

Appendix A: Placement Test

Use the Placement Test to determine whether students with some English are good candidates for the DISE Level 1 program. The test has two parts.

Part A is presented individually to students who meet the informal criteria of having a primary language other than English and who are not facile in English but clearly have some knowledge of English words. Part A has 40 items.

Part B is presented individually to students who correctly respond to 34 or more of the items on part A. Part B has 8 items.

The materials for the DISE Level 1 Placement Test appear in Appendix C of this Teacher's Guide and on the CD-ROM included with the Presentation Books 1–4. The materials consist of scoring sheets and a set of pictures.

Preparation

The testing material includes a reproducible student record form containing the test items and two display pages that include pictures you will refer to during the test. You will use a different test form with each student. You have permission from the publisher to reproduce the testing material for testing purposes.

- Print a copy of the Placement Test for each student. (Part A form is two pages. Part B is one page.)
- Print the test pictures for each tester. **Be sure to use a color printer.**

Administering the Test, Part A

- Make sure the testing occurs in an area where other students can not hear the tester or the student being tested.
- Write the student's name and the date at the top of the test form.
- Sit so that you are facing the student.
- Display the pictures that are specified on the test form.
- Point to the parts of the picture that are described by the item.
- Present the exact wording indicated for each item.
- Circle + (plus sign) or – (minus sign) for each item on the test form to indicate a correct or incorrect response.
- Terminate the testing after a student misses five consecutive items.

Shown here is part of a page from the test form. Below it are the pictures that you present with specific items.

The first column shows the item number. The second column indicates what you do and what you say for each item. Items 1–6 do not involve pictures; you simply tell the student what to do. For item 1, you tell the student, “Stand up.”

Items 7–10 are presented with picture A. For item 7, you touch the coat in the picture and say, “What is this?”

For items 17–25, you tell the students to say sentences and they repeat them. You do not repeat these items if students have trouble saying them correctly. If a student does not understand what to do, point to yourself and say the sentence. Then point to the student and prompt the student to respond.

The third column specifies the correct answers, and the fourth column is for recording the student’s performance:

Circle + for correct answers.

Circle – for incorrect answers.

Scoring a Student’s Responses

Circle + if the student responds correctly. For a verbal response, a response is correct if the student says all the words in the response. A response is considered correct even if a student does not pronounce a word in the response perfectly, as long as it is pronounced so that most people would be able to understand the word.

Use a strict criterion for answers that require students to repeat what you say (items 17–25.) All words must be included in the student’s response. The words must be in the same order you presented them. The words must be pronounced so that most people would be able to understand them. Any word-endings must be clearly pronounced.

Part A { } = wording is optional

1.	Stand up.	[Student stands up.]	+ –
2.	Touch your head.	[Student touches head.]	+ –
3.	Touch your ears.	[Student touches ears.]	+ –
4.	Touch your ear.	[Student touches one ear.]	+ –
5.	Clap your hands.	[Student claps hands.]	+ –
6.	Sit down.	[Student sits down.]	+ –
Use picture A for items 7–10.			
7.	(Touch coat.) What is this?	{a} Coat.	+ –
8.	(Touch spoon.) What is this?	{a} Spoon.	+ –
9.	(Touch fork.) What is this?	{a} Fork.	+ –
10.	(Touch coat.) What color is this coat?	Brown.	+ –
Use picture B for items 11–13.			
11.	(Touch both boys.) What are these?	Boys.	+ –
12.	What are the boys doing?	Swimming.	+ –
13.	How many boys are swimming?	Two.	+ –



Appendix A: Placement Test

For example, for item 17, you say, “This is a number,” and direct the student to say, “This is a number.” The following responses are incorrect:

Dis a number.

These is a number.

This is a numbers.

Circle – for these or other responses that have omissions, additions, or word-order problems.

Placement Criteria for Part A

If the student makes 33 or fewer correct responses on Part A, place them at Lesson 1 of the DISE Level 1 program. If the student makes 34 or more correct responses, administer the Part B Assessment.

Administering the Test, Part B

Part B is presented individually to students who correctly responded to 34 or more of the items on Part A. Part B has eight items.

Part B begins with a practice item that is not scored. Present the practice item. Repeat it if necessary.

Then, present items 1–8.

Note: You repeat sentences 5 and 6 before telling the student, “Say that.” You do not repeat sentences 7 and 8. You say each sentence once and then direct the student to “Say that.”

Scoring a Student’s Responses

Circle + for each response that clearly has all words and word parts in the correct order. Circle – for each sentence that has missing words, added words, or wrong words (including words with improper endings).

Placement Criteria for Part B

Students who have a score of 7 or 8 on Part B are best placed at Lesson 61 of DISE Level 1. Present the remaining lessons in order. Students who have a score of 6 or lower on Part B are best placed at Lesson 31 of DISE Level 1. Present the remaining lessons in order.

