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Administration Manual for Tests of Basic Language Competence in English and Spanish. Level II (Primary Grades): Children Ages Six to Ten, English and Spanish Versions, Forms A and B. Part of the Final Report.

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This battery of test instruments is one of a set of three developed for use in the study of bilingual (English-Spanish) instruction and other compensatory education programs in Texas. These tests are designed to measure children's basic competence in a language via their perception of linguistic phenomena. The Level II battery is group-administered for children aged six to ten or in primary grades one to four. Included in this manual are general instructions for the test administrator. They were designed to help diminish the influence of extraneous factors in the testing situation and to obtain comparable results from one situation to another. The tests and sample answer sheets form the bulk of this report. (MS)

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ADMINISTRATION MANUAL FOR  
TESTS OF BASIC LANGUAGE COMPETENCE IN ENGLISH AND SPANISH  
LEVEL II (PRIMARY GRADES): CHILDREN AGES SIX TO TEN  
ENGLISH AND SPANISH VERSIONS  
FORMS A AND B

DEVELOPED BY

EDWARD JOHN CERVENKA, M. A.

for the

CHILD DEVELOPMENT EVALUATION AND RESEARCH CENTER (SOUTHWEST)

John Pierce-Jones, Ph.D., Director  
The University of Texas at Austin

August, 1968

PART OF THE FINAL REPORT

to

THE OFFICE OF ECONOMIC OPPORTUNITY  
(Contract No. OEO-4115)

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## N O T E

This battery of instruments, the Tests of Basic Language Competence in English and Spanish, Level II (Primary Grades), is one of a set of three batteries of experimental instruments developed at the Child Development Evaluation and Research Center by Edward J. Cervenka. The other two batteries are the Tests of Basic Language Competence in English and Spanish, Level I (Preschool) and the Inventory of Socialization for Bilingual Children Ages Three to Ten. These batteries of instruments have been developed for use in the study of bilingual (English-Spanish) instruction programs and for other compensatory education programs in Texas. Normative and interpretative data on all three batteries, as well as suggestions for scoring and further revision, are presented in a separate Technical Report. Additional data relating to the performance of socially advantaged, monolingual English-speaking children on the English version of the Tests of Basic Language Competence in English and Spanish, Level II (Primary Grades), together with matters of a more theoretical psychometric and psycholinguistic nature, have been present in Psychometric Aspects of Child Language by Edward J. Cervenka, Doctoral Dissertation, The University of Texas at Austin, January, 1969.

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## INTRODUCTION

The Tests of Basic Language Competence in English and Spanish, Level II (Primary Grades 1-4), is an experimental battery of tests designed to measure a basic language competence of children who speak English or Spanish, or who are bilingual in these two languages. It is anticipated that "normal" children ages 7 to 10 who live in Texas and who speak English or Spanish (or both languages) as native languages will make near-perfect scores on the sub-tests in the battery. The normal child is to be defined as not mentally or physically defective. Such a normal child may or may not be socially advantaged as well. Children who do not have a basic competence in English or Spanish and who are learning one or the other languages as a second language will make varied scores on these tests, depending on the extent of their basic competence in the second language. Tentative results with tests similar to these suggest that these expectations are justified.

The Tests of Basic Language Competence in English and Spanish, Level II, is a group-administered battery for children ages six to ten or in the primary grades one to four. (Even though the tests have been designed for group administration, it is possible, with only minor changes in the Instructions and Directions, for the test administrator to give these tests individually. If a test is administered individually, the test administrator can have the child himself mark the answer sheet or mark it for him, allowing the child to respond verbally or non-verbally).

Level II appears in two similar versions: English and Spanish. Each version also appears in two different but comparable forms: A and B. In testing bilingual children it is necessary to use different forms of a test if it is given in both languages. Each form of the tests contains six sub-tests: Oral Vocabulary (No. 1), Phonemic Discrimination at the Word and Phrase Levels (No. 2), Phonemic Discrimination at the Sentence Level (No. 3), Grammatical Sensitivity (No. 4), Grammatical Discrimination (No. 5), and Assimilation of Meaning (No. 6).

These tests are designed to measure children's basic competence in a language via their perception of linguistic phenomena. The concept of "basic competence" in a language is here defined to encompass the automatic and unconscious control of the segment of language which serves as stimuli on the tests in one or the other language. This concept must therefore be distinguished from the concept of "competence" of the generative-transformational theorists since these tests attempt to measure (i.e., to measure indirectly) only a small, finite segment of various aspects of true competence, which is practically and logically infinite (at least for the mature adult native speaker). "Basic competence" in a language can be defined more specifically as including the following sub-competencies:

- 1) Knowledge of a limited number of lexical items, i.e., knowledge of twenty-four concrete nouns.



2) Perceptual control of certain phonemic contrasts which are given as stimuli at the word, phrase, and sentence levels and which are under the pressure of interference from the second language, e.g., the distinction /s/ voiceless and /z/ voiced in English is under interference pressure from Spanish which has no contrast here, only /s/ with the predictable variants [s] and [z].

3) Sensitivity for grammatically right-sounding sentences and grammatically wrong-sounding sentences. For this particular sub-competence, forty sentences are presented which contain matched sets of regular and anomalous morphological and syntactic structures. Morphological and syntactic structures have been selected which are under pressure of interference from the second language or a second dialect. For example, a child who speaks Spanish as a native language is under interference pressure from his own language to hear the sentence, "I have seven years of age" as grammatically regular because in Spanish he says "Tengo siete años de edad." In a similar fashion, the native English-speaking child who hears the sentence, "A tree is more tall than I am" as grammatically regular, might do so because that is the regular structure in his own particular dialect or idiolect.

4) Ability to discriminate a sentence which contains a morphological or syntactic structure which is anomalous from a sentence which contains the corresponding regular structure. Here also structures have been selected which are under interference pressure from the second language or a second dialect.

5) Ability to recognize sentences which are generally true and sentences which are generally false. For this particular sub-competence, sentences have been selected which contain and elaborate upon the lexical items referred to under sub-competence 1) above. This particular sub-competence undoubtedly overlaps considerably with another mental competence commonly referred to as intelligence. An attempt was made here to select sentences whose interpretation as true or false would be under minimal interference pressure from the second language and culture or a second dialect and a second sub-culture, e.g., "Raw meat is good to eat" and "La carne cruda es buena para comer" are both false because people in both the United States and Mexico generally like their meat cooked.

In summary, these tests attempt to measure certain aspects of children's knowledge of language from sound to sense. These tests strive toward being "pure" language tests and they must be distinguished in function from intelligence tests and achievement tests. Of course there can never be such a thing as a pure language test. This is the case because language competence is only one of a multitude of factors involved in a child's linguistic performance. Some of the other important factors involved in a child's linguistic performance can merely be cited here:

- 1) Child's intelligence
- 2) Child's psycholinguistic maturational development (doubtless in part a matter of age)

- 3) Child's attention span
- 4) Child's memory span, i.e., his ability to retain a perceptual image of an utterance
- 5) Child's sensory apparatus
- 6) Child's emotional and attitudinal set toward testing and the test administrator
- 7) Child's physical condition at time of testing
- 8) Child's temporary psycholinguistic malfunctionings, e.g., the kind that leads to random or characteristic "errors," slips of tongue, etc.
- 9) Child's motor abilities (which are involved in marking his responses)
- 10) Child's characteristic personality dispositions, e.g., those dispositions which would probably vary on a continuum from authoritarian-puristic-inflexible reactions to language to integrative-realistic-permissive reactions to language
- 11) Child's educational achievement
- 12) Test administrator's own unconscious paralinguistic and kinesic cues which might signal to the child the tester's judgment about sentences
- 13) Child's motivation and value orientation, i.e., how good, pleasing, funny, important, etc. he thinks a particular test is
- 14) Child's comprehension of the directions and procedures for making judgments of language and recording them

Despite all the complicating factors involved in a child's linguistic performance, it is believed that the factor here labeled "basic competence" can be quantified and will prove to be a useful theoretical construct in psychometrics.

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One practical use which might be made of these tests is in determining a child's basic language competence before any other verbal test is given to him. His score on the language tests (when they are properly interpreted and normed) will help those in charge of a child's education decide whether he should be given an intelligence test and achievement test (for the purpose of ascertaining his actual intellectual and educational level) in either English or Spanish.

With regard to the order for giving the various tests, those tests which attempt to measure low level skills should be given first. That is, the tests should be given in the order in which they appear in this manual. If a child scores "low" (a "low" score as defined in the forthcoming Technical Report) on the first test, Oral Vocabulary, then there is no reason to bother him by giving him the other higher level tests.

## GENERAL INSTRUCTIONS FOR THE TEST ADMINISTRATOR

The measurement of the linguistic abilities of children, particularly young children, is not easy. The results of a test may be seriously influenced by many extraneous factors. Some children may feel insecure in the testing situation. (Most young children, however, probably do not share the intense anxieties about the testing situation which the adult in our culture has and there is no reason why these particular tests cannot be presented in an atmosphere of play.\*) The children's attention may wander to other things. Children are likely to have no inhibitions about looking at their neighbor's work. They may have little motivation to do well or they may be over-anxious about doing well. They may understand and follow the verbal directions of the test administrator only laboriously and through trial and error. They may try to please the test administrator rather than to respond appropriately to the items which the test administrator presents. They may find it easy and natural to give no response. They are likely to be sensitive to verbal and non-verbal signs of approval and disapproval.

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\*In this regard, it is strongly urged that the test administrator not use the word "test" in giving these tests. They can appropriately and honestly be called "language games."

These general instructions aim to provide the test administrator with guidelines which will help diminish some of the influence of these extraneous factors in the testing situation as well as provide directions for obtaining results which will be comparable from one test administrator to another and from one situation to another. The test administrator should be thoroughly familiar with these tests and these general instructions before a test is given. The test administrator has two alternatives as to how the tests are to be given. All tests can be administered by means of prerecorded tapes. If this alternative is chosen, there is little that the test administrator has to do in order to give these tests. All directions to the children can be provided on the tape. Also, the things that the test administrator must do during the test can be given on tape. This alternative provides a way of controlling and standardizing the language stimuli of the tests and of limiting the demands made on the teacher. Also, since there is no time limit on the test, if the test administrator chooses to utilize a tape recorded set of instructions, he should take the liberty of stopping the tape recorder when necessary according to his own judgment, then, for example, the children are distracted or disturbed inadvertently. The second alternative for administering the tests is for an individual teacher to give them himself. If this alternative is selected, the tests are to be administered by the children's homeroom teacher. Even though

there is no time limit on any of these tests, the test administrator should encourage children to respond quickly, without thinking or deliberating too much about their responses. They should mark a single choice and not change it. The test administrator can have children raise their hands immediately after they have marked each item, if he thinks this procedure is necessary for his particular group. When all the children or the great majority of them have raised their hands, the test administrator can proceed to the next item on the test. The test administrator should be thoroughly acquainted with the exact language spoken as testing items and with the procedures employed. He should read over the entire test--preferably out loud--in order to make himself familiar with the language used before the test is actually given. These tests are intended to be measures of normal uses of language as a vehicle of communication and interaction, therefore the test administrator should speak to the children in a normal, conversational style with no undue exaggeration of pronunciation and intonation and with no excessive slowing down of his rate of speech. He should try to say test items as a unit. He should particularly avoid saying a sentence by pronouncing it a word at a time. A normal, conversational style of speaking can be most easily achieved if the tester will read each item to himself, then glance away from the page, and from memory say the item to the group of children.

Since the dialect of Spanish spoken in Texas, particularly with reference to lexical items, appears to be less uniform than the English spoken there, alternative lexical items have been provided in parenthesis after some Spanish words on the test. The test administrator is to select the one lexical variant which would, in his own judgment, be more familiar (not more correct) to his own particular group of children being tested. Such lexical substitutions should be made only when they are specified on a test in the administrator's manual. Once lexical selections have been made for the Oral Vocabulary Tests, they should be used consistently whenever they appear on the Grammatical Sensitivity Tests, the Grammatical Discrimination Tests and the Assimilation of Meaning Tests. No alternatives are provided for the Phonemic Discrimination Tests and none should be used.

Twenty to thirty children (ten to twelve first-grade children) can be tested in a group at one time. A test in only one language should be given at any one time in the same room. Children should be seated comfortably with sufficient space for their answer sheets. Care should be taken in the seating arrangement to avoid copying, e.g., children should be seated with an intervening desk or space between them. Before the group testing period begins, particularly for the lower grades, the test administrator should copy on the blackboard that part of the child's



answer sheet where he is to mark the responses for the practice items (i.e., P1., P2., P3., etc.) which precede each test. The pictures or shapes which appear on a child's answer sheet for the practice exercises can be very roughly sketched on the blackboard. The test administrator should also write on the blackboard the numbers of test items which appear on children's answer sheets, exactly as they are arranged and grouped on the children's answer sheets, so that numbers may be pointed to and used to show children where to mark during the test.\*

The test administrator should have each child fill out carefully the blanks and spaces at the top of the first page of his answer sheets or the test administrator should do this for him.\*\* Children should use pencils to mark their answer sheets. The test administrator should explain briefly to the children what is expected of them on a test, in his own words and in either English or Spanish or in both languages.

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\*If an opaque projector is available, the test administrator can project an image of the answer sheet on the wall and thereby show children where to mark on their own answer sheets by pointing to the number of the item before it is given and while it is being given. Transparencies of the answer sheets can also be easily prepared on a Thermo-Fax Copier and used in a similar fashion on an overhead projector.

\*\*If answer sheets in color are not available, the test administrator should have the children (particularly young children, ages 6-8) color in the appropriate spaces on a part or all of the items on the practice exercises. The children are to color the outer portion of the circles green, the outer portion of the squares red, and the outer portion of the triangles yellow or amber.

Some directions are indicated for the tests, but these are guidelines. The test administrator does not necessarily have to follow them closely during the preliminary directions. The test administrator should rely primarily on the practice exercises preceding each test for communicating to children what is expected of them. During the practice exercises, he should use his own discretion in getting the maximum cooperation and setting the stage for an optimum performance of children. The test administrator should do the practice exercises with the children and try to elicit correct responses, marking the answers on the blackboard (or on the projected image of the answer sheet). Thus, the test administrator should assume that he has considerable freedom in the way he communicates to the children what is expected of them on the test before the test begins.

