

Name: _____
Subject: Inglés 4th grade

English Diagnostic Test

I. Answer the following questions.

1. What's your name: _____.
2. How old are you: _____.
3. Where are you from? _____.
4. How many brothers and/or sisters do you have? _____.
5. What is your favorite movie? _____.

II. Complete the sentences with: *my, your, his, her, its, our, their*.

1. I'm an actor. My job is very interesting.
2. We have a dog. _____ name is Blackie.
3. We live in a small village. _____ house is small and very pretty.
4. My sister works in a Mexican restaurant. She loves _____ job.
5. You're a doctor. Do you like _____ profession?
6. My friends don't have enough money. _____ lives are quite difficult.

III. Match the questions with a correct answer (from "a" to "i").

- | | |
|---|---------------------|
| 1. <input type="checkbox"/> What's this in English? | a. That's right. |
| 2. <input type="checkbox"/> How do you spell your first name? | b. It's a notebook. |
| 3. <input type="checkbox"/> Where's he from? | c. J-U-L-I-A |
| 4. <input type="checkbox"/> What's his name? | d. N-O-T-E-B-O-O-K |
| 5. <input type="checkbox"/> How do you spell your last name? | e. Portugal |
| 6. <input type="checkbox"/> What's your name? | f. Ok. |
| | g. Martha López |
| | h. A-L-V-A-R-E-Z |
| | i. Felipe González. |

Fourth Grade Of Language Tests

Charles J. Shields



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Standardized Test Practice for 4th Grade Charles J. Shields,1999-05 Grade specific exercises and practice tests to prepare students for various standardized tests including the California Achievement Tests the Iowa Tests of Basic Skills the Comprehensive Tests of Basic Skills the Stanford Achievement Tests the Metropolitan Achievement Tests and the Texas Assessment of Academic Skills A Study of Modern Fourth Grade Language Tests to Determine the Type of Language Arts Being Presented in Fourth Grade Language Textbooks Peggy Yvonne Donahe,1970 *Barron's New York State Grade 4 Elementary-Level English Language Arts Test* Debora S. Whiting,Donna C. Oliverio,2007-09-01 The new second edition of this manual familiarizes fourth grade students in New York State with all three sections of the English Language Arts Assessment that they are required to take The test is given over the course of three days consisting of two 45 minute sessions and one hour long session It contains multiple choice questions listening sections that require answers and a reading comprehension session that requires both short answers and long responses This manual and workbook combination offers abundant practice and review for all parts of the test plus two full length practice tests with answers The authors also offer friendly advice and checklists to help students do well on every part of the test Washback in Language Testing Liying Cheng,Yoshinori Watanabe,WITH Andy Curtis,2004-02-04 Washback refers to the influence of language testing on teaching and learning This volume at the important intersection of language testing and teaching practices presents theoretical methodological and practical guidance for current and future washback studies In the field of language testing researchers major interest has traditionally been focused on issues and solving problems inherent in tests in order to increase their reliability and validity However the washback effect goes well beyond the test itself to include factors such as curriculum teacher and learner behaviors inside and outside the classroom their perceptions of the test and how test scores are used Only recently have researchers started to empirically investigate the phenomenon of washback This volume of such research serves two essential purposes by providing an overview of the complexity of washback and the various contextual factors entangled within testing teaching and learning and presenting empirical studies from around the world that offer insights into the effects of washback in specific educational contexts and models of research on which future studies can be based The extensive use of test scores for various educational and social purposes in society nowadays makes the washback effect a high interest phenomenon in the day to day educational activities of teachers researchers program coordinators directors policymakers and others in the field of education Washback in Language Testing Research Contexts and Methods is a valuable resource for those who are interested in the application of findings to actual teaching and learning situations or conduct washback research in their own contexts including educational and psychological testing experts as well as alternative assessment people in all fields and for policy and decision makers in educational and testing organizations

Completion-test Language Scales Marion Rex Trabue,1916 *4th Grade Language Development: Writing Process*

Jennifer Silate,2003-12-15 Language Development Writing Process supports the development of writing skills from pre write to final edit A variety of curriculum correlated activities help learners explore a variety of methods to develop ideas organize compose and edit their writing and pre and post assessments aid teachers in individualizing instruction diagnosing the areas where students are struggling and measuring achievement and support standards **4th Grade Language Development:**

Inquiry and Research Jennifer Silate,2003-12-15 Language Development Inquiry and Research provides rich support in the development of inquiry based learning skills and research writing A variety of curriculum correlated activities help learners explore the most important foundational skills of research and research writing and pre and post assessments aid teachers in individualizing instruction diagnosing the areas where students are struggling and measuring achievement and support standards **Language and Bilingualism** John W. Oller (Jr.),1991 This work provides a theoretical basis for the thesis that

intelligence is fundamentally a problem of representing making sense of experience and representations of it The theory has its basis in Peirce and Einstein It is contended that a comprehensive theory of semiotic abilities is critical to educational and psychological testing and measurement theory *Research in Education* ,1973 Resources in Education ,2001-04

