



FORMS E/F/G
LEVELS 5-6

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5-6

PRACTICE TESTS
DIRECTIONS

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Developed at The University of Iowa by

Iowa Testing Programs

Acknowledgments

Photograph

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Part 1

Prepare for Practice Testing

Overview of the Practice Tests

Students in the lower elementary grades may be unfamiliar with standardized testing situations. The Practice Tests for the *Iowa Assessments*[™] have been designed to introduce students to the kinds of test directions and questions they will encounter when they take the tests. This *Practice Tests Directions* booklet provides instructions for administering the Practice Tests, the correct responses for each question, and suggested language for discussing the correct responses with students.

The Practice Tests for Level 5/6 provide practice for the following tests.

- Vocabulary
- Word Analysis
- Listening
- Language
- Mathematics
- Reading

The Practice Tests may be divided into multiple testing sessions, with each session given just prior to the administration of the corresponding regular test. If desired, however, the Practice Tests may be given in a single orientation session immediately preceding the first session of regular testing. After each practice test, the teacher and students should identify the correct responses and discuss why these responses are correct.

Getting Ready for the Practice Tests

- ✓ Students will need place markers. These may be rectangular pieces of cardboard, approximately two inches by four inches.

- ✓ Each student will need two No. 2 pencils.

- ✓ If necessary, you may provide scratch paper to students to use with the tests.

- ✓ Enter students' names on the *Practice Tests* booklets ahead of time, or instruct students to print their names on the booklets themselves.

- ✓ Discuss with students the purposes for taking the Practice Tests.

Part 2

Administer the Practice Tests

As you give the tests, read aloud **word for word** the directions that are printed in **blue type**, preceded by the word "SAY." The material printed in **bold type** is information for you and should not be read aloud.

The directions for the test questions should be read distinctly and at a constant rate. Allow enough time for students to answer each question before moving on to the next one.

Page locator art is used at the top of each page of each test in the regular *Iowa Assessments*. Use the page locator art reproduced in these directions to verify that students are on the correct page.

While administering the Practice Tests, circulate among the students and help those who do not understand the directions or who have difficulty in marking the answers properly.

Vocabulary

As soon as the students are settled and ready to begin work, say:

SAY

Today we are going to do something new. I will pass out some booklets. Do not begin to write in them until I tell you what to do.

Distribute the test booklets, pencils, and place markers. Make sure each student has the booklet with his or her name on it. Allow students a minute or two to look at the pictures in the test booklets. Then say:

SAY

Put your booklet on your desk with the front cover facing up.

Demonstrate. Pause until all the students have the test booklets lying on their desks with the cover page facing up. Then say:



Page 1

SAY

Open your booklet to page 1, the page with the crowns across the top.

Demonstrate. Open a copy of the test booklet to page 1. When everyone has found the correct place, say:

This is a test about the meanings of words. First I will read a word. Then you should fill in the circle under the picture that goes with the word. We will do the first one together. Put your marker under the first row, the one with the carrot.

Demonstrate where the markers should be placed. When everyone has found the correct place, say:

1. The word is **painting**. Which picture shows a painting? (Pause for a reply.) Yes, the second picture shows a painting. Notice that the circle under the second picture has been filled in. This is how you will mark your test to show the correct or best answer.

Draw a circle on the board and fill it in to show students how it should be done. Tell the students to make a heavy black mark that fills most of the circle. They should stay within the circle but should not take time to make neat marks that fill in the entire circle. A good black mark is all that is necessary. If they need to erase an answer, they should do so as completely as possible. Tell students they should make sure only one circle is filled in for each box or row. Then say:

SAY

Now we will do another one. Listen carefully to what I say.

SAY

2. Move your marker under the next row, the one with the glasses. The word is **relax**. Relax with the pets. Fill in the circle under the correct picture. Which picture shows relax? (Pause for a reply.) Yes, the third picture shows relax.

Circulate among students to see that they have correctly filled in the third circle. Then say:

3. Now we will do another one. Move your marker under the row with the pants. The word is **scatter**. Scatter the seeds. Fill in the circle under the picture.

