



Assessment

English Language Development

- Unit Assessment
- Rubrics



Introduction to the Unit Assessment

The 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 159

Have students turn to page 159. Read the directions at the top of the page and make sure students understand them. Then read the following passage.

The Boy Who Sought the Wind

Jason's town depended on the wind for power. One day, the wind disappeared, and the town became cold and dark.

Jason was like other boys his age, except that he had a pair of wings.

He told his parents, "I will find the wind!"

"How will you do that, son?" they asked, perplexed.

"I saw the direction the wind went. I will follow him," Jason replied.

So away he flew. He searched everywhere, but he couldn't find the wind. At last, he heard a weary voice.

"Are you looking for me?"

"Wind!" Jason was astounded. "Why did you leave us?"

"I didn't feel important," the Wind replied sadly. "People turned their backs on me whenever I blew."

"But you *are* important, Wind," Jason said. "Please come home!"

So Jason and the Wind returned home, and the town was light and warm once more.

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 160–165

Have students turn to page 160. Read the directions at the top of the page and make sure students understand them. Then have students turn to page 161. Read the directions at the top of the page and make sure students understand them. Say: *Read each item carefully. Choose your answers. Make your marks dark and neat.* Model how to complete the chart for question 7.

Repeat this step for the second selection and questions 8–11 on pages 163–165. Model how to complete the chart for question 11. Have students answer items 4 through 11 and stop at the end of page 165. Then say: *When you finish answering items 4–11, put down your pencils and look at me.*



Vocabulary, pages 166–167

Have students turn to pages 166 and 167. 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 through 19 and stop at the end of page 167.

Grammar, pages 168–169

Have students turn to pages 168 and 169. 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 169.

Speaking, page 170

Work with students individually. Use the prompts below along with the images on page 170. 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 to evaluate students' oral language proficiency.*

Prompt 1 (picture 1): *Look at the first picture. What do you see? Who is the boy? What is he looking at? Why do you think the dog is sad?*

Prompt 2 (picture 2): *Look at the second picture. Where is the boy? Who is the woman? Who do you think she is talking to?*

Prompt 3 (picture 3): *Look at the third picture. Where are they? Who are the people? Why are they there?*

Prompt 4 (picture 4): *Look at the fourth picture. What is happening? Where are the boys? Are they friends? Why do you think so?*

Prompt 5: *Look at all four pictures together. Tell me a story about what is happening in the pictures.*

Writing, page 171

Have students turn to page 171 and read the prompt together. Say: *Complete each sentence in the space provided. Read the first sentence frame together and give the students time to complete the sentence. Repeat the procedure for the remaining sentences. When students finish, say: Read your sentences. Check your spelling and punctuation. When you finish, put down your pencils and look at me.*



Introduction to the Unit Assessment

The 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 and Usage, Speaking, and Writing.

Listening Comprehension, page 172

Have students turn to page 172. Read the directions at the top of the page and make sure students understand them. Then read the following passage.

The Boy Who Sought the Wind

Jason's town depended on the wind for energy. Then one day, when Jason was 12, the wind disappeared. Without the wind, the town had no electricity, and it was dark and cold. "Oh well," the townspeople thought, "nothing lasts forever."

Jason was a normal boy, except that he was born with a pair of wings. He carefully concealed the wings beneath his shirt and forgot about them until the day the wind disappeared.

"Mom, Dad," he said, "I'm going to find the wind."

"How are you going to do that, son?" they asked, perplexed.

Jason took off his shirt and spread his impressive wings.

Then Jason set off to find the wind. He searched behind the mountains and he looked behind the sun, but the wind was nowhere to be found. Jason was just about to give up when he heard a whispery voice.

"Are you looking for me?"

"Wind!" Jason cried. "I've been searching for you everywhere. Why did you leave?"

"I didn't feel important," the Wind replied. "Whenever I blew, people turned their backs."

"Oh, but you *are* important, Wind," Jason said. "Please come home!"

And so Jason returned with the Wind. The townspeople were astounded, and presented Jason with a golden feather for his heroic deed.

