Read the following directions: You are going to circle one of the pictures.
Let’s do the example. Circle the picture of a bird.

Be sure students circle the correct answer.

Look at number one. Circle the picture of fish.

1.

Look at number two. Circle the picture of a mammal.

2.

Look at number three. Circle the picture of an animal that crawls.

3.

Look at number four. Circle the picture of an animal with feathers.

4.
Read the following directions: I will read a story. Then, you will answer some questions about the story. First listen.

Hector is getting a pet. He goes to the store to pick one out. First, Hector looks at the cats. “I want a bigger pet,” he says. Some dogs are bigger than cats. Hector looks at the dogs. Hector finds a big dog. “This is the one I want!” says Hector.

Now let’s do the example. What is the story about? Circle the picture.

Then, say: The story is about getting a pet. Did you circle the picture of the boy looking at a pet? That is the answer.

Let’s do number one. Where does the story happen? Circle the picture.

Let’s do number two. Which pet does Hector pick? Circle the picture.

Let’s do number three. Which pet is the biggest? Circle the picture.
A Read the following directions: *Look at the sentences. There is a word missing from each sentence. Circle the word that completes the sentence. Now do the example.*

**Example**

He took his dog for a ________.

walk  crawl

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

*Did you circle the first word, walk? That is the correct word. He took his dog for a walk.*

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

1. **Butterflies ________ in the air.**
   - fly  run

2. **Giraffes are the ________ land animals.**
   - shortest  tallest

3. **The cat is a ________.**
   - amphibian  mammal

4. **The ________ swims in the lake.**
   - fish  insect
Read the following directions: You will read a story. Then, you will answer some questions about it, circling the correct answer. Now read the story.

Ana is feeding pigeons in the park. Pigeons are birds that have short, colorful necks and short legs. They use their beaks to suck up water. Ana feeds the pigeons with her dad. She likes to give them bread. The pigeons eat the bread with their beaks. When Ana and her dad leave, the pigeons fly away.

When students have finished reading, ask them to do the example.

Example: What is the story about?

- a. Feeding pigeons
- b. Playing with cats
- c. Feeding penguins
- d. Playing with Ana’s dad

Then, say: Did you circle “Feeding pigeons”? That is the answer. Now do questions one through three.

1. What kind of animal is a pigeon?
   - a. A mammal
   - b. A bird
   - c. A fish
   - d. A reptile

2. What do pigeons use to suck up water?
   - a. Their wings
   - b. Their gills
   - c. Their beaks
   - d. Their feathers

3. Where does Ana feed the pigeons?
   - a. At home
   - b. At the zoo
   - c. At school
   - d. At a park
A Read the following directions: Look at the example. It is the beginning of a sentence. Write the rest of the sentence. You can write anything that makes sense to you, as long as it completes the sentence. Now do the example.

Example

Cats can ____________________________.

Observe students completing the example and assist them as necessary. Then, say: Did you write something that cats can do? One answer could be “climb trees.” The sentence would be. “Cats can climb trees.”

Be sure students understand the directions.

Now finish the sentences for numbers one through four.

1. The fish swims ____________________________

2. Bears use their claws to ____________________________

3. Most mammals ____________________________

4. She likes dogs because ____________________________
B Read the following directions: *Look at the first picture. Then, use the blank lines to write a sentence about the picture.*

![Picture](image1)

C Read the following directions: *Look at the second picture. Then, use the blank lines to write a paragraph about the picture.*

![Picture](image2)
Administer this assessment individually. Use the Student Speech Record to record all responses.

Gather a few pictures of mammals, fish, birds, amphibians, and reptiles. Ask the student to name the type of animal (in this example, *birds*):

1. *What are these?* (Point to the picture of the birds.)

Repeat this question for three animals. 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 animal in English, stop and do not ask questions 2 and 3. Otherwise, use one of the animals that the student was able to name to ask the next question:

2. *Where are birds found?* (or *What do birds do?*)

If the student gives a plausible but incorrect response, rephrase the question or ask the student for alternative responses. For instance, if you ask, *What do birds do?* and the student replies *They have feathers*, you may ask where they are found. If the student is not able to answer, stop and do not ask question 3. Otherwise, ask the student to explain why animals are important:

3. *Why is it important to take care of animals?* (or *Why are animals important?*)

If the student responds with a description, repeat the question using the description. For instance, if the student says *They are pets*, ask why it is important to care for pets.