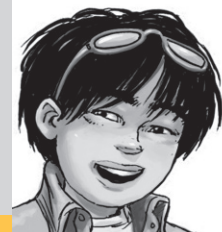


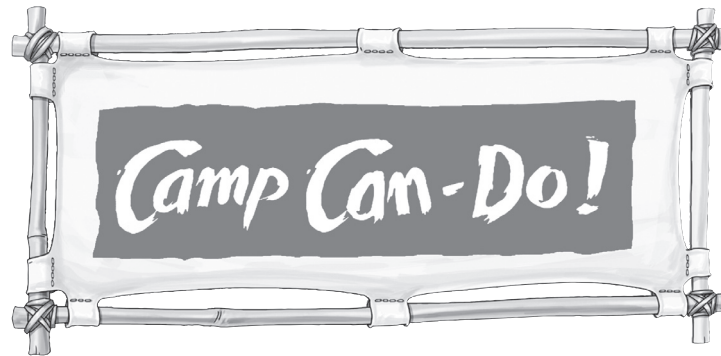
Pre & Post Test **K**



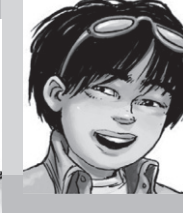
Diana R. Jones, Ph.D.



www.santillanausa.com



Pre & Post Test
K



Diana R. Jones, Ph.D.

© 2010 Santillana USA Publishing Company, Inc.
2023 NW 84th Avenue
Doral, FL 33122

No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission in writing from the Publisher.

**Pre and Post Test
Teacher's Annotated Guide
Level K**

ISBN10 1-61605-210-4
ISBN13 978-1-61605-210-2

Graphic Design: Cristina Hiraldo

Printed in the United States of America

05 06 07 08 09 10 10 9 8 7 6 5 4 3 2 1



Our mission is to make learning and teaching English and Spanish an experience that is motivating, enriching, and effective for both teachers and students. Our goal is to satisfy the diverse needs of our customers. By involving authors, editors, teachers and students, we produce innovative and pedagogically sound materials that make use of the latest technological advances. We help to develop people's creativity. We bring ideas and imagination into education.

PURPOSE

The purpose of the *Camp Can-Do!* pre and post test is to ensure that learning has taken place and, where this is not the case, to have a base to return to for individual students who need further guidance. The pre and post test is deliberately the same test, and this format is intentional so as to measure the amount, quantitatively and qualitatively, of learning that has taken place. The test is based on what students should know in the target language at a specific age/grade level to ensure their success in the mainstream. It serves as an instrument of assessment of appropriate listening, speaking, reading, writing, and comprehension skills, as well as a concrete reference document for teachers, administrators, and parents. The test is based on standards for beginners, early intermediate, intermediate, early advanced, and advanced English language learners.

INSTRUCTIONS TO ADMINISTER TEST

Listening, Reading, and Writing Sections

It is important that students feel comfortable, but seated so they can concentrate on their own work. Explain that the test is just to see what they know already so they can learn a lot of new things together. Because so many students have not been exposed to standardized testing, a sample item for each section is included. At the beginning of each section, go over the sample item and complete it with students to be sure they understand the task. Give each student a pencil and place the test in front of each student, facedown. Demonstrate turning the test over, and say *Please turn your test over now*. Hold up the test, pointing to the space where students are to write their name. Say *Write your name on the line next to Name*. Walk around the classroom to make sure everyone understands and is following directions, helping those who may be having difficulty. Complete the listening, reading, and writing sections first. Then continue with the Speaking section. To ensure that students are where they are supposed to be in the assessment, each item includes a picture/icon in front of its number for students to point to, so the teacher knows that they are on the correct item. This picture/icon is *not* part of the answer.

SCORING

Scoring is based on the number of correct answers for the Listening and Reading sections. For the Writing and Speaking sections, scoring is more dependent on the teacher's evaluation and how comprehensible the student's written and spoken response is. For example, is the response relevant? Does the speaker use proper syntax and grammar? and so on. The teacher's judgment comes into play and should be based on experience with nonnative English speakers.

Listening Section: 1 point for each correct answer. Points range from 0 to 3.

Maximum score for Listening section: 3

Reading/Reading Comprehension Section: 1 point for each correct answer.

Maximum score for Reading Section: 7

Writing Section: Based on Standards, students should be graded on capitalization, punctuation, and syntax.

