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Alternative Assessment: Using Portfolios as an Assessment Tool

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### Abstract

An experimental study using portfolio assessment was conducted to determine whether or not students' grades would improve after using alternative assessment. Two fourth grade classes at the Althea Scatliffe Primary School, each consisting of 23 students, were selected to participate in this study. One group was assessed through portfolios and the other group was not.

Prior to the use of portfolios, both groups were given a Language Arts test. The results showed that before the treatment the experimental group worked at a lower level than the students in the control group. After the use of portfolios by the experimental group, both groups were tested again. A *t* test was applied which showed that there was no significant difference between the groups after completing the second test ( $t(44) = .082, p > .05$ ). These results showed that the students who were using the portfolios demonstrated academic growth.

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## Chapter I

### **Introduction**

Educators agree that assessing students' learning is important and assessment should be a fundamental element of instructional procedures. Burns, Roe, and Ross (1999) defined assessment as "the collection of data, such as test scores, and informal records, to measure a student's achievement" (p. 487).

Assessment serves many purposes. The function of assessment is to "evaluate student performance in order to provide accountability, classify and place students, or – most importantly – guide instruction" (Burns, Roe & Ross, 1999, p. 487). Standardized test scores are used to compare the achievement of students at different periods or with different groups of students. Test scores are also used to place students in special groups and to determine pass or failure in order to advance to another grade.

Many educational sectors use assessment for different reasons. Policy makers use assessment to set standards and focus goals in curriculum planning. They use it to monitor the quality of education. They also use assessment to formulate policies and to justify how to direct their resources including personnel and money. School administrators use assessment as a means of monitoring program effectiveness. It is also a tool to identify program strengths and weaknesses, to designate program priorities, and to plan and improve programs. Parents and students use assessment to evaluate students' strengths and weaknesses, determine school accountability, and to make informed educational and career decisions (Dietel, Herman & Knuth, 1991).

Assessment is often associated with tests; however, testing is not the only way to measure students' achievement. Assessment should consist of observations, sampling of



students' work, and other informal measures that enable the teacher to make decisions in the classroom (Burns, Roe & Ross, 1999).

For several years, critics of current assessment practices have called for changes in how we assess what students know and are able to do. Most of the criticism has been directed at the widespread use of standardized tests in schools. Many teacher-made tests and tests found in textbooks have weaknesses and limitations. Proponents of changes in assessment argue that what and how we assess affect both what is taught and the way it is taught. The goal of assessment should be to develop students who can create, reflect, solve problems, collect and use information, and formulate meaningful questions. Assessments, whether they are developed by teachers, writers of textbooks, or large corporations, must measure the extent to which students have mastered these types of knowledge and skills (Allen, n.d.).

It is a common practice for teachers to develop tests to determine whether a previously taught concept has been learned before introducing something new to their students. These tests, however, do not always measure beyond the recall level. For example, students' performance on a Language test may show that the student knows that each story has a beginning, middle and an end. However, test results do not guarantee that the students will write a story with a clear beginning, middle, and end (Brualdi, 2000). Concepts, facts, definitions, dates, names, and locations all have their place in education. However, many assessments place too much emphasis on assessing content and give far too little attention to the higher level skills, such as, creating, reflecting, and problem solving (Allen, n.d.). For this reason, many educators have advocated the use of alternative assessments.

Alternative assessment is any means of measuring what students know and what they are able to do other than the use of standardized tests. It is an ongoing process involving the student and teacher in making judgments about the student's progress using non-conventional strategies. It refers to teachers' informal ways of observing and documenting development and learning. This type of assessment is called alternative because it contrasts with the standardized measures developed to evaluate groups to compare one group or child to another statistically (Hancock, 1994).

Alternative assessments represent a set of strategies for the application of knowledge, skills, and work habits through performing tasks that are meaningful and engaging to students. This type of assessment provides teachers with information about how a child understands and applies knowledge. Also, teachers can integrate these assessments into the instructional process to provide additional learning experiences for students (Brualdi, 2000). Alternative assessments, which include portfolio assessment, journals, and performance assessment (writing) are quite useful in Language Arts.

Portfolio assessment is an ongoing process involving the student and teacher in selecting samples of student work for inclusion in a collection. The main purpose of a portfolio is to show the student's progress (Hancock, 1994). A Language Arts portfolio is a record of a student's literacy development. It gives an idea about the skills and strategies the student uses in reading and writing. When portfolios are developed over an extended period of time as an important part of classroom instruction, the teacher is able to construct an organized, ongoing, and descriptive picture of the learning that is occurring. The portfolio draws on the everyday experiences of the students and reflects the reading and writing that a student has done (Farr, 1991). The content of the portfolio

varies with the level of the students and will depend on the types of assignment given in class. It may include in-class assignments, reports, letters, and reading logs.

### **Statement of the Problem**

Even though large sums of money are spent each year on education, there is widespread dissatisfaction with the education system in the British Virgin Islands among educators, parents, and the community as a whole. The British Virgin Islands is an Overseas Territory of the United Kingdom. Consisting of over 60 islands and cays, it has its capital in Tortola where the majority of the population resides. The education system is under a Minister of Education, with a Chief Education Officer responsible to the Ministry of Education for the management of the education system. In recent years, attention has been focused on the role of assessment in school improvement. After years of increase in the quantity of formalized testing and the consequences of poor test scores, many evaluators have begun to strongly criticize the measures used to monitor student performance and evaluate programs. They claim that traditional measures fail to assess critical leaning outcomes and thereby undermine curriculum, instruction and policy decisions (Dietel, Herman & Knuth, 1991).

Although there is some importance in testing, many educators do not believe that tests alone should determine pass or failure of a student. Using traditional assessment to determine students' readiness to progress in school does not show what they can actually do (Wiggins, 1998). Traditional pen and paper tests are useful but they do not encourage students to think for themselves, to work in groups, use facts as tools, acquire skills independently or perform civic duties. Testing measures rote memorization and lower

order learning. Students retain skills and information they enjoy and find relevant.

These are not utilized in traditional assessment (Datias, n.d).

While most teacher-constructed tests can be valid indicators or predictors of academic performance, too often these tests mislead students and teachers about the kinds of work that should be mastered. Students come to believe that learning is studying and cramming. Teachers come to believe that tests are “after-the-fact, imposed nuisances composed of contrived questions—irrelevant to their intent and success” (Wiggins, 1990, p. 3). Both parties are led to believe that correct answers on a test are more important than habits of mind and the justification of one’s approach and results.

The British Virgin Islands is an associate member of the Organization of Eastern Caribbean States (OECS). The Model Education Bill for the OECS (Anthony, 1996) devoted Part 8 to assessment. Part 8 focuses on Curriculum and Assessment of Students. This bill placed the responsibility of creating a national curriculum for public and assisted private schools on the Minister of Education. The Minister is also responsible for revising the curriculum whenever he feels that it is necessary. The curriculum should be “balanced and broadly based.” The curriculum should:

- (a) promote the spiritual, moral, cultural, intellectual, and physical development of the student at the school and of society, and
- (b) prepare such students for the opportunities, responsibilities, and experiences of adult life (Section 137, p. 95).

Part B in this section makes allowances for authentic assessment which engages the students in activities that reflect activities performed in real world (adult) situations.

Section 144 states that it is the responsibility of the Chief Education Officer to make sure that arrangements for assessment of students are made to establish what has been achieved in relation to specific goals. The Ministry of Education can create assessment measures or designate or contract an organization to do so. The Minister of Education determines how often these assessments are necessary and publishes the results of these assessments and his comments via the Chief Education Officer.

Although the provisions have been made in the Bill for alternative assessment, many teachers in the British Virgin Islands in the primary schools, and also many at the secondary level, continue to rely on teacher-constructed tests to make decisions on retention and promotion. Tests are usually given at specific times during the term, usually at mid-term and the end of the term. The average scores of these tests and the matching letter grades are recorded in the students' reports books. These tests do not give a broad picture of what the students have achieved during the term. They do not reflect what the students can actually do but rather, how well the students can perform on examinations.

### **The Purpose of the Study**

The purpose of this study was to determine whether using alternative assessment would improve students' grades. Specifically, Language Arts portfolios were expected to provide material for alternative assessment at the primary level of the BVI education system which would help to enhance student understanding and improve their grades. For this study, the performance of students with portfolios was compared with that of students without portfolios.

### **Research Question**

Is there a difference between the grades of students who are given portfolio assessment and those who are assessed with tests alone?

### **Null Hypothesis**

There is no significant difference between the grades of students who are given portfolio assessment and those who are assessed with tests alone.

### **Definition of Terms**

**Alternative Assessment** – The utilization of non-traditional approaches in judging student performance.

**Artifacts** – This refers to the samples that are compiled in a portfolio.

**Assessment** – Measuring or judging the learning and performance of students.

**Authentic Assessment** – The multidimensional process of judging students' acceptable performance behaviors in life-like role applications.

**Performance Assessment** – The display of one's knowledge effectively to bring to fruition a complex product or event.

**Portfolio** – A purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. Students must participate in selecting the contents, the criteria for selection, the criteria for judging merit and evidence of student self-reflection.

**Pre-Control Group** – This refers the group of students in the control group prior to the experiment.

**Pre-Experimental Group** – This refers to the group of students before they were exposed to portfolio assessment.

**Reliability** – the consistency of assessment results. It is the degree to which the assessment results are the same when (1) students compete the same task(s) on different occasions, (2) students complete different equivalent tasks on the same or different occasions, or (3) two or more teachers mark their performances on the same task(s) (Lindheim, et al., 1987).

**Rubrics** – Specific descriptions or expectations of what a particular performance looks like at various levels of quality to help the student decide what he/she needs to accomplish to meet a specific score or grade.

**Standards** – Statements of what students should know and be able to do, usually determined by grade level.

**Standardized Tests** – Tests constructed so that the questions, conditions for administering, scoring procedures, and interpretations are consistent.

**Validity** – The degree with which the inferences based on assessment scores are meaningful, useful, and appropriate.

### **Significance of the Study**

In many classrooms, test scores alone determine the student's grades. If the student tests poorly, then he or she will have poor grades. If the student performs well on tests, then those students will have good grades. The work that the student has done throughout the term on a daily basis is not taken into consideration.

This study could demonstrate that alternative assessments are useful in the classroom to reflect a more accurate picture of the student's abilities. The results of this study could convince leaders in the education field to take the necessary steps to implement alternative means of assessment in the classroom.

This study has research significance because there is no evidence that any study of this nature or similar studies have been carried out in the British Virgin Islands. However, this study can be the basis for similar studies carried out over a longer period of time in various schools in the territory.

#### **Delimitations of the Study**

This study was delimited to two Grade 4 classes at the Althea Scatliffe Primary School. This particular school was chosen to conduct this experiment because it is the only primary school on Tortola that has more than one class at each grade level. The two classes were chosen because they were identical in size and the teachers were willing to provide their students' work.

#### **Limitations of the Study**

One limitation of this study was that the researcher had no control over what items were actually selected to put in the portfolio and the number of items that were selected. Another limitation was the short time available to track the progress of the two classes. The study was conducted over a six-week period. Future research would be organized over a longer time.

Efforts to standardize the procedures for the portfolios and testing could not have anticipated events like students' illnesses or interventions during school time such as teacher illness and unscheduled activities. However, early classroom access by the researcher minimized such problems.



## Chapter II

### **Literature Review**

This chapter examines what other researchers have reported about alternative assessment. It discusses tests and the use of alternative measures to assess students' performance. It also examines the use of portfolios as an assessment tool. This chapter further describes the quality of portfolio assessment and provides an analysis other studies conducted on this topic.

#### **Traditional Tests**

One way of examining an alternative assessment is by contrasting it to the traditional way of assessment, testing. Testing is a phenomenon that is encountered by students and used by teachers of all disciplines. Tests have come to be an accepted component of instructional programs throughout the world. Sometimes, tests are justified on the basis of accountability, for example, to find out if students are learning what they are supposed to be learning. Decision makers need this type of information in order to make judgments about how to spend their resources. On other occasions, tests are viewed as feedback concerning students' progress (Hancock, 1994).

Tests are used to measure performances of various sorts. In this sense, testing serves as a monitoring device for learning. Tests are given at particular points in time to analyze student learning. After a test is given, some type of reporting takes place in the form of a score or grade. Many times, decisions are based on test results, such as, whether or not a student has passed the course and deserves to be promoted. An important aspect of testing is that the test is kept hidden from the students until it is

administered, indicating a degree of secrecy in order to assure confidentiality (Hancock, 1994).

Greater pressure is being placed on teachers and administrators to devote more time to prepare students to do well on tests. As a result, narrowly focused tests that emphasize recall have led to the narrowing of the curriculum with emphasis on rote memorization of facts with the little opportunity to practice higher level thinking skills. The timed nature of the tests and their format of one answer have led teachers to give students practice in responding artificially to short texts and selecting the best answer, rather than inventing their own questions or answers. When teachers teach to traditional tests by providing daily skill instruction in formats that closely resemble tests, their instructional practices are sometimes ineffective and potentially detrimental due to their reliance on outdated theories of instruction (Dietel, Herman & Knuth, 1991).

### **Alternative Assessment**

Alternative assessment is different from traditional testing. In an instructional program, assessment is usually an ongoing strategy in which student learning is not only monitored, but by which students are involved in making decisions about the degree to which their performances match their ability. Students are provided with opportunities before and after units of instruction to assess their performances. Teachers periodically assess students' performance and they discuss their respective assessments.

Occasionally, some external monitor assesses the students' performance and discusses it with the teacher. Assessment should be viewed, then, as an interactive process that engages both teacher and students in monitoring the students' accomplishments (Hancock, 1994).

The shift in education from the traditional teacher-directed classroom to a more active learning student-based classroom has created a need for educators to re-evaluate the ways they have previously assessed student learning. The push to better examine what students are really learning has led to the refinement of assessment alternatives (Jones, 1997).

According to Knicker (1997), most alternative assessment strategies share similar characteristics. They tap higher-level thinking and problem-solving skills. Alternative assessments use tasks that represent meaningful instructional activities and invoke real world applications. They have people, not machines, do scoring, using human judgments. Finally, these alternative strategies require new instructional and assessment roles for teachers.

Alternative forms of assessment ask students to perform, create, produce, or do something. They may ask students to create an answer or product that demonstrates their knowledge and skills. They can range from the simplest student-constructed responses to comprehensive demonstrations and collections of work over time. They are more valid indicators of students' knowledge and abilities because they require students to actively demonstrate what they know (Fushell, 1994).

Fushell (1994) goes on to claim that alternative assessment can provide incentive for providing instruction, and increase students' understanding of what they need to know and are able to do. Students display greater interest and levels of learning when they are required to organize facts around major concepts and actively construct their own understanding of the concepts in a rich variety of contents. Assessment tasks need to present interesting possibilities for applying curriculum-related knowledge and skills.

Students are encouraged to search out additional information or to try different approaches, and in some situations, work in teams.

Alternative assessment also measures the students' ability in real life tasks and situations. It engages students in applying and demonstrating knowledge and skills in real world situations. It focuses on real-world situations that the students will value and that utilize the processes of the specified discipline (Knicker, 1997).

Furthermore, activities are representative of the curriculum and concerned more with the 'big picture' than less important details. They are thought provoking and engage the student as a decision maker and allow for interaction among learners. Alternative assessment provides developmentally appropriate activities for students and allows for and encourages a variety of different thinking styles. One important aspect is that it recognizes the possibility of several 'correct' answers and different approaches to solve the same problem. It lends to the higher levels of Bloom's Taxonomy of Cognitive Thinking (Knicker, 1997).

There are many benefits gained from alternative assessment. It creates continuity in students' learning. It promotes equity, increases motivation, raises standards, empowers students and teachers, and focuses attention on teaching and learning. Alternative assessment has allowed the introduction of topics and subject areas that would not normally be discussed in teaching. It also gives students and teachers a chance to identify what has been learned and produced. It gets everyone to appreciate his or her own work, shows improvement and creates opportunity for reflection. Another benefit is that it is efficient in terms of time spent in the classroom, remembering the goal is to

strive for continuation in excellence and to be active participants in developing that excellence (Jones, 1997).

