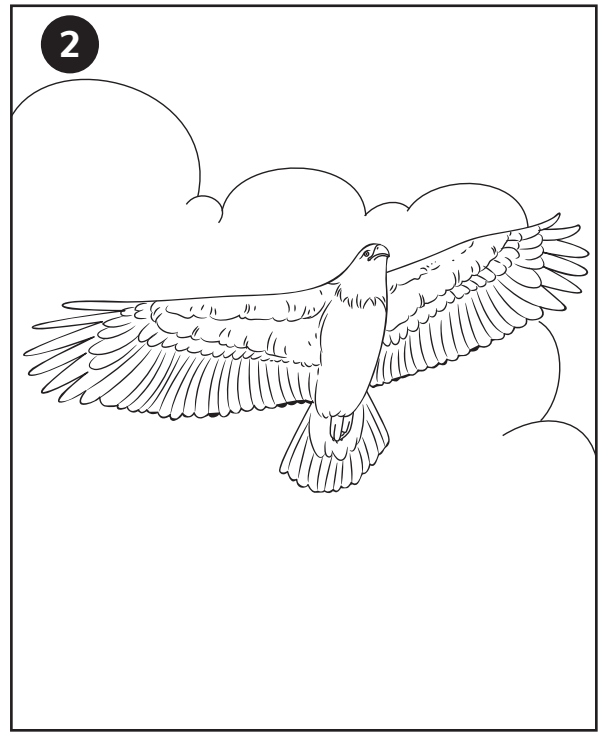
(1) This past summer, I went to an amazing and fun beach with my family. (2) The weather was hot and sunny, and the water was a crystal clear blue-green. (3) My brother Malcolm and I went straight to the sand to construct our long-planned sand castle—our specialty! (4) My dad swam before doing anything else. (5) He is a great swimmer. (6) He is a lifeguard. (7) Malcolm and I joined him and my mom in the water after much effort on our sand castle. (8) The water was so clear that it was easy to spot and collect seashells that were on the sandy floor. (9) While we were all playing in the waves, two people came floating by on paddleboards. (10) The people's boards attracted some dolphins. (11) The dolphins swam right up to the people, who were only about 15 feet from us! (12) I will never forget that day.

19 Which of these is a proper noun in sentence 3?

- (A) Malcolm
- (B) sand castle
- (C) brother

- 20** Which of these is the plural noun from sentence 8?
- (A)** collect
 - (B)** were
 - (C)** seashells
- 21** Which is the **best** way to combine the predicate nouns of sentences 5 and 6?
- (A)** He is a great swimmer, and he is a lifeguard.
 - (B)** A great swimmer and a lifeguard he is.
 - (C)** He is a great swimmer and a lifeguard.
- 22** Which of these is the plural possessive noun in sentence 10?
- (A)** people's
 - (B)** boards
 - (C)** attracted
- 23** Which of these are the **two** irregular plural nouns in sentence 11?
- (A)** swam, people
 - (B)** feet, us
 - (C)** people, feet





Name: _____ Date: _____

Look at the pictures on page 93. In the pictures the girl made a paper airplane. Write a paragraph explaining how you would make a paper airplane.

Read the information in the box below. It will help you remember what to think about when you write your how-to paragraph.

Plan and write your paragraph on separate sheets of paper.

Remember to:

- title your paragraph
- explain how to make a paper airplane
- think about what you need to make a paper airplane
- use time order words such as *first*, *next*, *then*, and *finally*
- make sure every sentence is clear
- use details to tell the reader how you completed each step
- use correct spelling, punctuation, capitalization, and grammar





Introduction to the Unit Assessment

This Unit Assessment is designed to measure your students' mastery of the skills taught in the unit. The test assesses Listening Comprehension, Reading Comprehension, Vocabulary, Grammar, Speaking, and Writing.

Listening Comprehension, page 101

Have students turn to page 101. Read the directions at the top of the page and make sure students understand them. Then read the following passage.

Helping your community is important. When you help out with your family it can be fun! You can spend time together as a team.

