

Appendix J

Champion of IDEAS End-of-Chapter Tests: Test Blueprint

Purpose of the *Champion of IDEAS* Program: The primary objective of the *Champion* program is to help English learners move from whatever language proficiency level they are currently at to the next level of language proficiency. The ultimate goal is for English learners to be able to perform academic work in mainstream classes.

Assessment in the *Champion of IDEAS* Program: The *Champion* program supports the use of both formal and informal assessment. The purpose of the assessments is to tell the teacher how well the students are grasping the content presented in the program. They are both formative and summative in nature. Informal assessments are usually based on teacher observation of student progress in a variety of contexts, including class discussions, experiments, tasks and routines, writing assignments, oral presentations, projects, and so forth. Each chapter includes 9 stopping points for the teacher to determine whether students have mastered the language objectives covered in the chapter. The formal assessment tools in the *Champion* program include the end-of-chapter tests, portfolio evaluations, and unit reviews.

Purpose of the End-of-Chapter Tests: The end-of-chapter tests in the *Champion* program are intended to reveal how well students have mastered the chapter learning objectives, target vocabulary, forms and functions, and identify areas where some students may need more practice. Diagnostic feedback will be especially useful for low achievers. However, the chapter tests are but one assessment measure in the program. Student scores on these tests should be considered as part of a broader range of assessment information.

Using the End-of-Chapter Tests: The end-of-chapter tests cover all four language domains (listening, speaking, reading, and writing). Administer the test at the end of each *Champion of IDEAS* chapter following the instructions in the *Champion Teacher*. Most of the test can be group administered to the entire class. The speaking section should be administered to individual students. The blueprint for these chapter tests is described below.

Listening Section

- Group administered
- Untimed; estimated duration 10-15 minutes
- 15 items worth one point each
- **Scoring:** 14-15 correct=Superior level listening achievement; 12-13 correct=High level listening achievement; 10-11 correct=Mid-level listening achievement; <10 correct=Low level listening achievement. The descriptors “superior level,” “high level,” “mid-level,” and “low level” refer to student mastery of the chapter learning objectives. A student’s test results reveal the concepts the student has learned as well as areas where the student maybe needs additional attention, reteaching, and practice. Diagnostic feedback (especially for low achievers) could be given based on the test part(s) on which the student answered most items incorrectly.

Part 1: Choose the word.

The test part focuses on chapter vocabulary. There are five items worth one point each.

Task: Students look at three words and choose the word that goes with the explanation they hear.

Feedback category: Listening vocabulary

Part 2: What is it?

The test part focuses on a key grammar points taught in the chapter. There are five items worth one point each.

Task: Students are asked a question or presented a short listening stimulus and then asked a question about it. They select a grammatically appropriate answer from 2-4 choices.

Feedback category: Grammar

Part 3: Listening Comprehension

The test part focuses on extended listening comprehension. There are five items worth one point each.

Task: Students hear a listening passage and answer five comprehension questions related to it.

Feedback category: Listening comprehension—understanding main idea, identifying supporting details, making inferences, and understanding expressions in context

Reading Section

- Group administered
- Untimed; estimated duration 10-15 minutes
- 15 items worth one point each
- **Scoring:** 14-15 correct=Superior level reading achievement; 12-13 correct=High level reading achievement; 10-11 correct=Mid-level reading achievement; <10 correct=Low level reading achievement. The descriptors “superior level,” “high level,” “mid-level,” and “low level” refer to student mastery of the chapter learning objectives. A student’s test results reveal the concepts the student has learned as well as areas where the student maybe needs additional attention, reteaching, and practice. Diagnostic feedback (especially for low achievers) could be given based on the test part(s) on which the student answered most items incorrectly.

Part 1: Choose the word.

The test part focuses on reading vocabulary. There are five items worth one point each.

Task: In chapters 17-20, students look at a picture depicting the target word and choose the word that is related to the picture. In chapters 21-24, students read a sentence and choose the word that corresponds to the sentence.

Feedback category: Reading vocabulary

Part 2: Fill in the blank.

The test part focuses on reading comprehension and grammar. There are five items worth one point each.

Task: Students read a sentence and choose the word (or phrase) that completes the sentence in a meaningful and grammatically correct way.

Feedback category: Reading comprehension, grammar

Part 3: Reading Comprehension

The test part focuses on extended reading comprehension. There are five items worth one point each.

Task: Students read a passage and answer five comprehension questions related to it.

Feedback category: Reading comprehension—understanding main idea, understanding supporting details, understanding vocabulary in context, and making inferences

Writing Section

- Group administered
- Untimed; estimated duration 10-15 minutes
- The structure of the writing section varies slightly by chapter, depending on the focus of each chapter.
- 9-12 items worth a total of 15 points
- **Scoring:** 14-15 correct=Superior level writing achievement; 12-13 correct=High level writing achievement; 10-11 correct=Mid-level writing achievement; <10 correct =Low level writing achievement. The descriptors “superior level,” “high level,” “mid-level,” and “low level” refer to student mastery of the chapter learning objectives. A student’s test results reveal the concepts the student has learned as well as areas where the student maybe needs additional attention, reteaching, and practice. Diagnostic feedback (especially for low achievers) could be given based on the test part(s) on which the student answered most items incorrectly.

Part 1: Fill in the blank.

This part focuses on word and phrase-level writing and grammar. There are usually five items worth one point each.

Task: Students read a sentence and fill in the blank with a word or phrase that completes the sentence correctly. (In chapter 23, students write a question that fits the answer provided, and in chapter 24, they complete a sentence in a grammatically appropriate way.)

Feedback category: Word and phrase-level writing, grammar

Part 2 (and Part 3 for chapter 18): Answer the questions./Correct the sentence.

This part focuses on sentence-level writing. There are three to five items worth two points each. The item is scored for topic-appropriateness and accuracy of grammar.

Task: Students read a question and write their answer in a complete sentence, or correct a sentence.

Feedback category: Sentence-level writing, grammar

Part 3 (chapters 19-24): Write a paragraph.

This part focuses on paragraph writing. There is one item and it is worth four points. The item is scored for topic-appropriateness, accuracy of grammar, accuracy of conventions, and appropriateness of vocabulary.

Task: Students read a prompt or look at a picture and write a paragraph.

Feedback category: Extended writing

Speaking Section

- Individually administered
- Untimed
- 10 items worth a total of 15 points
- Scoring: 14-15 correct=Superior level speaking achievement; 12-13 correct=High level speaking achievement; 10-11 correct=Mid-level speaking achievement; <10 correct=Low level speaking achievement. The descriptors “superior level,” “high level,” “mid-level,” and “low level” refer to student mastery of the chapter learning objectives. A student’s test results reveal the concepts the student has learned as well as areas where the student maybe needs additional attention, reteaching, and practice. Diagnostic feedback (especially for low achievers) could be given based on the test part(s) on which the student answered most items incorrectly.

Part 1: Respond to questions and statements.

The test part focuses on short oral exchanges. There are five items worth one point each.

Task: Students answer a question or react to a statement related to the content of the chapter.

Feedback category: Spoken interaction

Part 2: Tell me what you think.

The test part focuses on language functions used in academic contexts, such as explaining or comparing/contrasting. There are five items worth two points each.

Task: Students respond to an open-ended question or statement to fulfill an oral task related to the theme of the chapter.

Feedback category: Oral language functions, oral grammar