

Reading



At the Primary 1 level, there are four subtests: 1) Word Study Skills; 2) Word Reading; 3) Sentence Reading; and 4) Reading Comprehension. Word Study Skills measures the child's ability to recognize compound words and contractions and to recognize letters and match them to sounds. Word Reading measures the ability to recognize printed words. Sentence Reading requires the child to identify the picture that best illustrates the meaning of one or two printed sentences. Reading Comprehension requires the child to match a two-sentence story to a picture, to complete sentences based on a picture, and to answer questions about short reading passages.

The teacher reads aloud the text that appears in the shaded boxes.

1st Grade

Word Study Skills

SATLO Parent Preview

Look at the group of words. Which one means *could not*? He *could not* go. *Could not*.

1

- couldn't
- doesn't
- hasn't

You see the word *tiny* and three other words. Mark under the word that has the same sound as the underlined letter in *tiny* . . . *tiny*.

2

tiny

toy

mice

tin



Word Reading

Look carefully at the picture. In each row of words under this picture, mark under the word that tells something about the picture.

3-5



3 eraser rope plant

4 jump read pet

5 cover climb children

Sentence Reading

Listen. Dan is my friend. Dan lives near me.

Now read the last part of the story in your booklet and mark under the picture that goes with it.

6

Dan eats his lunch.





Reading Comprehension

Read the sentences silently and mark under the picture that the sentences tell about.

7

It is an animal.
It lives in water.



Read the sentences under the picture and mark the word that makes each sentence tell about the picture.

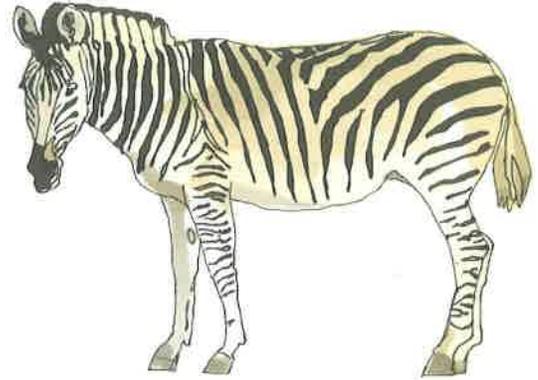
8-9



8 This is a
store school kitchen

9 Here you can find a
stove bed car

Read the story silently to yourself. When you are done, read the question and mark the best answer.



A Horse with Stripes

A zebra is like a horse with stripes. Zebras are black and white. They are like horses but smaller. Zebras live in Africa.

10

This story mainly tells about

- how big horses are
- different kinds of animals with stripes
- how zebras and horses are alike



Two subtests measure students' understanding of mathematics: 1) Mathematics Problem Solving and 2) Mathematics Procedures. Mathematics Problem Solving measures the skills and knowledge necessary to solve problems in mathematics. Mathematics Procedures measures the ability to apply the rules and methods of arithmetic to problems that require arithmetic solutions.

The teacher reads aloud the text that appears in the shaded boxes.

Mathematics Problem Solving

Look at the tally chart at the beginning of the row. Mr. Kent made tally marks on this chart to show the number of students playing each game on the playground on Tuesday. In which game were the *least* number of students playing? Mark under the name of the game in which the *least* number of students were playing.

11

Tuesday	
Games	Tally Marks
Soccer	
Kickball	
Races	
Tag	

Look at the shapes. Which shape has five sides? Mark the space under the shape with five sides.

12



Mathematics Problem Solving (cont'd)

Look at the groups of coins. Which group of coins is worth exactly forty cents? Mark the space under the group of coins that is worth forty cents.

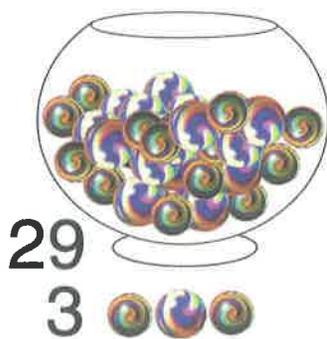
13



Mathematics Procedures

John had twenty-nine marbles in a bowl. He took three marbles out of the bowl. How many marbles were in the bowl then? Remember, he had twenty-nine marbles, and then he took out three. Now look at the answer choices. You see the numbers *sixteen*, *twenty-six*, *thirty-two*, and the letters *NH*, which mean *not here*. Is the correct answer *sixteen*, *twenty-six*, *thirty-two*, or is the correct answer *not here*? Mark under the number that shows how many marbles were in the bowl then.

