

## 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.

- You're going to say some sounds.**
- (test item)** Say (pause) **rrr**. *rrr*.
- (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*.)

- (Point to the sounds.) **These are sounds.** (Point to the boxed **m**.) **This sound is** (pause) **mmm**. **What sounds?** (Touch **m**.) *mmm*.
- (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*.)

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

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 zzzōōōo 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.) **Zzzōōōo.**
- b. **(test item) Your turn. Say** (pause) **zzzōōōo.** Zzzōōōo.  
(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.**) *āāā.*



**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 Test Scoring Sheet for Reading Mastery

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Circle 1 point or 2 points if the student answers correctly.

## Part 1

<b>Exercise 1</b>	step b	0	1 point
	step c	0	1 point
<b>Exercise 2</b>	step b	0	1 point
		0	1 point
		0	1 point
		0	1 point
		0	1 point
	step d	0	1 point
		0	1 point
	0	1 point	
	0	1 point	
<b>Exercise 3</b>	step b	0	2 points
	step c	0	2 points
<b>Exercise 4</b>	step b	0	2 points
	step d	0	2 points

Total Points

## Part 2

<b>Exercise 1</b>	step a	0	2 points
	step b	0	2 points
<b>Exercise 2</b>	step b	0	1 point
		0	1 point
	step 3	0	1 point
		0	1 point
	step d	0	1 point
	0	1 point	

Total Points

### Number of Points

0-7

8-10

### Start At:

*Reading Mastery*, Grade K, Lesson 11

If possible, should be placed in *Reading Mastery: Classic Edition*, Fast Cycle ,

### 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)

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