Once the test begins, however, the test administrator should adhere strictly to the language and directions of the test. The test administrator should not repeat an item unless the testing session is interrupted by noise or a distraction. During the test the children should be made to feel that their efforts are approved of but they should not be given any clue that their responses are correct or not. In particular, the test administrator should try to control any immediate overt reaction--an interjection, facial expression or gesture--to sentences that are given as stimulus items

on the tests, no matter how strange, wrong, or comical they may sound. Each test item should be spoken in a moderately loud and clear voice. The number preceding test items should be given at least twice to insure that the children do not lose their place on the answer sheet. The test administrator should point to the number on the board corresponding to the number of the item the child is to mark at any moment. However, the test administrator should not rely entirely on the child's ability to read numbers and keep his own place on the answer sheet. In some cases, particularly with younger children, the test administrator may wish to have children use a strip of paper to help keep track of their place on the answer sheet or have children place their finger on the number of each item on the answer sheet. The test administrator or a teacher aide should circulate around the group to see that they are marking properly (i.e., with an "X") and in the right place. The specific instructions for marking may be repeated whenever the test administrator thinks it necessary.

Immediately after each group is tested, the test administrator and teacher aide should record any condition or event which might have influenced in any way the results of the test. Comments about individual children can be written on their individual answer sheets. Comments about conditions or events affecting the entire group can be written on a separate sheet of paper

and placed on top of the group's answer sheets. The test administrator should, for example, note any items he has misread or partially reread to the children as well as any inadvertent cues or signals about a "proper" response he might have given the group of children being tested. Any other comments on the tests or the administration procedures will be most helpful.

In giving the battery to children, a single testing session should probably not last longer than 50-60 minutes. When a group of children, particularly young children ages 6 to 8, lose interest in taking a test and betray signs of obvious inattention and restlessness, the test administrator should terminate the testing period. However, a termination should be made only at the end of a sub-test, not in the middle of it. Young children (especially when tests are administered to them individually) can be rewarded for their efforts on a sub-test or group of sub-tests. They can be given their choice of a small piece of candy immediately after a specific performance. Mexican chewing gum (Trademark "Yucatan"), which can be bought in bulk in Mexico at a nominal cost and which comes in a variety of exotic flavors, has proven to be an effective, motivating reward for young children.

BASIC LANGUAGE COMPETENCE  
ENGLISH AND SPANISH  
FORMS A AND B  
ORAL VOCABULARY TESTS (Sub-tests No. 1)

GENERAL DIRECTIONS FOR THE TEST ADMINISTRATOR

The test administrator should first have the children fill out the top part of the first page of their answer sheets, giving assistance to individual children when necessary and being particularly careful to see that the children record the correct version and form of the sub-test in the appropriate spaces.

The test administrator is to give the name of the item (in the context specified below) listed for each row of pictures and have the children mark with a large "X" which runs diagonally from corner to corner of the picture. During the practice exercises the test administrator should use his own judgment in communicating to the children what is expected of them on the test and how to mark their answer sheets. The stimulus word should be given in the following context:

ENGLISH "Put your finger on number \_\_\_\_." (Substitute the number of the item.) (The test administrator should put his finger on the corresponding number written on the blackboard.)  
"Look at the pictures in line number \_\_\_\_."  
(Substitute the number of the item.)  
"Now look for and mark the \_\_\_\_." (Substitute the appropriate stimulus word.)

SPANISH "Pongan el dedo en el numero \_\_\_\_." (Substitute the number of the item.) (The test administrator should put his finger on the corresponding number written on the blackboard.)

"Miren los dibujos de la linea numero \_\_\_\_." (Substitute the number of the item.)

"Busquen y marquen \_\_\_\_ \_\_\_\_." (Substitute stimulus word preceded by the appropriate form of the definite article.)

When the test proper begins, each stimulus item should always be given in the above context. Do not repeat an item unless noise or a distraction interrupts the testing session.

#### PRACTICE ITEMS

ENGLISH, FORM A	P1. Ball	P2. Fish
ENGLISH, FORM B	P1. Bicycle	P2. House
SPANISH, FORM A	P1. La pelota	P2. El pescado (El pez)
SPANISH, FORM B	P1. La bicicleta	P2. El caballo

TEST ITEMS

- |           |              |               |
|-----------|--------------|---------------|
| 1. doll   | 9. belt      | 17. apple     |
| 2. chair  | 10. mouse    | 18. saw       |
| 3. bottle | 11. watch    | 19. bus       |
| 4. foot   | 12. elephant | 20. nurse     |
| 5. broom  | 13. brush    | 21. carpenter |
| 6. pear   | 14. coat     | 22. cow       |
| 7. pencil | 15. knife    | 23. cat       |
| 8. basket | 16. key      | 24. fly       |

DIRECT THE CHILDREN  
TO TURN PAGE OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN  
TO TURN PAGE OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN  
TO PASS IN THEIR  
ANSWER SHEETS

TEST ITEMS

1. spoon

2. box

3. shirt

4. butterfly

5. glass

6. bird

7. tree

8. book

9. flower

10. kite

11. desk

12. shoe

13. money

14. hat

15. cup

16. iron

17. meat

18. hammer

19. car

20. teacher

21. policeman

22. chicken

23. rabbit

24. worm

DIRECT THE CHILDREN  
TO TURN PAGE OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN  
TO TURN PAGE OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN  
TO PASS IN THEIR  
ANSWER SHEETS



TEST ITEMS

1. la muñeca

2. la silla

3. la botella

4. el pie

5. la escoba

6. la pera

7. el lápiz

8. la canasta

9. el cinturón (el cinto,  
la faja)

10. el ratón

11. el reloj

12. el elefante

13. el cepillo

14. el abrigo (el sobre-  
todo)

15. el cuchillo

16. la llave

17. la manzana

18. el serrucho

19. el bus (el camión,  
el autobús)

20. la enfermera

21. el carpintero

22. la vaca

23. el gatito

24. la mosca

DIRECT THE CHILDREN  
TO TURN PAGE OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN  
TO TURN PAGE OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN  
TO PASS IN THEIR  
ANSWER SHEETS

## SPANISH, FORM B

## TEST ITEMS

1. la cuchara

2. la caja

3. la camisa

4. la mariposa

5. el vaso

6. el pájaro

7. el árbol (el palo)

8. el libro

9. la flor

10. el papalote (la huila,  
(el cometa)

11. el escritorio

12. el zapato

13. el dinero

14. el sombrero

15. la taza

16. la plancha

17. la carne

18. el martillo

19. el carro  
(el automóvil)

20. la maestra

21. el policía

22. la gallina

23. el conejo

24. el gusano  
(la lombriz)

DIRECT THE CHILDREN TO  
TURN PAGE OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN TO  
TURN PAGE OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN  
TO PASS IN THEIR  
ANSWER SHEETS

BASIC LANGUAGE COMPETENCE  
ENGLISH AND SPANISH  
FORMS A AND B

PHONEMIC DISCRIMINATION TESTS AT WORD AND PHRASE LEVELS (Sub-tests No. 2)

GENERAL DIRECTIONS FOR THE TEST ADMINISTRATOR

The test administrator should first have the children fill out the top part of page one on their answer sheets, giving assistance to individual children when necessary and being particularly careful to see that the children record the correct version, form, and number of the sub-test in the appropriate spaces.

The test administrator is to pronounce with the same intonation each pair of words or phrases and ask the children to determine if the two words or phrases sound exactly the SAME (IGUAL) and mean the SAME thing or sound DIFFERENT (DIFERENTE) in some way and mean different things. The test administrator should say each pair of words or phrases only once. He should be very careful to pronounce the two words or phrases with the same falling intonation. This can be best accomplished by pronouncing each word or phrase as a unit and not pronouncing a pair of words or phrases as two items in sequence. The period (.) after the first word or phrase in each pair is to remind the test administrator that he is to make a full stop (falling intonation) between the two words or phrases. Also, the test administrator should be careful to pronounce each word or phrase normally and naturally without exaggerating his pronunciation. The test administrator should be especially careful not to exaggerate

the minimal difference in a pair of different words or phrases. He should encourage the children to look at his mouth as he pronounces each item.

The children are to mark an "X" in the center of the green circle if their response is SAME (IGUAL), an "X" in the center of the red square if their response is DIFFERENT (DIFERENTE) or an "X" in the center of the yellow (amber) triangle if they do not know or cannot tell if the two words or phrases are the same or different.

Before doing the practice exercises, the test administrator should tell the children to write the words SAME or IGUAL in the comic-strip balloon above the smiling face (above the green circle); the words DIFFERENT or DIFERENTE above the frowning face (above the red square); and the words DDN'T KNOW or NO SE' or simply a "?" above the questioning face (above the yellow triangle).

During the practice exercises the test administrator is to encourage the children to make the following associations:

SAME (IGUAL) = First shape after the number  
 Green color (Green as on a traffic light)  
 Circle shape  
 Smiling face  
 Comic-strip balloon above smiling face  
 saying SAME (IGUAL)

DIFFERENT (DIFERENTE) = Second shape after the number  
 Red color (Red as on a traffic  
 light  
 Square shape  
 Frowning face  
 Comic-strip balloon above  
 frowning face saying  
 DIFFERENT (DIFERENTE)

DON'T KNOW (NO SÉ) = Third shape after the number  
 Yellow color (Amber as on a  
 traffic light)  
 Triangle shape  
 Questioning (puzzled) face  
 Comic-strip balloon above  
 questioning face saying  
 DON'T KNOW (NO SÉ) or "?".

The test administrator is to correct or verify responses given by the children during the practice exercises and point out if a pair of words or phrases sounds the SAME (IGUAL) or DIFFERENT (DIFERENTE). He can do this for the practice items which contain minimal DIFFERENCES by re-reading a pair of words or phrases, exaggerating the word where the minimal difference occurs. This procedure of course should only be used during the practice exercises.

The test administrator should have the children proceed with the test items only when they have clearly demonstrated that they understand what is expected of them by doing the practice items.

ENGLISH, FORM A

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. A bear. A pear. (Different/diferente) CHECK TO SEE THAT THE

CHILDREN ARE MARKING PAGE 1 OF THEIR ANSWER SHEETS

P2. Let. Led. (Different/Diferente)

P3. A pear. A pear. (Same/igual)

P4. The dishes. The ditches. (Different/diferente)

P5. Day. Day. (Same/igual)

P6. Feel. Fill. (Different/diferente)

P7. The dishes. The dishes. (Same/igual)

P8. Fill. Fill. (Same/igual)

P9. They. Day. (Different/diferente)

P10. Let. Let. (Same/igual)

## ENGLISH, FORM A

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

- |                                 |   |
|---------------------------------|---|
| 1. Bad. Bed.                    | CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS  |
| 2. Berry. Very.                 |   |
| 3. Bed. Bed.                    |   |
| 4. Peace. Peace.                |   |
| 5. The robe. The rope.          |   |
| 6. Pool. Pull.                  |   |
| 7. The robe. The robe.          |   |
| 8. The plays. The plays.        |   |
| 9. Peas. Peace.                 |   |
| 10. Great. Grade.               |   |
| 11. Safe. Safe.                 | CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS |
| 12. Sinking. Thinking.          |   |
| 13. A few. A view.              |   |
| 14. Pick. Peak.                 |   |
| 15. Not. Not.                   |   |
| 16. The jello. The jello.       |   |
| 17. A view. A view.             |   |
| 18. The breeches. The breeches. |   |
| 19. Safe. Save.                 |   |
| 20. Pick. Pick.                 |   |
| 21. Nut. Not.                   |   |
| 22. Pull. Pull.                 |   |
| 23. The breeches. The bridges.  | CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS  |

## TEST ITEMS (Cont.)

24. Great. Great.
25. The letter. The letter.
26. Dull. Doll.
27. Gold. Gold.
28. The wash. The watch.
29. The plays. The place.
30. Cold. Gold.
31. The jello. The yellow.
32. A chop. A shop.
33. Thinking. Thinking.
34. Very. Very.
35. Coast. Cost.
36. Doll. Doll.
37. The letter. The leather.
38. The wash. The wash.
39. Coast. Coast.
40. A chop. A chop.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN TO PASS IN THEIR  
ANSWER SHEETS



PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. A bear. A pear. (Different/diferente) CHECK TO SEE THAT THE

CHILDREN ARE MARKING PAGE 1 OF THEIR ANSWER SHEETS

P2. Let. Led. (Different/Diferente)

P3. A pear. A pear. (Same/igual)

P4. The dishes. The ditches. (Different/diferente)

P5. Day. Day. (Same/igual)

P6. Feel. Fill. (Different/diferente)

P7. The dishes. The dishes. (Same/igual)

P8. Fill. Fill. (Same/igual)

P9. They. Day. (Different/diferente)

P10. Let. Let. (Same/igual)

## TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

- |                                |   |
|--------------------------------|---|
| 1. The leather. The letter.    | CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS.   |
| 2. Nut. Nut.                   |   |
| 3. The place. The plays.       |   |
| 4. Grade. Grade.               |   |
| 5. A shop. A chop.             |   |
| 6. Cold. Cold.                 |   |
| 7. Cost. Coast.                |   |
| 8. The bridges. The bridges.   |   |
| 9. The place. The place.       |   |
| 10. The watch. The watch.      | CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS . |
| 11. Cost. Cost.                |   |
| 12. The rope. The rope.        |   |
| 13. The watch. The wash.       |   |
| 14. Bed. Bad.                  |   |
| 15. Not. Nut.                  |   |
| 16. Pool. Pool.                |   |
| 17. Very. Berry.               |   |
| 18. Gold. Cold.                |   |
| 19. The bridges. The breeches. |   |
| 20. The yellow. The yellow.    | DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS  |
| 21. Pull. Pool.                | CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS    |
| 22. Peas. Peas.                |   |
| 23. Thinking. Sinking.         |   |
| 24. The rope. The robe.        |   |
| 25. Peak. Pick.                |   |

26. A view. A few.

27. Peak. Peak.

28. Save. Save.

29. Save. Safe.

30. The leather. The leather. CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR  
ANSWER SHEETS

31. Dull. Dull.

32. Bad. Bad.

33. Sinking. Sinking.

34. A few. A few.

35. Peace. Peas.

36. Doll. Dull.

37. The yellow. The jello.

38. A shop. A shop.

39. Grade. Great.

40. Berry. Berry.

DIRECT THE CHILDREN TO PASS IN THEIR  
ANSWER SHEETS

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. El cuervo. El cuervo. (Same/igual)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1 OF  
THEIR ANSWER SHEETS

P2. La misa. La mesa. (Different/diferente)

P3. Dos. Tos. (Different/diferente)

P4. Carro. Caro. (Different/diferente)

P5. Tos. Tos. (Same/igual)

P6. La ira. La ira. (Same/igual)

P7. El cuervo. El cuerpo. (Different/diferente)

P8. La ida. La ira. (Different/diferente)

P9. Caro. Caro. (Same/igual)

P10. La misa. La misa. (Same/igual)

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. Su aula. Su jaula.
2. Una peña. Una piña.
3. Grado. Grato.
4. Delgado. Del gato.
5. La prisa. La brisa.
6. Un delito. Un delito.
7. Tía. Día.
8. Un río. Un lío.
9. Perro. Perro.
10. Las horas. Las horas.
11. Un delito. Un dedito.
12. La pena. La pena.
13. El plan. El plan.
14. El peso. El peso.
15. La peina. La pena.
16. La goma. La goma.
17. Delgado. Delgado.
18. Pero. Perro.
19. Grado. Grado.
20. El plan. El flan.
21. Su aula. Su aula.
22. Alumno. Alumno.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

DIRECT PUPILS TO PAGE 3 OF THEIR ANSWER SHEETS

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

## TEST ITEMS (Cont.)

23. El beso. El peso.
24. La goma. La coma.
25. La pena. La pena.
26. Alumno. Alumna.
27. Las olas. Las horas.
28. Todo. Todo.
29. Peces. Veces.
30. Día. Día.
31. Ruido. Rudo.
32. La peña. La pena.
33. El jamón. El jamón.
34. Ruido. Ruido
35. Una peña. Una peña.
36. Un río. Un río.
37. La brisa. La brisa.
38. Peces. Peces.
39. Todo. Toro.
40. El jamón. El jabón.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR  
ANSWER SHEETS

DIRECT THE CHILDREN TO PASS IN THEIR  
ANSWER SHEETS

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. El cuervo. El cuervo. (Same/igual)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1 OF  
THEIR ANSWER SHEETS

P2. La misa. La mesa. (Different/diferente)

P3. Dos. Tos. (Different/diferente)

P4. Carro. Caro. (Different/diferente)

P5. Tos. Tos. (Same/igual)

P6. La ira. La ira. (Same/igual)

P7. El cuervo. El cuerpo. (Different/diferente)

P8. La ida. La ira. (Different/diferente)

P9. Caro. Caro. (Same/igual)

P10. La misa. La misa. (Same/igual)

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. La prisa. La prisa.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. Toro. Toro.

