

GRADE K READING PLACEMENT TEST

Administering the Test

- Make one color copy of the Grade K Reading Placement Test master.
- Make one copy of the Grade K Reading Placement Test Summary Sheet for recording test scores.
- Administer the test individually to each child.
- Start with Part 1 and present the test parts in sequence until placement is determined.

Part 1: Language

Section 1: Repeating Words (oral activity)

Scoring

- 1 point for correct response
- 0 points for incorrect response
- Total: 8 points

- a. I'm going to say a word, and then you're going to say it.
- Listen: **yes**. Say **yes**. *Yes.*
 - Listen: **no**. Say **no**. *No.*
 - Listen: **girl**. Say **girl**. *Girl.*
 - Listen: **wash**. Say **wash**. *Wash.*
 - Listen: **cloth**. Say **cloth**. *Cloth.*
 - Listen: **washcloth**. Say **washcloth**. *Washcloth.*
 - Listen: **quick**. Say **quick**. *Quick.*
 - Listen: **quickly**. Say **quickly**. *Quickly.*

Section 2: Identify Objects

- (Place a copy of test **Side 1** in front of child being assessed.)



Scoring

- 2 points for correct response
- 0 points for incorrect response
- Total: 16 points

- a. I'm going to tell you about one of the pictures, and you'll touch that picture.
- One of these pictures shows a bird. Touch that picture. [Child touches picture of bird.]
 - One of these pictures shows a flower. Touch that picture. [Child touches picture of flower.]
 - Touch the picture that shows feet. [Child touches picture of feet.]
 - Touch the picture that shows a cat. [Child touches picture of cat.]
 - Touch the picture that shows a road. [Child touches picture of road.]
 - Touch the picture that shows a circle. [Child touches picture of circle.]
 - Touch the picture that shows a nose. [Child touches picture of nose.]
 - Touch the picture that shows a window. [Child touches picture of window.]

Section 3: Yes/No

- (Place a copy of test **Side 2** in front of child being assessed.)



Non-scored Items

- a. I'm going to tell you what these things are.
- (Point to the **fish**.) This is a **fish**. What is this? A *fish*.
 - (Point to the **banana**.) This is a **banana**. What is this? A *banana*.
 - (Point to the **house**.) This is a **house**. What is this? A *house*.
 - (Point to the **girl**.) This is a **girl**. What is this? A *girl*.
- b. My turn to answer questions.
- (Point to the **fish**.) Listen: Is this a bird? **No**.
 - Is this a fish? **Yes**.
- c. Now you're going to answer questions with the words **yes** or **no**.

Scored Items

Scoring

2 points for correct response
0 points for incorrect response
Total: 24 points

- d. (Point to the **fish**.)
- Is this a girl? **No**.
 - Is this a fish? **Yes**.
 - Is this a banana? **No**.

- e. (Point to the **banana**.)
- Is this a fish? **No**.
 - Is this a house? **No**.
 - Is this a banana? **Yes**.
- f. (Point to the **house**.)
- Is this a house? **Yes**.
 - Is this a girl? **No**.
 - Is this a banana? **No**.
- g. (Point to the **girl**.)
- Is this a house? **No**.
 - Is this a fish? **No**.
 - Is this a girl? **Yes**.

Section 4: Verbs and Pronouns

- (Place a copy of test **Side 3** in front of child being assessed.)



Scoring

2 points for correct response
0 points for incorrect response
Total: 12 points

- a. You're going to touch pictures and answer questions.
- One of these pictures shows something that (pause) **ate**.

- Touch the picture of something that **ate**.
[Child touches picture of a girl eating.]
(If the child does not touch the correct picture, touch the correct picture and say:) **This picture shows something that ate. Touch this picture.**
[Child touches picture of a girl eating.]
- (When the child touches the correct picture, ask:) **Does this picture show a boy or a girl? [A] girl.**
- b. One of these pictures shows something that **ran**.
 - Touch the picture of something that ran.
[Child touches picture of a dog running.]
 - c. One of these pictures shows something that was **sad**.
 - Touch the picture of something that was sad.
[Child touches picture of a boy looking sad.]
(If the child does not touch the correct picture, touch the correct picture and say:) **This picture shows something that was sad. Touch this picture.**
[Child touches picture of a boy looking sad.]
 - (When the child touches the correct picture, ask:) **Does this picture show a boy or a girl? [A] boy.**
 - d. One of these pictures shows something that **sat**.
 - Touch the picture that shows something that sat.
[Child touches picture of a horse sitting.]

Part 1 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.

Number of Points	Placement or Next Step
0–20	Pre-program Lesson 1
21–51	Pre-program Lesson 21
52–60	Administer Part 2 of the Grade K Reading Placement Test.

Part 2: Pre-reading

Section 5: Say It Fast (oral activity)

Non-scored Items

- We're going to play a say-it-fast game.
 - Listen: **aaannn**. My turn to say (pause) **aaannn** (pause) fast: **an**.
 - Listen: **sssiit**. My turn to say (pause) **sssiit** (pause) fast: **sit**.
 - Listen: **men** (pause) **E**. My turn to say **men** (pause) **E** (pause) fast: **many**.

Scored Items

Scoring

2 points for first-time correct response. In **item b** only, 2 points for second-time correct response.

0 points for incorrect response.

Total: 16 points

- Your turn to play say-it-fast.
(If child first responds by saying part or all of the word slowly, say:) **You said _____.** (Repeat child's response.) **You need to say it fast.**
Listen: **aaannn**.
 - Say it fast. *An*.
- Listen: **sssiit**.
 - Say it fast. *Sit*.
- Listen: **ffffEEIII**.
 - Say it fast. *Feel*.
- Listen: **mmmEEE**.
 - Say it fast. *Me*.
- Listen: **EEErrr**.
 - Say it fast. *Ear*.
- Listen: **ffffIII**.
 - Say it fast. *Fly*.
- Listen: **pop** (pause) **corn**.
 - Say it fast. *Popcorn*.
- Listen: **men** (pause) **E**.
 - Say it fast. *Many*.

Section 6: Letter Identification (Lowercase)

- (Place a copy of test **Side 4** in front of child being assessed.)

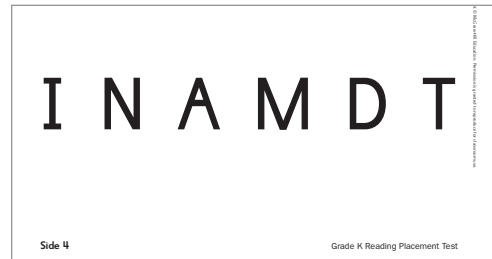


Scoring

3 points for correctly identified letter
0 points for incorrect response
Total: 30 points

- a. **These are lowercase letters.**
- (Point to **m**.) **If you know what letter this is, tell me the letter name. M.**
 - (Point to **s**.) **If you know what letter this is, tell me what letter. S.**
 - (Point to **l**.) **Tell me if you know. L.**
 - (Point to **a**.) **Tell me if you know. A.**
 - (Point to **r**.) **Tell me if you know. R.**
 - (Point to **t**.) **Tell me if you know. T.**
 - (Point to **n**.) **Tell me if you know. N.**
 - (Point to **f**.) **Tell me if you know. F.**
 - (Point to **p**.) **Tell me if you know. P.**
 - (Point to **e**.) **Tell me if you know. E.**

Section 7: Letter Identification (Uppercase)



Scoring

3 points for correctly identified letter
0 points for incorrect response
Total: 18 points

- a. **These are capital letters.**
- (Point to **I**.) **Tell me if you know. [Capital] I.**
 - (Point to **N**.) **Tell me if you know. [Capital] N.**
 - (Point to **A**.) **Tell me if you know. [Capital] A.**
 - (Point to **M**.) **Tell me if you know. [Capital] M.**
 - (Point to **D**.) **Tell me if you know. [Capital] D.**
 - (Point to **T**.) **Tell me if you know. [Capital] T.**

Part 2 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.