1 & 2. 1 point for first name and 1 point for last name	0-2 points
3. 1 point if all alphabet is correct	1 point
4. 1 point	1 point
5. Score according to level	1-5 points
6. Score according to level	1-5 points
Levels	
<ul style="list-style-type: none">• <i>Beginning:</i> Does not answer or the writing is incomprehensible or not in English = 1 point• <i>Early Intermediate:</i> Writes letters to symbolize words, does not use punctuation. Writing is difficult to read for most readers: I like it because <u>is nc dog</u> (it is a nice dog). = 2 points• <i>Intermediate:</i> Words are comprehensible, but misspelling is common, some punctuation is included. Writing can be read by most readers with some effort: I like it because <u>it is brwn</u> (it is brown). = 3 points• <i>Early Advanced:</i> Most words are correct, some spelling errors. Writing can be easily read by most readers: I like it because <u>it is sft and brown</u> (it is soft and brown). = 4 points• <i>Advanced:</i> Writing approaches native proficiency, errors are typical of age group, some misspellings and minor syntactical errors are present. Writing can be easily read by most readers: I like it because <u>it is not soft and brown and sleep in my bed.</u> (Minor error in omission of <i>s</i> in <i>sleeps</i>.) = 5 points	

Maximum score for Writing section: 14

Speaking/Story Retelling Section: Based on standards already included in test.

Speaking: Score according to level	1–5 points
Story Retelling: Score according to level	1–5 points

Total Score

Add up the scores for each section and use the total score to place the student according to the scale below.

0–6 = Beginning
7–13 = Early Intermediate
14–20 = Intermediate
21–27 = Early Advanced
28–34 = Advanced

You are free to modify the scale according to your students' needs.

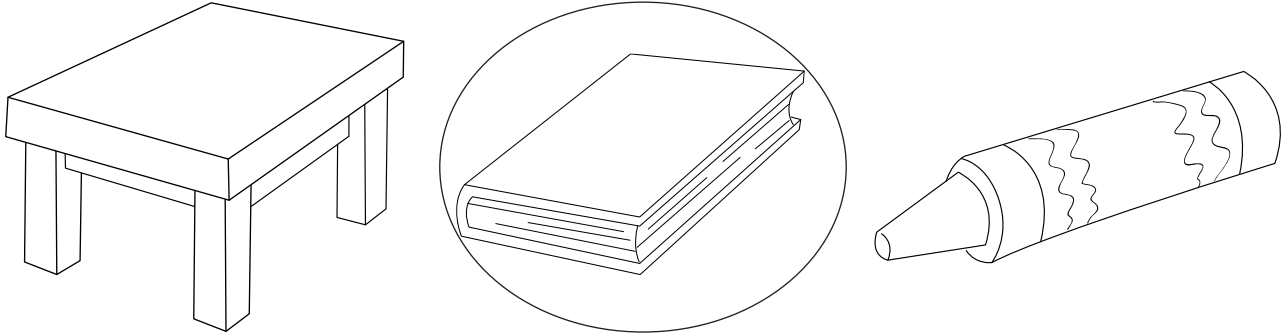
Maximum total score: 34

Section 1 LISTENING

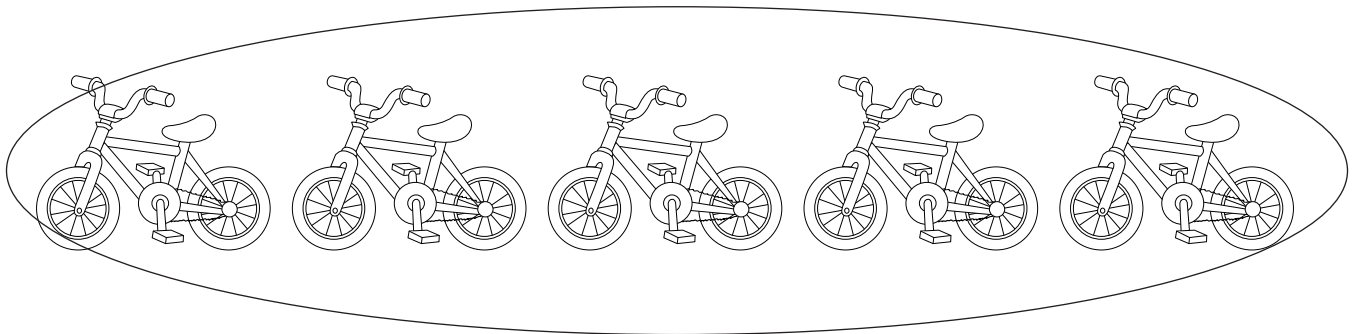
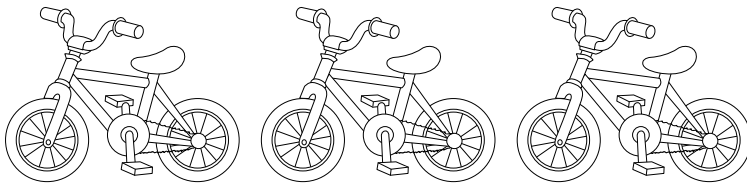
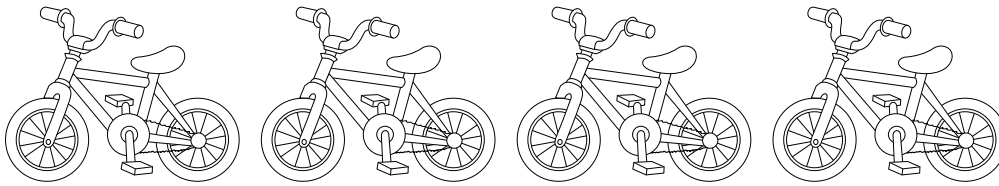
Example:



