

Name: \_\_\_\_\_

**Part I: Speaking – Speaking Recording Form**

Date: \_\_\_\_\_ PM: **B** **M** **E**

Subtest A

Score

1. I say "Hello." What do you say? \_\_\_\_\_

\_\_\_\_\_

2. What is your name? \_\_\_\_\_

3. How old are you? \_\_\_\_\_

4. When do you eat breakfast? \_\_\_\_\_

\_\_\_\_\_

5. Show and tell me which is your right hand. \_\_\_\_\_

\_\_\_\_\_

6. Tell me about your best friend. \_\_\_\_\_

\_\_\_\_\_

7. What is one thing you like to do? \_\_\_\_\_

\_\_\_\_\_

8. Tell me about what you are wearing today. \_\_\_\_\_

\_\_\_\_\_

9. Tell me about a favorite place you like to go. Why? \_\_\_\_\_

\_\_\_\_\_

10. Tell me how you would ask for a pencil. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

**Part I: Speaking**  
Subtest B

Date: \_\_\_\_\_ PM: B M E

Record student's comments.

Name: \_\_\_\_\_

**Part I: Speaking**

Date: \_\_\_\_\_ PM: B M E

Subtest B

Look at the picture and tell what is happening in the picture.



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## Part II: Listening

Look at the picture and listen to the story. Then listen to each question about the story and the answer choices. Choose the best answer. Fill in the answer circle.



1.  (A) to school  
 (B) to the zoo  
 (C) to a farm
2.  (A) tomorrow  
 (B) next week  
 (C) today
3.  (A) carrots  
 (B) a horse  
 (C) chickens
4.  (A) horses  
 (B) chickens  
 (C) goats
5.  (A) sad  
 (B) happy  
 (C) scared
6.  (A) sheep  
 (B) horse  
 (C) pig
7.  (A) A girl visiting a farm.  
 (B) A girl planting carrots.  
 (C) A girl planting a garden.
8.  (A) She is sad to leave her home.  
 (B) She is afraid that she will be late.  
 (C) She is excited to visit the farm.

Listen to the story. Then listen to the questions about the story. Read the answer choices. Choose the best answer. Fill in the answer circle.

9. (A) the lightning that struck the tree  
(B) the weather that the tree survived  
(C) the tree that Jose's grandfather planted  
(D) the tire swing that Jose's father built
10. (A) in Spain  
(B) in the yard of his new home  
(C) behind Jose's school  
(D) in the yard of his old house
11. (A) Jose's father planted a new tree.  
(B) Jose's father went to Spain.  
(C) Jose's father cut the tree down.  
(D) Jose's father made a swing for Jose.
12. (A) It was struck by lightning.  
(B) It was too old.  
(C) Jose's parents needed the space.  
(D) Jose didn't like the tree anymore.
13. (A) happy  
(B) relieved  
(C) tired  
(D) sad

Number Correct \_\_\_\_\_



### Part III: Reading

#### A: Vocabulary

Read each sentence and the answer choices. Choose the word to complete each sentence. Fill in the answer circle.

