FOLHAS DE ASSESSMENTS

(COM RESPOSTAS)
para uso do educador

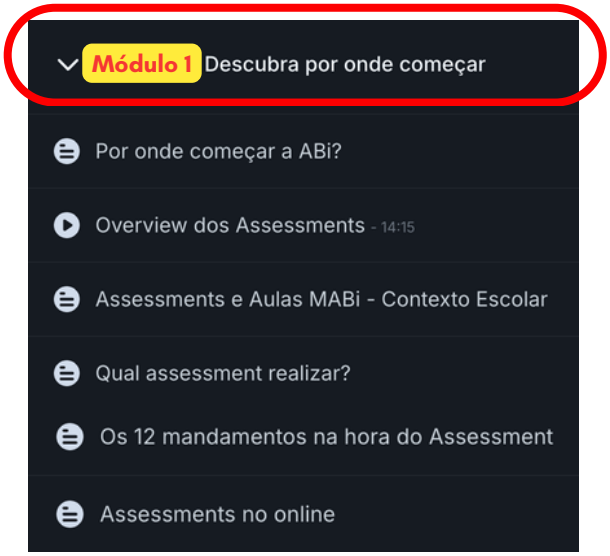
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PREPARAÇÃO PARA APLICAR ASSESSMENT

1) **Antes de aplicar** os *assessements*, **assista** PELO MENOS a estas 6 aulas na Formação MABi



2) **Assista apenas** à aula correspondente ao assessment que será aplicado. As aulas estão identificadas como "A*ssessment* ___".



3) **Após aplicar** os assessments, **assista às aulas** correspondentes de **análise** (ex.: "Análise ___") para realizar a interpretação correta e tenha em mãos o documento/PDF "Folha de Assessment com Respostas" durante a análise.



QUAL ASSESSMENT APLICAR?

EDUCADOR EM **SALA DE AULA**: Se não conseguir aplicar todos, priorize O INDICADO DE CINZA.

PACK 1 3 ANOS:	**1.Leitura de História + 2.coord. motora recorte + 3.tracejado** (desenho/ compreensão)

	PACK 2 **Sem conhecimento de alfabeto ou leitura/escrita em nenhum idioma.**	**PACK 3** **Com conhecimento de alfabeto (mesmo que somente em português)**	**PACK 4** **Com conhecimento em alfabeto + habilidades de leitura e escrita apenas em português.**
4 ANOS: 5 ANOS: 6 ANOS:	*História (compreensão)*	*História (compreensão)*	Phonological Awareness *(Escolha: level 1 ou 2)*
	Phonological Awareness *(Apenas level 1)*	Phonological Awareness *(Escolha: level 1 ou 2)*	**Phonemic** Awareness (somente se o anterior foi feito s/ dificuldade)
	Alphabet *(Apenas level 1)*	**Phonemic** Awareness (somente se o anterior foi feito s/ dificuldade)	Alphabet *(Level 2)*
		Alphabet *(Level 2)*	Letters & sounds
		Letters & sounds	Spelling *(Level 1 ou apenas as 12 primeiras palavras)*
			Reading (Fase 1)
			Writing Assessment 1

	PACK 5 **Possui habilidades de leitura e escrita (em inglês ou apenas em português)**	**PACK 6** **SPEAKING**
7 ANOS: 8 ANOS: 9 e 10 ANOS:	**Phonemic** Awareness *(Se possível, faça o Advanced também)*	Independentemente da idade, se a criança já demonstrar algum conhecimento ou repertório em inglês, mesmo que apenas com a produção de algumas palavras, aplique o assessment de Speaking (escolha o nível adequado entre os três disponíveis). Caso a criança não produza nada em inglês, registre o comentário "*Aluno sem repertório*" em um papel, anotando também a data.
	Alphabet *(Level 2)*	
	Spelling *(Escolha: 1 ou 2)*	
	Reading (Fase 1 e Fase 2 ou Fase 3)	
	Writing Assessment 2	

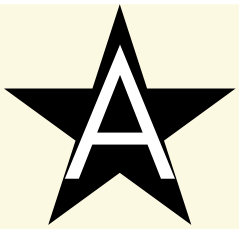
QUAL FOLHA IMPRIMIR?

As folhas a seguir devem ser impressas **com antecedência** para os momentos de Assessment.

Antes de imprimir, confira cuidadosamente qual assessment será aplicado, pois **nem todas as crianças participarão de todos os assessments**.

Para acessar as respostas, o formato de uso e informações sobre a aplicabilidade, assista às aulas da Formação MABI (módulo "*Por onde começar*") e utilize o QR code disponível nas folhas de "RESPOSTAS".

Neste momento, trata-se apenas de coletar as respostas; não devem ser feitas correções nem informada a resposta ao aluno. A pontuação e análise ficam para outro momento.



O ícone de estrela A (ALUNO)" indica que a folha deve ser impressa para **cada aluno** e entregue em suas mãos (***A****luno*), para que ELE registre suas respostas na folha, **junto** com o professor MABi ao lado lendo o enunciado e conduzindo o momento do Assessment.



O ícone da "estrela-bola E (EDUCADOR)" indica que a folha deve ser impressa para **cada aluno**, mas ficará nas mãos do **E**DUCADOR MABi COM O ALUNO AO LADO para ver as imagens. O Educador MABi irá realizar as perguntas e anotar as respostas fornecidas pela criança.



O ícone da bola, indica que a folha deve ser impressa para cada aluno, porém ficará o tempo todo nas mãos do **E**ducador, para que ele faça as perguntas oralmente e anote na mesma hora, a resposta do aluno (criança).



O ícone de áudio (somente voz) ou câmera (imagem) indica que é importante gravar o momento específico. Basta uma gravação de voz/imagem, que pode ser feita com o aplicativo do celular/tablet ou até mesmo pelo WhatsApp. Assim, você poderá escutar posteriormente a pronúncia e resposta do aluno para captar com precisão o que foi respondido.



O uso do **QR code é opcional**; ao escaneá-lo, a criança poderá ouvir a pronúncia correta para auxiliar no exercício. Para mais orientações, consulte as aulas da Formação MABi e as folhas de Assessments com Respostas.

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Story Response Assessment

Antes de selecionar a história que será contada ou reproduzida para a criança, planeje previamente as perguntas que serão feitas durante a atividade. Certifique-se de adaptar os prompts para a interação desejada. Aqui estão 10 exemplos categorizados por nível de dificuldade: **Verde: Perguntas fáceis. / Vermelho: Perguntas avançadas.**

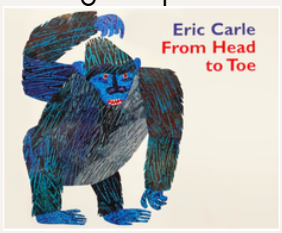
- **Point to** [the character/animal/object]. (Ex.: Point to the cat.)
- **Show me where** [something] **is.** (Ex.: Show me where the tree is.)
- **Is this** [happy/sad/big/small]? (Use gestures to help)(Ex.: Is this a big house?)
- **What color is** [this]? (Ex.: What color is the car?)
- **Make a sound like** [animal/object]. (Ex.: Make a sound like a dog.)
- **Where is** [the character/object]? (Encourage pointing) (Ex.: Where is the bear?)
- **Act like** [the character/animal]. (Encourage movement) (Ex.: Act like the lion.)
- **Do you see** [something]? **Yes or no?** (Ex.: Do you see the apple?)
- **What comes next? Point or tell me!** (Ex.: What comes after the boy opens the door?)
- **Why do you think** [the character] **is** [feeling/doing this]? (Ex.: Why do you think the girl is sad?)