Washington Statewide Educational Assessment, Reading, Language, Mathematics, 4th Grade, Fall 1978 Washington (State). Superintendent of Public Instruction,1979 **Reporting Test Results for Students with Disabilities and English-Language Learners** National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Board on Testing and Assessment,2002-10-06 At the request of the U S Department of Education the National Research Council s NRC Board on Testing and Assessment BOTTA convened a workshop on reporting test results for individuals who receive accommodations during large scale assessments The workshop brought together representatives from state assessment offices individuals familiar with testing students with disabilities and English language learners and measurement experts to discuss the policy measurement and score use considerations associated with testing students with special needs A Practical Guide to Language Assessment Ildiko Porter-Szucs,Cynthia J. Macknish,Suzanne

Toohey,2025-02-03 An essential resource on effective language assessment invaluable for a new generation of teachers and education researchers A Practical Guide to Language Assessment helps educators at every level redefine their approach to language assessment Grounded in extensive research and aligned with the latest advances in language education this comprehensive guide introduces foundational concepts and explores key principles in test development and item writing Authored by a team of experienced language teacher educators this book addresses the potential impacts of poorly designed tools and prepares teachers to make informed effective assessment decisions Perfect for developing test blueprints and crafting effective assessment tools including those for young learners A Practical Guide to Language Assessment bridges the gap between theory and practice to provide the real world training educators need to successfully navigate the complexities of modern language assessment Clear and accessible chapters highlight the critical role of well designed assessments

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State Assessment Policy and Practice for English Language Learners Charlene Rivera, Eric Collum, 2014-05-12 State Assessment Policy and Practice for English Language Learners presents three significant studies each examining a different aspect of states strategies for including English language learners in state assessments an Analysis of State Assessment Policies Regarding Accommodations for English Language Learners a Survey and Description of Test Translation Practices and an Examination of State Practices for Reporting Participation and Performance of English Language Learners in State Assessments With the rise in population of English language learners and the subsequent stepped up legislative focus on this student population over the past decade states have been challenged to include English language learners in state assessment programs Until now the little data available on states policies and practices for meeting this challenge has been embedded in various reports and professional journals and scattered across the Internet This volume offers for the first time a focused examination of states assessment policies and practices regarding English language learners The three studies were supported by OELA the U S Department of Education s Office of English Language Acquisition Language Enhancement and Academic Achievement for Limited English Proficient Students State Assessment Policy and Practice for English Language Learners is of interest to researchers and professionals involved with the assessment of English language learners state and district level policy makers and academics teacher educators and graduate students in a number of fields including educational and psychological assessment testing and measurement bilingual education English as a second language and second language acquisition

Assessing English Language Learners in the Content Areas Florin Mihai, 2010-06-11 Assessing English Language Learners in the Content Areas A Research into Practice Guide for Educators seeks to provide guidance to classroom teachers staff developers and test item designers who want to improve ELL assessment outcomes particularly in the areas of math science and social studies The first two chapters of the book establish the background for the discussion of content area assessment for ELLs examining several important characteristics of this rapidly growing student population as well as critical legislation affecting ELLs and providing a description of various forms of assessment including how ELL assessment is different from the assessment of

English proficient students Important assessment principles that educators should use in their evaluation of tests or other forms of measurement are provided Other chapters review ELL test accommodations nationwide because surprisingly most teachers do not know what they can and cannot allow and the research on the effectiveness of these types of accommodations The book analyzes the characteristics of alternative assessment it discusses three popular alternative assessment instruments performance assessment curriculum based measurement and portfolios and makes recommendations as to how to increase the validity reliability and practicality of alternative assessments The book proposes fundamental assessment practices to help content area teachers in their evaluation of their ELL progress **Prohibition on**

Federally Sponsored National Testing United States. Congress. House. Committee on Education and the Workforce,1998

A Survey of the Educational System of the Philippine Islands by the Board of Educational Survey Created Under Acts 3162 and 3196 of the Philippine Legislature Philippines. Board of Educational Survey,1925 Key for Completion-test

Language Scales Marion Rex Trabue,1919

Assessment and Intervention for English Language Learners Susan

Unruh,Nancy A. McKellar,2017-03-07 This book presents evidence based practices for appropriate assessment of and school based services for young English language learners It identifies and addresses the challenges of assessing and intervening with these students at the curricular instructional environmental and individual levels particularly the complexities of determining the presence or absence of learning disabilities Case studies and comparisons with fluent English speakers illustrate the screening and evaluation process including multi tier system of supports MTSS and response to intervention RTI and proactive intervention planning in core literacy and math domains Together these chapters model effective teaching practice advocacy and teamwork with parents and colleagues as well as policy development toward meeting the needs of this diverse student population This invaluable guide Examines challenges of data collection when working with English language learners Traces the development of dual language fluency and competence Discusses language acquisition issues affecting oral language assessment Reviews commonly used assessment and intervention tools in use with English learners Features specialized chapters relating to reading writing and mathematics competencies Can be used regardless of first language spoken by students Assessment and Intervention for English Language Learners is an essential resource for researchers professionals and graduate students in diverse fields including school and clinical child psychology assessment testing and evaluation language education special education and educational psychology **Survey Report** Fred Engelhardt,1926

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