

Adventures in Language® II Out of Program Tests Teacher Guidelines

Testing Schedule

There are 8 **Out of Program** tests that are designed to be administered approximately every ten lessons.

Give test #...	1	2	3	4	5	6	7	8
After lesson...	9	19	26	38	50	58	70	76

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

Use Rubric	Letter of Invitation	Missing Object Story	Problem-centered Story with Narrative and Dialogue	Science Report
After lesson...	20	41	60	80

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 9:3	1-D WB :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 5: 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.**

Pencils down.

Task A: (Grammar)

Touch Part 1. (Check.) **Read the instructions to yourself.** (Pause.) **What will you do in Part 1?** (Signal.) *Color in the circle in front of the sentence that uses correct grammar.*

The sentences are all mixed up. Some use correct grammar. Some use incorrect grammar. Your job is to find the sentences that use correct grammar. What's your job? (Signal.) *To find the sentences that use correct grammar.*

What will you do to the circle if the sentence is correct? (Signal.) *Color it in.* **Will you color in the circle if a sentence doesn't use correct grammar?** (Signal.) *No.*

Touch Item 1. My turn to read the first sentence in Item 1. You touch under the words as I read them. Sarah borrowed mine pencil. Your turn to read the first sentence. (Signal.) *Sarah borrowed mine pencil.*

Touch the second sentence in Item 1. My turn to read the second sentence in Item 1. You touch under the words as I read them. Tony saw Kierra at the park. Your turn to read the second sentence. (Signal.) *Tony saw Kierra at the park.*

Touch the third sentence in Item 1. My turn to read the third sentence in Item 1. You touch under the words as I read them. Many peoples like hamburgers. Your turn to read the third sentence. (Signal.) *Many peoples like hamburgers.* **Color in the circle in front of the sentence with correct grammar.** (Allow sufficient time for the students to complete the items.)

(Repeat procedure for sentences in Item 2.
Mr. Lesnik's car is broken.
Brandon ran good in the race.
Jake sitted in his seat.)

Pencils down.

Task B: (Editing)

Touch Part 2. (Check.) **Read the instructions to yourself.** (Pause.) **What will you do if something needs editing in a line?** (Call on a student.) *Put an x in the box at the end of the line.* **What will you do if a line is correct?** (Call on a student.) *Put a checkmark in the box.* **What will you do next?** (Signal.) *Use proofreading marks to show the errors.* **What will you do last?** (Signal.) *Copy the paragraph correctly on the lines.*

This is the paragraph that needs editing. I'll read the paragraph. You touch under the words with your finger. (Read the paragraph aloud, stopping where the sentences should end.

1. mrs kertz brings her lunch to school every day she often
2. has a sandwich an apple and some carrots
3. Yesterday, Mrs. Kertz brought a special treat. She brought
4. muffins grapes and milk for herself and her class)

Look at each line of the paragraph again. Place an x or a checkmark in the box at the end of each line. Now go back and edit each line in this paragraph. There may be more than one error in each line. Use the proofreading marks that you've learned. (Allow sufficient time for students to edit and copy the sentences.)

Pencils down.

Task C: (Quotation Marks)

Touch Part 3. (Check.) **Read the instructions to yourself.** (Pause.) **What will you do first?** (Signal.) *Put quotation marks around the dialogue.* **What will you do next?** (Signal.) *Choose a new said or asked word for the stem.* **What will you do last?** (Signal.) *Write the new sentence on the line.*

Touch Item 1. (Check.) **I'll read Item 1.** **You touch under the words with your finger.** **Where is the cat? asked Jaylen. Your turn: Read Item 1.** (Signal.) *Where is the cat? asked Jaylen.*

(Repeat with remaining items:

2. We don't want to go to bed! said Karina and Drake.
3. Do you want to play basketball? asked Alexis.)

Pencils down.

Name: _____

Part 1 Color in the circle in front of the sentence that uses correct grammar.

- 1. Sarah borrowed mine pencil.
 Tony saw Kierra at the park.
 Many peoples like hamburgers.

- 2. Mr. Lesnik's car is broken.
 Brandon ran good in the race.
 Jake sitted in his seat.

Part 2 Put an X in the box at the end of the line if there is something that needs editing in that line. If a line is correct, put a ✓ in the box. Use proofreading marks to show the errors. Copy the paragraph correctly on the lines.

1. mrs kertz brings her lunch to school every day she often

2. has a sandwich an apple and some carrots

3. Yesterday, Mrs. Kertz brought a special treat. She brought

4. muffins grapes and milk for herself and her class

Part 3 Put quotation marks around the dialogue. Choose a new said or asked word for the stem. Write the new sentence on the line.

1. Where is the cat? asked Jaylen.

2. We don't want to go to bed! said Karina and Drake.

3. Do you want to play basketball? asked Alexis.

Test Item	Grammar	Editing	Quotation Marks	Total
Poss. Points	2	30	27	59
Earned Points				

____%
