

## Adventures in Language® IVA Out of Program Tests Teacher Guidelines

### Testing Schedule

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

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

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

<b>Use Rubric ...</b>	Summary	Biography	Letter of Concern
<b>With lesson...</b>	11	23	37

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: (Sentence or Fragment)

Touch Part 1 on your test. 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're finished, put your pencil down. (Allow sufficient time for the students to complete the items independently.)

### Task B: (Subject and Predicate)

Touch Part 2. 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're finished, put your pencil down. (Allow sufficient time for the students to complete the items independently.)

### Task C: (Guide words)

Touch Part 3. Follow along while I read the directions. 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.

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

Touch row 2. What's the entry word? (Signal.) *Marriage*. Yes, marriage. What's the first guide word? (Signal.) *Mountain*. Yes, mountain. What's the second guide word? (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're finished, put your pencil down. (Allow sufficient time for the students to complete the items independently.)

### Task D: (Alphabetical Order)

Touch Part 4. 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're finished, put your pencil down. (Allow sufficient time for the students to complete the items independently.)

### Task E: Declarative, Interrogative, Exclamatory or Imperative Sentences

Touch Part 5. 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're finished, put your pencil down. (Allow sufficient time for the students to complete the items independently.)

**Task F: Capitalizing Proper Nouns**

**Touch Part 6. 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're finished, put your pencil down.** (Allow sufficient time for the students to complete the items independently.)

**Task G: (Topic Sentence)**

**Touch Part 7. Follow along while I read the directions. Read the paragraph. Then underline the topic sentence.**

**Let's read the paragraph together. Follow along while I read. Leave your pencil down until I tell you to underline the topic sentence.**

(Read the paragraph aloud.)

**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.**

**Underline the topic sentence in this paragraph. When you're finished, put your pencil down.** (Allow sufficient time for the students to complete the item.)

**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      Decide if each group of words is a sentence. Circle yes or no.**

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

**Part 2      Read each sentence. Circle the subject. Underline the predicate.**

- 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.**

Entry word	First guide word	Last guide word	yes or no
lemon	legal	lend	
marriage	mountain	Ms.	
checker	cheek	chenille	
scour	scintilla	scout	
background	babble	backgammon	

**Part 4** Write the list of words in alphabetical order.

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.

- |  |   |     |   |     |
|--|---|-----|---|-----|
| 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<br>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. Hooray, 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.**

- 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.**

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.

<b>Test Item</b>	<b>Sentence?</b>	<b>Subj./Pred.</b>	<b>Entry Words</b>	<b>Alpha Order</b>	<b>D/Int/E/Imp</b>	<b>Proper Nouns</b>	<b>Topic Sent.</b>	<b>Total</b>
<b>Poss. Points</b>	5	10	5	5	20	18	1	64
<b>Earned Points</b>								

_____%
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