Number of Points	Placement or Next Step
0–39	Pre-program Lesson 21
40–54	Grade K Reading Lesson 1
55–62	Grade K Reading Lesson 15
63–64	Administer mid-program placement test for Grade K Reading.

**Grade K Reading
Placement Test Summary Sheet**

Name _____

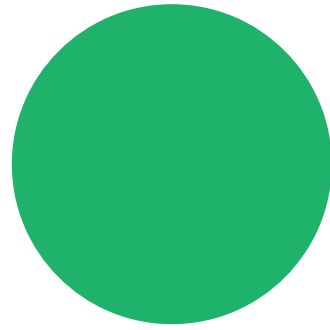
Section 1: Repeating Words													
yes	0/1												
no	0/1												
girl	0/1												
wash	0/1												
cloth	0/1												
washcloth	0/1												
quick	0/1												
quickly	0/1												
Total Points for Section 1 (Max. 8)													
Section 2: Identify Objects													
bird	0/2												
flower	0/2												
feet	0/2												
cat	0/2												
road	0/2												
circle	0/2												
nose	0/2												
window	0/2												
Total Points for Section 2 (Max. 16)													
Section 3: Yes/No													
fish: no	0/2												
fish: yes	0/2												
fish: no	0/2												
banana: no	0/2												
banana: no	0/2												
banana: yes	0/2												
house: yes	0/2												
house: no	0/2												
house: no	0/2												
girl: no	0/2												
girl: no	0/2												
girl: yes	0/2												
Total Points for Section 3 (Max. 24)													
Section 4: Verbs and Pronouns													
ate: touch	0/2												
ate: girl	0/2												
ran: touch	0/2												
sad: touch	0/2												
sad: boy	0/2												
sat: touch	0/2												
Total Points for Section 4 (Max. 12)													
TOTAL POINTS FOR PART 1													
PLACEMENT OR NEXT STEP													
0–20: Pre-program Lesson 1	Y/N												
21–51: Pre-program Lesson 21	Y/N												
52–60: Administer Part 2 of Placement Test.	Y/N												

Grade K Reading Placement Test Summary Sheet

Name _____

Section 5: Say It Fast												
an	0/2											
sit	0/2											
feel	0/2											
me	0/2											
ear	0/2											
fly	0/2											
popcorn	0/2											
many	0/2											
Total Points for Section 5 (Max. 16)												
Section 6: Letter Identification												
m	0/3											
s	0/3											
l	0/3											
a	0/3											
r	0/3											
t	0/3											
n	0/3											
f	0/3											
p	0/3											
e	0/3											
Total Points for Section 6 (Max. 30)												
Section 7: Letter Identification												
I	0/3											
N	0/3											
A	0/3											
M	0/3											
D	0/3											
T	0/3											
Total Points for Section 7 (Max. 18)												
TOTAL POINTS FOR PART 2												
PLACEMENT OR NEXT STEP												
0–39: Pre-program Lesson 21	Y/N											
40–54: Grade K Reading Lesson 1	Y/N											
55–62: Grade K Reading Lesson 15	Y/N											
63–64: Administer mid-program placement test for Grade K Reading.	Y/N											

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m s l a r t

n f p e

I N A M D T

GRADE K READING MID-PROGRAM PLACEMENT TEST


Administering the Test

- Make one color copy of the Grade K Reading Mid-program Placement Test master.
- Make one copy of the Grade K 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 Part 3.
- 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.)

Name _____ Date _____

 The rain made a ram sit. So that ram is mad.

My soap is in the mail. Rain made that soap foam. An ant is in the foam.

Errors _____

Scoring

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

- misreading a word
- omitting a word

Do **not** count insertions as errors.

- Touch the frog. ✓
- Read the passage next to the frog. Do your best to read accurately with good expression.
- (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 prompt the child to continue.)

(Stop the child if a 5th error is made. Mark the last word the child reads.)

- (Record the errors the child made.)


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 or 1 error in Part 1	Administer Part 2 of the placement test.
If a child makes 2–4 errors in Part 1	Place child at Lesson 71 of Grade K Reading.
If a child makes 5 or more errors in Part 1	Place child at Lesson 1 of Grade K Reading.

Part 2

- (Place a copy of test **Side 1** in front of child being assessed.)

 Five cats had fun at a lake. 2 cats played with a mole. 2 cats ran up a hill. A cat slid into the lake.

Do cats like to play in a lake? No. Cats like to stay dry. So the cat ran from the lake and sat in the sun.

Errors _____

Scoring

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

- misreading a word
- omitting a word

Do **not** count the number 2 or insertions as errors.

- Touch the apple. ✓
- Read the passage next to the apple. Do your best to read accurately with good expression.

- c. (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 prompt the child to continue.)

(Stop the child if a 5th error is made. Mark the last word the child reads.)

- d. (Record the errors the child made.)

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 or 1 error in Part 2	Administer Part 3 of the placement test.
If a child makes 2–4 errors in Part 2	Place child at Lesson 101 of Grade K Reading.
If a child makes 5 or more errors in Part 2	Place child in a group closest to Lesson 71 of Grade K Reading.

Part 3

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

Name _____ Date _____

 A hill had mud on it. A pig told a goat, "We can sit on my rug and slide on that hill. The rug will keep mud away from us."

So the goat and the pig sat on that rug. And the rug slid on the mud. The goat said, "This is a fast rug." A tree was in the way, and the rug hit the tree. The goat and the pig sailed into the sky and landed in the mud.

The goat said, "Now we have mud on us. So we can slide on the mud some more."

And that is what the goat and the pig did.

Time _____ Total Errors _____

Side 2 Grade K Reading MIS 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
- omitting a word

Do **not** count insertions as errors.

- a. Touch the flower. ✓
- b. Read the passage next to the flower. 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 an 8th 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 0–2 errors in Part 3	Administer placement test for Grade 1 Reading.
If a child makes 3–7 errors in Part 3	Place child at Lesson 131 of Grade K Reading.
If a child makes 8 or more errors in Part 3	Place child in a group closest to Lesson 101 of Grade K Reading.

Grade K Reading Mid-program Placement Test Summary Sheet

Name _____

Part 1												
Total Errors for Part 1												
Part 2												
Total Errors for Part 2												
Part 3												
Time												
Total Errors for Part 3												
PLACEMENT OR NEXT STEP												
Lesson 1 of Grade K Reading												Y/N
Lesson 71 of Grade K Reading												Y/N
Lesson 101 of Grade K Reading												Y/N
Lesson 131 of Grade K Reading												Y/N
Administer placement test for Grade 1 Reading.												Y/N



The rain made e a ram sit. So that ram is mad.

My soap is in the mail. Rain made e that soap foam. An ant is in the foam.