### **Portfolio Assessment**

Portfolios, used in alternative assessment, are purposeful collections of children's work that illustrate their efforts, progress, and achievements. They provide rich documentation of each child's experiences throughout the year. This collection enables the children to become involved with the process of selecting and judging their own work. Portfolio content should be parallel to classroom activities and lead to the development of new activities based on the assessment of the child's progress and interests (Meisels, 1995). Portfolios can also allow the students to become involved in the assessment process by selecting examples of their work to be included in the portfolio.

According to Eggen and Kauchak (2001, p. 615), because portfolios are cumulative, connected and occur over a period of time, they provide a "motion picture" of the students' learning progress as opposed to the "snapshots" provided by disconnected tests and quizzes. Portfolios are intended to document and reflect student growth. This documentation can then be used as a basis for communicating with parents and helping students observe and reflect on their own progress.

With the increasing demands for accountability within education, another important use of the portfolio is evaluation of student performance. It is also used as a method of assessment before recommending for license to work within many professions. Because of our society's evolution from industrial to informational environments, there is an important emphasis on authenticity in student learning experiences (Brown, 2002).

An additional use of portfolios is program evaluation. Portfolio assessment requires the careful analysis of program goals and objectives and how these are transferred to the classroom. Students' work should mirror the program goals. When this is evident within the portfolio, evaluation of the program of study is facilitated (Brown, 2002).

There are three major expectations for portfolios. First, portfolios are viewed as being more meaningful, authentic, and valid indicators of what students know and can do than more traditional assessments. They can be integrated with classroom instruction, reflect the work that the children actually do, and address broader, more important learning outcomes. By including multiple indicators of student performance, portfolios also capture the variability and patterns across tasks and time that characterize true learning (Valencia & Au, 1997).

Second, portfolios have the potential to enhance both teaching and learning. Because they are housed in the classroom and can be used regularly by teachers and students as part of the instructional program, portfolios have the potential to provide more useful, meaningful, and accessible information than traditional assessments. Teachers and students should be more reflective and knowledgeable as a consequence of using portfolios (Valencia & Au, 1997).

Third, some educators are hopeful that portfolios will provide useful assessment information for reporting to people outside the classroom. This will require an acceptable level of interrater agreement as portfolio raters outside the classroom examine and score portfolios. For some, this outside reporting is necessary to ensure the survival of an assessment innovation; for others, it is a way to enter classroom information into the

policy arena; and for others, the evaluation process itself is valued as a powerful mechanism for professional development (Valencia & Au, 1997).

In his Work Sampling System, Meisels (1995) used portfolios to show how performance assessment works in early childhood and primary years (ages 3 to 11). This performance assessment system was used to measure and document children's skills, knowledge, behavior, and accomplishments as displayed across a wide variety of educational areas. He contends that this kind of performance assessment provides teachers the opportunity to learn about the children's processes of learning by documenting children's interactions with the materials and using these records as the foundation for evaluating children's accomplishment and planning future educational interventions through comparisons with standards-based guidelines. This kind of assessment allows teachers to record what children can do in the context of their experiences.

#### **Advantages of Portfolio Assessment**

After reviewing a variety of publications, Brown (2002) compiled a list of advantages across many different programs that reveal benefits of the portfolio as a learning tool. Portfolio assessment establishes common, performance-based outcomes for a particular program of study and promotes communication, teamwork and consensus among faculty, which becomes evident to the student in the classroom. This form of authentic assessment influences the form and content of the classroom instruction. Program goals and objectives are reinforced and validated, and integration of all coursework is reflected in a final product.

Brown (2002) also found that portfolios facilitated student-centered learning environments. Students were able to solve problems within domain-specific contexts and were able to see connections between national standards and field experiences. They were able to communicate supporting data through the samples of work they selected. This form of assessment let teachers know how their students were progressing and where they were having trouble. They can use this information to make necessary instructional adjustments, such as reteaching, trying alternative instructional approaches, or offering opportunities for more practice. These activities led to improved student success (Boston, 2002).

#### **Research on Portfolio Assessment**

A study was conducted in the Pittsburgh Public Schools on the impact of the Work Sampling System (WSS) on the change in children's scores on a group-administered achievement test from Grade 3 to Grade 4. A longitudinal design was selected for this study because the schools using WSS were among the lowest-performing schools on this particular achievement test in the district. For the comparison group, classrooms were chosen that matched those in the WSS schools as closely as possible in race, income, mobility, school size, and number of parents in the home (Meisels, Atkins-Burnett, Xue, Nicholson, Bickel, & Son, 2003).

The results of this study showed that students in the Pittsburgh Public Schools using portfolios in the WSS displayed growth in reading from one year to the next. The children in WSS classrooms made greater improvements in Mathematics than the children in the other group in the first year. The WSS students showed improvement in



both reading and Mathematics in the second and third years that far exceeded the demographically matched contrast group (Meisels et al., 2003).

In another study conducted by Holmes and Morrison (1995), 17 pre-service teachers enrolled in literacy/reading methods courses employed portfolio assessment in their field work with the agreement of their cooperating teachers. These teachers collected samples of students' writings, artwork, lists of books the students read, observations of text reconstruction, literature extension projects, and other useful examples of the children's work. The portfolios also included written assessments of the portfolios themselves, reports on the children's strengths, evidence of progress in reading and writing, concerns, and suggestions to promote literacy development.

This study showed that comprehension and language development of primary children could be tracked through materials collected in portfolios and that children were becoming better critics of their own work. It was also noted that at the beginning of the study that teachers, who had expressed skepticism about the paperwork and time that would be spent collecting data for the portfolios, expressed different views at the conclusion of the study. These teachers felt that the strategy was effective with regard to progress in reading and writing competencies and that it was not as time consuming as they thought it would be. Because the portfolios were a systematic way of collecting samples of the students' work, reporting students' progress to parents was easier (Holmes & Morrison, 1995).

Seefeldt and Galper (1998) cited Salinger and Chittenden (1994) as stating that when an Early Literacy Portfolio was used in a school district for over five years, instruction and assessment became more closely aligned than in the past. They added

that teachers appeared to feel more confident in their abilities to make sound instructional decisions and to communicate meaningfully with parents.

Seefeldt and Galper (1998) reported that a study by Gelfer (1994) showed that parents and teachers seemed receptive to the portfolio system. Parents of children enrolled in a university preschool were randomly assigned to portfolio and non-portfolio assessment groups. Parents in the experimental group appeared to have a better understanding of the preschool program/cognitive and academic components than parents in the control group.

### **Quality of Alternative Assessment**

To ensure that an assessment strategy will provide accurate information, the technical quality of the measures must be considered. Three aspects of quality that are of particular concern are:

- (1) Validity. Does the assessment measure what it is supposed to measure?
- (2) Reliability. How accurate is the information?
- (3) Equity. Is the assessment free from biases against any group of students?

**Validity.** Validity refers to the soundness of the interpretation and use of students' assessment results. It emphasizes the results that are interpreted, not the instrument or procedure itself. To validate interpretations and uses of students' assessment results, there should be evidence that these interpretations and uses are appropriate. It must also demonstrate that students' experiences are not serious negative consequences when the results are not used as intended. The question of assessment validity has many different answers depending on how the results are interpreted and used. For example, a school may administer a reading test and wish to use the scores for

one or more of the following: to describe students' growth in reading comprehension, to place students into high, middle, or low reading groups, or to evaluate the school's reading program. The scores from the hypothetical test may have a high degree of validity for one of these purposes but may not have high validity for others (Lindheim, Morris, & Fitz-Gibbon, 1987).

Assessment results have different validity for different purposes and for different situations. Judgments about the validity of interpretations or uses of assessment should be made only after a study and a combination of several types of validity evidence.

Validity is not the evidence about different areas, but rather it is a judgment that is made after considering evidence from all relevant sources. Until all relevant evidence are collected, reviewed, weighed, and combined, the evaluation of validity is incomplete. In effect, validation of specific interpretation and uses by making a convincing argument that the evidence supports them (Lindheim, et al., 1987).

Portfolio validity refers to the degree to which the inferences based on the portfolio results are meaningful, useful and appropriate. A key issue to the content aspect of validity is determining knowledge, skills, and other attributes to be revealed by the assessment tasks (Brualdi, 1999).

**Reliability.** Reliability refers to the consistency of assessment results. It is the degree to which the assessment results are the same when (1) students complete the same task(s) on different occasions, (2) students complete different equivalent tasks on the same or different occasions, or (3) two or more teachers mark their performances on the same task(s).

Reliability of measurement is the degree of consistency with which the measurement provides information about the students performing the tasks (Worthen, White, Fan & Sudweeks, 1999). In other words, the assessment activity is reliable if it measures what it is supposed to measure consistently. In a sense, reliability is a measure of how well the activity corresponds with itself – how constant and reliable it is in measuring the same thing with the same results each time. However, reliability does not refer to the measurement instrument itself, but the consistency of the results (Lindheim, et al., 1987).

A major consideration with implementation of portfolio assessment is the reliability of the measures and the validity of the assessment. For this form of assessment to be reliable, certain characteristics must be apparent. There must be evidence that portfolio contents represent an accurate picture of the program goals or objectives. Correlations among assessors' scores are high when there are clear-cut indicators of acceptable performance (Brown, 2002).

Another characteristic associated with the reliable use of portfolios is the selection of the samples. Whether specified in advance or self-selected by the students, these should be representative of program goals and objectives. Along with the specific criteria, there are standardized levels of difficulty and consistency in characteristics of the evidence or samples. Reliability measures are high when assessors agree upon clear-cut criteria for evaluation and performance indicators were representative of the standards or competencies adopted by the program. Reliability measures are also high when there is sufficient training of the assessors (Brown, 2002).

Wolfe (1996) reported that his study on the reliability of a large-scale portfolio assessment showed that in Language Arts and Mathematics the interrater reliability and the score reliability were at reasonable levels. The generalizability of studies also suggests that adequate reliability for student level decisions can be derived from five portfolios entries, each scored by two raters. These raters had obtained a minimum of a bachelor's degree in the content areas mentioned. They were also trained to score students' work for a particular work sample description and to assign a holistic score based on a four-point rubric scale. Wolfe also reported that with changes to the scoring rubrics and students and teacher manuals, more reliable scores should result in the second year of the project.

**Equity.** Equity in alternative assessment addresses the question, "To what extent is the measurement task measuring the same concept and is similar for different populations?" Alternative assessment for its intended purpose is fair if (1) students are provided with equal opportunity to demonstrate what they know, (2) students were adequately prepared to perform the required type of assessment task and there are no biases when judging student capabilities and needs, and (3) the distorted views of the students are not used to make educational decisions that will ultimately lead to limitation of educational opportunities (Lindheim, et al., 1987).

Dietel, Herman, and Knuth (1991) stated that questions of fairness arise not only in the selection of performance tasks but also in the scoring responses. It is critical that scoring procedures are designed to assure that performance ratings reflect the examinees' true capabilities and are not a function of the perceptions and biases of persons evaluating the performance. The same should be said regarding the perceptions and biases of the

persons creating the test or activity. The training and calibrating of raters are critical in this regard.

Although alternative assessment can help ensure ethnic, racial, economic, and gender fairness, equity cannot be achieved by reforms and assessment alone (Lindheim, et al., 1987). To guarantee equity in assessing learning, all students should have access to knowledge that focuses on understanding the concepts in the core areas. They should also have to opportunity to use that knowledge to reason and to solve problems, and to communicate regardless of their socioeconomic status (Heck & Crislip, 2001). This equity will result only from a trio of reform initiatives aimed at ongoing professional development in curriculum and instruction, improved pedagogy, and quality assessment (Lindheim, et al., 1987).

### **Evaluation**

Evaluation is the interpretation and analysis of the data collected in alternative assessment. Evaluating student progress is important because it allows the teacher to realize the strengths and weaknesses of each student, to plan instruction accordingly, to communicate student progress, and to evaluate the effectiveness of teaching strategy (Burns, Roe, and Ross, 1999).

The extent to which goals of alternative assessment are consistent with the goals of the learners needs to be examined. It must be decided what data should be collected, analyzed, used, and reported to provide a comprehensive picture of implementation of the assessment. Traditionally, many teachers have evaluated their students' knowledge by giving examinations and papers, often only at the middle and the end of each school term

or semester, using assignments that can usually be completed quickly. Faculty have been asking specific questions to assess three specific areas:

1. students' academic skills and intellectual development,
2. students' assessment of their own learning skills, and
3. students' reaction to various teaching methods, materials, and assignments.

In understanding where students stand in their academic development and in immediately knowing students' reactions to specific aspects of a class, faculty can adjust their teaching to help their students (Charles, Lester, & O'Daffer, 1987).

When evaluating performance, it is recommended that assessment strengths and weaknesses be identified based on three performance dimensions: results, approach, and deployment. Results refer to the level of achievement of the assessment performance objectives and indicators. Approach refers to the process or procedures the assessment uses to address the framework criteria, such as leadership and human resource management. Deployment refers to the extent that the approach covers all requirements and expectations, and to what degree it is used by all applicable work units (Charles, et al., 1987).

### **Implications for the British Virgin Islands**

Educators are modifying the content and design of the existing curriculum to meet world conditions. Standardized tests and examinations assess only part of the curriculum. Many researchers conclude that the time focused on test content has narrowed the curriculum by over-emphasizing basic skills and neglecting higher-order thinking skills (Knicker, 1997).

It is important for classroom teachers to understand how to utilize alternative assessment techniques to accommodate specific disciplines. Observations, conferences, portfolios, journals, projects, and exhibitions are all ways of assessing learning.

Alternative assessment must become part of the curriculum. It is changing the way that teachers are carrying out instruction and students are learning, for the better.

A move toward authentic tasks and outcomes improves teaching and learning. Students would have greater clarity about their obligations and when teachers believe that assessment results are more meaningful, they would use them for improving instruction. As they struggle with new formats, teachers might become more thoughtful and outcomes become overwhelmingly positive (Knicker, 1997).

Alternative assessments, such as portfolios, are viable tools for measuring student progress and attainment as long as care is given to assure validity, reliability, and equity. Alternative forms of assessment are used for the evaluation of individual students. The strengths of alternative modes may have the desired impact on the quality of instruction in the classroom. The issue is not whether one form of assessment is intrinsically better than another. No assessment model is suited for every purpose. The real issue is choosing appropriate variables and applying the most suitable model to render them (Airasian, 1991).

The preceding research was conducted in schools in the United States of America. The time is right for research on alternative assessment in the British Virgin Islands.



## Chapter III

### **Methodology**

#### Introduction

This study was designed to find out if students who are exposed to portfolio assessment would perform better than students whose grades are based on tests alone. In order to do this, an experimental design was planned. This chapter discusses the design and the participants of the study, the instruments that were used, the procedures used and the method of analysis.

#### Design

Two groups of students were selected for this experimental study. An experiment is a “design in which one variable is changed or manipulated and scores on another variable are measured to determine whether there is a relationship” (Heiman, 2001, p. 754). One group of students was exposed to portfolio assessment and the other group was the control group with no portfolios. After six weeks of instruction, a teacher-constructed test was given to both groups. The quantitative data were analyzed and a *t* test was applied.

#### Participants

The experiment was conducted at Althea Scatliffe Primary School, one of the primary schools in the British Virgin Islands, because it is the only primary school on Tortola that has more than one class at each grade level. Two Grade 4 classes were selected for this experiment. Both classes consisted of 23 students. The students’ ages ranged from 8 years to 11 years. At the Althea Scatliffe Primary School, the Grade 4 teachers convene once a week for curriculum planning. As a result, at the end of each

week, all the classes at Grade 4 level would have covered the same topics and assigned similar work in these areas.

**Experimental Group.** There were 23 students in the experimental group. Originally there were 24 students but one student was transferred to another school. This group was comprised of 14 boys (61%) and 9 girls (39%). There are three 8-year-olds (13%), fourteen 9-year-olds (61%), three 10-year-olds (13%), and three 11-year-olds (13%). The average age of the students in this group was 9.3 years old.

**Control Group.** There were also 23 students in the control group. In this group, there were 14 boys (61%) and 9 girls (39%). Five students (22%) were 8 years old, sixteen students (70%) were 9 years old, one child (4%) was 10 years old, and one child (4%) was 11 years old. The average age of the students in this group was 8.9 years old.

### **Instruments**

The instruments used for this experiment were teacher-constructed tests. Tests were used to obtain the end-of-term scores and mid-term scores for Language Arts. The tests were constructed by two of the Grade 4 teachers. The tests were validated by the other Grade 4 teachers who checked to see if the objectives on each test were covered in their classrooms.

