

Introduction

Bounce Now Starter offers different ways to measure your students' progress and assess their learning: **Language Assessment** and **Global Assessment**.

Language Assessment

This is designed to evaluate children's **comprehension** and **usage** of the **new language**. For each unit in the Student's Book, there is a photocopiable **Language Assessment Sheet** in this book. Use the Language Assessments after each unit, when the children have completed the activities in the Student's Book and the Home Study pages.

Each Language Assessment has a total of 10 points. Since this will be the first time many of the children have experienced test conditions, it is important for the teacher to support them through this process. Do a quick review of the target language before each test and talk the children through each activity before they write their answers.

Before each Language Assessment, make the necessary copies for the children. Review the material and consider how you will guide the children through the activities. Use the teacher's notes below for each assessment. Each test should take no more than 30 minutes.

Unit	Teacher Notes for Each Language Assessment
1 p. 164	Before the children do the assessment, check to be sure that they understand the two activities by reading the instructions and asking questions. For activity 2, do an example on the board and invite volunteers to complete it.
2 p. 165	Before the children do the assessment, check to be sure that they understand the two activities by reading the instructions and asking questions. Elicit example answers before the children write.
3 p. 166	For activity 1, explain to the children that they are going to listen to you and they should color the hat in the colors you say: 1 blue, 2 red, 3 yellow, 4 green For activity 2, check to be sure the children understand that they have to color the sun and the strawberry in the correct color. When the children finish, be sure each student can say the sentences.
4 p. 167	For activity 1, the children color the school objects, one color per object type. Then they count the objects and match them to a number. Go around to each child and have them say the sentences. For activity 2, explain that the children can choose one of their own school objects to draw in the frame, and they should color it. Have each child say their sentence and show the school object.
5 p. 168	For activity 1, children should draw their own face on the dress doll, and three items of clothing. Have them say what they are wearing. For activity 2, explain to the children that they are going to listen to you. Tell them they should only color the clothes you mention in the colors you say: 1 orange shoes 2 a purple cap

6 p. 169	For activity 1, do an example on the board first. Draw a picture of Mom and an empty frame for Dad. Elicit who the children should draw (Dad) and invite a child to draw him. Have the class say <i>Mom</i> and <i>Dad</i> out loud. For activity 2, explain to the children that they are going to listen to you. Tell them they are going to circle the family you describe: I have a mom, a dad, and two brothers.
7 p. 170	Before the children do the assessment, check to be sure that they understand the two activities by reading the instructions and asking questions. For activity 1, be sure each child can say the parts of the face with the correct number, e.g., one nose, two eyes.
8 p. 171	Explain to the children that both activities are listening activities. For activity 1, explain that they should number the food in the order they hear you say it. Do an example activity on the board first if you feel it is necessary. 1 cake 2 carrot 3 apple 4 hamburger 5 milk 6 ice cream For activity 2, explain that the children will draw the food they hear in the correct column. 1 I like carrots. 2 I don't like apples. 3 I like cake. 4 I don't like hamburgers.
9 p. 172	Before the children do the assessment, check to be sure that they understand the two activities by reading the instructions and asking questions. For activity 1, be sure each child can say each type of weather using <i>It's...</i>

After each assessment, record the children's scores in the **Language Assessment Chart** on page 162.

Global Assessment

Global assessment focuses on children's **attitudes** and **values** in their English class as well as their learning abilities. Use the Global Assessment Chart on page 163 to record the children's progress. Write the names of your students in the chart. Make nine copies of the chart (one for each unit). At the end of each unit, evaluate your students according to the criteria below.



Global Assessment Indicator 1	Is respectful with teachers and classmates
Global Assessment Indicator 2	Works in an organized manner
Global Assessment Indicator 3	Completes work on time
Global Assessment Indicator 4	Participates actively in class

During the lessons, try to make time to monitor the children in your class while they are doing different activities. You will need more than one lesson to do this for large classes. To help you assess the children's overall performance after each unit, use these criteria: **ALWAYS**, **SOMETIMES**, and **NEVER**.

Language Assessment Chart

Grade: _____

Class: _____

Student's name:	Language Assessment Unit 1	Language Assessment Unit 2	Language Assessment Unit 3	Language Assessment Unit 4	Language Assessment Unit 5	Language Assessment Unit 6	Language Assessment Unit 7	Language Assessment Unit 8	Language Assessment Unit 9

Global Assessment Chart

Key for Assessment: ALWAYS, SOMETIMES, NEVER

Grade: _____

Class: _____

Month: _____

[illegible]

Home Study Worksheet Answers

Unit 6

Lesson
2

p. 90 Children draw a dad in the first frame and a sister in the second frame.

Lesson
4

p. 91 Children draw a family member they love in the frame.

Unit 7

Lesson
2

p. 92 Children draw the eyes on the first boy, the nose on the second boy, the hair on the third boy, and the ears on the girl.

Lesson
7

p. 93 Children draw lines from the girl to the girl's eyes, ears, nose and teeth.

Children draw lines from the cat to the cat's eyes, ears, nose and teeth.

Unit 8

Lesson
2

p. 94 Children draw their favorite food on the plate.

Lesson
6

p. 95 Children draw the food they like under the happy face and the food they dislike under the sad face.

Unit 9

Lesson
3

p. 96 Children complete the snowman by joining the dots.