Students should have filled in the second circle.

4. Put your marker under the next row, the one with the gift. You should be at the bottom of the page. The word is **active**. Sharon is an active girl. Fill in the circle under the picture.

The students should have filled in the second circle in response to question 4. Then say:

There is a stop sign at the bottom of the page. This tells you that when you are finished, you should put your pencil down and wait. Do this whenever you see a stop sign. Do not go on to the next page.

Note: After each question in the practice tests (or after all questions have been completed), indicate which answer is correct and discuss why this answer is correct.

Word Analysis

When the students are ready to begin, say:



Page 2

SAY

Turn to the next page, the page with the elephants across the top. Move your marker under the row with the dolphin.

Demonstrate where the markers should be placed. When everyone has found the correct place, say:

SAY

1. These are questions about letters and their sounds. First I will name a letter. Then you should fill in the circle under that letter. Fill in the circle under the **r**.

Wait for students to fill in the circle, then say:

The second letter is an **r**, so you should have filled in the second circle.

2. Move your marker under the next row, the one with the paintbrush. Listen carefully while I say three words: **bounce**, **button**, **bark**. Fill in the circle under the letter that stands for the beginning sound in **bounce**, **button**, **bark**.

Wait for students to fill in the circle, then say:

The words **bounce**, **button**, and **bark** begin with **b**. The first letter is **b**. You should have filled in the first circle.

3. Put your marker under the next row, the one with the shirt. There are pictures of a **wagon**, a **butterfly**, and a **ruler**. Fill in the circle under the picture whose name begins with the same sound as **walk . . . walk**.

The correct answer is wagon (first circle). Only wagon and walk begin with **w**.

SAY

4. Move your marker under the next row, the one with the deer. You should be at the bottom of the page. There are pictures of a **fork**, a **bone**, and a **plant**. Fill in the circle under the picture whose name rhymes with **phone . . . phone**.

The correct answer is bone (second circle).



Page 3

SAY

Now look at page 3. You should be on the page with the leaves across the top.

Allow students a moment or two to relax while you check to see that everyone is on the correct page. Then say:

SAY

Now we will do another kind.

SAY

5. Put your marker under the first row, the one that shows a picture of a flute. Fill in the circle under the letters that go before **u-t-e** (say the letters) to make the word **flute**.

The correct answer is fl (third circle).

6. Move your marker under the next row. The first picture shows a **car**. Car begins with the letter **c**. Take away the **c** and put a **j** in its place. Fill in the circle under the picture of the new word.

The correct answer is jar (third circle). Then say:

The stop sign at the bottom of the page tells you to put your pencil down and wait.

Listening

When the students are ready to begin, say:



Page 4

SAY

Turn to page 4, the page with the rockets at the top. Put your marker under the row with the pets at the top of the page.

Demonstrate where the markers should be placed. When everyone has found the correct place, say:

SAY

This is a test about understanding what you hear. First I will read a little story. Then you should fill in the circle under the picture that goes with the story. I will read the story only once, so you must listen carefully.

1. Mrs. Rider said her grandson had a new pet. She asked the class to guess what it was. “It doesn’t swim, and it doesn’t fly, but it likes to run.” Which pet did Mrs. Rider’s grandson have? Fill in the circle under the picture.

The correct answer is the mouse (third picture). Discuss with students why mouse is the best answer.

2. Move your marker under the next row. Will’s mother has to make an important phone call. She asks Will to play quietly for a few minutes. Fill in the circle under the picture that shows what Will’s mother likes Will to do while she is on the phone.

The correct answer is the second picture. The boy is sitting quietly, reading a book.

3. Put your marker under the next row. Thomas and his dad were going to play tennis. Thomas’s father asked him, “Could you please put all of the tennis balls in a bucket and find two tennis racquets? Then load the bucket of balls and racquets into the little red wagon so we can walk to the tennis court.” Fill in the circle that shows Thomas followed his father’s directions.

The correct answer is the second picture. Discuss with students why the second picture is the best answer.

