

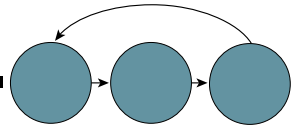
# **SECTION 5: ASSESSMENT, PLACEMENT AND GROUPING**



Administrator Leadership Institute  
Kurt Engelmann/Tara Davis

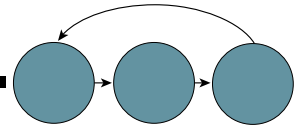
## Calendar for Full Implementation of Direct Instruction (DI)

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# Assessment, Placement and Grouping

- All students receive initial placement testing in all Direct Instruction subjects.
- Based on results, students are placed into homogeneous groups for instruction.
- Regrouping occurs formally and informally throughout the school year.



## Scenario 1

**Vanessa** – Entering 2<sup>nd</sup> grade

**Start** with RMSE 1, story 103 test (Boo the Ghost)

**Results** – Passed – 1:30, 1 error

**Analysis** – accurate and fluent reader

**Next step:** Give RMSE Reading Grade 2 test

**Results:** Part 1 – 1:45/4 errors; Part 2 – 1:58/2 errors

**Analysis** – Meets criteria for RMSE 2

**Placement:** RMSE Reading Grade 2, Lesson 1

## Scenario 2

**John** – Entering 1<sup>st</sup> grade

**Start:** \_\_\_\_\_

**Results:** \_\_\_\_\_

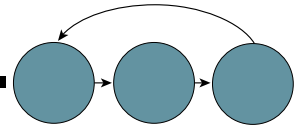
**Analysis:** \_\_\_\_\_

**Next Step:** \_\_\_\_\_

**Results:** \_\_\_\_\_

**Analysis:** \_\_\_\_\_

**Placement:** \_\_\_\_\_



## Scenario 3

**Sherrie** – Entering 4<sup>th</sup> grader

**Start:** \_\_\_\_\_

**Results:** \_\_\_\_\_

**Analysis:** \_\_\_\_\_

**Next Step:** \_\_\_\_\_

**Results:** \_\_\_\_\_

**Analysis:** \_\_\_\_\_

**Placement:** \_\_\_\_\_

## Scenario 4

**Jonas** – Current 7<sup>th</sup> grader

**Decoding:** Start with: \_\_\_\_\_

**Results:** Part 2 11 errors/1:50

**Analysis:** \_\_\_\_\_

**Next Step:** \_\_\_\_\_

**Results:** Part 3 5 errors/1:58

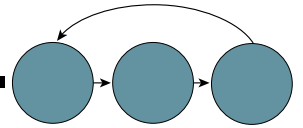
**Analysis:** \_\_\_\_\_

**Next Step:** \_\_\_\_\_

**Results:** Part 4 9 errors/1:29

**Analysis:** \_\_\_\_\_

**Placement:** \_\_\_\_\_



**Comprehension:** Start with: \_\_\_\_\_

**Results:** 3 errors

**Analysis:** \_\_\_\_\_

**Next Step:** \_\_\_\_\_

**Results:** 5 errors

**Analysis:** \_\_\_\_\_

**Placement:** \_\_\_\_\_

## PLACEMENT TEST

### PART 1

**Exercise 1** Total possible: 2 points

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

This is an oral exercise. 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*.

**Exercise 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 sounds? (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**

### Exercise 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.) **Nnnōōōzzz**. (Pause.) Say it fast. *Nose*. **Yes, nose**.

### Exercise 4 Total possible: 4 points

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

(This is an oral exercise. Do not stop between the sounds when saying zzzōōō 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.) **Zzzōōō**.
- b. (test item) Your turn. Say (pause) **zzzōōō**. *Zzzōōō*.  
(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

### Exercise 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 ee 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**.) *ăăă*.



### Exercise 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

Before you begin teaching the program, administer the placement test printed below 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

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.

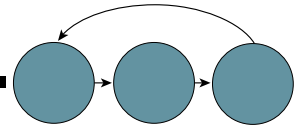
**Placement Test Summary Form**

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.



### RMSE 1 Placement Test Data

These first-grade students are new to Reading Mastery Signature Edition (RMSE). Here are their data for the RMSE 1 placement test “The Cow on the Road” – criteria is 2:30/ 8 errors.

John	1:20/0	Lorraine	2:34/3
Mary	1:35/9	Jill	1:33/6
Fred	2:10/0	Andre	1:20/12
Henry	2:45/0	Kevin	2:23/0
Jean	1:25/3	Margaret	2:01/4
Rick	1:45/6	Anita	1:04/0
Deb	3:50/6	JoAnne	2:15/8
Kurt	1:55/6	Richard	1:20/4
Susan	2:25/3	Michael	1:55/4
Christine	1:10/0	Jonathan	2:10/3
Don	1:30/13	Doug	1:23/5
Angus	2:25/2	Ed	3:14/1
Perry	1:23/4	Pat	2:48/1

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

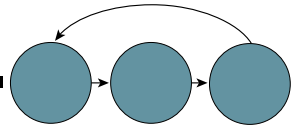
a cow was sitting on the  
rōad. sō the men ran to the cow.  
“wē will lift this cow,” they said.

