

## Appendix K

### *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 12 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 and target vocabulary 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 tasks (Part 7) should be administered to individual students. The blueprint for these chapter tests is described below.

#### **Reading and Writing Section**

- Group administered
- Untimed
- 20 items worth one point each
- **Scoring:** 20 correct=Superior level reading/writing achievement; 18-19 correct=High level reading/writing achievement; 14-17 correct=Mid-level reading/writing achievement; <14=Low level reading/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: Choose the word.**

Five items worth one point each.

**Task:** Students look at a picture depicting a target word and choose the word that names the picture.

**Feedback category:** Reading vocabulary

**Part 2: Write the word.**

Five items worth one point each.

**Task:** Students look at a picture depicting a target word and write the word that names the picture/goes with the picture using words from a word bank. (In Chapter 16, students read a sentence and choose the idiom that goes with it.)

**Feedback category:** Reading/writing vocabulary

**Part 3: What is it?/Write the opposite./Contractions. Chapters 1-8**

Five items worth one point each.

**Task:** Students read a word and perform an action with it such as putting it into a category (person, place, thing), write its opposite, tell the words that make up the contraction, supply the correct verb form, supply the correct punctuation, or name the part of speech.

**Feedback category:** Language analysis

**Part 3: Write a sentence. Chapters 9-16**

Five items worth one point each.

**Task:** Students look at a picture(s) and write a sentence using target language forms.

**Feedback category:** Language analysis and application

**Part 4: Fill in the blank. Chapters 1-8**

Five items worth one point each.

**Task:** Students look at a picture, read a gapped sentence, and write the target word that completes the sentence.

**Feedback category:** Reading/writing vocabulary

**Part 4: Read a paragraph. Chapters 9-16**

Five items worth one point each.

**Task:** Students read a paragraph and answer questions.

**Feedback category:** Reading comprehension

**Listening and Speaking Section**

- Parts 5-6: Group administered
- Part 7: Individually administered
- Untimed
- 15 items worth one point each

- **Scoring:** 15 correct=Superior level listening/speaking achievement; 14 correct=High level listening/speaking achievement; 11-13 correct=Mid-level listening/speaking achievement; <11=Low level listening/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 5: Listening Vocabulary**

Five items worth one point each.

**Task:** Students look at three pictures depicting target nouns and choose the word that depicts the word the teacher says. (In Chapter 7, which focuses on colors, students color in a circle with a color named by the teacher. In Chapters 13-16, students look at only one picture and choose the word that answers the question the teacher reads.)

**Feedback category:** Listening comprehension—words

**Part 6: Listening Concepts. Chapters 1-8**

Five items worth one point each.

**Task:** Students look at three pictures depicting target words/concepts and choose the word that goes with the word/concept the teacher says.

**Feedback category:** Listening comprehension—concepts

**Part 6: Listening Concepts. Chapters 9-16**

Five items worth one point each.

**Task:** Students look at three words and choose the word that goes with the sentence the teacher reads.

**Feedback category:** Listening comprehension—concepts

**Part 7: Questions/Commands**

Five items worth one point each.

**Task:** Students answer a question or perform a task.

**Feedback category:** Spoken interaction