Department of Education

English Program

http://www.dmusd.org

English Pre-Post Test 2015-2016

Teacher’s Edition

Fifth Grade
Ana’s Pet Grooming Salon
By: Carmin Tirado ©2015

Good morning! Ana’s Pet Grooming Salon! How may I help you this morning? Said Ana.

Yes, my name is Alex, and I’d like to make an appointment to bring in my dog Zahid for a pampering day of grooming. It’s his birthday and I want him to feel special and loved. I’d like you to give him a nice bath, cut his hair, cut his nails, clean his ears, and make him smell and look fabulous.

Well Alex, you’ve called the right place! At Ana’s Pet grooming Salon we treat our customers as if they were royalty. We specialized in dog grooming and I can assure you, you’ll be very satisfied. Said Ana.

Well, said Alex, then I’ve called the right place. Can you please groom Zahid this afternoon?

Yes, of course; said Ana. You can bring him in at 1:00 o’clock. I’d be glad to take care of him at that time.

That sounds great! I’ll be there at that time!, said Alex.

Oh… I like you to know my pet Zahid is very shy, I hope he feels comfortable with all the attention he will get at your pet grooming salon. Said Alex.

Sir, you have nothing to worry about, we are very professional, the best in this area, said Ana.

At 1:00 o’clock, Alex arrived with Zahid at the grooming salon. As he opened the door a bell rang and Ana came out. Good afternoon, are you Alex? And the young man said, yes! And this is the birthday boy, Zahid! He is a little nervous but I hope he gets over it. It’s his first pet grooming experience, I hope he enjoys it, said Alex.

Ana smiled and said, oh, he will be fine. I’ll treat him with special loving care. Don’t worry. You may pick him up in 2 hours. He’ll look awesome you’ll see.

Ana got on her knee and very nicely and sweet said, Hi, Zahid you are a big boy and a good looking one too! I’m Ana, welcome to my grooming salon! Right away Zahid became friends with Ana, wagged his tail and went with her.

Alex was very surprised but relief. After all this was Zahid’s birthday gift.

Right away Ana got to work on Zahid’s birthday gift from Alex his loving owner, a day of pampering at the groomers.
Part I: LISTENING

A. Instructions: Listen to the following reading selection then listen to the questions and choose the correct answer.

1. What is the main Idea of the story?
   a. Ana’s pet grooming job.
   b. Alex looking for a grooming salon. *
   c. Alex and Zahid at the grooming salon.
   d. Ana’s phone conversation about Zahid.

2. When did Alex call to make the appointment?
   a. In midday.
   b. In the evening.
   c. In the morning. *
   d. In the afternoon.

3. Who was the main character in this story?
   a. Alex
   b. Ana
   c. Zahid *
   d. Groomer

4. Where does the story end?
   a. Zahid’s birthday gift.
   b. Ana’s pet grooming shop.
   c. Ana’s Pet Grooming Salon *
   d. Zahid’s day at the groomer.
5. Why does Alex want Zahid to feel special and pampered?
   a. Ana’s grooming salon it’s the best in the area.
   b. Alex wants a place to take Zahid for his birthday.
   c. It’s Zahid’s birthday and Alex wants him to feel special. *
   d. Because Zahid is very shy and has never been to a groomer.

6. This was going to be Zahid…
   a. Third grooming experience.
   b. First grooming experience.*
   c. Last grooming experience.
   d. Second grooming experience.
**Part II Speaking**

**5.S.5** Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary.

**Instructions:** The teacher will ask about a previous experience (A Special Event) for a brief period of time (1 min.) using guide questions. Tell the teacher about your experience.

**SHORT-ANSWER ORAL OR NON-VERBAL PRODUCTION RUBRIC**

RESPONSES CAN BE NON-VERBAL OR VERBAL IN ENGLISH. SPANISH RESPONSES ARE NOT CONSIDERED WHEN ASSIGNING A SCORE TO A SHORT-ANSWER ORAL OR NON-VERBAL PRODUCTION ITEM MEASURING.