Errors _____



Five cats had fun at a lake. 2 cats played with a mole. 2 cats ran up a hill. A cat slid into the lake.

Do cats like to play in a lake? No. Cats like to stay dry. So the cat ran from the lake and sat in the sun.

Errors _____



A hill had mud on it. A pig told a goat, "We can sit on my rug and slide on that hill. The rug will keep mud away from us."

So the goat and the pig sat on that rug. And the rug slid on the mud. The goat said, "This is a fast rug." A tree was in the way, and the rug hit the tree. The goat and the pig sailed into the sky and landed in the mud.

The goat said, "Now we have mud on us. So we can slide on the mud some more."

And that is what the goat and the pig did.

Time _____

Total Errors _____

GRADE K LANGUAGE ARTS PLACEMENT TEST

Administration

Administer the *Reading Mastery Transformations* Grade K Language Arts Placement Test individually to each child before language instruction begins.

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.

On statement repetition items (12, 14, 16, and 18), circle a 1 each time you have to repeat the statement until the child produces a correct response. Repeat the statement no more than four times. If the child repeats the statement the first time you say it, circle the 0.

Placement

Total number of errors	Placement
6 or more errors	Grade K Language Arts Lesson 1
5 or less errors	Grade K Language Arts Lesson 11

Grade K Language Arts Placement Test Scoresheet

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

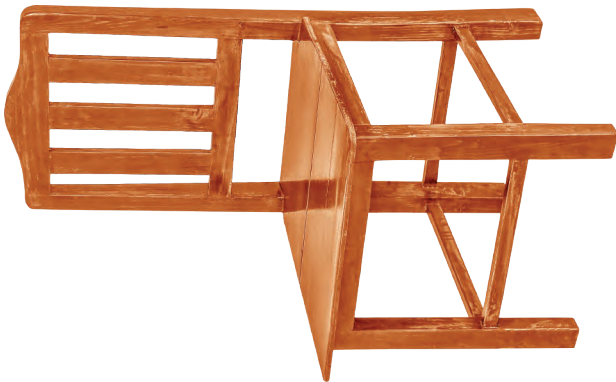
- 1. What's your first name? [Child says his/her first name.] 0 1
- 2. Stand up. [Child stands up.]..... 0 1
- 3. Sit down. [Child sits down.]..... 0 1
- 4. What are you doing? *Sitting down.* 0 1
- 5. Touch your arm. [Child touches his/her arm(s)] 0 1
- 6. What are you doing? *Touching my arm(s).* 0 1
- 7. Touch your head. [Child touches his/her head.]..... 0 1
- 8. What are you doing? *Touching my head.* 0 1
- 9. Touch your ear. [Child touches his/her ear(s)] 0 1
- 10. What are you doing? *Touching my ear(s).* 0 1

Note: Place the picture worksheet for the placement test in front of the child. On statement repetition items (12, 14, 16, and 18), circle a 1 each time you have to repeat the statement until the child produces a correct response. Repeat the statement no more than four times.

- 11. (Point to the **chair**.) *This is a chair. What is this? A chair.* 0 1
- 12. I'll say the whole thing. *This is a chair. Say that. This is a chair.* 0 1 1 1 1
- 13. (Point to the **ball**.) *This is a ball. What is this? A ball.* 0 1
- 14. I'll say the whole thing. *This is a ball. Say that. This is a ball.* 0 1 1 1 1
- 15. (Point to the **clock**.) *This is a clock. What is this? A clock.* 0 1
- 16. I'll say the whole thing. *This is a clock. Say that. This is a clock.* 0 1 1 1 1
- 17. (Point to the **boy**.) *This is a boy. What is this? A boy.* 0 1
- 18. I'll say the whole thing. *This is a boy. Say that. This is a boy.* 0 1 1 1 1

Total Errors

PLACEMENT TEST



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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 |

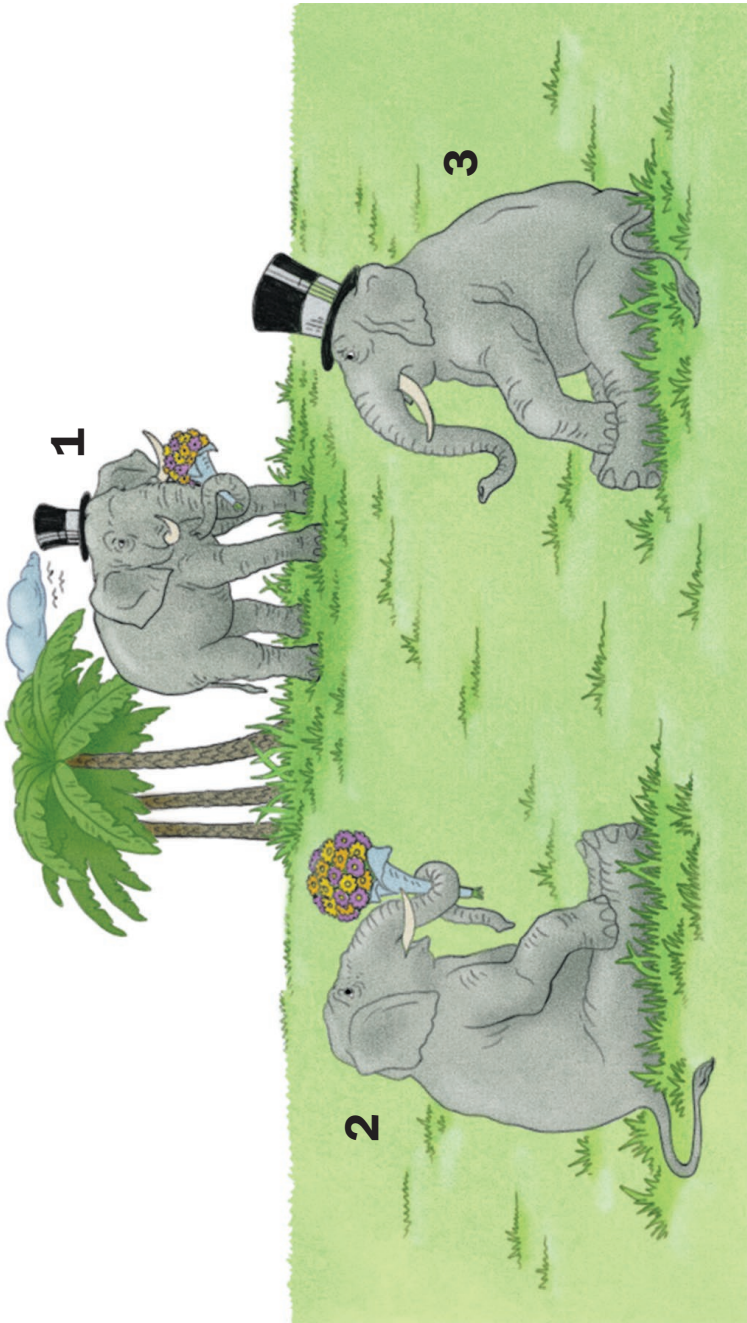
Part 5

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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GRADE 2 READING PLACEMENT TEST

As a rule of thumb, students who have successfully completed *Reading Mastery Transformations* Grade 1 Reading or a first-grade reading program should be able to succeed in *Reading Mastery Transformations* Grade 2 Reading. However, this rule may not apply to all students, particularly those who can decode words silently but cannot read aloud with sufficient accuracy (no more than 2 errors per 87 words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Transformations* Grade 2 Reading.

