



Assessment

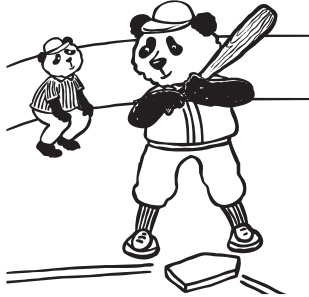
English Language Development

- **Unit Assessment**
- **Rubrics**

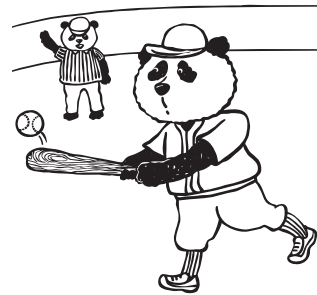
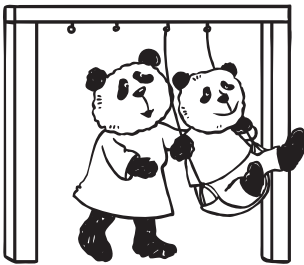


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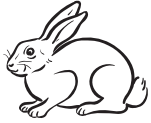


I



GO ON →

Unit Assessment



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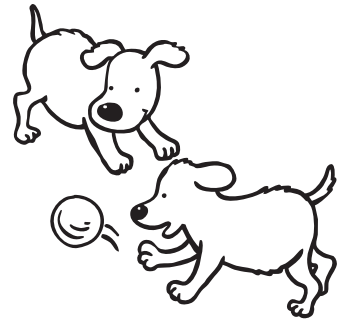
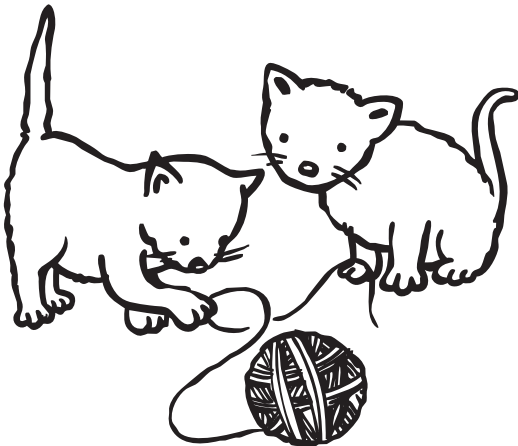


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STOP



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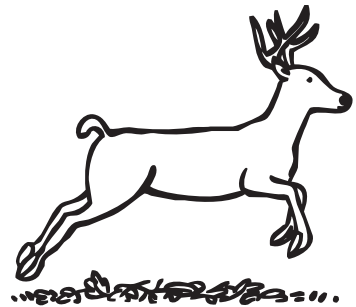
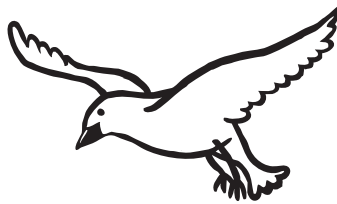


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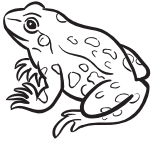


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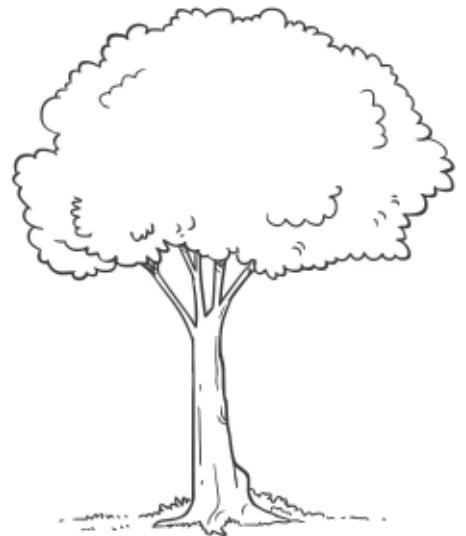
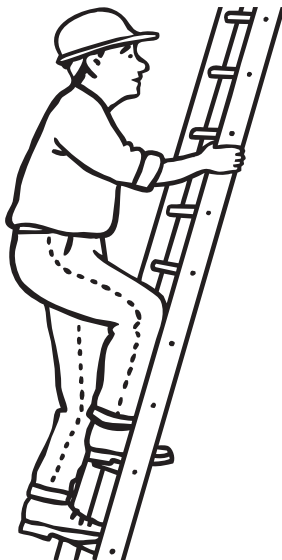