<table>
<thead>
<tr>
<th>SCORE</th>
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<tbody>
<tr>
<td>2</td>
<td>Full Oral or Non-verbal Production – 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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*Adapted from Pre-Post Test 2010-2011*
Part III Reading

5.R.4  I. Determine the meaning of general academic and content-specific words or phrases in an informational text relevant to a developmentally appropriate topic or subject area.
5.R.2  I. Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.
5.R.1  Use in-depth critical reading of a variety of relevant texts, genres, and viewing of multimedia (when accessible) to describe, explain, and evaluate ideas, phenomena, processes, cultural identity, and relationships, referring to details in a text when explaining what the text says explicitly and when drawing inferences from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

Instructions: Read the following selection.

The Warning Color: Yellow

The color yellow is used to warn people of danger on the street and to guide them through traffic rules. In Puerto Rico, the color yellow is used on vehicles like the school buses. These vehicles are not a pure yellow (like the color of banana). It's not the same color as an orange either. For example, the color of a school bus is yellow-orange. This color is a mixture of banana yellow and orange ... like the color of the fruit of a mango.

So why do we still refer to a school bus as yellow? Back in the 1930’s in the U.S., school buses were pure yellow. Thus, the term "school bus yellow" came into the English language.

Yellow gets your attention faster than any other color. People notice yellow objects first. Pure, bright and sunny yellow is the easiest color to see. People who are blind to other colors can usually see yellow. Yellow is full of creative and intellectual energy and yellow is one of the three primary colors.

Even when you are looking straight ahead, you can see a yellow object that is not in front of you "in the corners of your eyes" much sooner than any other color even blue, green and even red. Therefore, the majority of traffic sign are yellow and black.

On a rainy day or any kind of bad weather, drivers will still be able to see yellow cars and any moving vehicle from far away.
Not only are school buses yellow, but also many outdoor machines are yellow because you could get hurt if you accidentally run into one of them. If it’s yellow, you have a strong warning! This is why it’s often used for ambulances and emergency vehicles.

Instructions: Answer the questions and choose the correct answer.

1. The reading selection is nonfiction because it
   a. entertains the reader with a story
   b. informs the reader with real details*
   c. explains the reader how something works
   d. demonstrates the reader how to do something

2. Which sentence gives an opinion from the passage The Warning Color Yellow?
   a. The color yellow is used to guide through traffic rules.
   b. Yellow gets your attention faster than any other color.*
   c. Back in the 1930’s in the U.S., school buses were pure yellow.
   d. Yellow is one of the three primary colors.

3. According to the fifth paragraph, the word warning means _________________.
   a. reason
   b. alerting*
   c. acceptable
   d. recommendation

4. What is the reading selection mostly about?
   a. Yellow and orange schools buses
   b. The color yellow is use to warn people.*
   c. The different colors make people feel happy
   d. Yellow buses were refer to yellow since 1930’s
5. Paragraph 3 is mainly about
   a. Yellow is people favorite color.
   b. The yellow school buses are safe.
   c. **The characteristics of the color yellow.**
   d. Yellow is a color you can see on a rainy day

6. **A.** What is the main idea of this reading selection?

   **B.** Use information from the reading selection to support your answer.

   Remember to answer all parts of the question on your answer sheet.
Instructions: Read the following selection. Answer the questions and choose the correct answer.

The Teodoro Moscoso Bridge

The Teodoro Moscoso Bridge is a bridge in **Puerto Rico**. It works as an extension of **PR-17**, also known as the **Jesus T. Piñero** Expressway, connecting this road with the **Román Baldoriity de Castro** Expressway (**PR-26**). It is the longest bridge in the carribean.

Passing through the Teodoro Moscoso Bridge is a treat by itself, as it is the longest bridge that runs over a body of water in the Island, and provides quick and easy access to the Luis Muñoz Marín International Airport, and the north-western cities.

It crosses the San José Lagoon thereby linking sectors of **Rio Piedras** in **San Juan** to **Isla Verde Carolina** neighbor. The residents from Rio Piedras are pleased with the bridge because they avoid traffic jam.

