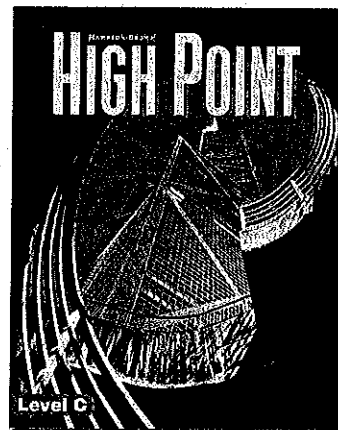
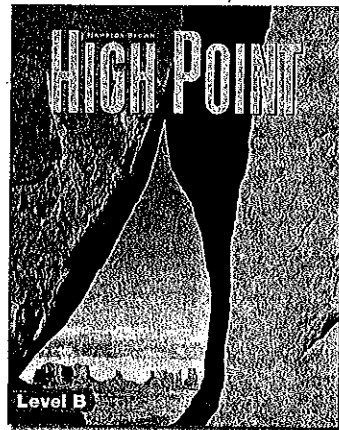
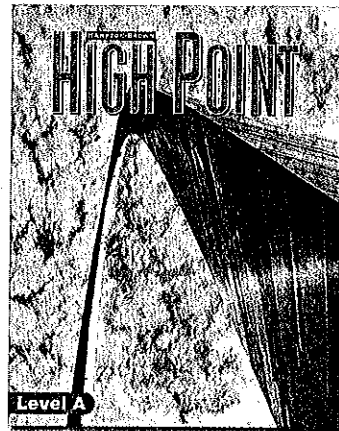
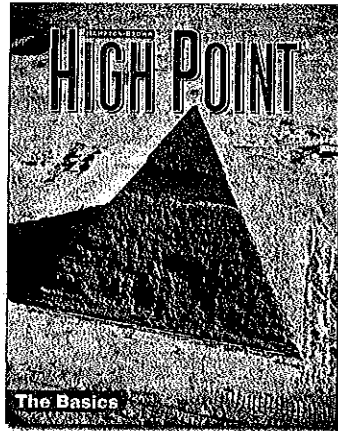


# HAMPTON-BROWN HIGH POINT

SUCCESS IN LANGUAGE • LITERATURE • CONTENT

## End-of-Level Tests e-Assessment Edition

TEACHER'S GUIDE



HAMPTON-BROWN

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# Overview of the End-of-Level Tests

The **End-Of-Level Tests** provide a convenient way to assess students' overall progress and achievement upon completion of one level of the *High Point* series. At each level, the tests are organized into subtests assessing various skills and progress in writing.

## End-of-Level Test for The Basics

This test measures students' understanding of basic English language skills, fundamental reading skills, and writing. It includes six subtests:

**Vocabulary** Twelve multiple-choice items test students' understanding of the key vocabulary taught across the level. In each item, students study a picture and find the word that goes with it.

**Patterns and Structures** Fifteen items in multiple-choice format test students' knowledge of the English language patterns and structures taught across the level.

**Decoding** This subtest presents ten multiple-choice items to assess students' ability to decode English words.

**Word Recognition** Six multiple-choice items assess students' recognition of high-frequency words taught across the level. The teacher names a word for each item. Then students read a sentence and identify the dictated word in context.

**Read on Your Own** This subtest assesses students' ability to comprehend reading passages. Students read a decodable fiction or nonfiction passage and answer multiple-choice comprehension questions.

**Writing** This subtest measures basic writing skills. The prompts direct students to write sentences in response to pictures and to write a descriptive paragraph.

## End-of-Level Tests for Levels A–C

Each of these tests measures students' grasp of reading and language skills taught in the level, as well as progress in writing. The tests feature multiple-choice items in standardized-test formats, with a writing prompt at the end. Each test includes five subtests:

### Section 1: Reading and Language

**Vocabulary** The items in this subtest gauge students' understanding of high-utility vocabulary from across the level. They also test the use of context clues and structural clues, such as prefixes, suffixes, and Greek and Latin roots, to determine the meaning of words.

**Reading and Literary Analysis** These items test students' grasp of comprehension, critical thinking, and literary analysis skills taught in the level.

**Language Skills** This subtest uses a passage followed by a series of items that test students' use of grammar skills taught across the level. The passage includes underlined phrases and sentences. Students are frequently asked to select the best revision of each underlined part or determine that it is correct as written.

## Section 2: Writing

**Process and Strategies** This subtest presents a writing passage followed by items that measure students' ability to revise, edit, and proofread text.

**Written Composition** Finally, in this subtest, a prompt directs students to write an original composition. The prompt states the Form, Audience, Topic, and Purpose of the writing, and asks students to complete the writing on a separate sheet of paper.

# Administering the Tests

Assign the appropriate **End-of-Level Test** after students have completed work on a level of the **High Point** series. See pages T4–T6 for scoring and reporting options. Follow this procedure to administer the test:

- Distribute the test pages and an answer sheet to each student. If you plan to score and report results using Hampton-Brown's e-Assessment system, use the machine-scorable answer sheets that come with the system. If you plan to score and report results by hand, distribute copies of the answer sheet on page T10 or T16. In either case, have students fill in the identifying information on the answer sheet. Students will also need additional paper to respond to the Writing Prompt(s).
- For **The Basics End-of-Level Test**, follow the Teacher Script and Test directions that appear on page T9, taking the time to work through each sample item and making sure that students know how to mark their answers correctly on the answer sheet.
- For the **Levels A–C End-of-Level Tests**, have students read items on their own. Allow them to progress at their own pace through the multiple-choice part of the test, marking their answers on the answer sheet.
- Once students have finished the multiple-choice section of the test, read aloud the directions and the Writing Prompt(s). Remind students to write their name, the date, and the level on the additional sheets they use to respond to the Writing Prompt(s). Allow time for students to complete their writing.
- At the end of the test, collect answer sheets and any additional sheets the students used for their writing.