Say: *Point to the picture of the fish. Now listen carefully. I am going to name something: A book. Look at the pictures. There is a circle around the book. Point to the picture of the circle around the book.*



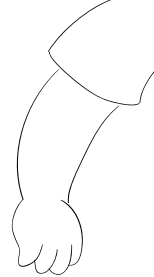
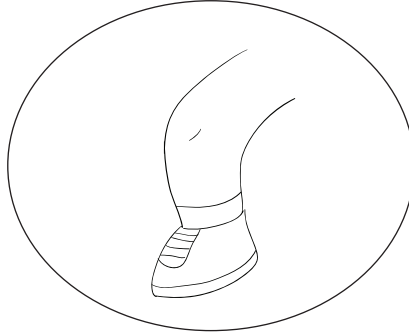
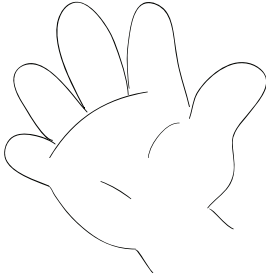
1. Say: *Point to the picture of the flower. Now listen carefully. I am going to say a sentence. Circle the picture that matches what I say: I see 5 bicycles.*



Wait for students to answer before moving on to the next item.



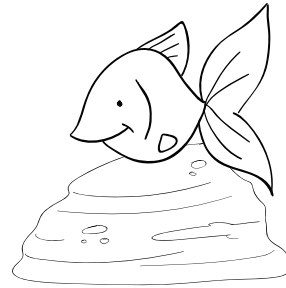
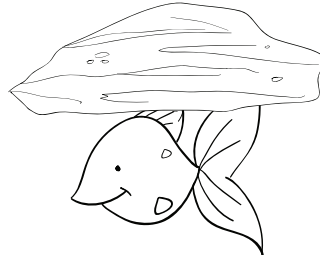
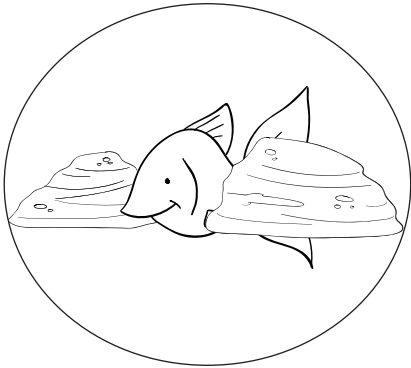
2. Say: Point to the picture of the cat. Now listen carefully. I am going to name a part of the body. Circle the picture that shows what I say: Knee.



Wait for students to answer before moving on to the next item.



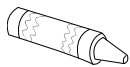
3. Say: Point to the picture of the bear. Now listen carefully. I am going to say a sentence. Circle the picture that shows what I say: The fish is between the rocks.



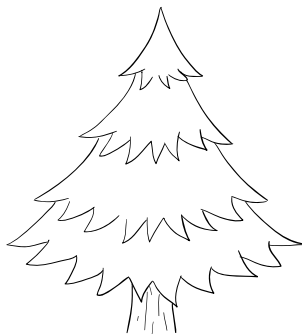
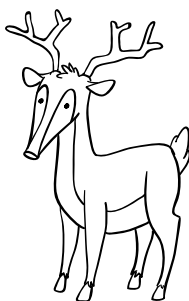
Section 2 READING/READING COMPREHENSION

READING

Example: **M m**

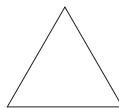
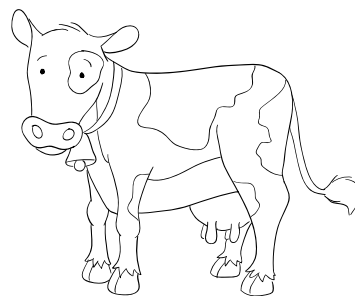
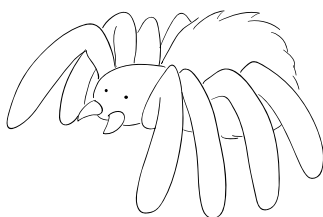
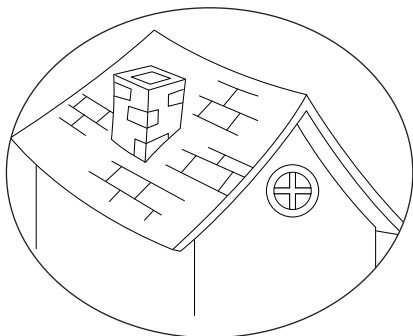


Say: Point to the picture of the crayon. Now look at the letter Mm. Say the sound of this letter with me: /m/. Look at the pictures. The milk has a circle around it because it begins with the /m/ sound.