14. Did John \_\_\_\_\_ this window?

- (A) break
- (B) bat
- (C) wash



15. Maria is going to get some \_\_\_\_\_ shoes.

- (A) long
- (B) new
- (C) sister



16. Will you \_\_\_\_\_ the ball for me to catch?

- (A) hat
- (B) give
- (C) throw

17. The \_\_\_\_\_ is talking to us about the test.

- (A) student
- (B) friend
- (C) class
- (D) teacher



18. Dave is standing in the \_\_\_\_\_.

- (A) sun
- (B) grass
- (C) rain
- (D) farm



19. The cow is taking care of her new \_\_\_\_\_.

- (A) herd
- (B) pony
- (C) calf
- (D) sister



20. Henry locks the doors, so we feel \_\_\_\_\_.

- (A) group
- (B) safe
- (C) rushed
- (D) laughing

21. Lightning is a \_\_\_\_\_ to people outside in a storm.

- (A) danger
- (B) fun
- (C) climate
- (D) shout

22. We will go outside to play if the \_\_\_\_\_ is nice.

- (A) picnic
- (B) weather
- (C) leader
- (D) space

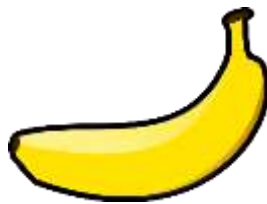
Number Correct \_\_\_\_\_



### Part III: Reading

#### A: Reading Comprehension

*Yellow is Lee's favorite color. Today Lee wants to take something yellow to school. Lee's yellow shirt is dirt. Lee cannot find his yellow pencil. Lee looks around the house. He finds a yellow fruit. Lee will take that to school.*



23. What is this story about?

- (A) a boy
- (B) a fruit
- (C) a school

26. Where does Lee probably find the fruit?

- (A) the kitchen
- (B) the bedroom
- (C) the classroom

24. What is Lee's problem?

- (A) having a dirty shirt
- (B) losing a pencil
- (C) finding something yellow

27. What will Lee take to school?

- (A) a shirt
- (B) a pencil
- (C) a fruit

25. When does the story take place?

- (A) a school day
- (B) a weekend
- (C) a summer day

28. What is the yellow fruit?

- (A) an apple
- (B) a banana
- (C) an orange



**Part III: Reading**

**B: Reading Comprehension**

*Vicky likes to go to school. Vicky likes to read books. He likes her teacher, Mrs. Smith. Sometimes Mrs. Smith is funny.*

*One days, she asks, "Where is the sun shining?" The class looked out the window. It was a rainy day. The sky was very gray. Vicky did not know where the sun was shining.*

*Mrs. Smith said, "The answer is, 'Not here.'"*

**29.** Why does Vicky like Mrs. Smith?

- (A) She is her teacher.
- (B) Sometimes she is funny.
- (C) She asks, "Where is the sun shining?"

**32.** What does Vicky like to do?

- (A) jump rope
- (B) sing songs
- (C) read books

**30.** Who is Vicky?

- (A) She is a friend.
- (B) She is a student.
- (C) She is a teacher.

**33.** What is the story mostly about?

- (A) Vicky's teacher
- (B) Vicky's books
- (C) Vicky's class

**31.** There will probably be \_\_\_\_\_ on a gray day.

- (A) sun
- (B) rain
- (C) rainbow

**34.** Where is the sun shining?

- (A) Not where Vicky is
- (B) To give light
- (C) at night

### Part III: Reading

#### C: Reading Comprehension

## Our Precious Resources

Matt was a young artist. He wanted to be creative in his science report about water. He decided that he would sketch some images for it. These images came from his mind. They were a result of his research. Matt prepared to transfer the images from his head to a piece of paper. He got his art supplies and sketched three pictures. One sketch showed the main idea of his report. Matt was proud of his drawings.



Water is a precious resource.

35. For what subject is Matt preparing his report?

- (A) English
- (B) Mathematics
- (C) Art
- (D) Science

36. Where did Matt find the images that he created?

- (A) In his mind
- (B) In a book
- (C) From a movie
- (D) During his studies

37. What is an image?

- (A) a piece of paper
- (B) an element
- (C) a mood
- (D) a picture

38. The main idea of Matt's report is that water is \_\_\_\_\_.

- (A) thirsty
- (B) creative
- (C) a treasure
- (D) a solution

39. How did Matt probably transfer the images from his head to the paper?

- (A) He wrote them.
- (B) He copied them.
- (C) He made sketches.
- (D) He made surfaces.

40. How does Matt probably feel at the end of this story?

- (A) exhausted
- (B) scared
- (C) curious
- (D) successful

Number Correct \_\_\_\_\_



**Part IV: Writing A: Language Conventions**

41. Which sentence is correct?

- (A) Danny is walking to school today.
- (B) Danny are walking to school today.
- (C) Danny am walking to school today.

42. Which sentence is correct?

- (A) Who is the window open?
- (B) What is the window open?
- (C) Why is the window open?

43. Which sentence is correct?

- (A) Paul cant come to the party.
- (B) Paul can't come to the party.
- (C) Paul cant' come to the party.

