

GRADE 1 READING PLACEMENT TEST

Administering the Test

- Make one color copy of the Grade 1 Reading Placement Test master.
- Make black-and-white copies of the test to mark errors for each child.
- Make one copy of the Grade 1 Reading Placement Test Summary Sheet for recording test scores.
- Have a timer on hand for Part 2.
- Administer the test individually to each child.

Name _____ Date _____

1. gne	1. fox	1. which
2. dg	2. just	2. shirt
3. havg	3. down	3. started
4. don't	4. next	4. butter
5. other	5. before	5. sleeping

Errors _____

Sid Cleans the Town

Sid liked things that were clean.
But the town he lived in had lots of dirt.
Sid told his mom, "I will make it rain. The rain will make this town clean."
"But how will you make it rain?"
Sid said, "I will sing. What I sing will bring rain."

Time _____ Errors _____

Grade 1 Reading Placement Test

Scoring and Placement

- Record each child's test performance on a copy of the summary sheet.
- Use the table below to determine placement for each child.

Errors	Placement or Next Steps
If child makes 0 or 1 error on Part 1 and Part 2	Administer mid-program placement test for Grade 1 Reading. or Administer placement test for Grade 2 Reading if child's total reading time is 30 seconds or less.
If child makes between 2 and 6 errors and Makes no more than 4 errors in Part 1 and No more than 4 errors in Part 2	Place child at Lesson 1 of Grade 1 Reading.
If child makes more than 4 errors in Part 1 or More than 4 errors in Part 2	Administer placement test for Grade K Reading. or Administer mid-program placement test for Grade K Reading.

Part 1: Reading Words in Isolation

- (Place a copy of the test in front of child being assessed.)

Scoring

Give the child only a reasonable amount of time (5 seconds) to sound out words and respond before marking a word as an error.

Count each of the following as an error and mark all errors on your copy:

- misreading a word
- not identifying a word within 5 seconds
- sounding out a word but then not reading it at a normal rate

Total for Part 1: 0–15 errors

- Touch the columns of words you'll read at the top of the page. ✓
- First column.
 - Word 1. *One.*
 - Word 2. *Do.*
 - Word 3. *Have.*
 - Word 4. *Don't.*
 - Word 5. *Other.*
- Middle column.
 - Word 1. *Fox.*
 - Word 2. *Just.*
 - Word 3. *Down.*
 - Word 4. *Next.*
 - Word 5. *Before.*
- Last column.
 - Word 1. *Which.*
 - Word 2. *Shirt.*
 - Word 3. *Started.*
 - Word 4. *Butter.*
 - Word 5. *Sleeping.*

Part 2: Passage Reading

- (Use a timer for Part 2.)

Scoring

Count each of the following as an error and mark each error on your copy:

- misreading a word
- not identifying a word within 5 seconds
- sounding out a word but then not reading it at a normal rate
- omitting a word
- inserting a word
- any word not read within 1 minute and 30 seconds

Total for Part 2: 0–6 errors

- Touch the passage. ✓
- Read this passage. Do your best to read accurately with good expression.
- (Time the child. Tell the child the word he or she misreads or omits and mark it as an error. Do not let the child stall on a word for more than 5 seconds. After 5 seconds, tell the child the word and mark it as an error. Then prompt the child to continue.)
(Stop the child if a 7th error is made or 1 minute and 30 seconds have passed. Mark the last word the child reads.)
- (Record the errors and the time the child spent reading the passage. If the child does not complete the passage in 1 minute and 30 seconds, count the unread words as errors.)

Grade 1 Reading Placement Test Summary Sheet

Name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Part 1: Reading Words

one																			
do																			
have																			
don't																			
other																			
fox																			
just																			
down																			
next																			
before																			
which																			
shirt																			
started																			
butter																			
sleeping																			

Total Errors for Part 1

Part 2: Passage Reading

Time																			
-------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Total Errors for Part 2

TOTAL PLACEMENT TEST ERRORS

PLACEMENT OR NEXT STEPS

Administer placement test or mid-program placement test for Grade K Reading.	Y/N																		
Place at Lesson 1 of Grade 1 Reading.	Y/N																		
Administer mid-program placement test for Grade 1 Reading.	Y/N																		
Administer placement test for Grade 2 Reading.	Y/N																		

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Name _____

Date _____

1. one

2. do

3. have

4. don't

5. other

1. fox

2. just

3. down

4. next

5. before

1. which

2. shirt

3. started

4. butter

5. sleeping

Total Errors _____

Sid Cleans the Town

Sid liked things that were clean.