# Options for Scoring and Reporting Results

The **End-of-Level Tests** can be scored electronically, with results available immediately in online reports. In this e-Assessment system, students mark their answers on machine-scorable answer sheets that are scanned and electronically scored. Data is then uploaded to the Internet, where teachers and administrators can access a variety of reports. Contact Hampton-Brown for information on subscribing to the e-Assessment system. Also see page T6.

Teachers can also score and report results by hand. For this option, duplicate the appropriate hand-scorable answer sheet from page T10 or T16 and have students mark their answers on the answer sheet. Use the **Answer Keys** and forms on pages T11–T24 to score the tests and report results by hand, following the guidelines below and on page T5.

## Reporting Student Test Results by Hand

**The Basics** Follow these steps:

1. Use the **Answer Key** on page T11 to score the multiple-choice items.
2. Record results in the **Student Profile** on page T12 and add the student's name and test date. Circle the item number of each correct answer. Award the number of points indicated for each correct answer, and write the total points for the subtest in the blank.
3. For the Writing subtest, use the scoring guidelines in the **Answer Key** on page T11 to award points for each item. Add the points and record the total for the subtest in the blank.
4. Add up the subtest scores to calculate the total number of points for the test.

**Levels A–C** For these levels, the test reports one score for Reading and Language and a separate score for Writing. Follow these steps:

1. Use the appropriate **Answer Key** on pages T17–T19 to score the multiple-choice items.
2. Record results in the **Student Profile** on page T23. Write the student's name and test date, and check off the level that was administered. Circle the item number of each correct answer. Award the number of points indicated for each correct answer, and write the total points for the subtest in the blank.
3. For the Written Composition subtest, evaluate the student's writing and assign it an overall holistic score based on one of the rubrics on pages T20–T22. Multiply the overall holistic score by 15 if you used a 4-point rubric; multiply by 10 if you used a 6-point rubric—in either case, the maximum subtest score will be 60.
4. Finally, add up the subtest scores to calculate the total number of points for each section.

# Reporting Class Results by Hand

By transferring the scores onto a **Class Profile**, you can obtain a convenient at-a-glance summary of class performance on the **End-of-Level Test**. Noticing patterns in the subtest and section scores will allow you to discern class strengths as well as areas that need further attention.

### Levels A-C End-of-Level Tests Student Profile for Hand-Scoring

**DIRECTIONS** Record the student's name and test date, and check off the level. Use the appropriate Answer Key from pages T17-T19 to score the multiple-choice items. Calculate the subtest scores, assigning points as shown. Choose a rubric from pages T20-T22 to score the written composition and calculate that subtest score based on the rubric you chose. Total the score for each section.

Student Name Vladimir Yorán Date May 15, 2006

**Section 1: Reading and Language**

Subtest	Item Analysis	No. Correct / Total
VOCABULARY	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ 16 ⑰ ⑱ (2 points each)	<u>34</u> / 36
READING AND LITERARY ANALYSIS	19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 (2 points each)	<u>36</u> / 40
LANGUAGE SKILLS	39 40 41 42 43 44 45 46 47 48 49 50 (2 points each)	<u>24</u> / 24
<b>TOTAL SECTION 1</b>		<u>94</u> / 100

**Section 2: Writing**

Subtest	Item Analysis	No. Correct / Total
PROCESS AND STRATEGIES	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ (5 points each)	<u>35</u> / 40
WRITTEN COMPOSITION	Writing Form Personal Narrative Holistic Score 4 X 15 (of 4-point rubric) X 10 (of 6-point rubric)	<u>60</u> / 60
<b>TOTAL SECTION 2</b>		<u>95</u> / 100

**HIGH POINT TEST LEVEL**  
 Level A  
 Level B  
 Level C

T23

Student Profile for Hand-Scoring  
Level B End-of-Level Test

### Levels A-C End-of-Level Tests Class Profile

**DIRECTIONS** Transfer scores from the Student Profiles for the End-of-Level Test to get an at-a-glance summary of class performance.

**HIGH POINT TEST LEVEL**  
 Level A  
 Level B  
 Level C

Student Name	Section 1: Reading and Language			Section 2: Writing			
	Vocabulary Possible Points: 36	Reading and Literary Analysis Possible Points: 40	Language Skills Possible Points: 24	TOTAL SECTION 1 Possible Points: 100	Process and Strategies Possible Points: 40	Written Composition Possible Points: 60	TOTAL SECTION 2 Possible Points: 100
Aguayo, Lupe	34	38	24	96	35	60	95
Blackfoot, Djo	34	38	24	98	40	60	100
García, Mindy	34	37	22	88	35	45	80
Hayashi, Gina	36	40	24	100	40	45	85
Joner, Stella	34	30	24	88	40	45	85
Kim, Jinhee	36	40	24	100	40	60	100
Kumar, Amir	30	36	24	90	40	45	85
Lee, Ho-Yong	28	28	20	76	30	30	60
Lee, Ming	36	38	24	98	35	45	80
Lu, Francine	36	36	24	96	40	60	100
Márquez, Manuel	36	40	24	100	40	60	100
Mendes, Claudio	36	36	22	94	35	45	80
Ortiz, Néctor	28	28	18	74	25	30	55
Pérez, Luke	36	36	24	96	35	60	95
Putin, Irena	36	38	24	98	40	45	85
Reyer, Katie	36	40	24	100	40	60	100
Singri, Barbis	36	34	22	92	40	60	100
Yoran, Vladimir	34	36	24	94	35	60	95

T24

Class Profile for Hand-Scoring  
Level B End-of-Level Test

## Machine-Scoring with Online Reports

Collect the students' machine-scorable answer sheets and their responses to the Writing subtest in **The Basics End-of-Level Test** or to the Written Composition subtest in the **Levels A–C End-of-Level Tests**.

**The Basics** Follow these steps:

1. Evaluate the student's writing and assign points based on the scoring guidelines in the **Answer Key**.
2. Mark the score for each item on the answer sheet before you release the answer sheets for scanning. **Be sure to use a Number 2 pencil to fill in the appropriate circle completely.** If you do not fill in a score, students will be assigned zero points for each item.

