

Test Instructions

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. Each test is divided into five parts and tests vocabulary, grammar, and phonics. All the questions are multiple choice, matching, numbering, or fill in the blank. Some questions require the student to listen and answer the 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.

The Answer Key for the Written Tests is on pp. 152–154 of the Teacher's Book.

Midterm Test

The Midterm Test measures what has been learned in the first four units in vocabulary, grammar and phonics. 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, grammar and phonics. 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 follow. Suggested answers are given in parentheses. 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 pen, a desk, a map, and a board (2, 5, 9, 13)

1. Show the picture of a pen. *What's this?* (It's a pen.)
2. Show the picture of a map. *What's this?* (It's a map.)
3. Show the picture of a board. *Is this a board?* (Yes, it is.)
4. Show the picture of a desk. *Is this a pencil?* (No, it isn't.)
5. *What's your name?* (My name is _____.)

Unit 2

Materials: Teacher Cards for colors, blue, green, a red square, a purple oval (28, 30, 38, 43)

1. Show the picture of the red square. *What color is this?* (It's red.)
2. Show the picture of green. *What color is this?* (It's green.)
3. Show the picture of the red square. *What's this?* (It's a red square.)
4. Show the picture of the purple oval. *Is this a red circle?* (No, it isn't.)
5. *Hi. How are you?* (I'm fine. Thank you.)

Unit 3

Materials: Teacher Cards for a crayon, notebooks, CD, computers (55, 61, 63, 70)

1. Show the picture of notebooks. *How many notebooks?* (three notebooks)
2. Show the picture of one crayon. *How many crayons?* (one crayon)

3. Show the picture of the CD. *What's this?* (It's a CD.)
4. Show the picture of computers. *What are these?* (They're computers.)
5. Point to another child to act out an introduction. *This is my friend* _____. (Hello, _____.)

Unit 4

Materials: Teacher Cards for grandmother, father, tall, young (81, 84, 89, 91)

1. Indicate that students should use the "my" language from the unit. Show a picture of a grandmother. *Who's she?* (She's my grandmother.)
2. Show the picture of a father. *Who's he?* (He's my father.)
3. Show the picture of a tall girl. *She's my sister.* (She's tall.)
4. Show the picture of a young child. *He's my brother.* (He's young.)
5. *It's nice to meet you,* _____. (It's nice to meet you, too.)

Unit 5

Materials: Teacher Cards for a kite, a car, big, little (105, 107, 113, 114)

1. Show the picture of a kite. *What is it?* (It's a kite.)
2. Show the back side of the car Teacher Card. *What is it?* (I don't know.) Turn it over. (It's a car.)
3. Show a picture of a little robot. *What is it?* (It's a little robot.)
4. Show the picture of a big robot. *What is it?* (It's a big robot.)
5. *How old are you?* (I'm, _____ years old.)

Unit 6

Materials: Teacher Cards for a tree, puddles, on, under (135, 141, 143, 144)

1. Show the picture of a tree. *How many trees are there?* (There's one tree.)
2. Show the picture of the puddles. *How many puddles are there?* (There are two puddles.)
3. Show the picture of the bat on the bag. *Where's the bat?* (It's on the bag.)
4. Show the picture of the bat under the bag. *Where's the bat?* (It's under the bag.)
5. *How's the weather?* (It's _____.)

Unit 7

Materials: Teacher Cards for a cookie, an egg, pizza, bread, milk (157, 160, 164, 165, 167)

1. Show the picture of an egg. *What do you want?* (I want an egg.)
2. Show the pictures of a cookie and milk. *What do you want?* (I want a cookie and milk.)
3. Show the picture of pizza. *Do you want pizza?* (Yes, I do.)
4. Show the picture of bread. *Do you want rice?* (No, I don't. I want bread.)
5. Pretend to hand student bread. *Here you are.* (Thank you.) *You're welcome.*

Unit 8

Materials: Teacher cards for cats, rabbits, monkeys, lions (183, 186, 193, 194)

1. Show the picture of cats. *What do you like?* (I like cats.)
2. Show the picture of rabbits. *What do you like?* (I like rabbits.)
3. Show the picture of lions and picture of monkeys. Encourage the student to use the negative for monkeys. *What do you like?* (I like lions. I don't like monkeys.)
4. *What's your favorite color?* (_____. *What about you?*)
5. *What's your favorite animal?* (_____. *What about you?*)