

## MID-TERM SAMPLE TEST

Student's name: .....

**Question 1: Choose the best answer among A, B, C or D to complete the following sentences. (2,5pts)**

1. 'Scuba' is an example of -----.  
 A. clipping                      B. blending                      C. compounding                      D. acronymy
2. *Man* in 'unmanly' is a -----.  
 A. bound base                      B. root                      C. free base                      D. affix
3. A 'derivational morpheme' is also called ----- morpheme.  
 A. lexical                      B. grammatical                      C. stem                      D. base
4. Which does not contain an inflectional suffix?  
 A. helper                      B. happier                      C. walks (v)                      D. children's
5. Which of the following best describes the morpheme {-est} in the word 'largest'?  
 A. Derivational morpheme                      C. Inflectional suffix  
 B. Superlative inflectional suffix                      D. Suffix
6. Derivational suffixes can change the ----- of the words.  
 A. meaning                      B. word class                      C. morphological features                      D. functions
7. ----- is the process of forming a new word by doubling a morpheme, usually with a change of vowel or initial consonant.  
 A. Back-formation                      C. Echoism  
 B. Blending                      D. Reduplication
8. ----- perform grammatical functions. They are representatives of the four categories in English: nouns, verbs, adjectives, and adverbs.  
 A. Inflectional affixes                      C. Derivational affixes  
 B. Affixes                      D. Bases
9. The bound base {port-} in the word "portable" means -----.  
 A. come                      B. read                      C. listen                      D. carry
10. "Long-eared" is an example of -----.  
 A. Cd noun                      B. Cd adjective                      C. Cd adverb                      D. Cd verb

**Question 2: Analyze the following words into morphemes and give their names: DP (derivational prefix), FB (free base), BB (bound base), DS (derivational suffix), IS (inflectional suffix) (2,5pts)**

E.g.: trusteeship

→ {trust}= FB, {-ee}=DS, {-ship}=DS

- |                  |                 |               |
|------------------|-----------------|---------------|
| 1. reimbursement | 2. apprehensive | 3. structural |
|------------------|-----------------|---------------|

**Question 3: Classify the following words as S (simple), C-BB (complex with two bound forms), C-FB (complex with one free form), Cd (compound), or Gs (grammatical structure) (2,5pts)**

E.g.: hygienist: C-FB

- |                        |                 |
|------------------------|-----------------|
| 1. an interesting book | 6. three-headed |
| 2. untie               | 7. easy         |
| 3. drinking water      | 8. discovery    |
| 4. copper              | 9. convention   |
| 5. transportable       | 10. Turnover    |

# Sample Language Mechanics Test

**Ying-Ying Zheng**



## **Sample Language Mechanics Test:**

How to Prepare Your Students for Standardized Tests Julia Jasmine,1997 Provides activities to help teach your students test taking skills

**Language and Bilingualism** John W. Oller (Jr.),1991 This work provides a theoretical basis for the thesis that intelligence is fundamentally a problem of representing making sense of experience and representations of it The theory has its basis in Peirce and Einstein It is contended that a comprehensive theory of semiotic abilities is critical to educational and psychological testing and measurement theory

*Super Strategies for Succeeding on the Standardized Tests* Sara Davis Powell,2000-05 Public Law Concentrate is a high quality revision guide which covers the main topics found on undergraduate and GDL courses The clear succinct coverage of key legal points within a specific topic area including key cases enables students to quickly grasp the fundamental principles of this area of law The book focuses on the needs of students to succeed in their exams showing how all the legal rules fit together and the approach that should be adopted when answering questions A range of pedagogical features help with preparation for exams and suggest numerous ways to improve marks Public Law Concentrate provides succinct coverage of all key elements of the law while also offering students further avenues of investigation presenting key academic debates and other analytical features OUP's Concentrate revision series is endorsed by students and lecturers for level of coverage accuracy and exam advice Public Law Concentrate has been rigorously reviewed by law lecturers from a range of universities Public Law Concentrate is accompanied by a free open access Online Resource Centre [www.oxfordtextbooks.co.uk/orc/faragher\\_concentrate](http://www.oxfordtextbooks.co.uk/orc/faragher_concentrate) which offers the following resources to support students Multiple choice questions which provide instant feedback Interactive flashcards of key cases the student is presented with a case and has to supply the principle or vice versa Interactive version of glossary Updates to case law and legislation Further reading Web links to key online sources Advice on revision and exam technique authored by renowned textbook writer and experienced examiner Nigel Foster Professor of Law and Deputy Vice Chancellor of the University of Buckingham