But the town he lived in had lots of dirt.

Sid told his mom, "I will make it rain. The rain will make this town clean."

"But how will you make it rain?"

Sid said, "I will sing. What I sing will bring rain."

Time _____

Total Errors _____

GRADE 1 READING MID-PROGRAM PLACEMENT TEST

Administering the Test

- Make one color copy of the Grade 1 Reading Mid-program Placement Test master.
- Make one copy of the Grade 1 Reading Mid-program Placement Test Summary Sheet for recording test scores.
- Make black-and-white copies of the test to mark errors for each child.
- Have a timer on hand for Parts 1–4.
- Administer the test individually to each child.
- Start with Part 1 and present the test parts in sequence until placement is determined.

Part 1

- (Place a copy of test **Side 1** in front of child being assessed. Use a timer for this part.)

Name _____ Date _____

Jill lived on a farm that was six miles from town. Jill told her dad, "It is time to go to the store because we don't have much food at home."

Her dad said, "I need to fix the car. So I can't drive you there now."

Jill said, "I can hike to the store. You can pick me up there after I shop."

So Jill hiked all the way to the store. When she got there, she got a cart and filled it. After she had no more to shop for, she waited in front of the store.

At last, Jill saw him but he was driving a tractor with a trailer.

Jill got into the trailer, and her dad drove home. That tractor was slow.

Time _____ Total Errors _____

Grade 1 Reading Mid-program Placement Test Side 1

Scoring

Count each of the following as an error and mark each error on your copy:

- misreading a word
- not identifying a word within 5 seconds
- sounding out a word but then not reading it at a normal rate
- omitting a word

- Touch the passage. ✓
- Read this passage. Do your best to read accurately with good expression.
- (Time the child. Tell the child the word he or she misreads or omits and mark it as an error. Do not let the child stall on a word for more than 5 seconds. After 5 seconds, tell the child the word and mark it as an error. Then prompt the child to continue.)
(Stop the child if a 9th error is made or after 4 minutes have passed. Mark the last word the child reads.)
- (Record the errors and the time the child spent reading the passage. If the child does not complete the passage in 4 minutes, count the unread words as errors.)

Scoring and Placement

- Record each child's test performance on a copy of the summary sheet.
- Use the table below to determine placement for each child.

Errors	Placement or Next Step
If a child makes 0–3 errors in Part 1	Administer Part 2 of the placement test.
If a child makes 4–8 errors in Part 1	Place child at Lesson 31 of Grade 1 Reading.
If a child makes 9 or more errors in Part 1	Place child at Lesson 1 of Grade 1 Reading.

Part 2

- (Place a copy of test **Side 2** in front of child being assessed. Use a timer for this part.)

Name _____ Date _____

Nine goats made plans to go on a hike. They were going to follow a trail over five hills.

Joan was one of the goats who planned to go. Gorman also planned to go. But Joan's mom did not like that part of the plan.

She did not want Joan to get wet or to get dirty. She blamed Gorman for what happened the last time Joan went with him. So she said, "If Gorman goes, Joan stays home."

Joan did not want to stay home. She kept telling her mom that she would not walk near Gorman and no goats would go near any water. She told her mom, "We will be in the hills."

But her mom kept telling Joan, "No, you can't go."

For days, Joan and her mother talked and talked while the other goats made jokes about Gorman and the toads.

