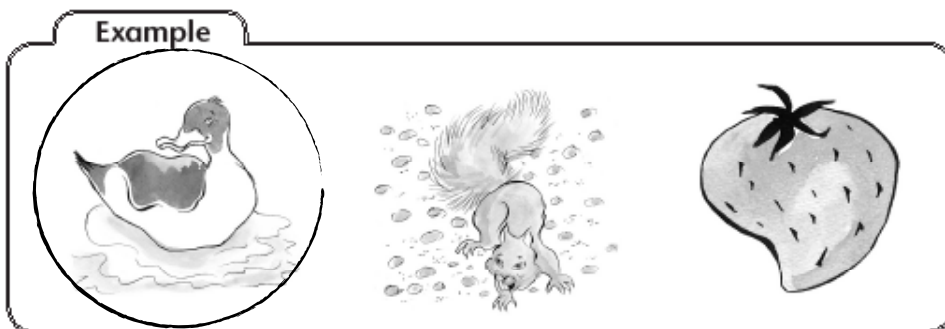




A Read the following instructions to the group:

*I'm going to ask you to draw a circle around one of the pictures. Let's do the **example**.
Circle the picture of a duck.*



Be sure students circle the correct answer.

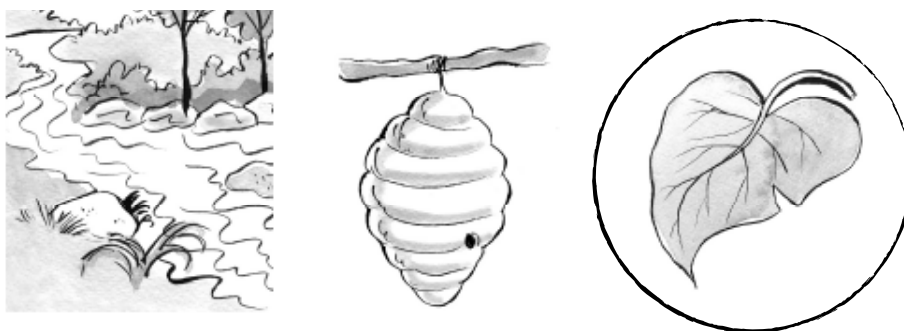
*Look at number **one**. Circle the picture of a seed.*

1.



*Look at number **two**. Circle the picture of a leaf.*

2.



Listening



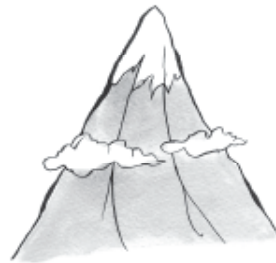
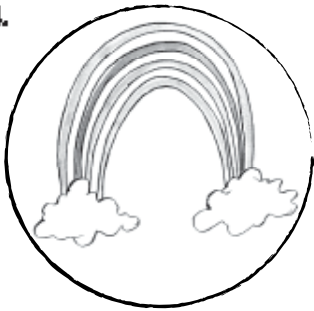
Look at number **three**. Circle the picture of a deer.

3.



Look at number **four**. Circle the picture of a rainbow.

4.



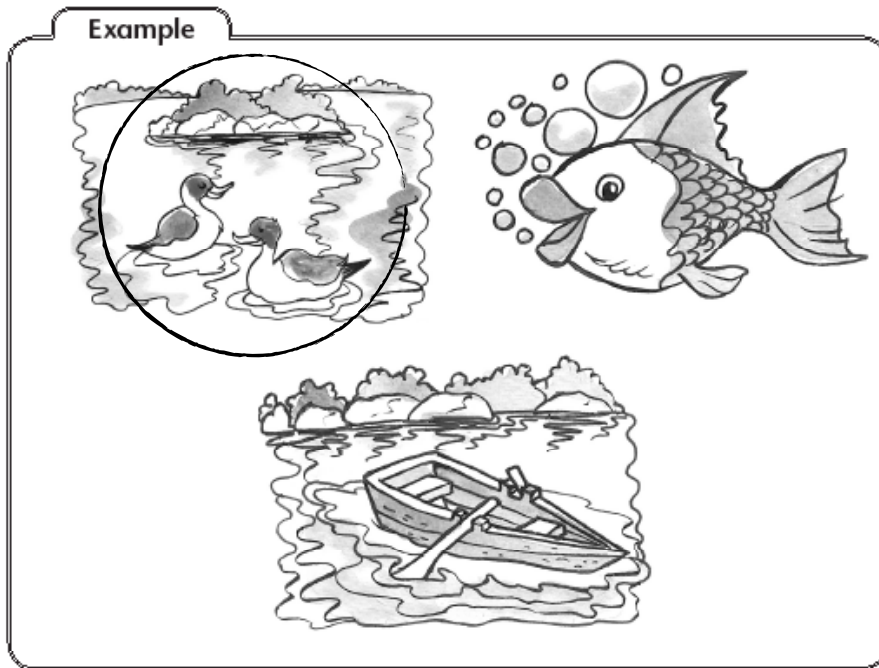


B Read the following instructions to the group:

I will read a story. Then, you will answer some questions about the story.