**How to Prepare Your Middle School Students for Standardized Tests** Julia Jasmine,1997 Includes student practice pages and teacher scripts for math and language arts skills that are addressed on standardized tests

**innovations in Learning** Leona Schauble,Robert Glaser,2013-04-03 This volume documents the growth of a new kind of interdisciplinary teamwork that is evolving among practitioners researchers teacher educators and community partners Its premise the design of learning environments and the development of theory must proceed in a mutually supportive fashion Scientific researchers have learned that a prerequisite to studying the kinds of learning that matter is helping to shoulder the responsibility for ensuring that these forms of learning occur To support and study learning researchers are increasingly making major and long term investments in the design and maintenance of contexts for learning Practitioners are assuming new roles as well reflecting an increasing awareness of the need to move beyond skillful doing If developing learning contexts are to be protected within and expanded

beyond the systems that surround them it is necessary to foster professional communities that will support reflection about practice including the generation and evaluation of rich and flexible environments for student thinking One consequence of recent reforms is that teachers are increasingly regarding such tasks as central to their professional development

*Innovations in Learning New Environments for Education* describes coordinated interaction between educational design on the one hand and the development of learning theory on the other through a series of examples These examples have been chosen because they are continuing proven programs with evidence of success Contributors to the volume are researchers and practitioners who have played a role in inventing these programs and have guided their development over a period of years Rather than choosing illustrations of a pipeline or application model of research from research and then to practice the editors of this volume have selected interventions in which researchers and practitioners work together persistently to forge common understanding Such activity is necessarily interdisciplinary often encompassing long spans of time and is more akin to engineering in the field than to laboratory science The common themes that emerge from this activity for example the role of tools talk and community belong exclusively neither to theory nor to practice but to their intersection in commitment to specific contexts of learning and continuing contributions to practice and underlying theory This volume is organized into three sections that reflect different levels and kinds of learning contexts Each of these levels has been the focus of recent cognitive and reform applications to learning and schooling The first offers examples of effective learning in informal settings the second discusses innovative approaches to schooling at the classroom level and the third reviews reforms that regard the entire school as the appropriate unit of change

Neuropsychology Gerald Goldstein, Paul David Nussbaum, Sue R. Beers, 2013-06-29 In this volume of the series *Human Brain Function Assessment and Rehabilitation* we cover the area of how brain function is assessed with behavioral or neuropsychological instruments These assessments are typically conducted by clinical neuropsychologists or behavioral neurologists and so we made an effort to present the somewhat differing approaches to these two related disciplines Clinical neuropsychologists are psychologists who typically utilize standardized tests while behavioral neurologists are physicians who generally assess brain function as part of the clinical neurological evaluation Both approaches have much to offer The basic assumption of neuropsychological assessment is that the brain is the organ of behavior and therefore the condition of the brain may be evaluated with behavioral measures Neuropsychological tests are those measures found by research to be particularly sensitive to alterations in brain function An adequate neuropsychological test is a procedure that can be related to some objective measure of alteration in brain function Over the years these objective measures have changed but generally involve documentation through direct observation of brain tissue or through histological pathological neuroimaging or other laboratory procedures The methods described in the first two volumes of this series describe the neuroimaging procedures that are often used in the validation of neuropsychological tests