**Levels A–C** Follow these steps:

1. Submit the answer sheets for scanning and scoring.
2. Evaluate the student's writing and assign an overall holistic score using one of the rubrics on pages T20–T22. Log on to the e-Assessment website and input the score directly into the system.

Once data is uploaded and the writing scores are entered into the system, you can view online reports showing student and group performance.

# **The Basics**

# **End-of-Level Test**

**Forms for Scoring and Reporting Results by Hand**



# The Basics End-of-Level Test

## Teacher Script and Test Directions

### VOCABULARY

**Items 1–12** Read aloud the directions on page 2. Then work through the sample item. Say:

*Look at the picture in the Sample box. Read the beginning of the sentence. Then see which of the answer choices best completes the sentence. Let's try each one:*

*This is a grape.*

*This is an apple.*

*This is a banana.*

*This is an orange.*

*Which one makes the most sense? (Pause.) Answer C is correct because the picture shows a banana. Now do Items 1–12:*

- Read each item and choose your answer.
- Find the item number on your answer sheet.
- In the row of circles for that item, find the letter for the answer you chose. Fill in its circle.

### PATTERNS AND STRUCTURES

**Items 13–27** Read aloud the directions on page 4. Then work through the sample item. Say:

*Look at the picture in the Sample box. Read the incomplete sentence. Then see which of the answer choices works best in the blank. Let's try each one:*

- Go a slice of pizza.
- Eat a slice of pizza.
- Pack a slice of pizza.
- Chop a slice of pizza.

*Which one makes the most sense? (Pause.) Answer B is correct because the word eat goes with the picture and correctly completes the sentence. Now do Items 13–27. Be sure to read the new directions before Items 25–27.*

### DECODING

**Items 28–37** Read aloud the directions on page 7. Then work through the sample item. Say:

*Look at the picture in the Sample box. Then read each of the answer choices. Does the picture show a mat, a man, a miss, or a mom? (Pause.) Answer B is correct because the word man names the picture. Now do Items 28–37. Be sure to read the new directions before Items 35–37.*

### WORD RECOGNITION

**Items 38–43** Read aloud the directions on page 9. Then work through the sample item. Say:

*Listen to this word: find. Read the sentence in the Sample box. Which word in the sentence is the word find? (Pause.) Answer A is correct because the word above this circle is the word find. Now let's do Items 38–43.*

Read the following words for items 38–43:

38 watch	40 country	42 thought
39 friends	41 always	43 should

### READ ON YOUR OWN

**Items 44–52** Read aloud the directions for the first passage on page 10. Then have students read the stories on their own and answer the items.

### WRITING

**Items A–C** Read aloud each prompt on page 16. Then allow time for students to write their responses. Remind students that they should write their responses on a separate sheet of paper.

# The Basics End-of-Level Test Answer Sheet for Hand-Scoring

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

## End-of-Level Test

### Vocabulary

- |                   |                   |                    |
|-------------------|-------------------|--------------------|
| 1 (A) (B) (C) (D) | 5 (A) (B) (C) (D) | 9 (A) (B) (C) (D)  |
| 2 (F) (G) (H) (J) | 6 (F) (G) (H) (J) | 10 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 7 (A) (B) (C) (D) | 11 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | 8 (F) (G) (H) (J) | 12 (F) (G) (H) (J) |

### Patterns and Structures

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 13 (A) (B) (C) (D) | 18 (F) (G) (H) (J) | 23 (A) (B) (C) (D) |
| 14 (F) (G) (H) (J) | 19 (A) (B) (C) (D) | 24 (F) (G) (H) (J) |
| 15 (A) (B) (C) (D) | 20 (F) (G) (H) (J) | 25 (A) (B) (C) (D) |
| 16 (F) (G) (H) (J) | 21 (A) (B) (C) (D) | 26 (F) (G) (H) (J) |
| 17 (A) (B) (C) (D) | 22 (F) (G) (H) (J) | 27 (A) (B) (C) (D) |

### Decoding

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 28 (F) (G) (H) (J) | 32 (F) (G) (H) (J) | 36 (F) (G) (H) (J) |
| 29 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 37 (A) (B) (C) (D) |
| 30 (F) (G) (H) (J) | 34 (F) (G) (H) (J) |                    |
| 31 (A) (B) (C) (D) | 35 (A) (B) (C) (D) |                    |

### Word Recognition

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 38 (F) (G) (H) (J) | 40 (F) (G) (H) (J) | 42 (F) (G) (H) (J) |
| 39 (A) (B) (C) (D) | 41 (A) (B) (C) (D) | 43 (A) (B) (C) (D) |

### Read on Your Own

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 44 (F) (G) (H) (J) | 47 (A) (B) (C) (D) | 50 (F) (G) (H) (J) |
| 45 (A) (B) (C) (D) | 48 (F) (G) (H) (J) | 51 (A) (B) (C) (D) |
| 46 (F) (G) (H) (J) | 49 (A) (B) (C) (D) | 52 (F) (G) (H) (J) |

### Writing

A-C Write your answers on a separate sheet of paper.

# The Basics End-of-Level Test

## Answer Key

### End-of-Level Test

#### Vocabulary (1 point each)

- |                   |                   |                    |
|-------------------|-------------------|--------------------|
| 1 (A) (B) (C) (D) | 5 (A) (B) (C) (D) | 9 (A) (B) (C) (D)  |
| 2 (F) (G) (H) (J) | 6 (F) (G) (H) (J) | 10 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 7 (A) (B) (C) (D) | 11 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | 8 (F) (G) (H) (J) | 12 (F) (G) (H) (J) |

#### Patterns and Structures (1 point each)

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 13 (A) (B) (C) (D) | 18 (F) (G) (H) (J) | 23 (A) (B) (C) (D) |
| 14 (F) (G) (H) (J) | 19 (A) (B) (C) (D) | 24 (F) (G) (H) (J) |
| 15 (A) (B) (C) (D) | 20 (F) (G) (H) (J) | 25 (A) (B) (C) (D) |
| 16 (F) (G) (H) (J) | 21 (A) (B) (C) (D) | 26 (F) (G) (H) (J) |
| 17 (A) (B) (C) (D) | 22 (F) (G) (H) (J) | 27 (A) (B) (C) (D) |