Time _____ Total Errors _____

Side 2 Grade 1 Reading Mid-program Placement Test

Scoring

Count each of the following as an error and mark each error on your copy:

- misreading a word
 - not identifying a word within 5 seconds
 - sounding out a word but then not reading it at a normal rate
 - omitting a word
- Touch the passage. ✓
 - Read this passage. Do your best to read accurately with good expression.
 - (Time the child. Tell the child the word he or she misreads or omits and mark it as an error. Do not let the child stall on a word for more than 5 seconds. After 5 seconds, tell the child the word and mark it as an error. Then prompt the child to continue.) (Stop the child if a 9th error is made or after 4 minutes have passed. Mark the last word the child reads.)
 - (Record the errors and the time the child spent reading the passage. If the child does not complete the passage in 4 minutes, count the unread words as errors.)

Scoring and Placement

- Record each child's test performance on a copy of the summary sheet.
- Use the table below to determine placement for each child.

Errors	Placement or Next Step
If a child makes 0–3 errors in Part 2	Administer Part 3 of the placement test.
If a child makes 4–8 errors in Part 2	Place child at Lesson 61 of Grade 1 Reading.
If a child makes 9 or more errors in Part 2	Place child in a group closest to Lesson 31 of Grade 1 Reading.

Part 3

- (Place a copy of test **Side 3** in front of child being assessed. Use a timer for this part.)

Name _____ Date _____

Sweetie hated water, and he was all wet.

Sweetie's ears went back, and he shot out of that bird bath so fast that he looked like a yellow streak.

Then he hid under his house. He had his mouth open and his eyes were very wide.

"What happened?" he said to himself. "One second I was reaching out for a little bird, and the next second I was slammed into the water."

While Sweetie was hiding under his house, the eagle left. As soon as the eagle left, all the little birds returned to the bird bath.

At last, Sweetie came out from under his house and he saw the same little birds he saw before around the bird bath. Sweetie looked at those birds for a long time. Then he said to himself, "From here, those birds look pretty small and weak. But they are really big and strong."

Time _____ Total Errors _____

Grade 1 Reading Mid-program Placement Test Side 3

Scoring

Count each of the following as an error and mark each error on your copy:

- misreading a word
 - not identifying a word within 5 seconds
 - sounding out a word but then not reading it at a normal rate
 - omitting a word
- Touch the passage. ✓
 - Read this passage. Do your best to read accurately with good expression.

- c. (Time the child. Tell the child the word he or she misreads or omits and mark it as an error. Do not let the child stall on a word for more than 5 seconds. After 5 seconds, tell the child the word and mark it as an error. Then prompt the child to continue.)
(Stop the child if a 9th error is made or after 4 minutes have passed. Mark the last word the child reads.)
- d. (Record the errors and the time the child spent reading the passage. If the child does not complete the passage in 4 minutes, count the unread words as errors.)

Scoring and Placement

- Record each child's test performance on a copy of the summary sheet.
- Use the table below to determine placement for each child.

Errors	Placement or Next Step
If a child makes 0–3 errors in Part 3	Administer Part 4 of the placement test.
If a child makes 4–8 errors in Part 3	Place child at Lesson 91 of Grade 1 Reading.
If a child makes 9 or more errors in Part 3	Place child in a group closest to Lesson 61 of Grade 1 Reading.

Part 4

- (Place a copy of test **Side 4** in front of child being assessed. Use a timer for this part.)

Name _____ Date _____

Bleep talked on the phone and told Mrs. Anderson one big lie. Then Bleep talked to Molly and told her two big lies.

Molly did not know why Mrs. Anderson wanted a folding chair, but Molly told Bleep to load the chair into her van. Molly loved her van. It was red, and it was big. So it had lots of room for the things that Molly needed when she made something like a racing sled or a cake maker.

Molly drove her red van to the corner of First and Elm. She didn't see a place to eat. She didn't see Mrs. Anderson's car. The only thing she saw was a big junk yard. So she parked her vehicle by the fence in front of the junk yard. There was a sign on the fence. That sign said "Drop Off Zone." Molly got out of her vehicle and walked along Elm Street.