Durante o momento de assessment, **SEMPRE** inicie com comandos ou perguntas em **inglês**. Apenas após a primeira tentativa da criança, você pode repetir a pergunta ou comando em português, se necessário. O objetivo principal é observar e registrar se a criança compreendeu a instrução em inglês sem auxílio. Certifique-se de anotar tanto a resposta inicial quanto a reação da criança ao comando.

SUGESTÕES DE HISTÓRIAS:

1. Dê preferência a um livro físico em inglês, com uma história curta e adequada para a faixa etária.

2. Caso não tenha um livro disponível, escolha uma das histórias abaixo (**clicando na imagem**) ou clique no QR Code disponível na folha do aluno, e pause em momentos estratégicos para fazer as perguntas listadas acima.











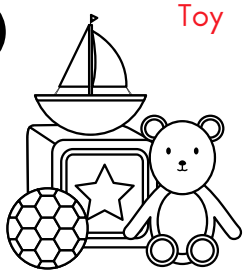
Phonological Awareness

1/3 - level 1 - Rhyming

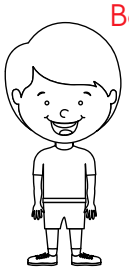
Fale a rima para a criança repetir. Pergunte: "*Does it rhyme*?" e peça para a criança pintar a bolinha. Não fale pausadamente, nem dê ênfase à parte que rima. Sorria após a resposta da criança. Não dê a resposta. Esta parte é um *assessment*. Se a criança não entender o que está sendo questionado, dê exemplos em português.

1

Toy



Boy







2

Jump



Bump

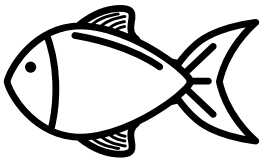




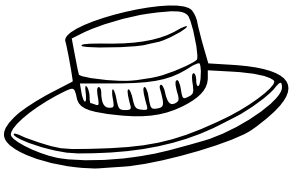


3

Fish



Hat





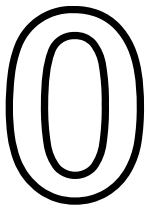


4

Hero



Zero

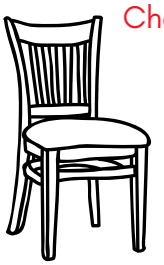




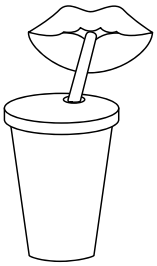


5

Chair



Sip







6

Cup



Hill





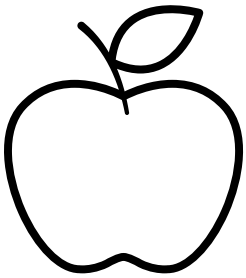


Phonological Awareness

2/3 - level 1 - Syllables

Nesse caso, use exemplos somente com palavras em inglês. Fale e divida: "*Let's count the parts in the word ladybug (la/dy/bug), (mostre os dedos), how many parts? 3! We have 3 parts, we have 3 syllables*". Faça com *pencil* (2 s) e *dog* (1 s). Use dedos ou manipulativos, não bata palmas. Sorria após a resposta da criança. Não dê a resposta. Peça para a criança pintar a quantidade de partes/*syllables*.

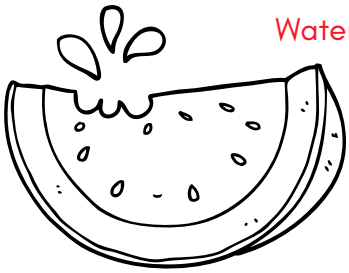
1



Apple

1 ~~2~~ 3 4

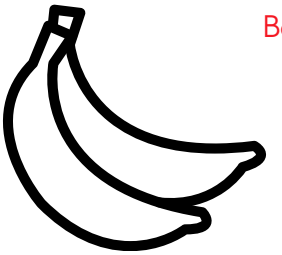
2



Watermelon

1 2 3 ~~4~~

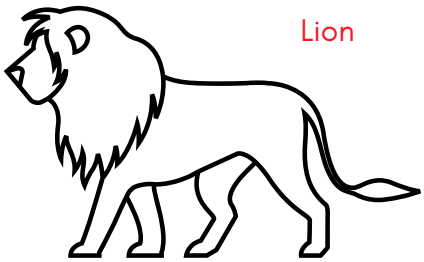
3



Banana

1 2 ~~3~~ 4

4



Lion

1 ~~2~~ 3 4

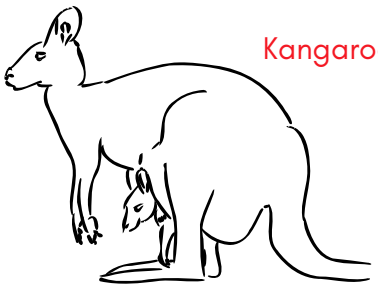
5



Tree

~~1~~ 2 3 4

6



Kangaroo

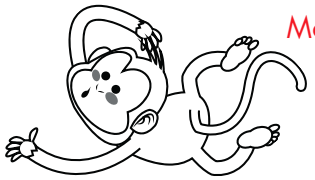
1 2 ~~3~~ 4

Phonological Awareness

3/3 - level 1 - Initial Sound

Dê exemplos antes de começar, modele a criança . A criança pode ver a imagem. Anote, sorrindo, na lateral. Pode até pedir para a criança pintar a bolinha que você direcionar. Coloque a letra que representa o som inicial que a criança fez. No *Assessment*, as crianças não precisam saber o que estão acertando ou errando.

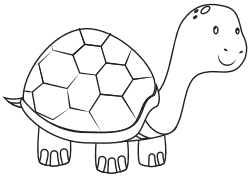
1



Monkey

Y N /m/

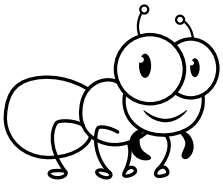
2



Turtle

Y N /t/

3



Ant

Y N /a/

4



Ball

Y N /b/

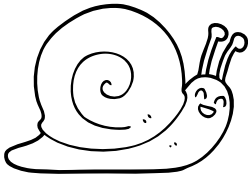
5



Hand

Y N /h/

6



Snail

Y N /s/

7



Rocket

Y N /r/

8



Chair

Y N /ch/

Phonological Awareness
(Assessment - Level 2)

Na sondagem de consciência fonológica, sente com a criança na sua frente e fale que irá fazer algumas perguntas. **Se preciso**, use a folha (a seguir) das imagens para a criança ter um visual das perguntas.

Rhyming

Explique à criança o que são palavras que rimam e dê um ou dois exemplos. Depois, leia as palavras a seguir, peça para ela repetir, e pergunte se elas rimam. Anote a resposta da criança.

1 toy/ boy — ~~Y~~ N	2 jump/bump — ~~Y~~ N	3 hat/fish — Y ~~N~~
4 hero/zero — ~~Y~~ N	5 chair/sip — Y ~~N~~	6 cup/hill — Y ~~N~~
7 doll/hen — Y ~~N~~	8 face/race — ~~Y~~ N	9 fox/box — ~~Y~~ N
10 cat/can — Y ~~N~~	Observações	

Initial Sound

Fale para a criança qual é o som inicial do nome dela, para construir o conceito. Depois, leia as palavras a seguir e pergunte qual é o som inicial em cada uma. Anote a resposta da criança.