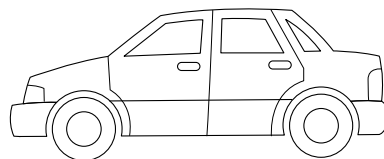
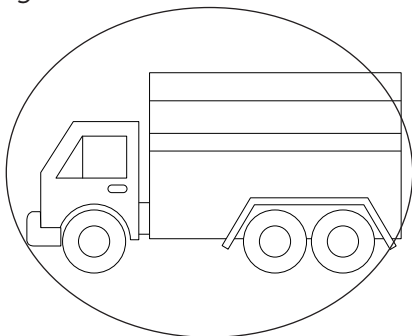
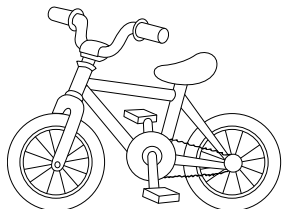
R r

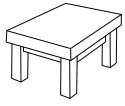
1. Say: Point to the picture of the boy. Now look at the letter Rr. Say the sound of this letter with me: /r/. Circle the picture that begins with the same sound.



T t

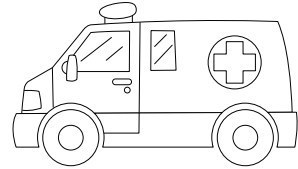
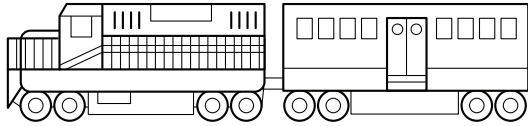
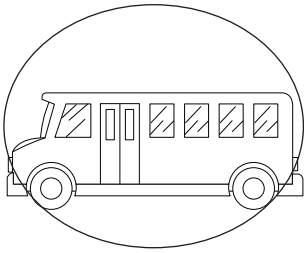
2. Say: Point to the picture of the triangle. Now look at the letter Tt. Say the sound of this letter with me: /t/. Circle the picture that begins with the same sound.



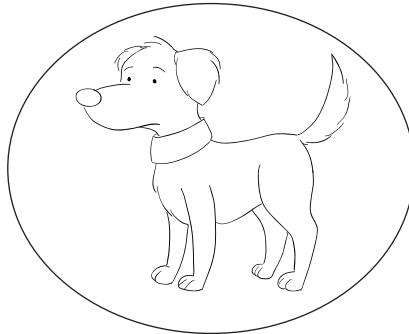
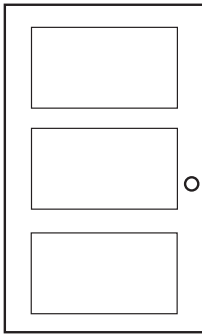


B b

3. Say: Point to the picture of the table. Now look at the letter Bb. Say the sound of this letter with me: /b/. Circle the picture that begins with the same sound.



4. Say: Point to the picture of the cake. Now listen carefully as I pronounce this word: frog. Circle the picture that rhymes with frog.



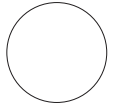
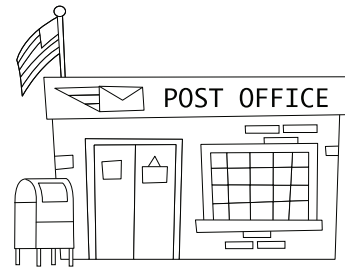
READING/READING COMPREHENSION

I am going to read a story. I will read it two times. Then you will answer questions about the story by circling pictures.

Sarah works at a pet store. There are many animals at the pet store. There are two rabbits at the pet store. There are three birds at the pet store. Sarah likes the dogs best. She feeds the dogs every day.



5. Say: Point to the picture of the apple. Now answer this question: Where does Sarah work? Circle the picture that answers the question.



6. Say: Point to the picture of the circle. Now answer this question: How many rabbits are at the pet store? Circle the picture that answers the question.

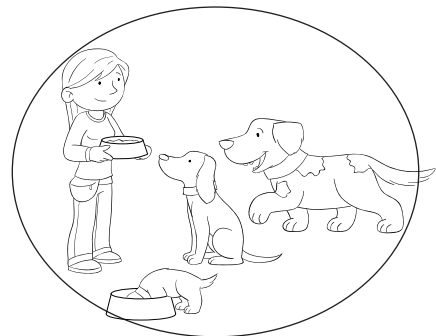
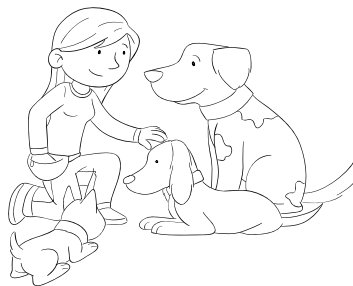
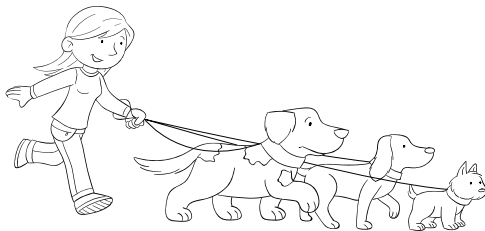
1



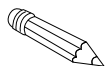
3



7. Say: Point to the picture of the chair. Now answer this question: What does Sarah do every day? Circle the picture that answers the question.



