

Readiness Test

Teacher's Manual

and

Answer Key

PRELIMINARY EDITION

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Christian Light's Readiness Test

Directions for Administering the Test

Prior to Administering the Test:

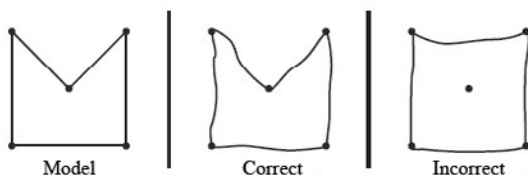
- Read and be familiar with the test.
- Gather supplies: test booklet, crayons, pencils, *cover sheet, an extra copy of the test for the teacher, and the test teacher booklet.
- Label each test with student information.
- Set up the testing area. Provide seating for each child in a manner that eliminates copying from each other.

Create sample picture items on the board to use in demonstrating the correct way to mark answers. Show how to fix wrongly marked answers. See **Answers . . . on page 2 of this booklet.

- For Rhyming Words preparation: Draw or have available, pictures of a *tree, hat, 5, house, moon, swing.*
- For Visual Discrimination preparation: Draw sample items similar to the ones in the test: *a square with a vertical dividing line after it, and then three more shapes (circle, square, triangle).*
- For Visual Perception preparation: Draw sample dot maps similar to the ones in the student test. *Draw two sets of nine dots arranged in a 3x3 dot pattern. In one set draw a simple line design (Ex: a diagonal line, etc.). Draw a dividing line between the matching sets.*

These exercises are called *dot maps*, in which children are to copy a design by connecting dots with lines. Show them how by doing a few examples on the board. This exercise tests the child's hand-eye coordination. Some children may find them very difficult. Help them think through what they must do to correctly copy the dot maps, but *do not* give them the answers. The dot maps become progressively more complex.

Examples showing how to score dot maps:



If a child finds them frustrating and unable to do correctly, do not force them, but discontinue this part of the testing.

*Optional: A cover sheet can be used to cover answers already marked and/or to provide a place marker.

General Information About Administering the Test:

- Create an inviting atmosphere for giving the test. If students are unfamiliar with the school setting, the teacher, or each other, take some time to help them become comfortable with the setting. Make sure they know what to call the teacher. Read a children's picture book. If needed to help students be

Directions for Administering the Test

more comfortable, provide a coloring picture for them to do before starting the test. Have them visit the restroom and get a drink before you start on the test.

- This readiness test is testing the base knowledge of a child preparing to enter first grade. It can be used with any curriculum. It is *not* correlated to any certain kindergarten program. *It is not a test of knowledge correlated with the Christian Light LittleLights kindergarten programs.* There will be items on the test that students may not know. Reassure them that they should mark the choice they think fits the best and that it is okay if they do not know all the material.
- This is not a diagnostic test where a certain percentage correct means the child has mastered concepts he has previously studied. The scoring of this readiness test is not a percentage. Instead, the test uses how many questions a child got correct to evaluate if he has the skills needed to successfully do first grade work. Readiness is determined by comparing his score with the scores achieved by students taking the test over a period of 3 years.
- Students should not whisper or talk without permission during the testing periods.
- Make sure each child has the test with their name on it.
- Help may be given for sample items. No help should be given for numbered testing exercises.
- Read exercises slowly and clearly. Words in bold print are what the teacher reads to the students.
- Read each exercise one at a time and allow time to mark answers. Read them just as worded. Read them only once.
- Allow about 15-20 seconds for each question (unless otherwise specified). However, use caution in using a timer or creating emotional stress for students.
- The teacher (or aide, if assisting the teacher) should monitor the students' working. Make sure they have the correct pages and are on the correct exercise. Help should not be given in deciding answers. If a student is unsure about an answer, encourage him to mark what he thinks is the best choice. If a child is not marking answers correctly with an X the teacher may remind him how to mark answers. This aid may be given once (per child) in each test set. If a child has two answers marked as correct, it is permissible for the teacher to remind them that only one answer should be marked. This aid may be given once (per student) in each test set.
- Students may have only one answer marked (unless otherwise specified). **See below for correcting a wrongly marked answer. If two answers are marked the question is wrong even if one is marked correctly.
- **Answers should be marked with a crayon (unless otherwise specified). Students should make a large X over the correct answer. If they decide they have marked the wrong answer, tell them they may draw a horizontal line through the X, like this: ✕. If they change their mind again and decide it was correct after all, tell them they may circle the entire X, like this: ⊗.
- Once a skill set has been finished the student may not go back and change anything.
- The order in which the tests are given is rather arbitrary. However, it will cause less confusion for the students if they are given in the order they come in the booklet. The Writing Evaluation test is optional and thus should be the last test administered.