**Tests.** Two tests provided data about the students' achievements. The end-of-term Language Arts test was used to assess the students prior to conducting the experiment. This test consisted of four sections: composition, spelling and vocabulary, comprehension, and grammar (See Appendix C). For composition, the students were required to put sentences in the correct sequence, rewrite sentences in the form of a paragraph and write a narrative paragraph, given a title or a picture. The spelling and

vocabulary section focused on spelling words, long and short vowel sounds, blends, compound words, and antonyms using the prefixes un, ir, im, and il. In the comprehension section, the students sequenced events in a given passage, answered factual and high order questions, and used a picture and follow directions. The grammar section covered plural nouns and punctuation.

**The :** The mid-term Language Arts test, used as a post-assessment tool, included the same four sections as the end-of-term test above (See Appendix D). The spelling and vocabulary section consisted of spelling words, abbreviations, blends, and gender words. For composition, the students put sentences in sequential order and wrote a paragraph given a topic. In the comprehension section, the students were expected to put in order events in a given passage, answer questions after reading a passage, and predict what comes next after reading a paragraph. The grammar section included verbs and contractions.

### **Procedure**

**comp:** Before the experiment was started, permission was requested from and granted by the Chief Education Officer in the Department of Education (See Appendix A) and the Principal of the Althea Scatliffe Primary School (See Appendix B) to conduct this experiment. A meeting was held with the Grade 4 teachers at the Althea Scatliffe Primary School who volunteered to help. With their assistance, two classes that were identical in size were selected. One class was designated as the experimental group and the other class was the control group.

**period. Portfolios.** Each child in the experiment group was given a folder that was to be kept at school. The teacher had a general knowledge of the use of portfolios. It was

explained to the students that the samples of their work would be put in their folders. Because the researcher could not be in the classroom all the time, the teacher selected the items for the portfolios that would reflect the work that the students were doing in the class during that period. The teacher collected samples of the student's work in Language Arts for a period of six weeks, from the beginning of the term to mid-term. The portfolios were assessed by the teacher and assigned a grade.

The portfolio was given as a treatment only to the experimental group. The portfolios were compiled using samples of work that the students complete over a six-week period. The samples were selected by the class teacher and reflected all the areas covered in Grade 4 during the six-week period. Each portfolio contained thirty-six samples. The samples consisted of worksheets and original writings of the students. All the students in the experimental group completed all the samples (Appendix G).

The teacher of the experimental group assigned three in-class activities and three homework activities for the portfolios each week. The portfolio activities were completed to reinforce the lessons that were being taught in the classroom at the time. The teacher marked the worksheets and the activities were discussed with the whole class, giving individual students the opportunity to make corrections as they went along. In their free time, the students were allowed to look at their portfolios and talk about it with the teacher and other classmates. During this time, the control group was given notes and written activities in their notebooks. They were also given homework to complete outside of school. Both groups covered the same topics during the six-week period.

The samples in the portfolios covered the following topics in Language Arts: adjectives, nouns, verbs, punctuation marks, completing sentences, cause and effect, blends, vocabulary, comprehension, homonyms, and composition. The following is a list of the activities the students completed each week to put in their portfolios:

#### Week One

1. Adjectives (size, shapes, colors)
2. Adjectives and nouns (identifying nouns and adjectives: size, shape, color)
3. Adjectives
4. Possessive nouns
5. Proofreading practice (apostrophes and capitalization)
6. Adjectives (adding -er and -est to adjectives)

#### Week Two

1. Quotation marks
2. Quotation marks
3. Composition
4. Cause and effect (completing sentences)
5. Cause and effect (completing sentences)
6. Cause and effect (predicting effects)

#### Week Three

1. Cause and effect (listening activity)
2. Blends (br, cr, gr, dr, pr, tr, fr)
3. Blends (cr, fr, cl, fl, br, gr, st, gl, sp, tr, dr, bl)
4. Nouns (Comparing nouns using more and most)

## 5. Reading comprehension

Week Four

1. Reading Comprehension, vocabulary
2. Verbs
3. Verbs (plural and singular verbs)
4. Subject – verb agreement
5. Verbs (to be, to do, to have)
6. Subject – verb agreement
7. Nouns, verbs, adjectives (review)

Week Five

1. Irregular past tense verbs
2. Irregular past tense verbs
3. Irregular past tense verbs
4. Irregular past tense verbs
5. Cause and effect (completing sentences)
6. Cause and effect (completing sentences)

Week Six

1. Verbs
2. Composition
3. Noun – verb agreement
4. Reading Comprehension, vocabulary
5. Noun, verbs, adjectives (review)
6. Homonyms

Tests were given at mid-term. The scores on the end-of term test and the mid-term test were used to compare the performance of the students in the control and experimental groups.

### **Method of Analysis**

**(a) End-of-Term Test (Pre-Experiment Test).** Each student in each group was assigned a number. The total scores on the end-of-term test were tallied for each student. (See Appendix E) A score sheet was assembled for the control and experimental groups.

**(b) Mid-Term Test (Posttest).** Similarly, the scores on the mid-term test were computed and a score sheet was assembled for both the control and experimental groups (See Appendix F).

The Statistical Package for the Social Sciences (SPSS 10.1) was used to analyze the data. First, the mean and standard deviation were computed for each group. An independent-samples *t* test was carried out to compare the posttests score means of the experimental group and the control group. An independent-samples *t* test was also carried out on the students' pretest scores to see if there was any difference between the groups before the experimental group was exposed to the portfolios.

## Chapter IV

### **Results**

The purpose of this study was to determine whether using alternative assessment, specifically portfolios, would improve the grades of Language Arts students in Grade 4 of the Althea Scatliffe Primary School in the British Virgin Islands. In this chapter, the scores obtained by the students in the experimental group and the control group, before and after the treatment with portfolios, are presented after analysis using descriptive and inferential statistics.

#### **Research Question**

*Is there a difference between the grades of students who are given portfolio assessment and those who are assessed with tests alone?*

At the end of the first term in the school (December, 2003), a Language Arts test was administered to the pre-experimental and pre-control groups. Twenty-three students in each group completed the test. The mean score of the pre-experimental group was 69.65, and the standard deviation was 14.74, whereas the mean score of the pre-control group was 79.60 and the standard deviation 12.16. The mean for the experimental group was significantly lower ( $m = 69.65, sd = 14.74$ ) (See Table 1) than the mean for the control group ( $m = 79.60, sd = 12.16$ ) (See Table 2).

**Table 1**

Comparison of Mean and Standard Deviation of Pre-Experimental Group and Experimental Group

Group	N	Mean	Std. Deviation	Std. Error Mean
Pre Experimental	23	69.65	14.74	3.07
Experimental	23	75.68	12.42	2.59



**Table 2**

Comparison of Mean and Standard Deviation of Pre-Control Group and Control Group

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	23	75.78	12.42	2.59
Control Group	23	76.08	12.62	2.63

The control group was performing at a higher level than the experimental group prior to the start of the experiment.

A second test was administered to both groups of students after the experiment was completed. All twenty-three students from each group completed the test. The mean score of the experimental group was 75.78 and the standard deviation was 12.42. The mean score of the control group was 76.08 and the standard deviation was 12.62. After the posttest was given, there was a slight decrease in the mean score of the control group (See Table 2), however there was a substantial increase in the mean score of the experimental group. After the treatment, the mean score of the students with portfolios ( $m = 75.78, sd = 12.42$ ) was not significantly different from the mean score of the students without portfolio ( $m = 76.08, sd = 12.62$ ) (See Table 1 and Table 2).

### **Null Hypothesis**

*There is no significant difference between the grades of students who are given portfolio assessment and those who are assessed with tests alone.*

An independent-samples  $t$  test comparing the mean scores of the pre-experimental group and pre-control group found a significant difference between the means of the two

groups ( $t(44) = 2.50, p < .05$ ). The performance was not only at a higher level for the control group, but also at a level that was statistically significant (See Table 3).

**Table 3**

Independent-Samples T Test Comparing the Scores of the Pre-Experimental and Pre-Control Groups

	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Equal Variances assumed	1.767	.191	-2.499	44	.016	-9.9565
Equal Variances not assumed			-.2.499	42.465	.016	-9.9565

An independent-samples  $t$  test was calculated comparing the mean score of the experimental group to the mean score of the control group. However, no statistically significant difference was found ( $t(44) = .082, p > .05$ ) (See Table 4).

**Table 4**

Independent-Samples T Test Comparing the Post Test Scores of the Experimental and Control Groups

	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Equal Variances assumed	.065	.800	-.082	44	.935	.3043
Equal Variances not assumed			.082	43.989	.935	

Based on the results the null hypothesis was accepted, indicating that there was no statistically significant difference between both groups on the posttest despite their previous achievement. In the subsequent chapter, the results are discussed before a conclusion and recommendations are presented.

## Chapter V

### **Discussion, Conclusion, & Recommendations**

#### **Discussion**

This experimental study was conducted to determine if students' test scores would improve after they have been exposed to alternative means of assessment, in this case, portfolio assessment. This chapter discusses the findings of this study, the conclusion and recommendations.

The null hypothesis predicted that there would be no significant difference between the grades of students who were given portfolio assessment and those who were assessed with tests alone. An independent-samples  $t$  test showed that there was in fact no significant difference in the scores of the students in the experimental group and the control group after the experimental group was exposed to the treatment ( $t(44) = .082$ ,  $p > .05$ ). The mean posttest score of both groups was extremely close, with the mean score of the experimental group being 75.78 and the mean score of the control group being 76.08.

However, this does not mean that there was no improvement in the students' scores. An independent-samples  $t$  test was conducted on the scores of both groups before the portfolios were compiled by the experimental group. There was a significant difference in means of the scores ( $t(44) = 2.50$ ,  $p < .05$ ). The experimental group's mean score was 69.65 and the mean of the control group's scores was 79.60. This showed that the experimental group had been working at a lower level than the control group. The fact that there was no significance in the mean scores after the assessment showed that

there was some improvement on the part of the experimental group. The mean score of the experimental group went up by six.

Meisels (2003) in a longitudinal study comparing students using portfolios in his WSS classrooms and students in a regular classroom not using portfolios showed similar results to this study. Meisels (2003) study, which was carried out over a three-year period, indicated that students using portfolios showed improvement in reading that was not very significant after the first year. However, he reported that although all groups improved in the second and third years, the mean change scores of the WSS group was substantially greater than those in the other group. This would suggest that students in this present study would show greater improvement in their grades if their exposure to the portfolios was long-term.

Holmes & Morrison (1995) study also produced similar results to this study. Although none of the studies were found in Language Arts, there are enough similarities to advance the cause for further research on alternative assessment in the British Virgin Islands.

### **Conclusion**

In conclusion, this study has shown that students do grow academically after using alternative assessment, specifically portfolios. This form of assessment not only fosters student learning but it also improves classroom instruction. Alternative assessments allow teachers to provide learning experiences that reflect real world situations and are authentic forms of assessment. By providing a variety of assessments, such as tests and portfolio assessment, educators give students the opportunity to demonstrate what they know. Alternative assessments allow educators, parents, and

students to track the progress of the students over a period of time. They enable the students to assess their own progress. They give a picture of whole child in the learning environment (Darling-Hammond & Snyder, 2000).

Today, understanding the basics is not enough; students need to think critically in order to face the demands of the world today. Over the last century society has changed from an industrial age to an information age, which requires the ability to access, interpret, analyze, and use information for drawing conclusions. In order to meet the demands of the changing world, the content of the curriculum must change, and the format of the assessment must meet these new outcomes (Bond, 1994).

According to Wiggins (1998), implementing new methods of assessment is not going to be easy. Like any changes in schools, changes in assessment practice will require: (a) strong leadership support; (b) staff development and training; (c) continuing follow-up and support for change through coaching and mentoring, and (d) environments that support experimenting and risk-taking.

There is a wealth of benefits that can be gained from alternative assessment. The foregoing study has shown that students grow academically after being exposed to portfolios and other studies show that students improve on standardized and teacher-constructed tests after interacting with portfolios. Parents and teachers seem to agree that portfolios and other alternative means of assessment are valuable tools for assessing students. As the world changes, these tools become necessary for students to solve problems, think critically, and work together in order to survive in the 21<sup>st</sup> century.

### Recommendations

1. The Minister of Education and the Chief Education Officer should adhere to the provision in the Education Bill and investigate or research alternatives methods that can be used to assess student learning and achievement when planning and implementing new curricula in the primary schools.

2. Instead of, or in addition to, tests and examinations, students should be allowed to carry out alternative activities which may include portfolios or other types of alternative assessments to determine promotion.

3. Further research on alternative assessment should be conducted at pre-primary, primary, and primary levels of the education system in the territory.

4. There are issues that the Ministry of Education and Culture will have consider before implementing alternative assessment measures in schools. Some of these issues in relation to traditional methods are that alternative assessment:

- (a) requires more time to develop,
  - (b) costs more,
  - (c) may limit content coverage,
  - (d) requires a shift in teaching practices
  - (e) requires lots of time for administration,
  - (f) requires new methods of aggregating and reporting data
  - (g) requires new viewpoints about how to use for comparative purposes
- (Airaisian, 1991).

5. Teachers and education officers should be trained in areas of implementing and reporting alternative means of assessment.

6. If a new assessment strategy is adopted, it should be gradually implemented in the classroom. Its usage should be piloted in a few classes and limited to one or two subjects initially.

7. Finally, the class teachers should be involved in the planning an implementation of the new alternative assessment measures. Because of their direct involvement, they would feel a sense of ownership. Teachers should be allowed to recommend or make adjustments in the program when necessary.

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## Appendix A

## Permission Letter to Chief Education Officer

**L. TAMMY HENRY**P.O. BOX 698  
ROAD TOWN, TORTOLA  
BRITISH VIRGIN ISLANDS

December 15, 2003

Mr. Angel Smith  
Chief Education Officer  
Department of Education  
Government of the British Virgin Islands  
Road Town, Tortola  
British Virgin Islands

Dear Mr. Smith,

I am currently a graduate student at the University of the Virgin Islands pursuing a Master of Arts in Education. I have selected to complete a thesis, in which I have to conduct a study, in order to complete this programme. My study will seek to find out if the use of portfolios in the classroom as an assessment tool will improve students' performance.

I am hereby requesting your permission to carry out this study.

Your cooperation in this matter will be greatly appreciated.

Thank you.

  
L. Tammy HenryPermitted  Not granted   
Chief Education Officer

Date: 12/14/03

## Appendix B

## Permission Letter to Principal of Althea Scatliffe Primary School

**L. TAMMY HENRY**P.O. BOX 698  
ROAD TOWN, TORTOLA  
BRITISH VIRGIN ISLANDS

December 15, 2003

Mr. Gordon Callendar  
Principal  
Althea Scatliffe Primary School  
John's Hole, Tortola  
British Virgin Islands

Dear Mr. Callendar,

I am currently a graduate student at the University of the Virgin Islands pursuing a Master of Arts in Education. I have selected to complete a thesis, in which I have to conduct a study, in order to complete this programme. My study will seek to find out if the use of portfolios in the classroom as an assessment tool will improve students' performance.

I am hereby requesting your permission to carry out this study in Grade 4 at your school.

Your cooperation in this matter will be greatly appreciated.

Thank you,

  
L. Tammy Henry

## Appendix C

## Language Arts Test – End-of-Term 2003

2003 ADVENT END OF TERM
-------------------------

COMPREHENSION/ GRAMMAR

CLASS THREE (3)/GRADE IV

NAME: \_\_\_\_\_

SEX: ( ) FEMALE ( ) MALE

AGE: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

PLACE OF BIRTH: \_\_\_\_\_

CLASS: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

TODAY'S DATE: \_\_\_\_\_

FOLLOW ALL INSTRUCTIONS  
ANSWER ALL QUESTIONS



SUBJECT	GRADE
COMPREHENSION 30	

## READING COMPREHENSION

CIRCLE THE CORRECT LETTER TO ANSWER EACH COMPLETE QUESTION. (1pt each) Read the passage carefully.