Section 3 WRITING



1 & 2. Say: *Point to the picture of the pencil. Now write your first name and your last name.*

.....



3. Hold up the Writing section showing the alphabet. Run your finger under the alphabet.

Say: *Point to the picture of the scissors. Now look at the alphabet. Some letters are missing. Fill in the missing letters of the alphabet. The first missing letter is filled in for you. (Point to the letter c on your paper.) Does everyone understand?*

a b c d e _____ g h _____ j k l m _____ q r s t _____ x y z
(f, i, n, o, p, u, v, w)

.....



4. Say: *Point to the picture of the car. Now listen carefully. I am going to read a sentence. I will read it three times. Follow along while I read the sentence. Then trace the correct word to complete the sentence. Say the following sentence three times: There are four chickens at the farm.*

There is are be four chickens at the farm.

Teacher Note: The next two items contain sentences that you may read to students one word at a time, but the sentences should not be written on the board to be copied. This part of the assessment focuses on writing, spelling, and punctuation, so students should write the sentences (which include familiar, high-frequency words) the best they can, sounding out the words to complete the sentences.



5. Say: *Point to the picture of the doll. Now listen carefully to this sentence: I want a ball. Now write the sentence: I want a ball.*

.....



6. Say: *Point to the picture of the square. Now listen carefully to this sentence: I see the pig. Now write the sentence: I see the pig.*

.....

Scoring for items 5 and 6 (Score each sentence separately.)

1 point = Does not answer or the writing is incomprehensible or not in English.

2 points = Writes letters to symbolize words, does not use punctuation. Writing is difficult to read for most readers: I like it because is nc dg (it is a nice dog).

3 points = Words are comprehensible, but misspelling is common, some punctuation is included. Writing can be read by most readers with some effort: I like it because it is br wn (it is brown).

4 points = Most words are correct, some spelling errors are present. Writing can be easily read by most readers: I like it because it is sft and brown (it is soft and brown).

5 points = Writing approaches native proficiency, errors are typical of age group, some misspellings and minor syntactical errors are present. Writing can be easily read by most readers: I like it because it is soft and brown and sleep in my bed. (Minor error in omission of *s* in *sleeps*.)

Section 4 SPEAKING/STORY RETELLING

(This section is to be administered one-on-one.)

SPEAKING

Use Lesson Card K.11: The Zoo. Start with the first question and continue through them all. If the student is unable to answer a question, go on to the next one. If the student cannot answer that question, stop. Score this section using the guidelines below. Determine the student's proficiency level based on his or her ability to answer. The student may be prompted to answer in a complete sentence, if appropriate: *Can you answer this question using a sentence?* If the student is unable to answer using a sentence, score him or her at the lower level.

1. (Point to the picture of a man.) *Is this a man?*
2. (Point to the picture of the baby tiger.) *Is this a mother or a baby tiger?*
3. (Point to the picture of the mother elephant.) *What animal is this? Is it big or little?*
4. (Point to the picture of the man feeding the hippo.) *What is he doing? Why?*
5. *Where are these animals? Which animal do you like best? Why?*

Scoring

This scoring guide will help you determine the level at which a student is producing answers to the prompts above. When a student is unable to score at least 3 points on a prompt, you have reached that student's instructional level.

1 point = No response or an incorrect response. The student may respond in his or her home language. (Beginning)

2 points = The response is correct but lacks grammatical structures, and may have some words in another language. May be difficult for someone unfamiliar with the student to understand. (Early Intermediate)

3 points = The response is correct using a sentence, but some grammatical structures are incorrect. Comprehension is evident, and the response is clear to most listeners. The student may use a simple sentence structure or a familiar sentence frame to answer the question. (Intermediate)

4 points = The response is correct using a sentence, and some additional information is given. Syntax, grammar, and vocabulary are more advanced and creative. The student moves away from structured sentence frames and formats. (Early Advanced)

5 points = The response is correct using a sentence with near native proficiency. The response may still contain minor errors, but these do not affect understanding. The response includes use of adjectives, adverbs, and other parts of speech, and creative use of language. (Advanced)

STORY RETELLING

Say: *I am going to read a story. Then you will tell the story to me:*

I want to go camping. I want to ride in a fast boat. Then I want to catch a big fish. I like to swim in the water with my friends. I do not want to see a snake!

