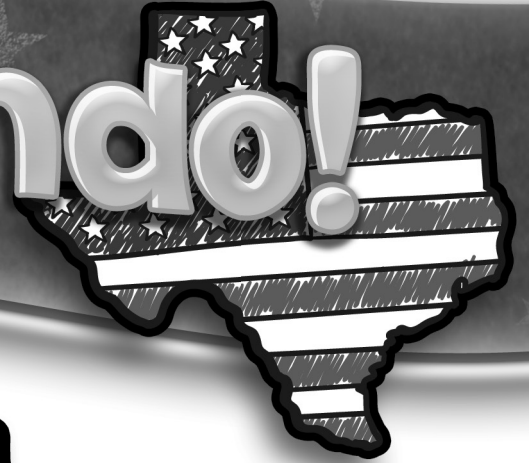


Level  
PreK-K

# iYo aprendo!



**Focused Language and  
Literacy Instruction**

*Pretest/Posttest  
Teacher Version*

**Spanish  
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.

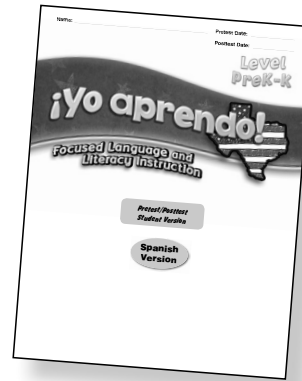
Leveling for this test was determined using the ELPS-TELPAS Proficiency Level Descriptors (Educator’s Guide to TELPAS, pp. 15, 22, 30, and 78) as applied to the specific ages and grades of the students for whom this program is designed. For the Listening, Speaking, and Reading sections, a student who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

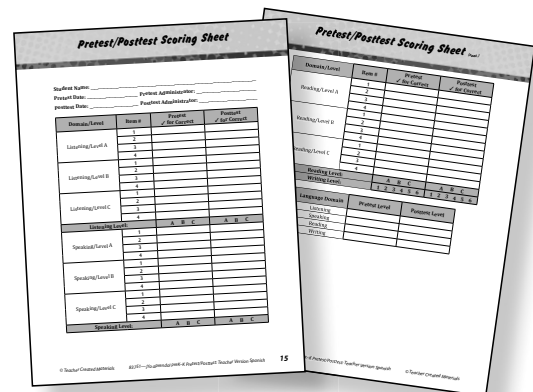
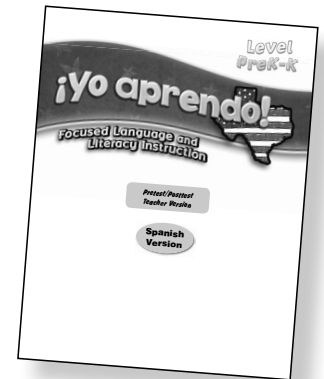
Follow these step-by-step directions for test administration:

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

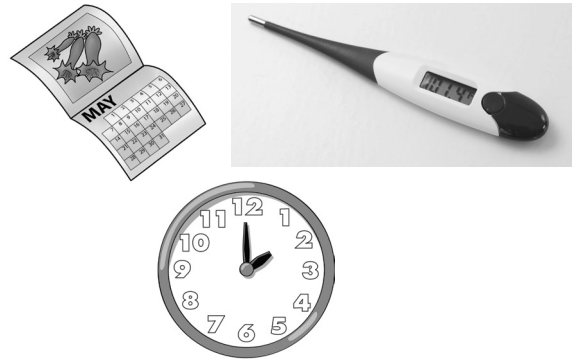
## Level A Test Items

### Sample

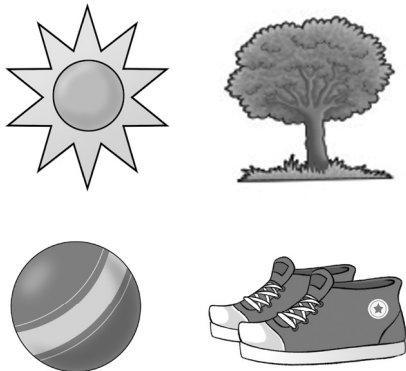
Teacher's Script: (Point to each image as you name it.) *Estos son un perro, un gato, un pájaro y un pez. Encierra en un círculo el gato.*



