

PLACEMENT

No placement test is required for children who met the final Fluency: Rate/Accuracy criterion in *Reading Mastery*, Grade K. Place those children as follows:

- Children who passed all individual Fluency Checkouts on their first attempt (without first failing a checkout and then later making it up) start at lesson 11 of *Reading Mastery*, Grade 1 and proceed at the rate of one lesson a day.
- Children who initially failed some individual Fluency Checkouts but who successfully passed the final Fluency Checkout at lesson 160 start at lesson 1 in *Reading Mastery*, Grade 1 and proceed at the rate of one lesson a day.

The placement test should be presented to the following children:

- Children who completed more than 135 lessons of *Reading Mastery*, Grade K, but who did not complete all 160 lessons. (Children who did not get as far as lesson 135 in *Reading Mastery*, Grade K are to continue where they left off at the end of the year and are to complete *Reading Mastery*, Grade K before starting *Reading Mastery*, Grade 1.)
- Children who initially failed the final Fluency Checkout at lesson 160 of *Reading Mastery*, Grade K.
- Children who are to be placed in a *Reading Mastery* program after completing one year of instruction in another reading program.

Placement Test

The test appears on page 1 of *Storybook 1*. A copy appears below, with the instructions for administering the test.

Present the placement test to each child individually before beginning *Reading Mastery*, Grade 1. Children are not to observe other children taking the placement test before they take the test themselves.

Instructions: **I want you to read this story very carefully. Take your time. Start with the title and read the story as well as you can.**

the cow on the rōad
lots of men went down the
rōad in a little car.
a cow was sittīng 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

Allow each child 2½ minutes to read the passage. Stop the child who hasn't finished after 2½ minutes. Record each child's time and tally the child's errors on a test summary form. A sample appears here.

Placement Test Summary Form

Child's Name	Number of Errors	Time (min:sec)	Entry Lesson	Instructional Group
Joel	7	2:19		
Maria	2	1:46		
Sandy	13	2:30		

Count any of the following as errors:

1. If a child misidentifies a word, tell the child the word and mark an error.
2. If a child "self-corrects," saying the word incorrectly and then identifying it correctly, mark an error.
3. If a child fails to identify a word after about four seconds, tell the child the word and mark an error.
4. If a child omits a word, point to the place where the word was omitted. If the child correctly reads the word, do not record an error.
5. If a child skips a line of text, point to the appropriate line. If the child correctly reads the words, do not record an error.
6. For the first word a child sounds out instead of saying it fast, (*wwweeennnt* instead of *went*), ask, "What word is that?" If the child identifies the word, do not record an error. If the child sounds it out again, record an error. After the first word a child sounds out, do not ask, "What word is that?" Mark one error for each word that is sounded out.
7. If a child repeats a word or words more than twice in a sentence, mark an error.
8. If a child does not finish the passage during the 2½ minute timing, count every word not read as an error.

Placing the Children in the Program

1. Children who score no more than 3 errors on the entire story begin with lesson 11 and do one lesson a day, except as specified in the Presentation Book.
2. Children who score between 4 and 8 errors begin at lesson 1 and do one lesson a day, except as specified in the Presentation Book.
3. Children who make more than 8 errors are placed in *Reading Mastery*, Grade K. To determine an appropriate placement for these children, give them the individual Fluency Checkouts from *Reading Mastery*, Grade K, Presentation Book C and the Storybooks. Start with the Fluency Checkout for lesson 140. If a child passes this Fluency Checkout, place the child at lesson 141. If a child does not pass it, present the Fluency Checkout for lesson 130. Continue in this manner until the child passes a Fluency Checkout. Place the child in the lesson number following the Fluency Checkout that the child passes.

Here is a sample test summary form indicating the group and lesson placement for each child.

Placement Test Summary Form

Child's Name	Number of Errors	Time (min:sec)	Entry Lesson	Instructional Group
Joel	7	2:19	1	b
Maria	2	1:46	11	a
Sandy	13	2:30	121(RM)	c

Initial Grouping of the Children

Here are the rules for initially grouping the children:

1. If possible, avoid dividing the class into more than three small groups.
2. Make the lowest-performing group the smallest, preferably with no more than five or six children.
3. Make the higher-performing groups larger. The top group and the middle group may contain as many as twelve children.
4. As the children progress through the program, the groups may be made larger.

the cow on the rōad

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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