

Level  
K-1

**iYo aprendo!**



**Focused Language and  
Literacy Instruction**

***Pretest/Posttest  
Teacher Version***

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## Teacher Created Materials

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# ***Directions for Test Administration***

## **Overview of Test**

This test is designed to provide a measure of language proficiency in the four language domains—listening, speaking, reading, and writing. Administering the same test before beginning the program (pretest) and after using the program (posttest), provides an assessment of student progress in language development.

## **How is the test given?**

The test is given in a one-on-one format between the teacher and each individual student.

## **How long does the test take?**

The test can be completed within 5–15 minutes, depending on each student’s language proficiency.

## **How is the test organized?**

The test is organized according to the four language domains: Listening, Speaking, Reading, and Writing.

## **How are scores given?**

For the Listening, Speaking, and Reading sections, students are given each group of test items until they reach a frustration level (0, 1, or 2 correct in any given group of test items). Explicit directions are provided at the end of each group of items so that the teacher will know how to proceed.

For the Writing section, students are asked to draw a picture and write about it. The student is then given a level using the early writing samples on pages 15–17 of the Answer Key as a rubric.

## **How can the scores be used?**

Following the pretest, teachers will be able to see students’ language proficiency levels for each domain—listening, speaking, reading, and writing. This will help guide the teacher in providing the correct level of instruction for each student in the program. At the end of the program, the same test is given as a measure of student progress in the four language domains.

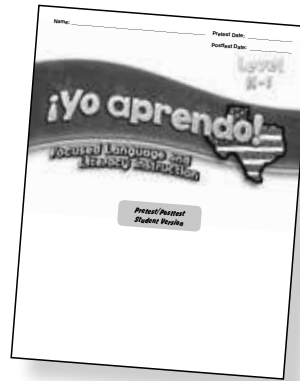
Leveling for this test was determined using the ELPS-TELPAS Proficiency Level Descriptors (Educator’s Guide to TELPAS, pp. 15, 22, 30, and 78) as applied to the specific ages and grades of the students for whom this program is designed. For the Listening, Speaking, and Reading sections, a student who passes Level A on the test is moving from Beginning to Intermediate levels. Level B is Intermediate level moving to Advanced level. And, Level C is Advanced level moving to Advanced High level. For Writing, most students in this program will score 1–8, indicating a Beginning or Intermediate level.

# Directions for Test Administration

## Using the Test

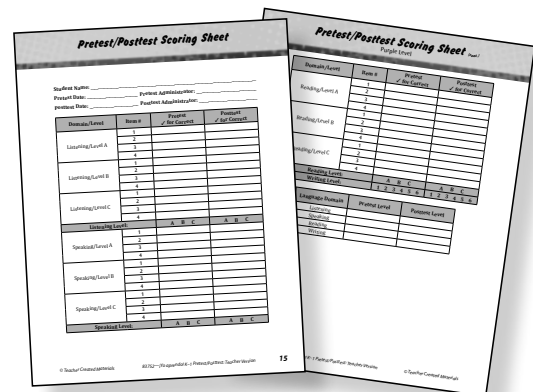
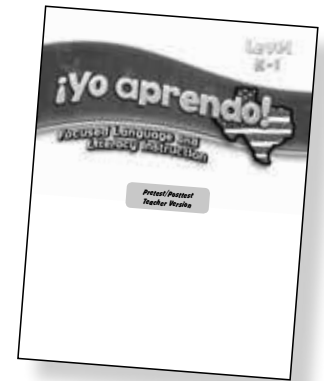
Follow these step-by-step directions for test administration:

1. Print the Student Version. Each student being assessed needs his or her own copy. This will be used by each student during the administration of both the Pretest and Posttest.
2. Print a single copy of the Teacher Version. This is the version that will be read by the teacher during the test. The teacher script for each sample item and test item is clearly identified in italics.
3. The Teacher Version includes the Pretest/Posttest Scoring Sheet for each student taking the test. Record student results on this sheet. This scoring sheet can also be used to record student results for the Posttest, enabling teachers to evaluate student progress.



