

Test Instructions

Teacher's Resource Center

All the testing materials can be accessed from the Teacher's Resource Center CD-ROM. 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.

Entry Test and Entry Review Worksheets

There is one grammar-focused Entry Test designed to serve as a diagnostic placement test to help teachers measure the level of students as they begin each new course. The Entry Test allows teachers—and students—to assess their understanding of the key grammar points presented in the previous level of *Everybody Up*. Students who do not show an understanding of the key grammar on the Entry Test may not have the foundation for, and may consequently struggle with, the grammar in the new level of instruction. Therefore, testing these points on entry can help identify each student's readiness for the new level and can serve as a baseline for individual student performance as well as for class performance. The listening portion of the Entry Test is included on the Teacher's Resource Center CD-ROM. The audio script is included in the Answer Key on this CD-ROM.

Based on students' strengths and weaknesses, the teacher can assign Entry Review worksheets to review, support, challenge, and further assess the students' understanding of specific grammar points. The review worksheets are a flexible tool that teachers can use in a variety of ways and at various times throughout the year. The Entry Review worksheets can be used as additional review and practice, even for students or classes that have demonstrated success on the Entry Test.

When the Entry Review worksheets are distributed is also flexible. They can be distributed as:

- in-class or take-home practice.
- individualized instruction immediately following the Entry Test results.
- preparation just prior to introducing a related grammar point.
- a general review and reinforcement of key grammar points.

This flexibility allows the teacher to personalize the instruction and adapt it to the needs of the students.

Unit Tests

These tests are designed for group administration. Each test is divided into five parts and tests vocabulary and grammar. 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.

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 are found on the following page. The questions are listed in italics and 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.

Midterm Test

The Midterm Test measures what has been learned in the first four units in vocabulary and grammar. 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 and grammar. There is a listening component in the final test.

Scoring

Scoring means assigning points to successfully completed answers. For each question in the Entry Test, Unit Tests, Midterm Test, and Final Test, a specific number of points is given for each task. Each answer is worth one point. Therefore, students will be given either 1 point (right) or 0 points (wrong) for each answer they complete. Next to each instruction line, the total number of points for the specific exercise is included in a score box. At the top of each test, a total possible score for the whole test is 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 him or her 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: Picture cards for grill hamburgers, canoe, surf, in-line skate, and put on sunscreen.

I am going to ask you some questions. Answer each question with a complete sentence.

1. Hold up the picture of grilling hamburgers. *What does he like doing?* (He likes grilling hamburgers.)
2. Hold up the picture of canoeing. *Does he like canoeing?* (Yes, he does.)
3. Hold up the picture of surf. *Is he good at surfing?* (Yes, he is.)
4. Hold up the picture of in-line skate. *What is she doing?* (She's in-line skating.)
5. Hold up the picture of sunscreen. *What do you always do when you go the beach?* (When you go the beach, always put on sunscreen.)

Unit 2

Materials: Picture cards for hippopotamus, gorilla, panda, shark, whale, and seal.

I am going to ask you some questions. Answer each question with a complete sentence.

1. Display the pictures of a hippopotamus and a gorilla. *Which one is bigger than the gorilla?* (The hippopotamus is bigger than the gorilla.)
2. Display the pictures of a hippopotamus, a gorilla, and a panda. *Which one is the smallest?* (The panda is the smallest.)
3. Hold up the picture of a shark. *Is the shark as long as the whale?* (Yes, it is.)
4. Show pictures of a whale and a seal. *Is the seal as long as the whale?* (No, it isn't.) *What is it?* (It's shorter.)
5. *How much do you weigh?* (I weigh X kilograms.)

Unit 3

Materials: Picture cards for shoulder-length hair, wavy hair, straight hair, watch and necklace.

I am going to ask you some questions. Answer each question with a complete sentence.