1. How long did the students have to complete the project?
  - A. 1 day
  - B. 1 week
  - C. 1 month
  - D. 1 year
  
2. What kind of eggs did Jose find?
  - A. Dog eggs
  - B. Frog eggs
  - C. Turtle eggs
  - D. Frog eggs
  
3. Jose put the eggs on top of the \_\_\_\_\_ to keep them warm.
  - A. freezer
  - B. table
  - C. refrigerator
  - D. oven
  
4. What did he do each time he looked at the eggs?
  - A. drew
  - B. sing
  - C. dance
  - D. write
  
5. Which day of the week did the eggs begin to hatch?
  - A. Monday
  - B. Thursday
  - C. Friday
  - D. Wednesday



Number these sentences in the order they happened in the story. (1pt each)

\_\_\_\_\_ After several days the tadpoles began to hatch.

\_\_\_\_\_ On Friday, Jose took his science project to school.

\_\_\_\_\_ Mr. Nielsen liked Jose's science project.

\_\_\_\_\_ Jose found frog eggs in the pond and took some home in a jar.

\_\_\_\_\_ The young tadpoles had gills, but no mouth.

\_\_\_\_\_ Each day the black part of the eggs grew to look more like a tadpole.

FILL IN THE BLANKS WITH THE APPROPRIATE ANSWER FROM THE PASSAGE.(1pt each)

1. Jose found the eggs in a \_\_\_\_\_ near his house.
2. He \_\_\_\_\_ them up and put them in a jar.
3. A tiny tadpole struck itself to a \_\_\_\_\_.
4. The tadpole grew in the black \_\_\_\_\_ of the egg.

ANSWER THE QUESTIONS IN COMPLETE SENTENCES.

1. Which word in the passage means the same as twelve? (2 pts)

\_\_\_\_\_

\_\_\_\_\_

2. According to his Science book, which part was being used as food for the tadpole? (1pt)

---

---

3. Which two parts of the tadpole could easily be seen? (2pts)

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4. What instrument did Jose use to look at the eggs? (1pt)

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5. What did Jose compare the eggs to? (2 pts)

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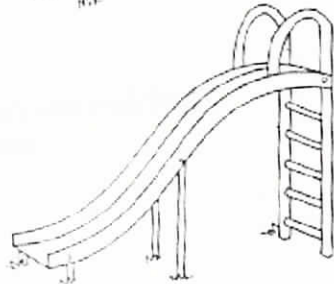
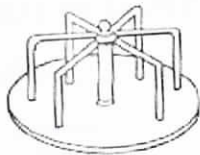
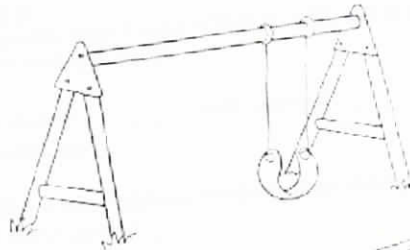
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6. Give the story a suitable title. (1pt)

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Complete this picture by following the directions at the bottom of the picture.

1 mark each = 6



1. Draw another swing on the swing set.
2. Put a big tree on the left side of the playground.
3. Color the merry-go-round red and blue.
4. Make some flowers under the slide.
5. Put a sandbox in the middle of the playground.
6. Make a little dog beside your tree.

## GRAMMAR

SECTION A

CHANGE EACH SINGULAR NOUN IN THE BRACKETS TO ITS PLURAL FORM. (1pt each)

1. All the (man)\_\_\_\_\_ and (woman)\_\_\_\_\_ at the meeting were early.
2. At bedtime the children washed their (foot)\_\_\_\_\_ and brushed their (tooth)\_\_\_\_\_.
3. The cats on the farm love to eat (mouse)\_\_\_\_\_ and (fish)\_\_\_\_\_.
4. Before the storm all the farmers caught all the (goose) \_\_\_\_\_ and the (ox) \_\_\_\_\_.

SECTION B

UNDERLINE THE CORRECT SPELLING FOR THE PLURAL OF EACH WORD. (1pt each)

1. potato - \_\_\_\_\_

potatos  
potatoes  
potatoies

2. wife- \_\_\_\_\_

wifes  
wivies  
wives

3. banjo- \_\_\_\_\_

banjoies  
banjos  
banjes

4. chief- \_\_\_\_\_

chiefs  
chieves  
chiefs

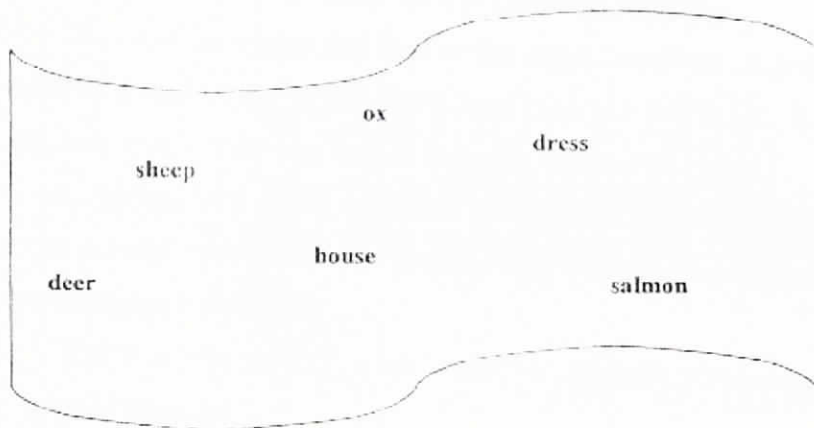
SECTION C

ADD COMMAS ( , ) WHERE NEEDED IN THE FOLLOWING SENTENCES. (1pt each)

1. No they have not finished their homework yet.
2. Well you did a good job on your project.
3. Yes I enjoyed the movie last night.
4. Oh John did you bring your homework.
5. Lock up the windows please.

SECTION D

CIRCLE THE NOUNS FROM THE WORD BANK THAT DO NOT CHANGE WHEN IT IS MADE PLURAL. (1pt each)



---

Just before the bell rang, Mr. Nielsen said, "Don't forget that your science projects are due a week from today"


Jose thought about his project. A few days ago he had found some frog eggs at the pond near his house. He had scooped up a dozen or so with some pond water in an empty jar. At home, he placed the jar on top of the refrigerator to stay warm. The eggs looked like small black beads in white jelly.

Each day Jose looked at the eggs through a magnifying glass and drew what he saw. Day by day, he watched the jelly part of the egg get smaller as the tadpole grew in the black center. A head and tail could be seen and soon the tadpoles began to move. His science book said that the jelly part was food for the growing tadpole.

The next Thursday the first of the eggs hatched. A tiny tadpole stuck itself to a leaf of the pond plant Jose had put in the jar. It had no mouth yet, but Jose could see finger-like gills behind its head.

By Friday, four more eggs had hatched. Jose carefully carried the jar to school, along with his day-by-day drawings and written record of the changes he'd seen.

"This is a fine project, Jose," said Mr. Nielsen. "You must have given it a lot of thought."



## END OF TERM TEST FOR THE ADVENT TERM 2003- 2004

## LANGUAGE ARTS

NAME \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_

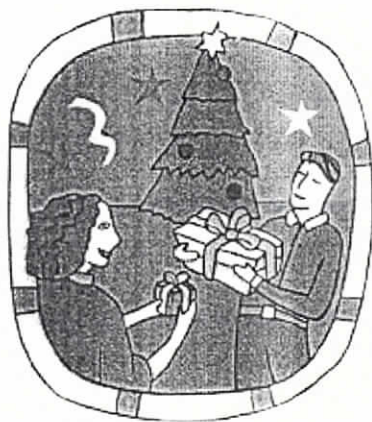
PLACE OF BIRTH \_\_\_\_\_

AGE \_\_\_\_\_ SEX MALE \_\_\_ FEMALE \_\_\_

SCHOOL \_\_\_\_\_

CLASS THREE \_\_\_\_\_ (GRADE FOUR) TEACHER \_\_\_\_\_

TODAY'S DATE \_\_\_\_\_



SPELLING/VOCABULARY \_\_\_\_\_/25

COMPOSITION \_\_\_\_\_/30

## SPELLING AND VOCABULARY

## SPELLING

A] \_\_\_\_\_/10

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

B] Underline the word if it has a short vowel sound. \_\_\_\_\_

Circle the word if it has a long vowel sound. ○

\_\_\_\_\_/5

Duck	huge	plane	black	sweet
Thief	dime	six	home	clock

C] Add bl, cl, fl, gl, pl or sl to make each word answer the clue.

\_\_\_\_\_/3

- |  |           |
|--|-----------|
| 1. You do this to take the flame off from your birthday candles. | _____ow   |
| 2. It is a model of the earth.                                   | _____obe  |
| 3. If you have manners, you will use this word.                  | _____ease |
| 4. This is the beautiful part of a plant.                        | _____ower |
| 5. This is a playground equipment.                               | _____ide  |
| 6. You are a member of this group of students.                   | _____ass  |



D] Complete these sentences using the opposite of the words in the brackets.

\_\_\_\_/3

1. The \_\_\_\_\_ virgins took their lamps with them but no oil. (wise)
2. The devil finds work for \_\_\_\_\_ hands. (busy)
3. Timmy is a \_\_\_\_\_. He risked his own life to save the drowning boy. (coward)

E] Choose the correct prefix to make the opposite of these words. The prefixes are

im, ir, il, un

\_\_\_\_/2

- |                      |                     |
|----------------------|---------------------|
| 1. _____ comfortable | 3. _____ regular    |
| 2. _____ possible    | 4. _____ illiterate |

F] Choose a word from column A to match with a word from column B to make a compound word.

\_\_\_\_/2

Column A	Column B	Compound word
Cap	bell	_____
Moon	proof	_____
Water	cake	_____
Door	light	_____

## COMPOSITION

A]

Number these pictures in the correct order to tell a story.

12

B)

Rewrite these sentences in the correct order to tell a story. Rewrite the sentences in the form of a paragraph. Do not write the sentence that does not belong.

\_\_\_\_ 10

1. It looked so hungry that Mr. Browne gave him some food.
2. He was just in time to put out the fire and save his house.
3. After eating, it then went to sleep in a box at the top of the stairs.
4. In this way, the dog repaid the man for his kindness.
5. At mid night the dog awoke Mr. Browne by his loud barking.
6. One day as Mr. Browne was walking along the street, a homeless dog walked behind of him
7. He went downstairs and found the kitchen on fire.
8. The dog followed him all the way home.
9. Mr. Browne is having a birthday party.

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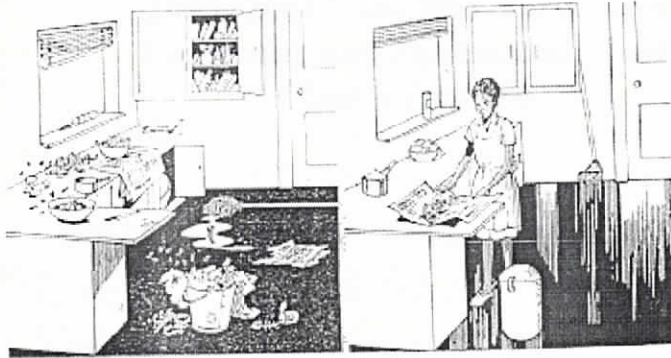
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Paragraph format = 3 pts    Distracting sentence = 1 pt    Sequence = 4pts    neatness = 2pts

Write a paragraph about this picture. You must have at least ten sentences. Your sentences must follow a sequence. Be sure your sentences are constructed properly.




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Content	Organization	Mechanical	Total
____/10	____/5	____/3	____/18

## Appendix D

## Language Arts Test – Mid-Term 2004

**2003- 2004 Lent Mid-Term Test  
Grammar and Punctuation Test  
Class 3 Grade 4**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Class: 3- \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Place of Birth: \_\_\_\_\_

Today's date: \_\_\_\_\_

***YOUR INSTRUCTIONS***

- Read each instruction carefully.
- Answer all the questions.
- Do not write below this line.

Grammar: Score \_\_\_\_/25      Percentage \_\_\_\_      Grade: \_\_\_\_

Punctuation: Score \_\_\_\_/10      Percentage \_\_\_\_      Grade: \_\_\_\_

Total: \_\_\_\_/35      Percentage \_\_\_\_      Grade: \_\_\_\_



## Grammar (25 marks)

## Section A

Read the paragraph below carefully. Then circle all the action verbs that you can find. - 2 answers = 1 mark (10 marks)

Every morning, after you wake up you kneel down and say your prayers. Then you bathe, dress and comb your hair. After eating your breakfast, you walk or ride to school, where you learn to read good English, to multiply, to sing and many other things. In fact you cannot think of any time in the day when you are not doing something. When you are tired you rest and even when you sleep you breathe and maybe even dream and snore.

## Section B

Look at the present tense verb below. Then circle the letter that shows its correct past tense. (3 marks)

1. sneeze -    a. sneezed            b. sneezed            c. sneezed
2. copy -     a. copyied                b. copyed            c. copied
3. slap -     a. slaped                 b. slapped            c. slapped

## Section C

On the lines provided, change the verbs in the brackets to their correct past tense. (3 marks)

1. During General Assembly, we \_\_\_\_\_ The Lord's Prayer. ( say)
2. We \_\_\_\_\_ after Blue House won the Tug of War. (cheer)
3. Our mother \_\_\_\_\_ to bake the cookies for the party. (forget)

## Section D

In the sentences below, underline the helping verbs and circle the action (main) verbs. (5 marks)

1. The children are sweeping the dirty floor.
2. I am baking the pineapple tart for the picnic.
3. We were listening to the results for the Horse Race.

## Section E

Read the sentences below carefully. Then underline the verbs only. (3 marks)

1. Reavaughn is not feeling well today.
2. Dillion and Charlesworth are best friends.
3. Kia was angry at her brother.

## Section F

Read the sentences carefully. Then circle the verb that is most suitable for the sentence. (3 marks)

1. Mother \_\_\_\_\_ "Please do not wake up the baby."
  - a. screamed
  - b. whispered
  - c. shouted.
2. The crossing guard quickly lifted her hand and \_\_\_\_\_ to the speeding driver, "Stop!"
  - a. replied
  - b. shouted
  - c. said
3. Bill \_\_\_\_\_ his father to allow him to go to the late night movies.
  - a. begged
  - b. asked
  - c. told

## Punctuation- (10 marks)

## Section G

Match the two words in Column A to the correct contraction in Column B. (4 marks)

## Column A

1. did not
2. he is
3. you are
4. they will

## Column B

- you're
- didn't
- they'll
- he's

## Section H

Look at the two words underlined in the sentence. Then on the line provided write the correct contraction. (3 marks)

1. Martha will not listen to her teacher. \_\_\_\_\_
2. She will pick us up after volleyball practice. \_\_\_\_\_
3. It is going to be a very exciting Sports Day. \_\_\_\_\_

## Section I

Rewrite these sentences to show ownership. (3 marks)

1. The tail belonging to the rabbit is short and fluffy.  
\_\_\_\_\_

2. The meeting for teachers will begin in one hour.  
\_\_\_\_\_

3. Have you read the books belonging to the children?  
\_\_\_\_\_



READ ALL INSTRUCTIONS  
ANSWER ALL QUESTIONS  
GOOD LUCK!!!!

SPELLING/ VOCABULARY

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

CIRCLE THE CORRECTLY SPELT WORD IN EACH SECTION.

