



# Unit 1 Assessment: Animals

## Digital Assessments

Google™ version: [tcmpub.digital/lp/3-5b/unit1-g](https://tcmpub.digital/lp/3-5b/unit1-g)

Microsoft® version: [tcmpub.digital/lp/3-5b/unit1-m](https://tcmpub.digital/lp/3-5b/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 caring for wildlife.” Then, read each of the prompts to student(s), leaving time for responses.



	Question/Prompt	2 points	1 point	0 points
1	The people in the picture are cleaning a beach. Describe five things you see in the picture.	Student names at least five things they see or describes the picture in complete sentences.	Student names only a few items.	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
2	Let’s talk about caring for wildlife. How does cleaning a beach help animals?	Student gives a complete response related to the image. <i>(Example answer: Cleaning a beach helps animals because that way they don’t choke on plastic.)</i>	Student gives a limited response related to the image. <i>(Example answer: They don’t choke on plastic.)</i>	Student’s response is not relevant, not understandable, or communicates “I don’t know.”
3	Why is the beach cleanup important?	Student gives a complete response that fully answers the question. <i>(Example answer: The cleanup is important because it makes the beach nice for people and animals.)</i>	Student gives a response that partially answers the question. <i>(Example answer: They are helping wildlife.)</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. Then, answer the questions.” Support students by reading aloud the answer choices, if necessary.

1. Read the prompt, “Find the answer that belongs in the blank.” (*Answer: B. wings and tail*)
2. Read the question, “Which sentence matches the picture?” (*Answer: A. An eagle soars on the wind.*)

### Question 3–4

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

3. Read the question, “Which sentence is true?” (*Answer: B. Tigers hunt among the trees.*)
4. Read the question, “What do hunters want from rhinoceroses?” (*Answer: D. their horns*)



## Writing

Read the directions, “Look at the picture. 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, “List two things you see in this picture.”	Student writes at least two things in the picture. ( <i>Example answers: rhino, horns</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 what you learned about one endangered animal. Use precise words and facts to tell about your animal. Check your writing for correct grammar, capital letters, punctuation, and spelling.”	Student writes at least three sentences about an endangered animal. Student generally uses 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.”