It is a sunny spring day. Rosa and her dad walk in the forest. In the forest, they see many beautiful flowers. They see a squirrel running up a tree. They also see a lake. "There are ducks on the lake!" says Rosa.

*Let's do the **example**. What does Rosa see on the lake? Circle the picture.*



Observe students completing the example and assist them as necessary. Then, say:

Rosa sees ducks on the lake. Did you circle the picture of the ducks on the lake? That is the answer.

Be sure students circle the correct answer.

*Let's do number **one**. Where are Rosa and her dad walking? Circle the picture.*



Listening



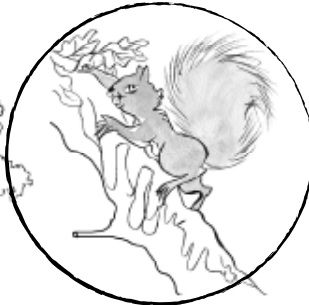
Let's do number **two**. What do Rosa and her dad see in the forest? Circle the picture.

2.



Let's do number **three**. What do Rosa and her dad see running up a tree? Circle the picture.

3.






A Read the following instructions to the group:

Look at the picture. Then, circle the word that matches the picture.

*Now do the **example**.*

Example



plant **duck**

Observe students completing the example and assist them as necessary. Then, say:

Did you circle the second word, duck? That is the word. It is a duck.

Be sure students circle the correct answer. Then, say:

*Now circle the words for numbers **one** through **four**.*



beehive strawberry



rain river



plant lake



deer **rabbit**


Reading




B Read the following instructions to the group:

*Look at the picture. Then, look at the sentences. This sentence is about the picture. There is a word missing from this sentence. Circle the word that completes the sentence. Now do the **example**.*

Example



There is  in the _____ .

summer **winter**

Observe students completing the example and assist them as necessary. Then, say:
Did you circle the second word, winter? That is the word. There is snow in the winter.

Be sure students circle the correct answer.





*Now look again at the picture in the example box. All the following sentences also refer to that picture. Circle the words for numbers **one** through **three**.*


1. It is _____ in the .

cold hot

2. The  is _____ inside his house.

warm cool

3. The  _____ a , , and 

to play in the .

walks **needs**



A Read the following instructions to the group:

Look at the picture. Find the word that matches the picture. Then, write the word on the blank line.

*Now do the **example**.*

Example



cold duck

duck

Observe students completing the example and assist them as necessary. Then, say:

Did you write duck? That is the word. It is a duck.

Be sure students write the correct answer.

Now write the words for numbers one through three.

1.



soil sun

sun

2.



snow water

water

3.



desert painting

painting

Writing



B Read the following instructions to the group:

Look at the picture. Then, use the blank lines to write a sentence about the picture.





Administer this assessment individually. Use the Student Speech Record to record all responses.

Gather a few objects (or pictures of objects) such as a seed, a plant, a bee, a picture of the sun, snow, or a mountain. Ask the student to name the object (in this example, a *seed*):

1. *What is this?* (Point to the picture of a seed.)

Repeat this question for three objects. If the student responds in a language other than English, ask the student to respond in English (*Can you say it in English?*). If the student cannot name any object in English, stop and do not present questions 2 or 3. Otherwise, use one of the items that the student was able to name to ask question 2:

2. *What are seeds used for?* (or *What do you do with a seed?*)

If the student responds with a plausible but incorrect response, rephrase the question or ask the student for alternative responses. For instance, if you ask *What do you do with a seed?* and the student replies *I smell it*, you may ask what a seed is used for. If the student is not able to answer question 2, stop and do not present question 3. Otherwise, ask the student to explain why the function of the item is important:

3. *Why is it important to grow plants?* (or, *Why do we need to grow plants?*)

If the student responds with a description of the function, repeat the question using his or her description. For instance, if the student says *So the plant gets big*, ask why we want to have big plants.