The reproducible placement test on the last page (page 4) of this PDF determines the rate, accuracy, and comprehension performance of students. Administer the test to all students before placing them in *Reading Mastery Transformations* Grade 2 Reading. The test results will provide you with:

- “baseline” information about students’ reading rate and accuracy.
- a basis for evaluating student improvement after completing Grade 2 Reading.
- a means of identifying students who need the additional instruction and practice provided by a Grade 1 sequence or students who can be tested for placement in a higher level.

Administering the Placement Test

- Make one teacher copy and one student copy of the PDF placement test (page 4) for each student that you are to test. (Teacher will mark the teacher’s copy of part 1 for timed reading rate and accuracy. The student will work on the student’s copy by reading unmarked part 1 and answering items in part 2.)
- Part 1 of the test consists of 11 vocabulary words (list A and list B) and a reading passage. The vocabulary word reading is not scored. The reading passage contains 178 words and is timed and scored.
- Part 1 of the test is to be administered individually to the students. They should not observe others taking the test. Part 1 requires about 3 minutes per student. You will need a stopwatch or timer.

- Part 2 of the test may be presented to all the students at the same time. Part 2 requires the students to write answers to comprehension questions about the part 1 passage. Students have 2 minutes to complete part 2.

Instructions for Part 1 and 2

Part 1—Vocabulary Word Reading (Not Scored)

- (Call a student to a corner of the room, where the test will be given.)
- (Give a student copy of the test to the student. Have a teacher’s copy of the test in front of you to mark errors and time.)
- (Point to list A words at the top of the test. Tell the student:)
 - Touch word 1. (Pause.) That word is **expert**.
 - Touch word 2. (Pause.) That word is **clinic**.
 - Touch word 3. (Pause.) That word is **interest**.
 - Touch word 4. (Pause.) That word is **changes**.
 - Touch word 5. (Pause.) That word is **themselves**.
 - Touch word 6. (Pause.) That word is **people**.
- Your turn to read those words.
 - Word 1. What word? *Expert*.
 - Word 2. What word? *Clinic*.
 - Word 3. What word? *Interest*.
 - Word 4. What word? *Changes*.
 - Word 5. What word? *Themselves*.
 - Word 6. What word? *People*.
- (Repeat step e until firm.)
- (Point to list B words at the top of the test. Tell the student:)
 - Touch word 1. (Pause.) That word is **difference**.
 - Touch word 2. (Pause.) That word is **mirror**.
 - Touch word 3. (Pause.) That word is **through**.
 - Touch word 4. (Pause.) That word is **practicing**.
 - Touch word 5. (Pause.) That word is **questions**.

- i. Your turn to read those words.
- Word 1. What word? *Difference*.
- Word 2. What word? *Mirror*.
- Word 3. What word? *Through*.
- Word 4. What word? *Practicing*.
- Word 5. What word? *Questions*.
- j. (Repeat step i until firm.)

Part 1—Passage Reading (Scored)

- a. (Point to the passage in part 1. Tell the student:)
You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have 2 minutes to read the passage. Go.
- b. (Time the student. If the student takes more than 3 seconds on a word, say the word, count it as an error, and permit the student to continue reading. Make 1 tally mark for each error.)

(Count any of the following behaviors as errors:)

- If the student misreads a word, count 1 error.
- If the student omits a word part, count 1 error.
- If the student skips a word, count 1 error.
- If the student skips a line, immediately show the student the correct line; count 1 error.
- If the student does not identify a word within 3 seconds, tell the word; count 1 error.
- If the student reads a word incorrectly and then reads it correctly, count 1 error.
- Also count each word not read by the end of the 2-minute time limit as an error. (For example, if the student is 8 words away from finishing the passage by the end of the time limit, count 8 errors.)
- c. (Mark the number of errors and the total time to read 178 words on the teacher's copy. Collect the student's copy of the test.)

Part 2—Comprehension Questions (Scored)

- a. (After you've administered part 1 to all the students, present part 2, which is a group test. Try to administer part 2 no more than 2 hours after students complete part 1.)
- (Assemble the students.)

- (Give each student a student copy of the placement test and make sure the students have pencils and their name is marked.)
- b. (Give the group these instructions:)

Follow along as I read the passage you read earlier.

Bill tried to say things that would interest other people. He asked questions and tried to get people to talk about themselves. He said things that were funny. He talked faster and louder. He tried to smile more when he talked. But all those changes did not make a difference. After Bill was through speaking, everybody else was sleeping. This made Bill sad.

One day, Bill was at home. He was practicing in front of the mirror. He smiled, moved around a lot, and talked to the mirror.

Just then the door bell rang. Bill opened the door and saw a woman who said, "I am an expert at making people sleep. I work for the Sleep More Clinic. We help people who have trouble sleeping. I hear that you can make people sleep, too. Can you do this?"

"Yes, I know," Bill said. "If I speak for a while, people will sleep."

"That is interesting," the sleep expert said. "Maybe you can explain to me why you think people sleep."

"Yes, I think I can," Bill said.

- c. (After reading the passage, say:)
At the bottom of the page are questions about the passage. Read the questions to yourself. Write or underline the answers. You have 2 minutes to finish.
- d. (Time the students. Collect the test papers after 2 minutes.)

Answer Key for Part 2

1. What was the first name of the man in the story?

Bill

2. Underline 4 things he did to try to be more interesting.

- frown more
- smile more
- whisper
- ask questions
- answer questions
- talk louder
- talk softer
- talk faster
- talk slower

3. His problem was that he

- was old
- had five dogs
- put people to sleep

4. He practiced in front of

- his wife
- the mirror
- the TV

5. Who came over when he was practicing?

- a sleeper
- a sleep expert
- a dog expert

6. Name the place where she worked.

Sleep More Clinic (Accept approximate spellings)

Placement Criteria

Use the table below to determine placement for each student.

Errors	Placement
If a student makes 7 errors or more on part 1 OR 2 errors or more on part 2	Administer a placement test for a more elementary reading program, such as <i>Reading Mastery Transformations Grade 1 Reading</i> .
If a student makes no more than 6 errors on part 1 AND no more than 1 error on part 2 (can answer written comprehension items)	Place the student in <i>Reading Mastery Transformations Grade 2 Reading</i> .
If a student makes 0–1 errors in less than 1:20 on part 1 AND no errors on part 2	Administer placement test for <i>Reading Mastery Transformations Grade 3 Reading</i> .

PLACEMENT TEST

Part 1

- | | |
|--|--|
| A 1. expert
2. clinic
3. interest
4. changes
5. themselves
6. people | B 1. difference
2. mirror
3. through
4. practicing
5. questions |
|--|--|

Bill tried to say things that would interest other people. He asked questions and tried to get people to talk about themselves. He said things that were funny. He talked faster and louder. He tried to smile more when he talked. But all those changes did not make a difference. After Bill was through speaking, everybody else was sleeping. This made Bill sad.

One day, Bill was at home. He was practicing in front of the mirror. He smiled, moved around a lot, and talked to the mirror.

Just then the door bell rang. Bill opened the door and saw a woman who said, "I am an expert at making people sleep. I work for the Sleep More Clinic. We help people who have trouble sleeping. I hear that you can make people sleep, too. Can you do this?"