Correct Responses	DISE 1 Program Placement
Part A 33 or fewer 34–40	Lesson 1 Administer Part B test
Part B 6 or fewer 7–8	Lesson 31 Lesson 61

Placement Criteria For a Group

Grouping students homogeneously is not possible in most schools. Here is what we suggest you do, depending on how your students do on this Placement Test:

- If most of the students place at Lesson 1 and only a few students place at Lesson 31, start the class at Lesson 1.
- If most of the students place at Lesson 31 and only a few place at Lesson 1, start the class on Lesson 31.

For both situations, assign seats so that lower performers have higher performers as partners who sit next to each of them and prompt them without disrupting the teacher's presentation.

Accelerating Higher Performers

Some students who place at Lesson 1 know some English and do not need to go through the entire lesson sequence. If three-fourths of the students in the group are of this type, you may accelerate their rate of going through the program by skipping some exercises and by going faster through others.

The typical mistake that teachers make with these students, however, is going too fast and permitting very poor pronunciation. As a rule, students should be able to pronounce virtually all the consonant sounds and vowel sounds acceptably by Lesson 15. Students who have some English generally need a great deal of practice if they are to meet this standard. They need hundreds of trials to break old practices and become completely natural in using English pronunciations.

Placement Test, Part A

Student Name _____ Date _____ Total Correct

{ } = wording is optional

1.	Stand up.	[Student stands up.]	+ -
2.	Touch your head.	[Student touches head.]	+ -
3.	Touch your ears.	[Student touches ears.]	+ -
4.	Touch your ear.	[Student touches one ear.]	+ -
5.	Clap your hands.	[Student claps hands.]	+ -
6.	Sit down.	[Student sits down.]	+ -
Use picture A for items 7–10.			
7.	(Touch coat.) What is this?	{a} Coat.	+ -
8.	(Touch spoon.) What is this?	{a} Spoon.	+ -
9.	(Touch fork.) What is this?	{a} Fork.	+ -
10.	(Touch coat.) What color is this coat?	Brown.	+ -
Use picture B for items 11–13.			
11.	(Touch both boys.) What are these?	Boys.	+ -
12.	What are the boys doing?	Swimming.	+ -
13.	How many boys are swimming?	Two.	+ -
Use picture C for items 14–15.			
14.	What are these?	Cars.	+ -
15.	Are these cars?	Yes.	+ -
Use picture D for items 16–20.			
16.	Which is bigger, 14 or 18?	18.	+ -
17.	My turn: This is a number. Say: This is a number.	This is a number.	+ -
18.	My turn: Henry is bigger than a dog. Say: Henry is bigger than a dog.	Henry is bigger than a dog.	+ -
19.	My turn: A tree has leaves. Say: A tree has leaves.	A tree has leaves.	+ -
20.	My turn: A bird can fly. Say: A bird can fly.	A bird can fly.	+ -

(continued)

Appendix C Test Form and Display

Placement Test, Part A

21.	My turn: Can birds fly? Say: Can birds fly?	<i>Can birds fly?</i>	+ -
	My turn: Four girls are swimming. Say: Four girls are swimming.	<i>Four girls are swimming.</i>	+ -
23.	My turn: He was in front of the house. Say: He was in front of the house.	<i>He was in front of the house.</i>	+ -
24.	My turn: The small towel is not wet. Say: The small towel is not wet.	<i>The small towel is not wet.</i>	+ -
25.	My turn: The big dogs are dry. Say: The big dogs are dry.	<i>The big dogs are dry.</i>	+ -
Use picture D for items 26–29.			
26.	Tell me if I touch he, she, it, or they. (Touch girl and chair.) Is this he, she, it, or they?	<i>They.</i>	+ -
27.	(Touch girl and boy.) Is this he, she, it, or they?	<i>They.</i>	+ -
28.	(Touch man.) Is this he, she, it, or they?	<i>He.</i>	+ -
29.	(Touch woman.) Is this he, she, it, or they?	<i>She.</i>	+ -
Use picture E for items 30–32.			
30.	Your turn: Touch a towel.	[Student touches a towel.]	+ -
31.	Touch something that is wet.	[Student touches wet shoe or wet towel.]	+ -
32.	Which is bigger, the wet shoe or the dry shoe?	<i>{the} Dry shoe.</i>	+ -
Use picture F for items 33–37.			
33.	Listen: 19 ... 15. Which number is bigger?	<i>19.</i>	+ -
34.	Is 15 bigger than 19?	<i>No.</i>	+ -
Use picture F for items 35–37.			
35.	Touch the front of the boat.	[Student touches front of boat.]	+ -
36.	Touch the thing that is over the boat.	[Student touches leaf over boat.]	+ -
37.	What is in back of the boat?	<i>{the/a} Man.</i>	+ -
Use picture G for items 38–40.			
38.	(Stand up.) Am I standing up?	<i>Yes.</i>	+ -
39.	(Sit down.) What am I doing now?	<i>Sitting {down}.</i>	+ -
40.	What was I doing?	<i>Standing {up}.</i>	+ -

(continued)

Placement Test, Part B

Student Name _____ Date _____ Total Correct

Note:

Administer this part only to students who scored 34 or higher on part A.

