

Adventures in Language® IVB Out of Program Tests Teacher's Guidelines

Testing Schedule

There are four **Out of Program** tests that are designed to be administered approximately every ten lessons. Because of a large writing project at Lesson 50, Test 2 will not be administered until Lesson 65. Test 4 will be a cumulative editing test.

Give test #...	1	2	3	Cumulative Editing Test
After lesson...	48	65	75	80

There are also two **Writing for Fluency Element Rubrics** that should be used to assess the writing students have done within the program.

Use Rubric ...	Problem-Centered Circle Story	Argument
With lesson...	55	66

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 section-by-section.

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 him or her time after the test is finished to complete the incomplete sections.

Sample Score Charts

Student Test Score Chart

Test Item	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6	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	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
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 the first test in our language program. There will be a test approximately every ten lessons. The tests will be set up in the same way that your daily lessons are set up. If you follow the directions carefully and use what you have learned, you will do well on them. These tests will not only help me determine your grade for this class, but they will tell me what areas we still need to work on.

Write your name and today's date at the top of your test. When you're finished, put your pencil down so I can see that everybody is ready. (Check to see that all students are ready to begin the test.)

Task A: (Prefixes)

Touch Part 1 on your test. Follow along while I read the directions. Use what you have learned about prefixes and root words to solve these word puzzles. Write your answer on the line. 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: (Suffixes)

Touch Part 2. Follow along while I read the directions. Add the correct suffix from the box to write words that have these meanings. 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: (Adjectives)

Touch Part 3. Follow along while I read the directions. Read each sentence. Write the correct form of the adjective on the line. 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: (Plural Nouns)

Touch Part 4. Follow along while I read the directions. After each singular noun, write the plural form. Let's read the list of words. Touch the first word. What word? (Signal.) *House*. Yes, house. Next word. What word? (Signal.) *Animal*. Yes, animal.

(Continue with the rest of the words:
bibliography, fireman, deer)

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.)

Task E: (Possessive Nouns)

Touch Part 5. Follow along while I read the directions. Rewrite the following phrases on the lines, changing the underlined nouns into possessive nouns. You may complete Part 5 on your own. When you're finished, put your pencil down. (Allow sufficient time for the students to complete the items independently.)

Task F: (Contractions)

Touch Part 6. Follow along while I read the directions. Read each sentence. Change the underlined words to contractions. Cross out the underlined words. Write the contractions above the words you have crossed out.

What will you do first? (Signal.) *Read each sentence.* What will you do next? (Signal.) *Change the underlined words to contractions.* What will you do next? (Signal.) *Cross out the underlined words.* What will you do last? (Signal.) *Write the contractions above the words I have crossed out.*

You may complete Part 6 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 **Use what you have learned about prefixes and root words to solve these word puzzles. Write your answer on the line.**

1. play again _____
2. not true _____
3. read before _____
4. not possible _____
5. below standard _____

Part 2 **Add the correct suffix from the box to write words that have these meanings.**

-ion	-able	-less	-er	-est
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1. able to be corrected _____
2. one who teaches _____
3. without sleep _____
4. the state of acting _____
5. the most fair _____

Part 3 **Read each sentence. Write the correct form of the adjective on the line.**

1. Monea is (good) _____ at soccer than at baseball.
2. "That was the (bad) _____ meal I've ever eaten!" cried Brianna.
3. Troy has (much) _____ swimming trophies than Therese does.
4. Aimee had (little) _____ money to buy ice cream than Melissa.
5. Cantrell is the (good) _____ singer in the class.

Adventures in Language IVB

Out of Program Test 1

p. 2

Part 4 After each singular noun, write the plural form.

- 1. house _____
- 2. animal _____
- 3. bibliography _____
- 4. fireman _____
- 5. deer _____

Part 5 Rewrite the following phrases on the lines, changing the underlined nouns into possessive nouns. (5 pts.)

- 1. the reins of the horse _____
- 2. the pencil of the student _____
- 3. the house of Mrs. Sabat _____
- 4. the aroma of the apple pie _____
- 5. the feet of the giant _____

Part 6 Read each sentence. Change the underlined words to contractions. Cross out the underlined words. Write the contractions above the words you have crossed out.

- 1. Hae Jin has not missed a homework assignment all month.
- 2. I have been watching my brother play football all day.
- 3. You have written an interesting story.
- 4. I do not believe that we have met before.
- 5. Scotty and Clint will not play with me!

Test Item	Prefixes	Suffixes	Adjectives	Plural Nouns	Possessive Nouns	Contractions	Total
Poss. Points	5	5	5	5	5	6	31
Earned Points							

____%