Many organizations need help. You can help collect food for people. You can also help take care of animals. Some organizations clean parks. You can help plant flowers in a park!

Some jobs may be too hard or unsafe for kids. But you can still help with your family. Volunteering is hard work, but it feels good.

Say: *Choose one answer. Then fill in the circle next to the answer. Make your marks dark and neat. Demonstrate how to mark the answers. Read each question and the answer choices and have students answer items 1 and 2. Say: When you finish, put your pencils down and look at me.*

Reading Comprehension, pages 102–107

Have students turn to page 102. Read the directions at the top of the page and make sure students understand them. Then have students turn to page 103. Read the directions at the top of the page and make sure that students understand them. Say: *Read each item carefully. Choose your answers. Make your marks dark and neat. Model how to match for question 6.*

Repeat this step for the second selection and questions 7–10 on pages 105–107. Model how to sequence for question 10. Have students answer items 3 through 10 and stop at the end of page 107. Then say: *When you finish answering items 3–10, put down your pencils and look at me.*

Vocabulary, pages 108–109

Have students turn to pages 108 and 109. Read the directions at the top of the page and make sure students understand them. Say: *Fill in the circle next to the answer. Mark your answers carefully. Make your marks dark and neat. When you finish, put down your pencils and look at me. Have students answer items 11–18 and stop at the end of page 109.*



Grammar, pages 110–111

Have students turn to pages 110 and 111. Read the directions at the top of the page and make sure students understand them. Say: *Fill in the circle next to the answer. Mark your answers carefully. Make your marks dark and neat. When you finish, put down your pencils and look at me.* Have students answer items 19 through 23 and stop at the end of page 111.

Speaking, page 112

Work with students individually. Use the prompts below along with the images on page 112. Say: *I am going to ask you questions about the pictures on this page. Ask one question at a time, recording student responses. Continue asking questions until the student is not able to respond. The rubric on page 312 will help you evaluate students' oral language proficiency.*

- Prompt 1: (Picture 1) *Let's look picture 1. Who is in the picture? Where are the people? How do you know?*
- Prompt 2: (Picture 2) *Let's look at picture 2. Where are the people now? What tools do you see? Predict what they will do.*

- Prompt 3: (Picture 3) *Let's look at picture 3. Where are the people? What job is each person doing?*
- Prompt 4: (Picture 4) *Let's look at picture 4. Now what are the people doing? How do you think they feel? How do you know?*
- Prompt 5: (All Pictures) *Let's look at all the pictures together. How is the place different in the last picture from the first picture? Tell me a story about what happened.*

Writing, page 113

Have students turn to page 113 and read the prompt together. Say: *Why do you think people want to make things better?* Read the first sentence frame together and give students time to complete the sentence. Repeat the procedure for the remaining sentences. When students have finished, say: *Read your sentences. Check your spelling and punctuation. When you finish, put down your pencils and look at me.*



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Listening Comprehension, page 114

Have students turn to page 114. Read the directions at the top of the page and make sure students understand them. Then read the following passage.

Would you and your family like to volunteer together? It can be a fun family activity.

Choose an organization to help. You can help collect food and make meals for people who need them. There are also organizations that take care of animals. You can even help clean up lakes and parks.

Some jobs may be hard but you can still help. If your family volunteers to clean a park, you can pick up trash and plant flowers.

Volunteering is hard work, but it feels good to help others. Your family will remember spending time together.

Say: *Choose one answer. Then fill in the circle next to the answer. Make your marks dark and neat.* Demonstrate how to mark the answers. Read each question and the answer choices and have students answer items 1 through 3. Say: *When you finish, put your pencils down and look at me.*

Reading Comprehension, pages 115–120

Have students turn to page 115. Read the directions at the top of the page and make sure students understand them. Then have students turn to page 116. Read the directions at the top of the page and make sure that students understand them. Say: *Read each item carefully. Choose your answers. Make your marks dark and neat.* Model how to match for question 7.