Level K-1  
Student Version

Level K-1  
Teacher Version



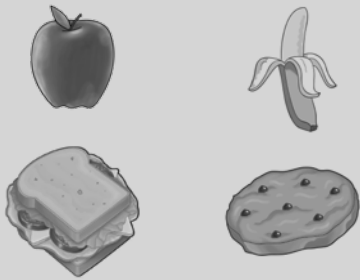
Scoring Sheet

# Domain: Listening

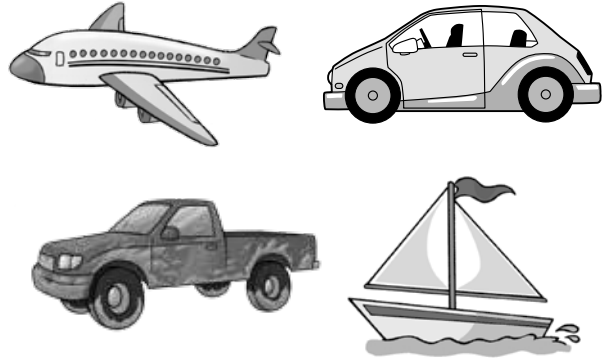
## Level A Test Items

### Sample

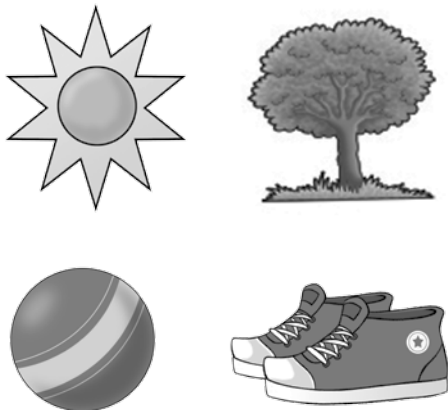
Teacher's Script: (Point to each image as you name it.) *This is an apple, a banana, a sandwich, and a cookie. Circle the cookie.*



### 3. Teacher's Script: *Circle the boat.*



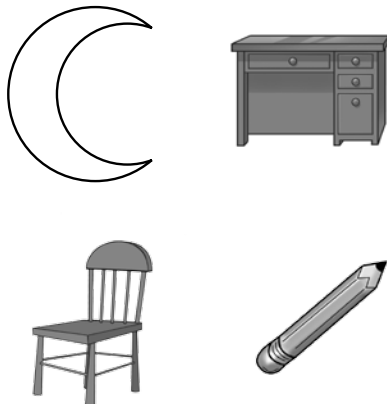
### 1. Teacher's Script: *Circle the sun.*



### 4. Teacher's Script: *Circle the fish.*



### 2. Teacher's Script: *Circle the crescent.*



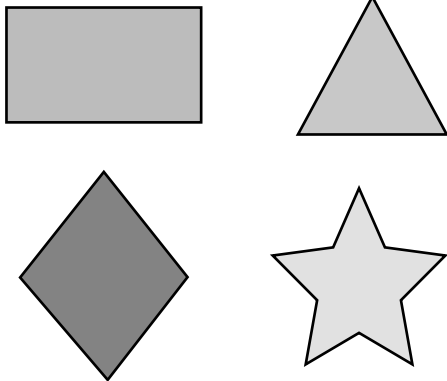
Scoring: Record the student's score on the Scoring Sheet.

- If the student answers 3 or 4 items correctly, continue with the Listening: Level B Test Items.
- If the student answers 0, 1, or 2 items correctly, stop the Listening portion of the test here. Then skip to the Speaking: Level A section.

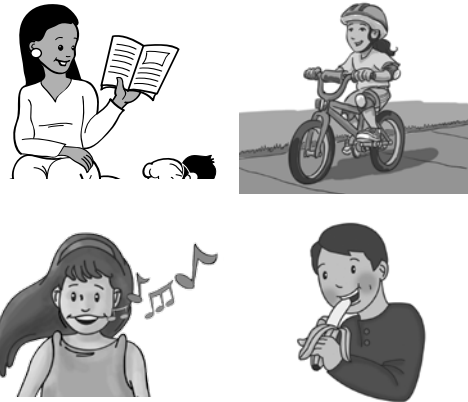
# Domain: Listening

## Level B Test Items

1. Teacher's Script: *Circle the star.*



3. Teacher's Script: *Circle the person who is going somewhere.*



2. Teacher's Script: *Circle the thing you use in the rain.*



4. Teacher's Script: *Circle the animal that can fly.*



Scoring: Record the student's score on the Scoring Sheet.

