

Level
PreK-K

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 29–31 of the *¡Yo aprendo!* Teacher’s Guide 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.

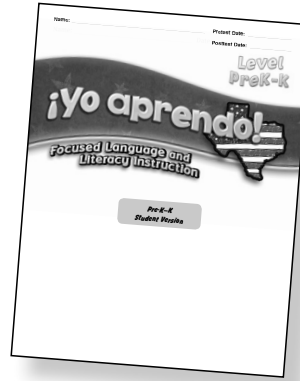
Leveling for this test was determined using the ELPS-TELPAS Proficiency Level Descriptors (Educator’s Guide to TELPAS, pp. 15, 22, 30, and 78) as applied to the specific ages and grades of the students for whom this program is designed. For the Listening, Speaking, and Reading sections, a student who 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 be at one of the first four levels, indicating a Beginning level.

Directions for Test Administration

Using the Test

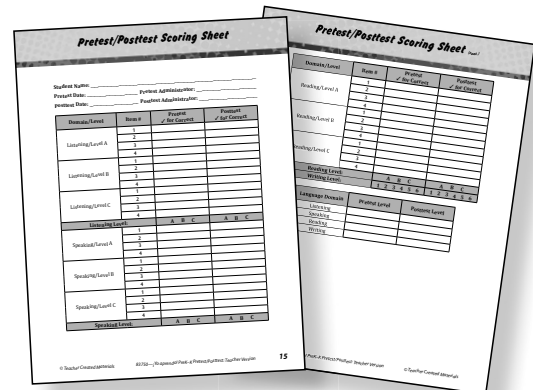
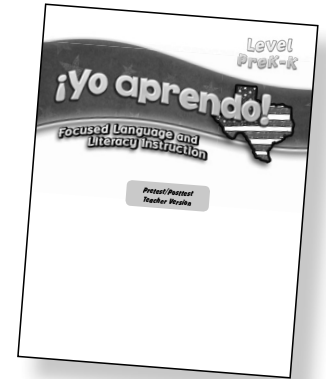
Follow these step-by-step directions for test administration:

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 PreK-K
Student Version**

**Level PreK-K
Teacher Version**



Scoring Sheet

Domain: Listening

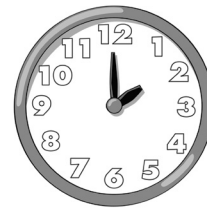
Level A Test Items

Sample

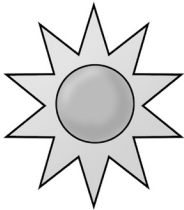
Teacher's Script: (Point to each image as you name it.) *This is a dog, a cat, a bird, and a fish. Circle the cat.*



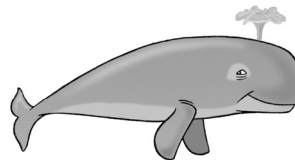
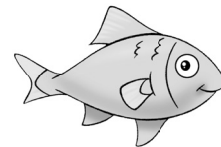
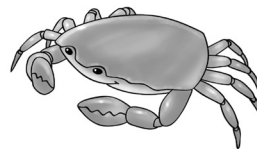
3. Teacher's Script: *Circle the clock.*



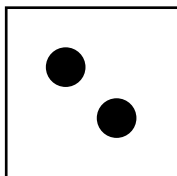
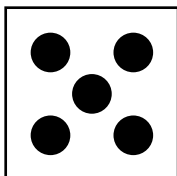
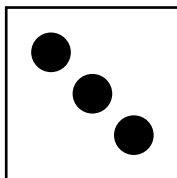
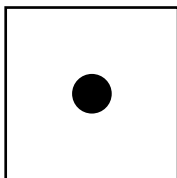
1. Teacher's Script: *Circle the tree.*



4. Teacher's Script: *Circle the seagull.*



2. Teacher's Script: *Circle the one that shows five.*



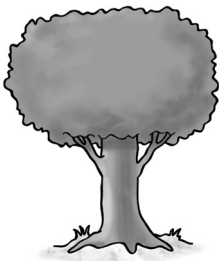
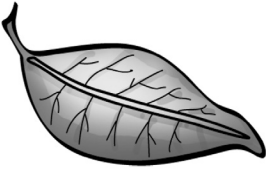
Scoring: Record the student's score on the Scoring Sheet.