SAY

4. Move your marker under the last row. Fritz looked down his street and saw three lampposts on each side. Fritz saw that the lamppost closest to him was burned out. Fill in the circle under the picture of what Fritz saw as he looked down his street.

The correct answer is the first picture. Discuss with students why the first picture is the best answer. Then say:

The stop sign at the bottom of the page tells you to put your pencil down and wait.

Language

When the students are ready to begin, say:



Page 5

SAY

Now look at the next page in your test booklet. You should be on the page with the scissors across the top.

Display the proper page. Students should have their booklets open to pages 4–5. When everyone has found the correct place, say:

SAY

This is a test about some of the ways people use words. First I will read a sentence. Then you should fill in the circle under the picture that goes with the sentence. Put your marker under the first row, the one with the pictures of a cat.

Demonstrate where the markers should be placed. When everyone has found the correct place, say:

1. Jasmine’s cat hides cat toys under the rug. Fill in the circle under the picture that shows Jasmine’s cat hides cat toys under the rug.

The correct answer is the first circle because the picture shows a cat putting a toy under a rug.

2. Move your marker under the next row, the one with children playing. The girls are running around the slide. Fill in the circle under the picture that shows the girls are running around the slide.

The correct answer is the second circle because the girls are running around the slide, not under it and not on it.

3. Put your marker under the next row. The pictures show a **shovel**, a **bush**, and a **pot**. Listen while I say some words: **tree**, **grass**, **flower**. Fill in the circle under the picture most like the words I just said.

The correct answer is the second circle because a bush is most like a tree, grass, and a flower.

SAY

4. Move your marker under the next row. You should be at the bottom of the page. The pictures show a **lion**, a **fish**, and an **eagle**. Listen while I say some words: **horse**, **rabbit**, **bear**. Fill in the circle under the picture most like the words I just said.

The correct answer is the first circle because a lion, with four legs and fur, is most like a horse, a rabbit, and a bear. Then say:

The stop sign at the bottom of the page tells you to put your pencil down and wait.

Mathematics

When the students are ready to begin, say:



Page 6

SAY

Turn to page 6 in your test booklet, the page with the teddy bears across the top.

Display the proper page. Students should have their test booklets open to pages 6–7. When everyone has found the correct place, say:

SAY

This is a math test. First I will read a question. Then you should fill in the circle under the picture that best answers the question. Put your marker under the first row, the one with the pictures of the flowerpots.

1. Count the flowerpots. Fill in the circle under the number that shows how many flowerpots there are.

The correct answer is 5 (the second circle).

2. Put your marker under the next row. When Callie went to the carnival, she saw a Ferris wheel with cars in the shape of triangles. Fill in the circle under the Ferris wheel with cars in the shape of triangles.

The correct answer is the first circle.

3. Move your marker under the next row. Look at the line of parking spaces. Four parking spaces are numbered. Where should the number 22 go? Fill in the circle under the parking space where number 22 should go.

The correct answer is the second circle.

4. Put your marker under the next row, the one with the backpacks. Which picture has 1 backpack for each child with none left over? Fill in the circle under the picture that has 1 backpack for each child with none left over.

The correct answer is the third circle.



SAY

Now look at the next page. You should be on the page with the squirrels across the top.

Allow students a moment or two to relax as you make sure that everyone is on the correct page. Then say:

SAY

- Put your marker under the first row, the one with the numbers. A firefighter was going to the 12th floor of a building on a training exercise. She was on the 3rd floor. How many more floors did she have to go? Fill in the circle under the number of floors the firefighter still had to climb if she was going to the 12th floor and was only on the 3rd floor.

The correct answer is 9 (the first circle).

- Move your marker under the next row, the one with the pictures of a fruit smoothie. Which glass is half full? Fill in the circle under the glass that is half full.

The correct answer is the first circle.

- Move your marker under the next row, the one with the fireflies. Which group of fireflies has 2 less than 10? Fill in the circle under the group of fireflies that has 2 less than 10.

The correct answer is the second circle.

- Move your marker under the next row. You should be at the bottom of the page. Look at the lines in the picture. The lines make a pattern. Which line goes next at the bottom of the pattern? Fill in the circle under the line that goes next at the bottom.