(1pt each)

- |            |        |
|------------|--------|
| 1 incisors | 3 bage |
| instcors   | badge  |
| inseisors  | bagde  |

- |           |           |
|-----------|-----------|
| 2 excrete | 4 pasport |
| exscrete  | pasport   |
| excreete  | passport  |

MATCH THE WORDS TO THEIR CORRECT ABBREVIATIONS. (1pt each)

- |                         |       |
|-------------------------|-------|
| December                | St.   |
| Mister                  | Dr.   |
| Captain                 | P.W.D |
| Street                  | Dec.  |
| Please Turn Over        | Mr    |
| Doctor                  | Capt  |
| Public Works Department | P.T.O |

2003/2004 LENT MID -TERM
--------------------------

**SPELLING /VOCABULARY/ COMPOSITION**  
**CLASS THREE (3)/GRADE IV**

NAME \_\_\_\_\_

SEX : ( ) FEMALE ( ) MALE

AGE: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

PLACE OF BIRTH: \_\_\_\_\_

CLASS: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

TODAY'S DATE: \_\_\_\_\_

FOLLOW ALL INSTRUCTIONS  
 ANSWER ALL QUESTIONS



SUBJECT	GRADE	PERCENTAGE
SPELLING		
/VOCABULARY /30		
COMPOSITION /30		

**USE THE CORRECT WORD FROM THE BRACKETS TO FILL IN THE BLANKS.(1pt each)**

1. My mother bought me a \_\_\_\_\_ dress. (knew, new)
2. We are going to \_\_\_\_\_ around the islands. (sail, sale)
3. The children told \_\_\_\_\_ father about the luncheon. (their, there)
4. Tom asked for another \_\_\_\_\_ of cake. (peace, piece)
5. The little boy lost his rubber \_\_\_\_\_. (ball, bowl)

**SAY WHETHER THESE NOUNS ARE OF THE COMMON OR NEUTER GENDER. (1 pt each)**

- |                      |                     |
|----------------------|---------------------|
| 1. the floor- _____  | 3. a student- _____ |
| 2. a traveler- _____ | 4. a book- _____    |

**WRITE THE OPPOSITE GENDER TO THE UNDERLINED WORD IN THE BLANKS. (1pt each)**

1. I am spending my vacation with my uncle \_\_\_\_\_
2. Bob gave his rent to his landlady. \_\_\_\_\_
3. The hostess greeted us at the restaurant. \_\_\_\_\_
4. There is a cock in the back yard. \_\_\_\_\_
5. I saw the prince of England. \_\_\_\_\_

**PHONICS**

**USE THE LETTER BLENDS TO MAKE WORDS FOR EACH SENTENCE.(1pt each)**

1. The trees outside look gr\_\_\_\_\_ today.
2. We use cr\_\_\_\_\_ to colour in our books.
3. A fr\_\_\_\_\_ is an amphibian.
4. Fish have sc\_\_\_\_\_ and lives in water.
5. Most of us dr\_\_\_\_\_ to school.



CHOOSE ONE OF THE FOLLOWING TOPICS TO WRITE ABOUT.

Pretend your family was having a beach picnic. In a paragraph write what you saw and what you did! What happened? Who was there? How did you feel?

OR

Write about going to work with your mom, dad or someone you care about. Where do they work? How did you get there? What did you do? What did you like best about that day?

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content (14) \_\_\_\_ organization (4) \_\_\_\_ mechanicals (2) \_\_\_\_ TOTAL \_\_\_\_  
20

**2003- 2004 Lent Mid-Term Test  
Comprehension Test  
Class 3 Grade 4**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Class: 3- \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

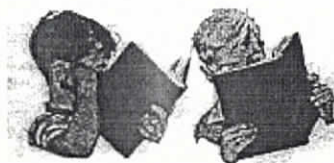
Place of Birth: \_\_\_\_\_

Today's date: \_\_\_\_\_

***YOUR INSTRUCTIONS***

- Read each instruction carefully.
  - Answer all the questions.
  - Do not write below this line.
- 

Comprehension: Score \_\_\_\_/45 Percentage \_\_\_\_ Grade: \_\_\_\_



### Section A

Read the passage on the separate page carefully. Then follow the instructions to complete this section. (30 marks)

A. Write T if the sentence is true and F if the sentence is false. (4 marks)

1. Carlos was camping outside. \_\_\_\_\_
2. Carlos woke up during the night. \_\_\_\_\_
3. Mosh put the desk in front of the bedroom door. \_\_\_\_\_
4. Carlos really caught a butterfly in his net. \_\_\_\_\_

B. Number the sentences to show the order in which the events in the story happened. (4 marks)

- \_\_\_\_\_ Carlos saw the thing that had been chasing him.
- \_\_\_\_\_ Carlos ran into the house.
- \_\_\_\_\_ Carlos ran into a cave.
- \_\_\_\_\_ Carlos woke up.

C. Read the story carefully, then write one word from the passage that has the same meaning as the words below. (3 marks) Eg. seized – grabbed.

1. to get away - \_\_\_\_\_
2. monster - \_\_\_\_\_
3. very large - \_\_\_\_\_

D. Answer these questions in complete sentences. (19 marks)

1. How many characters are mentioned in the story? (2 marks)

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2. Who is the main character in this story? (1 mark)

---

3. Where do you think this story took place? (2 marks)

---

4. Why did Carlos duck into the cave? (2 marks)

---

5. What word tells you that Carlos was not angry with Mosh? (1 mark)

---

6. Write two contractions from this passage. (2 marks)

i. \_\_\_\_\_ ii. \_\_\_\_\_

7. Write two past tense verbs from this passage. (2 marks)

i. \_\_\_\_\_ ii. \_\_\_\_\_

8. Write another suitable title for this story. (2 marks)

---

9. Draw a picture showing how Carlos's bedroom looked after he woke up.  
On the lines provided write a sentence about what you drew. (5 marks)

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**Section B**

**Read the short stories below. Then circle the letter that shows what you think happened next. (4 marks)**

1. One afternoon Mr. Rome went grocery shopping. Since it was such a hot day, he decided to buy a carton of ice cream. On the way home, he stopped at the school to talk to his son's teacher. He left the groceries in the car. What do you think happened?

- a. The teacher give him a good report about his son.
- b. The ice cream melted.
- c. Someone ate the ice cream.

2. Nancy named her new puppy Trouble, because that is what he always caused. He was never still for a minute. No matter how careful Nancy was, the puppy could always find something to knock over or chew up.

One morning, Nancy left for school in a hurry. She forgot to shut her clothes drawer tightly. What do you think Trouble did while Nancy was at school?

- a. He climbed into the drawer and went to sleep.
- b. He pulled her clothes out of the drawer and began chewing on them.
- c. He pushed the drawer closed.

**Section C.**

**Read the short story below. Then answer the questions in complete sentences. (11 marks)**

Randy and Jim were best friends. They looked forward to their weekends, so that they could ride their bikes. On Sunday, Randy was excited to go bike riding with Jim. He wanted to show Jim his new 10-speed bike. As Randy rode around the corner, he saw Jim and an older man sitting in the middle of the sidewalk. They were sitting in bags of apples, oranges, packages and cans that were scattered all over the street. "It looks like that man and Jim need some help," Randy said to himself.

1. Why do you think the boys rode their bikes during the weekend? (2 marks)

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2. Why do you think Jim and the older man were sitting in piles of groceries? (2 marks)

---

---

3. What do you think Randy will say to Jim and the older man? (2 marks)

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4. What do you think the older man will say to Randy? (2 marks)

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5. How do you think this story will end? (3 marks)

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## Appendix E

End-of-Term Test (Pre-Assessment) Scores  
of the Pre-Experimental and Pre-Control Groups

<b>Student #</b>	<b>Experimental Group</b>	<b>Control Group</b>
1	88	64
2	51	85
3	88	93
4	84	67
5	44	83
6	70	91
7	50	43
8	50	77
9	50	83
10	96	97
11	77	84
12	55	77
13	58	82
14	70	56
15	86	86
16	82	74
17	71	87
18	65	84
19	72	83
20	71	86
21	75	83
22	67	80
23	82	86
<b>Average</b>	<b>69.65217391</b>	<b>79.60869565</b>

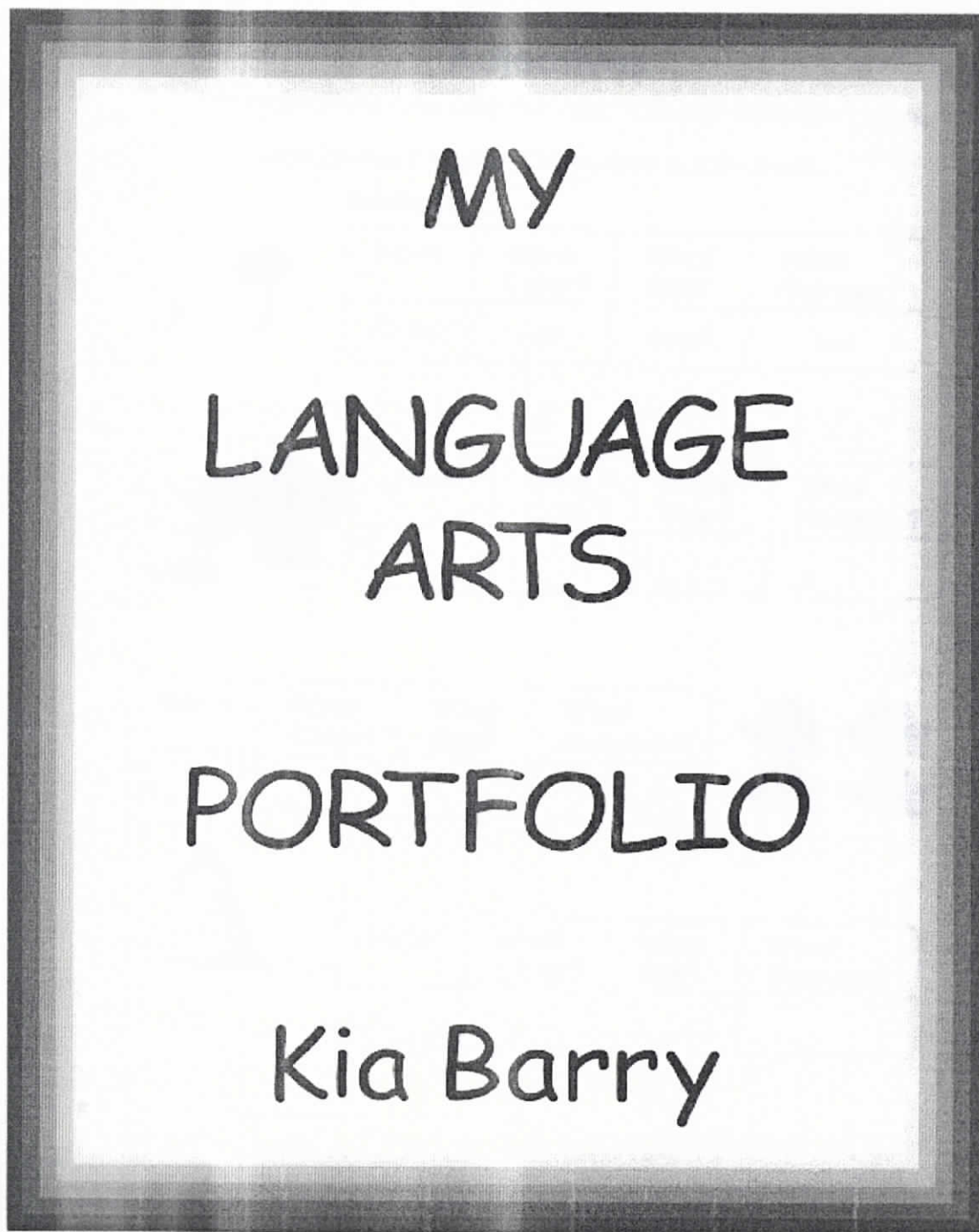
## Appendix F

## Mid-Term Test (Posttest) Scores of the Experimental and Control Groups

<b>Student</b>	<b>Experimental Group</b>	<b>Control Group</b>
1	87	70
2	60	80
3	90	91
4	90	63
5	52	81
6	81	89
7	67	43
8	76	73
9	54	81
10	98	95
11	83	90
12	61	67
13	62	55
14	83	71
15	78	77
16	88	65
17	84	85
18	72	80
19	68	89
20	70	77
21	84	86
22	72	64
23	83	78
<b>Average</b>	<b>75.7826087</b>	<b>76.08695652</b>

Appendix G

Sample of Student's Portfolio



MY

LANGUAGE  
ARTS

PORTFOLIO

Kia Barry

Name: Mia Bati

## Adjectives

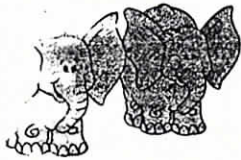
Not all adjectives can also be used to help describe nouns.

Look at the pictures. Complete each chart.

Example:



Noun	What Color?	What Size?	What Number?
flower	red	small	two



Noun	What Color?	What Size?	What Number?
elephant	gray ✓	large ✓	two ✓

Noun	What Color?	What Size?	What Number?
turtle	green ✓	small ✓	four ✓

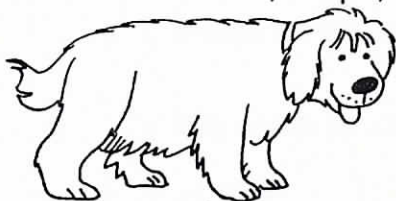


Noun	What Color?	What Size?	What Number?
tree	green ✓	tall ✓	one ✓

Name Kira Berg Skill: Identifying size, shape, and color adjectives

## Tell Me More!

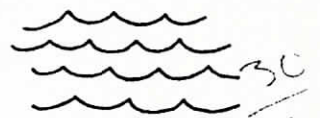
An adjective describes, or tells more about, a noun. An adjective may tell about the size, shape, or color of a noun.



**large dog**  
(size)



**oval table**  
(shape)



**blue ocean**  
(color)

Draw an orange circle around the adjective. Write the adjective and the noun. Then write whether the adjective describes size, shape, or color.

	Adjective	Noun	Size, Shape, or Color
1. He has blue eyes.	<u>blue</u>	<u>eye</u>	<u>color</u>
2. The small desk is mine.	<u>small</u>	<u>desk</u>	<u>size</u>
3. Hand me the square box.	<u>square</u>	<u>box</u>	<u>shape</u>
4. See the red sunset.	<u>red</u>	<u>sunset</u>	<u>color</u>
5. Leo is a large lion.	<u>large</u>	<u>lion</u>	<u>size</u>
6. The tiny firefly glows.	<u>tiny</u>	<u>firefly</u>	<u>size</u>
7. Throw me the blue ball.	<u>blue</u>	<u>ball</u>	<u>color</u>
8. Michelle has a green frog.	<u>green</u>	<u>frog</u>	<u>color</u>
9. The round watch is lost.	<u>round</u>	<u>watch</u>	<u>shape</u>
10. Stand in the short line.	<u>short</u>	<u>line</u>	<u>size</u>

**Brainwork!** Write a sentence for each of these adjective-noun pairs—**enormous elephant**, **round badge**, and **bright light**.

# Adjectives

Kia Barry 3-1

Circle each **adjective** that describes the underlined noun in each sentence.

1. It was a hot and sunny day.

2. We were on a bumpy road to the beach.

3. Many cars were ahead of us.

12  
13 4. The trip took two hours.

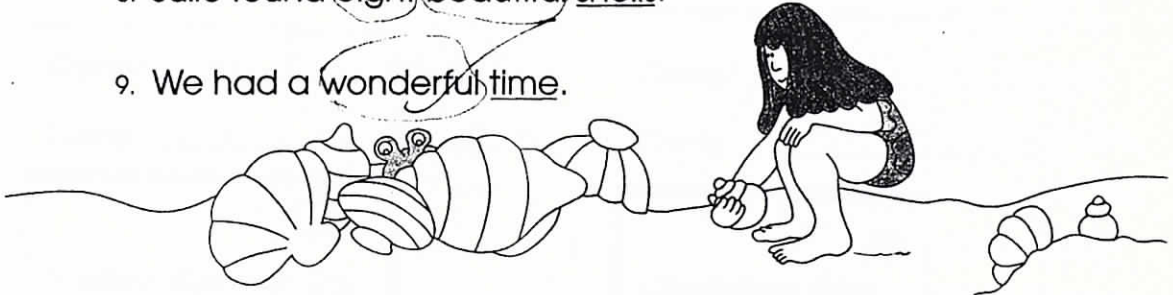
5. We were a tired and hungry family.

6. Then we saw the white sand and blue ocean.

7. We went swimming in the cool water.

8. Julie found eight beautiful shells.

9. We had a wonderful time.



Write a sentence of your own using one or more **adjectives**.

My family and I built two beautiful large sandcastles.



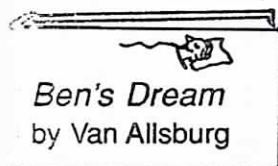
Name Kia Barry

Skill: Identifying possessives

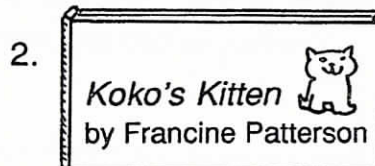
## Who Owns What?

A noun may show ownership of things. When it does, the noun has an 's after its last letter. The word or words that follow the 's are what the noun owns.

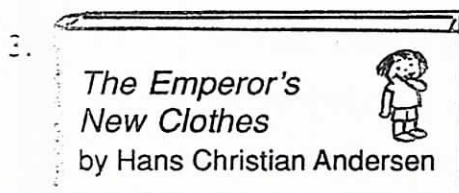
Read the book titles. Under each book, write the noun that shows ownership and the things owned.