44. Which sentence is correct?

- (A) Louis and Bob rides the bus to school.
- (B) Louis and Bob ride the bus to school.
- (C) Louis and Bob riding the bus to school.

45. Which sentence is correct?

- (A) Who eated my crackers?
- (B) Who has eat my crackers?
- (C) Who ate my crackers?

46. Which sentence is correct?

- (A) His mother said, "Where are my glasses?"
- (B) His mother said, "Why are my glasses?"
- (C) His mother said, "When are my glasses?"

47. Which sentence is correct?

- (A) They are voting in the election last year.
- (B) They voted in the election last year.
- (C) They was voting in the election last year.

48. Which sentence is correct?

- (A) They will measure how tall we are next year.
- (B) They measure how tall we are next year.
- (C) They measured how tall we are next year.

49. Which sentence is correct?

- (A) Tomorrow, we took our spelling test.
- (B) we takes our spelling test tomorrow.
- (C) We will take our spelling test tomorrow.

50. Which sentence is correct?

- (A) This hat is mine.
- (B) This hat is my.
- (C) This hat is to me.

51. Which sentence is correct?

- (A) Where is Sam's house?
- (B) Where is Sams house?
- (C) Where is Sams' house?

52. Which sentence is correct?

- (A) The crafts class has many students.
- (B) The crafts class have many students.
- (C) The crafts class is having many students.

Number Correct \_\_\_\_\_



## Part IV: Writing

### B: Writing Strategies

Look at this picture. Write a list of words that tell about the picture. After that, tell me a story about what is happening in the picture.



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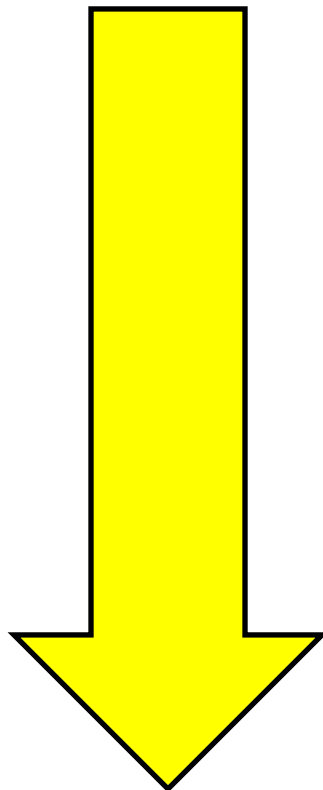
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# ANSWER KEY

NEXT PAGES ARE THE SCORING SHEETS AND THE ANSWER KEY



|  |  |  |
|--|--|--|
| <p><b>Part I: Speaking</b></p> <p>A: Use <i>SPEAKING</i> scoring guide</p> <p>B: Use <i>SPEAKING</i> scoring rubric</p>  | <p><b>Part II: Listening</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. C</li> <li>3. A</li> <li>4. B</li> <li>5. B</li> <li>6. B</li> <li>7. A</li> <li>8. C</li> <li>9. C</li> <li>10. B</li> <li>11. D</li> <li>12. A</li> <li>13. D</li> </ol>                        | <p><b>Part III: Reading</b></p> <p>A: Vocabulary</p> <ol style="list-style-type: none"> <li>14. A</li> <li>15. B</li> <li>16. C</li> <li>17. D</li> <li>18. C</li> <li>19. C</li> <li>20. B</li> <li>21. A</li> <li>22. B</li> </ol> |
| <p><b>Part III: Reading</b></p> <p>B: Reading Comprehension</p> <ol style="list-style-type: none"> <li>23. A</li> <li>24. C</li> <li>25. A</li> <li>26. A</li> <li>27. A</li> <li>28. B</li> <li>29. B</li> <li>30. B</li> <li>31. B</li> <li>32. C</li> <li>33. A</li> <li>34. A</li> <li>35. D</li> <li>36. A</li> <li>37. D</li> <li>38. C</li> <li>39. C</li> <li>40. D</li> </ol> | <p><b>Part IV: Writing</b></p> <p>A: Language Conventions</p> <ol style="list-style-type: none"> <li>41. A</li> <li>42. C</li> <li>43. B</li> <li>44. B</li> <li>45. C</li> <li>46. A</li> <li>47. B</li> <li>48. A</li> <li>49. C</li> <li>50. A</li> <li>51. A</li> <li>52. A</li> </ol> | <p><b>Part IV: Writing</b></p> <p>B: Writing Strategies</p> <p><i>Use WRITING scoring rubric</i></p>   |



## Specific Directions

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Read the directions for each subtest clearly and pace the items so the student has time to respond. Repeat or clarify directions or items that the student does not hear or directions the student does not understand, but do not explain any answers.