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



## **Assessment, Placement and Grouping**

- Groups will change continuously throughout the year, especially in reading.
- All changes will be made on the basis of data.
- Teacher recommendation is important, however, data-based decisions are always first and foremost.

**Assessment/Placement Guidelines for Reading and Language  
For students entering Kindergarten**

**LANGUAGE**

Start Testing	If	Then
Give Signature Language Grade K Test	If student is a non-English speaker and speaks only Spanish . . .	Stop testing. Place in Espanol to English, lesson 1. *No reading placement at this time.
	If student is a non-English speaker and speaks a language other than Spanish . . .	Stop testing. Place in Lang K, lesson 1. Teach the action track only for the first ten lessons then restart the program at lesson 1 and teach full lessons. (Consult Project Director or Implementation Manager for guidance.) *No reading placement at this time.
	If student speaks English and places at lesson 1, 11, or 21 . . .	Stop testing. Place in Lang K, lesson 1, 11, or 21 as indicated. *No reading placement at this time.
	If student places at lesson 31...	Stop testing. Place in Lang K, lesson 31. *No reading placement at this time. See exception in reading section below.
	If student places at lesson 41...	Stop testing. Place in Lang K, lesson 41. Give RMSE Grade K test.

**Reading**

	*If student places at lesson 31 <b>and</b> a teacher or parent indicated student can read...	Give RMSE Grade K test.
Give Signature Reading Grade K Test	If placing at RMSE K lesson 1 or 11 . . .	Stop testing. Place in designated RMSE K lesson.
	If placing at Fast Cycle . . .	Give RMSE K, story 110.
Give RMSE K, story 110	If not passing . . .	Stop testing. Place in RMSE K, lesson 11.
(passing: 2:00/0-3 errors)	If passing . . .	Stop testing. Place in RMSE K, lesson 101. (**Not Lesson 110, see below.)

**Math**

Start Testing	If	Then
Review Signature Language Grade K Test	If student places in Espanol to English or Lang K at lesson 1, 11, or 21 . . .	Place in DISTAR Arithmetic, lesson 1.
Results	If student places in Lang K at lesson 31 or 41 . .	Give DISTAR Arithmetic test.
Give DISTAR Arithmetic Test	If student touches and counts 3 objects or less . . .	Place in DISTAR Arithmetic, lesson 1.
	If student touches and counts 4-7 objects . . .	Place in DISTAR Arithmetic, lesson 16.
	If student touches and counts 8 objects or more . . .	Place in DISTAR Arithmetic, lesson 31.

\*\* Note: Start students who place into RMSE K, lesson 110, at RMSE K, lesson 101. Students need to receive instruction in lessons preceding COs 108-110. Passing those COs confirms students are initially placed correctly before they get too far into the program.



**Grade 1**  
**For students entering Grade 1**

**READING**

Start Testing	If	Then
Give Signature Reading Grade 1 Test (passing: 2:30/0-8 errors)	If not passing . . .	Give RMSE Grade K test.
	If passing with 1:46-2:30 and 0-8 errors . . .	Stop testing. Place in RMSE 1, lesson 1. Give Lang Grade 1 test.
	If passing with 1:16-1:45 and 0-8 errors . . .	Stop testing. Place in RMSE 1, lesson 11. Give Lang Grade 1 test.
	If passing with 1:15 or less and 0-3 errors . . .	Give RMSE 1, story 103.
Give RMSE 1, story 103 (passing: 2:00/0-5 errors)	If not passing . . .	Stop testing. Place in RMSE 1, lesson 11. Give Lang Grade 1 test.
	If passing . . .	Give RMSE Transition/Grade 2 Test.
Give Signature Reading Grade K Test	If placing at RMSE K lesson 1 or 11 . . .	Stop testing. Place in designated RMSE K lesson. Give Lang Grade K test.
	If placing at Fast Cycle . . .	Give RMSE K, story 110.
Give RMSE K, story 110 (passing: 2:00/0-3 errors)	If not passing . . .	Stop testing. Place in RMSE K, lesson 11. Give Lang Grade K test.
	If passing . . .	Stop testing. Place in RMSE K, lesson 101. (*Not Lesson 110, see below.)
		Give Lang Grade K test.
Give Signature Reading Transition/Grade 2	If a score of 3:00 or less and 8 or more errors on Part 1 . . .	Stop testing. Place in RMSE 1, lesson 103. Give Lang Grade 1 test.
Test (Passing: Part 1 - 2:00/0-5 errors; Part 2- 0-1 errors)	If a score of 3:00 or less and 6-7 errors on Part 1...	Stop testing. Place in RMSE Transition, lesson 1. Give Lang Grade 1 test.
	If a score of 2:00 or less and 0-5 errors on Part 1 and 2 or more errors on Part 2...	Stop testing. Place in RMSE Transition, lesson 1. Give Lang Grade 1 test.
	If a score of 2:00 or less and 0-5 errors on Part 1 and 0-1 errors on Part 2...	Stop testing. Place in RMSE 2, lesson 1. Give Lang Grade 2 Sentence Writing test.