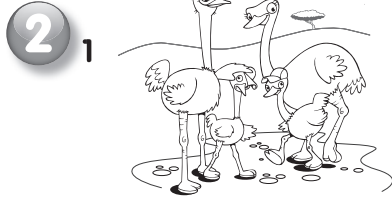
Lesson
6

p. 97 Children draw the complete body of the boy, wearing clothes appropriate for a rainy day: boots, raincoat, umbrella or hat.

Starter Level Language Assessment Answers

Unit 6

- 1** Children should draw the corresponding family members:
1 dad **2** grandpa **3** sister



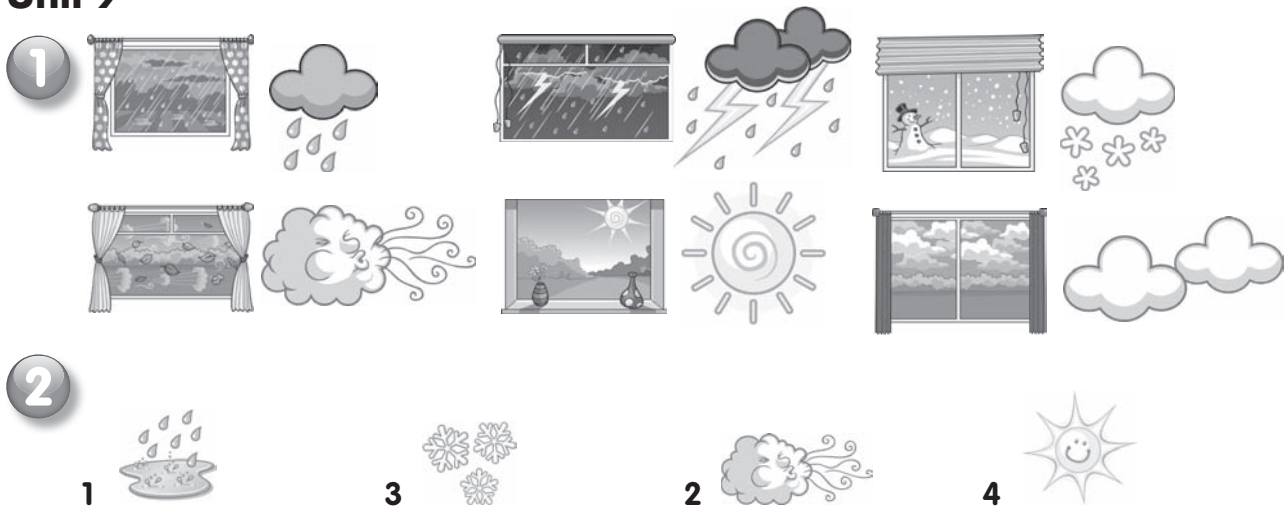
Unit 7

- 1** **1** nose, 1 mouth. **2** eyes, 2 ears
- 2** **1** Children should draw the boy's eyes. **3** Children should draw the boy's ears.
2 Children should draw the girl's mouth.

Unit 8

- 1** **1** cake **3** apple **5** milk
2 carrot **4** hamburger **6** ice cream
- 2** **1** I like carrots. **2** I don't like apples. **3** I like cake. **4** I don't like hamburgers.

Unit 9



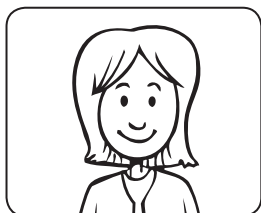
Points

___ / 6

1 Draw and say.

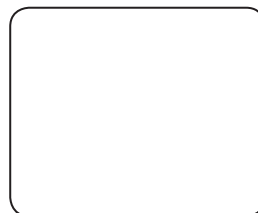


1



Mom

and



Dad

2



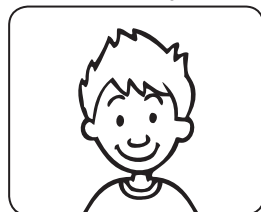
Grandpa

and



Grandma

3



brother

and



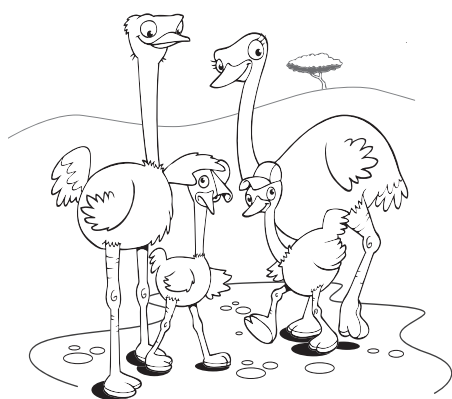
sister

2 Listen to your teacher. Circle.

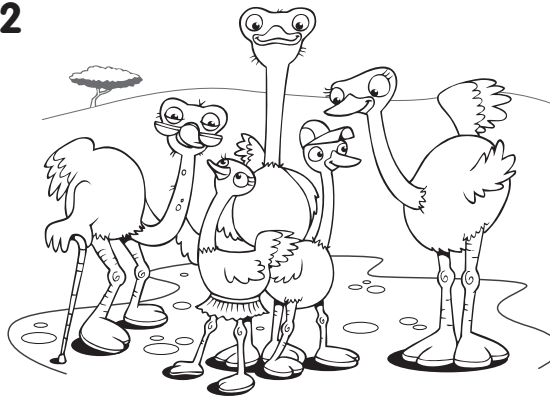


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1



2



Total:

___ / 10