- If the student answers 3 or 4 items correctly, continue with the Listening: Level C Test Items.
- If the student answers 0, 1, or 2 items correctly, stop the Listening portion of the test here. Then skip to the Speaking: Level A section.

# Domain: Listening

## Level C Test Items

- 1.** Teacher's Script: *It is cold outside. The children play in the snow. Circle the picture that shows the season they are playing in.*



- 3.** Teacher's Script: *Imagine you draw and color a picture of a circle. You will cut it out. Circle the picture of what you will use to cut out the circle.*



- 2.** Teacher's Script: *I am going to say two words that rhyme. Then I would like you to say one word that rhymes with them: bat, mat. (Record student's response in this space on the Student Version.)*

- 4.** Teacher's Script: *It is morning. Joe is getting ready for school. First, he wakes up and brushes his teeth. Then, he eats breakfast. Circle the picture of what Joe will do next.*



Scoring: Record the student's score on the Scoring Sheet.

This concludes the Listening section. Now move on to the Speaking: Level A section.

# Domain: Speaking

## Level A Test Items

### Sample

Teacher's Script: *What is she doing? She is singing.*



3. Teacher's Script: *What is this?*



1. Teacher's Script: *What shape is this?*



4. Teacher's Script: *What is this?*



2. Teacher's Script: *What is this?*



Scoring: Record the student's score on the Scoring Sheet.

- If the student answers 3 or 4 items correctly, continue with the Speaking: Level B Test Items.
- If the student answers 0, 1, or 2 items correctly, stop the Speaking portion of the test here. Then skip to the Reading: Level A section.



# Domain: Speaking

## Level B Test Items

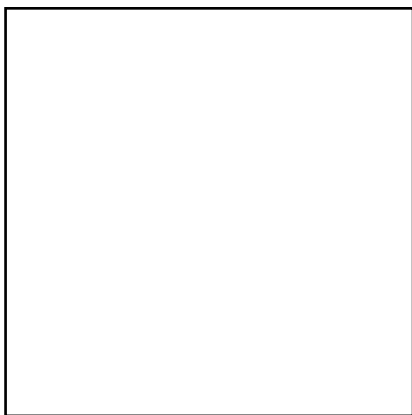
1. Teacher's Script: *What is the child doing?*



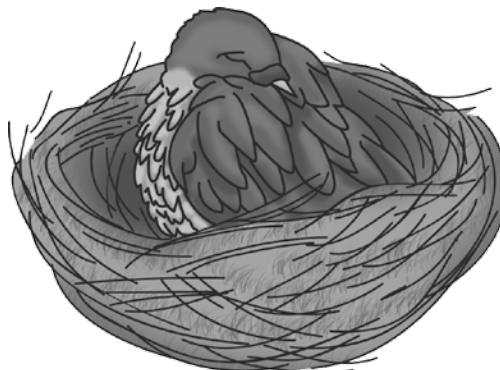
3. Teacher's Script: *This is a pilot. Where does a pilot work? What does a pilot do?*



2. Teacher's Script: *What shape is this? What parts does it have?*



4. Teacher's Script: *This is a bird. Tell me about where a bird lives.*



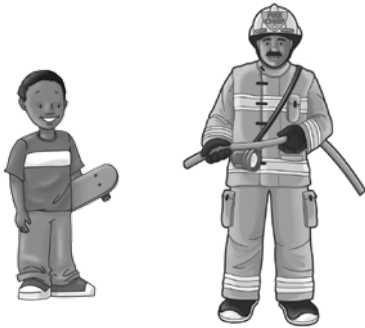
Scoring: Record the student's score on the Scoring Sheet.

- If the student answers 3 or 4 items correctly, continue with the Speaking: Level C Test Items.
- If the student answers 0, 1, or 2 correctly, stop the Speaking portion of the test here. Then skip to the Reading: Level A section.

