English Program
Pre & Post Test – Third Grade

Student’s Edition
Part I. Listening:
Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.

3.L.1.c. Listen and respond to increasingly complex commands and directions.

Instructions: Listen to the teacher carefully as he/she reads the passage. Select the illustration that describes what the teacher mentions.

Example:

It is Robert’s first time on stage. He seems to be nervous. Robert looks shaky playing the piano.

Choose the illustration that shows Robert nervous playing the piano on stage by circling the same.
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<tr>
<td><img src="image1.png" alt="Image of a backpack on a couch" /></td>
<td><img src="image2.png" alt="Image of an empty couch" /></td>
<td><img src="image3.png" alt="Image of a couch" /></td>
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<td><img src="image4.png" alt="Image of a pear and an apple" /></td>
<td><img src="image5.png" alt="Image of a pineapple" /></td>
<td><img src="image6.png" alt="Image of a melon" /></td>
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Part II. Speaking:
Engage in discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.

3.S.5 Describe personal experiences or ideas from a fictional or informational text choosing appropriate language according to purpose, context, and audience and using grade appropriate grammar. (With support in the first language as necessary.)

Instructions: The teacher will ask the student to talk about a personal experience. The student must answer the same using complete sentences for a brief period of time (1 minute).

6. Talk about your daily routine activities, since you wake up until you go to sleep; things you regularly do every day.

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<thead>
<tr>
<th>SCORE</th>
<th>Rubric for Assessing Speaking</th>
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<tbody>
<tr>
<td>2</td>
<td><strong>Full Oral or Non-verbal Production</strong> – A thorough oral or non-verbal production of the concept has been demonstrated. The student’s response is correct and complete and provides evidence related to the question/task. Details in the response are clear accurate.</td>
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<td><strong>Partial Oral or Non-verbal Productions</strong> – Partial oral or non-verbal production of the concept has been demonstrated. The student’s response provides some information that is accurate. However, the response is not complete and may not provide clear evidence related to the questions/task.</td>
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<td>0</td>
<td><strong>No Oral or Non-verbal Production</strong> – The student’s response demonstrates no oral or non-verbal production no understanding of the concept being assessed. The response is inaccurate or unrelated to the question/task.</td>
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Part III. Writing:
Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).

3.W.4 Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Instructions: Look at the illustration. Write a paragraph of at least (4) four to (5) five sentences of the picture.

7. What is happening in the illustration?

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<th>SCORE</th>
<th>CRITERIA</th>
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<td>2</td>
<td><strong>Full Written Production</strong> – A thorough written production of the concept has been demonstrated. The student’s response is correct and complete and provides evidence related to the question/task. Details in the response are clear and accurate.</td>
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Part III. Reading:
Read and comprehend complex literary and informational text independently and proficiently.

3. R.1. : Asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key detail in a text.

Instructions: Read carefully the story. Choose the best answer.

Story: Buddy Unchained
By: Daisy Bix and Joe Hyatt

Not long ago, I was chosen by a family to live with them.
I have food in my bowl. I have clean water to drink.
Sometimes I get a treat! They take me for walks. They play with me.
They teach me to know what they want from me.
But I used to live in a different place. I slept alone in the garage.
Every day I was put outside. My collar was clipped to a chain.
When it rained, my fur was wet clear through.
Once in a while, kids threw things at me. I couldn’t protect myself.
I don’t know why they did that. When I got twisted in the chain.
I couldn’t sit down or move until someone from the house came and untangled it.

Many days those people forgot to change the water in my dish. It tasted bad. I was so thirsty I drank it anyway.

Sometimes they forgot to feed me. I was hungry most of the time.

When it got very cold, my paws hurt. One day I was so cold that I lay down and couldn’t get up.

A person I didn’t know came and took off my chain. He took me away from that place. He brought me to a place where they took care of me.

A person carefully clipped my claws. They were so long I could hardly walk.

When I was feeling all right again, they put me in a place with food and water.

The people I live with now came to visit. They chose me to be part of their family for always. They call me Buddy. “Good dog, Buddy” they say to me every day. They give me pats and hugs. I have friends to play.

I have my real home. Now I have everything.

8. Who was Buddy?
   a. Buddy was a cat.
   b. Buddy was a bird.
   c. Buddy was a dog.

9. Which sentence is true about Buddy?
   a. Buddy used to sleep alone in a doghouse.
   b. Buddy used to sleep alone in the garage.
   c. Buddy used to sleep in a sleeping bag.
10. How was Buddy treated in his first home?
   a. Buddy was treated fairly.
   b. Buddy was mistreated.
   c. Buddy was treated well.

11. What is the message of the story?
   a. to help understand better a dog’s life
   b. to create awareness of cruelty and animal abuse
   c. to convince you to buy a dog

Reading Comprehension:

Instructions: Read the question and write the answer below.

a. How did Buddy feel before he was taken away from his first home?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
### Reading: Foundational Skill
#### Phonemic Awareness

R.3.FS.11.d.: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three–phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or, /x/.)

**Instructions:** Look carefully at the picture. Choose the missing letter or letters to complete the word.

**Example:**

<table>
<thead>
<tr>
<th><img src="image" alt="Bus" /></th>
<th>bus</th>
<th>a. u  b. o  c. i</th>
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<tbody>
<tr>
<td><img src="image" alt="Ship" /></td>
<td>b___ t</td>
<td>a. /oa/  b. /ee/  c. /ea/</td>
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<td><img src="image" alt="Net" /></td>
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Part IV. Language
Demonstrate command of the conventions of English grammar and usage. Apply English conventions using appropriate capitalization, punctuation, and spelling.

3. LA.2f.: Use spelling patterns and generalizations (eg. word families)

Instructions: Choose the correct word family group.

Example: Word Family

a. pick, brick, quick, kick
b. knot, dog, got, jack
c. shout, glee, see, tree

15. Word family group

a. bout, bump, about , frog
b. map, rap, tap, slap
c. flop, smog, hog, run

3. LA.1f.: Form and apply the simple present, past, and future (e.g., I walk, I walked, I will walk) verb tenses.

Instructions: Read the sentence. Choose the correct verb tense. (Past, Present, and Future)

Example:
Joey will go to soccer camp this summer.

a. present
b. past
c. future
16. Matt *chews* purple bubblegum.
   a. present
   b. past
   c. future

3.LA.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Instructions:** Read carefully each group of words. Choose the group of words that are in the correct alphabetical order.

**Example:**

**Alphabetical Order**

a. doubt, bed, three, read, word
   b. *accident, besides, brave, crowd*
   c. insect, igloo, off, boo

17.
   a. skip, dig, meet, sweet
   b. ball, car, new, zoo
   c. mist, bake, at, each

18.
   a. pen, truck, bike, truck
   b. apple, duck, map, yard
   c. cake, run, shoe, dip
19. 
   a. barn, cow, goat, zebra 
   b. wet, blow, pen, pencil 
   c. banana, net, count, yellow 

20. 
   a. jump, fall, welcome, roar 
   b. leap, two, new, add 
   c. drive, in, school, teach