#### Decoding (1 point each)

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 28 (F) (G) (H) (J) | 32 (F) (G) (H) (J) | 36 (F) (G) (H) (J) |
| 29 (A) (B) (C) (D) | 33 (A) (B) (C) (D) | 37 (A) (B) (C) (D) |
| 30 (F) (G) (H) (J) | 34 (F) (G) (H) (J) |                    |
| 31 (A) (B) (C) (D) | 35 (A) (B) (C) (D) |                    |

#### Word Recognition (1 point each)

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 38 (F) (G) (H) (J) | 40 (F) (G) (H) (J) | 42 (F) (G) (H) (J) |
| 39 (A) (B) (C) (D) | 41 (A) (B) (C) (D) | 43 (A) (B) (C) (D) |

#### Read on Your Own (5 points each)

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 44 (F) (G) (H) (J) | 47 (A) (B) (C) (D) | 50 (F) (G) (H) (J) |
| 45 (A) (B) (C) (D) | 48 (F) (G) (H) (J) | 51 (A) (B) (C) (D) |
| 46 (F) (G) (H) (J) | 49 (A) (B) (C) (D) | 52 (F) (G) (H) (J) |

#### Writing (4 points each)

##### A Award a maximum of 4 points, as follows:

- 1 point for capitalizing the first word of each sentence.
- 1 point for correct end punctuation.
- 1 point for writing complete sentences.
- 1 point for correctly using at least two location words.

##### B Award a maximum of 4 points, as follows:

- 1 point for correct capitalization and punctuation.
- 1 point for stating a similarity.
- 1 point for stating a difference.
- 1 point for effective use of adjectives.

##### C Award a maximum of 4 points, as follows:

- 2 points for stating a main idea and at least three details.
- 1 point for using effective descriptive words.
- 1 point for correct capitalization and punctuation.

# The Basics End-of-Level Test

## Student Profile for Hand-Scoring

**DIRECTIONS** Use the Answer Key on page T11 to score the test. Then circle the item number of each correct answer for Items 1–52. Calculate the subtest scores, assigning points as shown. Assign points for the Writing items per the Answer Key and calculate the subtest score. Total the scores.

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

Subtest	Item Analysis	No. Correct / Total
<b>VOCABULARY</b>	1 2 3 4 5 6 7 8 9 10 11 12 (1 point each)	_____ / 12
<b>PATTERNS AND STRUCTURES</b>	13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 (1 point each)	_____ / 15
<b>DECODING</b>	28 29 30 31 32 33 34 35 36 37 (1 point each)	_____ / 10
<b>WORD RECOGNITION</b>	38 39 40 41 42 43 (1 point each)	_____ / 6
<b>READ ON YOUR OWN</b>	44 45 46 47 48 49 50 51 52 (5 points each)	_____ / 45
<b>WRITING</b>	A B C (4 points each)	_____ / 12
<b>TOTAL</b>		_____ / 100



# **Levels A–C**

# **End-of-Level Tests**

**Forms for Scoring and Reporting Results by Hand**

# Levels A–C End-of-Level Tests

## Answer Sheet for Hand-Scoring

Name \_\_\_\_\_

Date \_\_\_\_\_

**HIGH POINT  
TEST LEVEL**

- Level A  
 Level B  
 Level C

### Section 1: Reading and Language

#### Vocabulary

- |                   |                    |                    |
|-------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 7 (A) (B) (C) (D)  | 13 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 8 (F) (G) (H) (J)  | 14 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 9 (A) (B) (C) (D)  | 15 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | 10 (F) (G) (H) (J) | 16 (F) (G) (H) (J) |
| 5 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 17 (A) (B) (C) (D) |
| 6 (F) (G) (H) (J) | 12 (F) (G) (H) (J) | 18 (F) (G) (H) (J) |

#### Reading and Literary Analysis

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 19 (A) (B) (C) (D) | 26 (F) (G) (H) (J) | 33 (A) (B) (C) (D) |
| 20 (F) (G) (H) (J) | 27 (A) (B) (C) (D) | 34 (F) (G) (H) (J) |
| 21 (A) (B) (C) (D) | 28 (F) (G) (H) (J) | 35 (A) (B) (C) (D) |
| 22 (F) (G) (H) (J) | 29 (A) (B) (C) (D) | 36 (F) (G) (H) (J) |
| 23 (A) (B) (C) (D) | 30 (F) (G) (H) (J) | 37 (A) (B) (C) (D) |
| 24 (F) (G) (H) (J) | 31 (A) (B) (C) (D) | 38 (F) (G) (H) (J) |
| 25 (A) (B) (C) (D) | 32 (F) (G) (H) (J) |                    |

#### Language Skills

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 39 (A) (B) (C) (D) | 43 (A) (B) (C) (D) | 47 (A) (B) (C) (D) |
| 40 (F) (G) (H) (J) | 44 (F) (G) (H) (J) | 48 (F) (G) (H) (J) |
| 41 (A) (B) (C) (D) | 45 (A) (B) (C) (D) | 49 (A) (B) (C) (D) |
| 42 (F) (G) (H) (J) | 46 (F) (G) (H) (J) | 50 (F) (G) (H) (J) |

### Section 2: Writing

#### Process and Strategies

- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| 1 (A) (B) (C) (D) | 4 (F) (G) (H) (J) | 7 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 5 (A) (B) (C) (D) | 8 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 6 (F) (G) (H) (J) |                   |

#### Written Composition

Write your composition on a separate sheet of paper.