1 monkey — /m/	2 turtle — /t/	3 ant — /a/
4 ball — /b/	5 hand — /h/	6 snail — /s/
7 rocket — /r/	8 chair — /ch/	9 cap — /c/
gorilla — /g/	Observações	

Syllables

Separe uma palavra (em inglês) em sílabas, levantando um dedo para cada sílaba. Peça para a criança fazer o mesmo com outra palavra que você disser. Depois, leia as palavras a seguir e peça para a criança dividir e contar quantas sílabas tem em cada palavra. Você também pode usar manipulativos.

1 apple — 1 ~~2~~ 3 4	2 watermelon — 1 2 3 ~~4~~	3 banana — 1 2 ~~3~~ 4	4 lion — 1 ~~2~~ 3 4	5 tree — ~~1~~ 2 3 4	6 kangaroo — 1 2 ~~3~~ 4
7 pen — ~~1~~ 2 3 4	8 princess — 1 ~~2~~ 3 4	9 computer — 1 2 ~~3~~ 4	10 nose — ~~1~~ 2 3 4	Observações	

*Este Assessment é realizado oralmente e não há folhas a serem apresentadas ao aluno. As folhas desse assessment na versão do professor são para registro do desempenho do aluno.

Phonemic Awareness

Se a criança realizar o blending e segmenting corretamente só dê um check. Se não estiver correto algum fonema ou junção da palavra formada, escreva o que ela disse ou fez na linha do lado. Ao final, grife o que precisa de + atenção.

Blending Phonemes

Explique que você dirá uma palavra, separando os fonemas, e a criança deverá juntar. Modele primeiro, por exemplo /d//o//g/ - /dog/. Dê mais um ou dois exemplos, se necessário. Depois, faça o mesmo com as palavras a seguir e faça as suas anotações.

/m/ /i/ /x/ /mix/	/r/ /u/ /n/ /run/
/t/ /e/ /n/ /ten/	/sh/ /ee/ /p/ /sheep/
/c/ /l/ /a/ /p/ /clap/	/d/ /e/ /s/ /k/ /desk/

Segmenting Phonemes

Explique que, agora, você dirá uma palavra e a criança deverá segmentá-la. Modele primeiro, por exemplo mop - /m//o//p/. Dê mais um ou dois exemplos, se necessário. Depois, faça o mesmo com as palavras a seguir e faça as suas anotações.

sun /s/ /ŭ/ /n/	mix /m/ /i/ /x/
goat /g/ /ō/ /t/	fish /f//i/ /sh/
bag /b/ /ă/ /g/	neck /n/ /ĕ/ /k/

Rhyming	Syllables	Initial S.	Blending	Segmenting
/10	/10	/10	/6	/6

Obs.: _____

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Phonemic Awareness
(Advanced)

Realize este *assessment* **somente** se a criança já estiver fazendo *blending* e *segmenting* **com** facilidade. Caso contrário, será extremamente difícil e ela poderá sentir-se frustrada.

Deleting Phonemes

Explique que você dirá uma palavra e a criança deverá retirar um dos sons. Exemplo: "Couch - take away /ch/. What's the new word?" "Cow." Anote na linha a resposta da criança.

rice Take away (r) (ice)	fear Take away (f) (ear)	stop Take away (s) (top)	teach Take away (t) (each)	gate Take away (g) (ate)
blink Take away (b) (link)	train Take away (t) (rain)	block Take away (b) (lock)	clap Take away (l) (cap)	stomp Take away (m) (stop)

Adding Phonemes

Explique que você dirá uma palavra e a criança deverá acrescentar um som onde você pedir. Exemplo: "At - add /m/ to the beginning. What's the new word?" "Mat." Anote na linha a resposta da criança.

pot add (s) to the beggining (spot)	lock add (c) to the beggining (clock)	top add (s) to the beggining (stop)	in add (p) to the beggining (pin)	lip add (f) to the beggining (flip)
star add (t) to the ending (start)	car add (d) to the ending (card)	four add (k) to the ending (fork)	plan add (t) to the ending (plant)	in add (k) to the ending (ink)

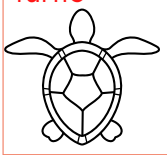
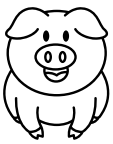
Substituting Phonemes

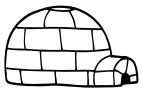
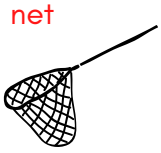
Explique que você dirá uma palavra e a criança deverá trocar o som que você pedir. Exemplo: "Sub - change /s/ to /t/. What's the new word?" "Tub." Anote na linha a resposta da criança.

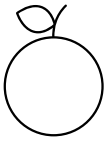
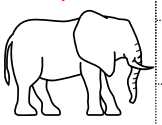
leg change (l) to (b) (beg)	lock change (l) to (s) (sock)	bee change (b) to (s) (see)	toy change (t) to (b) (boy)	shape change (ā) to (ē) (sheep)
chin change (ch) to (p) (pin)	bath change (th) to (t) (bat)	crab change (b) to (sh) (crash)	mug change (g) to (m) (mum)	home change (m) to (p) (hope)

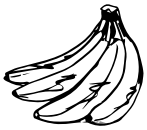
Alphabet (Level 1)

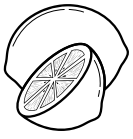
Fale o nome da imagem em inglês. A criança repete e assinala a letra que representa o som inicial. Somente na palavra "box", a criança deve fazer o som final ao invés do inicial. Faça as observações por escrito e highlight das letras/sons que a criança errou, após o momento de *assessment*. IMPORTANTE: Se a criança já viu e aprendeu letras e sons, mesmo que no português, use o modelo 2.

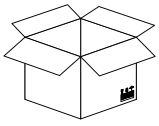
strawberry 		apple 		turtle 		pig 	
s ✗	S	b	B	d	D	d	D
a	A	a ✗	A	n	N	p ✗	P
t	T	h	H	t ✗	T	z	Z

igloo 		net 		monkey 		dice 	
s	S	n ✗	N	a	A	d ✗	D
i ✗	I	c	C	u	U	u	U
t	T	w	W	m ✗	M	z	Z

ghost 		orange 		cat 		elephant 	
g ✗	G	s	S	g	G	f	F
q	Q	o ✗	O	c ✗	C	n	N
d	D	h	H	l	L	e ✗	E

umbrella 		rat 		hat 		banana 	
u ✗	U	r ✗	R	i	I	d	D
v	V	p	P	n	N	n	N
w	W	j	J	h ✗	H	b ✗	B

fish 		lemon 		volcano 		jar 	
g	G	b	B	v ✗	V	d	D
h	H	i	I	w	W	j ✗	J
f ✗	F	l ✗	L	z	Z	l	L

kite 		worm 		box ending sound 		yogurt 	
f	F	v	V	k	K	k	K
d	D	u	U	x ✗	X	y ✗	Y
k ✗	K	w ✗	W	z	Z	z	Z

zebra 		queen 	
z ✗	Z	q ✗	Q
s	S	c	C
i	I	f	F

Alphabet (Level 2)

Sondagem de letras e sons em inglês. Faça, mesmo que a sua criança não tenha conhecimento em inglês, mas já reconhece no Português. Pergunte, apontando para a letra: "What letter is that?" e "What is the sound?". Caso ela responda em Português, marque a bolinha.