**LANGUAGE**

Give Signature Language Grade 1 Test (passing: 0-5 errors)	If not passing. . .	Give Lang Grade K test.
	If passing. . .	Give Lang Grade 2 Sentence Writing test.
Give Signature Language Grade K Test	If placing at lesson 1, 11, or 21 . . .	Place in designated Lang K lesson. Double dose language.
	If placing at lesson 31 or 41 . . .	Place in designated Lang K lesson and start reading at designated lesson.
Give Signature Language Grade 2 Sentence	If not passing . . .	Stop testing. Place in Lang 1, lesson 1.
Writing Test (passing score: 4 or more points.)	If passing . . .	Stop testing. Place in Lang 2, lesson 1.

\* Note: Start students who place into RMSE K, lesson 110, at RMSE K, lesson 101. Students need to receive instruction in lessons preceding COs 108-110. Passing those COs confirm students are initially placed correctly before they get too far into the program.



**Grade 2**  
**For students entering Grade 2**

**READING**

Start Testing	If	Then
Give RMSE 1, story 103 Test (Boo the Ghost) (passing: 2:00/0-5 errors)	If not passing . . . If passing . . .	Give RMSE Grade 1 test. Give RMSE Grade 2 test.
Give Signature Reading Grade 1 Test (passing: 2:30/0-8 errors)	If not passing . . . If passing with 0-3 errors . . . If passing with 4-8 errors . . .	Give RMSE Grade K test. Follow 1st grade guidelines. Stop testing. Place in RMSE 1, lesson 11. Give Lang Grade 1 test. Stop testing. Place in RMSE 1, lesson 1. Give Lang Grade 1 test.
Give Signature Reading Transition/Grade 2 Test (Passing: part 1 - 2:00/0-5 errors; part 2 - 0-1 errors)	If a score of 3:00 or less and 8 or more errors on Part 1 . . . If a score of 3:00 or less and 6-7 errors on Part 1... If a score of 2:00 or less and 0-5 errors on Part 1 and 2 or more errors on Part 2... If a score of 1:30-2:00 and 4-5 errors on Part 1 and 0-1 errors on Part 2... If a score of 1:30 or less and 0-3 errors on Part 1 and 0-1 errors on Part 2...	Stop testing. Place in RMSE 1, L103. Give Lang Grade 1 test. Stop testing. Place in RMSE Transition, lesson 1. Give Lang Grade 1 test. Stop testing. Place in RMSE Transition, lesson 1. Give Lang Grade 1 test. Stop testing. Place in RMSE 2, lesson 1. Give Lang Grade 2 Sentence Writing test. Give RMSE Grade 3 test.
Give Signature Reading Grade 3 Test (passing: part 1 - 2:00/0-6 errors); part 2-5:00/0-2 errors)	If not passing . . . If passing . . .	Stop testing. Place in RMSE 2, lesson 1. Give Lang Grade 2 Sentence Writing Test. Stop testing. Place in RMSE 3, lesson 1. Give Lang Grade 3 Paragraph Writing test.

**LANGUAGE**

Give Signature Grade 2 Sentence Writing Test (passing: 4 or more points)	If not passing with a score of 0-3 points . . . If passing with a score of 4-6 points . . .	Give Lang Grade 1 test. (Note: Place in Lang Grade 1 if already tested and passed.) Stop testing. Place in Lang 2, lesson 1.
Give Signature Language Grade 1 Test (passing: 0-5 errors)	If not passing . . . (6 errors or more) If passing . . .	Give Lang Grade K test. Follow 1st grade guidelines. Give Lang Grade 2 Sentence Writing test. (Note: Place in Lang Grade 1 if already tested and failed Grade 2 Sentence Writing Test.)
Give Signature Language Grade 3 Paragraph Writing Test (passing: 16-20 points)	If a score of 0-7 points . . . If a score of 8-15 points . . . If a score of 16-20 points . . .	Stop testing. Place in Lang 2, lesson 1 . Stop testing. Place in Lang 2, lesson 66 . Stop testing. Place in Lang 3, lesson 1.