# Level A End-of-Level Test Answer Key

## Section 1: Reading and Language

### Vocabulary (2 points each)

- |   |   |                                    |                                    |                                    |    |                                    |                                    |                                    |                                    |    |                                    |                                    |                                    |                                    |
|---|---|------------------------------------|------------------------------------|------------------------------------|----|------------------------------------|------------------------------------|------------------------------------|------------------------------------|----|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1 | A | B                                  | C                                  | <input checked="" type="radio"/> D | 7  | A                                  | B                                  | <input checked="" type="radio"/> C | D                                  | 13 | A                                  | B                                  | <input checked="" type="radio"/> C | D                                  |
| 2 | F | G                                  | <input checked="" type="radio"/> H | J                                  | 8  | F                                  | G                                  | H                                  | <input checked="" type="radio"/> J | 14 | F                                  | G                                  | <input checked="" type="radio"/> H | J                                  |
| 3 | A | <input checked="" type="radio"/> B | C                                  | D                                  | 9  | <input checked="" type="radio"/> A | B                                  | C                                  | D                                  | 15 | A                                  | B                                  | <input checked="" type="radio"/> C | D                                  |
| 4 | F | G                                  | H                                  | <input checked="" type="radio"/> J | 10 | <input checked="" type="radio"/> F | G                                  | H                                  | J                                  | 16 | F                                  | <input checked="" type="radio"/> G | H                                  | J                                  |
| 5 | A | B                                  | <input checked="" type="radio"/> C | D                                  | 11 | A                                  | <input checked="" type="radio"/> B | C                                  | D                                  | 17 | A                                  | B                                  | C                                  | <input checked="" type="radio"/> D |
| 6 | F | G                                  | H                                  | <input checked="" type="radio"/> J | 12 | <input checked="" type="radio"/> F | G                                  | H                                  | J                                  | 18 | <input checked="" type="radio"/> F | G                                  | H                                  | J                                  |

### Reading and Literary Analysis (2 points each)

- |    |                                    |                                    |                                    |                                    |    |   |                                    |                                    |                                    |    |                                    |                                    |                                    |                                    |
|----|------------------------------------|------------------------------------|------------------------------------|------------------------------------|----|---|------------------------------------|------------------------------------|------------------------------------|----|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 19 | <input checked="" type="radio"/> A | B                                  | C                                  | D                                  | 26 | F | <input checked="" type="radio"/> G | H                                  | J                                  | 33 | A                                  | B                                  | C                                  | <input checked="" type="radio"/> D |
| 20 | F                                  | G                                  | <input checked="" type="radio"/> H | J                                  | 27 | A | B                                  | <input checked="" type="radio"/> C | D                                  | 34 | F                                  | G                                  | <input checked="" type="radio"/> H | J                                  |
| 21 | A                                  | B                                  | <input checked="" type="radio"/> C | D                                  | 28 | F | G                                  | <input checked="" type="radio"/> H | J                                  | 35 | A                                  | B                                  | C                                  | <input checked="" type="radio"/> D |
| 22 | F                                  | G                                  | H                                  | <input checked="" type="radio"/> J | 29 | A | <input checked="" type="radio"/> B | C                                  | D                                  | 36 | <input checked="" type="radio"/> F | G                                  | H                                  | J                                  |
| 23 | A                                  | <input checked="" type="radio"/> B | C                                  | D                                  | 30 | F | G                                  | H                                  | <input checked="" type="radio"/> J | 37 | A                                  | B                                  | C                                  | <input checked="" type="radio"/> D |
| 24 | F                                  | <input checked="" type="radio"/> G | H                                  | J                                  | 31 | A | B                                  | <input checked="" type="radio"/> C | D                                  | 38 | F                                  | <input checked="" type="radio"/> G | H                                  | J                                  |
| 25 | A                                  | B                                  | C                                  | <input checked="" type="radio"/> D | 32 | F | G                                  | <input checked="" type="radio"/> H | J                                  |    |                                    |                                    |                                    |                                    |

### Language Skills (2 points each)

- |    |                                    |   |                                    |                                    |    |                                    |                                    |                                    |   |    |                                    |                                    |                                    |                                    |
|----|------------------------------------|---|------------------------------------|------------------------------------|----|------------------------------------|------------------------------------|------------------------------------|---|----|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 39 | A                                  | B | <input checked="" type="radio"/> C | D                                  | 43 | <input checked="" type="radio"/> A | B                                  | C                                  | D | 47 | A                                  | B                                  | C                                  | <input checked="" type="radio"/> D |
| 40 | F                                  | G | H                                  | <input checked="" type="radio"/> J | 44 | F                                  | G                                  | <input checked="" type="radio"/> H | J | 48 | F                                  | G                                  | <input checked="" type="radio"/> H | J                                  |
| 41 | <input checked="" type="radio"/> A | B | C                                  | D                                  | 45 | A                                  | B                                  | <input checked="" type="radio"/> C | D | 49 | <input checked="" type="radio"/> A | B                                  | C                                  | D                                  |
| 42 | <input checked="" type="radio"/> F | G | H                                  | J                                  | 46 | F                                  | <input checked="" type="radio"/> G | H                                  | J | 50 | F                                  | <input checked="" type="radio"/> G | H                                  | J                                  |

## Section 2: Writing

### Process and Strategies (5 points each)

- |   |   |   |                                    |                                    |   |                                    |                                    |   |                                    |   |   |                                    |   |                                    |
|---|---|---|------------------------------------|------------------------------------|---|------------------------------------|------------------------------------|---|------------------------------------|---|---|------------------------------------|---|------------------------------------|
| 1 | A | B | <input checked="" type="radio"/> C | D                                  | 4 | <input checked="" type="radio"/> F | G                                  | H | J                                  | 7 | A | B                                  | C | <input checked="" type="radio"/> D |
| 2 | F | G | H                                  | <input checked="" type="radio"/> J | 5 | A                                  | <input checked="" type="radio"/> B | C | D                                  | 8 | F | <input checked="" type="radio"/> G | H | J                                  |
| 3 | A | B | C                                  | <input checked="" type="radio"/> D | 6 | F                                  | G                                  | H | <input checked="" type="radio"/> J |   |   |                                    |   |                                    |

### Written Composition (60 points total)

Choose a rubric from pages T20–T22 to score the written composition. Record the holistic score on the **Student Profile** and calculate the number of points earned for this subtest. If you use a 4-point rubric, the student's score is multiplied by 15. If you use a 6-point rubric, the score is multiplied by 10. Both calculations yield 60 as the maximum possible score for the written composition.