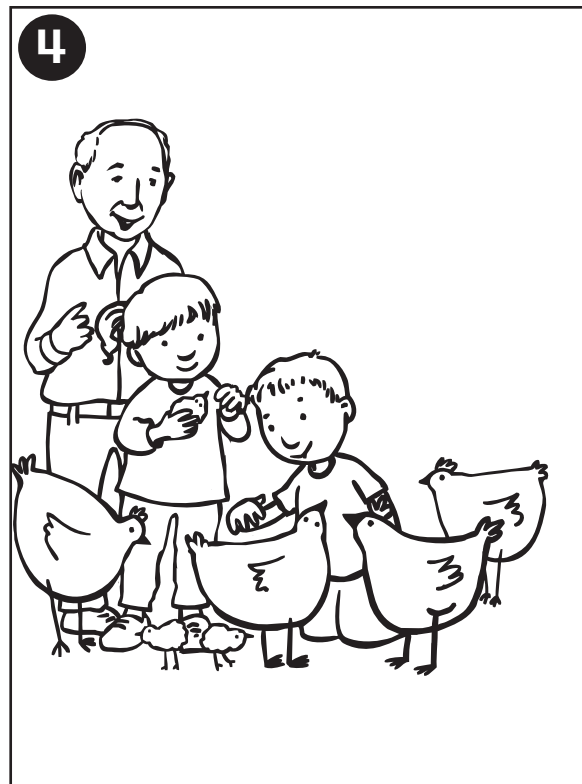
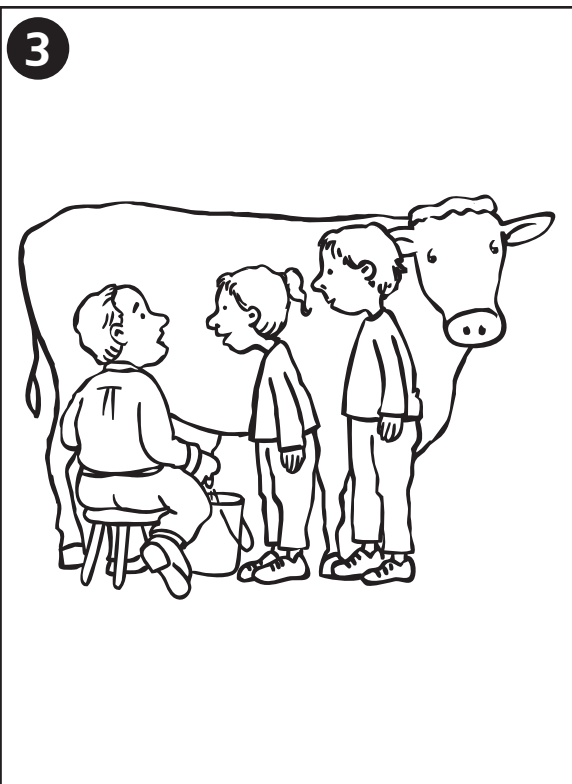
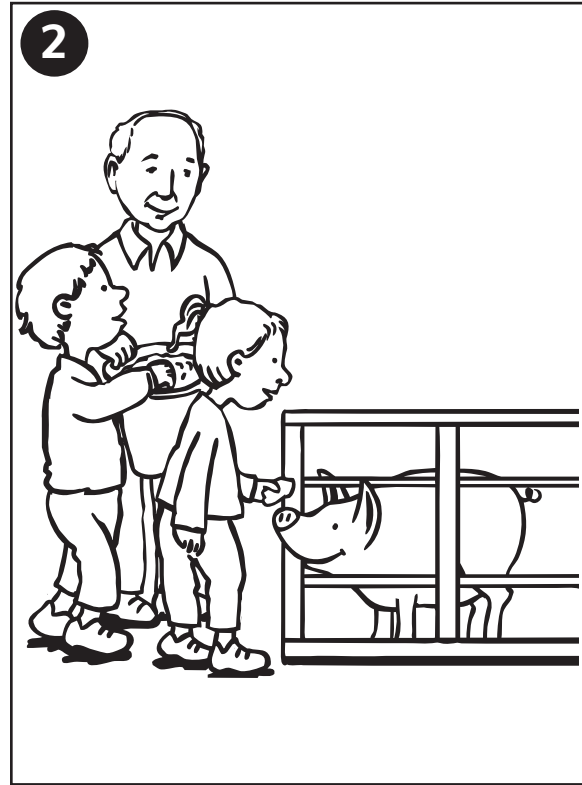
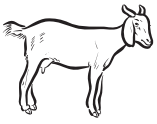
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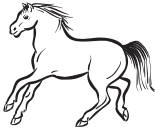
9 I bounce a ball.



10 I climb a tree.







Name: _____ Date: _____

Draw and write about something new you learned to do.

I learned to

Introduction to the Unit Assessment

The Unit Assessment is designed to measure your children's mastery of the skills taught in the unit. The test assesses all of the following areas:

- Listening Comprehension
- Reading Comprehension
- Vocabulary
- Grammar
- Speaking
- Writing

Listening Comprehension, pages 19–20

You are going to hear a text. Then I will ask you a few questions. Listen carefully. We will begin now.