	<p>Practice item:</p> <ul style="list-style-type: none"> I will say a sentence about ten boys: Ten boys like to swim. Say the sentence. I will say a sentence about one boy: One boy likes to swim. Say the sentence. 	<p><i>Ten boys like to swim.</i></p> <p><i>One boy likes to swim.</i></p>	
1.	<p>Listen: Ten boys hate to work. Say the sentence about ten boys.</p>	<i>Ten boys hate to work.</i>	+ -
2.	<p>Say the sentence about one boy.</p>	<i>One boy hates to work.</i>	+ -
3.	<p>Listen: Ten boys go to school. Say the sentence about ten boys.</p>	<i>Ten boys go to school.</i>	+ -
4.	<p>Say the sentence about one boy.</p>	<i>One boy goes to school.</i>	+ -
5.	<p>Listen: After school, the girls played baseball. Listen again: After school, the girls played baseball. Say that.</p>	<i>After school, the girls played baseball.</i>	+ -
6.	<p>Listen: Tom was three years younger than his sister. Listen again: Tom was three years younger than his sister. Say that.</p>	<i>Tom was three years younger than his sister.</i>	+ -
7.	<p>Listen: The man stopped working because he was tired. Say that.</p>	<i>The man stopped working because he was tired.</i>	+ -
8.	<p>Listen: If your hands are dirty, you should wash them. Say that.</p>	<i>If your hands are dirty, you should wash them.</i>	+ -

Appendix C Test Form and Display

Placement Test Displays

A



B



C



D



E



F



Appendix C Test Form and Display

Lesson 15 Test

Student Name _____ Date _____ Total Correct

Use picture A for items 1–6.			
1.	(Point to dog.) What is this?	<i>A dog.</i>	+ –
2.	Say the sentence.	<i>This is a dog.</i>	+ –
3.	Is this a cat? Say the sentence.	<i>No.</i> <i>This is not a cat.</i>	+ –
4.	What is this dog doing?	<i>Eating.</i>	+ –
5.	Say the sentence.	<i>This dog is eating.</i>	+ –
6.	Is this dog sleeping? Say the sentence.	<i>No.</i> <i>This dog is not sleeping.</i>	+ –
Use picture B for items 13–15.			
7.	(Clap hands and ask:) What am I doing?	<i>Clapping.</i>	+ –
8.	Say the sentence.	<i>You are clapping.</i>	+ –
9.	Am I standing up? Say the sentence.	<i>No.</i> <i>You are not standing up.</i>	+ –
10.	Stand up. What are you doing?	[Student stands up.] <i>Standing up.</i>	+ –
11.	Say the sentence.	<i>I am standing up.</i>	+ –
12.	Are you nodding? Say the sentence.	<i>No.</i> <i>I am not nodding.</i>	+ –
Use picture C for items 16–18.			
13.	(Point to trees.) What are these?	<i>Trees.</i>	+ –
14.	Say the sentence.	<i>These are trees.</i>	+ –
15.	Are these cars? Say the sentence.	<i>No.</i> <i>These are not cars.</i>	+ –
16.	(Point to girls.) What are these girls doing?	<i>Eating.</i>	+ –
17.	Say the sentence.	<i>These girls are eating.</i>	+ –
18.	Are these girls swimming? Say the sentence.	<i>No.</i> <i>These girls are not swimming.</i>	+ –

(continued)

Note: If an item contains two tasks, students must perform or answer both correctly for the tester to circle +.

Lesson 15 Test

19.	Tell me to stand up. (Stand up.) Tell me to sit down. (Sit down.)	Stand up. Sit down.	+ -
20.	What am I doing?	Sitting down.	+ -
21.	Say the sentence.	You are sitting down.	+ -
	What was I doing?	Standing up.	+ -
23.	Say the sentence.	You were standing up.	+ -
24.	Was I waving? Say the sentence.	No. You were not waving.	+ -
25.	Smile. Touch your nose. (Prompt student to continue touching nose.)	[Student smiles.] [Student touches nose.]	+ -
26.	What are you doing?	Touching my nose.	+ -
27.	Say the sentence.	I am touching my nose.	+ -
28.	What were you doing?	Smiling.	+ -
29.	Say the sentence.	I was smiling.	+ -
Use picture D for items 30–32.			
30.	(Point to dog.) Where is the dog?	Under the car.	+ -
31.	Say the sentence.	The dog is under the car.	+ -
32.	(Point to plane.) Is the plane under the car? Say the sentence.	No. The plane is not under the car.	+ -
Use picture E for items 33–39.			
33.	(Point to red plane.) What color is this plane?	Red.	+ -
34.	Say the sentence about this plane.	This plane is red.	+ -
35.	(Point to blue plane and yellow plane.) Are these planes red? Tell me the colors of these planes.	No. Blue, yellow.	+ -
36.	(Point to a car, bus, and truck.) Are these dogs? What are these?	No. Vehicles.	+ -
37.	Say the sentence.	These are vehicles.	+ -
38.	(Point to tree.) Is this a vehicle? Say the sentence.	No. This is not a vehicle.	+ -

(continued)

Note: If an item contains two tasks, students must perform or answer both correctly for the tester to circle +.