"Yes, I know," Bill said. "If I speak for a while, people will sleep."

"That is interesting," the sleep expert said. "Maybe you can explain to me why you think people sleep."

"Yes, I think I can," Bill said.

Part 2

1. What was the first name of the man in the story?

2. Underline 4 things he did to try to be more interesting.
 - frown more
 - smile more
 - whisper
 - talk louder
 - talk softer
 - talk faster
 - talk slower
 - ask questions
 - answer questions
3. His problem was that he
 - was old
 - had five dogs
 - put people to sleep
4. He practiced in front of
 - his wife
 - the mirror
 - the TV
5. Who came over when he was practicing?
 - a sleeper
 - a dog expert
 - a sleep expert
6. Name the place where she worked.

GRADE 2 LANGUAGE ARTS PLACEMENT TEST

Students who place into *Reading Mastery Transformations* Grade 2 Reading are appropriately placed into Grade 2 Language Arts. The Grade 2 Language Arts program is also appropriate for students who meet grade-level expectations for beginning any grade 2 reading program. Students who do not place into a grade 2 reading program may still benefit from Grade 2 Language Arts, but may need some support. You might pair these students with stronger readers who can assist if their partner has trouble decoding a word in the workbook or textbook.

Students should also be able to copy words at no less than 8 words per minute. Students who do not meet this criterion may need additional support. In order to evaluate writing fluency, administer the placement test. Before beginning lesson 1, reproduce the page and distribute a copy to each student. The script for presenting the task appears below.

Administering the Placement Test

- (Write the date on the board.)
Write your name and the date at the top of your paper. Then put your pencil down. ✓
- Touch the little story that is in the box. ✓
- I'll read that story. Follow along: **Six men ran in a race. Jon won the race. He got a big prize. He was happy.**
- Everybody, touch the lines below the story. ✓
You're going to copy that whole story. Everybody, touch the letter **A**. ✓ You'll start right after the letter **A**. You'll copy the story just the way it is written. You'll spell all the words correctly. You'll put in the capital letters and the periods just the way they are shown in the story. You'll write quickly and carefully. If you finish before I say **stop**, sit quietly and read the story to yourself. Make sure you copied correctly.
- The first sentence of the story is: **Six men ran in a race.** That's the first sentence you'll copy. Then you'll copy the rest of the story. Pencils ready. ✓
You have **2 minutes**. Get ready. Go.

(Time students. After 2 minutes, say:)

Everybody, if you're not finished, stop now and put your pencil down.

- (Collect papers.)

Scoring

Record the number of omitted words and misspelled words on each student's test paper. The rate criterion is 8 words a minute (16 words in 2 minutes). A student may omit up to 2 words and meet the rate criterion. The accuracy criterion is 75%. A student may make up to 4 mistakes and meet the criterion.

- **Omitted words** (words not copied). Read each student's story. Mark any places where the student omitted words. Count the number of omitted words (those overlooked or those at the end of the story that were not written). Write the number. If the number is 2 or less, circle **Pass**. If the number is more than 2, circle **Fail**.
- **Misspelled words**. Mark each misspelled word. Write the number. If the number is 4 or less, circle **Pass**. If the number is more than 4, circle **Fail**.
- Total the number of omitted and misspelled words.

Writing Fluency and Grouping

Students who do not pass the rate and accuracy criteria on the writing fluency task can begin the Grade 2 Language Arts program but should practice writing fluency. A good procedure is to devote 10 minutes a day to writing fluency. Set an initial goal of a rate of 7 words a minute with 75% accuracy, increasing the goal to 8 words a minute when most students are successful.

The results of the writing fluency task may also be used to group students. Grouping students who write at a similar rate will help lessons flow more smoothly, as there will be less variation in the time it takes students to finish the writing tasks. One method is to use the total number of omitted and misspelled words to order students from the highest total to the lowest total. If possible, place students with higher totals in smaller groups.

Sample practice passages and a presentation script can be accessed as a resource in your course.

Name _____

Date _____

PLACEMENT TEST

Six men ran in a race. Jon won the race.
He got a big prize. He was happy.

A. _____

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SCORING:

Omitted words		0-2	Pass	more than 2	Fail
Misspelled words		0-4	Pass	more than 4	Fail
Total					

GRADE 3 READING PLACEMENT TEST

As a rule, students who have performed well in a second-grade reading program should be able to succeed in *Reading Mastery Transformations* Grade 3 Reading. However, this rule may not apply to all students, particularly those who can decode words silently but cannot read aloud with sufficient accuracy (no more than 2 errors per 100 words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Transformations* Grade 3 Reading.

The reproducible placement test on the last page (page 3) of this PDF determines the rate, accuracy, and comprehension performance of students. Administer the test to all the students before placing them in *Reading Mastery Transformations* Grade 3 Reading. The test results will provide you with:

- “baseline” information about students’ reading rate and accuracy.
- a basis for evaluating student improvement after completing Grade 3 Reading.
- a means of identifying students who may be placed in the program “on trial,” and those who should not be placed in Grade 3 Reading.

Administering the Placement Test

- Make one teacher copy and one student copy of the PDF placement test (page 3) for each student that you are to test. (Teacher will mark the teacher’s copy of part 1 for timed reading rate and accuracy. The student will work on the student’s copy by reading unmarked part 1 and answering items in part 2.)
- Part 1 of the test is to be administered individually to the students. They should not observe others taking the test. Part 1 requires about 2 minutes per student. You will need a stopwatch or timer. *If students make more than 6 errors on part 1, do not administer part 2 to those students.*
- Part 2 of the test may be presented to more than one student at the same time. Part 2 requires the students to write answers to comprehension questions about the part 1 passage.

Instructions for Part 1 and 2

Part 1—Vocabulary Word Reading (Not Scored)

- (Call a student to a corner of the room, where the test will be given.)
- (Give a copy of the test to the student. Have a teacher’s copy of the test in front of you to mark errors and time.)
- (Point to the column of words at the top of the test. Tell the student:)
- Touch word 1. (Wait.) That word is **California**.
 - Touch word 2. (Wait.) That word is **Pacific**.
 - Touch word 3. (Wait.) That word is **lifeboat**.
 - Touch word 4. (Wait.) That word is **Japan**.
 - Touch word 5. (Wait.) That word is **loudspeaker**.

Part 1—Passage Reading (Scored)

- (Point to the passage in part 1. Tell the student:)
You’re going to read this passage out loud. I want you to read it as well as you can. Don’t try to read it so fast that you make mistakes. But don’t read it so slowly that it doesn’t make any sense. You have 2 minutes to read the passage. Go.
- (Time the student. If the student takes more than 3 seconds on a word, say the word, count it as an error, and permit the student to continue reading. Make 1 tally mark for each error.)

(Count any of the following behaviors as errors:)

- If the student misreads a word, count 1 error.
- If the student omits a word part (listen carefully for *s* and *ed*), count 1 error.
- If the student sounds out a word but does not say the word at a normal speaking rate, count 1 error.
- If the student skips a word, count 1 error.
- If the student skips a line, immediately show the student the correct line; count 1 error.
- If the student does not identify a word within 3 seconds, tell the word; count 1 error.
- If the student reads a word incorrectly and then reads it correctly, count 1 error.

