

Reading Assessment:

Purpose: The purpose of this assessment is to measure Bopha's reading comprehension levels. The multiple choice fill in the blank questions below are carefully designed to determine whether or not Bopha can distinguish between the meanings of certain prepositional phrases. In addition, the sentences are all complex and will push Bopha to grow in her knowledge of grammatical skills. Bopha will not be able to complete the sentences correctly unless she understands the context. Therefore, this assessment is measuring Bopha's reading comprehension and also her ability to understand complex grammatical constructions and prepositional phrases. Bopha will receive one point for every question that she answers correctly. The highest score she can get on this assessment is a 10.

Directions: The student should choose the BEST response and write it in the space provided.

1. When the flowers have all bloomed, spring has finally turned _____ summer.
 - a. onto
 - b. into
 - c. by
 - d. out of
2. We love summertime because we get to _____ and go on vacation.
 - a. work
 - b. study
 - c. sleep
 - d. relax
3. Students are excited when summer comes around because they have _____ another year of school.
 - a. completed
 - b. started
 - c. failed
 - d. begun
4. Before summer can begin, students must first finish all of _____ schoolwork.
 - a. there
 - b. their
 - c. they're
 - d. the
5. My family _____ to go to the beach for vacation, rather than the mountains.
 - a. likes
 - b. enjoys
 - c. prefers
 - d. acknowledges
6. _____ it gets really hot outside, my neighbors let my family cool down by swimming in their

pool.

- a. When
- b. After
- c. Because
- d. Since

7. I love to dive into the deep end and swim _____ the bottom of the pool.

- a. on
- b. atop
- c. by
- d. along

8. _____ the summertime, my father tends to the delicious watermelon, cantaloupe, and strawberries in his garden.

- a. Through
- b. During
- c. In
- d. By

9. My favorite thing to do in the summertime is to buy snow-cones _____ the stand down the street.

- a. from
- b. by
- c. in
- d. near

10. Summer is by far the _____ season because it is full of joy and freedom!

- a. funnest
- b. busiest
- c. greatest
- d. hardest

Score: _____ / 10

Writing Assessment:

Purpose: The purpose of this assessment is for Bopha to demonstrate her ability to understand sequence and to retell a story. This assessment would follow a lesson in which students would be taught about the life-cycle of a butterfly and key vocabulary that fits the context such as Milkweed, egg, monarch, chrysalis, larva, shed, etc. Bopha would have to focus on producing her own sentences in this assessment and show that she is capable of taking an idea and expanding it in writing. Her writing will be guided by the pictures, and she certainly needs this structure to be able to write, however, she will have the freedom to write exactly what she wants based on what she knows about butterflies and caterpillars and what she sees in the pictures. Hopefully this assessment will prompt Bopha to use specific content language, and it will assess whether or not she can produce sentences with emerging complexity and variation of grammatical structures.

Directions: Look at each picture below. The pictures tell the story of the life cycle of a caterpillar. For each picture, write a sentence about what is happening in the picture. Use your knowledge about the life-cycle of a caterpillar to help you complete this activity.



1. ex: A monarch lays a tiny caterpillar egg on a Milkweed plant to be warmed by the sun.



2. ex. The tiny caterpillar hatched and grew to be a bigger caterpillar.



3.



4.



5.



6.



7.



8.



9. ex. The adult monarch finds nectar on a Milkweed plant.

CRITERIA	Fantastic	Good	Basic	Poor
Linguistic Complexity	4 points The student draws from his/her own ideas and knowledge to produce extended sentences that make sense and demonstrates a complex understanding of the material.	3 points For the most part, the student draws from his/her own ideas and knowledge to produce simple sentences that make sense and demonstrates a good understanding of the material.	2 points The student very rarely draws from his/her own knowledge or ideas in producing simple sentences that demonstrates a fair understanding of the material.	1 point The student did not draw from his/her own knowledge or ideas in producing sentences and his/her sentences do not make sense or demonstrate understanding of the material.