Appendix C Test Form and Display

Lesson 15 Test

39.	(Point to car.) What kind of vehicle is this? Say the sentence about this vehicle.	<i>A car. This vehicle is a car.</i>	+ -
40.	Tell me to start with 3 and count to 8. 3, 4, 5, 6, 7, 8. What did I count to?	<i>Start with 3 and count to 8. 8.</i>	+ -
41.	Listen: Are you learning to walk? Say the sentence.	<i>No. I am not learning to walk.</i>	+ -
42.	What are you learning?	<i>English.</i>	+ -
43.	Say the sentence.	<i>I am learning English.</i>	+ -
	Am I teaching students to walk?	<i>No.</i>	+ -
45.	Say the sentence.	<i>You are not teaching students to walk.</i>	+ -

Note: If an item contains two tasks, students must perform or answer both correctly for the tester to circle +.

Lesson 15 Test Displays

A



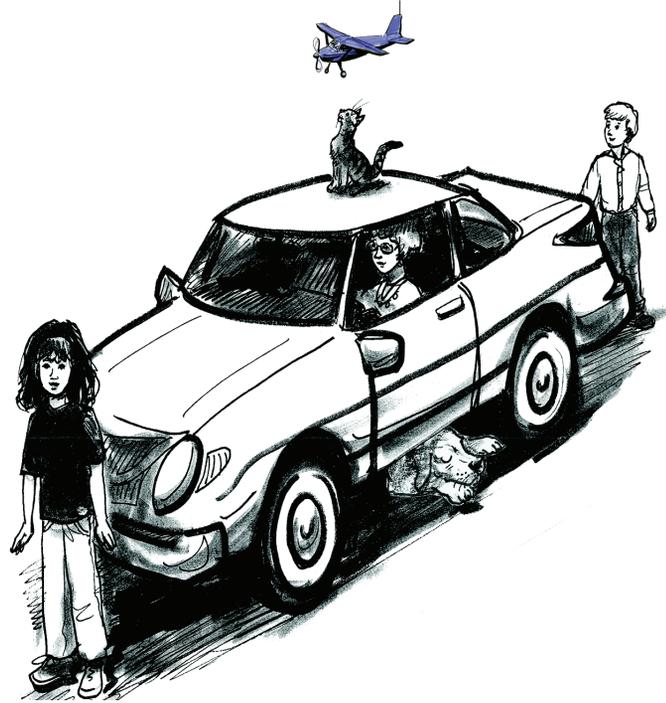
B



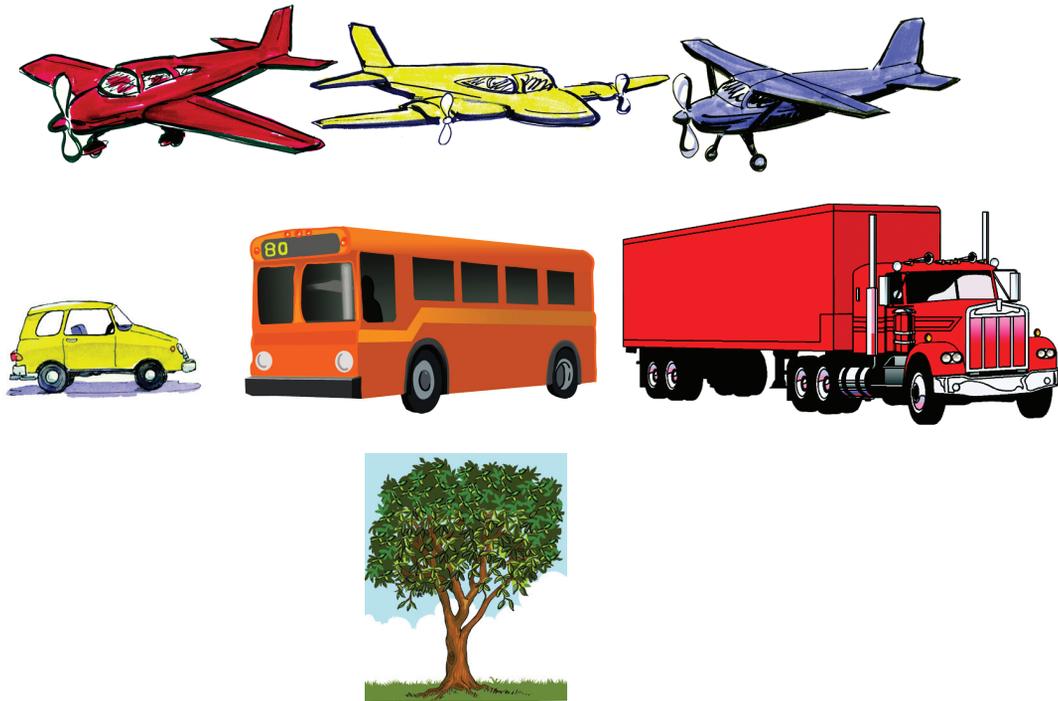
C



D



E



Lesson 30 Test

Student Name _____ Date _____ Total Correct

Use picture A for items 1–8.			
1.	Ask the question: How many objects are in this picture?	<i>How many objects are in this picture?</i>	+ -
2.	Answer the question.	<i>Four.</i>	+ -
3.	Ask the question: Is the coat bigger than the hat?	<i>Is the coat bigger than the hat?</i>	+ -
4.	Answer the question.	<i>Yes.</i>	+ -
5.	Say the sentence about the coat.	<i>The coat is bigger than the hat.</i>	+ -
6.	Ask the question: How many shoes are in the picture?	<i>How many shoes are in the picture?</i>	+ -
7.	Answer the question.	<i>Two.</i>	+ -
8.	Say the sentence about two shoes.	<i>Two shoes are in the picture.</i>	+ -
Use picture B for items 9–18.			
9.	How many small towels are in this picture?	<i>One.</i>	+ -
10.	Are the smaller objects wet or dry?	<i>Wet.</i>	+ -
11.	Say the sentence about the smaller objects.	<i>The smaller objects are wet.</i>	+ -
12.	Say the sentence about the bigger objects.	<i>The bigger objects are dry.</i>	+ -
13.	Is the brown shoe wet or dry?	<i>Dry.</i>	+ -
14.	Say the sentence.	<i>The brown shoe is dry.</i>	+ -
15.	What color is the small shoe?	<i>Red.</i>	+ -
16.	Say the sentence about the small shoe.	<i>The small shoe is red.</i>	+ -
17.	What color is the wet towel?	<i>White.</i>	+ -
18.	Say the sentence about the wet towel.	<i>The wet towel is white.</i>	+ -
19.	Listen: 18 ...14. Which number is bigger?	<i>18.</i>	+ -