Directions for Administering the Test

- Provide breaks between test sections as needed. Don't interrupt a test section with a break unless specified in the instructions. A break could be a walk to the water fountain and restroom, a short play period, a storybook, or a snack. During a break the test booklets should be shut (or turned upside down). Students are not allowed to look at each other's tests. For a longer break, the tests should be collected by the teacher. There are suggested times for breaks in the teacher's test materials. These are guidelines and may be adjusted to fit your schedule or the students' needs.
- In general, this test should not be given to students more than five months before they begin first grade. If a child tests poorly, they may be retested in the fall before school begins.
- We are not suggesting that children must do kindergarten, however, if a kindergarten program is used, it would be better to give the readiness test after the course has been completed. The later the test is administered, the more accurately it will show how prepared they are for first grade.

Beginning the Testing Period:

- Using an extra copy of the test, show students the test booklet. Tell them they will be working in a booklet like this today. The booklet has pictures that the students will mark to choose the correct answers to directions given by the teacher.
- Using the pictures drawn on the board, demonstrate how they will mark their answers by drawing a large X on the correct picture. Remind them how to make corrections as is needed.
- Distribute the tests and crayons. Make sure each child has his correct test. The book should remain closed until you are ready to administer the first test.

Test Two: Pre-Reading Awareness

Test Two: Pre-Reading Awareness

Turn to page 4. Make sure everyone is on the correct page. **On this test I will tell you to mark some letters or pictures. Mark your best answer with an X as I tell you what to do.** Monitor the student's progress to make sure they are on the correct row and following the teacher's instructions. Allow 15-20 seconds as needed between each question. If they are unsure of themselves, encourage them to mark their best answer.

For numbers 1-5 say the letter *name*, not the sound.

1. Put your finger on the church. Mark the M.
2. Put your finger on the hotdog. Mark the K.
3. Put your finger on the truck. Mark the e.
4. Put your finger on the table. Mark the t.
5. Put your finger on the children. Mark the b.

For numbers 6-10 say the letter *sound*, not the name. Say the sound clearly.

6. Put your finger on the clothes. Mark the one that is /f/.
7. Put your finger on the cookies. Mark the one that is /ō/ (as in octopus)
8. Put your finger on the book. Mark the one that is /p/.
9. Put your finger on the lunch. Mark the one that is /s/.
10. Put your finger on the couch. Mark the one that is /n/.

If needed, allow for a five-minute break. Get a drink. Move around. Do a few jumping jacks.

Turn to page 5. Make sure everyone is on the correct page. Mark the answers with an X.

11. Put your finger on the carrots. Listen to the beginning sound in *girl*. The picture names are *gum, bike, pig*. Mark the picture that begins with the same sound as *girl*.
12. Put your finger on the picnic table. Listen to the beginning sound of *cat*. The picture names are *cheese, sock, cake*. Mark the picture that begins with the same sound as *cat*. Make sure students understand which choices could be marked. *Cat* is not a choice.
13. Put your finger on the house. Listen to the beginning sound in *mouse*. The picture names are *fan, nail, mushroom*. Mark the picture that begins with the same sound as *mouse*.
14. Put your finger on the rabbit. Mark the sound that you hear at the beginning of *horse*.
15. Put your finger on the balloon. Mark the sound that you hear at the beginning of *lip*.
16. Put your finger on the flowers. Mark the sound that you hear at the beginning of *desk*.
17. Put your finger on the school. Listen to the ending sound in *cup*. The picture names are *rope, leaf, bell*. Mark the picture that has the same ending sound as *cup*. Make sure students understand which choices could be marked. *Cup* is not a choice.

18. Put your finger on the tree. Listen to the ending sound in *house*. The picture names are *sun*, *bat*, *bus*. Mark the picture that ends like *house*.

Turn to page 6. Make sure everyone is on the correct page. Remind students to mark their answers with an X.

19. Put your finger on the flowers. Listen for the ending sound in *bush*. The picture names are *bug*, *fish*, *sheep*. Mark the picture that has the same ending sound as *bush*.
20. Put your finger on the window. Mark the sound that you hear at the end of *boat*.
21. Put your finger on the truck. Mark the sound that you hear at the end of *crab*.
22. Put your finger on the children. Mark the sound that you hear at the end of *duck*.
23. Put your finger on the house. Say these words slowly, stretching out the vowel sound. Listen to the sound in the middle of the word *bat*. The picture names are *lamb*, *ball*, *moon*. Mark the picture that has the same middle sound as *bat*. Make sure students understand which choices could be marked. *Bat* is not a choice.
24. Put your finger on the table. Say these words slowly, stretching out the vowel sound. Listen to the middle sound in *rug*. The picture names are *calf*, *watch*, *nuts*. Mark the picture that has the same middle sound as *rug*.
25. Put your finger on the clothes. Say these words slowly, stretching out the vowel sound. Listen to the middle sound in *box*. The picture names are *mop*, *cage*, *pen*. Mark the picture that has the same middle sound as *box*.

Collect the books and give them a short break. Read a story or play a game. Let them relax.