○ Portuguese

s	s n ○	a	s n ○	t	s n ○	p	s n ○	i	s n ○	n	s n ○	m	s n ○
d	s n ○	g	s n ○	o	s n ○	c	s n ○	e	s n ○	u	s n ○	r	s n ○
h	s n ○	b	s n ○	f	s n ○	l	s n ○	v	s n ○	j	s n ○	k	s n ○
w	s n ○	x	s n ○	y	s n ○	z	s n ○	q	s n ○				

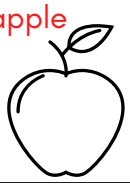
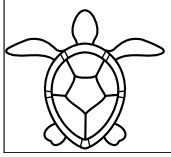
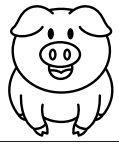
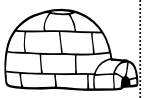
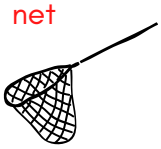
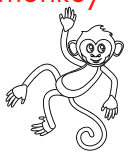
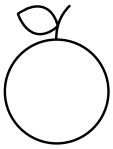
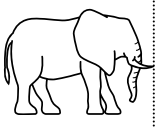
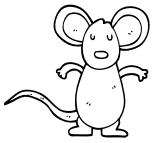
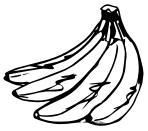
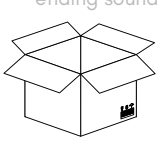
Total Letter NAMES: **/26** **Total Letter SOUNDS:** **/26**

S		A		T		P		I		N	
M		D		G		O		C		E	
U		R		H		B		F		L	
V		J		K		W		X		Y	
Z		Q									

TOTAL

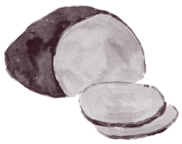
Letters & Sounds

Realize este *assessment* para sondar a grafia das letras da criança. Não aplique em caso de crianças que não foram apresentadas ao alfabeto. Fale a palavra em inglês e peça que escreva a letra que representa o som inicial da imagem. Obs.: Na palavra "box", será o som final.

strawberry  S	apple  A	turtle  T	pig  P
igloo  I	net  N	monkey  M	dice  D
ghost  G	orange  O	cat  C	elephant  E
umbrella  U	rat  R	hat  H	banana  B
fish  F	lemon  L	volcano  V	jar  J
kite  K	worm  W	box ending sound  X	yogurt  Y
zebra  Z	queen  Q		

Spelling Assessment - 1

Fale as palavras naturalmente e peça para a criança escrevê-las ao lado da figura. Não corrija, apenas sorria.
Obs.: Realize esse *assessment* somente se a criança já estiver escrevendo.
(Educador, use a folha "Scoring chart" do pdf "Folha de Assessments (COM RESPOSTAS) para pontuar)

1  ham

I had ham and eggs for breakfast.

2  wet

The T-shirt is wet.

3  dip

Dip your hand in to see if the water is hot.

4  fog

I can't see very well because of the fog.

5  rub

You should rub your hands for 20 seconds.

6  glad

I'm so glad to see you!

7  stone

Those houses are built of stone.

8  fresh

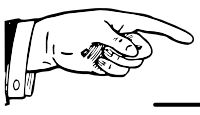
I need some fresh air.

9  blame

They always blame each other for their fight.

10  shine

The stars shine at night.

11  pointed

He pointed to the right answer.

12  tight

His pants are too tight.

(Educador, use a folha "Scoring chart" do pdf "Folha de Assessments (COM RESPOSTAS) para pontuar)

Spelling Assessment - 1 (Part 2)

13  tray

The food was served on a silver tray.

20  other

They like to help each other.

14  coach

He is a volleyball coach.

21  crown

The queen is wearing a crown.

15  cashew

I love cashew nuts.

22  stories

This book is full of beautiful stories.

16  cleaned

She ... the room before we got here.

23  crashed

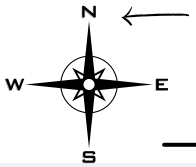
The car crashed into a tree.

17  benches

I'm so tired. Let's sit on those benches.

24  dropping

I keep dropping things on the floor.

18 

north

She is from the north of England.

25  straw

He drank the juice through a straw.

19  shout

I can hear you. You don't have to shout.

26  sliding

He is sliding.

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NAME: YEAR/GRADE: DATE:

Spelling (Scoring Chart) 1

		ham 1	wet 2	dip 3	fog 4	rub 5	glad 6	stone 7	fresh 8	blame 9	shine 10	pointed 11	tight 12	tray 13	coach 14	cashew 15	cleaned 16	benches 17	north 18	shout 19	other 20	crown 21	stories 22	crashed 23	dropping 24	straw 25	sliding 26	
EMERGENT		INITIAL SOUND																										
	LATE	h	w	d	f	r						p	t															/7
		LAST SOUND																										
LETTER NAME ALPHABETIC	EARLY	m	t	p	g	b	d	n																				/7
	MIDDLE	SHORT VOWEL																										
		a	e	i	o	u	a		e																			/7
	LATE	DIGRAPH																										
									sh		sh				ch	sh		ch	th		th							/7
		CONSONANT BLENDS																										
WITHIN WORD PATTERN	EARLY						gl	st	fr	bl				tr									cr	dr				/7
	MIDDLE	SILENT E/ LONG VOWEL SOUND																										
								o_e		a_e	i_e		igh	ay	oa		ea											/7
	LATE	DIPHTHONG/BOSSY R/OTHER VOWELS																										
												oi				ew			or	ou	er	ow				aw		/7
		ENDING																										
SYLLABLE AFFIXES												-ed					-ed	-es					-ies	-ed	-pping	-ding		/7

/26 Palavras corretas + /56 Grafemas corretos = /82 _____

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Spelling Assessment - 2

Fale as palavras naturalmente e peça para a criança escrevê-las ao lado da figura. Não corrija, apenas sorria.
Obs.: Realize esse *assessment* somente se a criança já estiver escrevendo.

(Educador, use a folha "Scoring chart" do pdf "Folha de Assessments (COM RESPOSTAS) para pontuar)

1  bun

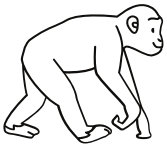
There is a bun in the oven.

2  shed

The tools are in the shed.

3  when

When does your class start?

4  chimp

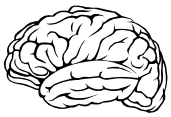
Chimp is my favorite animal.

5  trash

Please, put those things in the trash.

6  hate

I hate this! Yuck!

7  brain

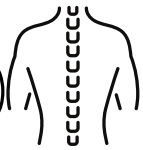
The human brain is very complex.

8  flight

My flight was cancelled.

9  point

Point to your book.

10  spine

My brother had an injury to the spine.

11  roaster

I bought a new electric roaster.

12  dropping

I keep dropping things on the floor.

(Educador, use a folha "Scoring chart" do pdf "Folha de Assessments (COM RESPOSTAS) para pontuar)

Spelling Assessment - 2 (part 2)

13  town

I live in a small town.

20  solar

This is the solar system.

14  cashew

Do you like cashew fruit juice?

21  happen

What do you think will happen?

15  charging

My phone is charging.

22  mixed

I mixed all the ingredients.

16  battle

After a long battle, he won.

23  agreement

They finally came to an agreement.

17  planned

They have a vacation trip planned.

24  adorable

This is so adorable!

18  fever

My son has a fever.

25  organize

I need to organize my office.

19  marries

At the end of the book, she marries him.