- 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 seed.*



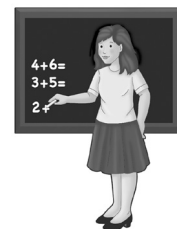
3. Teacher's Script: *Circle the person who has a book.*



2. Teacher's Script: *Circle the thing you use to tell time.*



4. Teacher's Script: *Circle the person who is ready to swim.*



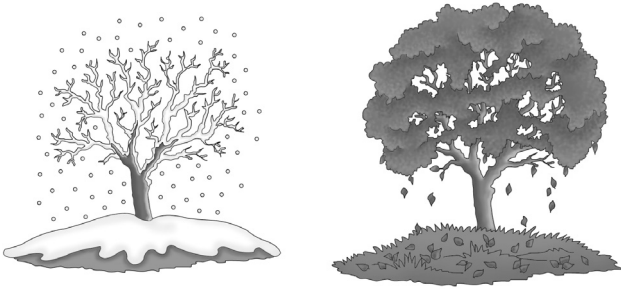
Scoring: Record the student's score on the Scoring Sheet.

- 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.

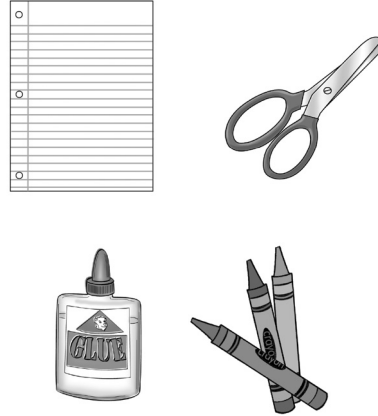
Domain: Listening

Level C Test Items

- 1.** Teacher's Script: *It is getting colder outside. The leaves are falling. Circle the picture that shows this.*



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



- 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: me, tree. (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

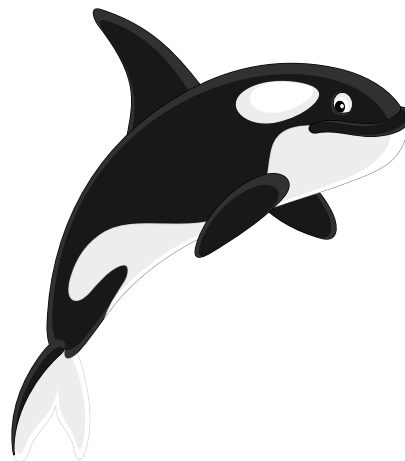
Level A Test Items

Sample

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



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



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



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



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

4

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.

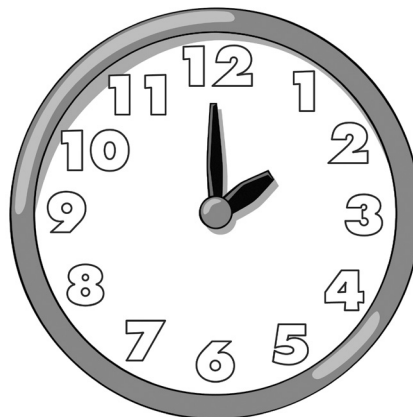
Domain: Speaking

Level B Test Items

- 1.** Teacher's Script: *How many candles are on the cake? What do the candles show?*



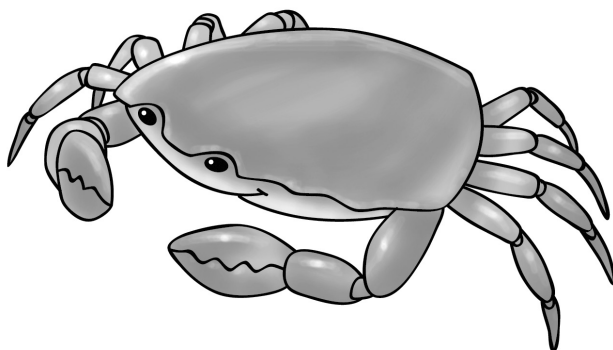
- 3.** Teacher's Script: *This is a clock. How does a clock help us?*