### **PART I: Speaking** **Subtest A**

Have a copy of the Speaking Recording Form (page 21) as you administer the subtest.

Say: **I am going to ask you some questions. As you answer, I will write down what you tell me. Let me do one first for you. I will ask a question and then I'm going to also answer it.**

**What do you like to do at recess? I like to play tag with the others. I also like to play kickball.**

Record the student's response to each question in the space provided. If you believe the student needs prompting, you may ask the student to answer with more words, a phrase, or a complete sentence or sentences.

### **Subtest B**

Have the copy of the Speaking Subtest B Recording Form, page 22, available as you administer this subtest. Take notes to help you score the student's responses at a later time.

Say: **Now I am going to ask you to tell me about a picture. I will be taking notes to help me remember what you tell me. Don't pay attention to me or what I'm writing. Just talk to me about the picture.**

Option 1

Use with students who either did not respond to all questions in Subtest A or who responded to all questions but with minimal or limited responses.

Place the first illustration (page 23) in front of the student.

Say: **What is happening in this picture?**

Do not prompt the student with any questions.

If the student does not respond after 15 seconds of "wait time," prompt the students with questions such as: "Who do you see in the picture? Do you see any boys? Do you see any girls? Do you see a teacher? What is the teacher doing? What are the students doing?"

## Option 2

Use with students who responded to all questions in Subtest A and many of their responses were extended responses or complete sentences.

Place the second illustration (page 24) in front of the student.

Say: **Describe what is happening in this picture.**

Do not prompt the student with specific questions. However, you might say, "Tell me a story about this picture."

## PART II: Listening

The passages and the questions for this subtest are provided here, not in the student booklet. Only the answer choices appear on the student pages.

Say: **Listen as I read a story about a girl named Lisa to you. Listen carefully because I am going to ask you some questions about the story. Look at the picture as I read the story. Then listen as I read each question and the answer choices. Choose the best answer for each question. Fill in the answer circle.**

Read the following passage and questions aloud.

**Today Lisa is going on a trip. She is going to visit her grandparents. Her grandparents live on a farm. Chickens and horses live on the farm too. Lisa will help her grandfather feed the chickens. There is a garden at the farm too. Lisa will help plant carrots in the garden. Lisa loves to visit her grandparents' farm. Lisa thinks, "I can't wait to get there!"**

- 1. Where is Lisa going?**
  - A. to school**
  - B. to the zoo**
  - C. to a farm**
- 2. When will Lisa go to visit her grandparents?**
  - A. tomorrow**
  - B. next week**
  - C. today**
- 3. What will Lisa plant in the garden?**
  - A. carrots**
  - B. a horse**
  - C. chickens**
- 4. Which animals will Lisa feed?**
  - A. horses**
  - B. chickens**
  - C. goats**

- 5. How does Lisa feel about visiting her grandparents?**
- A. sad**
  - B. happy**
  - C. scared**
- 6. Which animal lives on the farm in the story?**
- A. sheep**
  - B. horse**
  - C. pig**
- 7. What is this story mostly about?**
- A. a girl visiting a farm**
  - B. a girl planting carrots**
  - C. a girl planting a garden**
- 8. Why does Lisa think, "I can't wait to get there"?**
- A. She is sad to leave her home.**
  - B. She is afraid that she will be late.**
  - C. She is excited to visit the farm.**

Repeat this procedure with the following passage and questions.