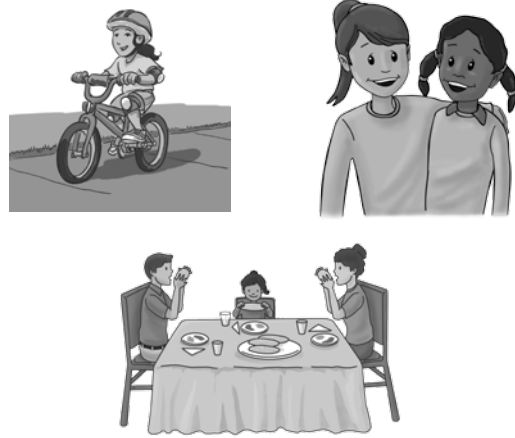
# Domain: Speaking

## Level C Test Items

1. Teacher's Script: *This is Jose. He wants to be a firefighter when he grows up because he wants to put out fires and help people. What do you want to be when you grow up? Why?*



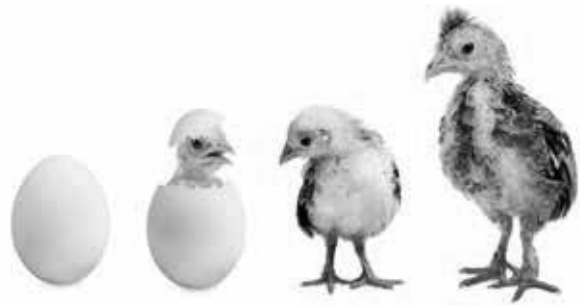
3. Teacher's Script: *This is Suri. After school she likes to ride her bike, play with her friends, and spend time with her family. What do you like to do after school?*



2. Teacher's Script: *This is a kitten. This is a lion. Tell me how they are different. Tell me how they are the same.*



4. Teacher's Script: *Describe what is happening in these pictures.*



Scoring: Record the student's score on the Scoring Sheet.

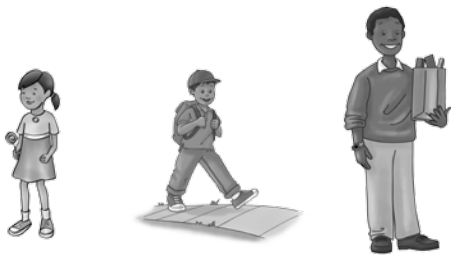
This concludes the Speaking section. Now move on to the Reading: Level A section.

# Domain: Reading

## Level A Test Items

### Sample

Teacher's Script: *Listen for the sound /b/ in these words: girl, boy, man. (Point to each picture as each picture is named slowly.) Point to the picture that starts with the /b/ sound. Does girl start with the /b/ sound? Does boy start with the /b/ sound? Does man start with the /b/ sound? Boy starts with the /b/ sound. Good job!*



3. Teacher's Script: *This is the letter D. What sound does it make?*

D

1. Teacher's Script: *What letter is this?*

C

4. Teacher's Script: *Say this word.*

sun

2. Teacher's Script: *What letter is this?*

e

Scoring: Record the student's score on the Scoring Sheet.

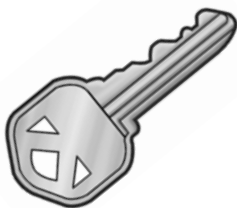
- If the student answers 3 or 4 items correctly, continue with the Reading: Level B Test Items.
- If the student answers 0, 1, or 2 items correctly, stop the Reading portion of the test here. Then skip to the Writing section.

# Domain: Reading

## Level B Test Items

1. Teacher's Script: *This is the letter B. It makes the /b/ sound. Circle the picture that starts with the /b/ sound.*

# B



3. Teacher's Script: *Maria's family is at the ocean. Circle the word that says ocean.*

school

home

market

ocean

2. Teacher's Script: *This says -ig. Circle the letter that makes the word pig.*

\_\_\_ i g

f

d

p

4. Teacher's Script: *Read this sentence.*

I like to play.

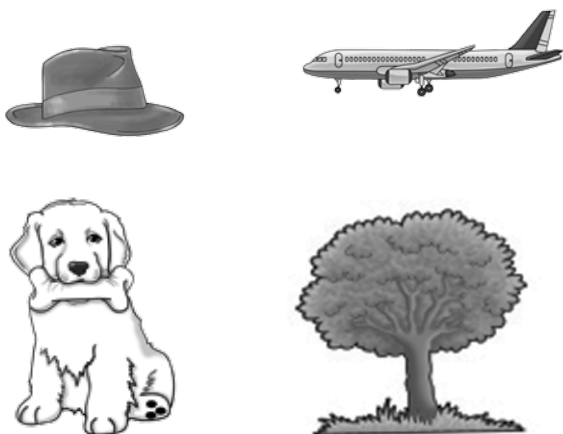
Scoring: Record the student's score on the Scoring Sheet.

