

## Adventures in Language® III 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.

<b>Give Test #...</b>	1	2	3	4	5	6	7	8
<b>After lesson...</b>	10	20	30	40	48	60	70	75

There are also five **Writing for Fluency Element Rubrics**. Three of these are integrated into the lessons themselves, and two are separate, out-of-lesson assessments.

<b>Use Rubric/Script</b>	Summary	Comparison	Problem-centered Story	Thank You Letter	Problem-centered Story
<b>After lesson...</b>	17	38	with lesson 54	with lesson 71	with lesson 79

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**

**Out of Program** tests should be administered in a way that closely resembles daily activities. Have students clear their desks and put their pencils down. Explain that they will be taking a test that will help you understand what they have learned and what they still need help with. Students are to complete the test part-by-part.

A script has been written for each **Out of Program** test and for the **Summary** and **Comparison** writing tests. These scripts reflect the structure and wording of the daily lessons.

If a student is working very slowly, you do not have to hold up the whole class. Tell that student to move on with the class and give them time after the test is finished to complete the incomplete parts.

**Sample Score Charts**

**Student Test Score Chart**

Test	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	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 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 1

### 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: (Subject and Predicate)

**Touch Part 1.** (Check.) **Touch under the words of the instructions while I read them aloud. Read each sentence. Circle the subject. Underline the predicate.**

**What will you do first?** (Signal.) *Read each sentence. What will you do next?* (Signal.) *Circle the subject. What will you do next?* (Signal.) *Underline the predicate.*

**Touch Item 1. Read Item 1.** (Signal.) *Angelina ate the last piece of watermelon. Touch Item 2. Read Item 2.* (Signal.) *Marcell and Austin went to the video arcade last Saturday.*

(Repeat with remaining sentences:

3. The black cat chased the mouse down the hall.
4. My friend Brian ate a whole pizza.
5. The pretty girl ran over the bridge.)

**You may complete Part 1 on your own. When you're finished, put your pencil down.** (Allow sufficient time for the students to complete the items independently.)

### Task B: (Statement or Question Sentence)

**Touch Part 2.** (Check.) **Touch under the words of the instructions while I read them aloud. Read each sentence. Circle the word statement if it is a statement sentence. Circle the word question if it is a question sentence. Put in the correct punctuation for each sentence.**

**What will you do first?** (Signal.) *Read each sentence. What will you do if the sentence is a statement sentence?* (Signal.) *Circle the word statement.* **What will you do if the sentence is a question sentence?** *Circle the word question.* **What will you do last?** (Signal.) *Put in the correct punctuation for each sentence.*

**Touch Item 1. Read Item 1.** (Signal.) *The horse ran like the wind* **Touch Item 2. Read Item 2.** (Signal.) *Do you know Regine's favorite color*

(Repeat with remaining sentences:

3. Did you see Furball eat that carrot
4. The weather is getting chilly
5. How many times did you read that book)

**You may complete Part 2 on your own. When you're finished, put your pencil down.** (Allow sufficient time for the students to complete the items independently.)

### Task C: (Editing)

**Touch Part 3. Touch the instructions.** (Check.) **I'll read the instructions. You touch under the words with your finger. First, read each sentence. Next, proofread each sentence for capitals and periods. Remember to use correct proofreading marks.**

**What will you do first?** (Signal.) *Read each sentence. What will you do next?* (Signal.) *Proofread for capitals and periods. What must you remember to do?* (Signal.) *Use correct proofreading marks.*

**Touch Item 1. Read Item 1.** (Signal.) *i saw Maria and Savannah playing soccer yesterday*

**Touch Item 2. Read Item 2.** (Signal.) *the big red bird flew high in the sky*

(Repeat process for remaining items:

3. everybody thinks Dealo is a very smart boy
4. jennifer got a new cat named Sapphire last week
5. taylor, Jameka, and William all went swimming together)

**You may complete Part 3 on your own. When you're finished, put your pencil down.** (Allow sufficient time for the students to complete the items independently.)

**Task D: (Grammar)**

**Touch Part 4. Touch the instructions.**  
(Check.) I'll read the instructions. You touch under the words with your finger. Read each sentence. Color in the circle in front of each sentence that uses correct grammar.

**What will you do first?** (Signal.) *Read each sentence.* **What will you do next?** (Signal.) *Color in the circle in front of each sentence that uses correct grammar.*

**Touch Item 1. Read Sentence 1.** (Signal.) *Nicky took the last apple.* **Read Sentence 2.** (Signal.) *Ashelie bought a new pair of jeans.* **Read Sentence 3.** (Signal.) *That ain't a very nice thing to say!*

(Repeat with remaining items:

2. That is her cat.  
Alycia drew the bestest picture in the class.  
Oliver falled down while he was kicking he ball.
3. Jenna she won the prize.  
Rachel and Denise did all the work theirselves.  
Zach and I both went to the movies this weekend.
4. Garry rode his bike down the street.  
She don't know how to speak Spanish.  
I made dinner all by meself.
5. The grass had growed up to my knees.  
Marganette ate cheese and crackers at the party.  
Cousin Sheri likes them flowers.)

**You may complete Part 4 on your own. When you're finished, put your pencil down.**  
(Allow sufficient time for the students to complete the items independently.)

**We're now finished with this test. I'll give you a few minutes to check over your work. When you're finished, raise your hand and I'll collect your test.**

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

**Part 1**      **Read each sentence. Circle the subject. Underline the predicate.**

1. Angelina ate the last piece of watermelon.
2. Marcell and Austin went to the video arcade last Saturday.
3. The black cat chased the mouse down the hall.
4. My friend Brian ate a whole pizza.
5. The pretty girl ran over the bridge.

**Part 2**      **Read each sentence. Circle the word statement if it is a statement sentence. Circle the word question if it is a question sentence. Put in the correct punctuation for each sentence.**

- |  |           |          |
|--|-----------|----------|
| 1. The horse ran like the wind           | statement | question |
| 2. Do you know Regine's favorite color   | statement | question |
| 3. Did you see Furball eat that carrot   | statement | question |
| 4. The weather is getting chilly         | statement | question |
| 5. How many times did you read that book | statement | question |

**Part 3**      **First, read each sentence. Next, proofread each sentence for capitals and periods. Remember to use correct proofreading marks.**

1. i saw Maria and Savannah playing soccer yesterday
2. the big red bird flew high in the sky
3. everybody thinks Dealo is a very smart boy
4. jennifer got a new cat named Sapphire last week
5. taylor, Jameka, and William all went swimming together

**Part 4**

**Read each sentence. Color in the circle in front of each sentence that uses correct grammar.**

1.     Nicky taked the last apple.  
        Ashlie bought a new pair of jeans.  
        That ain't a very nice thing to say!
  
2.     That is her cat.  
        Alycia drew the bestest picture in the class.  
        Oliver falled down while he was kicking the ball.
  
3.     Jenna she won the prize.  
        Rachel and Denise did all the work theirselves.  
        Zach and I both went to the movies this weekend.
  
4.     Garry rode his bike down the street.  
        She don't know how to speak Spanish.  
        I made dinner all by meself.
  
5.     The grass had growed up to my knees.  
        Marganette ate cheese and crackers at the party.  
        Cousin Sheri likes them flowers.

Test	Part 1 Subject	Part 1 Predicate	Part 2 Statement/ Question	Part 2 ./?	Part 3 Capital	Part 3 Period	Grammar	Total
<b>Poss. Points</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>
<b>Earned Points</b>								

_____ %
---------