20.	Say the sentence about 18.	<i>18 is bigger than 14.</i>	+ -
21.	Listen: 18 ... 14. Which number is smaller?	<i>14.</i>	+ -
22.	Say the sentence about 14.	<i>14 is smaller than 18.</i>	+ -

(continued)

Appendix C Test Form and Display

Lesson 30 Test

{ } = wording is optional

Use picture C for items 23–29.			
23.	Say the sentence about the parts a tree has. (Point to trunk.) Say the sentence.	<i>A tree has a trunk.</i>	+ –
24.	(Point to branches.) Say the sentence.	<i>A tree has branches.</i>	+ –
25.	(Point to leaves.) Say the sentence.	<i>A tree has leaves.</i>	+ –
26.	Does a tree have eyes?	<i>No.</i>	+ –
27.	Say the sentence.	<i>A tree does not have eyes.</i>	+ –
28.	Does a tree have branches?	<i>Yes.</i>	+ –
29.	Say the sentence.	<i>A tree has branches.</i>	+ –
Use picture D for items 30–37.			
30.	Touch the front of the boat.	[Student touches front of boat.]	+ –
31.	Touch the back of the boat.	[Student touches back of boat.]	+ –
32.	What did you do first?	<i>Touch(ed) the front of the boat.</i>	+ –
33.	What did you do next?	<i>Touch(ed) the back of the boat.</i>	+ –
34.	Who is in front of the boat?	<i>{A/the} man.</i>	+ –
35.	Say the sentence about a man.	<i>A man is in front of the boat.</i>	+ –
36.	Who is in back of the boat?	<i>{A/the} woman.</i>	+ –
37.	Say the sentence about a woman.	<i>A woman is in back of the boat.</i>	+ –
38.	Can a boat fly?	<i>No.</i>	+ –
39.	Say the sentence.	<i>A boat can not fly,</i>	+ –
40.	What vehicle can fly?	<i>A plane.</i>	+ –
41.	Say the sentence about planes.	<i>Planes can fly.</i>	+ –
Use picture E for items 42–45.			
42.	Tell me if I touch he, she, it, or they. (Touch girl and chair.) Tell me.	<i>They.</i>	+ –
43.	(Touch girl and boy.) Tell me.	<i>They.</i>	+ –
44.	(Touch man.) Tell me.	<i>He.</i>	+ –
45.	(Touch woman.) Tell me.	<i>She.</i>	+ –

Lesson 30 Test Displays

A



B



C



D



E



Lesson 60 Test

Student Name _____ Date _____ Total Correct

Directions:

- If an item contains two tasks, student must answer both correctly for tester to circle +.
- Words inside parenthesis { } are optional. If response does not include the word, student's answer can still be considered correct.
- Answer can be considered correct if either word inside parenthesis { / } is part of response.