26  decision

It is hard to make a decision.

NAME: YEAR/GRADE: DATE:

Spelling (Scoring Chart) 2

		bun 1	shed 2	when 3	chimp 4	trash 5	hate 6	brain 7	flight 8	point 9	spine 10	roaster 11	dropping 12	town 13	cashew 14	charging 15	battle 16	planned 17	fever 18	marries 19	solar 20	happen 21	mixed 22	agreement 23	adorable 24	organize 25	decision 26	
		INITIAL SOUND																										
EMERGENT	LATE	b					h			p		r																/4
		LAST SOUND | SHORT VOWEL | DIGRAPH																										
LETTER NAME ALPHABETIC	EARLY	n	d				t																					/3
	MIDDLE	u	e		i	a							o				a											/6
	LATE		sh	wh	ch	sh									sh	ch												/6
		CONSONANT BLENDS | LONG VOWELS | OTHER VOWELS																										
WITHIN WORD PATTERN	EARLY				mp	tr		br	fl		sp		dr					pl										/7
	MIDDLE						a_e	ai	igh		i_e	oa																/5
	LATE									oi				ow	ew	ar										or		/5
		ENDING | SY. JUNCTURES | UNACCENTED FINAL SY.																										
SYLLABLE AND AFFIXES	EARLY												pping		ging		ed(d)		ies			ed(t)						/5
	MIDDLE																tt		v	rr	l	pp						/5
	LATE											er					le		er		ar	en						/5
		HARDER SUFFIXES																										
DERIVATIONAL RELATION	EARLY																						ment	able	ize	sion		/4

/26 Palavras corretas + /55 Grafemas corretos = /81

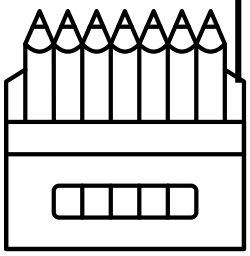
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Writing Assessment 1

Escrita livre com desenho. Sugestões: representar uma história após a sua leitura, falar sobre o dia na escola ou o fim de semana, descrever a brincadeira ou jogo favorito.
IMPORTANTE: Não force a criança nesta habilidade. Faça somente se a criança já está escrevendo palavras (mesmo que em português). O professor irá orientar e modelar a frase para o inglês.

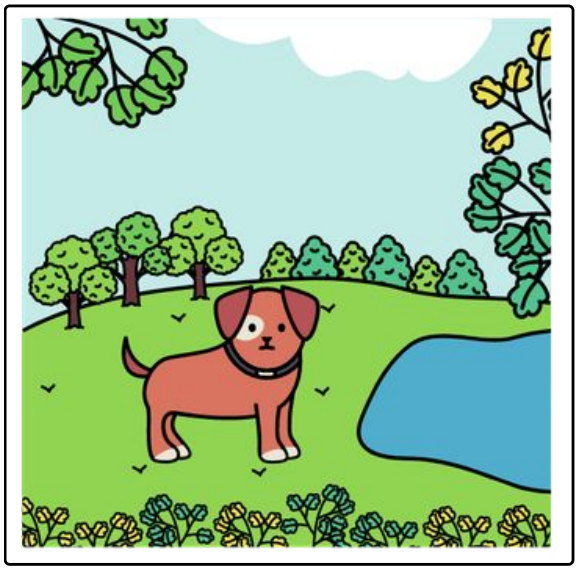
GUIDING QUESTIONS:

- Let's come up with a nice story!
- What is the story about?
- Where does the story take place?
- Who are the main characters?
- What happened at the beginning/in the middle/at the end?
- Do you like the way the story ends?
- What did you do last weekend?

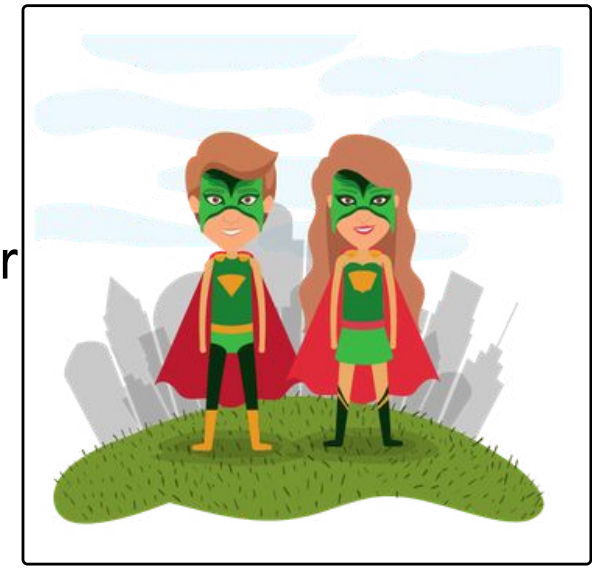


Writing Assessment 2

Peça para a criança escolher uma das opções e escrever algo sobre ela.



or



Dê um nome e conte uma historinha sobre esse dog.

- What is the dog name?
- What happens to the dog?
- Where is the dog?
- What is the dog doing?
- What will the dog do?
- How does the story end?

Se você fosse um(a) superhero, o que você faria?

- What is your superhero name?
- What would be your super power?
- Describe a situation you could solve with your superpower.
- How does the story end?

Reading Assessment - FASE 1

1 **at**	2 **net**	3 **lip**
4 **hot**	5 **bag**	6 **run**
7 **stop**	8 **drip**	9 **best**
10 **pink**	11 **swing**	12 **quack**
13 **draft**	14 **chimp**	15 **think**

Reading Assessment - FASE 1

1 AT	2 NET	3 LIP
4 HOT	5 BAG	6 RUN
7 STOP	8 DRIP	9 BEST
10 PINK	11 SWING	12 QUACK
13 DRAFT	14 CHIMP	15 THINK

Reading Assessment - FASE 2

1 The cat can sit by his dish.	2 I see a dog and a pig.
3 He is in the cab.	4 This box was for you.
5 That chair is black. It is made of plastic.	
6 Jane is a girl who likes rainy days and eats lots of sweets.	
7 Mike and Pete go fishing on a boat on Sundays.	
8 The boy was so tired that he slept on the couch.	
9 Julia is crying. She made a terrible mistake. Now, she's unhappy.	
10 Firefighters are very brave. They rescue people from dangerous situations.	

*Este folha de assessment só consta na versão do professor para registro do desempenho do aluno.

Reading Assessment - FASE 3

Name:

			
Date/ Reading Time			
Book's Name (+ Site)			
Decoding Strategies			
Sight Words recognition			
Comprehension (characters, setting, problem, solution)			
Punctuation			
Fluency			

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Reading Comprehension Assessment

Escolha um dos textos para a criança ler e responder a pergunta. Se estiver muito fácil, escolha um *decodable book* do level dela (sugestões de sites na página 12).

Level 1

Bob and Sam

Bob has a dog. His name is Sam. He likes to play with Sam at his farm.
One day, he went to the park to play with Sam. Sam loves to dig and dig in the sand.
At the end of the day, Bob and Sam went home.
And *you*, do you like dogs?



1. Who has a dog? Bob has a dog.
2. What is the dog's name? The dog's name is Sam.
3. Where did Bob go to play with Sam one day? Bob went to the park.
4. What does Sam like to do in the sand? Sam likes to dig and dig in the sand.
5. Where did Bob and Sam go at the end of the day? Bob and Sam went home.