3. El jabón. El jamón.

4. Un dedito. Un delito.

5. Del gato. Delgado.

6. El flan. El plan.

7. La pena. La peña.

8. La coma. La coma.

9. La pena. La peina.

10. Perro. Pero.

11. Veces. Veces.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. Tía. Tía.

13. Un río. Un río.

14. Un dedito. Un dedito.

15. Las olas. Las olas.

16. Alumna. Alumna.

17. Rudo. Rudo.

18. El peso. El beso.

19. El jabón. El jabón.

20. Una piña. Una piña.

DIRECT THE CHILDREN TO TURN TO PAGE 3 OF THEIR ANSWER SHEETS



## TEST ITEMS (Cont'd)

21. Un río. Un río.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. Grato. Grato.

23. Del gato. Del gato.

24. La peina. La peina.

25. El beso. El beso.

26. Grado. Grato.

27. Alumna. Alumno.

28. Toro. Todo.

29. Su jaula. Su aula.

30. Una piña. Una peña.

31. La brisa. La prisa.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. El flan. El flan.

33. La peña. La peña.

34. La coma. La goma.

35. Día. Tía.

36. Veces. Peces.

37. Pero. Pero.

38. Las horas. Las olas.

39. Su jaula. Su jaula.

40. Rudo. Ruido.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

BASIC LANGUAGE COMPETENCE  
ENGLISH AND SPANISH  
FORMS A AND B  
PHONEMIC DISCRIMINATION TESTS AT THE SENTENCE LEVEL (Sub-tests No. 3)

GENERAL DIRECTIONS FOR THE TEST ADMINISTRATOR

The test administrator should first have the children fill out the top part of the first page of their answer sheets, giving assistance to individual children when necessary and being particularly careful to see that the children record the correct version, form, and number of the sub-test in the appropriate spaces.

The test administrator is to read each pair of sentences and ask the children to determine if the two sentences sound exactly the SAME (IGUAL) and mean the SAME thing or sound DIFFERENT (DIFERENTE) in some way and mean different things. The test administrator should say each pair of sentences only once. He should be very careful to pronounce the two sentences with the same final falling intonation. This can be best accomplished by reading each sentence as a unit and not reading a sentence word by word. Also, the test administrator should be careful to pronounce each sentence normally and naturally, without exaggerating his pronunciation and intonation. The test administrator should be especially careful not to exaggerate the minimal differences in sentences. He should encourage the children to look at his mouth as he pronounces the two sentences.

The children are to mark an "X" in the green circle if their response is SAME (IGUAL), an "X" in the red square if their response

is DIFFERENT (DIFERENTE) or an "X" in the yellow (amber) triangle if they do not know or cannot tell if the two sentences are the same or different.

Before doing the practice exercises, the test administrator should tell the children to write the words SAME or IGUAL in the comic-strip balloon above the smiling face (above the green circle); the words DIFFERENT or DIFERENTE above the frowning face (above the red square); and the words DON'T KNOW or NO SÉ or simply a "?" above the questioning face (above the yellow triangle).

During the practice exercises the test administrator is to encourage the children to make the following associations:

SAME (IGUAL) = First shape after the number  
 Green color (Green as on a traffic light)  
 Circle shape  
 Smiling face  
 Comic-strip balloon above smiling face  
 saying SAME (IGUAL)

DIFFERENT (DIFERENTE) = Second shape after the number  
 Red color (Red as on a traffic light)  
 Square shape  
 Frowning face  
 Comic-strip balloon above frowning face saying DIFFERENT (DIFERENTE)

DON'T KNOW (NO SÉ) = Third shape after the number  
 Yellow color (Amber as on a traffic light)  
 Triangle shape  
 Questioning (puzzled) face  
 Comic-strip balloon above questioning face saying DON'T KNOW (NO SÉ) or "?"

The test administrator is to correct or verify responses given by the children during the practice exercises and point out if a pair of sentences sounds the SAME (IGUAL) or DIFFERENT (DIFERENTE). He can do this for the practice items which contain minimal DIFFERENCES by rereading a pair of sentences, exaggerating the word where the minimal difference occurs. This procedure of course should only be used during the practice exercises.

The test administrator should have children proceed with the test items only when they have clearly demonstrated that they understand what is expected of them by doing the practice items.

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. He led the man in. He let the man in. (Different/diferente)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1 OF  
THEIR ANSWER SHEETS

P2. She made a doll dress. She made a doll dress. (Same/igual)

P3. They tried to reach the pick. They tried to reach the pick.  
(Same/igual)

P4. She gave him a chop. She gave him a shop. (Different/diferente)

P5. She made a doll dress. She made a dull dress.  
(Different/diferente)

P6. He let the man in. He let the man in. (Same/igual)

P7. She gave him a chop. She gave him a chop. (Same/igual)

P8. He tried to eat a whole bear. He tried to eat a whole bear.  
(Same/igual)

P9. He tried to eat a whole bear. He tried to eat a whole pear.  
(Different/diferente)

P10. They tried to reach the peak. They tried to reach the pick.  
(Different/diferente)

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. He took off the rope. He took off the robe.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. She washed the baby. She washed the baby.  
3. She sat on the letter. She sat on the letter.  
4. He can feel his shoes. He can feel his shoes.  
5. She was sinking near the edge. She was sinking near the edge.  
6. He had a few. He had a few.  
7. She was thinking near the edge. She was sinking near the edge.  
8. She went to the plays. She went to the place.  
9. The cost was very high. The coast was very high.  
10. It's a nut. It's a knot.  
11. She watched the baby. She washed the baby.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. He had a view. He had a few.  
13. You can't make her safe. You can't make her save.  
14. She goes to a great school. She goes to a great school.  
15. He took off the robe. He took off the robe.  
16. She went to the plays. She went to the plays.  
17. He burned his breeches. He burned his bridges.  
18. He can fill his shoes. He can feel his shoes.  
19. She sat on the leather. She sat on the letter.  
20. They're getting cold. They're getting gold.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

## TEST ITEMS (Cont.)

21. We think it's jello. We think it's jello.

CHECK TO SEE THAT THE CHILDREN ARE MARKING ON THE LEFT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. Water is in the dish. Water is in the dish.
23. He wanted peace with his dinner. He wanted peace with his dinner.
24. He wanted peas with his dinner. He wanted peace with his dinner.
25. He got his boat. He got his vote.
26. There's water in the dish. There's water in the ditch.
27. The cost was very high. The cost was very high.
28. We think it's jello. We think it's yellow.
29. He got his boat. He got his boat.
30. He doesn't have any pull. He doesn't have any pool.
31. He burned his breeches. He burned his bridges.

CHECK TO SEE THAT THE CHILDREN ARE MARKING ON THE RIGHT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. You can't make her safe. You can't make her safe.
33. She goes to a grade school. She goes to a great school.
34. You can't get a sheep in there. You can't get a ship in there.
35. He made the bed. He made the bet.
36. It's a knot. It's a knot.
37. He made the bet. He made the bet.
38. You can't get a ship in there. You can't get a ship in there.
39. He doesn't have any pool. He doesn't have any pool.
40. They're getting cold. They're getting cold.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. He led the man in. He let the man in. (Different/diferente)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1 OF  
THEIR ANSWER SHEETS

P2. She made a doll dress. She made a doll dress. (Same/igual)

P3. They tried to reach the pick. They tried to reach the pick.  
(Same/igual)

P4. She gave him a chop. She gave him a shop. (Different/diferente)

P5. She made a doll dress. She made a dull dress.  
(Different/diferente)

P6. He let the man in. He let the man in. (Same/igual)

P7. She gave him a chop. She gave him a chop. (Same/igual)

P8. He tried to eat a whole bear. He tried to eat a whole bear.  
(Same/igual)

P9. He tried to eat a whole bear. He tried to eat a whole pear.  
(Different/diferente)

P10. They tried to reach the peak. They tried to reach the pick.  
(Different/diferente)



TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. He made the bet. He made the bed.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE LEFT HAND COLUMN OF PAGE 2 OF THEIR  
ANSWER SHEETS

2. He got his vote. He got his boat.
3. He can feel his shoes. He can fill his shoes.
4. It's a knot. It's a nut.
5. He wanted peas with his dinner. He wanted peas with his dinner.
6. He burned his bridges. He burned his breeches.
7. It's a nut. It's a nut.
8. She goes to a great school. She goes to a grade school.
9. He can fill his shoes. He can fill his shoes.
10. She was thinking near the edge. She was thinking near the edge.
11. He burned his bridges. He burned his bridges.
12. There's water in the ditch. There's water in the ditch.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR  
ANSWER SHEETS

13. He doesn't have any pool. He doesn't have any pull.
14. He had a few. He had a view.
15. They're getting gold. They're getting cold.
16. You can't get a sheep in there. You can't get a sheep in there.
17. The coast was very high. The coast was very high.
18. She was sinking near the edge. She was thinking near the edge.
19. She went to the place. She went to the place.
20. We think it's yellow. We think it's jello.

DIRECT THE CHILDREN TO PAGE 3  
OF THEIR ANSWER SHEETS

## TEST ITEMS (cont'd)

21. He doesn't have any pull. He doesn't have any pull.
22. Water is in the ditch. Water is in the dish.
23. She washed the baby. She watched the baby.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER  
SHEETS

24. You can't make her save. You can't make her save.
25. She sat on the leather. She sat on the leather.
26. They're getting gold. They're getting gold.
27. He took off the rope. He took off the rope.
28. We can't get a ship in there. We can't get the sheep in there.
29. We think it's yellow. We think it's yellow.
30. He took off the robe. He took off the rope.
31. He had a view. He had a view.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR  
ANSWER SHEETS

32. He wanted peace with his dinner. He wanted peas with his dinner.
33. The coast was very high. The cost was very high.
34. He made the bed. He made the bed.
35. She went to the place. She went to the plays.
36. He got his vote. He got his vote.
37. She watched the baby. She watched the baby.
38. She goes to a grade school. She goes to a grade school.
39. You can't make her save. You can't make her safe.
40. She sat on the letter. She sat on the leather.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. La muchachita tiene dos. La muchachita tiene tos. (Different/diferente)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1 OF  
THEIR ANSWER SHEETS

P2. La ida fue mala. La ida fue mala. (Same/igual)

P3. Hay mucha brisa. Hay mucha brisa. (Same/igual)

P4. Pero no tiene hambre. "Perro" no tiene hambre. (Different/diferente:  
Treat "Perro" as a  
proper name for a dog)

P5. La ida fue mala. La ira fue mala. (Different/diferente)

P6. Hay mucha prisa. Hay mucha brisa. (Different/diferente)

P7. La muchachita tiene tos. La muchachita tiene tos. (Same/igual)

P8. El fue a la misa. El fue a la mesa. (Different/diferente)

P9. El fue a la mesa. El fue a la mesa. (Same/igual)

P10. Pero no tiene hambre. Pero no tiene hambre. (Same/igual)

## TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. No se puede comer una coma. No se puede comer una goma.
2. Ellas se peinan mucho. Ellas se penan mucho.
3. Me gusta mucho el plan. Me gusta mucho el plan.
4. Eso fue un río. Eso fue un río.
5. Toma un paso. Toma un vaso.
6. Las horas parecen may largas. Las horas parecen muy largas.
7. No me gusta comer jamón. No me gusta comer jabón.
8. Esa no es baja. Esa no es paja.
9. Es la peña. Es la peña.
10. No es grato. No es grado.
11. Todo quiso pelear. "Toro" quiso pelear.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. Es del gato. Es del gato.
13. No es carro. No es caro.
14. Las olas parecen muy largas. Las horas parecen muy largas.
15. Ellas se penan mucho. Ellas se penan mucho.
16. Está en su jaula. Está en su jaula.
17. Eso es una piña. Eso es una piña.
18. No se puede comer una goma. No se puede comer una goma.
19. Todo quiso pelear. Todo quiso pelear.
20. Es un dedito. Es un dedito.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

21. Está en su jaula. Está en su aula.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. El cuerpo está mojado. El cuerpo está mojado.