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 4. Say: When you finish, put your pencils down and look at me.*

Reading Comprehension, pages 173–178

Have students turn to page 173. Say: *Read the selection on page 173. After you read the selection, answer items 5–8 on pages 174–175. Repeat this step for the second selection and questions 9–12 on pages 176–178. Then say: When you finish answering items 5–12, put your pencils down and look at me.* Have students answer items 5 through 12 and stop at the end of page 178.



Vocabulary, pages 179–180

Have students turn to pages 179 and 180. 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 through 18 and stop at the end of page 180.

Grammar, pages 181–182

Have students turn to pages 181 and 182. 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 182.

Speaking, page 183

Work with students individually. Use the prompts below along with the images on page 183. 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 to evaluate students' oral language proficiency.

Prompt 1 (picture 1): *Look at the first picture. What is happening? What is the boy looking at? What do you think happened to the dog?*

Prompt 2 (picture 2): *Look at the second picture. Where is the boy now? Who is he with? What is his mom doing? Who do you think she is talking to? What do you think will happen next?*

Prompt 3 (picture 3): *Look at the third picture. Who are the people? Why are they there? How do you think they feel?*

Prompt 4 (picture 4): *Look at the fourth picture. Where are the boys now? Are they friends? Why do you think so?*

Prompt 5: *Look at all four pictures together. Tell me a story about what is happening in the pictures.*

Writing, page 184

Have students turn to page 184 and read the prompt together. Say: *You will now write a narrative text.* Read the tips for writing together and give students time to complete the writing test. Have students write their compositions on a separate sheet of paper or using the Writing Answer Sheet on page 275. When students finish, say: *Read your composition. Check your spelling and punctuation. When you finish, put down your pencils and look at me.*



Name: _____ Date: _____

Listen to the passage. Then answer Numbers 1 and 2.



1 What was Jason born with?

- ☐ (A) wings
- ☐ (B) wind
- ☐ (C) power

2 What was the town like at the end of the story?

- ☐ (A) cold and dark
- ☐ (B) lonely and sad
- ☐ (C) light and warm



Read the text “A Life of No Waste.” Then answer Numbers 3 to 6.



A Life of No Waste

People who live a “life of no waste” produce almost no garbage.

People who want to live a life of no waste must remember one thing: Nothing is disposable. Everything must be consumable or reusable. This lifestyle requires careful planning.

Some people only shop at farmers’ markets and stores that provide items in bulk, or large quantities. Most of the products at these places have almost no packaging. This cuts down on waste. Reusing shopping bags and storage containers is also an easy way for people to reduce waste. Plastic bags are unnecessary if you reuse one bag. For example, reusable water bottles reduce waste and save money.

Mending torn clothing instead of throwing it away also reduces waste. Many people buy second-hand clothes instead of new clothes.

Composting is a great way to dispose of kitchen waste. When you compost, you put food scraps in a bucket and let them decompose, or rot. You can compost fruit and vegetable scraps, coffee grounds, and egg shells. You cannot compost meat or fatty food scraps.

A life of no waste isn’t easy for everyone. However, people should try to reduce their waste. It helps our planet.

Name: _____ Date: _____

Now answer Numbers 3 to 6. Use “A Life of No Waste” to answer the questions.

3 Read the sentence.

Plastic bags are unnecessary if you reuse one bag.

The prefix *un-* means “not.” What does unnecessary mean?

- ☐ (A) not expensive
- ☐ (B) not healthy
- ☐ (C) not needed
- ☐ (D) not allowed

4 This question has two parts. First, answer part A. Then, answer part B.

Part A: Which choice summarizes the author’s point of view about living a life of no waste?

- ☐ (A) It is the only way to live.
- ☐ (B) No one should live this way.
- ☐ (C) It has a lot of good points, but it is not easy.

Part B: Choose the sentence from the text that helped you answer part A.

- ☐ (A) This lifestyle requires careful planning.
- ☐ (B) Most of the products at these places have almost no packaging.
- ☐ (C) Composting is a great way to dispose of kitchen waste.

5 Read the sentence.

Everything must be consumable or reusable.

The suffix *-able* means “able to be.” What does reusable mean?