Level 2

The fantastic day

Hello, I am Mag and this is my family! My dad, my mom and my brother. Today, we are going to the zoo.
I hope I can see monkeys, because I love them. The last time we went to the zoo, a monkey got on my dad's back. It was funny.
And you? Have you been to the zoo? What animal do you like to see there?
I have to go now; I have an appointment with a doctor.



1. Who is telling the story? Mag is telling the story.
2. Where is Mag's family going today? Mag's family is going to the zoo.
3. What animal does Mag love? Mag loves monkeys.
4. What happened the last time Mag went to the zoo? A monkey got on Mag's dad's back.
5. Why does Mag have to go now? Mag has an appointment with a doctor.

*Este folha de assessment só consta na versão do professor para registro do desempenho do aluno.

NOME: **DATA:**

Reading Tracker

Caso a criança esteja lendo, use este espaço para realizar anotações do processo de Leitura em Inglês. Dicas de sites com acesso a "decodable books" na página 12. Você encontrá mais folhas como esta no final da apostila, a partir da página 176.

DATE	BOOK'S NAME / SITE:	LEVEL

OBSERVAÇÃO: _____

DATE	BOOK'S NAME / SITE:	LEVEL

OBSERVAÇÃO: _____

DATE	BOOK'S NAME / SITE:	LEVEL

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OBSERVAÇÃO: _____

DATE	BOOK'S NAME / SITE:	LEVEL

OBSERVAÇÃO: _____

DATE	BOOK'S NAME / SITE:	LEVEL

OBSERVAÇÃO: _____

Speaking Assessment

FASE 1:	FASE 2:	FASE 3:
São duas folhas, porém o teste será feito na folha de imagem principal. Serão **3 etapas**.	São 8 folhas e **4 etapas**, sendo que nas etapas (parte) 1 e 3, terão 2 opções a escolher e na 4° com 3 opções.	São 8 folhas e **4 etapas**, sendo somente a 4°etapa com 3 opções.
"Pré- A1"	**"A1"**	**"A2"**

SPEAKING - SCORING CHART

NOME:

FASE/ETAPA/OPÇÃO	ACERTO/TOTAL OU	DATA
F1/PT1	/ 6	
F1/PT2	/ 5	
F1/PT3	/ 4	
TOTAL:	/15	
F2/P1:* op1 op2	/ 7 /9	
F2/P2	/4**	
F2/P3: op1 op2	/4	
F2/P4   	/3***	
TOTAL:	/18 ou /20	
F3/P1	/ 9	
F3/P2	/ 5 + /5	
F3/P3	/5	
F3/P4   	/3***	
TOTAL:	/27	

* Não adianta só encontrar o erro, pontua quando a criança consegue descrever em inglês.

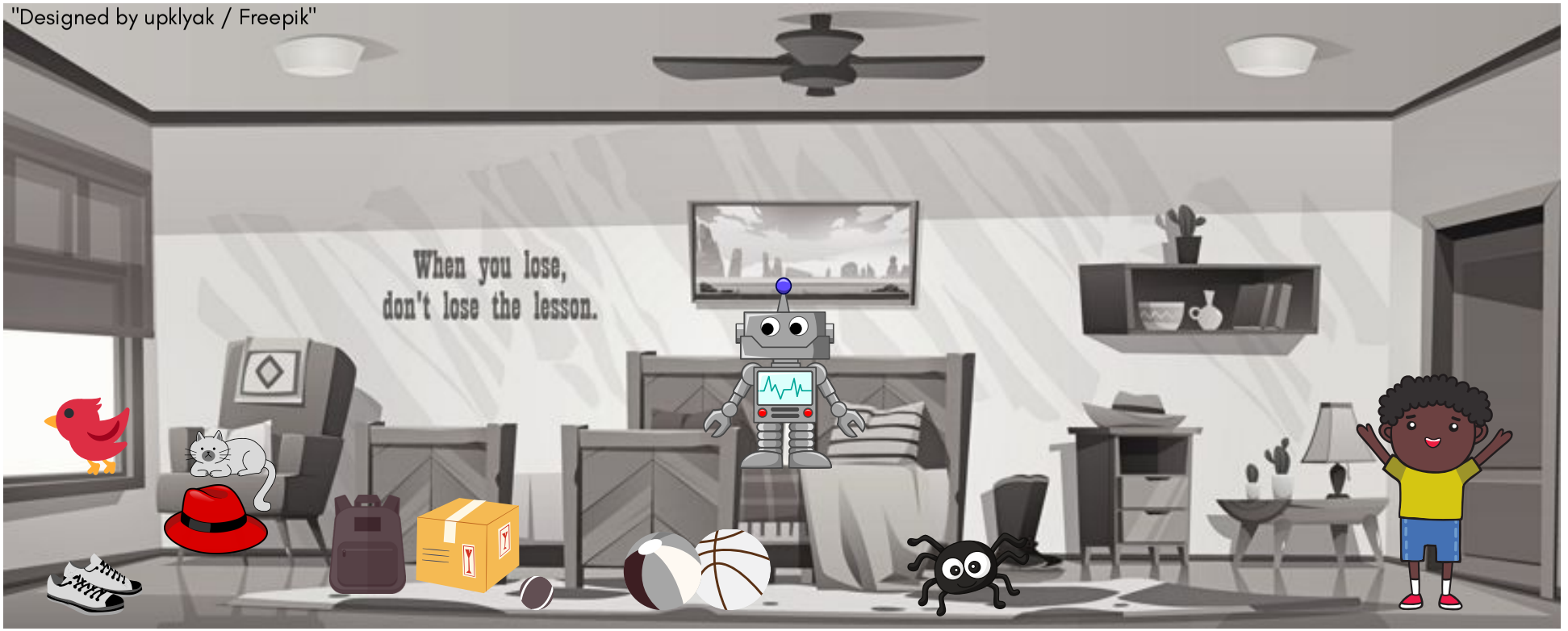
**Observe se em cada quadrado da história a criança foi usando vocabulário, coerência e estrutura gramatical. Considere 1 ponto pra cada quadrado.

***Pontue 1 ponto par cada categoria*: + 1: coerência, +1: uso de vocabulário, +1 estrutura gramatical.

Speaking Assessment - FASE 1

The room

Observe the image carefully, answer questions about the objects and their characteristics, then take the provided images or objects and place them where instructed, following the directions to position them correctly.



PART 1 - Perguntas:

1. Hello! What's your name?
2. Where is the door? (Ou 'window', 'fan')
3. What color is it? (Aponte p/ 'backpack')
4. What is this? (Aponte p/ 'shoes', 'boots', 'books', 'armchair', 'mat')
5. How many balls can you see?
6. Do you think this is a boy's room or a girl's room?

PART 2 - Usando as imagens:

1. Put the robot on the bed.
2. Put the bird on the window.
3. Put the red hat under the cat.
4. Put the box/spider on the floor.
5. Put the boy in front of the door.

PART 3 - Perguntas pessoais:

1. How old are you?
2. What's your favorite game/sport?
3. Do you like cats?
4. What's in your school/classroom? (Topics about family and friends)

Speaking Assessment - FASE 2

Find the 7 differences - Answer Key

P1
opção 1

Instruções:
Mostre à criança duas imagens parecidas, mas com algumas diferenças. Peça que descreva as diferenças entre as figuras. Exemplo: "Here there is one bird, but here there are three."



Picture on the left

- There is one bird in the sky.
- There is a plane in the sky.
- The woman with the dog is wearing a pink T-shirt, orange pants and pink shoes.
- There isn't a ball under the monkey bars.
- There is a swing under the tree.
- The boy riding a bike has brown skin.
- The flower on the grass is pink.

