

Test Instructions

Test Center Test Center

All the testing materials found in the Teacher’s Book can also be accessed from the Test Center. You can print the tests directly from the pdf files or you can open the editable files to customize the tests according to your needs. You can download the audio files to your MP3 player, or play them directly from the CD.

Written Tests

These tests are designed for group administration. All the questions are matching, check boxes, circling, or coloring. Some questions require the student to listen and answer the question. The answer key on page 150 includes the listening script for each listening question.

Pause from time to time to make sure the students are following your directions and are working on the correct part of the test. You may wish to have students put their finger on each letter as you begin that part of the test.

Unit Tests

Each unit test is divided into four parts and tests vocabulary and grammar.

Midterm Test

The Midterm Test measures what has been learned in the first four units in vocabulary and grammar. There is a listening component in the midterm test.

Final Test

The Final Test measures what has been learned in all eight units in vocabulary and grammar. There is a listening component in the final test.

Oral Tests

Each unit test has an oral component that determines how well the student uses the grammar and vocabulary from the unit. These oral questions for each unit are presented on pages 124-125. The questions are listed in boldface type and the answers are given in italics. Use the rubric below to assess the oral tests.

Rubric

4	Answers question completely and correctly with a complete sentence. Uses adjectives in sentence when appropriate.
3	Answers question with complete sentence and appropriate answer but requires a word or phrase as a prompt.
2	Answers question with an incomplete sentence.
1	Gives nonverbal answer by pointing at picture, nodding, or shaking head.
0	No response given.

Oral tests

As you administer the oral test, ask the student to answer each question with a complete sentence. If the student answers with one word, prompt them to use a complete sentence. If the student cannot answer the question, provide prompts such as the beginning of the correct answer. Have the student complete the sentence and then repeat the correct answer.

Unit 1

- Materials:** Teacher Cards for a ball, a bicycle, a teddy bear, Sit down (2, 3, 6, 10)
- Hold up the card for a ball. *What is it?* (It’s a ball.)
 - Hold up the card for a bicycle. *What is it?* (It’s a bicycle.)
 - Hold up the card for a teddy bear. *What is it?* (It’s a teddy bear.)
 - Hi, What’s your name?* (My name is ____.)
 - Hold up the card for Sit down. Role play sitting down. (Sit down.)

Unit 2

- Materials:** Teacher Cards for colors green, red, blue and Come here (11, 13, 14, 16)
- Hold up the card for red. *What color is it?* (It’s red.)
 - Hold up the card for green. *What color is it?* (It’s green.)
 - Hold up the card for blue. *What color is it?* (It’s blue.)
 - Good bye!* (Good bye. See you later!)
 - Hold up the card for Come here. Gesture to indicate come here. (Come here.)

Unit 3

- Materials:** Teacher Cards for a circle, a triangle, a rectangle, Run (37, 38, 40, 43)
- Hold up the card for a circle. *Is it a circle?* (Yes, it is.)
 - Hold up the card for a diamond. *Is it a diamond?* (No, it isn’t.)

- Hold up the card for a rectangle. *Is it a rectangle?* (Yes, it is.)
- How are you today?* (I’m fine./I’m OK.)
- Hold up the card for Run. Role play running. (Run.)

Unit 4

- Materials:** Teacher Cards for 2, 3, 5, Stop (55, 57, 58, 60)
- Hold up the card for 3. *How many?* (Three.)
 - Hold up the card for 1. *How many?* (One.)
 - Hold up the card for 5. Point to each yo-yo to indicate counting. *Let’s count.* (One, two, three, four, five.)
 - May I come in?* (Sure! Please come in.)
 - Hold up the card for Stop. Gesture to stop. (Stop.)

Unit 5

- Materials:** Teacher Cards for bird, birds, rabbits, cows, Jump (78, 84, 85, 86, 89)
- Hold up the cards for bird and birds. *Let’s count the birds.* (One bird. Five birds.)
 - Hold up the card for rabbits. *How many rabbits?* (Six rabbits.)
 - Hold up the card for cows. *How many cows?* (Three cows.)
 - Role play handing the student something. *Here you are.* (Thank you.)
 - Hold up the card for Jump. Role play jumping. (Jump.)

Unit 6

- Materials:** Teacher Cards for cake, chicken, Make a circle (101, 104, 105)
- Hold up the card for cake. *Do you like cake?* (Yes, I do./ No, I don’t.)
 - Hold up the card for the chicken. *Do you like chicken?* (Yes, I do./ No, I don’t.)
 - Hold up the card for chicken. Indicate that student should ask you. (Do you like chicken?)
 - How old are you?* (I’m ____)
 - Hold up the card for Make a circle. Role play making a circle. (Make a circle)

Unit 7

- Materials:** Teacher Cards for head, eyes, mouth, Stamp your feet (123, 125, 129, 131)
- Hold up the card for head. *I can touch my head. What can you do?* (I can touch my head.)
 - Hold up the card for eyes. *What can you do?* (I can touch my eyes.)
 - Hold up the card for mouth. *What can you do?* (I can touch my mouth.)
 - Role play dropping something near the student. *Oops, I’m sorry.* (That’s OK.)
 - Hold up the card for Stamp your feet. Role play stamping your feet. (Stamp your feet.)

Unit 8

- Materials:** Teacher cards for ride a bicycle, sing a song, swim, Point to the board (139, 141, 142, 145)
- Hold up the card for ride a bicycle. *I can’t ride a bicycle. What can you do?* (I can ride a bicycle./I can’t ride a bicycle.)
 - Hold up the card for swim. *What can you do?* (I can swim. /I can’t swim.)
 - Hold up the card for sing a song. *Can you sing a song?* (I can sing a song. /I can’t sing a song.)
 - Let’s play.* (OK. Let’s play./Let’s play ball./Let’s jump rope./Let’s play tag.)
 - Hold up the card for Point to the board. Role play pointing to the board. (Point to the board.)