**Research in Education**, 1972 *Interpreting Standardized Test Scores* Craig A.

Mertler, 2007-04-13 Craig A Mertler's approach would reduce your stress level as his book walks the reader through the various assessments often encountered in schools and helps the reader make better use of the information embedded in accountability reports. The book is well organized and provides clear and thorough descriptions of the myriad terms the reader will encounter with assessments. Lane B Mills THE SCHOOL ADMINISTRATOR This text offers a clear insightful study of how to interpret use and reflect on test data in ways that help to develop better schools highly qualified teachers and well prepared students. Linda Karges Bone Charleston Southern University As standardized testing continues to grow in importance in our society this text will become a critical part of measurement curriculum and instruction. Gordon Brooks Ohio University Interpreting Standardized Test Scores Strategies for Data Driven Instructional Decision Making is designed to help K 12 teachers and administrators understand the nature of standardized tests and in particular the scores that result from them. This useful manual helps teachers develop the skills necessary to incorporate these test scores into various types of instructional decision making a process known as data driven decision making necessitated by the needs of their students. Key Features Helps readers understand interpret and use standardized test scores to improve classroom instruction. Several specific examples are given for interpreting test scores and developing a plan to revise instruction based on those results. Offers activities for application and reflection. Follow up activities and discussion points are provided for experienced and preservice teachers across K 12 grade levels. Presents successful case studies. The author includes interviews with classroom teachers building administrators and district level administrators who have successfully engaged in a process of incorporating test scores into decision making. Intended Audience This is an excellent supplementary text for any course that incorporates standardized testing as a topic including but not limited to courses in Classroom Assessment Educational Psychology Content Methods Reading Special Education Curriculum Literacy Administration The Principalship and The Superintendency

**Second Language Anxiety** Richard L. Sparks, 2025-07-11 This book traces and summarizes theoretical insights and empirical findings on the topic of whether or not anxiety for language learning could be a causal variable for individual differences in language learning. The author brings together three decades of research to show that first language L1 skills and second language L2 aptitude are confounding variables in studies of language anxiety and that learners' levels of anxiety for L2 learning are strongly related to their levels of language achievement. These findings have suggested that language anxiety instruments reflect students' accurate self-perceptions of their language skills and their levels of L1 achievement and L2 aptitude. The research presented in this book holds the potential to change the ways in which L2 educators and researchers think about language anxiety how language anxiety is assessed how investigations into language anxiety are conducted and how L2 teachers respond to anxiety in the classroom

*Test Policy and Test Performance: Education, Language, and Culture* Bernard R. Gifford, 2012-12-06 Bernard R Gifford In the United States the standardized test has become one of the major sources of information for reducing uncertainty in the determination of individual merit and

in the allocation of merit based educational training and employment opportunities Most major institutions of higher education require applicants to supplement their records of academic achievements with scores on standardized tests Similarly in the workplace as a condition of employment or assignment to training programs more and more employers are requiring prospective employees to sit for standardized tests In short with increasing frequency and intensity individual members of the political economy are required to transmit to the opportunity marketplace scores on standardized examinations that purport to be objective measures of their abilities talents and potential In many instances these test scores are the only signals about their skills that job applicants are permitted to send to prospective employers THE NATIONAL COMMISSION ON TESTING AND PUBLIC POLICY In view of the importance of these issues to our current national agenda it was proposed that the Human Rights and Governance and the Education and Culture Programs of the Ford Foundation support the establishment of a blue ribbon National Commission on Testing and Public Policy to investigate some of the major problems as well as the untapped opportunities created by recent trends in the use of standardized tests particularly in the workplace and in schools

**Using Dance to Teach Math** Linnette Robin Werner,2000 *Resources in Education*,1998

*After the Bell* Karen Albright,Dalton Conley,2004-01-29 Since the publication of the Coleman report in the US many decades ago it has been widely accepted that the evidence that schools are marginal in the grand scheme of academic achievement is conclusive Despite this educational policy across the world remains focused almost exclusively on schools With contributions from such figures as Jeanne Broo

Language Test Construction and Evaluation J. Charles Alderson,Caroline Clapham,Dianne Wall,1995-05-26 This book describes the process of language test construction and reviews current practice

LARRY P. REVISITED: IQ TESTING OF AFRICAN AMERICANS William Thomas Ph.D.,2020-05-15 Larry P Revisited is a timely effort on the part of a group of dedicated professionals to address failures to afford quality education for African American students because of faulty testing procedures America can t afford to fail to fully educate its black children They along with other people of color will comprise 50 percent of the population two generations from now Larry P Revisited thus constitutes a vitally important contribution in this respect William F Brazziel University of Connecticut The subtitle Learning While Black is all about the fight for equity in America s public school systems Lee Romney KALW Education Reporter When the head of the San Francisco chapter of the NAACP demanded the city declare a state of emergency to tackle low academic test results for African American students he turned the blame on the grown ups It s not that the children are failing the Reverend Amos Brown told school board trustees I m using the plural pronoun we We are failing The so called equity gap has persisted for decades As a group African American students in San Francisco and across the country struggle in public school often posting the lowest test scores and graduation rates and the highest rates of suspension and chronic absenteeism Reverend Amos Brown President San Francisco NAACP These proceedings offer a concise clear and powerful summary of current issues regarding the psychological assessment of African