A Tool for Exploring

Use a hand lens to explore nature. A hand lens is a round tool. It can make a small bug look larger. Hold the lens close to your face. Move the lens until you can see the bug clearly. Look at the bug's body parts and legs. See if the bug has wings.

Turn to the page with a picture of an alligator on it.

Check to see that all the children are on the correct page.

Point to the picture of the apple and the letter S.

Hold up page 19, pointing to the apple for the children to see.

I will read a question. Listen: What shape is a hand lens? We could answer the question by completing this sentence: A hand lens is _____. Look at the three pictures in this row. Choose the picture that shows the answer. Draw a circle around it. What is the answer?

Have a child provide the answer.

Yes, the third picture in the row shows the round shape of a hand lens.

Then have children chime in to complete the sentence you suggested above.

Check to see that each child has drawn a circle around the correct picture.

Does anyone have any questions?

Now I will read the text again. Listen carefully.

Read the text aloud again.

Point to the picture of the star and the number 1.

Check to see that all the children are at the correct place.

Now I am going to read another question. Listen: How does a hand lens make things look: smaller, larger, or the same? We could answer the question by completing this sentence: A hand lens makes things look _____. Look at the three pictures in this row. Choose the picture that shows the answer. Draw a circle around it.

Confirm that all children have circled a response.

Now look at the next page, with a picture of a bunny on it. Point to the picture of an apple and the number 2.

After confirming that all the children are on the correct page and at the correct place, continue with the question.

Listen as I read the question aloud: What can you find out about a bug by using a hand lens? We could answer the question by completing this sentence: You can see if the bug has _____. Look at the three pictures in this row. Choose the picture that shows the answer. Draw a circle around it.

Confirm that all children have circled a response.

Point to the picture of a star and the number 3. Listen to the question: Why do you use a hand lens? We could answer the question by completing this sentence: You use a hand lens because you want to _____. Look at the three pictures in this row. Choose the picture that shows the answer. Draw a circle around it.

Confirm that all children have circled a response.

Grade K • Unit 2

Reading Comprehension, page 21

Turn to the page with a picture of a cat on it.

Check to see that all the children are on the correct page.

Point to the picture of the apple and the number 4. Look at the big picture in this row. Then look at the small pictures. Which one shows what happens last? Draw a circle around it.

Point to the picture of the star and the number 5. Look at the big picture in this row. Now look at the small pictures. One small object has the same shape as the big object. Draw a circle around the small picture that has the same shape as the big picture.

Vocabulary, pages 22–23

Turn to the page with a picture of a dog on it.

Check to see that all the children are on the correct page.

Point to the picture of the apple and the letter S. Look at the three tools in this row. Think about how you might use each one in a garden. Which tool would you use for digging? We could answer the question by completing this sentence: The tool I would use for digging is a _____. Choose the picture that shows the answer. Draw a circle around it. What is the answer?

Have a child provide the answer.

Yes, the third picture in the row shows the tool you would use for digging. It is a shovel.

Point to the picture of the star and the number 6.

Check to see that all the children are at the correct place.

Here are three pictures of tools used to explore. Which tool is a telescope? Draw a circle around it.

Confirm that all children have circled a response.

Now look at the next page, with a picture of an elephant on it. Point to the picture of an apple and the number 7. Look at the shape of each food in this row. Which food is a triangle? Draw a circle around it.

Confirm that all children have circled a response.

Point to the picture of a star and the number 8.

Look at what these three bugs are doing. Which bug wiggles when it moves? Draw a circle around it.

Confirm that all children have circled a response.

Grammar, page 24

Turn to the page with a picture of a frog on it.

Check to see that all the children are on the correct page.

Point to the picture of the apple and the number 9. Look at the sentence. I will read it aloud. Circle the picture that shows the action word. Then underline the action word in the sentence. Listen for the action word: I run in the grass.

Check to see that all children have circled a response, and then continue.

Point to the picture of the star and the number 10. Look at the sentence. I will read it aloud. Circle the picture that shows the action word. Then underline the action word in the sentence. Listen for the action word: I build a house.

Speaking, page 25

Turn to the page with a picture of a goat on it.

Check to see that all the children are on the correct page. Then explain that children should look closely at the pictures for a short time. Then you will ask each child some questions about the pictures. Give children two minutes to study the images. Then use these questions to work with them one-on-one.

- Let's look at the first picture. What do you see? Where is this picture? What tools can you name in the picture? Which tool would you like to use? Why?
- Now let's look at the second picture. How are they using the tools? How are they using their hands? Which tool do you think was most useful when building the sand castle? Why?
- Now I want you to tell me a story. Describe what is happening in these two pictures.

Use the rubric on page 130 to evaluate each child's level of proficiency.