CRITERIA	Fantastic	Good	Basic	Poor
Language Forms and Conventions	4 points The student uses a variety of grammatical structures and sentence patterns.	3 points The student uses mostly repetitive grammatical structure and sentence patterns, but has occasional variation.	2 points The student uses some formulaic grammatical structures and with occasional variation.	1 point The student uses formulaic grammatical structures in every sentence.

CRITERIA	Fantastic	Good	Basic	Poor
Vocabulary	4 points The student demonstrates an impressive understanding of specific content language and uses vocabulary correctly.	3 points The student demonstrates a good understanding of specific content language and uses vocabulary correctly for the most part.	2 points The student demonstrates a fair understanding of some specific content language and uses some vocabulary out of context.	1 point The student does not use content specific language and uses several vocabulary words out of context.

Overall Score: _____ / 16

Speaking Assessment:

Purpose: Production of short stretches of discourse, known as limited response tasks, mechanical tasks, and controlled responses

The purpose of this activity is for Bopha to practice producing a sentence in response to a question. The teacher structures the questions to elicit a certain type of response to sort of guide Bopha in her thinking. This allows for Bopha to be creative in her responses, but also communicate what she is thinking and make meaning. Bopha will have to understand what is happening in the picture, but also context specific vocabulary and content that has to do with the seasons in order to answer these questions. This enables the teacher to evaluate Bopha's language skills.

Directions: The teacher will ask Bopha ten questions based on the picture below, and she will be told to produce a short response. In parenthesis, I have put possible answers that the teacher is expecting and hoping for. Bopha will be encouraged to be creative in her responses, but also answer the question that is being asked. She will receive a point for each question if she is able to produce a response that makes sense and answers the question. The teacher will correct any grammatical or mechanical errors that Bopha may make.



Questions: (examples of some possible answers in parenthesis)

1. What season is it in this picture and how do you know? (It is wintertime in this picture and I can tell because there is snow on the ground)
2. Just looking at the trees, how can you tell that it is winter-time? (I can tell it is wintertime by looking at the trees because there are not leaves on the trees)
3. How are the people dressed appropriately for the season? (People are dressed in warm clothes OR a lot of layers)
4. How are people walking on the pond? (People are walking on the pond because it has frozen over)
5. About what time of day is it in this picture and how do you know? (It is probably later in the day OR about time for the sun to set and I can tell because the sun is really low in the sky)
6. Why are people sitting by a fire? (People are sitting by the fire because it is really cold outside in the winter)
7. Why is someone just sitting on the ice? (That person is probably sitting on the ice because they fell while ice-skating)
8. What is the first thing that will happen when the weather becomes warmer? (When the weather becomes warmer the snow will melt OR the pond will unfreeze)
9. What will the consequences be if the fire-wood gets wet? (If the firewood gets wet, the people will not be able to light at fire)
10. How would this picture look different if it took place in the summertime? (People would be wearing less clothes, the grass would be green, there would be flowers, maybe people would be swimming in the pond)

_____/10 points

Listening Assessment:

Purpose: The purpose of this activity is for Bopha to be able to demonstrate her listening comprehension abilities. She will have to follow along in each conversation. Many of the answers are phrased differently than the speaking prompts, so therefore, Bopha will actually have to understand the conversation that is happening in order to correctly answer the questions. In addition, Bopha will be given the chance to listen more to discourse that includes some extended sentences. Hearing others produce sentences and communicate will help Bopha to learn communication strategies, techniques and rules. Bopha will receive one point for each question that she answers correctly. There are ten questions so it is possible for her to receive a score out of ten total.

Directions: Listen to each short conversation. Answer the questions that follow each with the BEST selection.

1. Students hear...

Rachel: Autumn is the best season for going on hikes.

Austin: Really? You think so? I like going on hikes at sunset in the summertime.

Rachel: I love to see the colors of the trees from the top of a mountain.

Rachel prefers to hike...

- a. when the sun is setting
- c. in the summertime
- d. in the fall

2. Students hear...

Matthew: Summer is coming to an end. That means it's almost fall!

Phoenix: Which do you like better, spring or Autumn?

Matthew: I think I like autumn the best. I like to celebrate Thanksgiving with my family.

Phoenix: Are you sure you don't just like to eat all of the delicious food?