1.	Point to a corner of this room.	[Student points to any corner of the room.]	+ -
2.	Say the sentence about what you did.	<i>I pointed to {the/a} corner of {the/this} room.</i>	+ -
3.	Which is easier, running ten miles or running one mile? Say the sentence about running one mile.	<i>Running one mile. Running one mile is easier than running ten miles.</i>	+ -
4.	Do people feel hungry after they eat?	<i>No.</i>	+ -
5.	When do people feel hungry?	<i>Before they eat.</i>	+ -
6.	Say the sentence about when people feel hungry.	<i>People feel hungry before they eat.</i>	+ -
7.	Does food smell good when you are hungry? Say the sentence about food.	<i>Yes. Food smells good when {you are/I am} hungry.</i>	+ -
8.	Listen: She will sleep from 12 o'clock until 3 o'clock. Say the sentence.	<i>She will sleep from 12 o'clock until 3 o'clock.</i>	+ -
9.	Will she sleep until 5 o'clock? Say the sentence.	<i>No. She will not sleep until 5 o'clock.</i>	+ -
10.	Will she be sleeping at 2 o'clock?	<i>Yes.</i>	+ -
11.	Ask me: Why did the man stop working?	<i>Why did the man stop working?</i>	+ -
12.	Because he was tired. Why did the man stop working? Say the sentence about the man.	<i>{Because} he was tired. The man stopped working because he was tired.</i>	+ -
13.	What does an object do if you put it on a hot stove? Say the sentence that starts with the words: If you put an object on a hot stove.	<i>{It/The object} gets {hot/hotter}. If you put an object on a hot stove, {it/the object} gets {hot/hotter}.</i>	+ -

(continued)

Appendix C Test Form and Display

Lesson 60 Test

14.	Listen to this rule: If the teacher claps three times, smile. Listen again: If the teacher claps three times, smile. Say the rule.	<i>If the teacher claps three times, smile.</i>	+ -
15.	What will you do if I clap three times?	<i>Smile.</i>	+ -
16.	Here we go. (Clap 2 times.) Did you smile?	[Student does nothing.] <i>No.</i>	+ -
17.	(Clap 3 times.) Did you smile?	[Student smiles.] <i>Yes.</i>	+ -
18.	Why did you smile?	<i>{You/The teacher} clapped three times.</i>	+ -
19.	Do people put on dirty clothes after they take a shower?	<i>No.</i>	+ -
20.	Say the sentence about people.	<i>People do not put on dirty clothes after they take a shower.</i>	+ -
21.	Do people put on clean clothes after they take a shower?	<i>Yes.</i>	+ -
22.	Say the sentence about people.	<i>People put on clean clothes after they take a shower.</i>	+ -
Use picture A for items 23–29.			
23.	(Point to birds 2 and 3.) Are these birds the same color or different colors?	<i>Different colors.</i>	+ -
24.	Say the sentence about these birds.	<i>These birds are different colors.</i>	+ -
25.	(Point to birds 4 and 5.) Are these birds going in the same direction or different directions?	<i>The same direction.</i>	+ -
26.	Say the sentence.	<i>These birds are going in the same direction.</i>	+ -
27.	(Point to birds 3 and 4.) Are these birds going in the same direction or different directions?	<i>Different directions.</i>	+ -
28.	(Point to birds 3 and 4.) Are these birds the same size?	<i>Yes.</i>	+ -
29.	Say the sentence about these birds.	<i>These birds are the same size.</i>	+ -
Use picture B for items 30–35.			
30.	(Circle dresser.) Something is open on the dresser. What is open?	<i>{A/the} drawer.</i>	+ -
31.	(Touch mirror.) What is this?	<i>A mirror.</i>	+ -

(continued)

Lesson 60 Test

32.	(Circle bed.) What is this?	<i>A bed.</i>	+ -
33.	(Touch pillow.) What is this?	<i>A pillow.</i>	+ -
34.	(Touch blanket.) What is this?	<i>A blanket.</i>	+ -
35.	(Touch lamp.) What is this?	<i>A lamp.</i>	+ -

