

PLACEMENT TEST

PART 1

Task 1 Total possible: 2 points

(Circle 1 point on the scoring sheet for each correct response at *b* and *c*.)

This is an oral task. For step-c, say the sound **d**, not the letter name.

- a. You're going to say some sounds.
- b. (test item) Say (pause) **rrr**. *rrr*.
- c. (test item) Now say (pause) **d**. *d*.

Task 2 Total possible: 10 points

(Circle 1 point on the scoring sheet for each correct response at *b*.)

- a. (Point to the sounds.) These are sounds. (Point to the boxed **m**.) This sound is (pause) **mmm**. What sound? (Touch **m**.) *mmm*.
- b. (test items) (Point to each unboxed sound in the column. For each sound, ask:) Is this (pause) **mmm**?

(Circle 1 point on the scoring sheet for each correct response at step *d*.)

- c. (Point to the boxed **a**.) This sound is (pause) **āāā**. What sound? (Touch **a**.) *āāā*.
- d. (test items) (Point to each unboxed sound in the column. For each sound, ask:) Is this (pause) **āāā**?

m**a****m****a****a****m****a**

Task 3 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *b* and *c*.)

- a. Let's play Say It Fast. Listen. **Ice** (pause) **box**. I can say it fast. **Icebox**.
- b. (test item) Listen. **Foot** (pause) **ball**. (Pause.) Say it fast. **Football**. Yes, **football**.
- c. (test item) Here's another word. Listen. (Pause.) **Nnnōōzzz**. (Pause.) Say it fast. **Nose**. Yes, **nose**.

Task 4 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *b* and *d*.)

(This is an oral task. Do not stop between the sounds when saying **zzzōōoo** or **wwwēēē**.)

- a. First I'll say a word slowly. Then you'll say that word slowly. I'll say (Pause) **zoo** slowly. Listen. (Pause.) **Zzzōōoo**.
- b. (test item) Your turn. Say (pause) **zzzōōoo**. **Zzzōōoo**.
(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)
- c. Now I'll say (pause) **wē** slowly. Listen. (pause.) **Wwwēēē**.
- d. (test item) Your turn. Say (pause) **wwwēēē**.
(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)

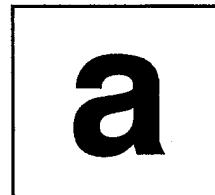
Add the number of points the child earned on part 1. Note: Administer part 2 **only** to children who made 19 or 20 points on part 1.

PART 2

Task 1 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *a* and *b*.)

- a. (test item) Point to the boxed **m**. Let's see if you remember this sound. (Pause.) What sound? (Touch **m**.) **mmm**.
- b. (test item) Point to the boxed **a**. Let's see if you remember this sound. (Pause.) What sound? (Touch **a**.) **āāā**.



Task 2 Total possible: 6 points

(Circle 1 point on the scoring sheet for each correct response at *b*, *c*, and *d*.)

- a. I'll say a word slowly. Then I'll say it fast. Listen. (Pause.) **Mmmaaannn**. (Pause.) I can say it fast. **Man**.
- b. (test item) Your turn. Say (pause) **iiinnn**. **iiinnn**.
(test item) Say it fast. **In**.
- c. (test item) Your turn. Say (pause) **aaat**. **Aaat**.
(test item) Say it fast. **At**.
- d. (test item) Your turn. Say (pause) **sssiit**.
Sssiiit.
(test item) Say it fast. **Sit**.

End of Placement Test

IMPLEMENTING THE PROGRAM

Placement

For coordination of Reading and Language, see page 3. Before you begin teaching the program, administer the placement test on pages 8–9. to each child. Use the test to determine whether a child enters *Reading Mastery*, Grade K at lesson 1 or at lesson 11 or whether the child should enter *Reading Mastery: Fast Cycle*. The test is scored on the Placement Test Scoring Sheet, which appears on page 83 of this book. Make one copy of this sheet for each child.