**Grade 3**  
**For students entering Grade 3**

**READING**

Start Testing	If	Then
Give Signature Reading Transition/Grade 2	If a score of 3:00 or less and 8 or more errors on Part 1 . . .	Stop testing. Give RMSE 1, L103 test.
Test (Passing: part 1 - 2:00/0-5 errors; part 2 - 0-1 errors)	If a score of 3:00 or less and 6-7 errors on Part 1...	Stop testing. Place in RMSE Transition, lesson 1. Give Lang Grade 1 test.
	If a score of 2:00 or less and 0-5 errors on Part 1 and 2 or more errors on Part 2...	Stop testing. Place in RMSE Transition, lesson 1. Give Lang Grade 1 test.
	If a score of 1:30-2:00 and 4-5 errors on Part 1 and 0-1 errors on Part 2...	Stop testing. Place in RMSE 2, lesson 1. Give Lang Grade 2 Sentence Writing test.
	1 and 0-1 errors on Part 2...	Give RMSE Grade 3 test.
Give RMSE 1, story 103 Test	If not passing . . .	Give RMSE Grade 1 test. Follow 2nd grade guidelines.
	If passing . . .	Stop testing. Place in RMSE 1, lesson 103. Give Lang Grade 1 test and follow 2nd grade guidelines.
Give Signature Reading Grade 3 Test (passing: part 1 - 2:00/0-6 errors; part 2 - 5:00/0-2 errors)	If not passing . . .	Stop testing. Place in RMSE 2, lesson 1. Give Lang Grade 2 Sentence Writing test.
	If passing with 1:30 or more or 5-6 errors . . .	Stop testing. Place in RMSE 3, lesson 1. Give Grade 3 Paragraph Writing test.
	If passing with 1:30 or less and 0-4 errors . . . (Follow part 2 passing criteria for both options.)	Give RMSE Grade 4 test.
Give Signature Reading Grade 4 Test (passing: part 1 - 2:00/0-6 errors; part 2 - 7:00/0-2 errors)	If not passing . . .	Stop testing. Place in RMSE 3, lesson 1. Give Grade 3 Paragraph Writing test.
	If passing . . .	Stop testing. Place in RMSE 4, lesson 1. Give Lang 4 Story Writing test.

**LANGUAGE**

Give Signature Language Grade 3 Paragraph Writing Test (passing: 16-20 points)	If a score of 0-7 points . . .	Stop testing. Place in Lang 2, lesson 1.
	If a score of 8-15 points . . .	Stop testing. Place in Lang 2, lesson 66.
	If a score of 16-20 points . . .	Stop testing. Place in Lang 3, lesson 1.
Give Signature Language Grade 2 Sentence Writing Test (passing: 4 or more points)	If not passing with a score of 0-3 points . . .	Give Lang Grade 1 test. Follow 2nd grade guidelines.
	If passing with a score of 4-6 points . . .	Stop testing. Place in Lang 2, lesson 1.
Give Signature Language Grade 4 Story Writing Test	When students complete test . . .	Stop testing. Collect tests for evaluation by trained scorer.
Note: Lang. 4 test and Expressive Writing test are the same.		(Placement to be determined following evaluation of paragraph writing test.)

**Grade 4**  
**For students entering Grade 4**

**READING**

Start Testing	If	Then
Give Signature Reading Grade 3 Test	If not passing . . .	Give Corrective Decoding test. (See below.)
(passing: part 1 - 2:00/0-6 errors; part 2 - 5:00/0-2 errors)	If passing . . .	Give RMSE Grade 4 test.
Give Signature Reading Grade 4 Test	If not passing . . .	Stop testing. Place in RMSE 3, lesson 1. Give Lang 4 Story Writing test.
(passing: part 1 - 2:00/0-6 errors; part 2 - 7:00/0-2 errors)	If passing . . .	Give RMSE Grade 5 test.
Give Signature Reading Grade 5 Test	If not passing . . .	Stop testing. Place in RMSE 4, lesson 1. Give Lang 4 Story Writing test.
(passing: part 1 - 2:00/0-6 errors; part 2 - 7:00/0-2 errors)	If passing . . .	Stop testing. Place in RMSE 5, lesson 1. Give Lang 4 Story Writing test <b>and</b> give Lang Grade 5 test. Follow 5th grade guidelines.

**READING CORRECTIVE DECODING**

Give Decoding Placement Test *	Part 1 . . .	Follow Decoding Placement Next Step Schedule.*
	Part 2 . . .	If 41 or more errors, give RMSE K placement test. Follow Grade 1st Guidelines.
		If 0-40 errors, follow Decoding Placement Next Step Schedule.*
	Part 3 (if indicated) . . .	Follow Decoding Placement Next Step Schedule.*
	Part 4 (if indicated) . . .	Follow Decoding Placement Next Step Schedule.*
	*If student places in Corrective Decoding B1, B2, or C . . .	Give Expressive Writing test. Placement to be determined following evaluation by trained scorer.
	*If student places in Corrective Decoding A...	Place in Decoding A, lesson 1. No writing placement at this time.

**LANGUAGE**

Give Signature Language Grade 4 Story Writing Test	When students complete test . . .	Stop testing. Collect tests for evaluation by trained scorer.
Note: Lang. 4 test and Expressive Writing test are the same.		(Placement to be determined following evaluation of paragraph writing test.)

\*Give Corrective Reading Comprehension test to all students placing into Corrective Decoding. See page 7 for assessment guidelines.