Time _____ Total Errors _____

Side 4 Grade 1 Reading Mid-program Placement Test

Scoring

Count each of the following as an error and mark each error on your copy:

- misreading a word
- not identifying a word within 5 seconds
- sounding out a word but then not reading it at a normal rate
- omitting a word

- a. Touch the passage. ✓
- b. Read this passage. Do your best to read accurately with good expression.
- c. (Time the child. Tell the child the word he or she misreads or omits and mark it as an error. Do not let the child stall on a word for more than 5 seconds. After 5 seconds, tell the child the word and mark it as an error. Then prompt the child to continue.)
(Stop the child if a 9th error is made or after 4 minutes have passed. Mark the last word the child reads.)
- d. (Record the errors and the time the child spent reading the passage. If the child does not complete the passage in 4 minutes, count the unread words as errors.)

Scoring and Placement

- Record each child's test performance on a copy of the summary sheet.
- Use the table below to determine placement for each child.

Errors	Placement or Next Step
If a child makes 0–3 errors in Part 4	Administer placement test for Grade 2 Reading.
If a child makes 4–8 errors in Part 4	Place child at Lesson 121 of Grade 1 Reading.
If a child makes 9 or more errors in Part 4	Place child in a group closest to Lesson 91 of Grade 1 Reading.

**Grade 1 Reading
Mid-program
Placement Test
Summary Sheet**

Name _____

Part 1

Time														
Total Errors for Part 1														

Part 2

Time														
Total Errors for Part 2														

Part 3

Time														
Total Errors for Part 3														

Part 4

Time														
Total Errors for Part 4														

PLACEMENT OR NEXT STEP

Lesson 1 of Grade 1 Reading	Y/N													
Lesson 31 of Grade 1 Reading	Y/N													
Lesson 61 of Grade 1 Reading	Y/N													
Lesson 91 of Grade 1 Reading	Y/N													
Lesson 121 of Grade 1 Reading	Y/N													
Administer placement test for Grade 2 Reading.	Y/N													

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Name _____

Date _____

Jill lived on a farm that was six miles from town. Jill told her dad, "It is time to go to the store because we don't have much food at home."

Her dad said, "I need to fix the car. So I can't drive you there now."

Jill said, "I can hike to the store. You can pick me up there after I shop."

So Jill hiked all the way to the store. When she got there, she got a cart and filled it. After she had no more to shop for, she waited in front of the store.

At last, Jill saw him but he was driving a tractor with a trailer.

Jill got into the trailer, and her dad drove home. That tractor was slow.

Time _____

Total Errors _____

Name _____

Date _____

Nine goats made plans to go on a hike. They were going to follow a trail over five hills.

Joan was one of the goats who planned to go. Gorman also planned to go. But Joan's mom did not like that part of the plan.

She did not want Joan to get wet or to get dirty. She blamed Gorman for what happened the last time Joan went with him. So she said, "If Gorman goes, Joan stays home."

Joan did not want to stay home. She kept telling her mom that she would not walk near Gorman and no goats would go near any water. She told her mom, "We will be in the hills."

But her mom kept telling Joan, "No, you can't go."

For days, Joan and her mother talked and talked while the other goats made jokes about Gorman and the toads.

Time _____

Total Errors _____

Name _____

Date _____

Sweetie hated water, and he was all wet.

Sweetie's ears went back, and he shot out of that bird bath so fast that he looked like a yellow streak.

Then he hid under his house. He had his mouth open and his eyes were very wide.

"What happened?" he said to himself. "One second I was reaching out for a little bird, and the next second I was slammed into the water."

While Sweetie was hiding under his house, the eagle left. As soon as the eagle left, all the little birds returned to the bird bath.

At last, Sweetie came out from under his house and he saw the same little birds he saw before around the bird bath. Sweetie looked at those birds for a long time. Then he said to himself, "From here, those birds look pretty small and weak. But they are really big and strong."

Time _____

Total Errors _____

Name _____

Date _____

Bleep talked on the phone and told Mrs. Anderson one big lie. Then Bleep talked to Molly and told her two big lies.

Molly did not know why Mrs. Anderson wanted a folding chair, but Molly told Bleep to load the chair into her van. Molly loved her van. It was red, and it was big. So it had lots of room for the things that Molly needed when she made something like a racing sled or a cake maker.