Scoring

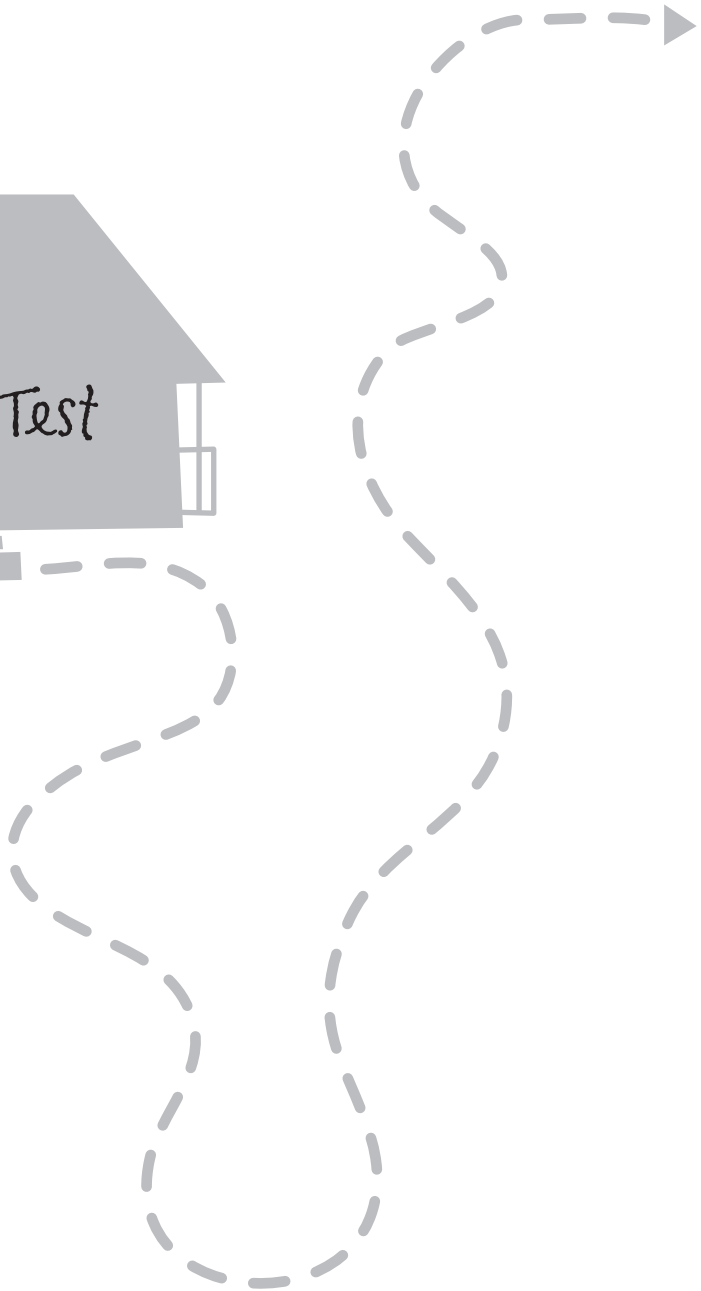
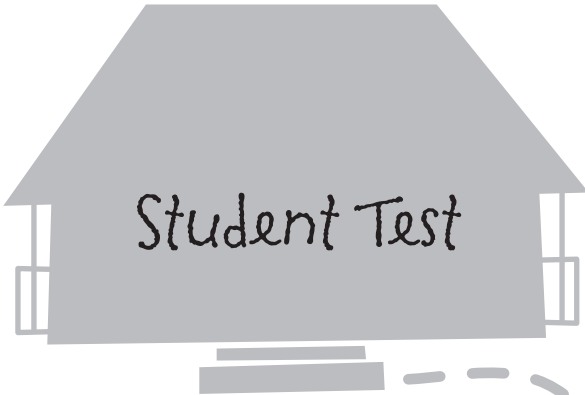
1 point = The student is unable to repeat any part of the story, or does not respond in English.

2 points = Retells isolated parts of the story using some grammatical structures, but does not include most story elements: *I go camping. I catch fish.*

3 points = Retells the story in general terms, repeating parts of some sentences. Does not retell it using exact words, and may leave out components: *I want to go camping. I see a big fish. I like to swim with my friends. I don't like snakes.*

4 points = Retells the story with most sentences correct. May make minor errors or leave out some words: *I like to go camping. I want to ride in a fast boat. I want to catch a big fish. I like to swim with my friends. I do not like snakes.*

5 points = Retells the story accurately with only minor errors: *I want to go camping. I want to ride in a fast boat. Then I want to catch a fish. I like to swim in the water with my friends. I do not want to see a snake.*



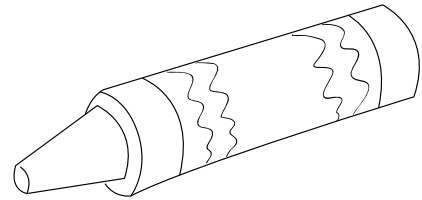
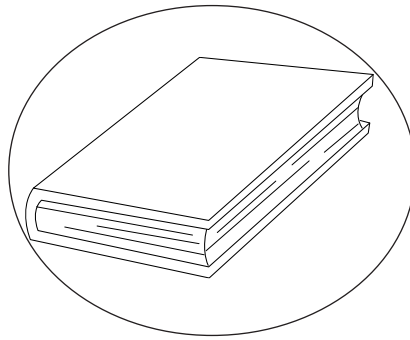
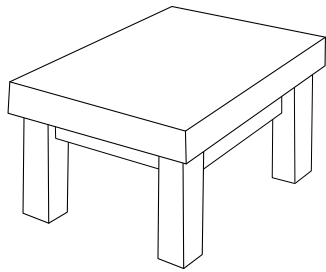
Name _____