Picture on the right

- There are three birds in the sky.
- The sun is in the sky.
- The woman with the dog is wearing a blue T-shirt, orange pants and blue shoes.
- There is a ball under the monkey bars.
- There is a bike under the tree.
- The boy riding a bike has fair skin.
- The flower on the grass is yellow.

Speaking Assessment - FASE 2

Find the 9 differences - Answer Key

P1
opção 2

Instruções:
Mostre à criança duas imagens parecidas, mas com algumas diferenças. Peça que descreva as diferenças entre as figuras. Exemplo: "Here there is a girl, but here there isn't."



Picture on the left

- There isn't a girl with the couple on the left.
- There are two buildings in the background on the left.
- We can see the moon and stars in the sky.
- A street line is missing.
- The woman on the left has fair skin
- The woman on the left has short hair.
- The woman on the left is wearing shorts.
- The woman on the left is wearing light blue shoes.
- The man on the right is wearing a blue T-shirt.

Picture on the right

- There is a girl with the couple on the left.
- The buildings in the background are different.
- We can see the sun in the sky.
- There is no street line missing.
- The woman on the right has brown skin.
- The woman on the right has long hair.
- The woman on the right is wearing pants.
- The woman on the right is wearing dark blue shoes.
- The man on the right is wearing a white T-shirt.

Speaking Assessment - FASE 2

P2

1. Hello! What's your name? How old are you?
2. Say: "These pictures show a story. It's called *Tom's Birthday*" and describe the first picture. "*Now can you describe the other ones?*"

Tom's Birthday

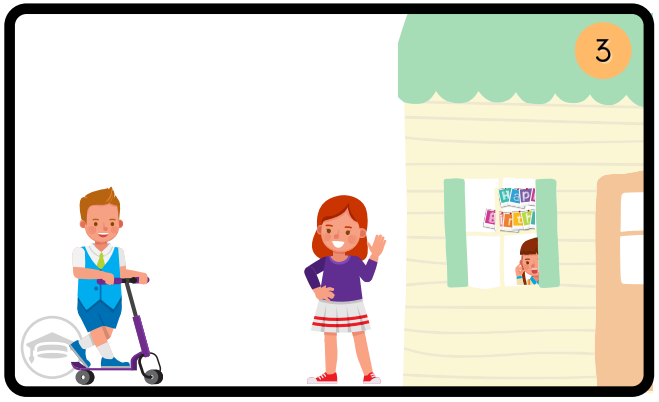
1. Today is Tom's birthday! So his teacher and friend decided to throw him a surprise birthday party.





2. The teacher texted Tom to say she needed to talk to him.

3. When he arrived, everybody was hiding to surprise him.

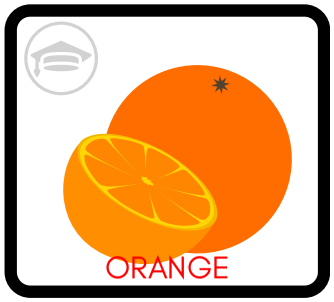
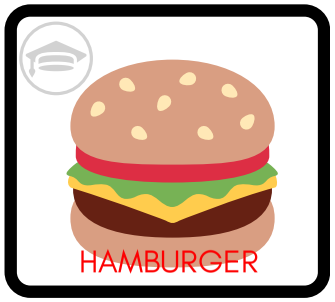
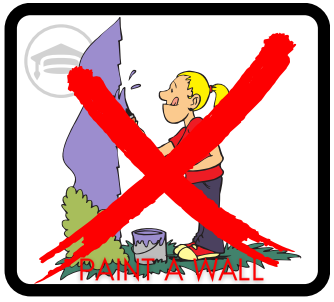
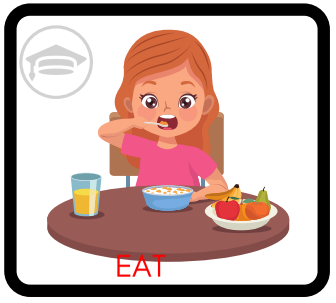
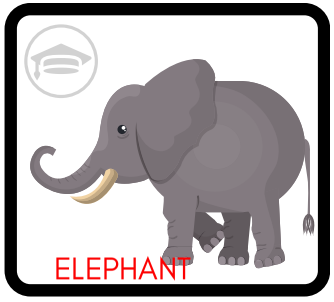
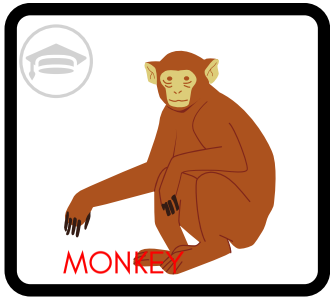
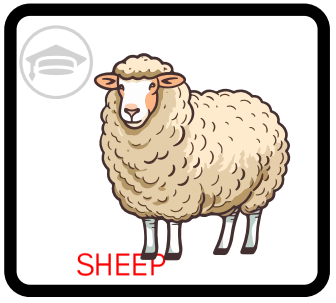
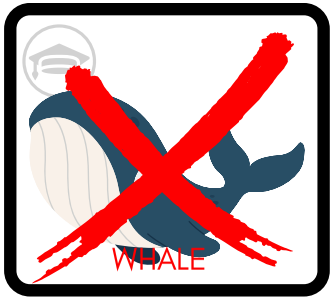
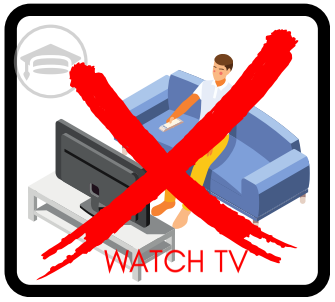
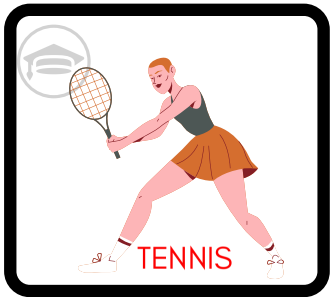




4. Tom was really surprised when everybody started singing happy birthday to him! They played games and Tom got many presents. It was a fun party.

Speaking Assessment - FASE 2

P3
opção 1

1	 ORANGE	 HAMBURGER	 BOOKS	 CHOCOLATE
2	 PAINT A WALL	 TAKE A SHOWER	 EAT	 BRUSH TEETH
3	 ELEPHANT	 MONKEY	 SHEEP	 WHALE
4	 SOCCER	 WATCH TV	 SWIMMING	 TENNIS

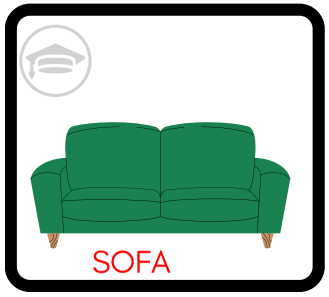
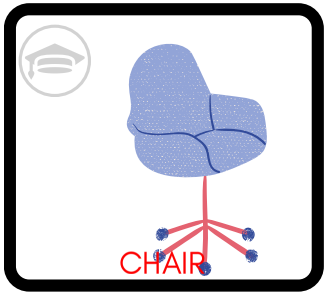
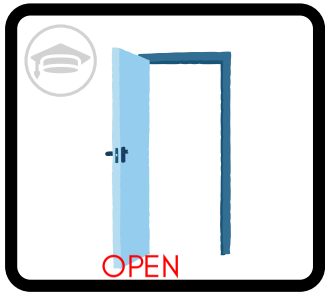
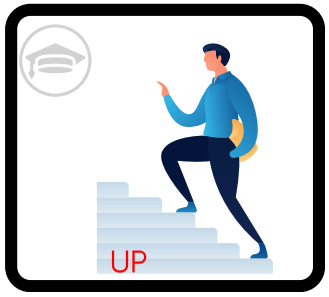
ODD-ONE-OUT

Show the pictures in the first line and say that there is one picture that is the 'odd one'. It is 'the books' because we don't eat books.
Ask the child to find the other 'odd ones' in each set and explain why.

