

Administering the Placement Test

As a rule of thumb, students who have successfully completed *Reading Mastery Signature Edition, Grade 1* or a first grade reading program should be able to succeed in *Reading Mastery Signature Grade 2*. 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 hundred words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Signature Edition, Grade 2*.

The reproducible Placement Test on page 76 determines the rate-accuracy and comprehension performance of students. Administer the test to all students before placing them in *Reading Mastery Signature Edition, Grade 2* or *Reading Mastery Signature Edition, Transition*. The test results will provide you with:

- “baseline” information about students’ reading rate and accuracy.
- a basis for gauging the process of students who are prepared to begin Grade 2.
- a means of identifying students who need the additional instruction and practice provided by Transition and those who should be placed in a Grade 1 sequence.

Instructions

- Make a copy of the blackline master of the Transition Placement Test (page 76) for each student.
- Part 1 of the test consists of ten vocabulary words and a reading passage. The vocabulary word reading is not scored. The reading passage contains 159 words and is timed and scored.
- 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 three minutes per student. You will need a stopwatch.
- Part 2 of the test may be presented to all the students at the same time. Part 2 requires the students to write answers to comprehension questions about the part 1 passage. Students have two minutes to complete part 2.

Test Administration Directions

Part 1 – Vocabulary Word Reading (Not Scored)

- (Call a student to a corner of the room, where the test will be given.)
- (Give a copy of the test to the student.)
 - (Teacher reference:)

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

- c. (Point to the column of words at the top of the test. Tell the student:) **Touch word 1.** (Pause.) **That word is expert.**
- d. (Repeat step c for words 2–10.)
- e. **Your turn to read those words.**
- f. **Word 1. What word?**
 - (Repeat for words 2–10.)
- g. (Repeat step f until firm.)

Part 1—Passage Reading

- h. (Point to the passage in part 1.)
- i. (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 three minutes to read the passage. Go.**
- j. (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. Make one tally mark for each error.)

Count each of the following behaviors as an error:

- Misreading a word
- Omitting a word part
- Skipping a word
- Skipping a line (Immediately show the student the correct line.)
- Not identifying a word within three seconds (Tell the word.)

Also count each word not read by the end of the three-minute time limit as an error. For example, if the student is 8 words away from finishing the passage by the end of the time limit, count 8 errors.)

- k. (Collect the test sheets.)

Criteria for Part 1

- Students who make 5 or fewer errors and read the passage in two minutes or less should proceed to part 2 of this test.
- Students who make fewer than 8 errors or read the passage between 2:01 and 3:00 minutes do not proceed to part 2 of this test. These students should be placed in the *Reading Mastery Signature Edition, Transition* program. (See Placement Criteria.)
- Students who make 8 or more errors should be placed in the Grade 1 sequence or in a reading program with comparable reading skills.

Part 2—Story Items

For students who have met the criteria, present part 2, which is a group test. Administer part 2 no more than two hours after students complete part 1. Here are the steps to follow:

- a. (Assemble the students.)
- b. (Give each student a copy of the placement test.)
- c. (Give the group these instructions:) **Follow along as I read the passage you read earlier.**

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.

(After reading the passage, say) **At the bottom of the page are questions about the passage. Read the questions to yourself. Write or underline the answers. You have two minutes to finish.**

- d. (Time the students. Collect the test sheets after two minutes.)

Answer Key Part 2

1. What was the first name of the man in the story? Bill
2. Underline 4 things he did to try to be more interesting.
 - frown more
 - talk louder
 - smile more
 - talk softer
 - whisper
 - talk faster
 - ask questions
 - talk slower
 - answer questions
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.

Sleep More Clinic

Scoring Criteria for the Placement Test

All students who make more than 8 errors on part 1 of the Transition Placement test should be placed in the Grade 1 sequence or in a program that teaches comparable reading skills.

Students who **should** be placed in the Transition program and begin instruction on Lesson 1 meet the following criteria on the Transition Placement Test:

- Students who make fewer than 8 errors on part 1 and read the passage between 2:01 and 3 minutes.
- Students who make 6 or 7 errors on part 1 and read the passage in 2 minutes or less.
- Students who make 5 or fewer errors on part 1 and read the passage in 2 minutes or less and make 2 or more errors on part 2.

Students who make 5 or fewer errors on part 1, read the passage in 2 minutes or less and make 1 or no errors on part 2 should be placed in the Grade 2 sequence and begin instruction on Lesson 1. These students can also be placed in the Transition program if necessary.

The following table shows the placement criteria for the Transition Placement Test:

Performance				
	Errors Part 1	Time Part 1	Errors Part 2	Placement
Grade 1	8 or more	3 minutes or less	NA	Grade 1
Transition	Fewer than 8	2:01 to 3 minutes	NA	Transition
Transition	6 or 7	2 minutes or less	NA	Transition
Transition	5 or fewer	2 minutes or less	2 or more	Transition
Grade 2	5 or fewer	2 minutes or less	1 or 0	Grade 2 OR Transition

Rate Table for the Placement Test

The following table shows the words per minute students read for specific times and numbers of errors on part 1 of the Transition Placement Test.

Errors									
Time	0	1	2	3	4	5	6	7	8
3:00	53	53	52	52	52	51	51	51	50
2:50	56	56	55	55	55	54	54	54	53
2:40	60	59	59	59	58	58	57	57	57
2:30	64	63	63	62	62	62	61	61	60
2:20	68	68	67	67	66	66	66	65	65
2:10	73	73	72	72	72	71	71	70	70
2:00	80	79	79	78	78	77	77	76	76
1:50	87	86	86	85	85	84	83	83	82
1:40	95	95	94	94	93	92	92	91	91
1:30	106	105	105	104	103	103	102	101	101
	Words per minute								

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?

3. His problem was that he
• was old • had five dogs • put people to sleep
2. Underline 4 things he did to try to be more interesting.
• frown more • talk louder
• smile more • talk softer
• whisper • talk faster
• ask questions • talk slower
• answer questions
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.