Molly drove her red van to the corner of First and Elm. She didn't see a place to eat. She didn't see Mrs. Anderson's car. The only thing she saw was a big junk yard. So she parked her vehicle by the fence in front of the junk yard. There was a sign on the fence. That sign said "Drop Off Zone." Molly got out of her vehicle and walked along Elm Street.

Time _____

Total Errors _____

GRADE 1 LANGUAGE ARTS PLACEMENT TEST

Note: Obtain one sheet of paper and a penny for administering part 1.

Administration

Administer the *Reading Mastery Transformations* Grade 1 Language Arts Placement Test individually to each child before language instruction begins. If a child has completed Grade K Language Arts, it is not necessary to administer the placement test. Additionally, if the child placed into Grade 1 Reading, then placement into Grade 1 Language Arts is appropriate.

Sit at a low table with a child, preferably in a quiet corner of the room.

Make a copy of the scoresheet for each child and one copy of the picture worksheet. Familiarize yourself with the instructions and the scoresheet before testing.

Scoring

Score the child's response on the scoresheet as you present the test. Circle 0 to indicate a correct response to a test item. Circle 1 to indicate an incorrect response. Stop testing as soon as a child makes six errors.

Placement

Total number of errors	Placement or Next Steps
6 or more errors	Administer Grade K Language Arts Placement Test
5 or less errors	Grade 1 Language Arts Lesson 1

Grade 1 Language Arts Placement Test Scoresheet

(Circle 0 for correct and 1 for incorrect response.)

Part 1

(Place a blank sheet of paper on the table. Hand the child a penny. If the child answers “there” in any of the following tasks, say:) Tell me **where** it is.

1. Put the penny on the piece of paper. [Child puts the penny on the paper.]
2. My turn: **Where** is this penny? On the paper. Your turn. Tell me. **Where** is the penny?
On the paper. 0 1
3. Now hold the penny over the paper. [Child holds the penny over the paper.]
4. Tell me: **Where** is the penny now? Over the paper. 0 1
5. Now put the penny next to the paper. [Child puts the penny next to the paper.]
6. Tell me: **Where** is the penny now? Next to the paper. 0 1
7. Put the penny under the paper. [Child puts the penny under the paper.]
8. Tell me: **Where** is the penny now? Under the paper. 0 1

Part 2

(Repeat each statement once if the child fails on the first attempt. If the child repeats the statement correctly on either the first or second attempt, score the item correct.)

I'll say sentences. Then you'll say the sentences just the way I say them.

9. Listen: (Pause.) If it rains, the cow will get wet. Say that.
If it rains, the cow will get wet. 0 1
10. Next sentence. Listen: (Pause.) They were having a good time on their vacation. Say that. They were having a good time on their vacation. 0 1
11. Last sentence. Listen: (Pause.) Did you see Mike before you left the party? Say that. Did you see Mike before you left the party? 0 1

Part 3

Tell me if I hold up **some** of my fingers, **all** of my fingers, or **none** of my fingers.

12. (Hold up all ten fingers.) What am I holding up? All (of your fingers). 0 1
13. (Hold up seven fingers.) What am I holding up? Some (of your fingers). 0 1
14. (Hold up three fingers.) What am I holding up? Some (of your fingers). 0 1
15. (Hold up a closed fist.) What am I holding up? None (of your fingers). 0 1

Part 4

(Accept all reasonable responses to the following items.)

I'm going to tell you a story about a tiger. I'm going to tell the story one time, so listen carefully. Here is the story.

A tiger lived in the jungle. The tiger hunted at night. The tiger did not hunt during the day. It slept all day long.