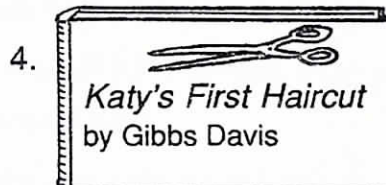
Owner Ben's  
Owns Dream



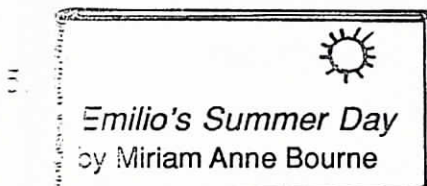
Owner Koko's  
Owns Kitten



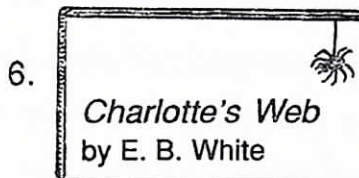
Owner The Emperor's  
Owns New Clothes



Owner Katy's  
Owns First Haircut



Owner Emilio's  
Owns Summer Day



Owner Charlotte's  
Owns Web

Try it! Write your name with an 's after the last letter. Add something to it. Then write a sentence using both words.

## Tools for Writing

## Proofreading Practice:

### Possessives

As you read the stories below, you will notice that apostrophes have not been added to show possessives. Read the sentences carefully. Use the proofreader's mark (∨) to show where apostrophes need to be added. For extra practice, use the proofreader's mark (≡) to correct the capitalization.



### The Pet Parade

parkersville fun festival was held each year during the first two weeks in June. There were always a lot of fun activities. They included all sorts of contests, games, and carnival rides.

the parkersville pet parade was held on the first saturday of the festival. All the neighborhood kids' pets were ready for the parade. adams turtle had a picture of the united states' flag painted on its back. kristen's kitten, caramel, had a baby bonnet tied around its head and kept trying to get it off. ryan's collie had been brushed until its coat sparkled, and it didn't mind the leash at all. justin's bird was riding in its cage on the wagon justin had decorated. gabes llama was probably the most unusual pet of all. he hoped to win first prize.

name Kia BarrySkill: Adding er and est to  
adjectives

## Pick an Ending!

Many adjectives end in **er** or **est**. The endings show how two people or things compare. Use **er** to compare two people or things. Use **est** to compare more than two.

Janine is young.



Janine is younger than Robert.

Janine is the youngest child  
in the family.

Choose the right adjective to finish each sentence.

- The room is warm ✓ warmer
- My room is warmer ✓ than my brother's room. warmest
- My room is the warmest ✓ room in our house. warm

- Georgia is taller ✓ than Juanita. tallest
- Georgia is the tallest ✓ girl in her class. tall
- Georgia is tall ✓ taller

- Dad has the softest ✓ voice in the family. soft
- My dad has a soft ✓ voice. softest
- His voice is softer ✓ than my mom's voice. softer

**Brainwork!** Write and illustrate three sentences like the ones above. Use the words **short**, **shorter**, and **shortest**.

# 100 Quotation Marks Kia Barry 3-1

Quotation marks (" ") are placed around someone's exact words.

Example: "That barber cut my hair too short," Jon said.  
He cried, "There's almost nothing left!"

Follow these guidelines for writing **quotation marks**:

• Place **opening quotation marks** before the first word of a person's statement.

• Use a comma to separate the speaker's words from the rest of the sentence.

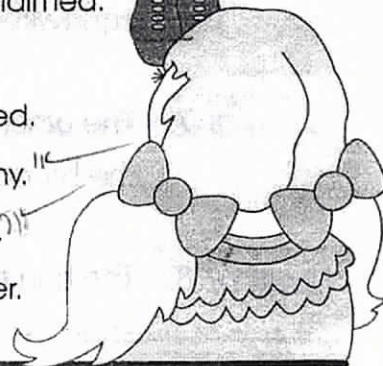
• Place **closing quotation marks** after the punctuation mark that ends the speaker's words.

Leave out the comma when a quotation ends with a question mark or exclamation point.

Example: "Where are my eyeglasses?" he asked.  
"I found twenty dollars!" she said happily.

Place **quotation marks** correctly in the sentences below.

1. "What's your name?" Wendy asked.
2. "Peter Pan," the boy answered.
3. "How old are you?" she wanted to know.
4. "I'm not sure, but I'll always be young," Peter replied.
5. "Where do you live?" Wendy asked.
6. "Never Never Land," Peter said.
7. "That sounds like a wonderful place!" Wendy exclaimed.
8. "It is," said the boy.
9. "Why did you come to our window?" Wendy asked.
10. "To hear stories," answered Peter. "I don't know any."
11. "How sad!" Wendy cried. "I know plenty of stories."
12. "Then fly with me to Never-Never Land," said Peter.



## "When Someone Speaks"

- Use quotation marks and a comma whenever you are repeating someone's exact words.

**Mrs. Torres said, "Please close the door."**

- Notice that a comma separates the words being spoken from the rest of the sentence.

Add quotation marks to these sentences.

1. ✓ I'm tired of carrying this bag of grain, said the hen.
2. ✓ The dog said, I won't carry it for you.
3. ✓ Then I will eat all the bread myself, replied the hen.
4. ✓ The hen complained, It is hard grinding the grain into bread.
5. ✓ The pig grunted, Don't ask me to help!
6. ✓ Well, don't ask me for any of the bread when it's done, squawked the hen.
7. ✓ The other animals complained, The hen is selfish to eat all the bread herself.
8. ✓ The hen thought, If they had helped, I would be glad to share my bread.

16  
16

Thursday, 4<sup>th</sup> June 10, 2004  
 Language Use Punctuation  
 The Pet Parade

25  
 28

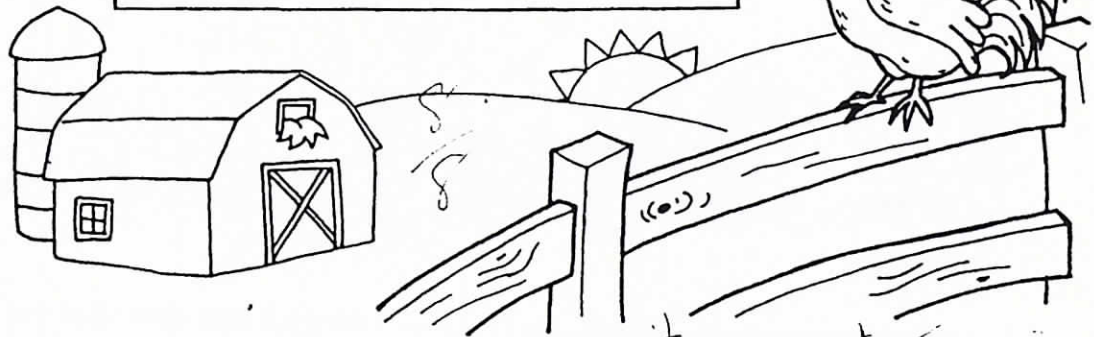
Parherville Fun Festival was held each year during two weeks in June. There were always a lot of fun activities they included all sorts of contests, games and carnival rides. The Parherville Pet Parade was held on the first Saturday of the Festival. All the neighborhood kids' pets were ready for the parade. Adam's turtle had a picture of the United States' flag painted on its back. Christen's kitten Emmet Caramel, had a baby bonnet tied around its head and kept trying to get it off. Ryan's collie had been brushed until its coat sparkled and it didn't mind the brush at all. Justin's bird was riding in its cage on the wagon Justin had decorated. Gracie's llama was probably the most unusual pet of all. He hoped to win first prize.

Name Kia Barry 3.1 Skill: Determining cause and effect

Write a phrase from the Word Box to complete each sentence.

**Word Box**

I feed them ✓	lemon was sour ✓
hear the music ✓	it was dawn ✓
hands get clean ✓	it was ripe ✓
it was empty ✓	it had stopped ✓



1. Mother threw away the bottle because it was empty ✓
2. Dad wound his watch because it had stopped ✓
3. Use soap and warm water so your hands get clean ✓
4. The rooster crowed because it was dawn ✓
5. I picked the tomato because it was ripe ✓
6. My fish swim to the top when I feed them ✓
7. I put on headphones so I could hear the music ✓
8. My mouth puckered up because the lemon was sour ✓

**Just for Fun!** Write to show what happened next.  
The pig was rolling in the mud.

Name Kia Barry 3-1 Skill: Determining cause and effect

Write a phrase from the Word Box to complete each sentence.



**Word Box**

is too high ✓	it is winter
I was sleepy ✓	smiled at him ✓
did not eat breakfast	had a haircut ✓
it is spring	he is ill



- ✓ 1. My hair was too long so I had a haircut ✓
2. I am hungry because I did not eat breakfast ✓
3. I went to bed early because I was sleepy ✓
4. The baby smiled when I smiled at him ✓
5. Matt is absent because he is ill ✓
6. Flowers are growing because it is spring ✓
7. Nights are cold because it is winter ✓
8. I need the ladder because the shelf is too high ✓

**Just for Fun!** Write to show the reason this happened.  
The kitten hid under the basket.



Name Kira Bony

Cause and effect

## So...

Write a phrase from the box at the right to tell what *most likely* happened as a result of the action.

1. The telephone rang so

I answered it.

I answered it. ✓  
I hung up.  
it was loud.

2. My friend got sick yesterday so

he was absent today.

he rode his bike to school.  
he felt better.  
he was absent today. ✓

3. We were noisy during the fire drill so

we had to do it over.

we talked too much.  
we had to do it over. ✓  
we had a real fire.

4. At camp we left food on the picnic table so

the animals ate it.

Dad cooked it.  
the animals ate it. ✓  
it would taste better.

5. I lost my lunch money on the way to school so

I had to borrow money.

it's probably on the bus.  
I had to borrow money. ✓  
I ate the lunch I packed.

6. Jerry is allergic to seafood so

he doesn't visit aquariums.

he doesn't go to aquariums. ✓  
he always asks what's in the food he's served.  
he never eats vegetables.

**Try This!** Complete this sentence with four different results: I just won the watermelon-eating contest at the fair so...

NAME

Kio Barry

## Listening Skills

## 100 Cause and Effect

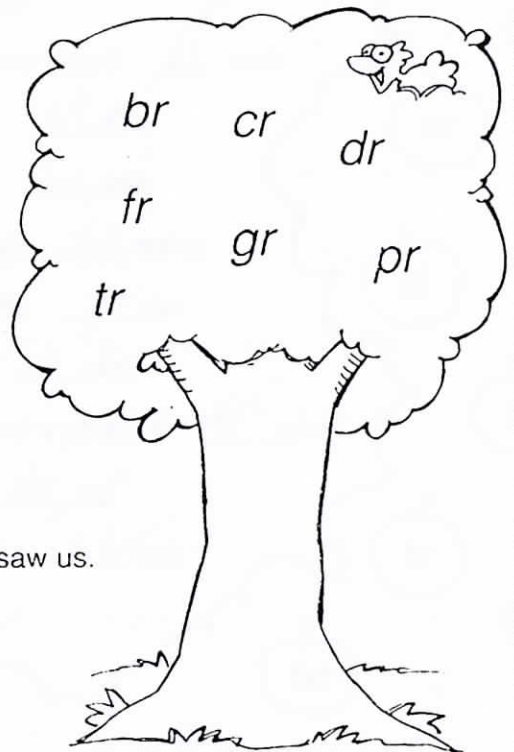
1.  Seeds had spilled on the shelf.  
 Ms. Dalton forgot the nails.  
 Ms. Dalton couldn't build the bird feeder.
2.  Ted's cat hid them.  
 Ted had paper and markers at home.  
 Sam ripped them to shreds.
3.  The twins couldn't go to school.  
 The twins were paid four dollars.  
 The twins wanted to rest.
4.  Jane and Lance left for the park.  
 It started to rain.  
 Jane and Lance wanted to work.
5.  Their neighbors are noisy.  
 Their neighbors are cats.  
 The mice want neighbors.  
 Ken's friends were sad.  
 Ken got another balloon.  
 The balloon burst.

6/6

## A Tree of Blends

Write the missing letters below. Use the blends on the tree:

1. Ben tapped the dr um softly.
2. This wall is made of br icks.
3. There is a tr ack in this tray.
4. Pat ate some gr apes at lunch.
5. Mom will dr ive to the market.
6. The grass in the yard is gr owing tall.
7. Janet won first pr ize in the contest.
8. The baby is sleeping in her cr ib.
9. Let's hike along this tr ail.
10. A fr og jumped into the pond when it saw us.
11. What is the pr ice of that dress?
12. The truck is carrying a load of fr uit.
13. Amy is going on a tr ip in June.
14. Will you help me with this math pr oblem?



Read the sentences again. Find four other words that begin with an r blend.  
Write them on the line.

\_\_\_\_\_

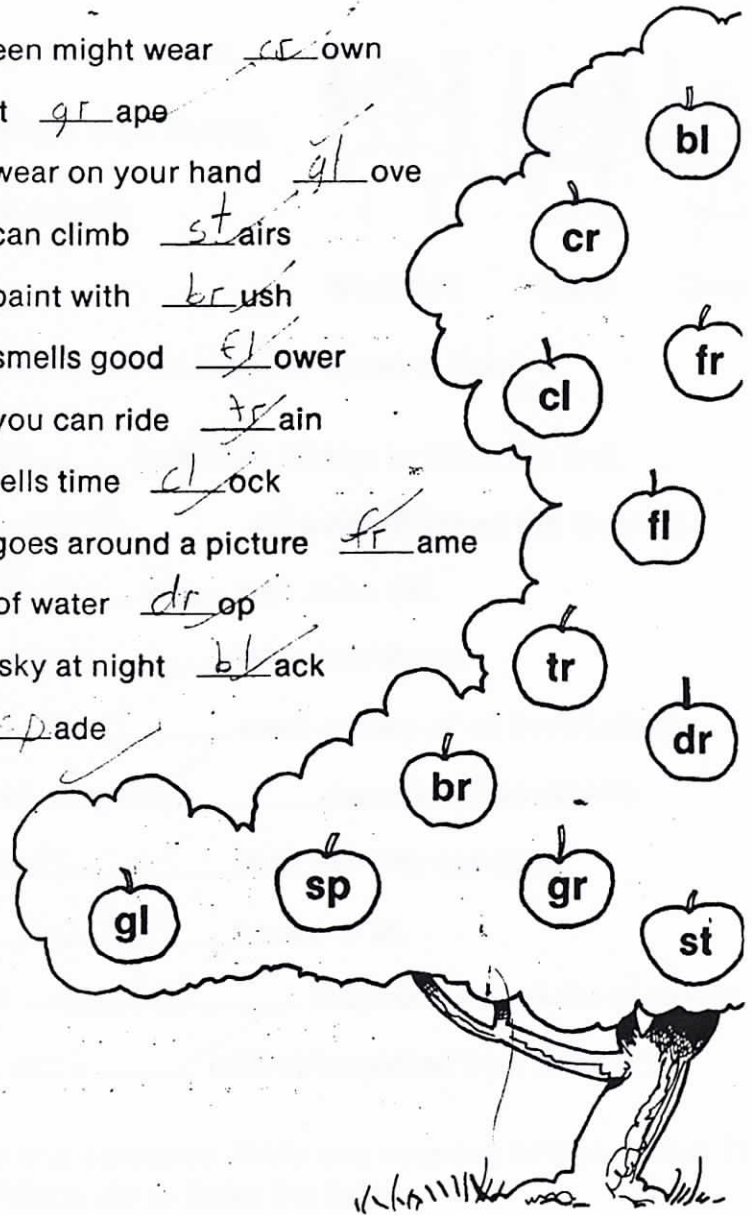
Name

Kia Barry

## Pick a Blend

Choose a blend from the apple tree to complete the answer to each riddle. Write the blend in the blank.

1. Something a queen might wear cr own
2. Something to eat gr ape
3. Something you wear on your hand gl ove
4. Something you can climb st airs
5. Something you paint with br ush
6. Something that smells good fl ower
7. Something that you can ride tr ain
8. Something that tells time cl ock
9. Something that goes around a picture fr ame
10. A small amount of water dr op
11. The color of the sky at night bl ack
12. Like a shovel sp ade



Name Kia Barry Skill: Comparing nouns  
more and

## More or Most?

Write **more** or **most** before nouns to compare the amounts the noun stand for. Use **more** to compare the amounts two nouns stand for. Use **most** to compare the amounts three or more nouns stand for.

