

## Placement Test for Adventures in Language® II (2014 Edition)

*Adventures in Language® II* is an 80 lesson program that may be used after students have completed level one of this program or when they are at a beginning grade two reading level, and are able to pass the placement test.

It is not necessary for students to be able to read the materials independently. The lessons are designed to be teacher-directed. Students need to be able to repeat orally sentences the length of those used in the program.

### Placement Testing

It's important to administer the placement test and to place students in the appropriate level of the program before teaching the first lesson. The placement test should be given to determine if the student has sufficient skills to enter the program at the second level.

### Administering the Placement Test

Part 1 of the placement test is administered individually. The remaining parts of the test may be administered to an entire class, in a small group, or individually.

**Part 1:** (Say to the students:) **I can say the days of the week. Listen: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Your turn. Say the days of the week, beginning with Sunday.** (Record 1 after each day said correctly in sequence. Record 0 after the first error. Record 0 on each line after the first error.)

**Part 2:** (Give each student his or her copy of the test.) **I want to find out what you know about who and what. Listen: Terry, Taylor, aunt, the boy, and the woman all tell about who. An apple, a lake, Elmsville Public Library, and a tree all tell about what.**

**Touch Part 2 on your test. (Check.) I'll read each word. If the word tells who, circle it. What will you do if the word tells who?** (Signal.) *Circle it.*

**If the word tells what, put a box around it. What will you do if the word tells what?**

(Signal.) *Put a box around it.*

**Ready? First word, Jean. (Pause.) Next word, peach. (Pause.)**

(Repeat for remaining words.)

**Part 3: I want to find out what you know about sentences. Listen: A sentence tells who or what and what's happening.**

(Write the following sentences on the board:

The boys painted the barn.  
The fish swim in the creek.)

**I'll read the first sentence. The boys painted the barn. The boys tells who. (Circle The boys.) Painted the barn tells what's happening. (Underline painted the barn.)**

**I'll read the second sentence. The fish swim in the creek. The fish tells what. (Put a box around The fish.) swim in the creek tells what's happening. (Underline swim in the creek.)**

**Touch Part 3 on your test. (Check.) I'll read each sentence. If the sentence tells who, circle the part that tells who. What will you do if the sentence tells who? (Signal.) Circle the part that tells who. If the sentence tells what, put a box around the part that tells what. What will you do if the sentence tells what? (Signal.) Put a box around the part that tells what. Underline the words that tell what's happening. What will you do to the words that tell what's happening? (Signal.) Underline them.**

**Ready? Sentence 1: The girls walk to school. Circle the who in this sentence. (Pause.) Now underline the words that tell what's happening. (Pause.)**

**Sentence 2: The eagle ate the mouse. Put a box around the what in this sentence. (Pause.) Now underline the words that tell what's happening. (Pause.)**

(Repeat for remaining sentences.)

**Part 4:** Say to the student(s): **Listen: A sentence tells who or what and what's happening.**

(Write the following items on the board:

- |                         |     |
|-------------------------|-----|
| 1. The bird.            | yes |
| no                      |     |
| 2. Started to cry.      | yes |
| no                      |     |
| 3. Don tooted the horn. | yes |
| no)                     |     |

I'll read item 1. **The bird. The bird tells what.** (Put a box around The bird.) **This item does not tell what's happening. So this item is NOT a sentence.** (Circle no.)

I'll read item 2. **Started to cry. Started to cry tells what's happening.** (Underline started to cry.) **This item does not tell who or what. So this item is NOT a sentence.** (Circle no.)

I'll read item 3. **Don tooted the horn. Don tells who.** (Circle Don.) **Tooted the horn tells what's happening.** (Underline tooted the horn.) **This item tells who or what. This item tells what's happening. So this item IS a sentence.** (Circle yes.)

**Touch Part 4 on your test.** (Check.) I'll read each item. **If the item tells who or what and what's happening, it's a sentence, so circle yes. What will you do if the item is a sentence?** (Signal.) *Circle yes.* **If the item does not tell who or what and what's happening it's not a sentence, so circle no. What will you do if the item is not a sentence?** (Signal.) *Circle no.*

I'll read item 1. **The dog dug in the yard.** (Pause.) **Circle yes or no.** (Repeat process for remaining items.)

**Part 5:** Say to the student(s): **I want to find out what you know about using capital letters and punctuation marks like periods**

(model a period on the board), **question marks** (model a question mark), **and commas** (model a comma.)

**Touch Part 4.** (Check.) **Each of the sentences in Part 4 need capital letters and punctuation marks like periods, question marks, and commas. Your job is to copy each sentence correctly on the line fixing the capital letters and the punctuation marks.**

I'll read sentence 1. **my brother is good at jumping rope** The number at the end of the line tells you how many errors you have to find. **What number is at the end of the line?** (Signal.) 2. **So how many errors do you need to find?** (Signal.) 2. **Write the sentence correctly on the line. Copy carefully, so you can earn both points.** (Allow sufficient time for the students to complete the task.)

(Repeat process for the remaining items.)

## Scoring the Placement Test

(Total Points Available—50)

**Part 1: (Days of the Week):** Award 1 point for each item said correctly in sequence.

**Part 2: (Who or What):** Award 1 point for each item marked correctly.

**Part 3: (Who or What and What's Happening):** Award 1 point for each part of the sentence marked correctly.

**Part 4: (Sentence, Not a Sentence):** Award 1 point for each item identified correctly.

**Part 5: (Editing/Proofreading):** Award 1 point for each error corrected. Deduct ½ point for each copying error.

## PLACEMENT

**Score of 30-50 points: place student in *Adventures in Language*® II.**

**Score of 0-29 points: place student in *Adventures in Language*® I.**

## BLM Pretest (Page 1)

Total Score _____
Placement _____

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Placement Test

#### Part 1

____ Sunday	____ Thursday
____ Monday	____ Friday
____ Tuesday	____ Saturday
____ Wednesday	Score (7) _____

#### Part 2

Jean	peach	game	paint	sister
robbers	father	song	Carl	fingers

Score (10) \_\_\_\_\_

#### Part 3

1. The girls walk to school.
2. The eagle ate the mouse.
3. Four mice ran across the field.
4. An elephant trumpeted.
5. My dad is coming home.

Score (10) \_\_\_\_\_

## BLM Pretest Page 2

### Part 4

- |                             |     |    |
|-----------------------------|-----|----|
| 1. The dog dug in the yard. | yes | no |
| 2. Is playing outside.      | yes | no |
| 3. My friend found a dime.  | yes | no |
| 4. Two buttons.             | yes | no |
| 5. He is crying.            | yes | no |

Score (5) \_\_\_\_\_

### Part 5

1. my brother is good at jumping rope (2)

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2. why is jill crying (3)

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3. my mom and i live on lee street in pinecrest utah (8)

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4. my tenth birthday will be on saturday july 17 2019 (5)

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Score (18)