

Administering the Placement Test

As a rule, students who have performed well in a third grade reading program should be able to succeed in *Reading Mastery Signature Edition, Grade 3*. However, this rule may not apply to all students, particularly those who can decode words silently but cannot read aloud with sufficient accuracy (no more than two errors per 100 words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Signature Edition, Grade 3*.

The placement test on page 74 determines the rate-accuracy and comprehension performance of students. Administer the test to all the students before placing them in the program. The test results will provide you with:

- “baseline” information about their reading rate and accuracy
- a basis for evaluating their improvement after they have completed the program
- a means of identifying students who may be placed in the program “on trial,” and those who should not be placed in the program.

Part 1 of the test is to be administered individually to the students. They should not observe others taking the test. Part 1 requires about two minutes per student. You will need a stop watch. *If students make more than six errors on Part 1, do not administer Part 2 to those students.*

Part 2 of the test may be presented to more than one student at the same time. Part 2 requires the students to write answers to comprehension questions about the Part 1 passage.

Instructions for Part 1

Reproduce the one-page Placement Test that appears on page 74. Make one copy for each student that you are to test.

1. Call a student to a corner of the room, where the test will be given.
2. Give a copy of the test to the student.
3. Point to the column of words at the top of the test. Tell the student: “Touch word 1.” (Wait.) “That word is California.”
4. Repeat step 3 for words 2–5.
5. Point to the passage in part 1.
6. 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 two minutes to read the passage. Go.”
7. Time the student. 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. To record errors, make one tally mark for each error.

Count all the following behaviors as errors:

- Misreading a word (Count as one error.)
- Omitting a word part (Listen carefully for *s* and *ed*.) (Count as one error.)
- Sounding out a word but not saying the word at a normal speaking rate (Count as one error.)
- Skipping a word (Count as one error.)
- Skipping a line (Immediately show the student the correct line.) (Count as one error.)
- Not identifying a word within three seconds (Tell the word.) (Count as one error.)
- Reading a word incorrectly and then reading it correctly (Count as one error.)

Also count each word not read by the end of the two-minute time limit as an error. For example, if the student is eight words from the end of the passage by the end of the time limit, count eight errors.

Instructions for Part 2

After you've administered Part 1 to all the students, present Part 2 to those students who made no more than six errors on Part 1. (Part 2 is a group test.)

1. Assemble the students.
2. Give each student a copy of the placement test.

3. Make sure the students have pencils.
4. Give the group these instructions:
"These are questions about the passage that you read earlier. Write the answers to the comprehension items at the bottom of your paper. You have five minutes to finish the questions."
5. Collect the test sheets after five minutes

Answer Key Part 2

1. *Idea*: Because the ship was on fire
2. Linda, Kathy
3. lifeboats
4. Linda
5. 13
6. 10
7. hand
8. *Idea*: In a lifeboat
9. Japan
10. *Idea*: To see their father
11. 3 days

Placement Criteria

Use the table below to determine placement for each student.

Errors	Placement
If a student makes seven errors or more on Part 1 OR three errors or more on Part 2	Place the student in a reading program more elementary than <i>Reading Mastery Signature Edition</i> , Grade 3.
If a student makes no more than six errors on Part 1 AND no more than two error on Part 2.	Place the student at <i>Reading Mastery Signature Edition</i> , Grade 3, Level 1.

If you suspect that some students are too advanced for the program (students who score 0 or 1 on the placement test and who exhibit good comprehension skills), present the main story from lesson 103 to them. Present the tasks specified for the main story oral reading, and assign items 1–10 (17 responses) from lesson 103 in the workbook.

If the student makes no more than eight story-reading errors and no more than two workbook errors on lesson 103, place the student in a higher-level program, *Reading Mastery Signature Edition, Grade 4*.

Remedies

- If students fail Part 1, they are weak in decoding. The simplest remedy for these students is to select material that they are able to read without making more than two errors per 100 words. Set rate criterion for these students (based on the

rate at which they are able to read making no more than two errors per 100 words) and as they improve, change the criterion so they are required to read faster.

Continue to provide lots of practice until the students read at the minimum rate of 100 words per minute without making more than two errors per 100 words.

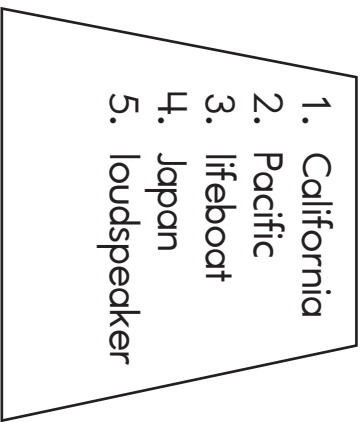
- If students fail Part 2, provide practice on basic comprehension questions (who, what, when, where, why). Direct these students to read aloud. Ask questions after each sentence. Make sure that each question can be clearly answered by the passage that the students read. Provide this kind of practice until the students are proficient at answering questions.

When you feel the students are firm on skills that were initially deficient, readminister the placement test.

Name _____

READING MASTERY SIGNATURE EDITION GRADE 3 PLACEMENT TEST

Part 1



“Fire! Fire!” a voice said over the loudspeaker. “The forward deck is on fire,” the voice announced. “Everybody, leave the ship. Get into the lifeboats!”

Linda and her sister were on their way from the United States to Japan. Linda was thirteen years old, three years older than Kathy. Their father was in Japan, and they were on their way to visit him. Three days before, they had left California on a great ship called an ocean liner. They were now somewhere in the middle of the Pacific Ocean.

“Fire! Fire!” the voice shouted. “Everybody get into the lifeboats!”

People were running this way and that way on the deck of the ship. They were yelling and crying.

“Hold on to my hand,” Linda said. The girls went to the lifeboats. People were all around them, showing and yelling. Linda could not see much. She was afraid. Suddenly she was no longer holding Kathy’s hand.

Suddenly a strong pair of arms grabbed Linda. “In you go,” a voice said. A big man picked Linda up and put her in the lifeboat.

“Where’s my sister?” Linda asked. Linda looked but she couldn’t see her younger sister.

Part 2

1. Why was everybody trying to leave the ship?

2. Name the two sisters that were on the ship.

3. People were trying to get into the

4. Which sister was older? _____
5. How old was that girl? _____
6. How old was her sister? _____
7. Linda told Kathy, “Hold on to my _____.”
8. When the big man picked up Linda, where did he put her? _____
9. What country were the girls going to? _____
10. Why were the girls going there? _____
11. How long had they been on the ship? _____