Section 1

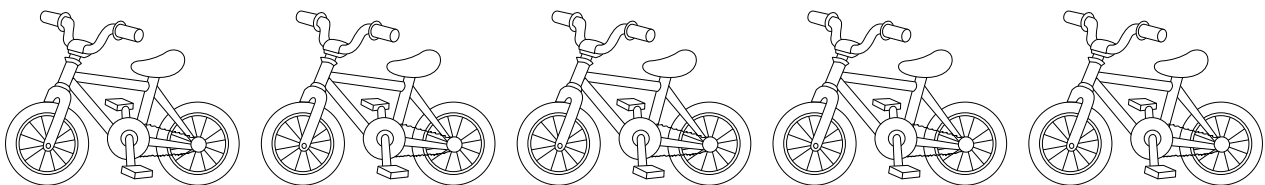
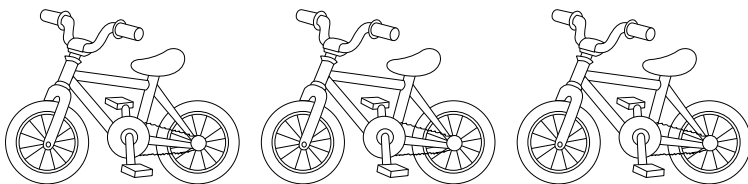
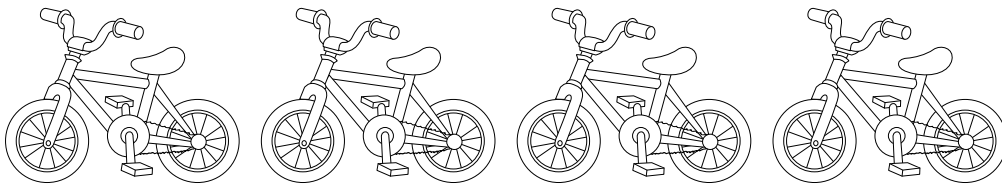
LISTENING



Example:

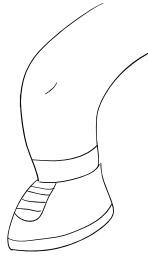
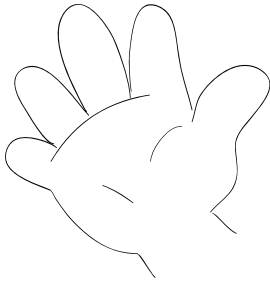


1.

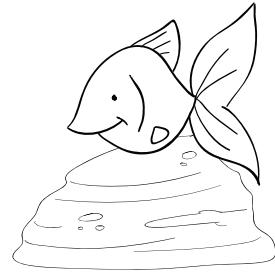
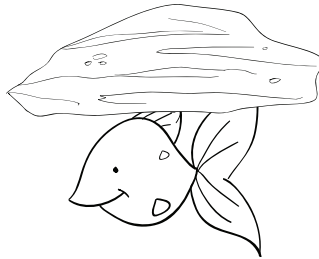
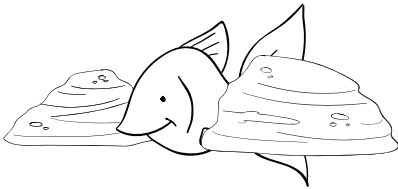




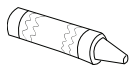
2.



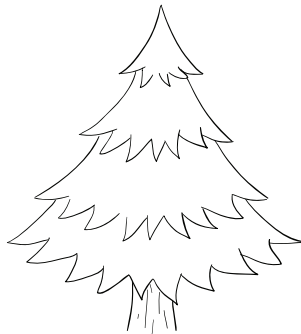
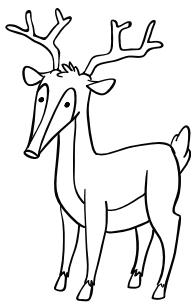
3.