### The Oak Tree

When José's grandfather came to the United States from Spain, he brought an acorn with him. He planted the acorn in the yard of his new home and watched it grow into an oak tree. Year after year, the tree grew. When José's father was born, the tree was as tall as the house. When José was five, his father made a swing for him from an old tire and hung it from a branch of the tree. Some of José's happiest times were spent swinging on the tree swing.

For years, the tree survived hot, hot summers and cold, cold winters. Then one day, during a terrible thunderstorm, the tree was struck by lightning. Nothing could save the tree, and it had to be cut down. José felt as if he had lost a lifelong friend.

9. What is this story mostly about?
  - A. the lightning that struck the tree
  - B. the weather that the tree survived
  - C. the tree that José's grandfather planted
  - D. the tire swing that José's father built
10. Where did José's grandfather plant the acorn?
  - A. in Spain
  - B. in the yard of his new home
  - C. behind José's school
  - D. in the yard of his old house
11. What did José's father do?
  - A. José's father planted a new tree.
  - B. José's father went to Spain.
  - C. José's father cut the tree down.
  - D. José's father made a swing for José.
12. Why did the tree have to be cut down?
  - A. It was struck by lightning.
  - B. It was too old.
  - C. José's parents needed the space.
  - D. José didn't like the tree anymore.
13. How did José feel when the tree was cut down?
  - A. happy
  - B. relieved
  - C. tired
  - D. sad

Use the Answer Key to determine the number of items the student answered correctly. Record the student's total score for Listening on the Score Recording Form.

## **PART III: Reading**

### **Subtest A: Vocabulary**

Call attention to the stop signal at the bottom of page 33. Explain that he or she is to continue to answer the questions until he or she comes to this signal or you say "stop." End this subtest if you notice that the items have become too difficult and/or the student is beginning to get frustrated.

Note that beginning with item 4 there are four answer choices. Point this change out to the student.

Say: **Read each sentence and the answer choices. Choose the word that best completes each sentence. Fill in the answer circle.**

### **Subtest B: Reading Comprehension**

This subtest includes three reading passages accompanied by questions. Monitor the student as he or she completes the questions for each passage. Stop this subtest if you notice the task is becoming too difficult or the student is beginning to get frustrated.

If the student's total score on the Part I: Speaking and Part II: Listening of the Proficiency Test indicated Beginning or Early Intermediate proficiency level, you may choose to only administer the first two passages to the student.

Say: **Read the story. Then read each question and the answer choices. Choose the best answer to each question. Fill in the answer circle.**

**There is more than one story. Keep working until you come to the "stop" sign or until I tell you to stop.**

## **PART IV: Writing**

### **Subtest A: Language Conventions**

Monitor the student as he or she completes the questions for this subtest. Stop this subtest if you notice the task is becoming too difficult or the student is beginning to get frustrated.

Say: **Each question asks “Which sentence is correct?” Read each set of answer choices. Choose the answer that is written correctly. Fill in the answer circle.**

### **Subtest B: Writing Strategies**

Place page 43 in front of the child.

Say: **Look at this picture. Write a list of words that tell about this picture.**

Stop this subtest if the student has difficulty writing more than 3–6 words. If the student has written a list of 5 or more words, continue the subtest.

Say: **On the next page, write a story to tell about this picture. Be sure to use some of the words from your list. Try to write interesting sentences. Write as neatly as you can. Pay attention to your spelling, grammar, punctuation, and capitalization.**

Stop this subtest if the student has difficulty writing more than 2 or 3 sentences. If the student has written 4 or more sentences, continue the subtest.

# Scoring the Proficiency Test

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## Overview

After administering the test, use the scoring guides, rubrics, and answer keys to determine the student's score. Then record the student's scores on the Score Recording Form. Transfer the information from the Score Recording Form to the Score Interpretation Guide to get a summary of the student's performance and to determine the student's proficiency level.

## Specific Directions

### PART I: Speaking

Total Possible Points: 34 points

#### Subtest A

Possible Score: 24 points

Analyze and score the student's response to each item using the following Scoring Guide.