- | | | |
|---|---|---|
| 16. Who hunted? [Idea: <i>A tiger.</i>] | 0 | 1 |
| 17. Where did the tiger live? [Idea: <i>In the jungle.</i>] | 0 | 1 |
| 18. When did the tiger hunt? [Idea: <i>At night.</i>] | 0 | 1 |
| 19. When did the tiger sleep? [Idea: <i>In the day.</i>] | 0 | 1 |
| 20. What did the tiger do during the day? [Idea: <i>Slept.</i>] | 0 | 1 |
| 21. What did the tiger do during the night? [Idea: <i>Hunted.</i>] | 0 | 1 |

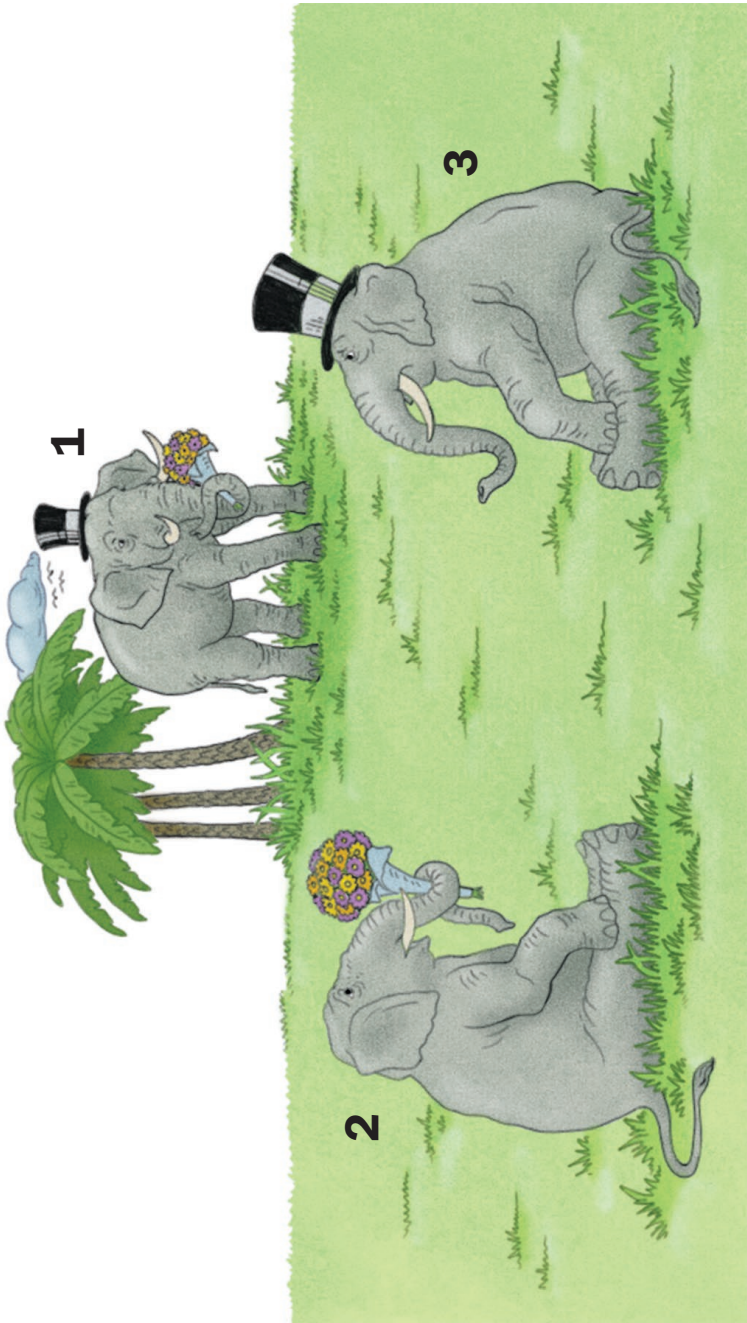
Part 5

Note: Place the picture worksheet for the placement test in front of the child.

- | | | |
|--|---|---|
| 22. Two of these elephants are wearing the same thing. Point to the two elephants that are wearing the same thing.
[The child points to elephant 1 and elephant 3.] | 0 | 1 |
| 23. What are they wearing that is the same? [Ideas: <i>Hats; a hat.</i>] | 0 | 1 |
| 24. Two of these elephants are holding the same thing. Point to the two elephants that are holding the same thing.
[The child points to elephant 1 and elephant 2.] | 0 | 1 |
| 25. What are they holding that is the same? [Ideas: <i>Flowers; a flower.</i>] | 0 | 1 |

Total Errors

PLACEMENT TEST



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