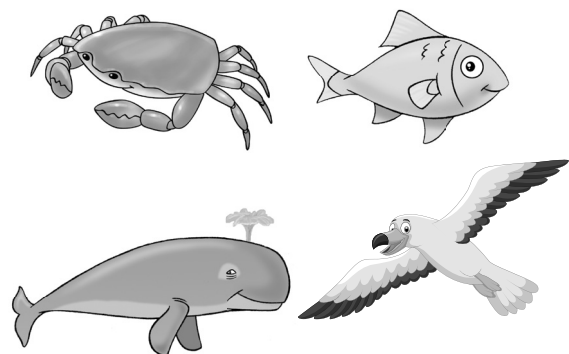
3. Teacher's Script: *Encierra en un círculo el reloj.*



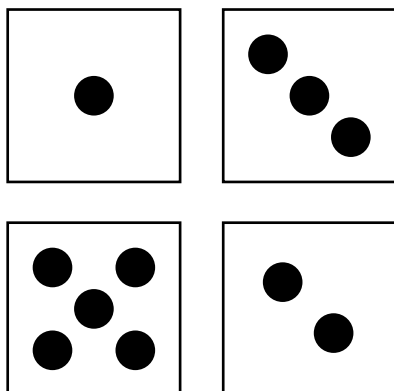
1. Teacher's Script: *Encierra en un círculo el árbol.*



4. Teacher's Script: *Encierra en un círculo la gaviota.*



2. Teacher's Script: *Encierra en un círculo el que muestra cinco.*



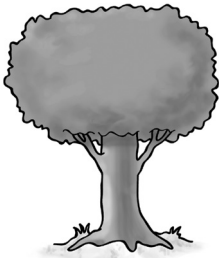
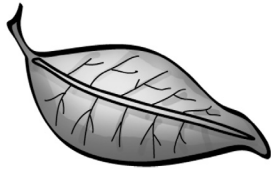
Scoring: Record the student's score on the Scoring Sheet.

- 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: *Encierra en un círculo la semilla.*



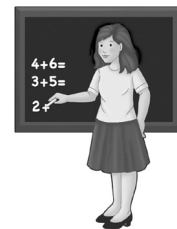
3. Teacher's Script: *Encierra en un círculo la persona que tiene un libro.*



2. Teacher's Script: *Encierra en un círculo la cosa que usas para saber la hora.*



4. Teacher's Script: *Encierra en un círculo la persona que está lista para nadar.*



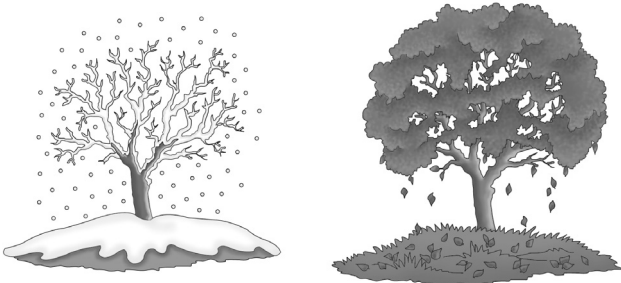
Scoring: Record the student's score on the Scoring Sheet.

- 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.

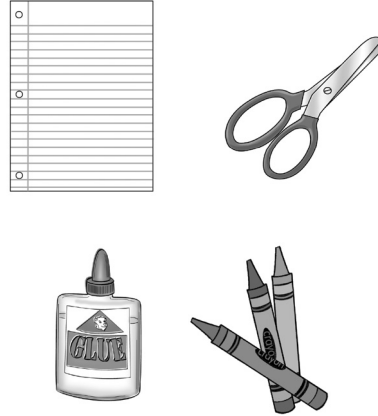
# Domain: Listening

## Level C Test Items

- 1.** Teacher's Script: *Se está haciendo más frío afuera. Están cayendo las hojas. Encierra en un círculo la imagen que muestra esto.*



- 3.** Teacher's Script: *Imagina que quieres dibujar un pez. Vas a querer colorearlo. Encierra en un círculo la imagen de lo que vas a usar para colorear el pez.*



- 2.** Teacher's Script: *Voy a decir dos palabras que riman. Luego quisiera que dijeras una palabra que rima con ellas: paz, das. (Record student's response in this space on the Student Version.)*