- 2.** Teacher's Script: *What is he doing?*



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



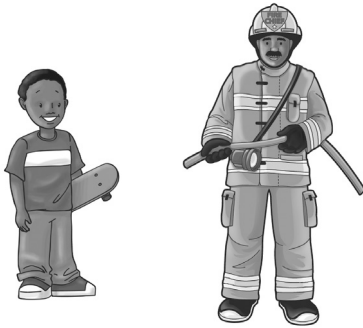
Scoring: Record the student's score on the Scoring Sheet.

- 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.

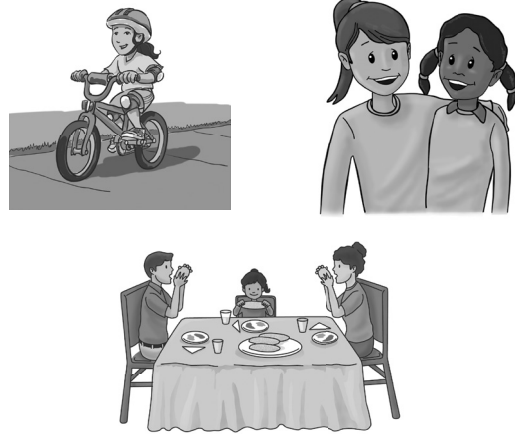
Domain: Speaking

Level C Test Items

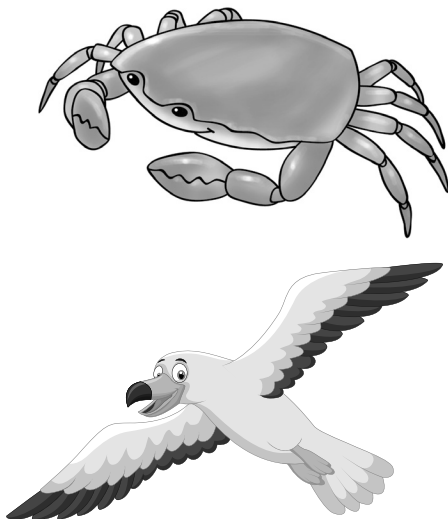
1. Teacher's Script: *This is Jose. He wants to be a firefighter when he grows up because he wants to put out fires and help people. What do you want to be when you grow up? Why?*



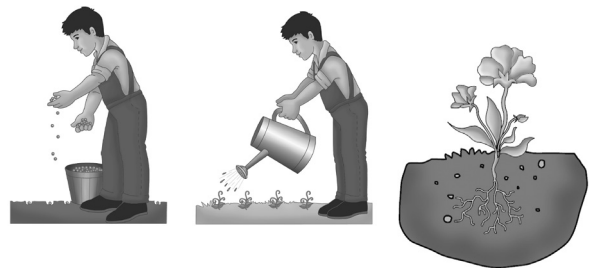
3. Teacher's Script: *This is Suri. After school she likes to ride her bike, play with her friends, and spend time with her family. What do you like to do after school?*



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



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



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

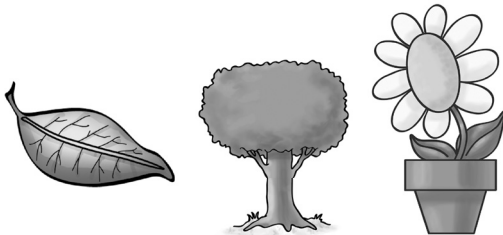
This concludes the Speaking section. Now move on to the Reading: Level A section.

