

Adventures in Language® I Out of Program Tests Teacher Guidelines

Testing Schedule

There are 7 **Out of Program** tests that are designed to be administered approximately every ten lessons.

Give test #...	1	2	3	4	5	6	7
After lesson...	10	20	32	42	53	67	77

There are also three **Writing for Fluency Element Rubrics**. These rubrics are written to reflect the Six Traits writing format used in this program.

Use Rubric	Friendly Letter	Picture Report	Version of a Folk Tale
After lesson...	62	68	81

The **Writing for Fluency Element Rubrics** are designed to be scored as a percentage. Scoring is done using the rubric and the class recording sheet. Organization, ideas, style (voice, word choice, sentence fluency), and conventions each provide 25% of the student's score.

Scoring the Writing

Each student's writing can be scored at four different levels: emerging, basic, proficient, and advanced:

- A score of 0 or 1 for an element indicates emerging level (element not present or minimally present).
- A score of 2 or 3 for an element indicates basic level (element approaching grade level expectations).
- A score of 4 for an element indicates proficient level (element meets grade level expectations).
- A score of 5 for an element indicates advanced level (element exceeds grade level expectations).

Scoring Procedure:

Give student a score for each element on the rubric sheet. Record student scores on the recording sheet. Total the scores to determine the percentage. If a student scores 80% they are at mastery overall for that form of writing. Students who receive a score of less than 4 on any element should receive targeted remediation for that element. After remediation, students should be offered the opportunity to improve their writing.

Test Design

The **Out of Program** tests have been carefully written to assess the specific skills that students have mastered. The only items tested are those that the students have been introduced to and practiced at least six times in the program. The format of the items and directions reflect that of the workbook in both wording and text style.

Grading and Remediation

At the bottom of each **student test**, you'll find a table that lists each skill and the number of points that could possibly be earned for each. The table is broken down by skill so that you can accurately assess the need for remediation. To calculate a percentage for a final grade on the test, simply divide the student's total earned points by the total possible points.

At the bottom of the **recording sheet**, you'll find a similar table containing the same headings. This table shows the number of errors at which remediation of a skill is necessary. It also lists the lesson and task from the **Teacher's Presentation Book** in which that skill was first taught. Finally, it shows the lesson number and part in the Student Workbook where students can practice the skill again. In most cases, two lesson parts have been suggested. Use your professional discretion in assigning remediation tasks.

Test Administration

A script has been written for each **Out of Program** test to reflect the structure and wording of the daily lessons.

Sample Score Charts

Student Test Score Chart

Test Item	Subject	Predicate	State./Quest.	./?	Capital	Period	Total
Poss. Points	5	5	5	5	5	5	30
Earned Points	5	5	5	5	3	3	26

<80% Remediation Required

Teacher Remediation Chart

Test Item	Subject	Predicate	State./Quest.	./?	Capital	Period
Errors	2	2	2	2	2	2
Remediation	4-B WB 4:2, 5:2	4-B WB 4:2, 5:2	5-C, 8-C WB 8:3, 9:3	5-C, 8-C WB 8:3	1-D WB 1:4, 2:4	1-D WB 1:4, 2:4

Student made the number of mistakes to require remediation.

This skill was first taught in Lesson 1, Task D.

This skill was practiced in Student workbook Lesson 1, part 4 and Lesson 2, part 4.

Test 2: Version A

Teacher Script

Today you'll take a test to show what you've learned so far. Do not write anything until I tell you to do so. (Pass out the tests.) Write your name at the top of your test. (Check.) Pencils down.

Task A: (Grammar)

Touch Part 1. Touch Item 1. You need to decide which word is correct for this sentence.

My turn: I'll read the sentence the first way. You touch under the words as I read them. Chad made a gift. Now I'll read the sentence the second way. Chad made a gift. Your turn: Think, which word is the correct grammar. Circle the word.

(Repeat with remaining items:
2. Julie (brought, brang) treats.
3. Five (duck, ducks) swam.)

Now you'll go back and copy each sentence correctly on the line. (Allow sufficient time for students to write the sentences.)

Pencils down.

Task B: (Sentence or Fragment)

Touch Part 2. (Check.) Today you will decide which groups of words are sentences. Let's do the first item together. Touch Item 1. (Check.)

My turn: I'll read Item 1. You touch under each word with your finger. (Read Item 1 aloud.) **The boy ran. Your turn: Read Item 1. (Signal.) The boy ran. Does The boy ran. tell who or what? (Signal.) Yes. What words tell who or what? (Signal.) The boy. Does The boy ran. tell what's happening? (Signal.) Yes. What word tells what's happening? (Signal.) ran. So is Item 1 a sentence? (Signal.) Yes. Circle yes. (Check.)**

My turn: I'll read Item 2. You touch under each word with your finger. (Read Item 2 aloud.) **Ate ice cream. Your turn: Read Item 2. (Signal.) Ate ice cream. Does Ate ice cream. tell who or what? (Signal.) No. Does Ate ice cream. tell what's happening? (Signal.) Yes. What words tell what's happening? (Signal.) Ate ice cream. Decide if Item 2 a sentence. Circle yes or no.**

(Repeat process for remaining items:
3. Swam in the pond.
4. Aaron grew tomatoes.
5. Hopped through the grass.)

Pencils down.

Task C: (Editing)

Touch Part 3. Today you'll edit some sentences. Touch Item 1.

My turn: I'll read Item 1. You touch under the words as I read them. russell and i went to the park Your turn: Read Item 1. (Signal.) russell and i went to the park This sentence has three mistakes. Use the proofreading marks for needs a capital letter and needs a period to edit this sentence. (Allow sufficient time for students to edit the sentence.)

(Repeat with remaining item:
2. katie ann smith drank juice.)

Now you'll go back and write each sentence correctly on the lines. (Allow sufficient time for students to copy the sentences.)

Pencils down.

Task D: Alphabetical Order

Touch Part 4. You'll put these words in alphabetical order. Touch under the first word. That word is tiger. What word? (Signal.) Tiger. Touch the next word. That word is camel. What word? (Signal.) Camel. Touch the next word. That word is kangaroo. What word? (Signal.) Kangaroo. Underline the first letter of each word. Say the alphabet quietly to yourself to help you figure out the right order. (Allow sufficient time for students to complete the task.)

Pencils down.

Name: _____

Part 1

1. Chad (maked, made) a gift.

.....

2. Julie (brought, brang) treats.

.....

3. Five (duck, ducks) swam.

.....

Part 2

- | | | |
|------------------------------|-----|----|
| 1. The boy ran. | yes | no |
| 2. Ate ice cream. | yes | no |
| 3. Swam in the pond. | yes | no |
| 4. Aaron grew tomatoes. | yes | no |
| 5. Hopped through the grass. | yes | no |

Part 3

1. russell and i went to the park

2. katie ann smith drank juice.

Part 4

tiger camel kangaroo

Test Item	Grammar	Sentence or Fragment	Editing	Alphabetical Order	Total
Poss. Points	19	5	25	6	55
Earned Points					

____%