

# Assessment Answer Key

## Get to Know Birds!

*Note to teachers: The assessment should be used not as a pass-or-fail unit test but as an opportunity to diagnose students' language arts and science skills. We have designed it for students to have their copies of the "Get to Know Birds" student magazine available for reference as they work on answering the questions. Please use the assessment diagnostically. With struggling readers, take the opportunity to review their answers individually. We hope that the answer key provides suggestions that will help you improve students' reading. The assessment also can be given aloud as part of a class discussion. Most of all, we hope the assessment—and the entire Audubon Adventures program—will develop students' appreciation for and enjoyment of the environment we share.*

**1. Correct answer:** c. The answer is found on page 1 of the student magazine in the first paragraph. Since all of the other answers are characteristics of birds—just not unique ones—students who choose any of those may be hastily applying prior knowledge about birds without carefully reading the question, thinking it through, and using the text for reference and confirmation. This is a good springboard for a discussion or research project about other animals that have the ability to fly (bats, insects), keen eyesight (wild and domestic cats, grazing animals, some reptiles, some insects), and webbed feet (frogs, otters, alligators, beavers, etc.), and why those adaptations serve those animals well in their habitats.

**2. Correct answers:** a, c. "Field marks" is likely to be a new term and concept for most students. It is first introduced and defined on page 1 of the student magazine, in the second paragraph. There, "what its legs and feet look like" is specifically identified as an example of field marks. Then, at the top of page 2, under "Look for Field Marks," the term "crest" is defined in the second bulleted item. Getting the answers correct requires either accurate comprehension and recall or accurate scanning of the magazine text and images. Students who choose either of the wrong answers are likely guessing. Some students who choose "bright blue flowers" may be associating the word "field" with things that grow in a field, another sign of hasty guessing.

**3. Correct answer:** b. The answer is found on page 3 of the student magazine in the first sentence of the feature "John James Audubon." Choosing one of the incorrect answers is likely the result of guessing, though there may be some reasoning behind them. Since Audubon was the author of a book, "writer" could seem logical. Likewise, Audubon's interest in the natural world could suggest that he was a scientist. Still, accurate recall or effective scanning of the magazine

would lead to the correct answer. This question provides a nice springboard to a discussion about how an individual's interests and talents can lead to a rewarding career. This is also an opportunity to explore what it means to be a naturalist—something anyone can be.

**4. Correct answers:** b, c, d. This question is generally about field marks, which are discussed on pages 1 and 2 of the student magazine. Answer b (birds have a variety of colors and sizes) is found in the first paragraph on page 1 and the same concept is reinforced in the first paragraph of "Who's That Bird?" on page 2. Answer c (hopping in the grass is not a characteristic of hummingbirds) is found on page 2 in the third bullet under "Observe Behavior." Determining that this option is true can be challenging for students, since it requires a clear grasp of syntax in both the answer and the text where it appears. Answer d (males and females of the same species can be different colors) is found in the second paragraph of "Who's That Bird?" on page 2. That answer a is not true is the main idea of "Listen for Calls and Songs" on page 2. Answering this question correctly is challenging. In the case of answer a, students looking for the exact wording of the answer may stumble or they may be misreading the question and the answer, so an individual or small-group discussion may be helpful for those who get it wrong. Not choosing b, c, or d could indicate poor reading comprehension, poor scanning skills, or guessing. Each statement can be a discussion-starter.

**5. Correct answer:** a. The answer is found in "It's a Very Birdy World!" on page 2. Getting this one correct requires understanding what the numbers mean and knowing that Antarctica is a continent. Choosing any of the wrong answers indicates either guessing or a failure of comprehension. This question can lead to a discussion of why certain continents would have many bird species and why Antarctica would have so few. The variables include not only climate and habitats, but also size.

**6. Answers will vary.** Page 4 of the student magazine is devoted to the two ideas inherent in this question. A key message is that anyone can be a naturalist "close to home any time of the year, no matter where you live." Since students can also observe birds no matter where they live, tying the two ideas together makes sense. Look for students to reiterate, in their own words, the concepts and actions detailed on page 4. Ideally, some students will also have other or more specific ideas related to their own individual circumstances and interests.