Using the Results for Lesson 60 Assessment

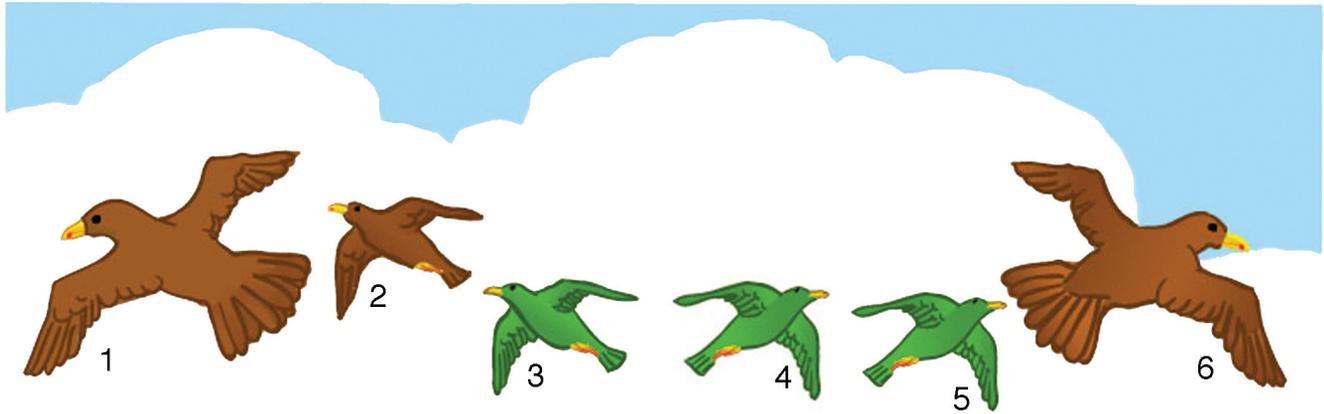
Passing score is 32.

- If at least 75 percent of the students pass the test, move on to Lesson 61.
- If 50–74 percent of the students pass the test, repeat Lessons 58, 59, and 60; then retest.
- If fewer than 50 percent of the students pass the test, repeat Lessons 56, 57, 58, 59, and 60; then retest.

After you present the sequence of 3 or 5 review lessons, test students again. Use the same criteria you used earlier: Students pass if they correctly respond to 32 or more items. If 75 percent or more of the students pass the test, you move on to Lesson 61. If fewer than 75 percent of the students pass the test, repeat the specified lessons.

Lesson 60 Test Displays

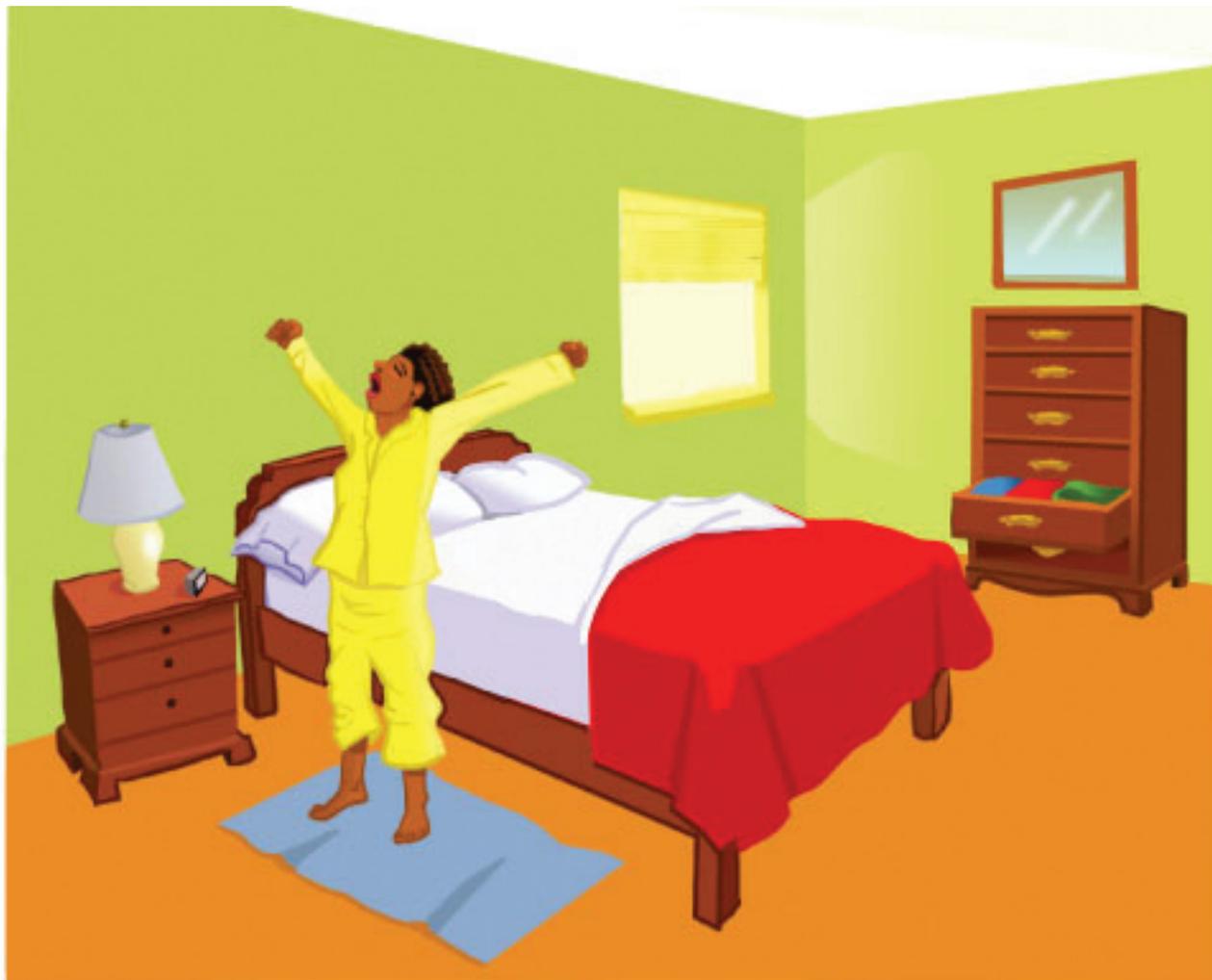
PICTURE SET A FOR ITEMS 23–29.



