

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:

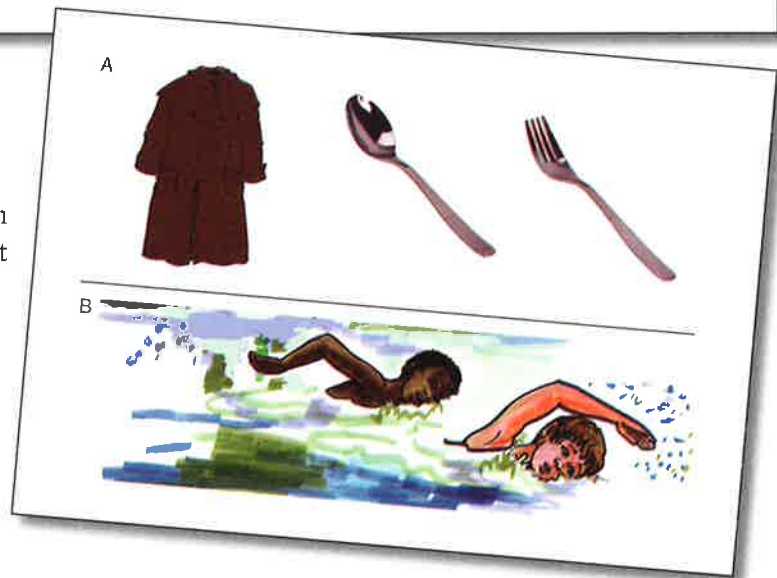
Circle + for correct answers.

Circle – for incorrect answers.

Part A

{ } – word(s) 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.	+ –



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.

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.

	Practice item: <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. 	<i>Ten boys like to swim.</i> <i>One boy likes to swim.</i>	
1.	Listen: Ten boys hate to work. Say the sentence about ten boys.	<i>Ten boys hate to work.</i>	+ -
2.	Say the sentence about one boy.	<i>One boy hates to work.</i>	+ -
3.	Listen: Ten boys go to school. Say the sentence about ten boys.	<i>Ten boys go to school.</i>	+ -
4.	Say the sentence about one boy.	<i>One boy goes to school.</i>	+ -
5.	Listen: After school, the girls played baseball. Listen again: After school, the girls played baseball. Say that.	<i>After school, the girls played baseball.</i>	+ -
6.	Listen: Tom was three years younger than his sister. Listen again: Tom was three years younger than his sister. Say that.	<i>Tom was three years younger than his sister.</i>	+ -
7.	Listen: The man stopped working because he was tired. Say that.	<i>The man stopped working because he was tired.</i>	+ -
8.	Listen: If your hands are dirty, you should wash them. Say that.	<i>If your hands are dirty, you should wash them.</i>	+ -

Placement Test Displays

A



B



C



D



E



F



page 2 of 2