Brandon has more pencils than Kara.

Brandon has more pencils than Denise.

Brandon has the most pencils.



Brandon

Kara

Deni

Read each sentence. Write either **more** or **most** to finish it.

- Tina took more time than Allison to finish the test.
- Denise took the most time and finished the test last.
- William ate more pizza than John did.
- John read more books than Brent.
- William won the most word games of all the students.
- The pet store sold more canaries than rabbits.
- My dog eats more food than my cat does.
- Julio read the most books of all.
- Wendell sold the most magazines of all the students.
- Angelo drinks more milk at breakfast than at lunch.

**Brainwork!** Copy the first sentence. Write two reasons why you think Ti took more time than Allison did to finish the test.

Name \_\_\_\_\_

Kia Barry

Skills: Reading Comprehension

## What a Group!

Many of the 4,000 animals that belong to the mammal group are unique.

Bats are the only members that can fly.

The largest mammal is the blue whale. It is 100 feet long (30 meters) and weighs 100 short tons (9 metric tons).

The smallest mammal is the Kitti's hog-nose bat. It's about the size of a bumblebee and weighs as much as a penny.

As beavers gnaw on logs, their teeth should wear down, but they don't. A beaver's teeth keep growing, so they stay about the same length.

The platypus and the echidna are the only mammals that lay eggs instead of giving birth to live young. Even though they lay eggs, they still feed their hatched

young with milk they produce.

The Arctic hare is a brown color in the spring. It blends in with the tundra, or swampy treeless plain, where it lives. In the winter when the tundra is covered with snow, the hare's coat turns white.

The group of mammals with the most members is the rodents—rats, mice, chipmunks, squirrels, and porcupines.

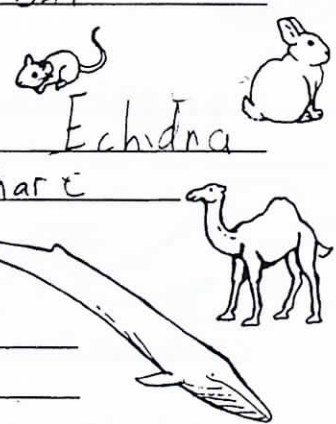
The maned wolf is called "the fox that walks on stilts." It has long legs that help it hunt for food in the tall grasses of the South American plains.

A camel has a pad on its foot that acts like a snowshoe. The pad spreads out as the camel walks and keeps the camel from sinking into the sand.



### Name the Mammal!

1. I am the smallest mammal. Kitti's hog-nose bat
2. I am the largest mammal. Blue whale
3. I am a flying mammal. Bat
4. We are the only mammals that lay eggs. Platypus, Echidna
5. Sometimes I'm brown, sometimes I'm white. Arctic hare
6. My teeth keep growing. Beaver
7. I have very long legs. Maned wolf
8. I can walk on sand and not sink into it. Camel
9. We are the most numerous mammals. Whales



**Challenge!** Make up a unique mammal. Draw a picture of it. What is its name? How is it different? How does its uniqueness help it?

Name Kia Barry

Skill: Vocabulary

## Mammal Meals

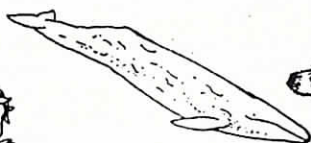
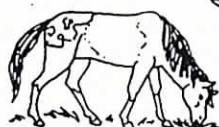
Read the story.

Food supplies mammals with the energy to carry out their activities and stay alive. The types of food mammals eat vary.

Most mammals (including elephants, giraffes, beavers, deer, and horses) are herbivores, or plant-eaters. Lions, wolves, and similar mammals are carnivores, or meat-eaters. Humans, bears, and raccoons are omnivores. They eat both plants and meat. A small group of mammals (including aardvarks and anteaters) are insectivores, or insect-eaters.

At times when food is scarce, mammals migrate, or travel, to find food. Gray whales leave their home in Arctic waters and summer in Baja California where food is plentiful. In winter, the bighorn sheep come down from the snow-covered mountains to the valley below to find meadow grass.

Some herbivore mammals (like the desert-dwelling ground squirrel) estivate, or go to sleep during hot, dry seasons, when plant life becomes scarce. While sleeping, they conserve energy and don't need food. Some carnivore mammals (such as the woodchuck) hibernate, or go to sleep during cold seasons, when food is scarce.



Find the definition in the story for each word below. Write it.

1. hibernate to go to sleep during cold seasons
2. omnivores plant and meat-eater
3. migrate to travel
4. herbivores plant-eater
5. carnivores meat-eater
6. estivate to go to sleep during the hot seasons
7. insectivores insect-eaters



**Challenge!** Invite a herbivore, carnivore, omnivore, or insectivore to dinner. Plan a meal for it. Cut pictures of food out of magazines. Glue the pictures on a paper plate.

Name Kim Barry

Skill: Recognizing action verbs

## Action Words

Some verbs are action words. They tell what nouns (people, places, or things) do.

Draw a line under the verbs in the book titles. Write them on the book.

- *Curious George Learns the Alphabet* by H. A. Rey
- *Curious George Rides a Bike* by H. A. Rey
- *Curious George Flies a Kite* by Margaret and H. A. Rey
- *Curious George Goes Sledding* by Rey and Shalleck
- *Curious George Visits the Zoo* by Rey and Shalleck
- *Curious George Gets a Medal* by H. A. Rey
- *Ira Sleeps Over* by Bernard Waber
- *Lyle Finds His Mother* by Bernard Waber
- *Paddington Takes the Test* by Michael Bond
- *I Like You* by Sandol Stoddard Warburg



1. <u>Learns</u>	6. <u>Gets</u>
2. <u>Ride</u>	7. <u>sleep</u>
3. <u>Fly</u>	8. <u>Find</u>
4. <u>Sledding</u>	9. <u>Takes</u>
5. <u>visits</u>	10. <u>like</u>

Use these verbs to make three new book titles: **Learns**, **Visits**, and **Rides**.

11. Polly the Parrot Learns the Alphabet by Kim Barry
12. Polly the Parrot Learns how Rides a bike by Kim Barry
13. Polly the Parrot Visits the Zoo by Kim Barry

**Brainwork!** Look at books in your classroom or school library. List three book titles that have only one action verb. Circle the action verb.



Name: Kia D...

## Verbs

When a verb tells what one person or thing is doing now, it usually ends in **s**. **Example:** She **sings**.

When a verb is used with **you, I** or **we**, we do not add an **s**.

**Example:** I **sing**.

**Directions:** Write the correct verb in each sentence.

**Example:**



- I write a newspaper about our street. **writes, write**
1. My sister helps me sometimes. **helps, help**
2. She draws the pictures. **draw, draws**
3. We deliver them together. **delivers, deliver**
4. I tell the news about all the people. **tell, tells**
5. Mr. Macon grows the most beautiful flowers. **grow, grows**
6. Mrs. Jones talks to her plants. **talks, talk**
7. Kevin Turner lets his dog loose everyday. **lets, let**
8. Little Mikey Smith gets lost once a week. **get, gets**
9. You may think I live on an interesting street. **thinks, think**
10. We say it's the best street in town. **say, says**

## Subject-Verb Agreement

Kia Barry

A **noun** or **pronoun** is usually the **subject** of a sentence. It tells who or what the subject is about. The subject can be **singular** or **plural**. Singular subjects need singular verbs.

Example: **She plays** basketball after school.

Notice that **singular, present tense verbs** end in **-s**.

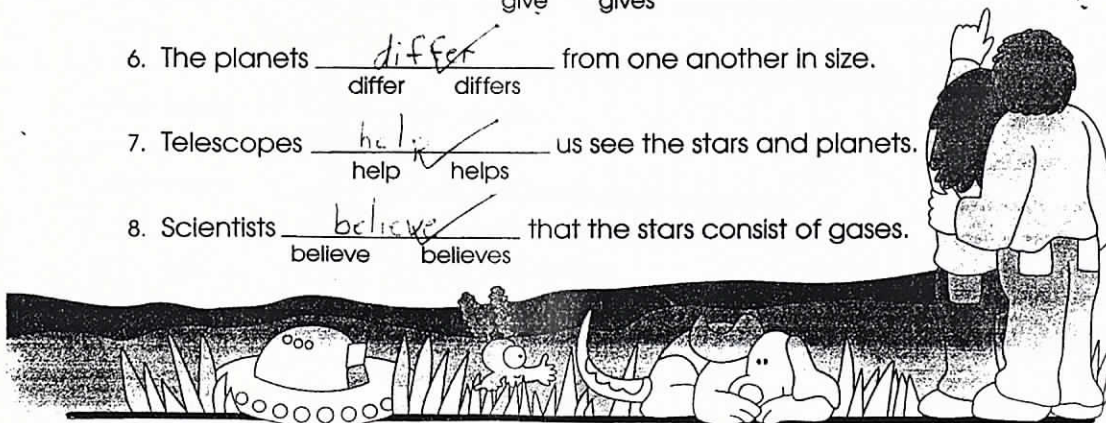
Plural subjects need plural verbs.

Example: **They play** basketball after school.

Notice that **plural, present tense verbs** do not end in **-s**.

Write the correct **verb** on the blank space.

1. A planet always changes its position.  
change      changes
2. Nine planets move around the sun.  
move      moves
3. Each spins on its own path, or orbit.  
spin      spins
4. It takes one year for Earth to complete its orbit.  
take      takes
5. The sun, which is a star, gives light to the planets.  
give      gives
6. The planets differ from one another in size.  
differ      differs
7. Telescopes help us see the stars and planets.  
help      helps
8. Scientists believe that the stars consist of gases.  
believe      believes



## To Be or . . .

To be, to do, to have

Name Kia Barry :

### All About To Be, To Do, To Have

The verb forms of *be*, *do*, and *have* are used as helping or linking verbs and must agree with nouns or pronouns, singular or plural.

#### Examples

*Garbage is collected twice a week.* In this sentence, *is*, a form of *be*, is in the present tense and agrees with the singular, **garbage**.

*Recycling efforts do an important job.* *Do* agrees with **efforts**.

Forms of **be**: *am, is, are, was, were, be, being, been.* *Be, being,* and *been* cannot stand alone. They need helping verbs. I *am being* patient.

Forms of **do**: *do, did, does, done*

Forms of **have**: *have, has, had*

### Practice Makes Perfect

Write the correct form of *be* in the following sentences. (Hint: Remember that the noun and verb must agree and both must be singular or plural.)

1. Getting rid of garbage is a problem for many cities.
2. This was also a problem for our ancestors.
3. In many ancient cities, garbage was being thrown out of the windows.
4. People were disgusted with the smells of the city.
5. Their streets were becoming bad for everyone's health.
6. Nowadays, garbage is being picked up by huge trucks.

Write the correct form of *do* in each sentence.

7. Let's face it, garbage does smell bad.
8. Many cities do take their garbage to dumps.
9. Recycling does make a big difference.
10. Recycling does help conserve natural resources that manufacturers otherwise would use.
11. Recycled wastes do provide materials for a large number of products.

Write the correct form of *have* in each sentence.

12. Many cities have recycling programs.
13. Many people have bins for glass, newspaper, and aluminum.
14. When the dumps had been filled to capacity, another was opened.
15. We have not solved the problem of garbage.



**Try This!**

Think of a way to solve the garbage problem. Write your ideas. Try to use at least two forms of *be*, *do*, and *have*.

# Review King Billy

Write these words under the correct column.

## NOUNS

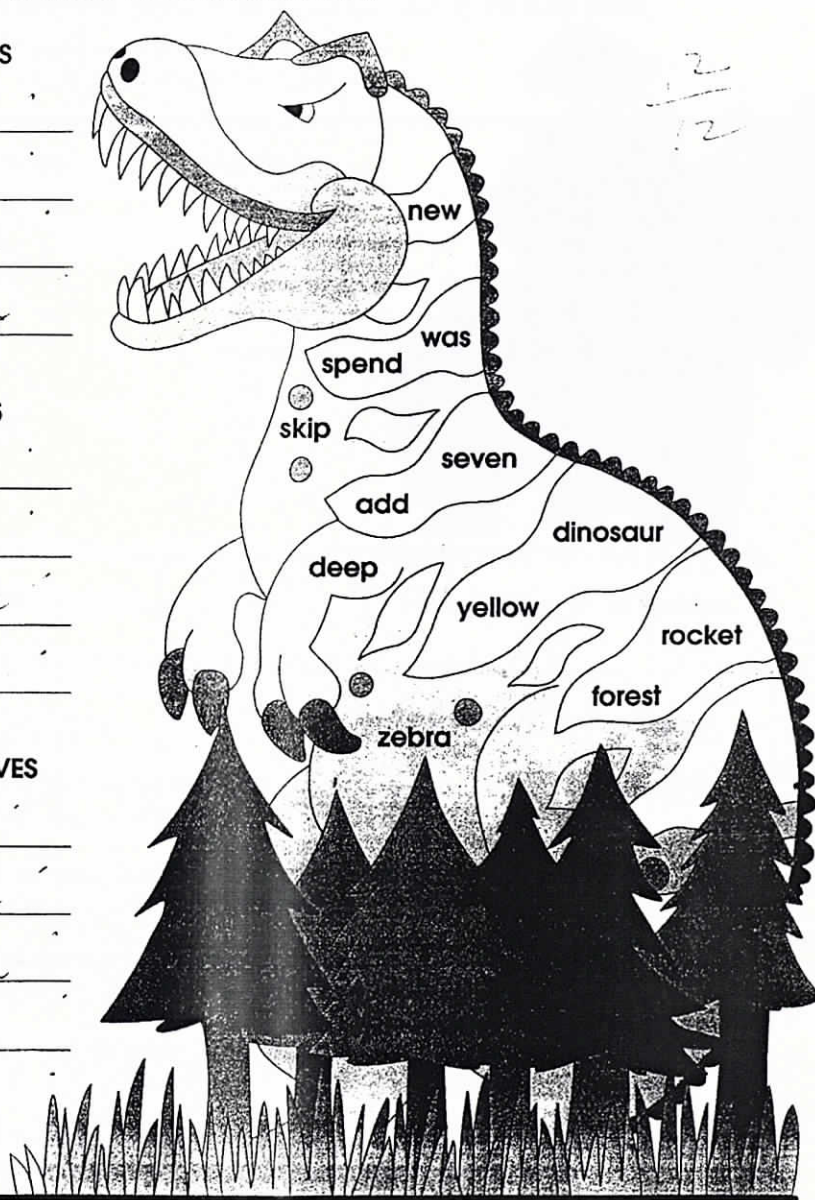
1. zebra
2. rocket
3. \_\_\_\_\_
4. dinosaur

## VERBS

5. skip
6. add
7. spent
8. \_\_\_\_\_

## ADJECTIVES

9. new
10. yellow
11. seven
12. deep



## Irregular Verbs

Kla Berry

Irregular verbs become different words when used in the past tense.

Example: I **drink** milk every day.  
Yesterday I **drank** two glasses.

### PRESENT TENSE

do  
begin  
fight  
grow  
throw  
tell  
choose  
sell  
wear

### PAST TENSE

did ✓  
began ✓  
fought  
grew ✓  
threw ✓  
told ✓  
chose ✓  
sold  
wore



Complete these sentences using the correct **irregular verb** from the list above.

1. George Washington did many things in his lifetime.
2. One story about Washington is that he never told a lie.
3. Another is that he threw a silver dollar across a river.
4. As a young farmer, Washington grew crops and sell them.
5. When he sensed that a war against the British was near, he began training soldiers.
6. George Washington fought for his country as Commander in Chief of the first American Army.
7. His soldiers had to wrap their feet in rags when their boots wore out.
8. President Washington chose Thomas Jefferson and Alexander Hamilton to help him organize a new nation.

Name Kia Barry

### Irregular Past Tense Verbs

Some verbs do not form the past tense by adding -d or -ed. They form the past tense in other ways. These verbs are called irregular verbs.

Examples: I wear shorts in summer. I wore shorts yesterday.  
Jim sells candy bars. Jim sold three candy bars.

Draw lines to match the present and past tense verb forms.

GROUP 1		GROUP 2	
fall	told	make	began
go	knew	eat	felt
break	fell	think	ate
sit	went	begin	forgave
know	sat	feel	made
tell	broke	forgive	thought

Use past tense verbs from the above lists to complete the story.