Section 2 READING/READING COMPREHENSION

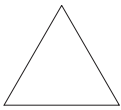
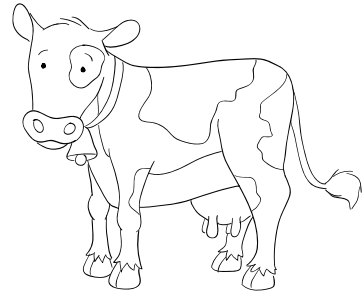
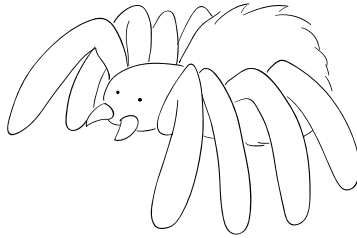
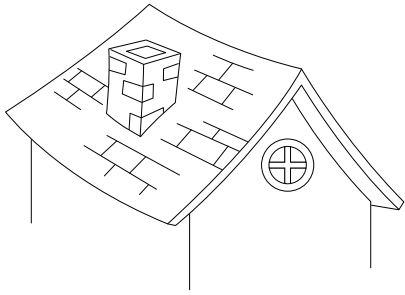


Example: **M m**

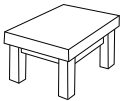
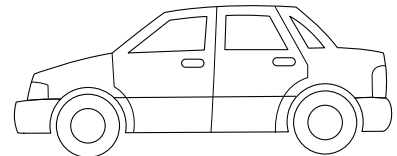
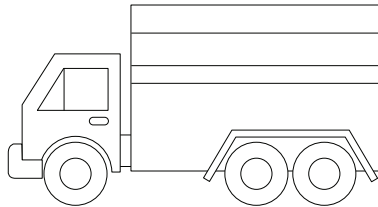
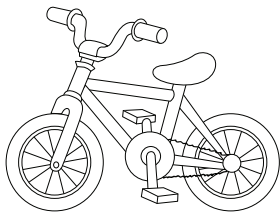




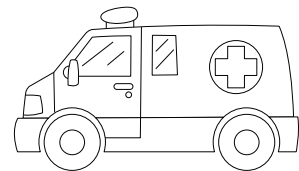
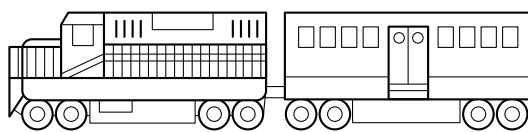
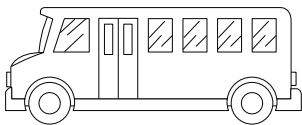
1. R r



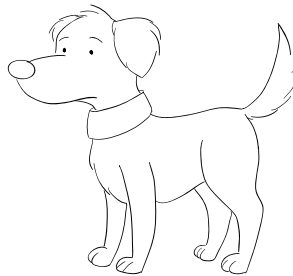
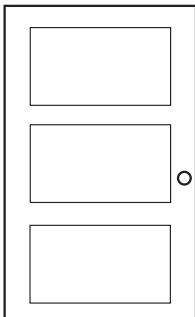
2. T t



3. B b

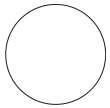


4. frog





5.



6.

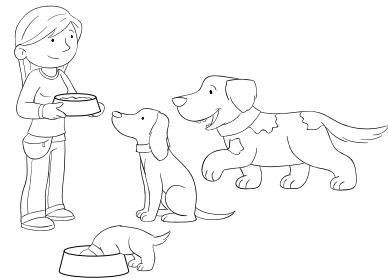
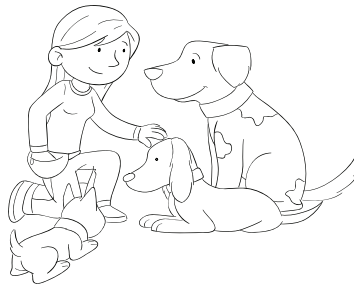
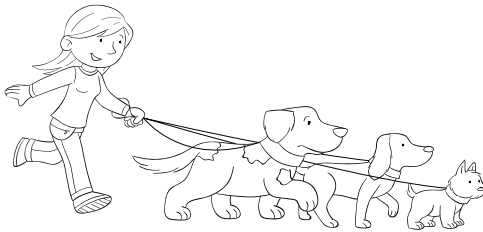
1

2

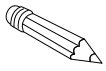
3



7.



Section 3 WRITING



1 & 2.



3.

a b **c** d e _____ g h _____

j k l m _____ q r s t

_____ x y z



4.

There is one be four chickens at the farm.



5.

_____ .



6.

_____ .



Program Components

Teacher's Resource Kit contains (levels K-5):

- ✓ 20 Lesson Cards
- ✓ Vocabulary Cards
- ✓ Sentence Strip Cards
- ✓ Stand-up Character Cut-Outs
- ✓ 2-part folding Scene Card (levels 1-5)
- ✓ Blackline Masters
- ✓ Pre- and Post- Test
- ✓ Audio CDs
- ✓ Thematic Classroom Library
- ✓ Song Lyrics Big Book (level K)
- ✓ Thematic Posters (level K)

Student Activity Books (levels K-5)

Language Education Experts
www.santillanausa.com

Our mission is to make learning and teaching English and Spanish an experience that is motivating, enriching, and effective for both teachers and students. Our goal is to satisfy the diverse needs of our customers. By involving authors, editors, teachers and students, we produce innovative and pedagogically sound materials that make use of the latest technological advances. We help to develop people's creativity. We bring ideas and imagination into education.

ISBN 978-1-61605-210-2



9 781616 052102 >