- If the student answers 3 or 4 items correctly, continue with the Reading: Level C Test Items.
- If the student answers 0, 1, or 2 items correctly, stop the Reading portion of the test here. Then skip to the Writing section.

# Domain: Reading

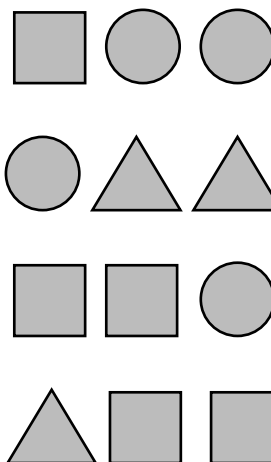
## Level C Test Items

1. Teacher's Script: *Which picture has the long a sound like the sound you hear in gate?*



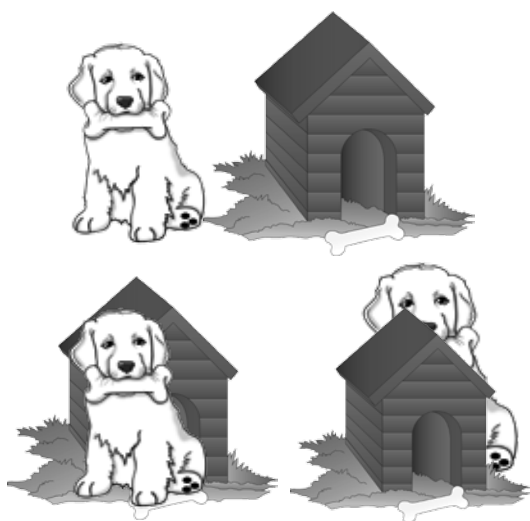
3. Teacher's Script: *Read the sentence and circle the picture that sentence describes.*

I see one circle and two triangles.



2. Teacher's Script: *Read the sentence. Circle the picture that the sentence describes.*

The dog is sitting next to the house.



4. Teacher's Script: *This is Anna. This is her favorite thing to do every night before bed. Circle the sentence that describes what Anna likes to do.*



Anna likes to play games with friends.

Anna likes to read with her friends.

Anna likes to read with her father.

Scoring: Record the student's score on the Scoring Sheet.

This concludes the Reading section. Now move on to the Writing section.

# Domain: Writing

Teacher's Script: *Draw a picture and write about it.*

Scoring: See the samples on pages 15–17 of the Answer Key. Most students in this program will be at levels 4–8.

The form consists of a large rectangular area. The top half is a blank space for drawing. The bottom half is divided into four horizontal sections, each containing three lines for writing: a solid top line, a dashed midline, and a solid bottom line.

# Answer Key

## Listening

### Level A Test Items

1. The student should circle the sun.
2. The student should circle the crescent.
3. The student should circle the boat.
4. The student should circle the fish.

### Level B Test Items

1. The student should circle the star.
2. The student should circle the umbrella.
3. The student should circle the child riding a bike.
4. The student should circle the bird.

### Level C Test Items

1. The student should circle the picture of a tree with snow falling.
2. The student should say a word that rhymes with *bat* and *mat*. Sample answers: *cat*, *sat*, *fat*, *rat*, and *hat*.
3. The student should circle the scissors.
4. The student should circle the school bus.

## Speaking

### Level A Test Items

1. The student should say *circle*, *round*, or *ball*.
2. The student should say *rainbow*.
3. The student should say *boat*.
4. The student should say *frog*.

### Level B Test Items

1. The student should describe the picture appropriately. Sample answers: *The child is playing in the snow* or *The child is sledding*.
2. The student should describe the picture appropriately. Sample answer: *It is a square. It has four sides and four corners*.
3. The student should describe the picture appropriately. Sample answer: *A pilot flies a plane. He/she works at the airport*.
4. The student should describe the picture appropriately. Sample answer: *The bird lives in a nest*.