When I babysat my sister, I thought we would have a fun day. The day began fine. Then things got worse. My sister sat down on the sidewalk. Then I broke her piece of chalk accidentally. I felt bad. I told my sister that I was sorry and she forgave me. Then, we went into the house and watched a movie.

Name Kia BarryIrregular Past  
Tense Verbs

Some verbs do not form the past tense by adding -d or -ed. They form the past tense in other ways. These verbs are called irregular verbs.

Examples: I eat pizza every day. I ate pizza last night.  
Mary buys candy at the store. Mary bought candy yesterday.

Draw lines to match the present and past tense verb forms.

GROUP 1		GROUP 2	
take	threw	write	swam
give	went	drink	ran
choose	took	bring	drank
throw	rode	come	wrote
go	chose	swim	came
ride	gave	run	brought

Use past tense verbs from the above lists to complete each sentence.

- We took my little brother to the zoo.
- He brought along his stuffed bear.
- First we all rode the zoo train.
- Then we went to the monkey house.
- We threw peanuts to the monkeys.
- Next we saw some seals who swam in a big pool.
- My friend said "Let's race," so we ran to the snack bar.

Name Kia BarryUsage—Irregular  
past tense verbs

## It Doesn't End in *ed*!

Read the story. Underline the past tense verbs that are made up. Write each verb correctly on the line.

1. spent ✓
2. came ✓
3. made ✓
4. ate ✓
5. said ✓
6. got ✓
7. put ✓
8. thought ✓
9. blew ✓
10. told ✓
11. had ✓

Last night my friend Angela spended the night. She comed over before dinner. We maked tacos. Our taco shells were small. So we each eated 10! Mom and Dad sayed they had never seen such taco monsters before.

After dinner Angela and I getted some bottles from our recycling bin. We washed them and lined them up on the counter.

We putted them in order to match the sounds we thinked they would make from lowest to highest. Then we blowed across the top of each until we could get it to make a sound. It was fun. Finally my parents telled us to put away the bottles and go to bed. We haved a great night.

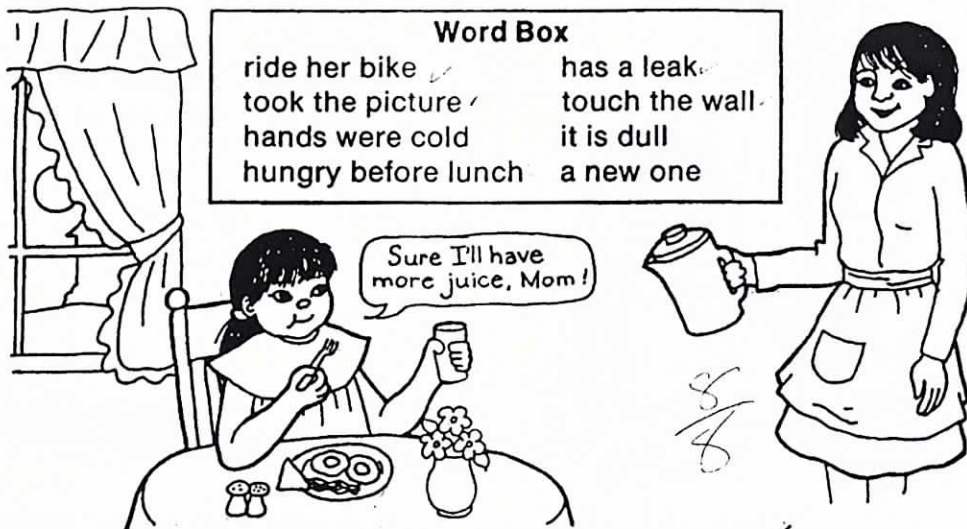


**Try This!** Write about a great time you have had with a friend. Underline all the past tense verbs you use.



Name Kia Barry Skill: Determining cause and effect

Write a phrase from the Word Box to complete each sentence.



1. My shoelace broke, so I need a new one ✓
2. I put on my gloves because my hands were cold ✓
3. The paint is wet, so do not touch the wall ✓
4. She has training wheels because she can't ride her bike ✓
- ✓ 5. Eat breakfast so you are not hungry before lunch ✓
6. The knife won't cut because it is dull ✓
7. My bike tire is soft because it has a leak ✓
8. The camera clicked when I took the picture ✓

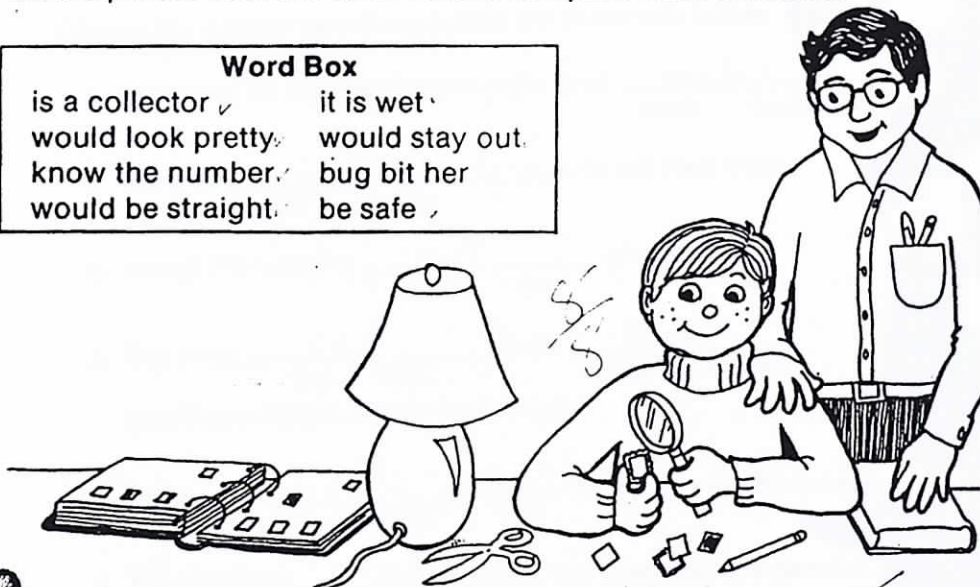
**Just for Fun!** Write to tell why this happened.  
The girl yelled, "Hooray, I found it first!"

Name Kia Curry 3-1 Skill: Determining cause and effect

Write a phrase from the Word Box to complete each sentence.

**Word Box**

is a collector ✓      it is wet ✓  
 would look pretty ✓      would stay out ✓  
 know the number ✓      bug bit her ✓  
 would be straight ✓      be safe ✓



1. Mother closed the screen so bugs would stay out ✓
2. Meg scratched her arm because a bug bit her ✓
3. Dan saves stamps because he is a collector ✓
4. The match won't light because it is wet ✓
5. The teacher used a ruler so the line would be straight ✓
6. I used the telephone book because I didn't know the number ✓
7. Kate wrapped the gift so it would look pretty ✓
8. He locked the gate so the puppy would be safe ✓

**Just for Fun!** Write to tell what happened next.  
 She put two new batteries in the flashlight.

3-1  
Review

Choose the correct verb to complete the sentences below.

1. Jack and his mother were hungry and needed food.  
need    needed
2. The boy walked to town to sell their cow.  
walk    walked
3. Along the way, he met an old man.  
meet    met
4. The man said, "I will trade you these magic beans for the cow."  
say    said    trade    traded
5. Jack agreed and took the magic beans home.  
agree    agreed
6. That night he planted the beans in the ground.  
plant    planted
7. The next morning, there stood a huge beanstalk.  
stand    stood
8. Jack decided to climb up the beanstalk.  
decide    decided    climb    climbs
9. He didn't know that a mean giant lived at the top.  
know    knew    lives    lived
10. The giant saw Jack and ran after him.  
see    saw    ran    run
11. Jack scrambled down the beanstalk.  
scramble    scrambled
12. He chopped it to the ground just in time.  
chops    chopped

Thursday 19<sup>th</sup> November 1984  
 Language Use Penetration  
 The Pet Parade

25  
 28

Parkersville Fun Festival was held each year during two weeks in June. There were always a lot of fun activities they included all sorts of contests, games and carnival rides. The Parkersville Pet Parade was held on the first Saturday of the Festival. All the neighborhood kids' pets were ready for the parade. Adam's turtle had a picture of the United States' flag painted on its back. Kristen's kitten ~~Samuel~~ Caramel, had a baby bonnet tied around its head and kept trying to get it off. Ryan's collie had been brushed until its coat sparkled and it didn't mind the leash at all. Justin's bird was riding in its cage on the wagon Justin had decorated. Grabe's llama was probably the most unusual pet of all. He hoped to win first prize.

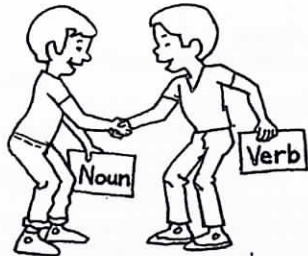
Name Leo Perry

Skill: Identifying noun/verb agreement

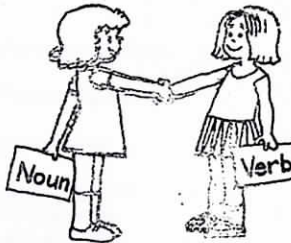
# We Agree!

A verb tells what a noun (person, place, or thing) does. The noun and the verb in a sentence must agree.

Nouns and verbs agree when both words are singular (stand for one thing) or when both words are plural (stand for more than one thing).



duck swims



ducks swim

If the noun and the verb in each sentence agree, write **agree**. If they don't, write **don't agree**.

1. The *owls* sits in the tree.
2. The *boy* ride his bike to school.
3. The *girl* plays soccer very well.
4. The *tops* spin fast.
5. The *dogs* jumps high.
6. The *frog* croaks at night.
7. The *rabbit* hop over the flowers.
8. The *car* runs well.
9. The *cake* taste delicious.

agree ✓  
don't agree ✓  
agree ✓  
agree ✓  
don't agree ✓  
agree ✓  
agree ✓  
agree ✓  
don't agree ✓



**Brainwork!** Write each sentence whose noun and verb don't agree. Change the verb to make the noun and the verb agree.

Wednesday 28<sup>th</sup> January 2024  
 Readers Comprehension

#### Where's my Shirt?

"Carlos are you done putting away the clean clothes so soon? Marie asked.

"I taught Mosh how to do it," Carlos bragged. "I'm teaching Mosh to help me with all of my work."

"Great, then you can spend your time doing things over when they're done wrong," Marie teased.

Carlos woke up the next day to see his dad standing by the bed. "Carlos, you put the clothes away yesterday, didn't you? Do you really expect me to build houses wearing this?" He was holding one of Marie's fancy pink blouses. "I don't think it will fit," he said. He tried to look angry, but there was a twinkle in his eyes.

Mrs. Garza came into the room. "Carlos, don't you think I would look silly wearing this to the office?" She had on Carlos's baseball T-shirt with her skirt?

Carlos couldn't help laughing at his mother's outfit. I'm sorry. I taught the robot to put the clothes away. I guess it got mixed up."

Just then a cry came from the hallway. Marie stomped into Carlos's room. "I can't go shopping in Dad's work shirt. Where's my ...." Marie stopped when she saw her mom wearing Carlos's shirt. "What's going on?" she asked.

Mr. Garza chuckled and said, "Our clothes are a little mixed up thanks to Mosh." Then Mr. Garza turned to Carlos and said, "Looks like your day will be spent getting our clothes back in the right places."

"That will take hours," Carlos moaned. He looked over at Mosh and frowned. He wasn't sure, but the robot looked as if it were almost laughing.

1. How many characters are in the story?  
 There are 5 characters in the story

2. What time of the <sup>week</sup> did the story happen?  
 The story happened on mother's laundry day which is on Saturdays.

3) Who was Noah?

Noah was Calva's robot.

4) What did Calva teach Noah to do?

Calva <sup>taught</sup> Noah to put the clothes clothes in the family room.

5) What did Noah do?

Noah put the clothes in the wrong rooms.

6) Whose clothes do you think Calva received?

I think Calva received his mother's clothes.

7) Was father angry with Calva?

~~Yes~~ father was <sup>not</sup> angry with Calva.

Yes, father was not angry with Calva.

8) How do you know how father felt?

How do you know how father felt?

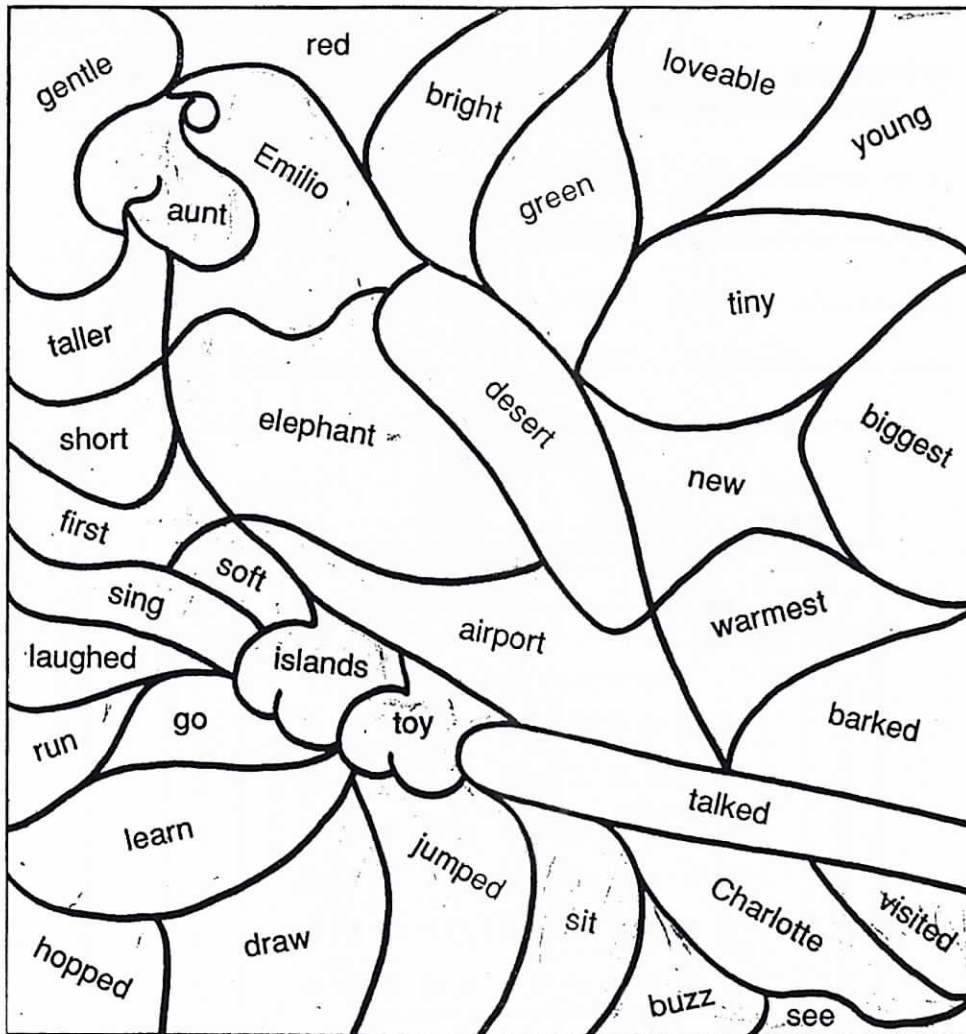
Father was not angry with Calva because in the passage it said that it had a little wrinkled t-shirt in his bag.

name Kira Barry

Skill: Reviewing nouns, verbs, and adjectives

## A Noun-Verb-Adjective Surprise

Find the hidden surprise, color the nouns red, the verbs green, and the adjectives orange.



26  
36

rainwork! Make your own noun-verb-adjective puzzle. Ask a friend to find the hidden surprise.



his Barry 3-1

17

Using the words in the word list, write a homonym for each word on the line. Find the words from the word list in the puzzle below.

- |          |              |           |              |
|----------|--------------|-----------|--------------|
| 1. cent  | <u>sent</u>  | 5. peddle | <u>pedal</u> |
| 2. hair  | <u>hare</u>  | 6. flower | <u>flour</u> |
| 3. there | <u>their</u> | 7. sale   | <u>sale</u>  |
| 4. our   | <u>hour</u>  | 8. right  | <u>write</u> |

15  
16

Word List			
write ✓	sail ✓	sent ✓	hare ✓
their ✓	hour ✓	pedal ✓	flour ✓