#### Questions 1-2

Possible 1 point

0 no response

1 one or two word response, a phrase response, or a sentence response

#### Questions 3-4

Possible 2 points

0 no response

1 one or two word response

2 a phrase or sentence response

#### Questions 5-10

Possible 3 points

0 no response

1 one or two word response

2 a phrase response or a sentence response

3 an extended, grammatically correct response

#### Subtest B

Possible Score: 10 points

Review notes about the student's responses. Use the Speaking Scoring Rubric to score the student's response to the speaking prompt.

## **PART II: Listening**

Possible Score: 13 points

Use the Answer Key to identify correct responses to the items in this subtest.  
Record the number of items correct on the Score Recording Form.

## **PART III: Reading**

Total Possible Points: 34 points

### **A: Vocabulary**

Possible Score: 16 points

Use the Answer Key to identify correct responses to the items in this subtest.  
Record the number of items correct on the Score Recording Form.

### **B: Reading Comprehension**

Possible Score: 18 points

Use the Answer Key to identify correct responses to the items in this subtest.  
Record the number of items correct on the Score Recording Form.

## **PART IV: Writing**

Total Possible Points: 18 points

### **A: Language Conventions**

Possible Score: 13 points

Use the Answer Key to identify correct responses to the items in this subtest.  
Record the number of items correct on the Score Recording Form.

### **B: Writing Strategies**

Possible Score: 10 points

Use the Writing Scoring Rubric to score the student's response to the writing prompt.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Grades 3–6 Speaking Scoring Rubric

**Basic:** **0 POINTS**

The student does not or cannot respond in English.

**Beginning Level:** **2 POINTS**

The student can name/label three things in the picture. The student uses one or two-word answers. The response is hampered by a lack of English vocabulary and language structures making meaning and understanding difficult. There is significant interference from the primary language.

The teacher prompts the student to speak by pointing to various objects and actions taking place in the picture and asking questions about them.

**Early Intermediate Level:** **4 POINTS**

The student tells about three things in the picture using limited details (including definite/indefinite articles, adjectives, etc.). The student begins to form very simple sentences, and is hesitant when speaking. Many words will be mispronounced. The student makes some grammatical/syntactical errors, which hamper meaning and understanding. There is moderate interference from the primary language.

The teacher prompts the student to speak by pointing to various objects and actions taking place in the picture and asking questions about them.

**Intermediate Level:****6 POINTS**

The student tells about the picture using at least three complete sentences. The sentences are fairly extended and descriptive. The student makes few grammatical/syntactical mistakes, and the response begins to demonstrate some fluency and less hesitancy. The student will mispronounce many words, but his or her ideas are mostly understood. There is mild interference from the primary language.

The teacher initially gives no prompts. The teacher may use prompts while pointing to various objects in the picture if necessary.

**Early Advanced Level:****8 POINTS**

The student tells about the picture using a narrative/story format. The student uses complete and detailed sentences with little to no hesitation. The student produces an extended and mostly fluent response with no prompting from the teacher. There are few errors in language structures and vocabulary usage. The response is mostly understood, though some words may be mispronounced. There is mild interference from the primary language.

The teacher gives no prompts.

**Advanced Level:****10 POINTS**

The student tells about the picture using a narrative/story format. The student uses complete and detailed sentences without hesitation. The student produces an extended and fluent response without any prompting from the teacher. The student makes little to no mistakes in language structures or vocabulary usage. There is no interference from the primary language. The student's speaking ability in English (pace, fluency, pronunciation, grammar, and vocabulary) has nearly approached a typical native-speaking student of the same age and grade level.

The teacher gives no prompts.

# Grades 3–6

## Writing Scoring Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

**Basic: 0 POINTS**

The student does not or cannot respond in English.

**Beginning Level: 2 POINTS**

The student's response shows an attempt to focus on the prompt topic, although it may include only a list of words or incomplete sentences. The student's ideas are not developed with details or examples.

The writing is incoherent and illogical. There is little to no organizational structure.

The writing exhibits severe errors in grammar, usage, mechanics, and spelling, which significantly impact meaning and understanding. There is significant interference from the primary language.

**Early Intermediate Level: 4 POINTS**

The student's response focuses on the prompt topic, but the writing only includes limited details and/or examples. It may only include simple or incomplete sentences.