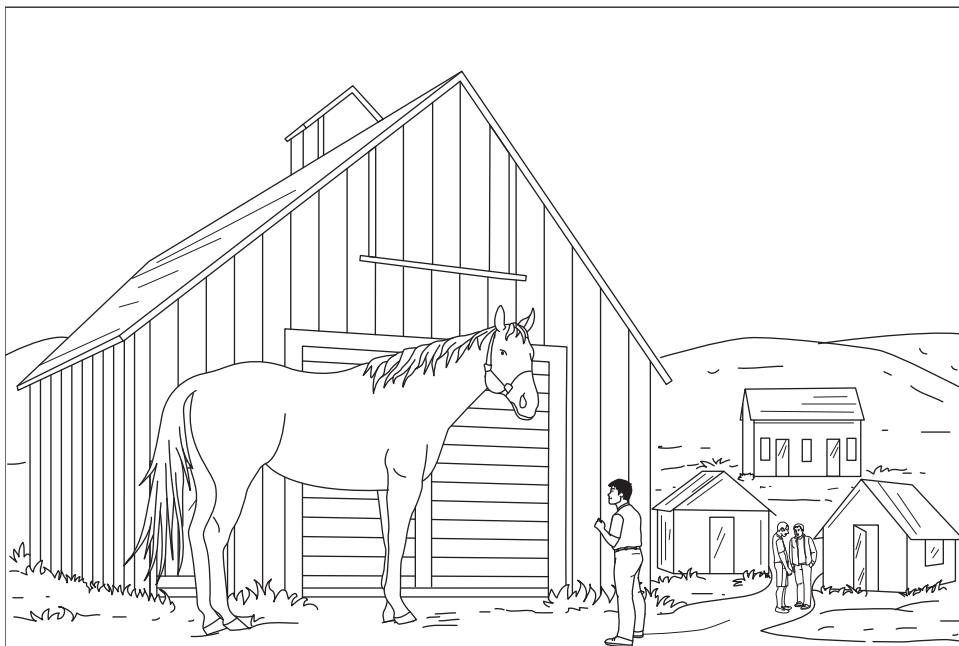
- ☐ (A) able to be bought
- ☐ (B) able to be used again
- ☐ (C) able to be made again

6 Choose **one** sentence that states the author’s point of view and write it in the chart. Then choose **two** sentences that support this point of view and write them in the chart. Not all sentences will be used.

Author’s Point of View	Text Evidence

1. Some people only shop at farmers’ markets and stores that provide items in bulk, or large quantities.
2. People who want to live a life of no waste must remember one thing: Nothing is disposable.
3. Composting is a great way to dispose of kitchen waste.
4. A life of no waste isn’t easy for everyone.

Read the text “Pete: The Horse That Cleared the Snow.” Then answer Numbers 7 to 10.



Pete: The Horse That Cleared the Snow

Many years ago, I worked on a horse farm. When Pete was born, the sun stopped to take a look. Pete’s beautiful brown coat shone like a bright star on a clear night. His mane and tail were like silk.

People said that Pete started growing and never stopped. He grew to be as big as a house. He ate ten bales of hay and fifteen buckets of oats for every meal. The town’s fountain was his watering hole. Eventually, Pete’s owner built him a large barn to live in.

One day, there was a terrible blizzard. The people in town kept hoping the snow would stop. But it just kept snowing. Soon, the roads were totally blocked by endless feet of snow. The town was running out of food.

Some buddies and I discussed the situation in front of Pete. Pete understood what was going on, so that night he escaped from his barn. Three feet of snow was nothing to Pete. He flipped a wagon onto its side and started pushing it. He pushed it to the next town, ascending hills and clearing a path through the snow. Pete was the best horse that ever lived and our town’s hero.

Name: _____ Date: _____

Now answer Numbers 7 to 10. Use “Pete: The Horse That Cleared the Snow” to answer the questions.

7 Read the sentences.

Pete’s beautiful brown coat shone like a bright star on a clear night. His mane and tail were like silk.

What does like silk mean?

- ☐ (A) soft
- ☐ (B) hard
- ☐ (C) rough

8 Which **two** sentences help you understand the narrator’s view of Pete being “as big as a house”?

- ☐ (A) People said that Pete started growing and never stopped.
- ☐ (B) Eventually, Pete’s owner built him a large barn to live in.
- ☐ (C) Some buddies and I discussed the situation in front of Pete.
- ☐ (D) Pete was the best horse that ever lived and our town’s hero.