1. All those things are food.
We dont eat books.
2. Those are daily routine actions.
We don't paint walls every day.
3. Those are animals that live on land.
Whales live in the water.
4. Those are sports.
Watching TV is not a sport.

Speaking Assessment - FASE 2

P3
opção 2

1	 CLOCK	 CLOCK	 CALCULATOR	 WATCH
2	 VASE	 SOFA	 CHAIR	 ARMCHAIR
3	 OPEN	 OPEN	 OPEN	 CLOSED
4	 UP	 UP	 UP	 DOWN

ODD-ONE-OUT

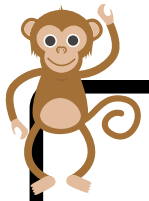
Shows the pictures in the first line and say that there is one picture that is the 'odd one'. It is 'the calculator' because it doesn't tell the time.
Ask the child to find the other 'odd ones' in each set and explain why.

1. Those are clocks.
We can't tell the time on a calculator.
2. Those are types of chairs.
We can't sit on a plant vase.
3. Those doors/window are open.
The elevator door is closed.
4. They are going up the staris.
The ladies are going down the escalator.

Speaking Assessment - FASE 2

P4

Chose one of the topics and talk about it.



Zoo

- Do you like visiting zoos? Why?/ Why not?
- What animals can you see there?
- What is your favorite zoo animal? What do you like about it?
- Do you think animals like to live in the zoo? Why?/ Why not?
- Would you like to work in a zoo? Why?/ Why not?



Parties

- When is your birthday?
- How do you like to celebrate your birthday?
- What is your best birthday memory?
- What is your worst birthday memory?
- What is the best birhtday gift you've received? Why did you like it?
- Have you ever had a surprise party? How was it?



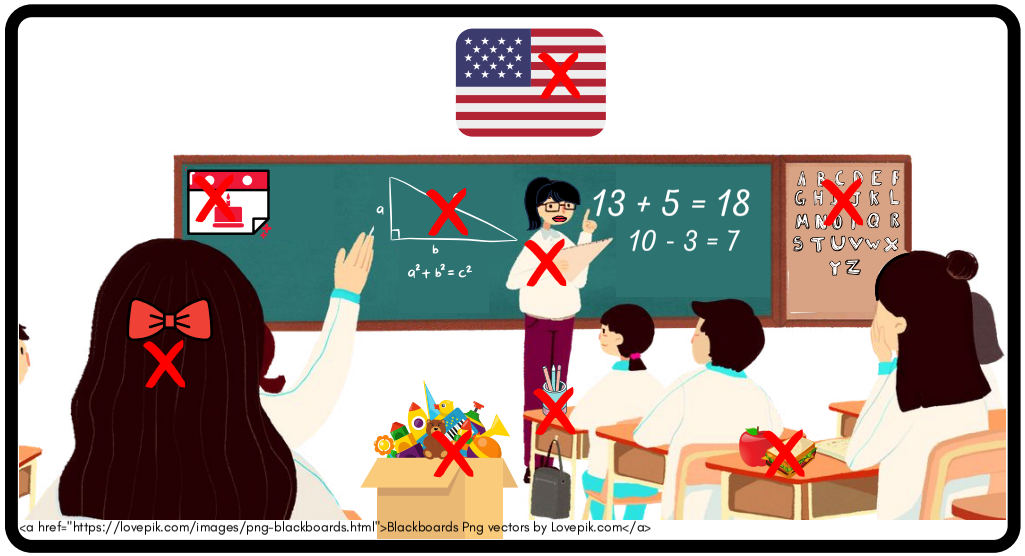
School

- What is your favorite thing to study at school? Why do you like it?
- What is your least favorite thing to study? Why don't you like it?
- Do you have a favorite teacher? What do you like about her/him?
- What is your favorite place at school? Why?
- Do you like the grade you are in more or less than last year? Why?

Speaking Assessment - FASE 3

Find the differences - Answer Key

P1



Examiner: "In my picture,..."

- The teacher is a woman.
- The girl has a bow on her hair.
- The box is full of toys.
- There is an American flag on the wall.
- There is a cake on the calendar.
- It's math class.
- There are letters on the small board.
- There is a pencil holder on the first desk.
- There is an apple and a sandwich on the third desk.



Child: "In my picture,..."

- The teacher is a man.
- The girl doesn't have a bow on her hair.
- The box is empty.
- There is a Brazilian flag on the wall.
- The date is 25 on the calendar.
- It's English class.
- There is a graph on the small board.
- There is a bottle on the first desk.
- There are books on the third desk.

Teacher's Answer Key

NAME: DATE:

Speaking Assessment - FASE 3

P2

Julie's and Peter's Meal Time



July's Luch Time

O objetivo é a criança construir perguntas gramaticalmente corretas. O Educador iniciará perguntando da imagem dela, onde ela já terá as respostas. Depois a criança fará as perguntas referente a imagem do Educador.



Peter's Lunch Time

*** Student's answers**

Julie's Lunch Time

- **Time**: What time does she have lunch? **At midday**.
- **Food**: What does she eat? **Salad, meat and fruit**.
- **Drink**: What does she drink? **Orange Juice**.
- **Place**: Where does she eat? **At home**
- **Who:** Who with? **Her mom.**

Peter's Lunch Time

- **Time**: **What time does he have lunch?** At 2 o'clock.
- **Food**: **What does he eat?** Hamburger, pasta and french fries.
- **Drink**: **What does he drink?** Soda.
- **Place**: **Where does he eat?** At the restaurant.
- **Who: Who does he have lunch with?** His sister.

Speaking Assessment - FASE 3

P3

Roddy

Roddy loves banana











Instructions:

Say: "These pictures show a story. It's called Roddy loves banana." and describe the first picture. "Now can you describe the other ones?"

1.Roddy woke up and was feeling hungry.
2.He went outside to get his favorite food - banana!
3.He offered some bananas to his friend Max when he woke up.
4.Max said he was not hungry and refused the banana.
5.After Max took a shower, Roddy had already made him breakfast. So they sat and ate together.

Speaking Assessment - FASE 3

P4

Chose one of the topics and talk about it.



Free time

- What do you like to do for fun?
- Do you play sports? Which ones?
- What is your favorite thing to do on the weekend?
- Where does your family usually go on vacation?
- Do you prefer spending time inside or outside? Why?
- Do you have a hobby?



Family

- How many brothers and sisters do you have?
- Are they older or younger than you?
- What are your parents' names?
- What does your dad do?
- What does your mom do?
- Do you have any pets?
- What do you like to do with your family?



Movies

- What kinds of movies do you like? What do you like about them?
- What kinds of movies don't you like? Why?
- What is your favorite movie? Why do you like it?
- Who is your favorite movie character? What do you like about him/her?
- What is your favorite movie soundtrack?
- Do you prefer animated movies or real movies?