23. No me gusta comer jamón. No me gusta comer jamón.

24. Eso fue rudo. Eso fue ruido.

25. Es alumno. Es alumna.

26. Toma un vaso. Toma un vaso.

27. Eso fue rudo. Eso fue rudo.

28. No es caro. No es caro.

29. Eso es una peña. Eso es una piña.

30. El quiere un beso. El quiere un beso.

31. Eso fue un río. Eso fue un río.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. Es alumno. Es alumno.

33. El quiere un beso. El quiere un peso.

34. Esa no es baja. Esa no es baja.

35. Me gusta mucho el flan. Me gusta mucho el plan.

36. No es grato. No es grato.

37. Es la peña. Es la peña.

38. El cuervo está mojado. El cuerpo está mojado.

39. Es delgado. Es del gato.

40. Es un dedito. Es un delito.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. La muchachita tiene dos. La muchachita tiene tos. (Different/diferente)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1 OF  
THEIR ANSWER SHEETS

P2. La ida fue mala. La ida fue mala. (Same/igual)

P3. Hay mucha brisa. Hay mucha brisa. (Same/igual)

P4. Pero no tiene hambre. "Perro" no tiene hambre. (Different/diferente:  
Treat "Perro" as a  
proper name for a dog)

P5. La ida fue mala. La ira fue mala. (Different/diferente)

P6. Hay mucha prisa. Hay mucha brisa. (Different/diferente)

P7. La muchachita tiene tos. La muchachita tiene tos. (Same/igual)

P8. El fue a la misa. El fue a la mesa. (Different/diferente)

P9. El fue a la mesa. El fue a la mesa. (Same/igual)

P10. Pero no tiene hambre. Pero no tiene hambre. (Same/igual)

## TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. "Toro" quiso pelear. Todo quiso pelear.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. Es la pena. Es la pena.
3. No es carro. No es carro.
4. Ellas se peinan mucho. Ellas se peinan mucho.
5. "Toro" quiso pelear. "Toro" quiso pelear.
6. Eso fue ruido. Eso fue ruido.
7. Eso es una peña. Eso es una peña.
8. Me gusta mucho el plan. Me gusta mucho el flan.
9. Esa no es paja. Esa no es paja.
10. Las horas parecen muy largas. Las olas parecen muy largas.
11. El cuervo está mojado. El cuervo está mojado.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. No se puede comer una goma. No se puede comer una coma.
13. Está en su aula. Está en su aula.
14. Ellas se penan mucho. Ellas se peinan mucho.
15. Es alumna. Es alumna.
16. No me gusta comer jabón. No me gusta comer jabón.
17. Es un delito. Es un dedito.
18. Toma un paso. Toma un paso.
19. El quiere un peso. El quiere un peso.
20. Esa no es paja. Esa no es baja.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

## TEST ITEMS (Cont'd)

21. No es caro. No es carro.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. Eso fue ruido. Eso fue rudo.

23. Las olas parecen muy largas. Las olas parecen muy largas.

24. No se puede comer una coma. No se puede comer una coma.

25. Eso es una piña. Eso es una peña.

26. Es alumna. Es alumno.

27. Es un delito. Es un delito.

28. Eso fue un río. Eso fue un lío.

29. Es delgado. Es delgado.

30. El cuerpo está mojado. El cuervo está mojado.

31. Es la pena. Es la peña.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. No es grado. No es grado.

33. El quiere un peso. El quiere un beso.

34. Me gusta mucho el flan. Me gusta mucho el flan.

35. Eso fue un lío. Eso fue un lío.

36. Está en su aula. Está en su jaula.

37. Toma un vaso. Toma un paso.

38. No es grado. No es grato.

39. No me gusta comer jabón. No me gusta comer jamón.

40. Es del gato. Es delgado.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS



BASIC LANGUAGE COMPETENCE  
ENGLISH AND SPANISH  
FORMS A AND B  
GRAMMATICAL SENSITIVITY TESTS (Sub-tests No. 4)

GENERAL DIRECTIONS FOR THE TEST ADMINISTRATOR

The test administrator should first have the children fill out the top part of the first page of their answer sheets, giving assistance to individual children when necessary and being particularly careful to see that the children record the correct version, form, and number of the sub-test in the appropriate spaces.

The test administrator is to read the sentences to the group of children, instructing them to indicate on their answer sheets whether the sentences sound grammatically RIGHT (BIEN) or grammatically WRONG (MAL). The test administrator should say each sentence only once and encourage the children to respond quickly, without deliberating about their choices. The test administrator should emphasize that if any part of a sentence sounds incorrect that the entire sentence is wrong. The test administrator can point out that a sentence may be true and still be wrong (that is, a person who speaks the language would not say it "that way"), or that a sentence may be false (not true) and still be right, (that is, a person who speaks the language could say it "that way"). The test administrator can tell the children that they can imagine that all the sentences they will hear on this particular language game are TRUE (CIERTOS).

Before doing the practice exercises, the test administrator should tell the children to write the words RIGHT or BIEN in the comic-strip balloon above the smiling face (above the green circle); the words WRONG or MAL above the frowning face (above the red square); and the words DON'T KNOW or NO SÉ or simple a "?" above the questioning face (above the yellow triangle).

The children are to mark an "X" in the center of the green circle if their response is RIGHT (BIEN), an "X" in the center of the red square if their response is WRONG (MAL), or an "X" in the center of the yellow (amber) triangle if they do not know or cannot tell if a sentence is grammatically right or wrong.

During the practice exercises the test administrator is to encourage the children to make the following associations:

- |                       |  |
|-----------------------|--|
| RIGHT (BIEN)          | = First shape after the number<br>Green color (Green as on a traffic light)<br>Circle shape<br>Smiling face<br>Comic-strip balloon above smiling face<br>saying RIGHT (BIEN)                                   |
| WRONG (MAL)           | = Second shape after the number<br>Red color (Red as on a traffic light)<br>Square shape<br>Frowning face<br>Comic-strip balloon above frowning face<br>saying WRONG (MAL)                                     |
| DON'T KNOW<br>(NO SÉ) | = Third shape after the number<br>Yellow color (Amber as on a traffic light)<br>Triangle shape<br>Questioning (puzzled) face<br>Comic-strip balloon above questioning<br>face saying DON'T KNOW (NO SÉ) or "?" |

The test administrator should have children proceed with the test items only when they have clearly demonstrated that they understand what is expected of them by doing the practice items. The test administrator should correct or verify responses given by children during the practice exercises and point out the specific error of grammar in a sentence by pronouncing the sentence again, exaggerating the error (and say, "We cannot say it this way in the language. We must say it this way,") and then repeating the sentence in its corrected form. This procedure of course should be used only during the practice exercises.

Caution: The test administrator should thoroughly practice saying the sentences on this test before the test is given so that he can pronounce them easily and naturally during the test. The grammatically incorrect sentences are likely to be very difficult to pronounce with natural rhythm and intonation if they are not rehearsed. The test administrator should be especially careful not to give away the grammatically wrong sentences by pronouncing them in a halting, hesitating, or exaggerated manner or by reacting overtly and disapprovingly to them.

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. Where live birds? (Wrong/mal)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

P2. I know Mr. Smith. (Right/bien)

P3. He asked a pencil. (Wrong/mal)

P4. She has broke the cup. (Wrong/mal)

P5. Is a car heavy? (Right/bien)

P6. She like to sing. (Wrong/mal)

P7. A tree is more tall than I am. (Wrong/mal)

P8. A tree is taller than I am. (Right/bien)

P9. She has broken the cup. (Right/bien)

P10. She is not there today. (Right/bien)

TEST ITEMS --- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. They have a little cat.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. She want a doll.

3. I wish I have a cat.

4. She has seven years of age.

5. He is the carpenter which makes chairs.

6. They sang very well.

7. I wish I had a cat.

8. She has broken her pencil.

9. They have a cat little.

10. The doll of her is pretty.

11. He dropped his watch on his foot.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. They are not here today.

13. When cows sleep?

14. I know Mr. Jones.

15. His foots hurt when he walks.

16. When do cows sleep?

17. She lost her pencil.

18. Her doll is pretty.

19. Is a tree tall?

20. Cats like to eat mice.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

21. They no are here today.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. He dropped his watch in his foot.

23. She lost she's pencil.

24. His feet hurt when he walks.

25. Is tall a tree?

26. A fly is smaller than a mouse.

27. She is seven years old.

28. Her coat is more beautiful than his coat.

29. I know the Mr. Jones.

30. He is the carpenter who makes chairs.

31. Cats like to eat mouses.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. He catched a fish yesterday.

33. Her coat is beautifuler than his coat.

34. She has broke her pencil.

35. A fly is more small than a mouse.

36. He caught a fish yesterday.

37. They singed very well.

38. They were looking for the key.

39. She wants a doll.

40. They were looking the key.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. Where live birds? (Wrong/mal)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

P2. I know Mr. Smith. (Right/bien)

P3. He asked a pencil. (Wrong/mal)

P4. She has broke the cup. (Wrong/mal)

P5. Is a car heavy? (Right/bien)

P6. She like to sing. (Wrong/mal)

P7. A tree is more tall than I am. (Wrong/mal)

P8. A tree is taller than I am. (Right/bien)

P9. She has broken the cup. (Right/bien)

P10. She is not there today. (Right/bien)

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. Is small, a worm?
2. He puts his feet on the desk.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE LEFT HAND COLUMN OF PAGE 2 OF THEIR  
ANSWER SHEETS

3. They have a white chicken.
4. I wish I had a hat.
5. Many policemen work very hard.
6. She has just broke a glass.
7. He likes rabbits.
8. The teacher is looking for a car.
9. He like rabbits.
10. She has six years of age.
11. She is reading she's book.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR  
ANSWER SHEETS

12. A butterfly is colorfuller than a worm.
13. The policeman who lost his hat was mad.
14. Is a worm small?
15. The money is not nere.
16. The Mrs. Jones is a teacher.
17. A chicken is more big than a butterfly.
18. Where do birds fly?
19. The money no is here.
20. The ball fell on his head.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS



## TEST ITEMS (cont'd)

21. The chicken caught a worm yesterday.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE LEFT HAND COLUMN OF PAGE 3 OF THEIR  
ANSWER SHEETS

22. Many policemen work very hard.

23. A butterfly is more colorful than a worm.

24. The chicken caught a worm yesterday.

25. Where fly birds?

26. They sang very well yesterday.

27. The policeman which lost his hat was mad.

28. The ball fell in his head.

29. He puts his foots on the desk.

30. She is reading her book.

31. A chicken is bigger than a butterfly.

CHECK TO SEE THAT THE CHILDREN ARE MARKING  
THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR  
ANSWER SHEETS

32. The teacher is looking a car.

33. She is six years old.

34. Mrs. Jones is a teacher.

35. She has just broken a glass.

36. They singed very well yesterday.

37. They have a chicken white.

38. I wish I have a hat.

39. Her daddy is a teacher.

40. The daddy of her is a teacher.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. Ella es maestro. (Wrong/mal)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

P2. El serrucho está cerca del carpintero. (Right/bien)

P3. ¿Cuándo viene la maestra? (Right/bien)

P4. El libro en la silla es mío. (Wrong/mal -- Right: El libro  
que está en la silla es mío.)

P5. Ella va en carro mañana. (Right/bien)

P6. Yo estuve en casa cuando ella vino. (Wrong/mal)

P7. Ella es maestra. (Right/bien)

P8. ¿Qué vas hacer cuando llegas allá? (Wrong/mal)

P9. ¿Cuántas llaves tiene usted? (Right/bien)

P10. El serrucho está cerca el carpintero. (Wrong/mal)

## TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. La botella es en la canasta.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. El tiene nueve años de edad.
3. El está esperando el bus (el camión, el autobús).
4. Nosotros estábamos aquí cuando ella llegó.
5. El bus (el camión, el autobús) está viniendo mañana.
6. El reloj de mi papá es nuevo.
7. ¿Cuándo sale el bus (el camión, el autobús)?
8. ¿Cuántas peras quiere él?
9. El cuchillo está roto.
10. Yo quiero que tú vienes.
11. La enfermera ha escrito a mi mamá.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. Yo ero de aquí.
13. El cuchillo está roto.
14. El lápiz rojo está en la silla.
15. La botella está en la canasta.
16. El carpintero abrió la canasta.
17. ¿Habló tú con ella?
18. La manzana en la canasta es mía.
19. ¿Cuántos peras quiere él?
20. Yo soy de aquí.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

## TEST ITEMS (Cont.)

21. El carpintero abrió la canasta.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. El son nueve años de edad.

23. Carne es buena.

24. Nosotros estuvimos aquí cuando ella llegó.

25. ¿Hablaste tú con ella?

26. El gatito no está en la silla.

27. El rojo lápiz está en la silla.

28. Ella sabe cantar muy bien.

29. Mi papá's reloj es nuevo.

30. El ratón está cerca la silla.

31. La enfermera ha escrito a mi mamá.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. El ratón está cerca de la silla.

33. El gatito está no en la silla.

34. La carne es buena.

35. La manzana que está en la canasta es mía.

36. El bus (el camión, el autobús) viene mañana.

37. ¿Cuándo el bus (el camión, el autobús) sale?

38. Yo quiero que tú vengas.

39. Ella conoce cantar muy bien.

40. El está esperando para el bus (el camión, el autobús).

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. Ella es maestro. (wrong/mal)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

P2. El serrucho está cerca del carpintero. (Right/bien)

P3. ¿Cuándo viene la maestra? (Right/bien)

P4. El libro en la silla es mío. (Wrong/mal -- Right: El libro  
que está en la silla es mio.)

P5. Ella va en carro mañana. (Right/bien)

P6. Yo estuve en casa cuando ella vino. (Wrong/mal)

P7. Ella es maestra. (Right/bien)

P8. ¿Qué vas hacer cuando llegas allá? (Wrong/mal)

P9. ¿Cuántas llaves tiene usted? (Right/bien)

P10. El serrucho está cerca el carpintero. (Wrong/mal)

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. La maestra abrió la caja.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. Yo conocía a un policía.

3. ¿Cuándo viene el carro (el automóvil)?

4. Me gusta el blanco sombrero.

5. Ella está viniendo acá mañana.

6. Mi papá's zapatos son negros.

7. Ella es tres años.

8. Mi papá quiere que tú vienes.

9. Yo veo a la maestra Sánchez.

10. Mi papá quiere que tú vengas.

11. Estoy buscando mis libros.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. Yo veo a maestra Sánchez.

13. El pájaro que está en el árbol (el palo) come un gusano (una lombriz).

14. El dinero está no aquí.

15. La maestra abrió la caja.

16. Ella es enferma ahora.

17. Yo sabía a un policía.

18. El dinero no está aquí.

19. ¿Cuánto dinero quiere usted?