**Grade 5**  
**For students entering Grade 5**

**READING**

Start Testing	If	Then
Give Signature Reading Grade 4 Test (passing: part 1 - 2:00/0-6 errors; part 2 - 7:00/0-2 errors)	If not passing . . .  If passing . . .	Give Corrective Decoding test. (See below.)  Give RMSE Grade 5 test.
Give Signature Reading Grade 5 Test (passing: part 1 - 2:00/0-6 errors; part 2 - 7:00/0-2 errors)	If not passing . . . If passing . . .	Stop testing. Place at RMSE 4, lesson 1. Give Lang Grade 4 Story Writing test. Stop testing. Place in RMSE 5, lesson 1. Give Lang Grade 4 Story Writing test <b>and</b> give Lang Grade 5 test.

**READING CORRECTIVE DECODING**

Give Decoding Placement Test*	Part 1 . . . Part 2 . . .	Follow Decoding Placement Next Step Schedule.* If 41 or more errors, give RMSE K placement test. Follow Grade 1st Guidelines.
		If 0-40 errors, follow Decoding Placement Next Step Schedule.*
	Part 3 (if indicated) . . .	Follow Decoding Placement Next Step Schedule.*
	Part 4 (if indicated) . . .	Follow Decoding Placement Next Step Schedule.*
	* If student places in Corrective Decoding B1, B2, or C . . .	Give Expressive Writing test. Placement to be determined following evaluation by trained scorer.
	*If student places in Corrective Decoding A...	Place in Decoding A, lesson 1. No writing placement at this time.

**LANGUAGE**

Give Signature Language Grade 4 Story Writing Test	When students complete test . . .	Collect tests for evaluation by trained scorer. Give Lang Grade 5 test. (Placement to be determined by trained scorers.)
Note: Lang. 4 test and Expressive Writing test are the same.		
Give Signature Language Grade 5 Test	If not passing . . .	Story Writing test.
(passing score for part 1: 8-12 points)	If passing any 2 of 3 parts . . .	Story Writing test.
(passing score for part 2: 7-10 points)		
(passing score for part 3: 9-10 points)		

\*Give Corrective Reading Comprehension test to all students placing into Corrective Decoding. See page 7 for assessment guidelines. Grade 5 students placing in Decoding C will likely be placed in RMSE 3.

## Language Assessment Guidelines for Students Placing in Corrective Reading

Start Testing	If	Then
Give Comprehension Test 1 (group)	If more than 7 errors . . .	Give test 2.
	If 7 errors or less . . .	Give test 3.
Give Comprehension Test 2 (individual)	If more than 6 errors . . .	Stop testing. (See chart and place in designated level.)
	If 6 or less errors . . .	Give test 3.
Give Comprehension Test 3 (individual)	If 2 errors or more . . .	Stop testing. (See chart and place in designated level.)
	If 0-1 1/2 errors . . .	Give Expressive Writing test.
Give Expressive Writing Test	When students complete test . . .	Collect tests for evaluation by trained scorer.

# Assessment/Placement Guidelines for Math

## Connecting Math Concepts Comprehensive Edition (CMC CE) and DISTAR

### For students entering Pre-Kindergarten and Kindergarten

**For students entering Pre-Kindergarten and Kindergarten: Students already have a math placement based on their Signature Language K placement test results.**

Start Testing	If	Then
Give Signature Language Grade K Test	If student places in Espanol to English or Lang K at L 1, 11, or 21	Place in DISTAR Arithmetic, lesson 1.
	If kindergarten student places in Lang K at L 31 or 41...	Give DISTAR Arithmetic test.
	If pre-kindergarten student places in Lang K at L 31 or 41...	Place in DISTAR Arithmetic, lesson 1.

### For students entering 1st grade

Start Testing	If	Then
Review Signature Language Test Results	If student places in Lang K at L 1, 11, or 21...	Give DISTAR Arithmetic test.
	If student places in Lang K at L 31 or 41 or places in Lang 1 or higher...	Give CMC CE B test.
Give DISTAR Arithmetic Test	If student touches and counts 3 objects or less . . .	Place in DISTAR Arithmetic, lesson 1.
	If student touches and counts 4-7 objects . . .	Place in DISTAR Arithmetic, lesson 16.
	If student touches and counts 8 objects or more . . .	Place in DISTAR Arithmetic, lesson 31.
Give CMC CE Level B Test	If score is 0-15 in section 1 . . .	Give DISTAR Arithmetic test.
	If score is 16-25 . . .	Present Section II of CMC CE B test.
	If score is 0-19 in Section II of CMC CE B test . . .	Place in CMC CE B, lesson 1.
	If score is 20-25 in Section II of CMC CE B test . . .	Place in CMC CE B, lesson 16.
	If score is 26-27 in Section II of CMC CE B test...	Give CMC CE C test. (If tested and did not pass CMC CE C test, place in CMC CE B, lesson 16.)
Give CMC CE Level C Test	If 0-3 errors on section 1 . . .	Give section 2 of CMC CE C test.
	If 4 or more errors on section 1 . . .	Place in CMC CE B, lesson 16.
	If 0-10 errors on section 2 . . .	Place in CMC CE C, lesson 11.
	If 11 errors or more on section 2 . . .	Place in CMC CE C, lesson 1.