The correct answer is the wavy line (the second circle). Then say:

The stop sign at the bottom of the page tells you to put your pencil down and wait.

Reading

When the students are ready to begin, say:



Page 8

SAY

Turn to page 8 in your test booklet, the page with the snails across the top.

Display the proper page. Students should have their test booklets open to pages 8–9. When everyone has found the correct place, say:

SAY

This is a reading test. First I will read a word and use it in a sentence. Then you should fill in the circle under the word I read.

1. Put your marker under the first row, the one with the bell. The word is **inch**. Jenna grew an inch last year. Fill in the circle under the word **inch**.

When students have answered the question, call on volunteers to tell which circle should have been filled in. The word *inch* is above the third circle.

2. Put your marker under the next row, the one with the chair. The word is **keep**. Can you keep a secret? Fill in the circle under the word **keep**.

When students have answered the question, call on volunteers to tell which circle should have been filled in. The correct answer is the second circle.

3. Move your marker under the next row. Look at the picture. Then decide which of the three words best tells about the picture. Fill in the circle under the word that best tells about the picture.

Wait for students to fill in the circle. Then say:

The picture shows **paints**. You should have filled in the second circle, the one under the word **paints, p-a-i-n-t-s** (say the letters).

SAY

4. Now look at the next row. You should be at the bottom of the page. Look at the picture and decide which word best tells about the picture. Fill in the circle under that picture.

The correct answer is smile (last circle). Discuss with students why this is the best answer for the picture. Then say:



Page 9

SAY

5. Look at the next page, the one with the lamps across the top. Read the story in the first row to yourself. Then fill in the circle under the picture that tells what the last word is.

Wait for students to read the first story and fill in the circle. Then say:

You may not know the last word. What sound does it begin with? **(Pause.)** Yes, it begins with the sound of **sh** as in **shout** and **shadow**. Now look at the pictures that go with the story: shoes, a shirt, and a ship. One of these pictures tells what the last word is. They all begin with the sound of **sh**. Could it be **shoes**? Read the story again. What is the ending sound of the last word? Does the word **shoes** end with this sound? **(Pause.)** No, **shoes** does not end with this sound. Does **shirt** end with this sound? **(Pause.)** Yes, **shirt** does end with this sound. What about the last picture? Does **ship** end with this sound? **(Pause.)** No, **ship** does not end with this sound. So, the second picture, **shirt** is what the last word in the sentence must be. You should have filled in the circle under the second picture.

6. Now move your marker under the next story. Mark your answer, and we will discuss it.

The correct answer is bowl (the first circle). Discuss with students why this choice is correct. Then say:

7. Move your marker under the next row. There is a sentence and three words. Read the sentence and the three words under the sentence. Decide which word makes the most sense in the blank in the sentence. Fill in the circle under the word that goes best in the sentence.

When students have answered, call on a volunteer to read aloud the sentence and the answer choices. Then ask which answer best completes the sentence. The correct answer is rest (the first circle). Then say:

SAY

8. Move your marker under the next row. Read the sentence and the three words below it. Fill in the circle under the answer you think is best.

When students have answered, call on a volunteer to read aloud the sentence and the answer choices. Then ask students which answer best completes the sentence. The correct answer is joy (the first circle). Then say:



Page 10

SAY

Let's turn to the next page, the one with the cowboy hats across the top. On this page is a picture. Below the picture are questions that ask something about the picture. You are to read each question and the three answer choices below the question. There is only one right answer for each question. Choose the one you think is the best answer. Then fill in the circle in front of that answer.

Have students complete sentences 9–13. Then have each sentence and the three answer choices read aloud by volunteers. Discuss with students which answer choice is best and why. The answers are:

Sentence 9: Helping (first circle)

Sentence 10: On the chair (third circle)

Sentence 11: It is windy. (second circle)

Sentence 12: Her dad (third circle)

Sentence 13: In a yard (second circle)

Then say:

SAY

This is the end of the test. Put your markers in your booklets and close them.

Collect the test booklets.







