

Placement Tests

The six placement tests can be used to determine the level of *Reading Mastery* Classic Edition in which your students should be placed. There is a separate test for each level. The placement test for *Reading Mastery I* can be used to determine if students should be placed in *Fast Cycle*.

Ideally, placement testing should be conducted at the beginning of the school year. Begin placement testing by giving students in grades 1–6 the placement test that corresponds with their grade level. Give the placement test for Level I to kindergarten children.

The following sections give specific instructions for each placement test.

Reading Mastery I

The placement test for *Reading Mastery I* is administered to individual students in turn. You present test items aloud and tally the student's correct answers on a score sheet. You should administer the test in a place that is somewhat removed from the other students, so that they will not overhear the testing.

The test items use several typefaces.

- This red type indicates what you say.
- This light type indicates what you do.
- This italic type shows the student's answers.

Some test items require you to point to large letters that appear in this book. For these items, hold the book so that the child can see the letters.

The score sheet appears in the next column. Make one copy of the score sheet for each student. To use the score sheet, simply circle 1 point or 2 points if the student answers correctly.

Student's Name _____

Date _____

SCORE SHEET - *Reading Mastery I*

PART 1		PART 2	
Item	Points	Item	Points
1b	0 1	1a	0 2
1c	0 1	1b	0 2
2b	0 1	2b	0 1
	0 1		0 1
	0 1	2c	0 1
	0 1		0 1
	0 1	2d	0 1
2d	0 1		0 1
	0 1	<i>Subtotal</i>	<input type="text"/>
	0 1		
	0 1		
	0 1		
3b	0 2		
3c	0 2		
4b	0 2		
4d	0 2		
<i>Subtotal</i>	<input type="text"/>	<i>Total</i>	<input type="text"/>

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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.

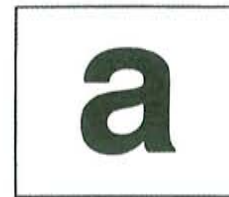
b. (test items) Point to each unboxed sound in the column. For each sound, ask: **Is this** (pause) **mmm?**

(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?**






PLACEMENT TEST**Task 3** Total possible: 4 points

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

- Let's play Say It Fast. Listen. Ice box. I can say it fast. Icebox.** (pause)
- (test item) Listen. Foot ball.** (Pause.) **Say it fast. Football. Yes, football.**
- (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 zzzoooo or wwwēēē.

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

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

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

End of Placement Test

Placement Guidelines**Part 1 of the Placement Test**

Children who made 0–14 points begin with *Reading Mastery I*, Lesson 1.

Children who made 15–18 points begin with *Reading Mastery I*, 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 I*, Lesson 11.

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

Reading Mastery II

For the *Reading Mastery II* placement test, each student reads a story aloud as you count the student's decoding errors.

You will need to make one copy of the story on page 71. You should administer the test in a place that is somewhat removed from the other students, so that 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 passage and say, "I want you to read the 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.

Placement Guidelines

Place your students as follows:

- Students who made 0 to 3 errors should be placed in Lesson 11 of *Reading Mastery II*.
- Students who made 4 to 8 errors should be placed in Lesson 1 of *Reading Mastery II*.
- Students who made more than 8 errors should be placed in *Reading Mastery I*. To determine an appropriate placement for these students, give them the individual rate-and-accuracy checkouts from *Reading Mastery I*. Start with the checkout for Lesson 140. If the student passes this checkout, place the student in Lesson 141. If the student does not pass this checkout, present the checkout for Lesson 130. Continue working backward until the student passes a checkout. Place the student in the lesson that follows the checkout lesson.

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

Reading Mastery II Placement Test