20. El conejo está allí cerca el árbol (el palo).

DIRECT THE CHILDREN TO TURN TO PAGE 3 OF THEIR ANSWER SHEETS

## TEST ITEMS (Cont'd)

21. Mi mamá lavó las tazas ayer.
22. Yo estuve en casa cuando él llegó.
23. El vaso está roto.
24. Ella viene acá mañana.
25. Yo no ero policia.
26. ¿Cuánta dinero quiere usted?
27. El vaso está roto.
28. Los zapatos de mi papá son negros.
29. Yo estaba en casa cuando él llegó.
30. La maestra ha volvido de casa.
31. Ella tiene tres años.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. El conejo está allí cerca del árbol (del palo).
33. Estoy buscando para mis libros.
34. El pájaro en el árbol (el palo) come un gusano (una lombriz).
35. Yo no soy policia.
36. La maestra ha vuelto de casa.
37. Mi mamá lavaste las tazas ayer.
38. ¿Cuándo el carro (el automóvil) viene?
39. Ella está enferma ahora.
40. Me gusta el sombrero blanco.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

BASIC LANGUAGE COMPETENCE  
ENGLISH AND SPANISH  
FORMS A AND B  
GRAMMATICAL DISCRIMINATION TESTS (Sub-tests No. 5)

GENERAL DIRECTIONS FOR THE TEST ADMINISTRATOR

The test administrator should first have the children fill out the top part of the first page of their answer sheet, giving assistance to individual children when necessary and being particularly careful to see that the children record the correct version, form, and number of the sub-test in the appropriate spaces.

The test administrator is to read each pair of sentences to the group of children, instructing them to indicate on their answer sheets whether the FIRST (PRIMERO) or SECOND (SEGUNDO) sentence they hear is grammatically WRONG (MAL). He should emphasize to the children that one sentence will always be WRONG (MAL), and the other sentence will be RIGHT (BIEN). They can be assured that all the sentences are TRUE (CIERTOS). The test administrator should read each pair of sentences only once and encourage the children to respond quickly, without thinking or deliberating about their choices. The test administrator should emphasize that if any part of a sentence sounds wrong or incorrect, that the entire sentence is wrong.

The test administrator can point out that a sentence may be true and still be wrong (that is, a person who speaks the language would not say it "that way") or that a sentence may be false (not true) and still be right (that is, a person who speaks the language could say it "that way").



Before doing the practice exercises, the test administrator should tell the children to write the word FIRST or PRIMERO in the comic-strip balloon above the smiling face (above the green circle); the word SECOND or SEGUNDO above the frowning face (above the red square); and words DON'T KNOW or NO SÉ or simply a "?" above the questioning face (above the yellow triangle).

The children are to mark an "X" in the center of the green circle if their response is FIRST (PRIMERO); an "X" in the center of the red square if their response is SECOND (SEGUNDO); or an "X" in the center of the yellow (amber) triangle if they do not know or cannot tell which sentence is grammatically wrong or incorrect.

During the practice exercises the test administrator is to encourage the children to make the following associations:

FIRST (PRIMERO) SENTENCE = First shape after the number  
GRAMMATICALLY WRONG      Green color (Green as on a traffic light)  
Circle shape  
Smiling face  
Comic-strip balloon above smiling face saying  
RIGHT (BIEN)

SECOND (SEGUNDO) = Second shape after the number  
GRAMMATICALLY WRONG      Red color (Red as on a traffic light)  
Square shape  
Frowning face  
Comic-strip balloon above frowning face saying WRONG (MAL)

DON'T KNOW (NO SE) = Third shape after the number  
 Yellow color (amber as on a  
 traffic light)  
 Triangle shape  
 Questioning (puzzled) face  
 Comic-strip balloon above questioning  
 face saying DON'T KNOW (NO SE) or "?"

The test administrator should have the children proceed with the test items only when they have clearly demonstrated that they understand what is expected of them by doing the practice items. The test administrator should correct and verify responses given by children during the practice exercises and point out the specific error of grammar in a sentence by pronouncing the wrong sentence again, exaggerating the error (and say, "We cannot say it this way in this language. We must say it this way.") and then repeating the sentence in its corrected form. This procedure of course should be used only during the practice exercises.

Caution: The test administrator should thoroughly practice saying the sentences on this test before the test is given so that he can pronounce them easily and naturally during the test. The grammatically incorrect sentences are likely to be very difficult to pronounce with natural rhythm and intonation if they are not rehearsed. The test administrator should be especially careful not to give away the grammatically wrong sentences by pronouncing them in a halting, hesitating, or exaggerated manner or by reacting overtly and disapprovingly to them.

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. She no is there today. She is not there today. (First/primerero)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

P2. Is heavy a car? Is a car heavy? (First/primerero)

P3. He fell and broke two teeth. (Second/segundo)  
He fell and broke two toothes.

P4. I know the Mr. Smith. I know Mr. Smith. (First/primerero)

P5. She likes to sing. She like to sing. (Second/segundo)

P6. Where do birds live? Where live birds? (Second/segundo)

P7. The teacher who lives here is pretty. (Second/segundo)  
The teacher which lives here is pretty.

P8. He asked for a pencil. He asked a pencil. (Second/segundo)

P9. He fell and broke two toothes. (First/primerero)  
He fell and broke two teeth.

P10. The teacher which lives here is pretty. (First/primerero)  
The teacher who lives here is pretty.

## TEST ITEMS -- DIRECT CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. Cats like to eat mice. Cats like to eat mouses.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. They no are here today. They are not here today.
3. Her coat is beautifuler than his coat. Her coat is more beautiful than his coat.
4. She lost she's pencil. She lost her pencil.
5. They have a little cat. They have a cat little.
6. She has seven years of age. She is seven years old.
7. She has broke her pencil. She has broken her pencil.
8. Her coat is more beautiful than his coat. Her coat is beautifuler than his coat.
9. She wants a doll. She want a doll.
10. They singed very well. They sang very well.
11. I wish I have a cat. I wish I had a cat.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. A fly is smaller than a mouse. A fly is more small than a mouse.
13. He caught a fish yesterday. He caught a fish yesterday.
14. He dropped his watch on his foot. He dropped his watch in his foot.
15. Her doll is pretty. The doll of her is pretty.
16. A fly is more small than a mouse. A fly is smaller than a mouse.
17. They sang very well. They singed very well.
18. He is the carpenter which makes chairs. He is the carpenter who makes chairs.

19. She is seven years old. She has seven years of age.

20. Cats like to eat mouses. Cats like to eat mice.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

21. She has broken her pencil. She has broke her pencil.

CHECK TO SEE THAT THE CHILDREN AND MARKING THE LEFT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. He is the carpenter who makes chairs. He is the carpenter  
which makes chairs.

23. He caught a fish yesterday. He caughted a fish yesterday.

24. They have a cat little. They have a little cat.

25. They were looking the key. They were looking for the key.

26. I know Mr. Jones. I know the Mr. Jones.

27. I wish I had a cat. I wish I have a cat.

28. I know the Mr. Jones. I know Mr. Jones.

29. When cows sleep? When do cows sleep?

30. He dropped his watch in his foot. He dropped his watch on  
his foot.

31. She want a doll. She wants a doll.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN AF PAGE 3 OF TH EIR ANSWER SHEETS

32. His feet hurt when he walks. His foots hurt when he walks.

33. She lost her pencil. She lost she's pencil.

34. They were looking for the key. They were looking the key.

35. They are not here today. They no are here today.

36. The doll of her is pretty. Her doll is pretty.

37. When do cows sleep? When cows sleep?

38. Is tall a tree? Is a tree tall?

39. His foots hurt when he walks. His feet hurt when he walks.

40. Is a tree tall? Is tall a tree?

DIRECT THE CHILDREN TO PASS IN THE ANSWER SHEETS

## PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. She no is there today. She is not there today. (First/primerο)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

P2. Is heavy a car? Is a car heavy? (First/primerο)

P3. He fell and broke two teeth. (Second/segundo)  
He fell and broke two tooth.

P4. I know the Mr. Smith. I know Mr. Smith. (First/primerο)

P5. She likes to sing. She like to sing. (Second/segundo)

P6. Where do birds live? Where live birds? (Second/segundo)

P7. The teacher who lives here is pretty. (Second/segundo)  
The teacher which lives here is pretty.

P8. He asked for a pencil. He asked a pencil. (Second/segundo)

P9. He fell and broke two tooth. (First/primerο)  
He fell and broke two teeth.

P10. The teacher which lives here is pretty. (First/primerο)  
The teacher who lives here is pretty.

## TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. The policeman is looking a car. The policeman is looking for a car.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEET

2. They sang very well yesterday. They singed very well yesterday.
3. The chicken caught a worm yesterday. The chicken caught a worm yesterday.
4. The policeman which lost his hat was mad. The policeman who lost his hat was mad.
5. The ball fell in his head. The ball fell on his head.
6. The Mrs. Jones is a teacher. Mrs. Jones is a teacher.
7. A chicken is more big than a butterfly. A chicken is bigger than a butterfly.
8. The money is not here. The money no is here.
9. She is reading her book. She is reading she's book.
10. A butterfly is colorfuler than a worm. A butterfly is more colorful than a worm.
11. Many policemans work very hard. Many policemen work very hard.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. Is a worm small? Is small a worm?
13. A chicken is bigger than a butterfly. A chicken is more big than a butterfly.
14. Where birds fly? Where do birds fly?
15. Is small a worm? Is a worm small?
16. The policeman is looking for a car. The policeman is looking a car.
17. Where do birds fly? Where birds fly?
18. The policeman who lost his hat was mad. The policeman which lost his hat was mad.



19. The chicken caught a worm yesterday. The chicken caught a worm yesterday.

20. The money no is here. The money is not here.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

21. He puts his feet on the desk. He puts his foots on the desk.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. Her daddy is a policeman. The daddy of her is a policeman.

23. She has six years of age. She is six years old.

24. The ball fell on his head. The ball fell in his head.

25. They have a chicken white. They have a white chicken.

26. She is reading she's book. She is reading her book.

27. The daddy of her is a policeman. Her daddy is a policeman.

28. He puts his foots on the desk. He puts his feet on the desk.

29. Many policemen work very hard. Many policemen work very hard.

30. She has just broken a glass. She has just broke a glass.

31. A butterfly is more colorful than a worm. A butterfly is colorfuier than a worm.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. She is six years old. She has six years of age.

33. Mrs. Jones is a teacher. The Mrs. Jones is a teacher.

34. They singed very well yesterday. They sang very well yesterday.

35. I wish I have a hat. I wish I had a hat.

36. They have a white chicken. They have a chicken white.

37. He likes rabbits. He like rabbits.

## TEST ITEMS (Cont'd)

38. She has just broke a glass. She has just broken a glass.

39. I wish I had a hat. I wish I have a hat.

40. He like rabbits. He likes rabbits.

## PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

1. Mi papá pidió para su abrigo. (Primero/first)  
Mi papá pidió su abrigo.

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

2. El libro que está en la silla es mío. (Segundo/second)  
El libro en la silla es mío.
3. Yo he escrito algo en el libro. (Segundo/second)  
Yo he escrito algo en el libro.
4. ¿Cuántos llaves tiene usted? (Primero/first)  
¿Cuántas llaves tiene usted?
5. Ella está yendo en carro mañana. (Primero/first)  
Ella va en carro mañana.
6. ¿Qué vas a hacer cuando llegues allá? (Segundo/second)  
¿Qué vas a hacer cuando llegas allá?
7. Yo he escrito algo en el libro. (Primero/first)  
Yo he escrito algo en el libro.
8. ¿Cuándo la maestra viene? (Primero/first)  
¿Cuándo viene la maestra?
9. Mi papá pidió su abrigo. (Segundo/second)  
Mi papá pidió para su abrigo.
10. Yo estaba comiendo cuando ella vino. (Segundo/second)  
Yo estuve comiendo cuando ella vino.

## TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. El son nueve años de edad. El tiene nueve años de edad.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. La manzana en la canasta es mía. La manzana que está en la canasta es mía.
3. Mi papá's reloj es nuevo. El reloj de mi papá es nuevo.
4. El reloj de mi papá es nuevo. Mi papá's reloj es nuevo.
5. El ratón está cerca de la silla. El ratón está cerca la silla.
6. ¿Cuántas peras quiere él? ¿Cuántos peras quiere él?
7. La botella es en la canasta. La botella está en la canasta.
8. Ella sabe cantar muy bien. Ella conoce cantar muy bien.
9. La enfermera ha escrito a mi mamá. La enfermera ha escrito a mi mamá.
10. Yo quiero que tú vengas. Yo quiero que tú vienes.
11. Ella conoce cantar muy bien. Ella sabe cantar muy bien.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. Carne es buena. La carne es buena.
13. ¿Cuándo el bus (el camión, el autobús) sale? ¿Cuándo sale el bus (el camión, el autobús)?
14. El carpintero abrió la canasta. El carpintero abrió la canasta.
15. El cuchillo está roto. El cuchillo está roto.
16. El gatito está no en la silla. El gatito no está en la silla.
17. Yo soy de aquí. Yo ero de aquí.
18. ¿Habló tú con ella? ¿Hablaste tú con ella?

19. La enfermera ha escrito a mi mamá. La enfermera ha escrito a mi mamá.

20. El tiene nueve años de edad. El son nueve años de edad.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

21. El está esperando el bus (el camión, el autobús). El está esperando para el bus (el camión, el autobús).

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. El ratón está cerca la silla. El ratón está cerca de la silla.

23. El rojo lápiz está en la silla. El lápiz rojo está en la silla.

24. La botella está en la canasta. La botella es en la canasta.

25. El bus (el camión, el autobús) viene mañana. El bus (el camión, el autobús) está viniendo mañana.

26. Nosotros estuvimos comiendo cuando ella llegó. Nosotros estábamos comiendo cuando ella llegó.

27. El lápiz rojo está en la silla. El rojo lápiz está en la silla.

28. ¿Cuándo sale el bus (el camión, el autobús)? ¿Cuándo el bus (el camión, el autobús) sale?

29. La manzana que está en la canasta es mía. La manzana en la canasta es mía.

30. El gatito no está en la silla. El gatito está no en la silla.

31. Yo quiero que tú vienes. Yo quiero que tú vengas.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. Yo ero de aquí. Yo soy de aquí.

33. Nosotros estábamos comiendo cuando ella llegó. Nosotros estuvimos comiendo cuando ella llegó.

34. El bus (el camión, el autobús) está viniendo mañana. El bus (el camión, el autobús) viene mañana.

35. El carpintero abrió la canasta. El carpintero atró la canasta.
36. La carne es buena. Carne es buena.
37. El cuchillo está roto. El quchillo está rompido.
38. El está esperando para el bos (el camión, el autobús). El está esperando el bos (el camión, el autobús).
39. ¿Hablaste tú con ella? ¿Habló tú con ella?
40. ¿Cuántos peras quiere él? ¿Cuántos peras quiere él?