### Level C Test Items

1. The student should tell about what he or she wants to be when he or she grows up and why, using complete sentences.
2. The student should accurately describe how the kitten and lion are different and the same. Sample answer: *The kitten is small, and the lion is big. The kitten and the lion both have a tail*.
3. The student should describe what he or she likes to do after school. Sample answer: *After school, I like to play soccer. I like to have dinner with my family*.
4. The student should describe the pictures appropriately. Sample answer: *There is an egg. The egg is hatching. The baby chick gets bigger and grows more feathers*.

## Reading

### Level A Test Items

1. The student should say *C*.
2. The student should say *e*.
3. The student should say the /d/ sound.
4. The student should say *sun*.

### Level B Test Items

1. The student should circle the boat.
2. The student should circle the letter *p*.
3. The student should circle the word *ocean*.
4. The student should read the sentence orally:  
I like to play.

### Level C Test Items

1. The student should circle the plane.
2. The student should circle the dog sitting next to the house.
3. The student should circle the picture with one circle and two triangles.
4. The student should circle the following sentence: Anna likes to read with her father.



## Writing

### Stages of Writing

Students in the early grades are usually prewriters or beginning writers. At these early stages of writing, students are beginning to understand how writing and reading are connected. To summarize “writing” at the early levels of understanding, the stages may sound like this:

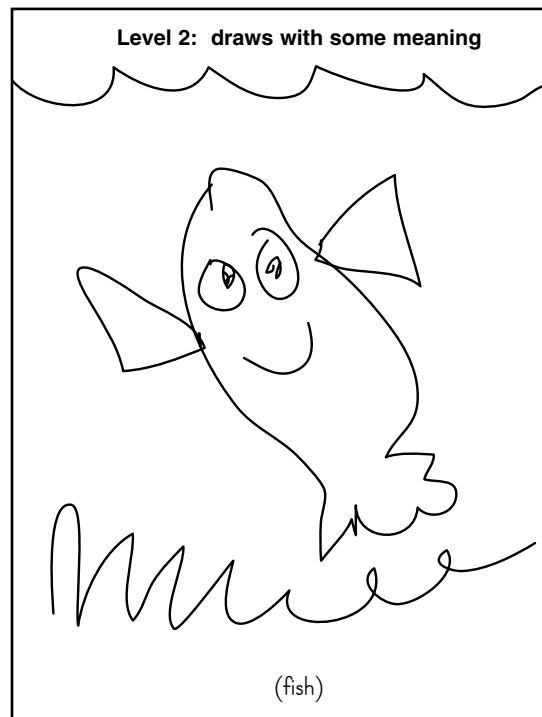
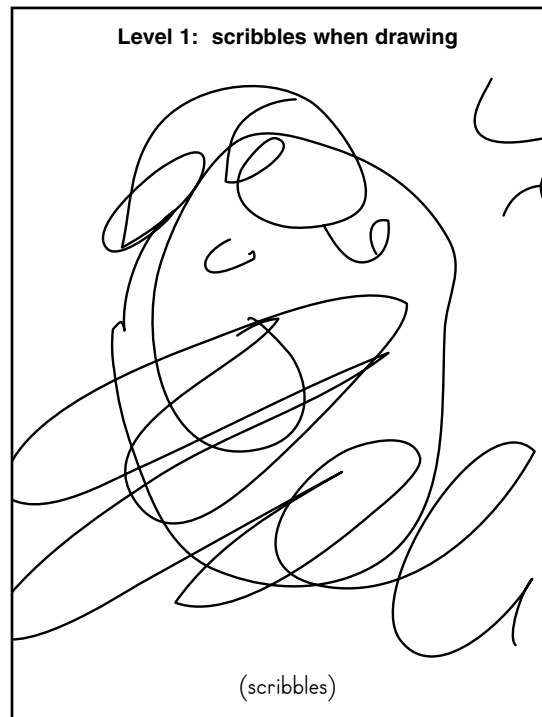
- Stage 1: *I can think about something.*
- Stage 2: *I can talk about what I think.*
- Stage 3: *I can write about what I say.*
- Stage 4: *I can read about what I write.*
- Stage 5: *Other people can read what I write, too.*

### Levels of Writing

The levels of writing listed below cover the beginning stages of writing through the more advanced stages. Students could be at all different levels, depending upon their prior experiences and developmental levels, although most will be at levels 4–8.