Americans It is a must read for psychologists educators parents and others concerned with the development of African American children Kenneth Monteiro PhD San Francisco State University      Fostering Independent Learning Virginia Smith Harvey,Louise A. Chickie-Wolfe,2007-03-02 Accessible practical and empowering this book gives school professionals the tools to put students in charge of their own learning Going beyond traditional study skills guides that focus on the mechanics of homework completion and test taking the authors address the underlying psychological factors that influence academic success and lifelong learning They provide step by step guidance and data based interventions for helping each student develop a repertoire of problem solving strategies in the areas of motivation emotional responses to learning behavior time management organization memory reading writing math and more In a large size format with lay flat binding to facilitate photocopying the volume includes dozens of reproducible handouts and forms This book is in The Guilford Practical Intervention in the Schools Series      **Get Ready! for Standardized Tests : Grade 3** Karen Mersky,Joseph Harris,Carol Turkington,2000 Study tips and test taking techniques special introduction to standarized tests for parents and full length sample test with answers Identifies and explains verbal and math question types      Indicators of Children's Well-Being Robert M. Hauser,Brett V. Brown,William R. Prosser,1997-12-04 The search for reliable information on the well being of America s young is vital to designing programs to improve their lives Yet social scientists are concerned that many measurements of children s physical and emotional health are inadequate misleading or outdated leaving policymakers ill informed Indicators of Children s Well Being is an ambitious inquiry into current efforts to monitor children from the prenatal period through adolescence Working with the most up to date statistical sources experts from multiple disciplines assess how data on physical development education economic security family and neighborhood conditions and social behavior are collected and analyzed what findings they reveal and what improvements are needed to create a more comprehensive and policy relevant system of measurement Today s climate of welfare reform has opened new possibilities for program innovation and experimentation but it has also intensified the need for a clearly defined and wide ranging empirical framework to pinpoint where help is needed and what interventions will succeed Indicators of Children s Well Being emphasizes the importance of accurate studies that address real problems Essays on children s material well being show why income data must be supplemented with assessments of housing medical care household expenditure food consumption and education Other contributors urge refinements to existing survey instruments such as the Census and the Current Population Survey The usefulness of records from human service agencies child welfare records and juvenile court statistics is also evaluated      Aging and Older Adulthood Joan T. Erber,2011-08-24 Updated and substantially revised the second edition of Aging and Older Adulthood reflects the most current scientific research and theoretical foundations that contribute to our understanding of aging and older adulthood Updated content and references include recent neurological findings on brain structure and functioning as well as factors that influence cognitive functioning health care decision making and social

relationships Chapter opening vignettes engage students with real world illustrations of older adults which relate to the concepts to come Applying Research boxes offer examples of current research findings that can be applied to the everyday lives of older adults Understanding Aging boxes highlight phenomena such as sundown syndrome and end of life desires which provide a deeper insight into the aging process Integrated themes of diversity environmental influences on aging and applications to everyday life relate the story of aging more directly to key concepts New Chapter 13 explores what older adulthood may look like in the future and ties together the author's theoretical framework with views on positive aging Instructor's Manual with Test Bank and PowerPoint slides available online at [www.wiley.com/go/erber](http://www.wiley.com/go/erber)

**Case Studies in Foreign Language Placement** Thom Hudson, Martyn Clark, 2008 Although most language programs make placement decisions on the basis of placement tests there is surprisingly little published about different contexts and systems of placement testing The present volume contains case studies of placement programs in foreign language programs at the tertiary level across the United States The different programs span the spectrum from large programs servicing hundreds of students annually to small language programs with very few students The contributions to this volume address such issues as how the size of the program presence or absence of heritage learners and population changes affect language placement decisions



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