

## Assessment Answer Key

# Birds on the Move

*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 "Birds on the Move" 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:** d. The answer is found in the third paragraph on page 1 of the student magazine. The other three statements may seem plausible to students who are guessing or have read or scanned the first page of the magazine without good comprehension. The statement that "billions of birds migrate" may lead a student to choose answer a. The phrase "shorebirds and seabirds" is in the text, as is "raptors," but the context is that those kinds of birds are among the large variety of migratory birds. The key concept being addressed here is that not all birds migrate, but among those that do, there is great diversity.
- 2. Correct answers:** a, b, c, d. That all four of these are examples of how birds find their way during migration is very explicit in the article "How Do Birds Find Their Way?" on page 3 of the student magazine. Clearly, a wrong answer here is the result of guessing, and you might want to encourage students to go back and read the article. Reviewing this question is a good opportunity to initiate a discussion that explores just how remarkable it is that birds are capable of such an extraordinary feat as migration. Then you can continue to examine such concepts as instinct and experience as they relate to birds as well as other animals.
- 3. Correct answer:** b. This concept is first introduced in the third paragraph of the text on page 1 of the student magazine. It is explained more fully on page 2 in the first paragraph of "Difficult and Dangerous, But Worth the Trip." Students who get this answer wrong could have misunderstood or misread the question, or answered hastily based on faulty reasoning or guessing. All three of the wrong answers refer to hazards migratory birds face, so some students might feel confident with guessing. Getting the answer right requires accurate reading and clear

comprehension of the text. A discussion of this question can extend into the important connection between native plants (which host plenty of native insects) and birds and between healthy habitats and birds.

- 4. Correct answer:** a. This question may be challenging for many students, especially since the correct (false) answer is not expressly stated in the text. Rather, references to the fact that some migratory birds do stop during migration to rest and refuel are found in various places in the student magazine: paragraph one of the main text on page 1; the map on page 1 and its related text, "Hope's Long Journey"; and paragraph 3 of "Difficult and Dangerous, But Worth the Trip" on page 2. All three of the incorrect (true) answers to this question are found explicitly in the text. The Ruby-throated Hummingbird's remarkable flight across the Gulf of Mexico (answer b) is described in "Mi-Greats!" on page 2. That some birds migrate using the sun's position (answer c) is explained on page 3 in "How Do Birds Find Their Way?" The effect of climate change on migratory birds (answer d) is explained on page 3 in "Climate Change Is Changing Migration." As you discuss this question with students who got the answer wrong, ask them to explain their reasoning so you can pinpoint the cause, which may be poor comprehension, confusion, poor scanning, or guessing. You might then take the opportunity to discuss the concepts inherent in all four answers.
- 5. Correct answer:** c. The correct answer is found on page 4 in the third paragraph of "Lights Out, Please!" A wrong answer likely stems from guessing, although some students may have recognized one of the numbers they encountered in the text (all the numbers appear there) and answered hastily (and incorrectly). The key concept for students to grasp here is the magnitude of the problem and the important and effective efforts that cities (and individuals) can undertake to help prevent it. Perhaps students can follow up on this idea by conducting research to learn whether window collisions are a recognized problem in their community and, if so, whether the community is taking action to remedy it.
- 6. Answers will vary.** In order to give an adequate answer, students first need to understand the threats and challenges migratory birds face. Those challenges are explored most fully in "Difficult and Dangerous, But Worth the Trip," on page 2 of the student magazine. The actions people can take are explained on page 3 in "How to Welcome Migrating Birds." Some expression of at least two of those actions should appear in students' answers. When reviewing students' answers with them, you might go through each