Administer the test individually to each child, circling the number of points earned for each exercise on a Placement Test Scoring Sheet. Then circle the appropriate entry point for the child. Testing each child requires about two to four minutes. You should be able to complete the testing of all the children within one hour on the first day of school. Instruction should begin on the second day.

Summary of Placement Information

Part 1 of the Placement Test

Children who made 0–14 points begin with *Reading Mastery*, Grade K, lesson 1.

Children who made 15–18 points begin with *Reading Mastery*, Grade K, lesson 11.

Children who made 19–20 points should proceed with Part 2 of the placement test.

Part 2 of the Placement Test

Children who made 0–7 points begin with *Reading Mastery*, Grade K, lesson 11.

Children who made 8–10 points should be placed, if possible, in *Reading Mastery: Fast Cycle*.

Placement Test Scoring Sheet for Reading Mastery

Student's Name _____		Date _____	
Circle 1 point or 2 points if the student answers correctly.			
Part 1		Part 2	
Task 1	step b 0 1 point	Task 1	step a 0 2 points
	step c 0 1 point		step b 0 2 points
Task 2	step b 0 1 point	Task 2	step b 0 1 point
	0 1 point		0 1 point
	0 1 point		step c 0 1 point
	0 1 point		0 1 point
	0 1 point		step d 0 1 point
step d 0 1 point			0 1 point
	0 1 point	Total Points <input type="text"/>	
	0 1 point		
	0 1 point		
Task 3	step b 0 2 points	Number of Points Start At:	
	step c 0 2 points	0-7 Reading Mastery, Grade K, Lesson 11	
Task 4	step b 0 2 points	8-10 If possible, should be placed in Reading Mastery: Classic Edition, Fast Cycle.	
	step d 0 2 points		
Total Points <input type="text"/>			
Number of Points Start At:			
0-14 Reading Mastery, Grade K, Lesson 1			
15-18 Reading Mastery, Grade K, Lesson 11 (Circle the lesson)			
19-20 Continue testing in part 2, (Check box) <input type="checkbox"/>			

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Accelerated Instruction Schedule

Grade K Schedule

Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons
	1-11		49		83		119
12		50-51		84		120	
	13		52-53		85		121
14		54		86		122	
	15		55		87-89		123-124
16		56		90-91		125-126	
	17-18		57		92		127
19		58		93-94		128	
	20-21		59		95		129
22-23		60-62		96		130	
	24		63		97		131
25-27		64		98		132	
	28		65		99		133-134
29		66-67		100		135	
	30		68		101		136
31		69		102		137-138	
	32		70		103		139
33		71		104-106		140	
	34		72		107		141
35-36		73		108		142	
	37		74		109		143-144
38-39		75-76		110		145-147	
	40		77		111		148-149
41-42		78		112		150	
	43		79		113-114		151
44-45		80		115-116		152	
	46-47		81		117		153-154
48		82		118		155-158	159-160

Grade 1 Schedule

Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons
	1-10		39		59-75		127-132
11-12		40-46		76-94		133-137	
	13-22		47		95-96		138-145
23		48-49		97		146-160	
	24-32		50		98-102		
33-38		51-58		103-126			

"Cow" passage

Grade 1 Placement Test

In the Placement Test for Grade 1, each student reads a story aloud as you count the student's decoding errors.

Make one copy of the story on the next page. You should administer the test in a place that is somewhat removed from the other students, so they will not overhear the testing.

Use the following procedures to administer the placement test:

1. Give the student a copy of the story.
2. Point to the story and say, "I want you to read this story out loud. Take your time. Start with the title and read the story as well as you can."
3. Time the student and make one tally mark for each error. Use the following guidelines when tallying errors.
 - If the student misreads a word, tell the student the word and mark one error.
 - If the student reads a word incorrectly and then correctly, mark one error.
 - If the student sounds out a word instead of reading it normally, mark one error.
(Note: Correct the student the first time the student sounds out a word. Ask the student, "What word is that?" If the student reads the word correctly, do not mark an error. If the student sounds out the word, mark an error. Do not correct the student on any subsequent sounding-outs.)
 - If the student does not identify a word within four seconds, tell the student the word and mark one error.
 - If the student skips a word, point to the word. If the student does not read the word correctly, mark one error.
 - If the student skips a line, point to the line. If the student does not read the line correctly, mark one error.