### For students entering 2nd grade

Start Testing	If	Then
Give CMC CE Level C Test	If 0-3 errors on section 1 . . .	Give section 2 of CMC CE C test.
	If 4 or more errors on section 1 . . .	Give CMC CE B test. Follow grade 1 guidelines.
	If 0-10 errors on section 2 . . .	Place in CMC CE C, lesson 11.
	If 11 errors or more on section 2 . . .	Place in CMC CE C, lesson 1.

### For students entering 3rd grade

Start Testing	If	Then
Give CMC CE Level D Test	If 0-6 errors on Section 1, including items not worked...	Place in CMC CE D at lesson 1.
	If 7 or more errors on Section 1, including items not worked . . .	Give CMC CE C test.

\* Students new to CMC CE should not take Section 2 or be placed at lesson 26.

### For students entering 4th grade

Start Testing	If	Then
Give CMC CE Level E Test	If pass 10-11 parts . . .	Place in CMC CE E at lesson 31.
	If pass 6-9 parts or have a total score of 80 points or more . . .	Place in CMC CE E at lesson 1.
	If pass 5 or fewer parts . . .	Give CMC CE D test.

### For students entering 5th grade

Start Testing	If	Then
Give CMC CE Level F Test	If pass 3-5 parts on test A . . .	Place in CMC CE F (grade 5) at lesson 1.
	If pass 0-2 parts on Section 1 . . .	Give CMC CE E test.

\* Students new to CMC CE should not take Section 2 or be placed at lesson 16.

## Story 103, Grade 1

Tester \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### ★ Boo the Ghost

There was a big old house near the town. Six ghosts lived in that old house. And five of those ghosts were very mean. They liked to play tricks on boys and girls. They liked to scare people.

Every night after the sun went down, those five ghosts would say, "What can we do that is mean?" The five ghosts would name some mean things.

Then the five ghosts would go out to do mean things. Sometimes they would hide on a dark street. When a child waked by, they would jump out and say, "Oooooow." The child would run and they would say, "Ho, ho."

Sometimes they would go to a farm and make the horses so scared that the horses ★ would run from the barn. The farmer would come out to see what had happened.

Time \_\_\_\_\_

Errors \_\_\_\_\_



Tester \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Signature Reading Grade K

### Story 110

The rat had fun. He ran in the sand.

He had sand on his feet. He had sand on his ears. He had sand on his nose. He had sand on his tail.

He said, “I have a lot of sand on me.”

Time \_\_\_\_\_

Errors \_\_\_\_\_

**Part 1**

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

**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
  - 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 dog expert
  - a sleep expert
6. Name the place where she worked.  
\_\_\_\_\_

## Assessment Guidelines for Students Placing in Corrective Reading

### Decoding

Start Testing	If	Then
Give Decoding Placement Test	Part 1 . . .	Follow Decoding Placement Next Step Schedule.
	Part 2 . . .	If 41 or more errors, give RMSE K placement test.
		If 0-40 errors, follow Decoding Placement Next Step Schedule.
	Part 3 (if indicated) . . .	Follow Decoding Placement Next Step Schedule.
	Part 4 (if indicated) . . .	Follow Decoding Placement Next Step Schedule.

### Comprehension

Start Testing	If	Then
Give Comprehension Test 1 (group)	If more than 7 errors . . .	Go to test 2.
	If 7 errors or less . . .	Go to test 3.
Give Comprehension Test 2 (individual)	If more than 6 errors . . .	Stop testing. (See chart and place in designated level.)
	If 6 or less errors . . .	Go to test 3.
Give Comprehension Test 3 (individual)	If 2 errors or more . . .	Stop testing. (See chart and place in designated level.)
	If 0-1 1/2 errors . . .	Go to Expressive Writing test.
Give Expressive Writing Test	When students complete test . . .	Collect tests for evaluation by trained scorer.