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

## PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

1. Mi papá pidió para su abrigo. (Primero/first)  
Mi papá pidió su abrigo.

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

2. El libro que está en la silla es mío. (Segundo/second)  
El libro en la silla es mío.
3. Yo he escrito algo en el libro. (Segundo/second)  
Yo he escrito algo en el libro.
4. ¿Cuántas llaves tiene usted? (Primero/first)  
¿Cuántas llaves tiene usted?
5. Ella está yendo en carro mañana. (Primero/first)  
Ella va en carro mañana.
6. ¿Qué vas a hacer cuando llegues allá? (Segundo/second)  
¿Qué vas a hacer cuando llegas allá?
7. Yo he escrito algo en el libro. (Primero/first)  
Yo he escrito algo en el libro.
8. ¿Cuándo la maestra viene? (Primero/first)  
¿Cuándo viene la maestra?
9. Mi papá pidió su abrigo. (Segundo/second)  
Mi papá pidió para su abrigo.
10. Yo estaba comiendo cuando ella vino. (Segundo/second)  
Yo estuve comiendo cuando ella vino.

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. Estoy buscando para mis libros. Estoy buscando mis libros.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. Ella tiene tres años. Ella es tres años.
3. ¿Cuánta dinero quiere usted? ¿Cuánto dinero quiere usted?
4. Yo estuve en casa cuando él llegó. Yo estaba en casa cuando él llegó.
5. Yo veo a maestra Sánchez. Yo veo a la maestra Sánchez.
6. La maestra abrió la caja. La maestra abrió la caja.
7. Mi mamá lavaste las tazas ayer. Mi mamá lavó las tazas ayer.
8. Ella viene acá mañana. Ella está viniendo acá mañana.
9. Mi papá's zapatos son negros. Los zapatos de mi papá son negros.
10. Yo conocía a un policía. Yo sabía a un policía.
11. Mi papá quiere que tú vengas. Mi papá quiere que tú vienes.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. El pájaro que está en el árbol (el palo) come un gusano (una lombriz).  
El pájaro en el árbol (el palo) come un gusano (una lombriz).
13. La maestra ha volvido de casa. La maestra ha vuelto de casa.
14. El conejo está allí cerca el árbol (el palo). El conejo está allí cerca del árbol (del palo).
15. Me gusta el blanco sombrero. Me gusta el sombrero blanco.
16. Ella está enferma ahora. Ella es enferma ahora.
17. Yo no soy policía. Yo no ero policía.
18. Me gusta el sombrero blanco. Me gusta el blanco sombrero.



## TEST ITEMS (Cont'd)

19. Ella es enferma ahora. Ella está enferma ahora.
20. Mi papá quiere que tú vienes. Mi papá quiere que tú vengas.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

21. Yo sabía a un policía. Yo conocía a un policía.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. El dinero está no aquí. El dinero no está aquí.
23. El dinero no está aquí. El dinero está no aquí.
24. Mi mamá lavó las tazas ayer. Mi mamá lavaste las tazas ayer.
25. La maestra abrió la caja. La maestra abrió la caja.
26. ¿Cuánto dinero quiere usted? ¿Cuanta dinero quiere usted?
27. ¿Cuándo viene el carro (el automóvil)? ¿Cuándo el carro (el automóvil) viene?
28. El vaso está roto. El vaso está roto.
29. El pájaro en el árbol (el palo) come un gusano (una lombriz). El pájaro que está en el árbol (el palo) come un gusano (una lombriz).
30. ¿Cuándo el carro (el automóvil) viene? ¿Cuándo viene el carro (el automóvil)?
31. Yo no ero policía. Yo no soy policía.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. El vaso está roto. El vaso está roto.
33. Ella es tres años. Ella tiene tres años.
34. Estoy buscando mis libros. Estoy buscando para mis libros.
35. Ella está viniendo acá mañana. Ella viene acá mañana.
36. Los zapatos de mi papá son negros. Mi papá's zapatos son negros.
37. La maestra ha vuelto de casa. La maestra ha volvido de casa.

## TEST ITEMS (Cont'd)

38. Yo estaba jugando cuando él salió. Yo estuve jugando cuando él salió.
39. Yo veo a la maestra Sánchez. Yo veo a maestra Sánchez.
40. El conejo está allí cerca del árbol (del palo). El conejo está allí cerca el árbol (el palo).

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

BASIC LANGUAGE COMPETENCE  
ENGLISH AND SPANISH  
FORMS A AND B  
ASSIMILATION OF MEANING TESTS (Sub-tests No. 6)

GENERAL DIRECTIONS FOR THE TEST ADMINISTRATOR

The test administrator should first have the children fill out the top part of the first page of their answer sheets, giving assistance to individual children when necessary and being particularly careful to see that they record the correct version, form, and number of the sub-test in the appropriate spaces.

The test administrator is to read each sentence to the group of children and have them indicate on their answer sheet whether the sentence sounds generally TRUE (CIERTO, VERDAD) or generally FALSE (FALSO, MENTIRA). The test administrator is to read each sentence only once and encourage the children to respond quickly by marking on the answer sheet the first thought that they have about a particular sentence. The test administrator is to assure the children that all the sentences they will hear on this particular language game are grammatically RIGHT (BIEN) and CORRECT (CORRECTO).

Before doing the practice exercises, the test administrator should instruct the children to write the words TRUE or (CIERTO, VERDAD) in the comic-strip balloon above the smiling face (and above the green circle); the words FALSE or (FALSO, MENTIRA) above the frowning face (and above the red square); and the words DON'T KNOW or NO SÉ or simply a "?" above the questioning face (and above the yellow triangle).

The children are to mark an "X" in the center of the green circle if their response to a sentence is TRUE (CIERTO, VERDAD), an "X" in the center of the red square if their response is FALSE (FALSO, MENTIRA), or an "X" in the center of the yellow (amber) triangle if they do not know or cannot tell if a sentence is true or false. For each sentence and after each number on their answer sheets they are to mark only a single "X".

During the practice exercises the test administrator is to encourage the children to make the following associations:

TRUE (CIERTO, VERDAD) = First shape after the number  
 Green color (Green as on a traffic light)  
 Circle shape  
 Smiling face  
 Comic-strip balloon above smiling face saying TRUE (CIERTO, VERDAD)

FALSE (FALSO, MENTIRA) = Second shape after the number  
 Red color (Red as on a traffic light)  
 Square shape  
 Frowning face  
 Comic-strip balloon above frowning face saying FALSE (FALSO, MENTIRA)

DON'T KNOW (NO SÉ) = Third shape after the number  
 Yellow color (Yellow or amber as on a traffic light)  
 Triangle shape  
 Questioning (puzzled) face  
 Comic-strip balloon above the questioning face saying DON'T KNOW (NO SÉ) or "?"

The test administrator is to correct and verify responses given by children during the practice exercises and point out the specific

falsehood in a sentence by saying the false sentence again (commenting that it is not true) and then giving the sentence in a true form. This procedure of course should only be used during the practice exercises.

Caution: The test administrator should thoroughly practice saying the sentences on the test before the test is given so that they can be read easily, naturally and correctly during the test. The false sentences are likely to be somewhat difficult to pronounce with natural rhythm and intonation if they are not rehearsed. The test administrator should be especially careful not to give away the false sentences by pronouncing them in a halting, hesitating, or exaggerated manner or by reacting overtly and disapprovingly to them.

The test administrator should have children proceed with the test items only when they have demonstrated clearly that they understand what is expected of them by doing the practice exercises.

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. A ball is square. (False/Falso)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE  
1 OF THEIR ANSWER SHEETS

P2. No worms are long and thin. (False/Falso)

P3. A carpenter uses a hammer and saw. (True/Cierto)

P4. A nurse does not take care of the sick. (False/Falso)

P5. A belt is worn around the waist. (True/Cierto)

P6. Chickens never give milk. (True/Cierto)

P7. A ball is round. (True/Cierto)

P8. A nurse takes care of the sick. (True/Cierto)

P9. Chickens do not lay eggs. (False/Falso)

P10. A belt is worn around the neck. (False/Falso)

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. One can hold a brush in one's hand.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. Cows give milk.
3. No man has two feet.
4. One cannot sweep the floor with a broom.
5. Fish know how to swim.
6. A pear is a kind of animal.
7. A bottle is not made of glass.
8. A saw is a carpenter's tool.
9. A ball is not round.
10. A key is used to eat soup.
11. One can sweep the floor with a broom.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. A bus will hold very few people.
13. Balls are round.
14. Apples grow on trees.
15. A man has two feet.
16. Apples grow in the water.
17. A watch never has hands.
18. Fish know how to walk.
19. Many girls like to play with dolls.
20. One cannot hold a brush in one's hand.

DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

21. A mouse is a small animal.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. A fly is a small insect.

23. A watch has hands.

24. A basket is made of straw.

25. No girls like to play with dolls.

26. A cat has four legs.

27. A fly is a big insect.

28. Baskets are never made of straw.

29. A bus will carry many people.

30. A bottle is made of glass.

31. A knife has a blade.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. Cow lay eggs.

33. A key is used to open doors.

34. A knife does not have a blade.

35. A pear is a kind of fruit.

36. One wears a coat when it is cold.

37. A cat has two legs.

38. Mice are large animals.

39. A saw is not a carpenter's tool.

40. One wears a coat when it is hot.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS



PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. A ball is square (False/Falso)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

P2. No worms are long and thin. (False/Falso)

P3. A carpenter uses a hammer and saw. (True/Cierto)

P4. A nurse does not take care of the sick. (False/Falso)

P5. A belt is worn around the waist. (True/Cierto)

P6. Chickens never give milk. (True/Cierto)

P7. A ball is round. (True/Cierto)

P8. A nurse takes care of the sick. (True/Cierto)

P9. Chickens do not lay eggs. (False/Falso)

P10. A belt is worn around the neck. (False/Falso)

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. A rabbit knows how to run very fast.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. A fish can swim.
3. All flowers smell bad.
4. A butterfly is a colorful insect.
5. A kite does not need the wind to fly.
6. An iron is light.
7. Wood is good to eat.
8. A saucer never goes under a cup.
9. A desk is not a piece of furniture.
10. One can eat soup with a spoon.
11. A glass is made of glass.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. A car does not have four wheels.
13. A hammer is never used to drive nails.
14. Raw meat is good to eat.
15. Flowers smell nice.
16. A butterfly is a ferocious animal.
17. Men never wear shirts.
18. A rabbit never runs very fast.
19. No birds know how to fly.
20. A car has four wheels.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS

## TEST ITEMS (Cont'd)

21. A policeman does not wear a uniform.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. One cannot buy many things with money.

23. Birds can fly.

24. Fish do not know how to swim.

25. A policeman wears a uniform.

26. A desk is a piece of furniture.

27. A book is made of paper.

28. Hats are worn on one's feet.

29. A glass cannot be broken.

30. A hammer is used to drive nails.

31. Meat comes from animals.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. An iron is heavy.

33. A saucer goes under a cup.

34. A book is not made of paper.

35. A hat is worn on the head.

36. Men wear shirts.

37. Wood comes from trees.

38. One can buy many things with money.

39. A kite flies in the wind.

40. One cannot eat soup with a spoon.

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. Las maestras trabajan en las escuelas. (True/cierto)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

P2. El elefante no es un animal chiquito. (True/cierto)

P3. Un serrucho es una herramienta de un carpintero. (True/cierto)

P4. Nunca se puede escribir con un lápiz. (False/falso)

P5. Las maestras trabajan en los ranchos. (False/falso)

P6. Los zapatos se usan en los pies. (True/cierto)

P7. No puede sentarse en una silla. (False/falso)

P8. Los zapatos se llevan en la cabeza. (False/falso)

P9. Se puede escribir con un lápiz. (True/cierto)

P10. El elefante no es un animal grande. (False/falso)

TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. Se usa una llave para comer sopa.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. Las vacas dan leche.
3. Las manzanas crecen en los árboles (los palos).
4. Un cuchillo tiene una hoja.
5. Las canastas nunca se hacen de paja.
6. Se puede sostener (agarrar) un cepillo con la mano.
7. No se puede barrer el piso con una escoba.
8. Una pera es una clase de animal.
9. A las niñas no les gusta jugar con muñecas.
10. Los pescados (los peces) saben nadar.
11. Las manzanas crecen en el agua.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. Las pelotas son redondas.
13. Se usa un abrigo (sobretudo) cuando hace calor.
14. No se puede sostener (agarrar) un cepillo con la mano.
15. Se puede barrer el piso con una escoba.
16. Las vacas ponen huevos (blanquillos).
17. Ningún hombre tiene dos pies.
18. Un carpintero usa martillo y serrucho.
19. Un ratón es un animal chiquito.
20. Los pescados (los peces) saben andar.

DIRECT THE CHILDREN TO PAGE 3 OF THEIR ANSWER SHEETS<

## TEST ITEMS (Cont.)

21. Muy poca gente cabe en un bus (un camión, un autobús).

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. Una pera es una clase de fruta.

23. Los gatitos tienen dos patas.

24. Un cuchillo no tiene hoja.

25. Una botella se hace de vidrio.

26. Las pelotas no son redondas.

27. Un reloj nunca tiene manecillas.

28. Un hombre tiene dos pies.

29. Las canastas se hacen de paja.

30. Un reloj tiene manecillas.

31. A muchas niñas les gusta jugar con muñecas.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT  
HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. Una mosca es un insecto grande.

