

Grade Span K-2, Level A

Instructions for Administering the Practice Test

The administration of the practice test is optional. At the Test Administrators' Meeting, your principal will provide you with a schedule for administering the MEPA practice test if it will be administered at your school. The MEPA practice test is presented in a format that closely resembles the format of the actual test & answer booklet. The practice test contains three reading questions and three writing questions, and should take approximately 15 minutes to administer and review.

You should read all of the practice test questions aloud to students. You may assist students during the practice test. Be sure that students in your group clearly understand:

- how to fill in multiple-choice answer circles completely and correctly, and
- where and how to respond to short-answer questions.

This is the **ONLY** session in which you may help the students while they are answering questions. After students have finished their work on the practice test, you may review their answers with them. You may **NOT** answer student questions once students have begun the actual MEPA test.

Follow the instructions below to administer the practice test.

1. Distribute the practice test to each student and say:

“Do not open the practice test until I tell you to do so.”

2. When the practice tests have been distributed, say:

“I have just passed out the practice test. It will help you understand how and where to answer questions on the MEPA test. The questions are the same kinds of questions that you will see on the real test. There are three reading questions and three writing questions. I will read all of the questions aloud to you.”

3. When the students are ready to begin, say:

“First we are going to practice answering the Reading questions. Open your practice test to page 2, which says ‘Reading’ at the top of the page.”

Pause to make sure that students are on the correct page, then say:

“Question 1. Which letter makes the BEGINNING SOUND in the word *miss*? Fill in the circle next to the letter that makes the BEGINNING SOUND in *miss*.”

Pause briefly and then reread question #1. Monitor the students and make sure that they fill in the circle next to their answer choice. Tell students they must fill in the circle completely. When you feel that the students are ready to move on, say:

“Please turn to page 3.”

Pause to make sure that students are on the correct page, then say:

“Question 2. Read the word in the box silently to yourself. [Pause while students read the word.] Which picture matches the word? Fill in the circle below the picture that matches the word.”

Pause briefly and then reread question #2. Monitor the students and make sure that they fill in the circle next to their answer choice. When you feel the students are ready to move on, say:

“Now turn to page 4.”

Pause to make sure that students are on the correct page, then say:

“Now I am going to read a story to you two times. Listen carefully. After I read the story twice, I will ask you the question about the story.”

Pause, then say:

“Jen’s Funny Cat, by Chin Kim. Mom gave Jen a new cat. The cat’s name is Gus. Gus is black. Gus sits inside a box. He jumps out. The box falls over. That is funny! Gus likes to play with a ball of string. Jen pulls the string. Gus runs after the string. Then he tries to eat the string. That is funny! Jen has a funny cat!

I will now read the story to you again. Listen carefully. [Reread the story above.] Now turn to page 5.”

Pause to make sure that students are on the correct page, then say:

“Now I am going to ask you a question about the story.”

Pause, then say:

“Question 3. In the story, what is the name of the cat? Fill in the circle next to your answer.”

Pause briefly and then reread question #3. Monitor the students and make sure that they fill in the circle next to their answer choice. When you feel that the students are ready to move on, say:

“Now we are going to practice answering the Writing questions. Please turn to page 6, which says ‘Writing’ at the top.”

Pause to make sure that students are on the correct page, then say:

“Question 1. Write an uppercase *R* on the lines.”

Pause briefly and then reread question #1. Monitor the students and make sure they write the letter on the lines provided. When you feel the students are ready to move on, say:

“Please turn to page 7.”

Pause to make sure that students are on the correct page, then say:

“Question 2. The word *big* is spelled b-i-g. Write the letter *g* on the lines to make the word *big*.”

Pause briefly and then reread question #2. Monitor the students to make sure that they write the letter on the lines provided. When you feel the students are ready to move on, say:

“Please turn to page 8.”

Pause to make sure that student are on the correct page, then say:

“Question 3. Look at the pictures. [Pause while students look at the pictures.] These are places you can sleep. Write the word or words for each place on the lines next to each picture.”

Pause briefly and then reread question #3. Monitor the students to make sure that they write the word for each thing on the lines next to the picture.

When students have finished answering the practice test questions, you may review their answers with them. This is the **ONLY** session in which you may help the students while they are answering questions. You may **NOT** answer student questions once students have begun the actual MEPA test.

4. When students have completed the practice test, collect the tests for return to the principal.