- 4.** Teacher's Script: *Es de mañana. Joe se está alistando para la escuela. Primero se despierta y se lava los dientes. Luego desayuna. Encierra en un círculo la imagen de lo que Joe hará después.*



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

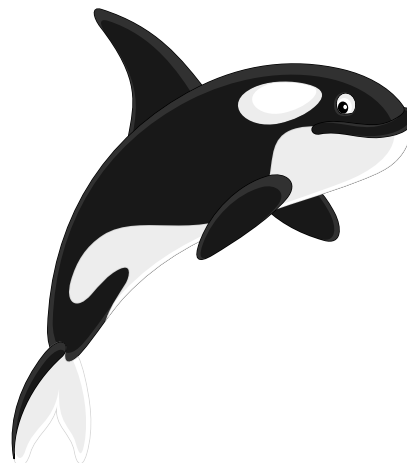
## Level A Test Items

### Sample

Teacher's Script: *¿Qué está haciendo ella? Ella está cantando.*



3. Teacher's Script: *¿Qué es esto?*



1. Teacher's Script: *¿Qué es esto?*



4. Teacher's Script: *¿Qué es esto?*



2. Teacher's Script: *¿Qué es esto?*

# 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.



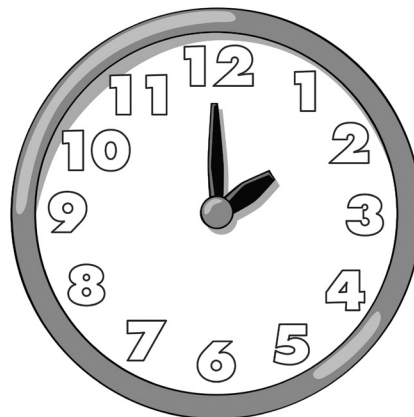
# Domain: Speaking

## Level B Test Items

- 1.** Teacher's Script: *¿Cuántas velas hay en el pastel? ¿Qué muestran las velas?*



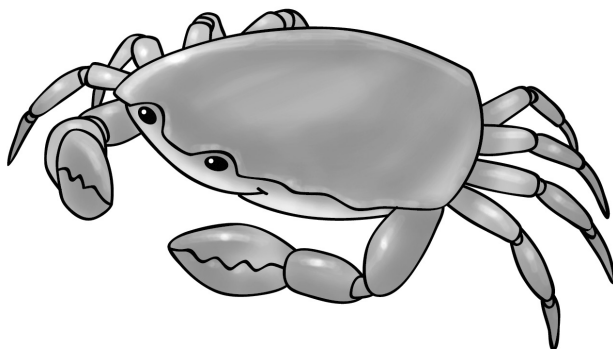
- 3.** Teacher's Script: *Este es un reloj. ¿Cómo nos ayuda un reloj?*



- 2.** Teacher's Script: *¿Qué está haciendo él?*



- 4.** Teacher's Script: *Este es un cangrejo. Cuéntame acerca de dónde vive un cangrejo.*



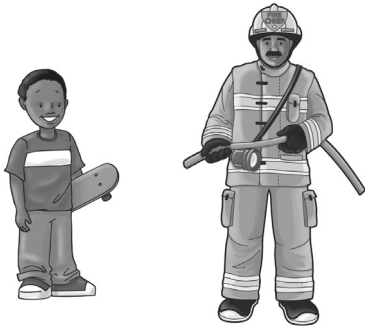
**Scoring:** Record the student's score on the Scoring Sheet.

- 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.