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Lesson 60 Test Displays

PICTURE SET B FOR ITEMS 30–35.



page 2 of 2

Appendix C Test Form and Display

Lesson 100 Test

Student Name _____ Date _____ Total Correct

Directions:

- If an item contains two tasks, student must answer both correctly for tester to circle +.

1.	I'll say sentences that tell about now. You'll say sentences about an earlier time. Listen: Ted meets her at school. Say the sentence about an earlier time.	<i>Ted met her at school.</i>	+ -
2.	Listen: He forgets his keys. Say the sentence about an earlier time.	<i>He forgot his keys.</i>	+ -
3.	He stands on the sidewalk. Say the sentence about an earlier time.	<i>He stood on the sidewalk.</i>	+ -
4.	She sees her friend. Say the sentence about an earlier time.	<i>She saw her friend.</i>	+ -
5.	Listen: What do we call somebody who paints?	<i>A painter.</i>	+ -
6.	What do we call a person who runs fast?	<i>A fast runner.</i>	+ -
7.	How many months are there in a year? Say the sentence.	<i>12. There are 12 months in a year.</i>	+ -
8.	Say the months of the year.	<i>January, February, March, April, May, June, July, August, September, October, November, December.</i>	+ -
9.	What is the opposite of a weak body? Say the sentence about a strong body.	<i>A strong body. A strong body is the opposite of a weak body.</i>	+ -
10.	What is the opposite of looking up?	<i>Looking down.</i>	+ -
11.	What is the opposite of a safe place?	<i>A dangerous place.</i>	+ -
12.	What is the opposite of shoes that are too loose?	<i>Shoes that are too tight.</i>	+ -
13.	Watch me. (Touch your ear, then touch your nose.) I touched my ear before I touched my nose. Say the sentence about what I did.	<i>You touched your ear before you touched your nose.</i>	+ -
14.	What are most tires made of? Say the sentence about most tires.	<i>Rubber. Most tires are made of rubber.</i>	+ -

(continued)

Lesson 100 Test

15.	Listen: I am tired. Say that sentence with a contraction for I am.	<i>I'm tired.</i>	+ -
16.	We are happy. Say that sentence with a contraction for we are.	<i>We're happy.</i>	+ -
17.	She will not come with us. Say that sentence with a contraction for will not.	<i>She won't come with us.</i>	+ -
18.	He did not win the race. Say that sentence with a contraction for did not.	<i>He didn't win the race.</i>	+ -
19.	Should children wash their hands before they eat? Say the sentence.	<i>Yes.</i> <i>Children should wash their hands before they eat.</i>	+ -
20.	Listen: She rides her bike every morning. Say the sentence. Say the sentence that starts with every.	<i>She rides her bike every morning.</i> <i>Every morning, she rides her bike.</i>	+ -
21.	He went to New York last year. Say the sentence. Say the sentence that starts with last year.	<i>He went to New York last year.</i> <i>Last year, he went to New York.</i>	+ -
22.	Listen: The boy will throw the ball and the girl will catch it. Say the sentence.	<i>The boy will throw the ball and the girl will catch it.</i>	+ -
23.	Listen: She understands the instructions she reads. Say the sentence.	<i>She understands the instructions she reads.</i>	+ -
24.	Listen: Jerry thought about the things he read. Say the sentence.	<i>Jerry thought about the things he read.</i>	+ -
25.	Listen: He put down the smaller box and carried the bigger box. Listen again: He put down the smaller box and carried the bigger box. Say the sentence.	<i>He put down the smaller box and carried the bigger box.</i>	+ -
26.	Name two materials.	(Accept any two materials.)	+ -

(continued)

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Lesson 100 Test

27.	Listen: Are some walls made of wood? Say the sentence about some walls.	Yes. <i>Some walls are made of wood.</i>	+ -
28.	Listen: Do you sleep in a bed? Do you ever sleep on the ceiling? Say the sentence.	Yes. No. <i>I never sleep on the ceiling.</i>	+ -
29.	What is a dress that is full of beauty?	<i>A beautiful dress.</i>	+ -
30.	Watch what I do. (Touch your left ear, then touch your right ear.) I touched my right ear after I touched my left ear. Say the sentence about what I did.	<i>You touched your right ear after you touched your left ear.</i>	+ -

DISE Level 1 In-Program Tests Group Summary Sheet

	Lesson 15	Lesson 30	Lesson 60	Lesson 100
Date test administered				
Passing criteria	40	41	32	27
Student Names				
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