

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.

Written 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, 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 them 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: Student Book 5

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

1. Turn to Student Book page 4. In exercise B, point to the picture of the boy diving. *What did he do when he was on vacation?* (He learned how to dive.)
2. *What did you do on your last vacation?* (I rode a roller coaster.)
3. *How did you feel?* (I felt nervous/relaxed/confident.)
4. Turn to Student Book page 7. Point to exercise C, number 4. *How did she feel when she learned how to dive?* (She felt sleepy.)
5. *What road did Marco Polo travel on?* (He traveled on the Silk Road.)

Unit 2

Materials: Student Book 5

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

1. Turn to Student Book page 12. In exercise B, point to the picture of the girl collecting leaves. *What was she doing in the morning?* (She was collecting leaves.)
2. On Student Book page 12, exercise B, point to the picture of the boy studying insects. *Was he finding animal tracks in the afternoon?* (No, he wasn't. He was studying insects.)
3. *What were you doing this morning?* (I was getting ready for school.)
4. Turn to Student Book page 15. Point to exercise C, number 3. *What was she doing when she saw the deer?* (She was putting out the campfire.)
5. Turn to Student Book page 19. In exercise D, point to the roots of the plant. *Which parts of the plant are these?* (Those are the roots.)

Unit 3

Materials: Student Book 5

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

1. Turn to Student Book page 22. In exercise B, point to the picture of the girl buying balloons. *What will she do for the party?* (She'll buy balloons.)
2. Turn to Student Book page 24. In exercise B, point to the picture of the boy serving the pizzas. *Will he set up the music?* (No, he won't.)

3. On Student Book page 24, exercise B, point to the classroom scene. *Who will put up the decorations?* (He will. [pointing to number 5])
4. *What will people in Korea celebrate in the fall?* (They'll celebrate Chuseok.)
5. *What do you celebrate in the winter?* (I celebrate New Year's Day.)

Unit 4

Materials: Student Book 5

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

1. Turn to Student Book page 30. In exercise B, point to the pictures of the jaguar and the river dolphin. *Is the jaguar more dangerous than the river dolphin?* (Yes, it is.)
2. On Student Book page 30, exercise B, point to the pictures of the sloth and the spider monkey. *Is the sloth more energetic than the spider monkey?* (No, it isn't.)
3. Turn to Student Book page 32. In exercise B, point to the picture of the three puzzles. *Which puzzle is the most difficult?* (This puzzle. [pointing to number 2])
4. On Student Book page 32, exercise B, point to the picture of the three sandals. *Which sandals are the most uncomfortable?* (These sandals. [pointing to number 4])
5. *Which biome is the driest and the hottest?* (The desert.)

Unit 5

Materials: Student Book 5

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

1. *Do you pack your schoolbag before you go to bed?* (Yes, I always/usually/often/sometimes do./No, I rarely/never do.)
2. *Do you iron your clothes before you go to bed?* (Yes, I always/usually/often/sometimes do./No, I rarely/never do.)
3. Turn to Student Book page 42. In exercise B, point to the picture of the boy writing carefully. *Is he writing carefully or carelessly?* (He's writing carefully.)
4. Turn to Student Book page 43. Point to exercise C, number 4. *How is she talking?* (She's talking loudly.)
5. *How often do you ride your bike?* (I ride my bike three times a week.)

Unit 6

Materials: Student Book 5

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

1. Turn to Student Book page 49. Point to exercise D, number 2. *How much cooking oil does he need?* (He needs six tablespoons of cooking oil.)
2. On Student Book page 49, exercise D, point to number 5. *Does she have enough baking soda?* (Yes, she does.)
3. Turn to Student Book page 51. Point to exercise C, number 2. *How much masking tape do they have?* (They have ten rolls of masking tape./They have a lot of masking tape.)

4. On Student Book page 50, exercise B, point to number 1. *How many aprons do they have?* (They have three aprons./ They have a few aprons.)
5. *How long did it take you to eat dinner last night?* (It took me about twenty minutes.)

Unit 7

Materials: Student Book 5

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

1. *Have you ever been to the UK?* (Yes, I have./No, I haven't.)
2. *Where have you been?* (I've been to Italy.)
3. Turn to Student Book page 60. Point to exercise B, number 4. *Has she hiked in a rainforest before?* (Yes, she has.)
4. *Have you gone scuba diving before?* (Yes, I have./No, I haven't.)
5. *What happened to Edmund Hillary and Tenzing Norgay in 1953?* (They became the first people to climb to the top of Mount Everest.)

Unit 8

Materials: Student Book 5

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

1. Turn to Student Book page 66. In exercise B, point to the boy in the orange shirt wearing headphones. *Has he turned down the volume yet?* (No, he hasn't.)
2. On Student Book page 66, exercise B, point to the girl whose computer is turned off. *Has she turned off the computer yet?* (Yes, she has.)
3. Turn to Student Book page 68. Point to exercise B, number 2. *What has he done?* (He's already downloaded the music, but he hasn't played it yet.)
4. Turn to Student Book page 69. Point to exercise C, number 3. *Has she sent the email yet?* (Yes, she's sent it.)
5. *What have scientists designed to use water energy?* (Scientists have designed dams that make electricity.)