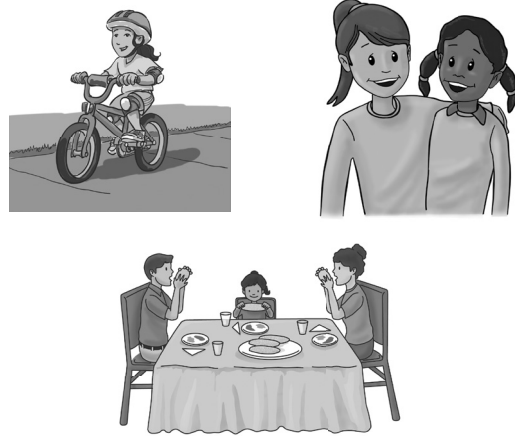
# Domain: Speaking

## Level C Test Items

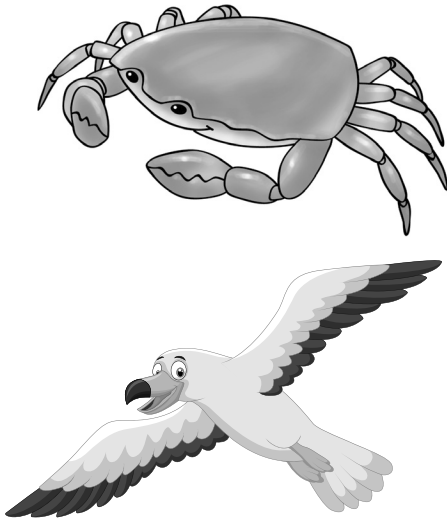
- 1.** Teacher's Script: *Él es José. Quiere ser bombero cuando sea grande porque quiere apagar incendios y ayudar a la gente. ¿Qué quieres ser cuando seas grande? ¿Por qué?*



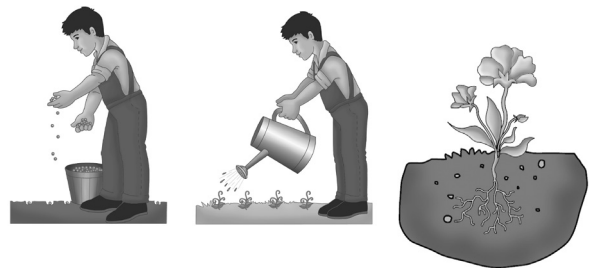
- 3.** Teacher's Script: *Ella es Suri. Después de la escuela le gusta andar en su bicicleta, jugar con sus amigos y pasar tiempo con su familia. ¿Qué te gusta hacer después de la escuela?*



- 2.** Teacher's Script: *Este es un cangrejo. Esta es una gaviota. Cuéntame en qué son diferentes. Cuéntame en qué son iguales.*



- 4.** Teacher's Script: *Describe lo que ocurre en estas tres imágenes.*



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

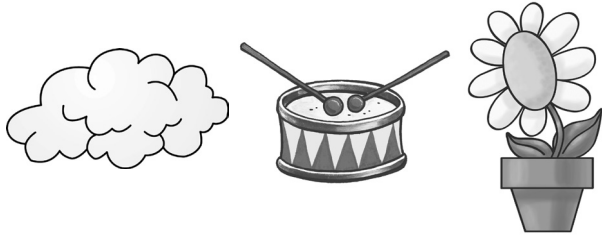
This concludes the Speaking section. Now move on to the Reading: Level A section.

# Domain: Reading

## Level A Test Items

### Sample

Teacher's Script: *Escucha estas palabras: nube, tambor, flor.* (Point to each picture as each picture is named slowly.) *Señala la imagen que empieza con el sonido /t/. ¿Nube empieza con el sonido /t/? ¿Flor empieza con el sonido /t/? ¿Tambor empieza con el sonido /t/? Tambor empieza con el sonido /t/. ¡Buen trabajo!*



3. Teacher's Script: *Esta es la letra S. ¿Qué sonido hace?*

# S

1. Teacher's Script: *¿Qué letra es esta?*

# T

4. Teacher's Script: *Di esta palabra.*

# dos

2. Teacher's Script: *¿Qué letra es esta?*

# n

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

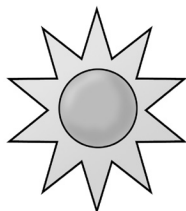
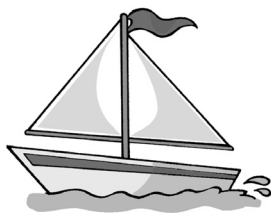
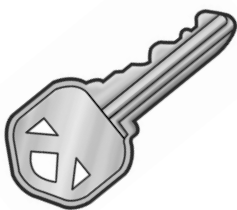
- If the student answers 3 or 4 items correctly, continue with the Reading: Level B Test Items.
- If the student answers 0, 1, or 2 items correctly, stop the Reading portion of the test here. Then skip to the Writing: Level A section.