33. Una botella no se hace de vidrio.

34. Un carpintero usa tiza (gis) y pizarrón.

35. Un bus (un camión, un autobús) lleva mucha gente.

36. Se usa una llave para abrir puertas.

37. Los ratones son animales chiquitos.

38. Una mosca es un insecto chiquito.

39. Se usa un abrigo cuando hace frío.

40. Un gatito tiene cuatro patas.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

## SPANISH, FORM A

PRACTICE ITEMS -- DIRECT THE CHILDREN TO PAGE 1 OF THEIR ANSWER SHEETS

P1. Las maestras trabajan en las escuelas. (True/cierto)

CHECK TO SEE THAT THE CHILDREN ARE MARKING PAGE 1  
OF THEIR ANSWER SHEETS

P2. El elefante no es un animal chiquito. (True/cierto)

P3. Un serrucho es una herramienta de un carpintero. (True/cierto)

P4. Nunca se puede escribir con un lápiz. (False/falso)

P5. Las maestras trabajan en los ranchos. (False/falso)

P6. Los zapatos se usan en los pies. (True/cierto)

P7. No puede sentarse en una silla. (False/falso)

P8. Los zapatos se llevan en la cabeza. (False/falso)

P9. Se puede escribir con un lápiz. (True/cierto)

P10. El elefante no es un animal grande. (False/falso)

## TEST ITEMS -- DIRECT THE CHILDREN TO PAGE 2 OF THEIR ANSWER SHEETS

1. Un carro (un automóvil) tiene cuatro ruedas.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

2. Un platillo nunca va debajo de una taza.
3. La carne cruda es buena para comer.
4. Un conejo nunca corre muy de prisa.
5. Una plancha no pesa nada.
6. Un libro se hace de papel.
7. La madera viene de los árboles (los palos).
8. Un papalote (una huila, un cometa) vuela en el viento.
9. Todas las flores huelen muy mal (feo).
10. Se puede comer la sopa con una cuchara.
11. Los pescados (los peces) no saben nadar.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 2 OF THEIR ANSWER SHEETS

12. Un platillo va debajo de una taza.
13. Los pájaros pueden volar.
14. Nunca se usa un martillo para clavar clavos.
15. Una mariposa es un animal feroz.
16. No se puede romper (quebrar) un vaso.
17. Un papalote (una huila, un cometa) no necesita el viento para volar.
18. Las flores huelen muy bien (bonitos).
19. Un libro no se hace de papel.
20. La madera no es buena para comer.

DIRECT THE CHILDREN TO TURN TO PAGE 3 OF THEIR ANSWER SHEETS



## TEST ITEMS (Cont'd)

21. Ningún pájaro sabe volar.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE LEFT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

22. No se pueden comprar muchas cosas con el dinero.

23. El policía usa uniforme.

24. Los hombres nunca usan camisas.

25. Se pueden comprar muchas cosas con el dinero.

26. La mariposa es un insecto de muchos colores.

27. Un escritorio es una clase de mueble.

28. Se usa un martillo para clavar clavos.

29. El conejo corre muy rápido.

30. El policía nunca lleva uniforme.

31. Un vaso se hace de vidrio.

CHECK TO SEE THAT THE CHILDREN ARE MARKING THE RIGHT HAND COLUMN OF PAGE 3 OF THEIR ANSWER SHEETS

32. Un carro (un automóvil) no tiene cuatro ruedas.

33. Un escritorio no es una clase de mueble.

34. No se puede comer la sopa con una cuchara.

35. Se lleva un sombrero en la cabeza.

36. Los hombres usan camisas.

37. Los sombreros se llevan en los pies.

38. Un pescado (un pez) puede nadar.

39. Una plancha pesa mucho.

40. La carne viene de los animales.

DIRECT THE CHILDREN TO PASS IN THEIR ANSWER SHEETS

A P P E N D I X

LANGUAGE

ENGLISH  SPANISH

FORM A  FORM B

ORAL VOCABULARY, NUMBER 1

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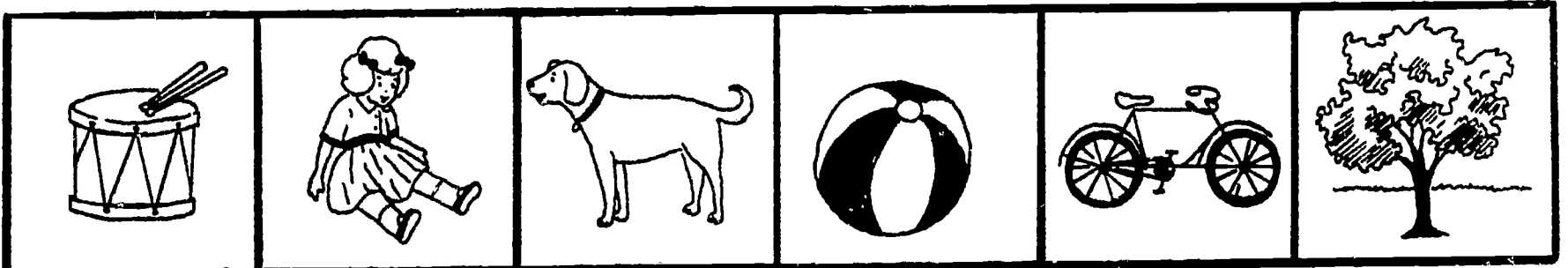
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GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

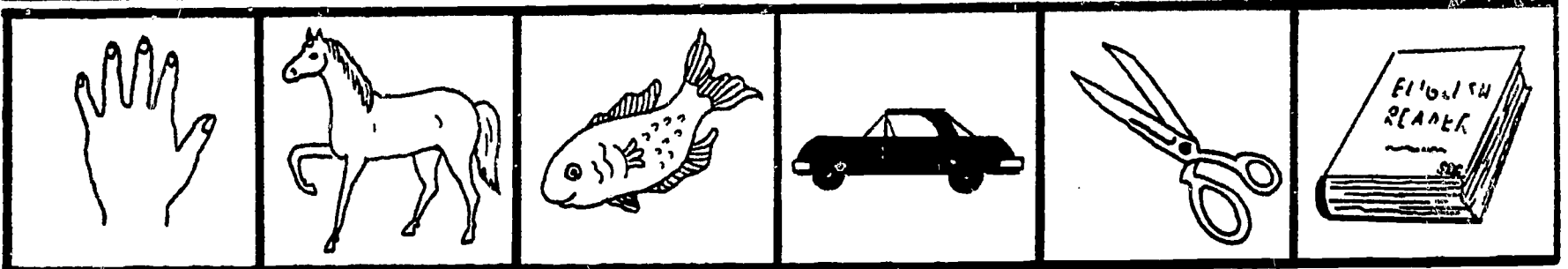
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PRACTICE

