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 road

Lots of men went down the road in a little car.

A cow was sitting on the road. So the men ran to the cow.

"We will lift this cow," they said.

But the men did not lift the cow. "This cow is so fat we cannot lift it."

The cow said, "I am not so fat. I can lift myself." Then the cow got in the car.

The men said, "Now we can not get in the car." So the men sat on the road and the cow went home 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

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Number of Errors</th>
<th>Time (min:sec)</th>
<th>Entry Lesson</th>
<th>Instructional Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joel</td>
<td>7</td>
<td>2:19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td>2</td>
<td>1:46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandy</td>
<td>13</td>
<td>2:30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, (wwweennt 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 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.

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<table>
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<tr>
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<td>2:19</td>
<td>1</td>
<td>b</td>
</tr>
<tr>
<td>Maria</td>
<td>2</td>
<td>1:46</td>
<td>11</td>
<td>a</td>
</tr>
<tr>
<td>Sandy</td>
<td>13</td>
<td>2:30</td>
<td>121(RM)</td>
<td>c</td>
</tr>
</tbody>
</table>

### 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 road
lots of men went down the road in a little car.
a cow was sitting on the road. so the men ran to the cow. "we will lift this cow," they said.
but the men did not lift the cow. "this cow is so fat we can not lift it."
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the end