- Level 1: scribbles when drawing
- Level 2: draws with some meaning
- Level 3: scribbles when writing
- Level 4: writes some letters
- Level 5: writes or labels using words
- Level 6: writes phrases
- Level 7: writes a sentence phonetically
- Level 8: writes a patterned sentence phonetically
- Level 9: writes related sentences using phonetic and transitional spelling
- Level 10: writes several sentences about one subject

Pages 15–17 provide examples of each level of writing. Use this rubric and these samples to evaluate the levels at which the students in your class are performing.



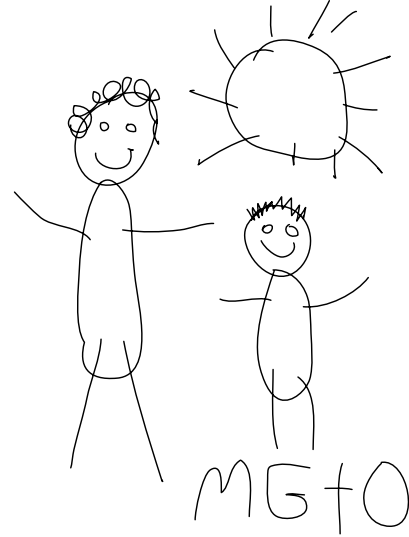
# Answer Key (cont.)

Level 3: scribbles when writing



(scribble writing)

Level 4: writes some letters



(Matt with his mom)

Level 5: writes or labels using words



(cat, hen, tree)

Level 6: writes phrases



(one bird)

# Answer Key (cont.)

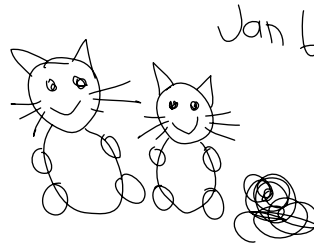
Level 7: writes a sentence phonetically



I WALK A DOG

(I walk a dog.)

Level 8: writes a patterned sentence phonetically



I like cats

because I have

two.

(I like cats because I have two.)

Level 9: writes related sentences using phonetic and transitional spelling



My room is big

I like it. I like

my bed.

Jessica

(My room is big. I like it. I like my bed.)

Level 10: writes several sentences about one subject

We went to the show

and I went with my

cousin. We saw the Tarzan

movie. We ate popcorn.

Yummy! Allison

(We went to the show, and I went with my cousin. We saw the Tarzan movie. We ate popcorn. Yummy!)

# Pretest/Posttest Scoring Sheet

Student Name: \_\_\_\_\_

Pretest Date: \_\_\_\_\_ Pretest Administrator: \_\_\_\_\_

Posttest Date: \_\_\_\_\_ Posttest Administrator: \_\_\_\_\_

Domain/Level	Item #	Pretest ✓ for Correct	Posttest ✓ for Correct
Listening/Level A	1		
	2		
	3		
	4		
Listening/Level B	1		
	2		
	3		
	4		
Listening/Level C	1		
	2		
	3		
	4		
<b>Listening Level:</b>		<b>A B C</b>	<b>A B C</b>
Speaking/Level A	1		
	2		
	3		
	4		
Speaking/Level B	1		
	2		
	3		
	4		
Speaking/Level C	1		
	2		
	3		
	4		
<b>Speaking Level:</b>		<b>A B C</b>	<b>A B C</b>

# Pretest/Posttest Scoring Sheet (cont.)

Domain/Level	Item #	Pretest ✓ for Correct	Posttest ✓ for Correct
Reading/Level A	1		
	2		
	3		
	4		
Reading/Level B	1		
	2		
	3		
	4		
Reading/Level C	1		
	2		
	3		
	4		
<b>Reading Level:</b>		<b>A B C</b>	<b>A B C</b>
<b>Writing Level:</b>		<b>1 2 3 4 5 6 7 8 9 10</b>	<b>1 2 3 4 5 6 7 8 9 10</b>

Language Domain	Pretest Level	Posttest Level
Listening		
Speaking		
Reading		
Writing		