# Level B End-of-Level Test

## Answer Key

### Section 1: Reading and Language

#### Vocabulary (2 points each)

- |   |   |   |   |   |    |   |   |   |   |    |   |   |   |   |
|---|---|---|---|---|----|---|---|---|---|----|---|---|---|---|
| 1 | A | B | C | D | 7  | A | B | C | D | 13 | A | B | C | D |
| 2 | F | G | H | J | 8  | F | G | H | J | 14 | F | G | H | J |
| 3 | A | B | C | D | 9  | A | B | C | D | 15 | A | B | C | D |
| 4 | F | G | H | J | 10 | F | G | H | J | 16 | F | G | H | J |
| 5 | A | B | C | D | 11 | A | B | C | D | 17 | A | B | C | D |
| 6 | F | G | H | J | 12 | F | G | H | J | 18 | F | G | H | J |

#### Reading and Literary Analysis (2 points each)

- |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |
|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|
| 19 | A | B | C | D | 26 | F | G | H | J | 33 | A | B | C | D |
| 20 | F | G | H | J | 27 | A | B | C | D | 34 | F | G | H | J |
| 21 | A | B | C | D | 28 | F | G | H | J | 35 | A | B | C | D |
| 22 | F | G | H | J | 29 | A | B | C | D | 36 | F | G | H | J |
| 23 | A | B | C | D | 30 | F | G | H | J | 37 | A | B | C | D |
| 24 | F | G | H | J | 31 | A | B | C | D | 38 | F | G | H | J |
| 25 | A | B | C | D | 32 | F | G | H | J |    |   |   |   |   |

#### Language Skills (2 points each)

- |    |   |   |   |   |    |   |   |   |   |    |   |   |   |   |
|----|---|---|---|---|----|---|---|---|---|----|---|---|---|---|
| 39 | A | B | C | D | 43 | A | B | C | D | 47 | A | B | C | D |
| 40 | F | G | H | J | 44 | F | G | H | J | 48 | F | G | H | J |
| 41 | A | B | C | D | 45 | A | B | C | D | 49 | A | B | C | D |
| 42 | F | G | H | J | 46 | F | G | H | J | 50 | F | G | H | J |

### Section 2: Writing

#### Process and Strategies (5 points each)

- |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | A | B | C | D | 4 | F | G | H | J | 7 | A | B | C | D |
| 2 | F | G | H | J | 5 | A | B | C | D | 8 | F | G | H | J |
| 3 | A | B | C | D | 6 | F | G | H | J |   |   |   |   |   |

#### Written Composition (60 points total)

Choose a rubric from pages T20–T22 to score the written composition. Record the holistic score on the **Student Profile** and calculate the number of points earned for this subtest. If you use a 4-point rubric, the student's score is multiplied by 15. If you use a 6-point rubric, the score is multiplied by 10. Both calculations yield 60 as the maximum possible score for the written composition.

# Level C End-of-Level Test

## Answer Key

### Section 1: Reading and Language

#### Vocabulary (2 points each)

- |  |   |   |
|--|---|---|
| 1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D             | 13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D            |
| 2 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 8 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J  | 14 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input checked="" type="radio"/> J |
| 3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D | 9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D             | 15 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 4 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input checked="" type="radio"/> J | 10 <input type="radio"/> F <input type="radio"/> G <input checked="" type="radio"/> H <input type="radio"/> J | 16 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J |
| 5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 11 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 17 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 6 <input type="radio"/> F <input type="radio"/> G <input checked="" type="radio"/> H <input type="radio"/> J | 12 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D            |

#### Reading and Literary Analysis (2 points each)

- |   |   |   |
|---|---|---|
| 19 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 26 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input checked="" type="radio"/> J | 33 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 20 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input checked="" type="radio"/> J | 27 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D | 34 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D | 28 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 35 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 22 <input type="radio"/> F <input type="radio"/> G <input checked="" type="radio"/> H <input type="radio"/> J | 29 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D | 36 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D | 30 <input type="radio"/> F <input type="radio"/> G <input checked="" type="radio"/> H <input type="radio"/> J | 37 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D |
| 24 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 31 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 38 <input type="radio"/> F <input type="radio"/> G <input checked="" type="radio"/> H <input type="radio"/> J |
| 25 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 32 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J |   |

#### Language Skills (2 points each)

- |   |   |   |
|---|---|---|
| 39 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D | 47 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D |
| 40 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 44 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 48 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input checked="" type="radio"/> J |
| 41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D            | 45 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D |
| 42 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input checked="" type="radio"/> J | 46 <input type="radio"/> F <input type="radio"/> G <input checked="" type="radio"/> H <input type="radio"/> J | 50 <input type="radio"/> F <input type="radio"/> G <input checked="" type="radio"/> H <input type="radio"/> J |

### Section 2: Writing

#### Process and Strategies (5 points each)

- |  |  |  |
|--|--|--|
| 1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D | 4 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input checked="" type="radio"/> J | 7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D            |
| 2 <input type="radio"/> F <input checked="" type="radio"/> G <input type="radio"/> H <input type="radio"/> J | 5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D | 8 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input checked="" type="radio"/> J |
| 3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D            | 6 <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input checked="" type="radio"/> J |  |

#### Written Composition (60 points total)

Choose a rubric from pages T20–T22 to score the written composition. Record the holistic score on the **Student Profile** and calculate the number of points earned for this subtest. If you use a 4-point rubric, the student's score is multiplied by 15. If you use a 6-point rubric, the score is multiplied by 10. Both calculations yield 60 as the maximum possible score for the written composition.

# Levels A–C End-of-Level Tests

## Writing Assessment (4-Point Rubric)

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

Level \_\_\_\_\_ Writing Form \_\_\_\_\_

### HOLISTIC SCORING RUBRIC

Check the box in each category that best describes the student's composition.  
Then determine the scale score based on the array of checks.