The student's ideas are only barely developed and presented in a list format, rather than as a coherent progression of ideas.

The lack of appropriate transitions and the frequency of gaps in the text prevent a logical flow of ideas.

The writing exhibits frequent errors in grammar, usage, mechanics, and spelling. There is moderate interference from the primary language.

**Intermediate Level:****6 POINTS**

The student's response focuses on the prompt topic. The writing is mostly complete and includes somewhat developed details and/or examples that reflect the student's prior knowledge and experience.

Overall, the text is mostly coherent and organized, but the repetition of ideas and occasional gaps in the progression of ideas hamper meaning and understanding.

The student does not use transitional words and/or phrases, which impedes the smooth flow of ideas.

The writing exhibits errors in grammar, usage, mechanics, and spelling. There is mild interference from the primary language.

**Early Advanced Level:****8 POINTS**

The student's written response focuses on the prompt topic. The writing is mostly complete and includes moderately developed details and/or examples that reflect the student's prior knowledge and experience.

Overall, the text is coherent, well organized, and displays a logical progression of ideas. The student sometimes uses transitional words and/or phrases, but may use them inappropriately.

The text is beginning to show grade and age-level knowledge and application of written conventions, including accuracy in grammar, usage, mechanics, and spelling. There is little to no interference from the primary language.

**Advanced Level:****10 POINTS**

The student's written response focuses on the prompt topic and may even approach the topic in an interesting/unexpected way.

The writing is complete and includes well-developed details and/or examples that reflect the student's prior knowledge and experience.

The text is coherent, well organized, and displays a logical progression of ideas. The student may use transitional words/expressions when appropriate without breaking the flow of the text.

The student's choice in words begins to reflect his or her individuality and emerging voice.

The text is approaching grade and age-level mastery of written conventions, including accuracy in grammar, usage, mechanics, and spelling. There is no interference from the primary language.

# Grades 3–6 Proficiency Test Score Recording Form

Student \_\_\_\_\_ Date \_\_\_\_\_

|                               |    |       |                       |                                    |
|-------------------------------|----|-------|-----------------------|------------------------------------|
| <b>PART I: Speaking</b>       |    |       | <b>Possible Score</b> | <b>Student's Score</b>             |
| Subtest A                     | 24 | _____ |                       |                                    |
| Subtest B                     | 10 | _____ |                       |                                    |
| Total                         | 34 | _____ |                       |                                    |
|                               |    |       | Total Speaking        | _____                              |
| <br><b>PART II: Listening</b> |    |       | <b>Possible Score</b> | <b>Student's Score</b>             |
|                               | 13 | _____ |                       |                                    |
|                               |    |       | Total Listening       | _____                              |
| <br><b>PART III: Reading</b>  |    |       | <b>Possible Score</b> | <b>Student's Score</b>             |
| A: Vocabulary                 | 16 | _____ |                       |                                    |
| B: Reading Comprehension      | 18 | _____ |                       |                                    |
| Total                         | 34 | _____ |                       |                                    |
|                               |    |       | Total Reading         | _____                              |
| <br><b>PART IV: Writing</b>   |    |       | <b>Possible Score</b> | <b>Student's Score</b>             |
| A: Language Conventions       | 13 | _____ |                       |                                    |
| B: Writing Strategies         | 10 | _____ |                       |                                    |
| Total                         | 23 | _____ |                       |                                    |
|                               |    |       | Total Writing         | _____                              |
| <b>Possible Total</b>         |    |       | 104                   | <b>Student's Total Score</b> _____ |

**Comments**

# Grades 3–6 Proficiency Test Score Interpretation Guide

Student \_\_\_\_\_ Date \_\_\_\_\_

Total Possible Score                      104 points  
Student's Total Score                      \_\_\_\_\_ points  
Student's Proficiency Level                \_\_\_\_\_  
(from chart below)

| Score         | Proficiency Level  |
|---------------|--------------------|
| 0–24 points   | Beginning          |
| 25–39 points  | Early Intermediate |
| 40–69 points  | Intermediate       |
| 70–94 points  | Early Advanced     |
| 95–104 points | Advanced           |