## Middle/High School Math Assessment Guidelines

Start Testing	If	Then
Give Essentials for Algebra Test*	Section A:	
	If 0-8 errors . . .	Give Section B test.
	If 9-11 errors . . .	Place at lesson 1.
	If 12 or more errors . . .	Give Corrective Math Comprehensive Placement Test
	Section B:	
	If fail 3 or more parts . . .	Place at lesson 1.
	If 12 or more errors . . .	Place at lesson 1.
	If failing 2 or fewer parts <b>and</b> make 11 or fewer total errors . . .	Place at lesson 16.
Give Corrective Mathematics Comprehensive Test, Section I, parts A & B	<b>Part A (Addition)</b>	
	If 8-11 errors ....	Place in Addition Module, lesson 1.
	If 6-7 errors ....	Teach transition lesson 8 in the Addition Teacher Presentation Book, and then begin instruction in Addition Module, lesson 8.
	If 2-5 errors . . .	Teach transition lesson 23 in the Addition Teacher Presentation Book, and then begin instruction in Addition Module, lesson 23.
	If 0-1 error....	Score Section 1, Part B
	<b>Part B (Subtraction)</b>	
	If 11-13 errors . . .	Place in Subtraction Module, lesson 1.
	If 5-10 errors . . .	Teach transition lesson 8 in the Subtraction Teacher Presentation Book, and then begin instruction in Subtraction Module, lesson 8.
	If 2-4 errors...	Teach transition lesson 25 in the Subtraction Teacher Presentation Book, and then begin instruction in Subtraction Module, lesson 25.
	If 0-1 error.....	Give Parts C & D

Give Corrective Mathematics Comprehensive Test, Section I, parts C & D		
	<b>Part C (Multiplication)</b>	
	If 9-10 errors . . .	Place in Multiplication Module, lesson 1.
	If 5-8 errors . . .	Teach transition lesson 10 in the Multiplication Teacher Presentation Book, and then begin instruction in Multiplication Module, lesson 10.
	If 2-4 errors . . .	Teach transition lesson 27 in the Multiplication Teacher Presentation Book, and then begin instruction in Multiplication Module, lesson 27.
	If 0-1 errors . . .	Score Part D.
	<b>Part D (Division)</b>	
	If 9-10 errors . . .	Place in Division Module, lesson 1.
	If 5-8 errors . . .	Teach transition lesson 6 in the Division Teacher Presentation Book, and then begin instruction in Division Module, lesson 6.
	If 2-4 errors . . .	Teach transition lesson 27 in the Division Teacher Presentation Book, and then begin instruction in Division Module, lesson 27.
	If 0-1 errors . . .	Student is too proficient for the Division Module. Give Corrective Mathematics Comprehensive Test, Section 2, Parts E, F, and G.
Give Corrective Mathematics Comprehensive Test, Section II, parts E, F (Not using part G)		
	<b>Part E (Basic Fractions)</b>	
	If 6-8 errors . . .	Begin instruction in Basic Fractions Module, lesson 1.
	If 4-5 errors . . .	Begin instruction in Basic Fractions Module, lesson 19.
	If 2-3 errors . . .	Begin instruction in Basic Fractions Module, lesson 30.
	If 0-1 errors . . .	Student is too proficient for the Basic Fractions Module. Score Part F.
	<b>Part F (Fractions, Decimals, Percents)</b>	
	If 5-7 errors . . .	Begin instruction in Fractions, Decimals, & Percents Module, lesson 1.
	If 2-4 errors . . .	Begin instruction in Fractions, Decimals, & Percents Module, lesson 30.
	If 0-1 errors . . .	Student is too proficient for the Fractions, Decimals, & Percents Module and is too proficient for Corrective Math. (Don't test with part G.) If haven't already, administer EFA test if student passes part F.)

\* If you know a student has performed poorly on the math section of a standardized test or is known to lack basic math skills, give the **Corrective Math Comprehensive** placement test first, then the EFA test if the student passes part F.

## Middle/High School Math Assessment Guidelines

Start Testing	If	Then
Give Essentials for Algebra Test	Section A: If 0-8 errors . . . If 9-11 errors . . . If 12 or more errors . . .	Give Section B test. Place at lesson 1. Give Corrective Math Comprehensive Placement Test
	Section B: If fail 3 or more parts . . . If 12 or more errors . . . If failing 2 or fewer parts <b>and</b> who make 11 or fewer total errors . . .	Place at lesson 1. Place at lesson 1. Place at lesson 16.
Give Corrective Math Comprehensive Test	To determine the correct module and lesson . . .	Use Corrective Math Comprehensive placement guidelines.

\* If you know a student has performed poorly on the math section of a standardized test or is known to lack basic math skills, give the Corrective Comprehensive placement test first. It is unlikely that these students will place in Essentials for Algebra program. In this case, starting with the Corrective Math Comprehensive placement test will eliminate the need for administering two tests.

## Decoding Placement Schedule

ERRORS	TIME	PLACEMENT OR NEXT TEST
<b>PART I</b>		
22 or more	—	Administer PART II Test
12 to 21	more than 2:00	Level A, Lesson 1
12 to 21	2:00 or less	Administer PART II Test
0 to 11	more than 2:00	Level B1, Lesson 1
0 to 11	2:00 or less	Administer PART III Test
<b>PART II</b>		
41 or more	—	No <b>Corrective Reading</b> placement; use a beginning reading program
8 to 40	—	Level A, Lesson 1
0 to 7	—	Level B1, Lesson 1
<b>PART III</b>		
16 or more	—	Level B1, Lesson 1
6 to 15	more than 2:30	Level B1, Lesson 1
6 to 15	2:30 or less	Level B2, Lesson 1
0 to 5	more than 2:30	Level B2, Lesson 1
0 to 5	2:30 or less	Administer PART IV Test
<b>PART IV</b>		
9 or more	—	Level B2, Lesson 1
4 to 8	more than 1:30	Level B2, Lesson 1
4 to 8	1:30 or less	Level C, Lesson 1
0 to 3	more than 1:20	Level C, Lesson 1
0 to 3	1:20 or less	Doesn't need <b>Corrective Reading</b> Decoding program

# Comprehension Placement Tests

The placement procedure for the **Corrective Reading** Comprehension program is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or group.

