



Unit 1 Assessment: Animals

Digital Assessments

Google™ version: tcmpub.digital/lp/3-5a/unit1-g

Microsoft® version: tcmpub.digital/lp/3-5a/unit1-m

Reflection

To activate student learning before completing the assessments, help students reflect on their learning. Hold up the books and cards, or point to any anchor charts or artifacts from the unit. Then, hold a group discussion using the following prompts:

- What was your favorite part of the unit?
- Talk to a partner about something new you learned about animals.
- How do you think this unit helped you learn English?



Speaking and Listening

Read the directions, “Let’s talk about these pictures.” Then, read each of the prompts to student(s), leaving time for responses.

	Question/Prompt	1 point	0 points
1	There are different kinds of wild animals. Which animals can you name in the pictures?	Student names at least two animals in the pictures.	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	Wild animals are different from one another. Choose two animals from the pictures. What is one way they are different from one another?	Student gives a response related to the image. (Example answers: <i>one is large and one is small, one is fast and one is slow, one hops or one walks</i>)	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
3	Wild animals can be similar to one another. Choose two animals from the pictures. What is one way they are the same?	Student gives a response related to the image. (Example answers: <i>both are large, both are fast, both are green</i>)	Student’s response is not relevant, not understandable, or communicates “I don’t know.”



Reading

Questions 1–2

Read the directions, “Look at the picture.” Support students by reading aloud the answer choices, if necessary.

1. Read the prompt, “Choose the word that matches the picture.” (*Answer: B. ducks*)
2. Read the prompt, “Choose the sentence that describes the picture.” (*Answer: C. The baby ducks are swimming.*)

Questions 3–4

Read the directions, “Read the text, and answer the questions.” Support students by reading aloud the answer choices, if necessary.

3. Read the text, and then read the question, “How do animals move in water?” (*Answer: B. They swim.*)
4. Read the question, “Which animal has no legs but is fast?” (*Answer: A. snake*)



Writing

Read the directions, “Look at the pictures. Then, it’s time to write!” Support students by reading the questions or helping them as they write their responses. Encourage students to use the sentence starter and the word bank as they write.

	Question/Prompt	2 points	1 point	0 points
1	Say, “What are two things you see in the pictures?”	Student writes at least two things in the picture. (<i>Example answers: dog, rabbit, cages, hamster, woman, girl</i>)	Student writes only one thing in the picture.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”
2	Say, “Write about animal shelter chores. Use precise words and details. Check your writing for correct grammar, capital letters, punctuation, and spelling.”	Student writes at least three sentences about chores in an animal shelter. Student attempts to use grade-appropriate conventions.	Student writes one or two sentences that are strong, or they write more but errors impede meaning.	There is no response, the response is not relevant, the response is not understandable, or student writes, “I don’t know.”