1. Hold up the picture of shoulder-length hair. *Look at her hair. What does she look like?* (She has shoulder-length hair.)
2. Hold up the picture of wavy hair. *Look at her hair color and eye color. What does she look like?* (She has wavy, brown hair and brown eyes.)
3. Hold up the picture of sunglasses. *What do the sunglasses look like?* (The sunglasses are new and orange.)
4. Display pictures of shoulder-length hair, wavy hair, straight hair. *Her sister has black hair. Which one is she?* (Student points. She's the one with straight, black hair.)
5. Turn to Student Book page 28. Point to the picture of the snake in the grass. *What color and shape is the snake?* (The snake is the same color and shape as the grass.)

Unit 4

Materials: Picture cards for volleyball, table tennis, use the computer, talk on the phone, and necklace.

I am going to ask you some questions. Answer each question with a complete sentence.

1. Hold up the picture of volleyball. *What did she do yesterday?* (She played volleyball.)
2. Hold up the picture of table tennis. *What did he do yesterday?* (He played table tennis.)
3. Hand the picture of use the computer to the student. *What did you do last weekend?* (I used the computer.)
4. Hold up the picture of talk on the phone. *Did you talk on the phone on Monday?* (Yes, I did./No, I didn't.)
5. Hold up a picture of a necklace. *What did they use to make necklaces?* (They used metal to make necklaces.)

Unit 5

Materials: Picture cards for curry, lemonade, take a picture, buy clothes, and claw.

I am going to ask you some questions. Answer each question with a complete sentence.

1. Hold up the picture of curry. *What did he eat for lunch?* (He ate curry for lunch.)
2. Hold up the picture of lemonade. *What did she drink with lunch?* (She drank lemonade with lunch.)
3. Hold up the card for take a picture. *What did she do yesterday?* (She took pictures.)
4. Hold up the picture for buy clothes. *This was on Saturday afternoon. When did she buy clothes?* (She bought clothes on Saturday afternoon.)
5. Hold up the picture of a claw. *Which dinosaur had claws?* (Answers will vary: The Tyrannosaurus Rex/Triceratops had claws./Some dinosaurs had claws.)

Unit 6

Materials: Picture cards of sing songs, make movies, design clothes, and bake cookies.

I am going to ask you some questions. Answer each question with a complete sentence.

1. Hold up the picture of sing songs. *What does he like to do in his free time?* (He likes to sing songs.)
2. Hold up the picture of make movies. *What does he like to do in his free time?* (He likes to make movies.)
3. Hold up the picture of design clothes. *Does she like to knit scarves in her free time?* (No, she doesn't. She likes to design clothes.)
4. Hold up the picture of bake cookies. *What did she bake for them?* (She baked cookies for them.)
5. Turn to Student Book page 55. Point to the photograph of the lake. *What is this?* (It's a photograph of a lake.)

Unit 7

Materials: Picture cards for artist, musician, drive a race car, travel the world, and space shuttle.

I am going to ask you some questions. Answer each question with a complete sentence.

1. Hold up the picture of an artist. *What does he want to be when he grows up?* (He wants to be an artist.)
2. Hold up the picture of a musician. *What does she want to be when she grows up?* (She wants to be a musician.)
3. Hold up the picture of drive a race car. *What does he want to do when he's older?* (He wants to drive a race car.)
4. Hold up the picture of travel the world. *What does she want to do when she's older?* (She wants to travel the world.)
5. Hold up the picture of the space shuttle. *What do astronauts have to do?* (Astronauts have to take the space shuttle to get to the space station.)

Unit 8

Materials: Picture cards for take a boat ride, swim in the ocean, see a show, towel, tent, and subway.

A current calendar or calendar pages showing days and months. *I am going to ask you some questions. Answer each question with a complete sentence.*

1. Hold up the picture of see a show. *What's he going to do on vacation?* (He's going to see a show.)
2. Set the picture of take a boat ride on the next Thursday calendar space. Say *Next Thursday* as you set it down. *When is he going to take a boat ride?* (He's going to take a boat ride next Thursday.)
3. Set the picture of swim in the ocean on the next month calendar page and say *Next month*. *When is he going to swim in the ocean?* (He's going to swim in the ocean next month.)
4. Put the towel picture on the swim in the ocean picture. *What's he going to take with him?* (He's going to take a towel.)
5. Hold up the picture of the subway. *How's he going to get to his job?* (He's going to take the subway.)