- Also count each word not read by the end of the 2-minute time limit as an error. (For example, if the student is 8 words away from finishing the passage by the end of the time limit, count 8 errors.)
- c. (Mark the number of errors and the total time to read 195 words on the teacher's copy. Collect the student's copy of the test.)

Part 2—Comprehension Questions (Scored)

- a. (After you've administered part 1 to all the students, present part 2 to those students who made no more than 6 errors on part 1. *Part 2 is a group test for qualifying students.*)
- (Assemble the qualifying students.)
 - (Give each student a copy of the placement test and make sure the students have pencils.)
- b. (Give the group these instructions:)
- Here is the passage you read earlier. Read the passage again silently, then answer the questions in part 2 at the bottom of your paper. You have 7 minutes. Go.*
- c. (Collect the test papers after 7 minutes.)

Answer Key for Part 2

- Why was everybody trying to leave the ship?
Idea: because the ship was on fire
- Name the two sisters who were on the ship.
Linda; Kathy (Either order)
- People were trying to get into the
lifeboats
- Which sister was older? Linda
- How old was that girl? 13
- How old was her sister? 10
- Linda told Kathy, "Hold on to my hand."
- When the big man picked up Linda, where did he put her? Idea: in a lifeboat
- What country were the girls going to?
Japan

10. Why were the girls going there?

Idea: to see their father

11. How long had they been on the ship?

3 days

Placement Criteria

Use the table below to determine placement for each student.

Errors	Placement
If a student makes 7 errors or more on part 1 OR 3 errors or more on part 2	Administer a placement test for a more elementary reading program, such as <i>Reading Mastery Transformations Grade 2</i> .
If a student makes no more than 6 errors on part 1 AND no more than 2 errors on part 2	Place the student in <i>Reading Mastery Transformations Grade 3</i> .
If a student makes 0–1 errors in less than 1:20 on part 1 AND no errors on part 2	Administer placement test for <i>Reading Mastery Transformations Grade 4 Reading</i> .

PLACEMENT TEST

Part 1

- | | |
|---------------|----------------|
| 1. California | 4. Japan |
| 2. Pacific | 5. loudspeaker |
| 3. lifeboat | |

“Fire! Fire!” a voice said over the loudspeaker. “The forward deck is on fire,” the voice announced. “Everybody, leave the ship. Get into the lifeboats!”

Linda and her sister were on their way from the United States to Japan. Linda was thirteen years old, three years older than Kathy. Their father was in Japan, and they were on their way to visit him. Three days before, they had left California on a great ship called an ocean liner. They were now somewhere in the middle of the Pacific Ocean.

“Fire! Fire!” the voice shouted. “Everybody get into the lifeboats!”

People were running this way and that way on the deck of the ship. They were yelling and crying.

“Hold on to my hand,” Linda said. The girls went to the lifeboats. People were all around them, shoving and yelling. Linda could not see much. She was afraid. Suddenly she was no longer holding Kathy’s hand. Suddenly a strong pair of arms grabbed Linda. “In you go,” a voice said. A big man picked Linda up and put her in the lifeboat.

“Where’s my sister?” Linda asked.

Linda looked but she couldn’t see her younger sister.

Part 2

- Why was everybody trying to leave the ship?

- Name the two sisters who were on the ship.

- People were trying to get into the _____.
- Which sister was older? _____
- How old was that girl? _____
- How old was her sister? _____
- Linda told Kathy, “Hold on to my _____.”
- When the big man picked up Linda, where did he put her? _____
- What country were the girls going to?

- Why were the girls going there?

- How long had they been on the ship?

GRADE 3 LANGUAGE ARTS PLACEMENT TEST

Students who place into *Reading Mastery Transformations* Grade 3 Reading are appropriately placed into Grade 3 Language Arts. The Grade 3 Language Arts program is also appropriate for students who meet grade-level expectations for beginning any grade 3 reading program. Students who do not place into a grade 3 reading program may still benefit from Grade 3 Language Arts, but may need some support. You might pair these students with stronger readers who can assist if their partner has trouble decoding a word in the workbook or textbook.

Students should also be able to copy words at no less than 10 words per minute. Students who do not meet this criterion may need additional support. In order to evaluate writing fluency, administer the placement test. Before beginning lesson 1, reproduce the page and distribute a copy to each student. The script for presenting the task appears below.

Administering the Placement Test

- (Write the date on the board.)
Write your name and the date at the top of your paper. Then put your pencil down. ✓
- Touch the little story that is in the box. ✓
- I'll read that story. Follow along: **Three men sat in a boat. Then one man jumped into the water. He went for a swim. They all had fun.**
- Everybody, touch the lines below the story. ✓
You're going to copy that whole story. You'll copy the story just the way it is written. You'll spell all the words correctly. You'll put in the capital letters and the periods just the way they are shown in the story. You'll write quickly and carefully. If you finish before I say **stop**, sit quietly and read the story to yourself. Make sure you copied correctly.
- The first sentence of the story is: **Three men sat in a boat.** That's the first sentence you'll copy. Then you'll copy the rest of the story. Pencils ready. ✓
- You have **2 minutes**. Get ready. Go.
(Time students. After 2 minutes, say:)
Everybody, if you're not finished, stop now and put your pencil down.
- (Collect papers.)

Scoring

Record the number of omitted words and misspelled words. The rate criterion is 10 words a minute (20 words in 2 minutes). A student may omit up to 2 words and meet the rate criterion. The accuracy criterion is 75%. A student may make up to 5 mistakes and meet the criterion.

- **Omitted words** (words not copied). Read each student's story. Mark any places where the student omitted words. Count the number of omitted words (those overlooked or those at the end of the story that were not written). Write the number. If the number is 2 or less, circle **Pass**. If the number is more than 2, circle **Fail**.
- **Misspelled words**. Mark each misspelled word. Write the number. If the number is 5 or less, **Pass**. If the number is more than 5, circle **Fail**.
- Total the number of omitted and misspelled words.

Writing Fluency and Grouping

Students who do not pass the rate and accuracy criteria on the writing fluency task can begin the Grade 3 Language Arts program but should practice writing fluency. A good procedure is to devote 10 minutes a day to writing fluency. Set an initial goal of a rate of 9 words a minute with 75% accuracy, increasing the goal to 10 words a minute when most students are successful.

The results of the writing fluency task may also be used to group students. Grouping students who write at a similar rate will help lessons flow more smoothly, as there will be less variation in the time it takes students to finish the writing tasks. One method is to use the total number of omitted and misspelled words to order students from the highest total to the lowest total. If possible, place students with higher totals in smaller groups.

Sample practice passages and a presentation script can be accessed as a resource in your course.

Name _____

Date _____

PLACEMENT TEST

Three men sat in a boat. Then one man jumped into the water. He went for a swim. They all had fun.

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SCORING:

Omitted words		0-2	Pass	more than 2	Fail
Misspelled words		0-5	Pass	more than 5	Fail
Total					

GRADE 4 READING PLACEMENT TEST

The placement test measures the decoding and comprehension skills of students entering *Reading Mastery Transformations* Grade 4 Reading. The test results provide guidelines for grouping students and also allow you to identify students who should not be placed in the program.

The placement test has two parts. In part 1, each student reads a passage aloud as you count decoding errors. In part 2, students answer comprehension questions about the passage. You will need one copy of the test for each student.