Scale	Development of Ideas	Organization	Attention to Audience and Purpose	Language & Conventions
<b>4</b>	<input type="checkbox"/> Conveys meaning in a clear, effective way, expressing ideas and feelings appropriately and fully representing the features of the writing form.	<input type="checkbox"/> Shows purposeful organization and a logical progression of ideas with smooth logical transitions and/or time order words.	<input type="checkbox"/> Uses vocabulary and tone appropriate to the audience; engages, maintains, and satisfies reader's interest.	<input type="checkbox"/> Consistently uses varied and precise vocabulary. <input type="checkbox"/> Maintains consistent point of view across a variety of sentence structures and appropriate verb tenses.
<b>3</b>	<input type="checkbox"/> Conveys meaning most of the time, representing most features of the writing form, with some attention to appropriate expression of ideas and feelings.	<input type="checkbox"/> Offers a flow of ideas or events with some lapses in logical order; limited use of logical transitions and time order words.	<input type="checkbox"/> Shows some attention to word choice and appropriate tone; mostly anticipates and answers the needs of the audience.	<input type="checkbox"/> Vocabulary is adequate for the purpose. <input type="checkbox"/> Uses consistent point of view in varied sentence structures with errors that seldom diminish meaning.
<b>2</b>	<input type="checkbox"/> Attempts to convey meaning; demonstrates attention to some features of the writing form, but provides limited elaboration.	<input type="checkbox"/> Begins to organize ideas or events into a flow with few or weak transitions.	<input type="checkbox"/> Shows some evidence of establishing tone; attempts to engage the reader, but word choice is not effective.	<input type="checkbox"/> Vocabulary is often limited. <input type="checkbox"/> Writes primarily with simple sentences in the present tense with errors that sometimes impede communication; point of view may be inconsistent.
<b>1</b>	<input type="checkbox"/> Begins to convey meaning and to represent a few features of the writing form, but development and supporting details are inadequate.	<input type="checkbox"/> Simple sentences or phrases provide loosely connected ideas or events.	<input type="checkbox"/> Tone varies or is not adequately linked to the audience and limited vocabulary diminishes meaning.	<input type="checkbox"/> Vocabulary is limited. <input type="checkbox"/> Writes in simple sentences or phrases with errors that impede communication; point of view may be inconsistent.
<b>0</b>	<input type="checkbox"/> Does not complete the assignment or does not address the task.			

# Levels A–C End-of-Level Tests

## Writing Assessment (6-Point Rubric)

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

Level \_\_\_\_\_ Writing Form \_\_\_\_\_

### HOLISTIC SCORING RUBRIC

Check the box in each category that best describes the student's composition.  
Then determine the scale score based on the array of checks.

Scale	Development of Ideas	Organization	Attention to Audience and Purpose	Language & Conventions
6	<input type="checkbox"/> Conveys meaning in a clear, effective way, expressing ideas and feelings appropriately and fully representing the features of the writing form.	<input type="checkbox"/> Shows purposeful organization and a logical progression of ideas with smooth logical transitions and/or time order words.	<input type="checkbox"/> Uses vocabulary and tone appropriate to the audience; engages, maintains, and satisfies reader's interest.	<input type="checkbox"/> Consistently uses varied and precise vocabulary. <input type="checkbox"/> Maintains consistent point of view across a variety of sentence structures and appropriate verb tenses.
5	<input type="checkbox"/> Conveys meaning clearly, and represents most features of the writing form, with adequate details that convey ideas and feelings.	<input type="checkbox"/> Shows a logical progression of ideas or events and adequate logical transitions and time order words.	<input type="checkbox"/> Chooses vocabulary and tone that are adequate for engaging and maintaining reader's interest.	<input type="checkbox"/> Vocabulary is varied and vivid. <input type="checkbox"/> Maintains a consistent point of view across a variety of sentence structures with verb tenses that are usually correct.
4	<input type="checkbox"/> Conveys meaning most of the time, representing most features of the writing form, with some attention to the expression of ideas and feelings.	<input type="checkbox"/> Offers a flow of ideas or events with some lapses in logical order; limited use of logical transitions and time order words.	<input type="checkbox"/> Shows some attention to word choice and appropriate tone; mostly anticipates and answers the needs of the audience.	<input type="checkbox"/> Vocabulary is adequate for the purpose. <input type="checkbox"/> Uses consistent point of view in varied sentence structures with errors that seldom diminish meaning.
3	<input type="checkbox"/> Attempts to convey meaning; demonstrates attention to some features of the writing form, but provides limited elaboration.	<input type="checkbox"/> Begins to organize ideas or events into a flow with few or weak transitions.	<input type="checkbox"/> Shows some evidence of establishing tone; attempts to engage the reader, but word choice is not effective.	<input type="checkbox"/> Vocabulary is often limited. <input type="checkbox"/> Writes primarily with simple sentences in the present tense with errors that sometimes impede communication; point of view may be inconsistent.
2	<input type="checkbox"/> Begins to convey meaning and to represent a few features of the writing form, but development and supporting details are inadequate.	<input type="checkbox"/> Simple sentences or phrases provide loosely connected ideas or events.	<input type="checkbox"/> Tone varies or is not adequately linked to the audience and limited vocabulary diminishes meaning.	<input type="checkbox"/> Vocabulary is limited. <input type="checkbox"/> Writes in simple sentences or phrases with errors that impede communication; point of view may be inconsistent.
1	<input type="checkbox"/> Uses pictures or single words and phrases to convey meaning, minimally representing the features of the writing form.	<input type="checkbox"/> Single words or phrases show a very limited ordering of ideas and events.	<input type="checkbox"/> Tone and purposeful word choice are not appropriate or apparent.	<input type="checkbox"/> Uses pictures, single words, or phrases. <input type="checkbox"/> Copies from a model.
0	<input type="checkbox"/> Does not complete the assignment or does not address the task.			

