

Teacher’s 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	30	40	53	67	77

There are also three **Writing for Fluency Scoring 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 Scoring Rubrics** are designed to be scored as a percentage. Scoring is done using the rubric and the class recording sheet. Ideas and Organization each provide 25% of the student’s score, voice and word choice each provide 10% and sentence fluency and conventions each provide 15%. These weightings have been determined based on the students’ developmental writing level and the instruction provided in the program. Student scores will vary from trait to trait, as they achieve competence in the different areas.

Scoring the Writing

Identify the cells on the chart that best reflect the student’s writing, keeping in mind the expectations for the student’s grade. Record the raw scores on the class recording sheet. Multiply the raw score by the weighting factor and record the weighted score. Total the weighted scores and you have the student’s score as a percentage.

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. The out of program tests may also be used to determine mid-year placement into this level of the program or to facilitate skipping procedures and acceleration. Two versions of each test are provided. This provides you with a second test if a retest is required.

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 **teacher’s answer key**, 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.

Adventures in Language I Sample Out of Program Tests Teacher's Guidelines

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

**Adventures in Language I
Out of Program Test 2
Version A**

Teacher Script

Today, you'll take a test to show what you've learned so far. Please do not write anything until I tell you to do so. (Pass out the tests.) Please 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 the students to write the sentences.)

Pencils Down.

Task B: (Sentence or Fragment)

Touch Part 2. You'll use the sentence checker to decide which groups of words are sentences. What will you circle if the group of words is a sentence? (Signal.) Yes. You'll circle the word yes. What will you circle if a group of words is not a sentence? (Signal.) No. You'll circle the word no.

Touch number 1. Put your finger under the words as I read them. The boy ran. Circle yes if this is a sentence. Circle no if it is not a sentence.

(Repeat with remaining items:

2. Ate ice cream.
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.) 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 the students to edit the sentence.)

Adventures in Language I Sample Out of Program Tests Test 2

(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 the students to copy the sentences.)

Pencils Down.

Task D: Alphabetical Order

Touch Part 4. You'll put these words in alphabetical order. 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

Who or What?					
What's Happening?					

- | | | |
|------------------------------|-----|----|
| 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?	Editing	Alphabetical Order	Total
Poss. Points	6	5	12	3	26
Earned Points					

____%