4. After two and a half minutes, stop the student. Count every word not read as an error. For example, if the student is eight words from the end of the passage at the end of the time limit, count eight errors.
5. Total the student's errors.

the cow on the rōad

lots of men went down the
rōad in a little car.

a cow was sitting on the
rōad. sō the men ran to the cow.
"wē will lift this cow," they said.

but the men did not lift the
cow. "this cow is sō fat wē can
not lift it."

the cow said, "I am not sō
fat. I can lift mē." then the cow
got in the car.

the men said, "now wē can
not get in the car." sō the men
sat on the rōad and the cow
went hōme in the car.

the end

Story 1 Placement Test

102 words/2.5 min = 41 wpm

Grade 2 and Transition Placement Test

The Grade 2 and Transition Placement Test consists of two parts. In part 1, individual students read a passage aloud as you count decoding errors. Part 2 is a group test that you administer to selected students after all students have completed Part 1.

Instructions for Part 1

Make one copy of the Grade 2 and Transition Placement Test on the next page for each student, and fill in the student's name. Also make a blank copy of the test. Then follow these steps:

1. (Call the student to a corner of the room, where the test will be given.)
2. (Give the blank copy of the test to the student. Use the student's copy to mark decoding errors.)

Vocabulary Reading

■ (Teacher reference:)

1. expert
2. clinic
3. interest
4. changes
5. themselves
6. people
7. difference
8. mirror
9. through
10. practicing
11. questions

3. (Point to the column of words at the top of the test. Tell the student:) Touch word 1. (Pause.) That word is expert.
4. (Repeat step 3 for words 2–11.)
5. (Say:) Your turn to read those words.
6. Word 1. What word? (Student reads word.)
7. (Repeat step 6 for words 2–11.)

Passage Reading

8. (Point to the passage in Part 1.)
9. (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 three minutes to read the passage. Go.
10. (Time the student, and make one tally mark for each error. If the student takes more than three seconds on a word, say the word, count it as an error, and permit the student to continue reading. Also count each of the following as an error:)
 - misreading a word.
 - omitting a word ending, such as *s* or *ed*.
 - reading a word incorrectly and then correctly.
 - sounding out a word instead of reading it normally.
 - skipping a word.
 - skipping a line. (Immediately show the student the correct line.)

(If the student does not finish the passage within the time limit, count every word not read as an error. For example, if the student is eight words from the end of the passage at the end of the time limit, count eight errors.)

11. (Collect the test sheet.)

Criteria for Part 1

- Students who made 5 errors or less **and** read the passage in two minutes or less should proceed to Part 2.
- Students who made fewer than 8 errors or took between 2:01 and 3:00 minutes to read the passage should not proceed to Part 2. These students should be placed in the Transition program. (See Placement Criteria table on page 92.)
- Students who made 8 or more errors should be placed in Grade 1.

Instructions for Part 2

Present Part 2 to students who meet the criteria specified above. Part 2 is a group test and should be administered no more than two hours after students complete Part 1. Follow these steps:

1. (Assemble students.)
2. (Give each student his or her copy of the placement test.)
3. (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 made no difference. After Bill was through speaking, everybody else was sleeping.

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."

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

"That is interesting," the sleep expert said.

"Can you explain why people sleep?"

"Yes, I can," Bill said.

4. (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 three minutes to finish.
5. (Time the students. Collect the test sheets after three minutes.)

Answer Key for Part 2

1. Bill
2.
 - smile more
 - ask questions
 - talk louder
 - talk faster
3.
 - put people to sleep
4.
 - the mirror
5.
 - a sleep expert
6. Sleep More Clinic