# Levels A-C End-of-Level Tests • 4-Point Good Writing Traits Rubric

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

Level \_\_\_\_\_

Writing Form \_\_\_\_\_

Scale	Focus and Coherence	Organization	Development of Ideas	Voice	Written Conventions
<b>4</b>	<b>Related Ideas</b> <input type="checkbox"/> Paragraphs and the writing as a whole are focused. <b>Completeness</b> <input type="checkbox"/> The writing feels complete. It has a beginning, relevant details, and a conclusion.	<b>Structure</b> <input type="checkbox"/> The organizing strategy is well-suited to the writer's purpose. <b>Progression of Ideas</b> <input type="checkbox"/> Ideas flow logically and smoothly, with meaningful transitions.	<b>Content Quality</b> <input type="checkbox"/> The writer takes a risk and treats the topic in an interesting way, with insight and thoughtfulness. <b>Elaboration</b> <input type="checkbox"/> Ideas are developed in depth.	<b>Individuality</b> <input type="checkbox"/> The writing sounds genuine and unique. <b>Word Choice</b> <input type="checkbox"/> Words and phrases are interesting and appropriate to the writer's purpose and audience.	<b>Grammar, Usage, Mechanics, and Spelling</b> <input type="checkbox"/> There are only a few errors. <b>Sentence Fluency</b> <input type="checkbox"/> Sentences are varied and effective.
<b>3</b>	<b>Related Ideas</b> <input type="checkbox"/> Paragraphs and the writing as a whole are mostly focused, but there are a few sudden shifts. <b>Completeness</b> <input type="checkbox"/> The writing feels complete. It has a beginning, mostly relevant details, and a conclusion.	<b>Structure</b> <input type="checkbox"/> The organizing strategy is generally suited to the writer's purpose. <b>Progression of Ideas</b> <input type="checkbox"/> Most ideas flow logically and smoothly, but there are a few gaps.	<b>Content Quality</b> <input type="checkbox"/> The writer does not take much of a risk, but does treat the topic in a thoughtful way. <b>Elaboration</b> <input type="checkbox"/> Ideas are somewhat developed.	<b>Individuality</b> <input type="checkbox"/> For the most part, the writing sounds genuine and unique. <b>Word Choice</b> <input type="checkbox"/> Words and phrases are mostly interesting and appropriate to the writer's purpose and audience.	<b>Grammar, Usage, Mechanics, and Spelling</b> <input type="checkbox"/> Errors are minor and/or infrequent. <b>Sentence Fluency</b> <input type="checkbox"/> There is some sentence variety. Sentences are generally effective.
<b>2</b>	<b>Related Ideas</b> <input type="checkbox"/> There are a number of sudden shifts between ideas. <b>Completeness</b> <input type="checkbox"/> The writing feels somewhat incomplete. It is missing a beginning and/or an ending. Important details seem to be missing.	<b>Structure</b> <input type="checkbox"/> There is an organizing strategy, but it does not suit the writer's purpose. <b>Progression of Ideas</b> <input type="checkbox"/> There are breaks in logic and very few transitions.	<b>Content Quality</b> <input type="checkbox"/> The topic is covered, but in an uninteresting way. <b>Elaboration</b> <input type="checkbox"/> Ideas are listed or mentioned superficially.	<b>Individuality</b> <input type="checkbox"/> A few passages sound genuine and unique. <b>Word Choice</b> <input type="checkbox"/> Words and phrases are somewhat interesting and appropriate to the writer's purpose and audience.	<b>Grammar, Usage, Mechanics, and Spelling</b> <input type="checkbox"/> Errors are frequent, but the meaning is clear. <b>Sentence Fluency</b> <input type="checkbox"/> Sentences are somewhat awkward and have missing words.
<b>1</b>	<b>Related Ideas</b> <input type="checkbox"/> The writing is not focused. <b>Completeness</b> <input type="checkbox"/> There is no sense of completeness.	<b>Structure</b> <input type="checkbox"/> No organizing strategy is evident. <b>Progression of Ideas</b> <input type="checkbox"/> Writing is illogical, wordy, and/or repetitious.	<b>Content Quality</b> <input type="checkbox"/> The writing is uninteresting. <b>Elaboration</b> <input type="checkbox"/> There is little or no development of ideas.	<b>Individuality</b> <input type="checkbox"/> There is little or no sense of the writer. <b>Word Choice</b> <input type="checkbox"/> Words and phrases are not appropriate to the writer's purpose or audience.	<b>Grammar, Usage, Mechanics, and Spelling</b> <input type="checkbox"/> Errors are severe and/or frequent and are a barrier to understanding. <b>Sentence Fluency</b> <input type="checkbox"/> Sentences are awkward and have missing words.
<b>0</b>	<input type="checkbox"/> Does not complete the assignment or does not address the task.				

# Levels A–C End-of-Level Tests

## Student Profile for Hand-Scoring

**DIRECTIONS** Record the student's name and test date, and check off the level. Use the appropriate **Answer Key** from pages T17–T19 to score the multiple-choice items. Calculate the subtest scores, assigning points as shown. Choose a rubric from pages T20–T22 to score the written composition and calculate that subtest score based on the rubric you chose. Total the score for each section.

### HIGH POINT TEST LEVEL

- Level A  
 Level B  
 Level C

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

### Section 1: Reading and Language

Subtest	Item Analysis	No. Correct / Total
<b>VOCABULARY</b>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 (2 points each)	_____ / 36
<b>READING AND LITERARY ANALYSIS</b>	19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 (2 points each)	_____ / 40
<b>LANGUAGE SKILLS</b>	39 40 41 42 43 44 45 46 47 48 49 50 (2 points each)	_____ / 24
<b>TOTAL SECTION 1</b>		_____ / 100

### Section 2: Writing

Subtest	Item Analysis	No. Correct / Total
<b>PROCESS AND STRATEGIES</b>	1 2 3 4 5 6 7 8 (5 points each)	_____ / 40
<b>WRITTEN COMPOSITION</b>	Writing Form _____ Holistic Score _____ x 15 (if 4-Point Rubric) x 10 (if 6-Point Rubric)	_____ / 60
<b>TOTAL SECTION 2</b>		_____ / 100