Domain: Reading

Level A Test Items

Sample

Teacher's Script: *Listen to these words: leaf, tree, flower. (Point to each picture as each picture is named slowly.) Point to the picture that starts with the /t/ sound. Does leaf start with the /t/ sound? Does flower start with the /t/ sound? Does tree start with the /t/ sound? Tree starts with the /t/ sound. Good job!*



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

S

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

T

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

six

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

n

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

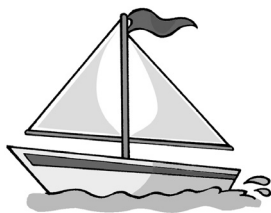
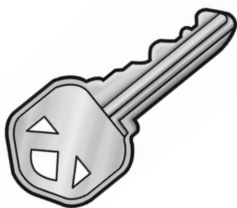
- If the student answers 3 or 4 items correctly, continue with the Reading: Level B Test Items.
- If the student answers 0, 1, or 2 items correctly, stop the Reading portion of the test here. Then skip to the Writing: Level A section.

Domain: Reading

Level B Test Items

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

F



5

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

school

home

market

park

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

___ i n

f

d

p

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

I see a tree.

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 e sound like the sound you hear in me?*



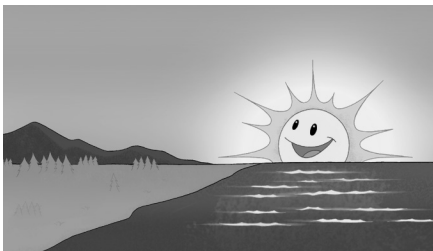
3. Teacher's Script: *Read the sentence and circle the picture that the sentence describes.*

I see one dog.



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

The sun is up.



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.*



She likes to play a game.

She likes to read a book.

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 29–31 of the *¡Yo aprendo!* Teacher's Guide. Most students in this program will be at levels 1–4.

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 middle line, and a solid bottom line.

Answer Key

Listening

Level A Test Items

1. The student should circle the tree.
2. The student should circle the five.
3. The student should circle the clock.
4. The student should circle the seagull.

Level B Test Items

1. The student should circle the seed.
2. The student should circle the clock.
3. The student should circle the woman reading the book.
4. The student should circle the child in a swimsuit.

Level C Test Items

1. The student should circle the picture of a tree with leaves falling.
2. The student should say a word that rhymes with *me* and *tree*. Sample answers: *be, she, he, see, key, knee*.
3. The student should circle the crayons.
4. The student should circle the boy walking to school.

Speaking

Level A Test Items

1. The student should say *watch*.
2. The student should say *four*.
3. The student should say *whale* or *orca*.
4. The student should say *flower, plant, or flowerpot*.

Level B Test Items

Student answers should be in phrases or simple sentences.

1. Sample answer: *The birthday cake has five candles on it. The candles show someone is 5 years old.*
2. Sample answer: *He is planting seeds.*
3. Sample answer: *A clock helps us know what time it is.*
4. Sample answer: *A crab lives by the ocean. It lives on the sand.*

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 describe accurately how the crab and seagull are the same and different. Sample answer: *The crab and seagull are both animals. They both live near the ocean. A crab has a shell. A seagull has feathers. A seagull is a bird, but a crab is not a bird.*
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: *The man is planting seeds in the ground. The man is watering the plants. The plant is growing.*

Reading

Level A Test Items

1. The student should say *T*.
2. The student should say *n*.
3. The student should say the /s/ sound.
4. The student should say *six*.

Level B Test Items

1. The student should circle the five.
2. The student should circle the letter *f*.
3. The student should circle the word *park*.
4. The student should read the sentence orally:
I see a tree.

Level C Test Items

1. The student should circle the tree.
2. The student should circle the sun shining.
3. The student should circle the picture with one dog.
4. The student should circle the following sentence: She likes to read a book.

Writing

Use the samples on pages 29–31 of the *¡Yo aprendo!* Teacher’s Guide to determine a writing level 1–6.

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		
Listening Level:		A B C	A B C
Speaking/Level A	1		
	2		
	3		
	4		
Speaking/Level B	1		
	2		
	3		
	4		
Speaking/Level C	1		
	2		
	3		
	4		
Speaking Level:		A B C	A B C

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		
Reading Level:		A B C	A B C
Writing Level:		1 2 3 4 5 6	1 2 3 4 5 6

Language Domain	Pretest Level	Posttest Level
Listening		
Speaking		
Reading		
Writing		