Students who make more than 7 errors on the screening test take a second test (Test 2) that places them in **Comprehension A**, **Comprehension A Fast Cycle**, or **Comprehension B1**. This test is individually administered.

Students who make 7 or fewer errors on the screening test take a second test (Test 3) that places them in **Comprehension B1**, **Comprehension B1 Fast Cycle**, or **Comprehension C**. This test requires written responses and is presented to an entire class or group.

The battery of placement tests is also designed to identify students who perform either too low or too high for the Comprehension programs.

## Test 1

The screening test (Test 1) is made up of 16 multiple-choice items. Students are to complete it in no more than 10 minutes.

### Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 256–257 of this guide.

### Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will circle the correct answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

### Scoring

The Answer Key below shows the correct answers. Count one error for each item that is incorrect. Note that for items 2 and 4, students are to circle four answers. If they don't circle all four correct answers, the item is scored as one error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine which placement test to administer to each student. Students who make more than 7 errors take Test 2. Students who make 7 or fewer errors take Test 3.

Answer Key	
1. c	9. a
2. a, d, e, h	10. b
3. d	11. b
4. b, e, h, j	12. c
5. d	13. d
6. b	14. b
7. c	15. c
8. d	16. b



# Test 2

Test 2 is administered individually. The teacher or another tester presents the test orally to each student. Students respond orally, and the tester records whether the responses are incorrect. The test contains 22 items, some of which have more than one part. Test 2 requires about 10 minutes per student.

## Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 258–259 of this guide. Each tester should become thoroughly familiar with both the presentation procedures and the acceptable responses for the various comprehension items. Tester judgment is called for in evaluating the appropriateness of responses to many items. (For a discussion of procedures and responses, see pages 254–255.)

## Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student.

When administering the test, sit across from the student. Fill out the top lines of the test form (student information). Keep the filled-out test form and position it so that the student cannot see what you are writing on the form.

Start by presenting the following general instructions: **I'm going to ask you some questions. Do your best to answer them. There's**

**no time limit, but if you don't know the answer, tell me and we'll move on to the next item. This test is not designed to grade you. It's designed to help us figure out how we can work with you most effectively.**

Present the items in order, starting with item 1. If a student responds incorrectly, circle the response number that follows the item. To help you keep track, you may want to draw a line through the number when the item is answered correctly.

## Scoring

Total the student's errors by counting every circled response number. Enter the total in the score blank at the beginning of the test form. Then determine the placement of the student.

## Placement

The table below shows program placements based on the number of errors made in Test 2.

Errors	Program Placement
31 or more	Place in a beginning language program, such as <i>Language for Learning</i>
27 to 30	Provisional placement in Comprehension A, Lesson A*
17 to 26	Comprehension A, Lesson A
14 to 16	Comprehension A, Lesson 1
11 to 13	Comprehension A Fast Cycle, Lesson 1
7 to 10	Comprehension B1, Lesson 1
0 to 6	(Administer Test 3.)

\* Some students who perform in this range may perform well on Lessons A through E of Level A. If not, place them in a beginning language program.

## Test 3

Test 3 is a written test of 19 items administered to the group. Students underline sentence parts, write answers to questions, and indicate correct responses to multiple-choice items. The test requires about 10 minutes to administer.

### Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 260–261 of this guide.

### Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will write the answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

### Scoring

The Answer Key below shows the correct answers. Each incorrect response counts as 1 error. If students correctly underline only part of the specified group of words in questions 1 & 2, score 1/2 error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine the placement of the student.

#### Answer Key

1. a. wapdumpos  
b. (words underlined: *little plants that grow in twinglers*)
2. a. drosling  
b. (words underlined: *a small kerchief around his wrist*)
3. a. 1,000 gallons  
b. 1,100 gallons  
c. Idea: The price of milk will go up.
4. a. 7                      e. 16                      i. 4  
b. 1                      f. 2                      j. 10  
c. 15                      g. 3                      k. 6  
d. 5                      h. 8                      l. 12

### Placement

The table below shows program placements based on the number of errors made in Test 3.

Errors	Program Placement
more than 8	Comprehension B1, Lesson 1
5 to 8	Comprehension B1 Fast Cycle, Lesson 1
2 to 4½	Comprehension C, Lesson 1
0 to 1½	too advanced for <b>Corrective Reading</b> series