Matthew: I like that part too. But the best part is seeing my family.

Matthew's favorite part of Thanksgiving is

- a. The fact that summer has come to an end
- b. eating the food his family has prepared
- c. spending time with his family

3. Students hear...

Cassandra: I love how these green leaves turn red and yellow during Autumn.

Xiao: I don't like how they change.

Cassandra: Why not? They are so pretty!

Xiao: Yes, they are pretty for a while but they fall off of the trees so quickly.

What does Xiao think about the leaves on the trees during Autumn?

- a. She thinks they are so pretty
- b. She thinks they die too quickly
- c. She likes how they change colors

4. Students hear...

Percy: Adam, what do you like about Autumn?

Adam: I like Autumn because it is football season!

Percy: How about the weather? Do you like the weather?

Adam: Not really. I prefer warmer weather.

Percy: I think Autumn is the most beautiful season of the year.

Adam: I think that spring and summer are the most beautiful.

What season does Adam think is the most beautiful?

- a. spring and summer
- b. Autumn
- c. summer

5. Students hear...

Michelle: How come it gets so dark so early now?

Tonya: The days are getting shorter now that Autumn has arrived.

Michelle: I like it better when the days are longer. I don't have enough time to get things done!

Tonya: Maybe you just have too much to do!

Michelle: Maybe! I just wish there was more daylight.

What doesn't Michelle like about Autumn?

- a. She has too much to get done
- b. The days are shorter and she does not have enough time in her day
- c. It is dark outside too early in the morning

6. Students hear...

Tracy: It is so hot outside!

Mack: Luckily Autumn is just around the corner and the weather is beginning to cool off.

Tracy: Good thing. I can't handle this heat anymore.

Mack: Me either. I am ready for the fall.

Tracy and Mack are...

- a. in disagreement about the weather
- b. in agreement about the weather
- c. sad that summer is ending

7. Students hear...

Mom: Sarah, you need to come home from your friends house earlier tonight than you normally do.

Sarah: Why, Mom?

Mom: Because I don't want you walking home in the dark.

Sarah: It usually isn't dark outside when I walk home at 6:00.

Mom: In Autumn there is less sunlight because the days are shorter. It will be dark outside

earlier than normal.

Sarah: Okay, I will be home before 6:00.

Sarah's Mom wants her to come home...

- a. earlier than usual because during the fall the days are shorter and it will be dark outside
- b. later than usual because during the fall the days are shorter and it will be dark outside
- c. later than usual because during the fall the days are longer and it will be light outside

8. Students hear...

Ben: What kind of crops are harvested during the fall?

Farmer: Pumpkins are a big crop during Autumn, used for pies, soups and jack-o-lanterns.

Ben: Oh! I love pumpkin pie! What else can you make a pie out of?

Farmer: A lot of ingredients! The best pies come from apples, pecans and blueberries!

Ben: Can you make a pie with corn?

Farmer: No! That would be disgusting!

Ben: Squash?

Farmer: I've never heard of that before!

Ben: How about cherries?

Farmer: Cherry pie is delicious!

Which ingredient would taste the best in a pie?

- a. corn
- c. cherries
- d. squash

9. Students hear...

Farmer: Autumn is a very busy time for my family and I.

Doctor: Why is that?

Farmer: Because many crops are harvested in autumn.

Doctor: Oh, I see.

In the fall, many crops

- a. are on the verge of dying
- b. are ready to be picked
- c. are steadily growing

10. Students hear...

Shelby: I love Autumn because my favorite holidays happen in Autumn.

Don: Well then, what are your favorite holidays?

Shelby: Halloween is my absolute favorite and it is celebrated on the 31st of October.

Don: What other Autumn holidays do you like?

Shelby: I really enjoy Thanksgiving as well. Thanksgiving is always on the last Thursday of November.

Don: Is there anything else?

Shelby: Well I don't know if you'd count black Friday, but I enjoy that day!

Don: When is that?

Shelby: It is always the day after Thanksgiving.

Halloween is celebrated...

- a. on the last Thursday of November
- b. the day after Thanksgiving
- c. on the 31st of October

_____/10 points