

Teacher Guidelines

Testing Schedule

There are 5 **Out of Program** tests that are designed to be administered approximately every ten lessons.

Give test #...	1	2	3	Cumulative Editing Test	4
After lesson...	10	20	30	30	37

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

Use Rubric ...	Summary	Biography	Letter of Concern
With lesson...	11	23	37

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 three 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. It is important to provide the students with the rubric before they begin their writing so they have the best opportunity to be successful.

Grading and Remediation

At the bottom of each **student test**, you will find a table that lists each testing section and the number of points that could possibly be earned for each. 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.

Adventures in Language IVA Out of Program Tests Teacher's Guidelines

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 these 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

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.

Please write your name and today's date at the top of your test. When you've 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.)

Now, touch Part 1 on your test. You follow along while I read the directions. Decide if each group of words is a sentence. Circle "yes" or "no". You may complete Part 1 on your own. When you've finished, please put your pencil down.

(When everyone has completed Part 1, say:) **Now touch Part 2. You follow along while I read the directions. Read each sentence. Circle the subject. Underline the predicate. You may complete Part 2 on your own. When you've finished, please put your pencil down.**

(When everyone has completed Part 2, say:) **Now touch Part 3. You follow along while I read the directions. Write "yes" if the entry word is on the page with each pair of guidewords. Write "no" if the entry word is not on the page with each pair of guidewords.**

Let's read the words in the table. Touch row 1. What's the entry word? (Signal.) *Lemon*. Yes, lemon. What's the first guideword? (Signal.) *Legal*. Yes, legal. What is the second guideword? (Signal.) *Lend*. Yes, lend.

Touch row 2. What's the entry word? (Signal.) *Marriage*. Yes, marriage. What's the first guideword? (Signal.) *Mountain*. Yes, mountain. What's the second guideword? (Signal.) *Ms*. Yes, Ms.

(Continue with the rest of the words. Row 3: Checker, Cheek, Chenille
Row 4: Scour, Scintilla, Scout
Row 5: Background, Babble, Backgammon)

You may complete Part 3 on your own. When you've finished, please put your pencil down.

(When everyone has completed Part 3, say:) **Now touch Part 4. You follow along while I read the directions. Write the list of words in alphabetical order.**

Let's read the list of words. Touch the first word. What word? (Signal.) *Gymnastics*. Yes, gymnastics. Next word. What word? (Signal.) *Track*. Yes, track.

(Continue with the rest of the words: basketball, swimming, baseball.)

You may complete Part 4 on your own. When you've finished, please put your pencil down.

(When everyone has completed Part 4, say:) **Now touch Part 5. You follow along while I read the directions. Read each sentence. Circle "D" if it's a declarative sentence. Circle "Int" if it's an interrogative sentence. Circle "E" if it's an exclamatory sentence. Circle "Imp" if it's an imperative sentence. Put the correct punctuation mark at the end of each sentence. You may complete Part 5 on your own. When you've finished, please put your pencil down.**

(When everyone has completed Part 5, say:) **Now touch Part 6. You follow along while I read the directions. Read each noun. Next, proofread each word for correct use of capitals. Then, write each word correctly on the line.**

Let's read the list of nouns. Touch the words on line 1. What words? (Signal.) *volga river*. **Yes, volga river. Touch line 2. What word?** (Signal.) *Captain*. **Yes, captain.**

(Continue with the rest of the words: great wall Of china, jack's diner, restaurant)

You may complete Part 6 on your own. When you've finished, please put your pencil down.

(When everyone has completed Part 6, say:) **Now touch Part 7. You follow along while I read the directions. Read the paragraph. Then underline the topic sentence.**

Let's read the paragraph together. Please leave your pencil down until I tell you to underline the topic sentence.

Please read the paragraph aloud. (Call on a student.)

Can you imagine what it must be like to experience a tornado first-hand? There are three categories of tornadoes. The first category of tornadoes is "weak." These tornadoes reach speeds of up to 110 miles per hour. Most tornadoes fall into this category. The second category is "strong" tornadoes. These funnel-shaped clouds rotate up to 200 miles per hour. Finally, there are "violent" tornadoes. The winds in these tornadoes exceed 200 miles per hour. Fortunately, less than two percent of all tornadoes are considered violent.

Please underline the topic sentence in this paragraph. When you've finished, please put your pencil down.

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

Name: _____

Date: _____

Part 1 **Decide if each group of words is a sentence. Circle “yes” or “no”. (5 points)**

- | | | |
|------------------------------------|-----|----|
| 1. Markeda and Tony played ball. | Yes | No |
| 2. My good friend Stephen. | Yes | No |
| 3. Ran up the tree. | Yes | No |
| 4. T he big, fast, yellow dog ran. | Yes | No |
| 5. She danced. | Yes | No |

Part 2 **Read each sentence. Circle the subject. Underline the predicate. (5 pts.)**

- The two cats romped together in the grass.
- My whole family went to the restaurant for breakfast.
- Christopher and Alissa raced on their bikes.
- Catherine-the-Great was a well-loved ruler of Russia.
- The sun shone brightly over the mountain.

Part 3 **Write “yes” if the entry word is on the page with each pair of guide words. Write “no” if the entry word is not on the page with each pair of guide words. (5 pts.)**

Entry word	First guide word	Last guide word	Yes or no
lemon	legalism	lend	
marriage	Mountain	Ms.	
checker	cheek	chenille	
scour	scintilla	scout	
background	babble	backgammon	

Part 4 **Write the list of words in alphabetical order. (5 pts.)**

- gymnastics _____
- track _____
- basketball _____
- swimming _____
- baseball _____

Part 5

Read each sentence. Circle “D” if it’s a declarative sentence. Circle “Int” if it’s an interrogative sentence. Circle “E” if it’s an exclamatory sentence. Circle “Imp” if it’s an imperative sentence. Put the correct punctuation mark at the end of each sentence. (20 pts.)

- 1. Can we go to the beach today D Int E Imp
- 2. Clean your room first D Int E Imp
- 3. Wow, look at this mess D Int E Imp
- 4. When it’s done, we’ll go to the beach D Int E Imp
- 5. Will you help me D Int E Imp
- 6. If we work together, it will get done
faster D Int E Imp
- 7. Pick up those clothes D Int E Imp
- 8. Can I make the bed D Int E Imp
- 9. Horray, we’re done D Int E Imp
- 10. Let’s go to the beach D Int E Imp

Part 6

Read each noun. Next, proofread each word for correct use of capitals. Then, write each word correctly on the line. (16 pts.)

- 1. volga river _____
- 2. captain _____
- 3. great wall Of china _____

4. jack’s diner _____
5. restaurant _____

Part 7 **Read the paragraph. Then underline the topic sentence. (1 point)**

Can you imagine what it must be like to experience a tornado first-hand? There are three categories of tornadoes. The first category of tornadoes is “weak”. These tornadoes reach speeds of up to 110 miles per hour. Most tornadoes fall into this category. The second category is “strong” tornadoes. These funnel-shaped clouds rotate up to 200 miles per hour. Finally, there are “violent” tornadoes. The winds in these tornadoes exceed 200 miles per hour. Fortunately, less than two percent of all tornadoes are considered violent.

Test item	Sentence?	Subj./Pred.	Entry Words	Alpha Order	D/Int/E/Imp	Proper Nouns	Topic Sent.	Total
Poss. Points	5	5	5	5	20	16	1	57
Earned Points								

____%