



Hand out pages 19 and 20 of the assessment booklet.

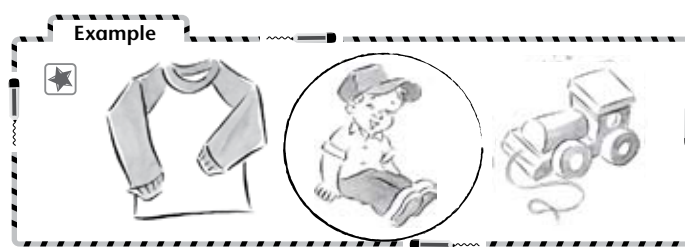
Read the following instructions to the students:

I'm going to ask you to draw a circle around one of the pictures.

*Let's do the example. Put your finger on the shape of a **star**.*

- ✓ Make sure all students have their finger on the correct shape.

Draw a circle around the picture of a boy.



- ✓ Be sure students circle the correct answer. If students are able to circle the picture, move on to the following items
- ✗ If a student is not able to follow the instructions, help the student by demonstrating how to draw a circle around a picture and ask him or her to try again.
- ✓ If the student is able to circle the correct picture with prompting, say

Good, that's a boy.

Move on to the following items

- ✗ If you cannot get the student to follow directions after demonstration, do not present the group assessment to that student. You may present the assessment later, in an individual format.

After determining each student's ability to follow instructions and participate in the group assessment, move on to the following items.

*Put your finger on the shape of a **sun**. Circle the picture of an eye.*



Listening



Put your finger on the shape of a **moon**. Circle the picture of a foot.



Put your finger on the shape of a **heart**. Circle the picture of a shirt.



Put your finger on the shape of a **flower**. Circle the picture of someone who is mad.



Put your finger on the shape of a **tree**. Circle the picture of something that you can taste.





Hand out pages 21 and 22 of the assessment booklet.

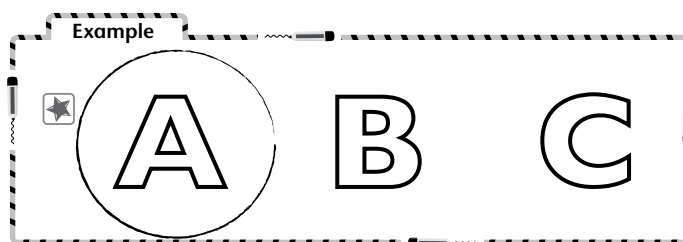
Read the following instructions to the students:

I'm going to ask you to draw a circle around some letters and numbers.

*Let's do the example. Put your finger on the shape of a **star***

- ✓ Make sure all students have their finger on the correct shape.

Here are some letters. Draw a circle around the letter A.



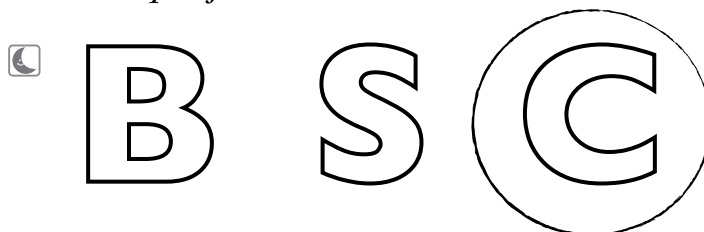
- ✓ Be sure students circle the correct answer.

Move on to the following items.

*Put your finger on the shape of a **sun**. Here are some numbers. Circle the number 5.*

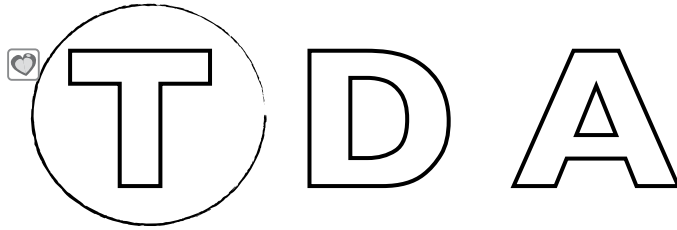


*Put your finger on the shape of a **moon**. Here are some letters. Circle the letter C*





Put your finger on the shape of a **heart**. Here are some letters. Circle the picture of the letter that makes the sound /t/.



Put your finger on the shape of a **flower**.

Point to the picture and say:

This is a picture of a girl. She is a girl. Circle the word that matches the picture.



I

He

She

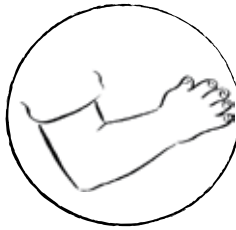
Put your finger on the shape of a **tree**.

Point to the word and say:

Read the word. Circle the picture that matches the word.



arm





Hand out page 23 of the assessment booklet.

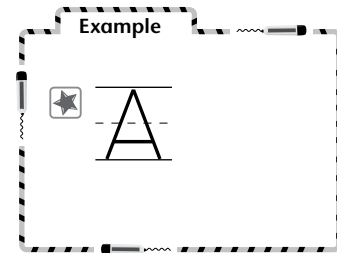
Read the following instructions to the students:

I'm going to ask you to write some letters and numbers.

*Let's do the example. Put your finger on the shape of a **star**.*

- ✓ Make sure all students have their finger on the correct shape.

In the box, write the letter A



- ✓ Be sure students are able to write an answer. If students are able to write a letter, move on to the following items.
- ✗ If a student is not able to write an answer, help the student by demonstrating how to write the letter and ask him or her to try again.
- ✓ If the student is able to write the correct answer with prompting, say:

Good, that's the letter A.

Move on to the following items

- ✗ If you cannot get the student to follow directions after demonstration, do not present the group assessment to that student. You may present the assessment later, in an individual format.

After determining each student's ability to follow instructions and participate in the group assessment, move on to the following items.

*Put your finger on the shape of a **sun**. In the box, write the letter D, that makes the sound /d/.*

*Put your finger on the shape of a **heart**. In the **box**, write the number 6.*

*Put your finger on the shape of a **tree**. In the box, write the word girl.*

*Put your finger on the shape of a **moon**. In the box, write the letter C, that makes the sound /c/..*

*Put your finger on the shape of a **flower**. In the box, write the word he.*



Present this assessment in an individual format. Use the Student Response Form to record all responses to the questions below.

Gather a few objects, such as a shirt, a shoe, and a baseball cap. Ask the student to name the object (in this example, a baseball cap):

1. *What is this?* (Hold up the cap.)

Repeat the first question for three objects. If the student responds in a language other than English, ask the student to respond in English (*Can you say it in English?*). If the student cannot name any object in English, stop this part of the test. Otherwise, use one of the items that the student was able to name to ask the second question:

2. *What color is this cap?* (Hold up the cap.)

If the student responds in a language other than English, ask the student to respond in English. If the student cannot respond in English, or gives an incorrect response, skip this question and continue with question 3:

3. *What are hats for?* (or *What do you do with a hat?*)

If the student responds with a plausible but incorrect response, rephrase the question or ask the student for alternate responses. For instance, if you ask *What do you do with a hat?* and the student replies *I see it*, you may ask what her or she uses a hat for. If the student is not able to answer question 3, stop and do not present question 4. If the student answers question 3 (correctly or incorrectly), ask the student to describe elements in a picture:

Using a copy of the Images for Speaking (provided at the back of this guide, in the Forms section), ask the student a question about Image 2:

Show a copy of Image 2 to the student and say:

4. *How are these children different?*

If the student describes the people or objects in the picture without describing their differences, you may prompt him or her to compare them. For instance, if the student says *She wears a dress*, you may ask *How is that different from the boy?*