Instructions for Part 1

You should administer part 1 in a corner of the classroom so that other students will not overhear the testing. Use the following procedure.

1. (Give the student a copy of the placement test.)
2. (Point to the passage and say:) *You're going to read this passage aloud. I want you to read it as well as you can. Don't try to read it so quickly that you make mistakes, but don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.*
3. (Time the student and count one error for each time the student:
 - Misreads a word.
 - Omits a word ending, such as *s* or *ed*.
 - Reads a word incorrectly and then correctly.
 - Sounds out a word instead of reading it normally.
 - Skips a word.
 - Skips a line. [After counting the error, point to the correct line and ask the student to keep reading.]
 - Does not identify a word within three seconds. [After counting the error, say the word and ask the student to keep reading.]

If the student does not finish the passage within the given time limit, count every unread word as an error.)

4. (After two minutes, stop the student. Record 2:00 as the time. Count every unread word as an error. If the student read the passage in less than two minutes, record the total time to read.)
5. (After the student finishes part 1, retain the student's copy of the test, which you will redistribute in part 2.)

Instructions for Part 2

After all students have finished part 1, administer part 2 to students who made 0-6 errors on part 1. Use the following procedure.

1. (Assemble the students.)
2. (Give each student a copy of the placement test.)
3. (Say:) *Here is the passage you read earlier. Read the passage again silently, then answer the questions in part 2. You have seven minutes. Go.*
4. (Collect the test papers after seven minutes.)
5. (Total each student's errors, using the answer key on page 2.)

Answer Key for Part 2

1. Near which islands does this story take place?

Idea: the Bermuda Islands

2. Why was the group in this place?

Ideas: to dive; to see the bottom of
the ocean

3. Was the water warm or cold?

warm

4. Who led the group?

the guide

5. Each diver was supposed to stay with a

Ideas: partner; person

6. What was a diver supposed to do if the diver wanted to stop to examine something?

Idea: signal the guide

7. What was a diver supposed to do if the diver got separated from the group?

Idea: go to the surface of the water

8. What problem could the diver have if the diver went up to the surface too fast?

Idea: the bends

9. This problem was caused by the great

pressure of the water.

Placement Guidelines

Place your students as follows:

- Students who made 0-1 error on parts 1 and 2, and read part 1 in less than 1:20, should be given the placement test for *Reading Mastery Transformations* Grade 5 Reading.
- Students who made 0-6 errors on part 1 **and** 0-2 errors on part 2 can be placed in *Reading Mastery Transformations* Grade 4 Reading.
- Students who made more than 6 errors on part 1 **or** more than 2 errors on part 2 should be given the placement test for *Reading Mastery Transformations* Grade 3 Reading.

PLACEMENT TEST

Part 1

An Underwater World

The diving boat was anchored in a place where the water changed from light green to dark, dark blue. One by one, the divers went down the ladder on the side of the boat and entered the warm water. The boat was near the Bermuda Islands, about one thousand miles east of Florida. Darla was the last diver to go down the ladder and enter the warm water.

“Now stick together,” the guide said as he floated with his mask tilted back on his forehead. “You’ve got your partners. Stay with your partner. If you see something you want to look at, signal me. If one person stops, we all stop or somebody’s going to get lost.”

The guide continued, “If you get separated, go to the surface of the water. Don’t try to look for the rest of us. Just go to the surface. And remember, don’t go up too fast. Take at least two minutes to go up, or you may get the bends.”

The bends. Darla had read about the bends. She knew that a person gets them because of the great pressure of the water.

Time: _____ Errors: _____

Part 2

1. Near which islands does this story take place?

2. Why was the group in this place?

3. Was the water warm or cold?

4. Who led the group?

5. Each diver was supposed to stay with a

_____.

6. What was a diver supposed to do if the diver wanted to stop to examine something?

7. What was a diver supposed to do if the diver got separated from the group?

8. What problem could the diver have if the diver went up to the surface too fast?

9. This problem was caused by the great _____ of the water.

Errors: _____

GRADE 4 LANGUAGE ARTS PLACEMENT TEST

Reading Mastery Transformations Grade 4 Language Arts is appropriate for students who have completed the Grade 3 Language Arts program, or who place into the Grade 4 Reading program. Students who do not place into the Grade 4 Reading program may still benefit from Grade 4 Language Arts but may need some support.

Students should also be able to copy words accurately at no less than 12 words per minute. In order to evaluate writing fluency, administer the Placement Test. Reproduce the page and distribute a copy to each student. The directions for presenting the writing fluency assessment appear below.

Reproduce a copy of the test for each student. Place the test copy face down on each student's desk.

Administering the Placement Test

Name _____ Date _____

PLACEMENT TEST

Al didn't say anything, but he had a lot of thoughts. Most of them had to do with how ridiculous Roger was. Al was tempted to say, "You could follow those training procedures all year long, and I'd still beat you in one mile, two miles, or cross country." But all Al said was, "So you're going to buy into this program?"
 "Yeah," Roger replied.

Total written words _____ (36 or more pass)		Errors _____ (0-9 pass)	
Pass	Fail	Pass	Fail

Reading Mastery Transformations Grade 4 Language Arts 3

- Don't turn your test paper over until I tell you. Write your name and date on the back of your paper. Pencils down when you're finished. ✓
- Keep your pencils down. Wait until I say "begin" to start. Turn your paper over and I'll give you directions. ✓
 You'll have three minutes to copy as much of this passage as you can. Copy it exactly with all the spelling and punctuation correct. Make it clear which letters are capital letters. (Set timer for 3 minutes.) You have three minutes. Ready, BEGIN.
- (After 3 minutes.) STOP! Everybody, put your pencil down.
- (Collect papers.)

Scoring

Al didn't say anything, but he had a lot of thoughts. Most of them	14
had to do with how ridiculous Roger was. Al was tempted to say,	27
"You could follow those training procedures all year long , and I'd	38
still beat you in one mile, two miles, or cross country." But all Al said	53
was, "So you're going to buy into this program?"	62
"Yeah," Roger replied.	65

For each passage, count the number of complete words written (subtract omitted words).

Count the number of errors. Count as an error:

- Each paragraph that is not indented;
- Each lowercase letter that looks like an uppercase letter;
- Each uppercase letter that looks like a lowercase letter;
- Each misspelled word;
- Each missing punctuation mark;
- Each added punctuation mark;
- Any punctuation mark that is out of order.

Note: A word may have more than one error.

PLACEMENT TEST CRITERIA

Circle Pass or Fail on the student page for each criterion.

Words Written

Fewer than 36 words (F)

36 or more words (P)

Errors

10 or more errors (F)

Fewer than 10 errors (P)

Writing Fluency and Grouping

Use Placement Test performance to group children in smaller groups, or practice writing fluency daily until all students in the group meet both writing fluency criteria.

Students who make 10 or more errors (3 errors per minute) or write less than 36 words (12 words per minute) on the writing fluency task can begin the Grade 4 Language Arts program but would benefit from continued practice with writing fluency. A good procedure is to devote 10 minutes a day to writing, beginning with a goal of copying words at a rate of 8 words a minute with no more than 2 spelling errors, and gradually increasing the goal until students can copy 12 words a minute. Have students copy from stories at the end of the textbook.

The results of the writing fluency task may also be used to group students. Grouping students who write at a similar rate will help lessons flow more smoothly, as there will be less variation in the time it takes students to finish the writing tasks.