Repeat this step for the second selection and questions 8–11 on pages 118–120. Model how to sequence for question 11. Have students answer items 8 through 11 and stop at the end of page 120. Then say: *When you finish answering items 8–11, put down your pencils and look at me.*

Vocabulary, pages 121–122

Have students turn to pages 121 and 122. Read the directions at the top of the page and make sure students understand them. Say: *Fill in the circle next to the answer. Mark your answers carefully. Make your marks dark and neat. When you finish, put down your pencils and look at me.* Have students answer items 12–19 and stop at the end of page 122.



Grammar, pages 123–124

Have students turn to pages 123 and 124. Read the directions at the top of the page and make sure students understand them. Say: *Fill in the circle next to the answer. Mark your answers carefully. Make your marks dark and neat. When you finish, put down your pencils and look at me.* Have students answer items 20 through 24 and stop at the end of page 124.

Speaking, page 125

Work with students individually. Use the prompts below along with the images on page 125. Say: *I am going to ask you questions about the pictures on this page. Ask one question at a time, recording student responses. Continue asking questions until the student is not able to respond. The rubric on page 312 will help you evaluate students' oral language proficiency.*

- Prompt 1: (Picture 1) *Let's look at picture 1. Who is in the picture? Where are the people? What objects do you see?*
- Prompt 2: (Picture 2) *Let's look at picture 2. Where are the people now? What is each person holding? Why?*

- Prompt 3: (Picture 3) *Let's look at picture 3. What are the people doing? Where are they? What was their idea?*
- Prompt 4: (Picture 4) *Let's look at picture 4. How is the place different from before? What are the people doing now? Do you think everyone is having fun? How can you tell?*
- Prompt 5: (Pictures 1 and 4) *What are the kids doing differently in each of these pictures? Why are they able to do what they are doing?*
- Prompt 6: (All Pictures) *Look at all the pictures. Tell me a story about what happened.*

Writing, page 126

Have students turn to page 126 and read the prompt together. Say: *What do you think about people working together to solve a problem?* Read the first sentence frame together and give students time to complete the sentence. Repeat the procedure for the remaining sentences. When students have finished, say: *Read your sentences. Check your spelling and punctuation. When you finish, put down your pencils and look at me.*



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Listening Comprehension, page 127

Have students turn to page 127. Read the directions at the top of the page and make sure students understand them. Then read the following passage.

Would you like a new way to spend time with your family? Become a volunteer! You and your family can help others.

Many organizations work to make a difference. Each organization does something different. If you like to work outdoors, you can help clean up parks or lakes. There are groups that care for animals. Local organizations collect food and make meals for people who need them. Other organizations even build houses!

Young people can do many jobs. However, some jobs may be too hard and dangerous for young people. But, you can still be a part of the family team. For example, if your family volunteers to clean a park, you can plant flowers in the ground while an adult cuts down branches. You can also pick up trash and rake the leaves.

Volunteering can be hard work, but it feels good to help others. By the end of the day, you will have spent time with your family. You will have worked as a team. You may want to find another volunteer day for your team right away!

Say: *Choose one answer. Then fill in the circle next to the answer. Make your marks dark and neat. Demonstrate how to mark the answers. Read each question and the answer choices and have students answer items 1-4. Say: When you finish, put your pencils down and look at me.*

Reading Comprehension, pages 128–133

Have students turn to page 128. Read the directions at the top of the page and make sure students understand them. Then have students turn to page 129. Read the directions at the top of the page and make sure that students understand them. Say: *Read each item carefully. Choose your answers. Make your marks dark and neat. Model how to match for question 8.*

Repeat this step for the second selection and questions 9–12 on pages 131–133. Model how to sequence for question 12. Have students answer items 9 through 12 and stop at the end of page 133. Then say: *When you finish answering items 5–12, put down your pencils and look at me.*

Vocabulary, pages 134–135

Have students turn to pages 134 and 135. Read the directions at the top of the page and make sure students understand them. Say: *Fill in the circle next to the answer. Mark your answers carefully. Make your marks dark and neat. When you finish, put down your pencils and look at me.* Have students answer items 13–18 and stop at the end of page 135.