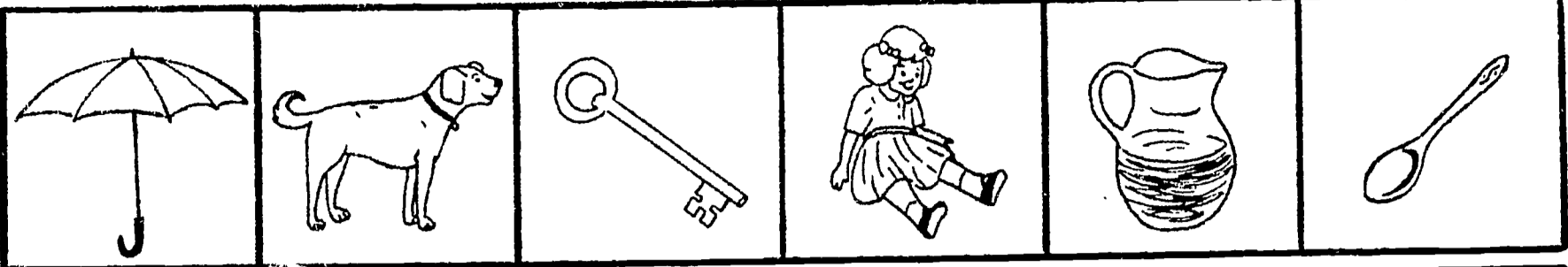
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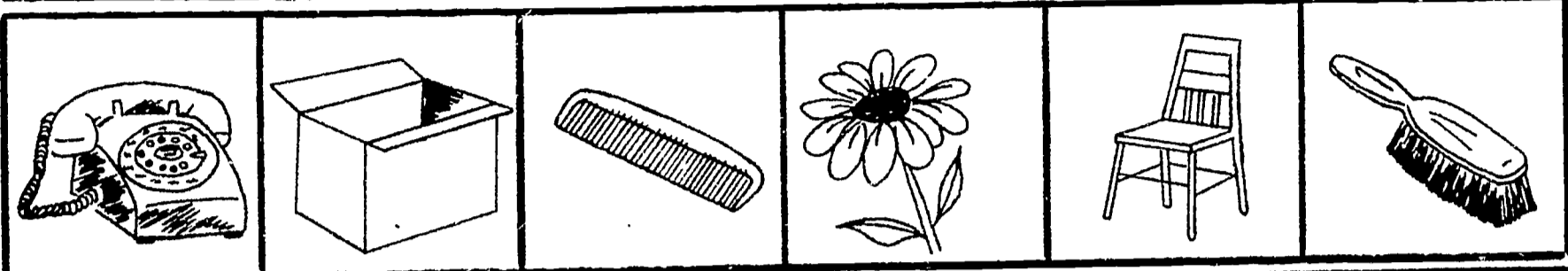
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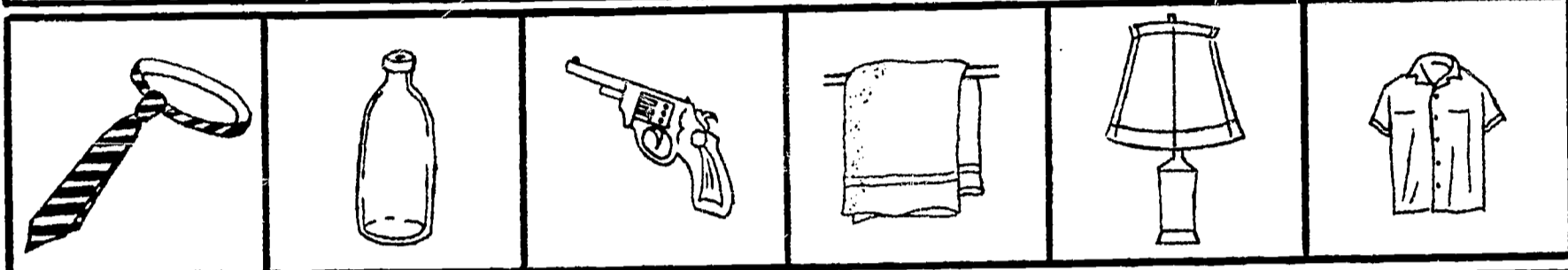
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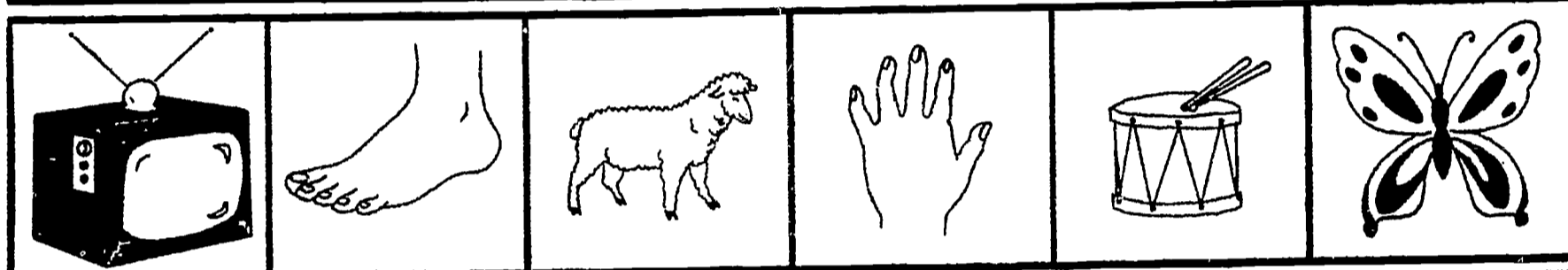
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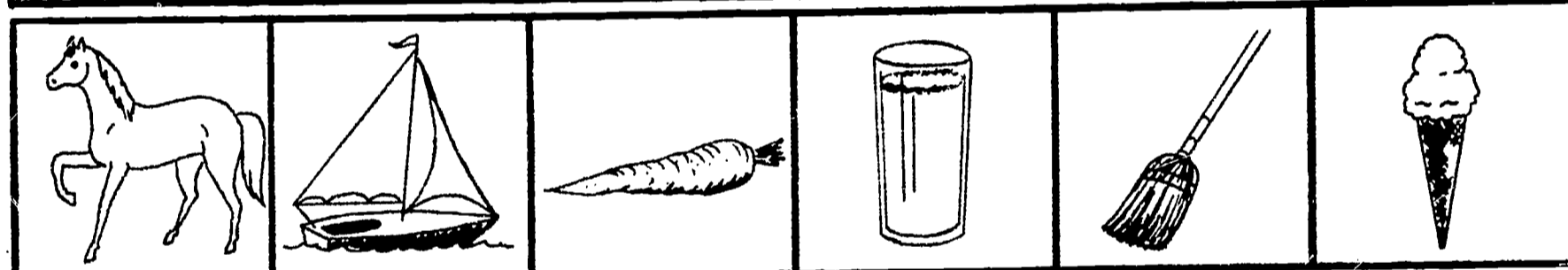
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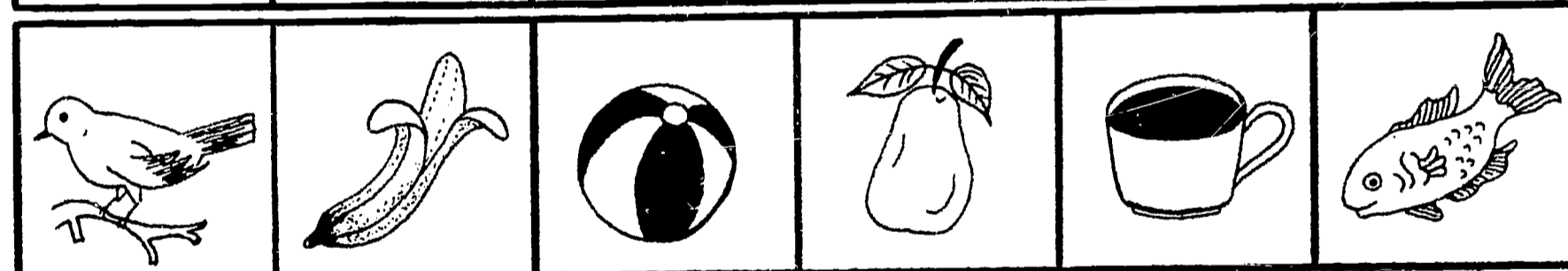
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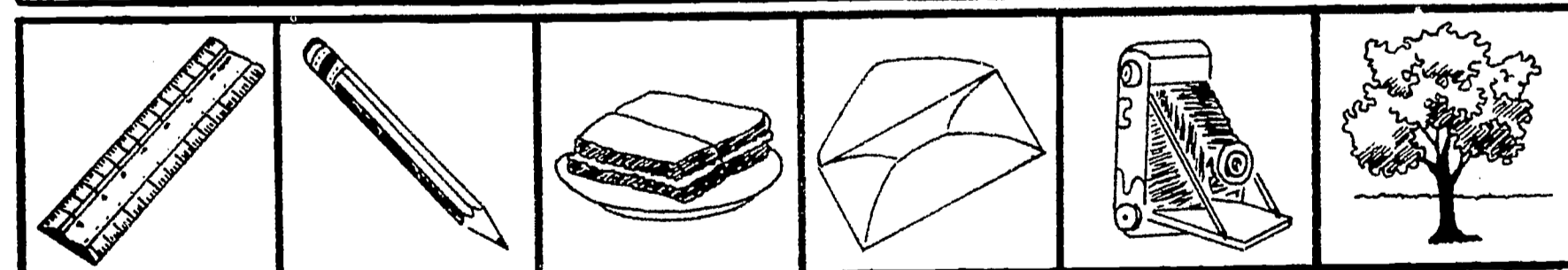
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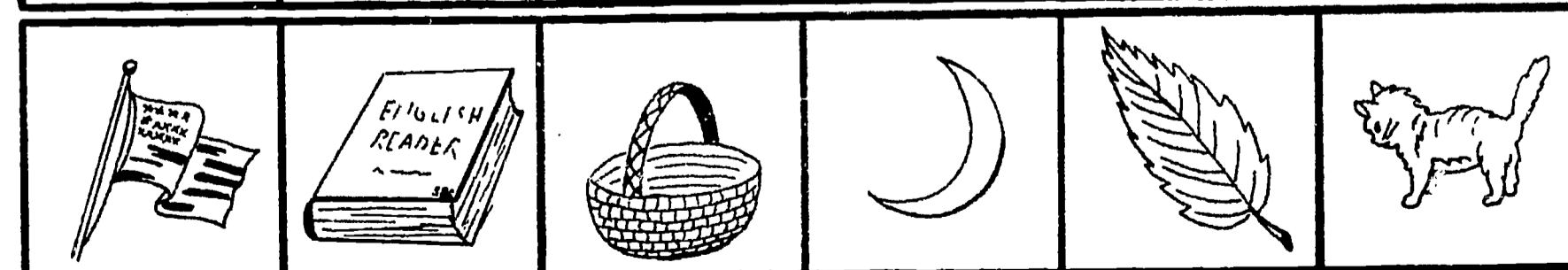
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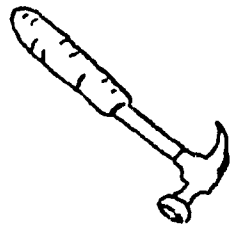
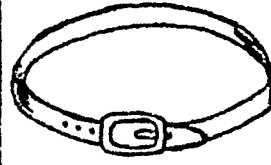
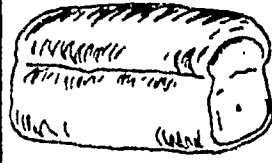
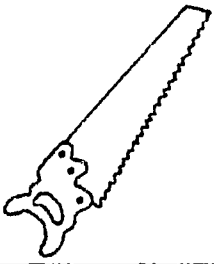
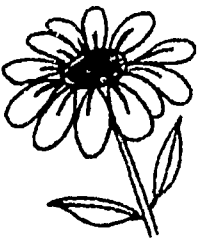
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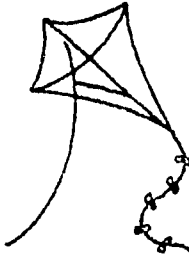
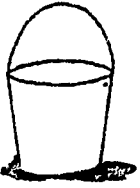
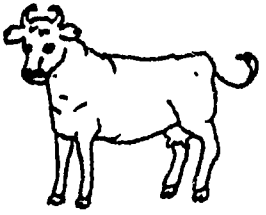
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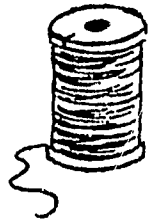
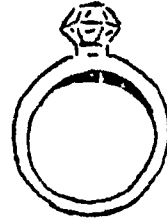
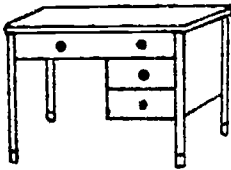
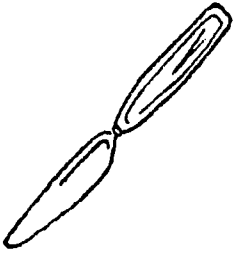
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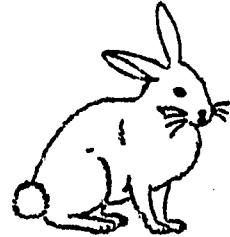
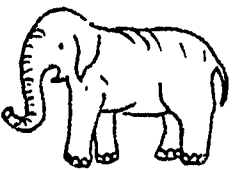
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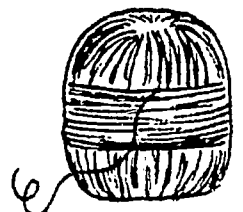
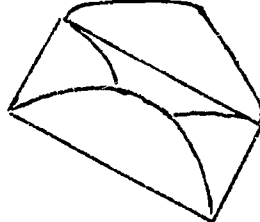
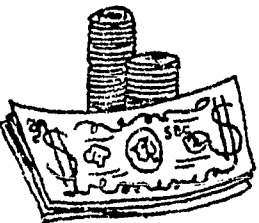
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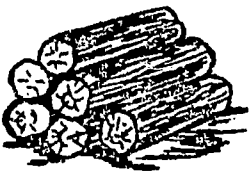
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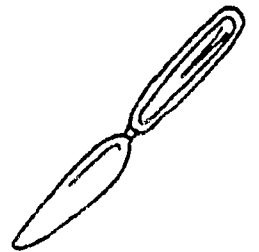
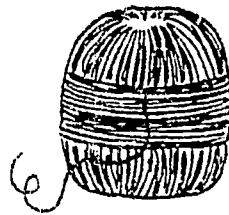
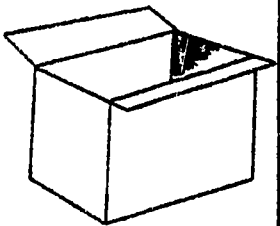
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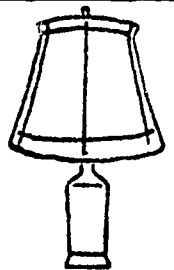
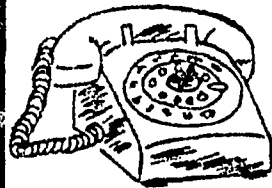
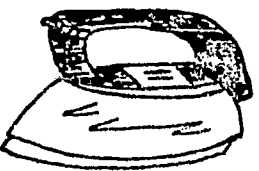
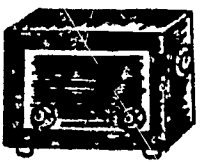
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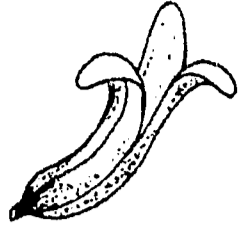
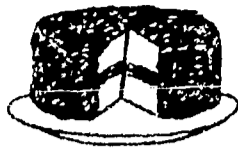
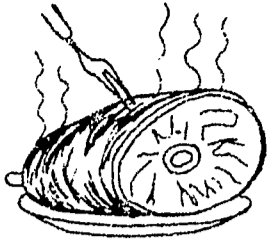
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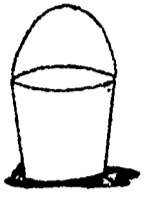
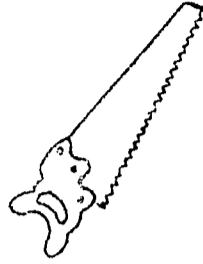
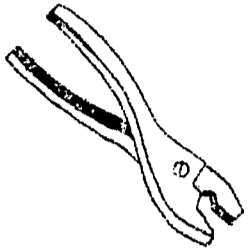
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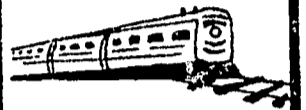
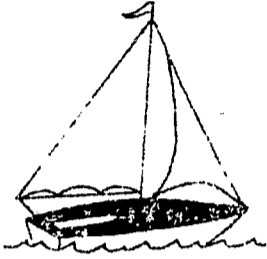
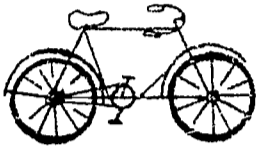
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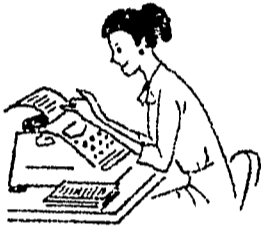
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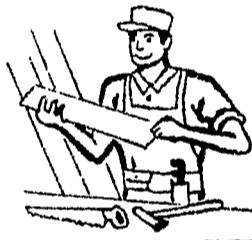
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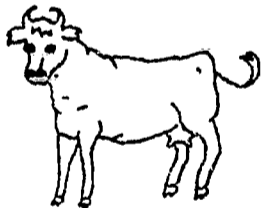
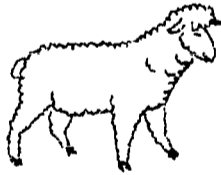
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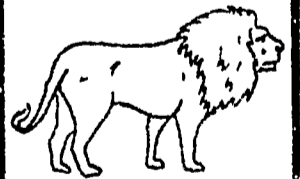
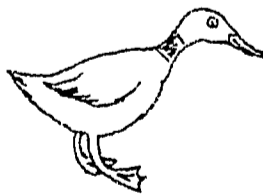
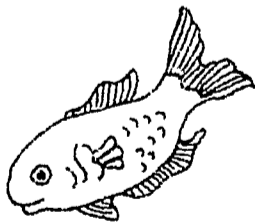
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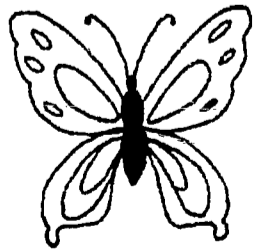
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LANGUAGE

ENGLISH  SPANISH

FORM A  FORM B

NUMBER

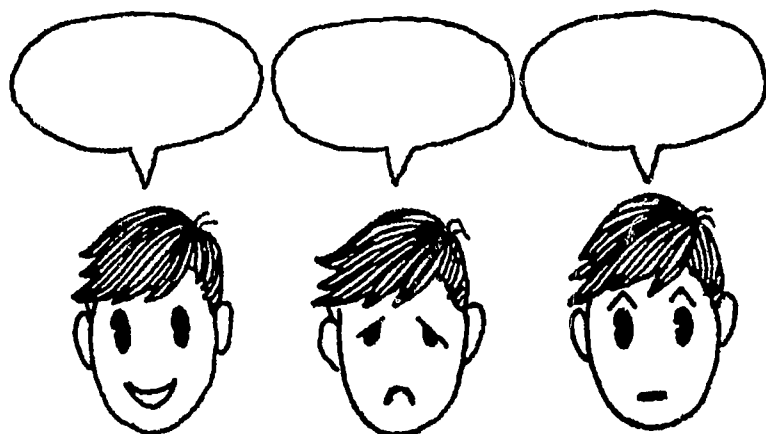
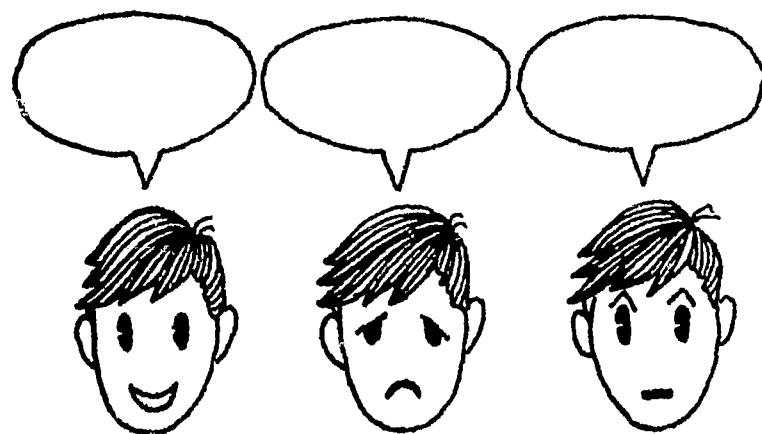
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AGE \_\_\_\_\_  
(Years) (Months)

GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

PRACTICE



P1. ○ □ △

P6. ○ □ △

P2. ○ □ △

P7. ○ □ △

P3. ○ □ △

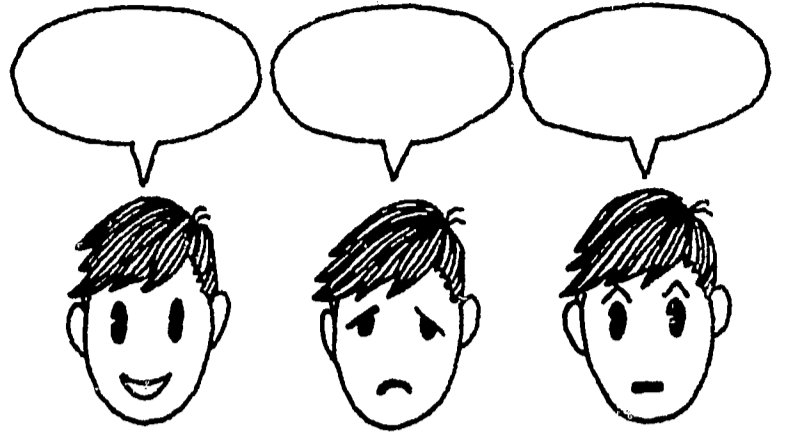
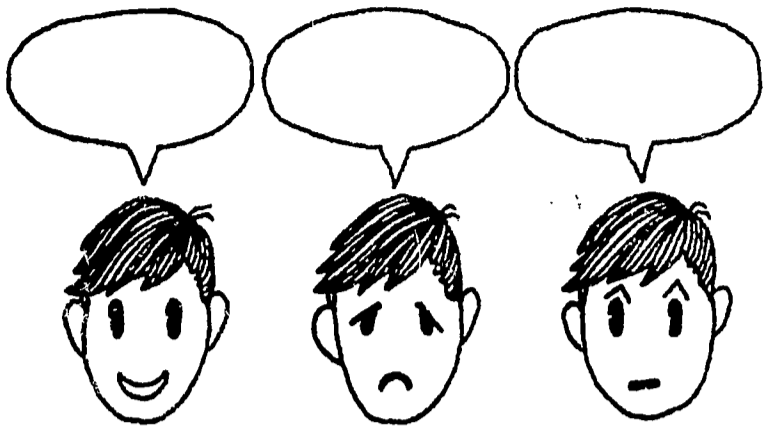
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P10. ○ □ △



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