Name _____

Date _____

PLACEMENT TEST

Al didn't say anything, but he had a lot of thoughts. Most of them had to do with how ridiculous Roger was. Al was tempted to say, "You could follow those training procedures all year long, and I'd still beat you in one mile, two miles, or cross country." But all Al said was, "So you're going to buy into this program?"

"Yeah," Roger replied.

Total written words _____ (36 or more pass)	Errors _____ (0-9 pass)
Pass Fail	Pass Fail

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GRADE 5 READING PLACEMENT TEST

The placement test measures the decoding and comprehension skills of students entering *Reading Mastery Transformations* Grade 5 Reading. The test results provide guidelines for grouping students and also allow you to identify students who should not be placed in the program.

The placement test has two parts. In part 1, each student reads a passage aloud as you count decoding errors. In part 2, students answer comprehension questions about the passage. You will need one copy of the test for each student.

Instructions for Part 1

You should administer part 1 in a corner of the classroom so that other students will not overhear the testing. Use the following procedure.

1. (Give the student a copy of the placement test.)
2. (Point to the passage and say:) *You're going to read this passage aloud. I want you to read it as well as you can. Don't try to read it so quickly that you make mistakes, but don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.*
3. (Time the student and count one error for each time the student:
 - Misreads a word.
 - Omits a word ending, such as *s* or *ed*.
 - Reads a word incorrectly and then correctly.
 - Sounds out a word instead of reading it normally.
 - Skips a word.
 - Skips a line. [After counting the error, point to the correct line and ask the student to keep reading.]
 - Does not identify a word within three seconds. [After counting the error, say the word and ask the student to keep reading.]

If the student does not finish the passage within the given time limit, count every unread word as an error.)

4. (After two minutes, stop the student. Record 2:00 as the time. Count every unread word as an error. If the student read the passage in less than two minutes, record the total time to read.)
5. (After the student finishes part 1, retain the student's copy of the test, which you will redistribute in part 2.)

Instructions for Part 2

After all students have finished part 1, administer part 2 to students who made 0-6 errors on part 1. Use the following procedure.

1. (Assemble the students.)
2. (Give each student a copy of the placement test.)
3. (Say:) *Here is the passage you read earlier. Read the passage again silently, then answer the questions in part 2. You have seven minutes. Go.*
4. (Collect the test papers after seven minutes.)
5. (Total each student's errors, using the answer key on page 2.)

Answer Key for Part 2

- Circle the answer.** What kind of royal person was Midas?
a. an emperor **b.** a king c. a prince
- Circle the answer.** So his daughter was .
a. an empress b. a queen **c.** a princess
- What did Midas love most of all?
Ideas: his daughter; Marygold
- What did he love almost as much?
gold
- The more Midas loved
Ideas: his daughter; Marygold , the more
he desired gold .
- Why did Midas think that dandelions were not worth picking?
Idea: They weren't gold.
- What kind of flowers had Midas planted in his earlier days?
roses
- Midas used to inhale the perfume
of those flowers.
- What did Midas think about his garden now?
Idea: how much it would be worth if the
roses were gold

Placement Guidelines

Place your students as follows:

- Students who made 0-6 errors on part 1 **and** 0-2 errors on part 2 can be placed in *Reading Mastery Transformations* Grade 5 Reading.
- Students who made more than 6 errors on part 1 **or** more than two errors on part 2 should be given the placement test for *Reading Mastery Transformations* Grade 4 Reading.

PLACEMENT TEST

Part 1

The Golden Touch

Once upon a time in ancient Turkey there lived a rich king named Midas, who had a daughter named Marygold.

King Midas was very fond of gold. The only thing he loved more was his daughter. But the more Midas loved his daughter, the more he desired gold. He thought the best thing he could possibly do for his child would be to give her the largest pile of yellow, glistening coins that had ever been heaped together since the world began. So Midas gave all his thoughts and all his time to collecting gold.

When Midas gazed at the gold-tinted clouds of sunset, he wished they were real gold and that they could be herded into his strong box. When little Marygold ran to meet him with a bunch of buttercups and dandelions, he used to say, "Pooh, pooh, child. If these flowers were as golden as they look, they would be worth picking."

And yet, in his earlier days, before he had this insane desire for gold, Midas had shown a great love for flowers. He had planted a garden with the biggest and sweetest roses any person ever saw or smelled. These roses were still growing in the garden, as large, as lovely, and as fragrant as they were when Midas used to pass whole hours looking at them and inhaling their perfume. But now, if he looked at the flowers at all, it was only to calculate how much the garden would be worth if each of the rose petals was a thin plate of gold.

Part 2

- Circle the answer.** What kind of royal person was Midas?
a. an emperor b. a king c. a prince
- Circle the answer.** So his daughter was _____.
a. an empress b. a queen c. a princess
- What did Midas love most of all?

- What did he love almost as much?

- The more Midas loved _____, the more he desired _____.
- Why did Midas think that dandelions were not worth picking?

- What kind of flowers had Midas planted in his earlier days?

- Midas used to inhale the _____ of those flowers.
- What did Midas think about his garden now?

Errors: _____

Time: _____ Errors: _____

Scoring

Al didn't say anything, but he had a lot of thoughts. Most of them	14
had to do with how ridiculous Roger was. Al was tempted to say,	27
"You could follow those training procedures all year long, and I'd	38
still beat you in one mile, two miles, or cross country." But all Al said	53
was, "So you're going to buy into this program?"	62
"Yeah," Roger replied.	65

For each passage, count the number of complete words written (subtract omitted words).

Count the number of errors. Count as an error:

- Each paragraph that is not indented;
- Each lowercase letter that looks like an uppercase letter;
- Each uppercase letter that looks like a lowercase letter;
- Each added word;
- Each added letter;
- Each missing punctuation mark;
- Each added punctuation mark;
- Any punctuation mark that is out of order.

Note: A word may have more than one error.

PLACEMENT TEST CRITERIA

Circle Pass or Fail on the student page for each criterion.

Words Written

Fewer than 56 words (F)

56 or more words (P)

Errors

9 or more errors (F)

Fewer than 9 errors (P)

Writing Fluency and Grouping

Use Placement Test performance to group children in smaller groups or practice writing fluency daily until all students in the group meet both writing fluency criteria.

Students who make 9 or more errors (2 errors per minute) or write less than 56 words (14 words per minute) on the writing fluency task can begin the Grade 5 Language Arts program but would benefit from continued practice with writing fluency. A good procedure is to devote 10 minutes a day to writing, beginning with a goal of copying words at a rate of 10 words a minute with no more than 2 spelling errors, and gradually increasing the goal until students can copy 14 words a minute. Have students copy from stories at the end of the textbook.

The results of the writing fluency task may also be used to group students. Grouping students who write at a similar rate will help lessons flow more smoothly, as there will be less variation in the time it takes students to finish the writing tasks.

Name _____

Date _____

PLACEMENT TEST

Al didn't say anything, but he had a lot of thoughts. Most of them had to do with how ridiculous Roger was. Al was tempted to say, "You could follow those training procedures all year long, and I'd still beat you in one mile, two miles, or cross country." But all Al said was, "So you're going to buy into this program?"

"Yeah," Roger replied.

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Total written words _____ (56 or more pass)	Errors _____ (0-8 pass)
Pass Fail	Pass Fail