14



16

26

32

NH



Spelling



This subtest measures the student's ability to select the correct spelling of a word from three spellings of the same word.

The teacher reads aloud the text that appears in the shaded box.

I will say a word; then I will read a sentence with the word in it and say the word again. You will mark under the answer that is the correct way to spell the word I say. *Room*. Sara is in her *room*.
Room.

15

rume



roome



room





The Language subtest measures students' ability to use capital letters, punctuation marks, and correct verb forms. Students are also asked to identify complete sentences and to show their prewriting skills. In addition, they are asked to review short passages in order to plan a writing sample, to identify the author's purpose and extraneous sentences, and to add supporting sentences.

The teacher reads aloud the text that appears in the shaded boxes.

Follow along as I read the sentence. "Do you want to come to my House?" How should the underlined part of this sentence be written? Should it be written – *my house*, like the first answer choice; *My house* like the second answer choice; or should it be written *The way it is*? Look closely at the answer choices, and then mark your answer.

16

Do you want to come to my House?

- my house
- My house
- The way it is

Read the sentence to yourself. Then read the question and mark your answer.

17

Terry is writing a story about making a toy train.

Which idea should be last?

- Painting the train
- Playing with the train
- Finding the wood

"Please drink the juice in the kitchen." How should this group of words be written? Should it be written – *Please drink the juice. In the kitchen.* like the first answer choice; *Please drink it. The juice in the kitchen.* like the second answer choice; or should it be written *The way it is*? Mark your answer.

18

Please drink the juice in the kitchen.

- Please drink the juice. In the kitchen.
- Please drink it. The juice in the kitchen.
- The way it is

Environment



The Environment subtest measures children's understanding of their social and natural environments. The social environment section includes questions assessing simple concepts of history, geography, political science, and economics. The natural environment section includes questions related to plants and animals, earth and space relationships, physical principles, and the relationship of science to the environment.

The teacher reads aloud the text that appears in the shaded boxes.

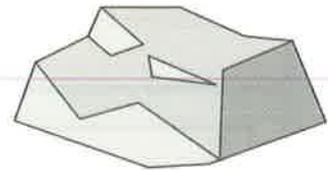
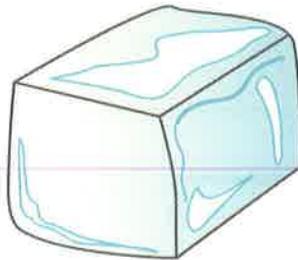
Which person sells goods to the community? Mark the space under your answer.

19



Look at the pictures. Two of the objects are made by people. Which picture shows an object that is natural? Is it the brick, the ice cube, or the rock?

20



Listening



The Listening subtest has two parts. The Listening Vocabulary section measures the student's knowledge of the meaning of words. The Listening Comprehension section is a measure of the student's ability to understand and interpret information that has been heard.

The teacher reads aloud the text that appears in the shaded boxes.

Listen carefully to what I say. Then mark the space next to your answer. The puppy gobbled the food. To gobble food means to—*play with it . . . eat it quickly . . . or sniff it.*

21

- play with it
- eat it quickly
- sniff it

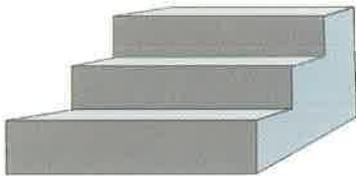


Listen to this story.

One hot day after school, Tina's mother took Tina and her little brother to the water park. There was a wading pool there, and a lot of fun rides, but Tina's favorite was the water slide. It was shaped like a giant octopus. Tina climbed up the stairs on one side of the slide. Then she went down one of several slides that were shaped to look like the octopus's legs. Tina went on that slide many times while her mom and her little brother played in the wading pool. They had such a good time that Tina couldn't wait to tell her best friend Emily about it.

What did Tina climb to get to the top of the slide? Was it—*stairs . . . a rope . . . or a ladder?* Mark your answer.

22





Listen to this story about Alex.

Alex wanted to go out to feed the ducks, but he couldn't find his shoes anywhere. He looked in his closet, under the bed, and beside the chair. His sister looked out on the porch. "Here are your shoes, Alex," called his mom. Alex ran to the kitchen. Mom was holding King, Alex's new puppy. She was pointing to King's bed. Then Alex saw a shoelace sticking out from under King's blanket.

Where did Alex want to go? Was it to — *play baseball* . . . *feed the ducks* . . . or *meet his friends*?

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