The bridge was opened in 1994; it consists of 4 lanes (two in each direction) and flagpoles on both sides of the bridge with American and Puerto Rican flags.
Instructions: Answer the questions and choose the correct answer.

1. What is the passage mostly about?
   a. Traffic to Isla Verde
   b. Luis Muñoz Marin International Airport
   c. The Teodoro Moscoso Bridge*
   d. San Jose Lagoon

2. According to the first paragraph, the word extension means _______
   a. short
   b. cable
   c. expansion*
   d. decrease

3. Which sentence gives a FACT from the passage about the Teodoro Moscoso Bridge?
   a. The residents from Rio Piedras like the San Jose Lagoon
   b. The bridge was open in 1994.*
   c. You can arrive to the airport in 30 minutes.
   d. The flags on both side of the bridge are attractive.

4. Which text includes an OPINION from the passage about the Teodoro Moscoso Bridge?
   a. The Luis Muñoz Marin Airport it is the main airport in Puerto Rico.
   b. The bridge connects Rio Piedras and Isla Verde.
   c. The residents from Rio Piedras are pleased with the bridge.*
   d. It is the longest bridge in the Caribbean.
Part IV Language

Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.

5.LA.3 b Choose appropriate punctuation.
5.LA.5a Analyze and use figurative language, including similes and metaphors, appropriately.
5.LA.5b Recognize and explain common idioms, sayings, and proverbs.

A. Instructions: Read the following sentences, choose the correct way to complete the sentence.

1. Tell the firefighter where is the__________.
   a. fire?
   b. fire!
   c. fire. *
   d. fire,

2. Where were you last ____________.
   a. night,
   b. night!
   c. night.
   d. night? *

3. We won the ________.
   a. game! *
   b. game?
   c. game.
   d. game,

4. Go get the ____________.
   a. book!
   b. book,
   c. book?
   d. book. *

5. What happen with ____________.
   a. You!
   b. You? *
   c. You,
   d. You.
B. Instructions: Read the following sentences and classify it into idiom, simile, metaphor or personification.

1. It is once in a blue moon.
   a. Idiom *
   b. Simile
   c. Metaphor
   d. Personification

2. She slept like a baby.
   a. Idiom
   b. Simile *
   c. Metaphor
   d. Personification

3. He is jumping of joy.
   a. Idiom
   b. Simile
   c. Metaphor *
   d. Personification

4. My mom is an early bird.
   a. Idiom *
   b. Simile
   c. Metaphor
   d. Personification

5. They are tall as buildings.
   a. Idiom
   b. Simile *
   c. Metaphor
   d. Personification
Part V: Writing

5.W.3 Write descriptive paragraphs to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and using transitional words and other cohesive devices to better organize writing.

Ana’s family will have a barbecue party in their backyard, next Sunday. Ana is excited because her friends are joining her. Describe Ana’s barbecue party.

Use this checklist to help you think about and organize your response.

- Remember to write about what you see in the picture.
- Use details and complete sentences in your writing.
- Use appropriate capitalization, punctuation, and spelling.

Write your response in the space provided on your answer sheet.
SHORT-ANSWER FOR WRITTEN PRODUCTION RUBRIC

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## Table of Specifications

### English Pre/Post Test for 5th grade

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<tr>
<th>Expectation Listening</th>
<th>Depth of Knowledge</th>
<th>Type of Item</th>
<th>Total Points</th>
<th>PMA (60%)</th>
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</thead>
<tbody>
<tr>
<td>5. L.1.d Listens and responds during read aloud to a</td>
<td>Recall</td>
<td>Multiple Choice</td>
<td>6</td>
<td>4</td>
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<td>variety of narrative and informational texts to</td>
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<td>comprehend and identify main idea (nonfiction),</td>
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<td>character, and setting.</td>
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<tr>
<td>5.S.5 Describe and explain experiences, ideas, and</td>
<td>Skill and Concepts</td>
<td>2</td>
<td>1</td>
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<tr>
<td>concepts using appropriate grammar and vocabulary</td>
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