

Teacher's 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... | 10 | 20 | 30 | 40 | 48 | 60 | 70 | 75 |

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

| | | | | | |
|--------------------------|---------|------------|------------------------|-------------------|------------------------|
| Use Rubric/prompt | Summary | Comparison | Problem Centered Story | Thank You Letter | Problem Centered Story |
| After lesson... | 17 | 38 | with lesson 54 | with lesson 71 | with lesson 79 |

Test Design

The **Out of Program** tests have been carefully written to assess the specific skills that students should 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.

There are five opportunities for assessing writing in this program. Scoring rubrics have been provided for the two major pieces of narrative writing and one letter within the program itself. In addition, two additional **Writing for Fluency** writing prompts and assessments are given. The first, given after lesson 17, asks the students to write a summary. The second, given after lesson 38, is an essay that compares and contrasts. Rubrics are provided for each of these five assessments.

Grading and Remediation

At the bottom of each **student test**, you will 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, not testing section, 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 points by the total possible points.

At the bottom of the **teacher's answer key**, you will 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 assignments.

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. For example:

Say: **Everybody, pencils down. Touch Part 1. I will read the directions. Put your finger under each word as I read it.** Read directions and check for understanding. Read test items aloud as students touch under each word. **When I say, “begin”, you may complete Part 1. When you finish Part 1, put your pencil down and wait quietly for my next instruction. You may begin Part 1.** Give students time to complete the section. Move on when appropriate.

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 these sections.

The two out-of-program **Writing for Fluency** assessments are timed. For the **Summary Writing** test, allow students 35 minutes to write, proofread, and edit. Because the **Comparison Writing** requires prewriting, you will need to allocate more time. After explaining the task, allow 30 minutes for brainstorming and planning, and 45 minutes for writing, proofreading, and editing.

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 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

Name: _____

Date: _____

Part 1 **Read each sentence. Circle the subject. Underline the predicate. (10 pts.)**

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. (10 pts.)**

- | | | |
|--|-----------|----------|
| 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. (10 pts.)**

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 Color in the circle in front of the sentence that uses correct grammar. (5 pts.)

1. Nicky taked the last apple.
 Ashelie 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 Russian.
 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 item | Subject | Predicate | State./Quest. | ./? | Capital | Period | Grammar | Total |
|----------------------|---------|-----------|---------------|-----|---------|--------|---------|-------|
| Poss. Points | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 35 |
| Earned Points | | | | | | | | |

| |
|-------|
| ____% |
|-------|