# Domain: Reading

## Level B Test Items

1. Teacher's Script: *Esta es la letra S. Hace el sonido /s/. Encierra en un círculo la imagen que empieza con el sonido /s/.*

S



3. Teacher's Script: *La familia de María está en el parque. Encierra en un círculo la palabra que dice parque.*

escuela

casa

mercado

parque

2. Teacher's Script: *Esto dice –esa. Encierra en un círculo la letra que forma la palabra mesa.*

\_\_\_ e s a

m      b      p

4. Teacher's Script: *Lee esta oración.*

Veo un árbol.

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

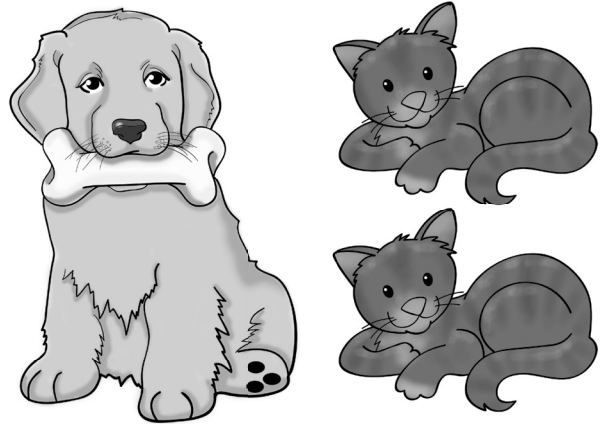
## Level C Test Items

- 1.** Teacher's Script: *¿Qué imagen tiene el sonido /a/ como el sonido que se oye en la?*



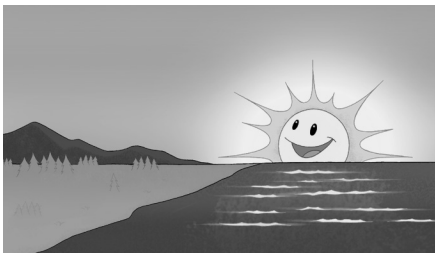
- 3.** Teacher's Script: *Lee la oración y encierra en un círculo la imagen que describe la oración.*

**Veo un perro.**



- 2.** Teacher's Script: *Lee la oración. Encierra en un círculo la imagen que describe la oración.*

**Sale el sol.**



- 4.** Teacher's Script: *Ella es Anna. Esto es lo que más le gusta hacer cada noche antes de dormir. Encierra en un círculo la oración que describe lo que le gusta hacer a Anna.*



**Le gusta jugar un juego.  
Le gusta leer un libro.**

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: *Haz un dibujo y escribe acerca de él.*

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 *paz* and *das*. Sample answers: *las, más, tras, ras, gas*.
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 *reloj*.
2. The student should say *cuatro*.
3. The student should say *ballena* or *orca*.
4. The student should say *flor, planta, or maceta*.

### Level B Test Items

Student answers should be in phrases or simple sentences.

1. Sample answer: *El pastel de cumpleaños tiene cinco velas. Las velas muestran que alguien tiene 5 años.*
2. Sample answer: *Él está sembrando semillas.*
3. Sample answer: *Un reloj nos ayuda saber qué hora es.*
4. Sample answer: *Un cangrejo vive por el océano. Vive en la arena.*

### 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 students should describe accurately how the crab and seagull are the same and different. Sample answer: *El cangrejo y la gaviota son animales. Ambos viven cerca del océano. Un cangrejo tiene un caparazón. Una gaviota tiene plumas. Una gaviota es un pájaro, pero un cangrejo no es un pájaro.*
3. The student should describe what he or she likes to do after school. Sample answer: *Después de la escuela, me gusta jugar fútbol. Me gusta cenar con mi familia.*
4. The student should describe the pictures appropriately. Sample answer: *El hombre está sembrando semillas en el suelo. El hombre está regando las plantas. La planta está creciendo.*

## 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 *dos*.

### Level B Test Items

1. The student should circle the sun.
2. The student should circle the letter *m*.
3. The student should circle the word *parque*.
4. The student should read the sentence orally:  
Veo un árbol.

### Level C Test Items

1. The student should circle the frog.
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: Le gusta leer un libro.

## 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		
<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</b>	<b>1 2 3 4 5 6</b>

Language Domain	Pretest Level	Posttest Level
Listening		
Speaking		
Reading		
Writing		