Placement

Placement Procedures

To place children in *Horizons* Level A at the beginning of the school year, individually administer the placement test. A blackline master appears on page 157. Reproduce a copy for each child to be tested. Follow the test-administration procedures specified on page 156.

- If beginning readers score too high for placement in Level A, place them in Fast Track A–B.

- Place all children who do not pass the test either in a program that teaches them the skills needed to pass the test or in *Reading Mastery.* (For comparison of *Horizons* and *Reading Mastery,* see page 154.)

- Group children according to their performance on the placement test. No group should have more than 12 children. Ideally, the lowest-performing group would be the smallest group.

- Recognize that you should probably regroup children again after about 15–20 teaching days. Regroup on the basis of in-class and test performance.

To find the best placement for a child entering the program mid-year, administer in-program tests until the child fails a test. Start with Test 1 (lesson 10) and present the tests in sequence until the child fails the passing criterion. Place the child five lessons earlier than the failed test. (If the child fails Test 4, place the child at lesson 35. If the child fails Test 7, place the child at lesson 65.)

Note: If the only options for placing the incoming child are your reading groups, use a simplified version of the placement procedure. Present the in-program tests that are closest to where your groups are. If your groups are at lessons 96, 88, and 62, present Test 6 first. If the child fails Test 6, place the child in your lowest group at lesson 62, and do what you can to prepare the child. If the child passes Test 6, present Test 9. If the child fails Test 9, place the child at lesson 62. If the child passes Test 9, present Test 10. If the child fails Test 10, place the child at lesson 88.

Administering the Placement Test

- Make a copy of the blackline master of the placement test (page 157) for each child.

- Each child needs a copy of the test, a yellow crayon, and a red crayon.

- Individually administer the placement test.

- Use the child's copy to mark errors that the child makes. The simplest procedure is to give the child your copy of the placement test for parts 1 and 2. Mark errors on the child's copy.

Test Administration Directions

Part 1—Identifying Lowercase Letters

a. Touch the bird at the top of the page. ✔
- These are letters. Touch the first letter after the bird. ✔
- What's that letter? [a.]
- Touch the rest of the letters one at a time and tell me the letter names. [f, e, l, r, t, m.] (Record errors.)
b. Touch the ladybug. ✔
- Touch the first letter after the ladybug. ✔
- What's that letter? [i.]
- Touch the rest of the letters one at a time and tell me the letter names. [s, n, y, o, p, b, d.] (Record errors.)

Part 2—Identifying Uppercase Letters

a. Touch the cat. ✔
- The letters on this row are capital letters.

b. Touch each letter and tell me the letter name. [N, T, F, L, B, R, E, A.] (Record errors.)

Part 3—Directions: Non-Scorable Items

a. The bottom of the page has large pictures. You're going to do things to those pictures with the crayons.
b. Touch each picture and tell me what it is. [Dog, tree, skunk, fish.] (Correct errors.)

Part 4—Directions: Scorable Items

a. Listen: You're going to make a yellow line under the skunk.
- What color line are you going to make? [Yellow.]
- Where are you going to make the yellow line? [Under the skunk.]
- Do it. (Record errors.)
b. Listen: You're going to make a red circle around the dog.
- What color circle are you going to make? [Red.]
- Where are you going to make the red circle? [Around the dog.]
- Do it. (Record errors.)
c. Listen: You're going to draw a red line that goes from the fish to the skunk.
- What color line are you going to make? [Red.]
- You're going to make the line from the fish to something else. What will the line go to? [The skunk.]
d. Touch the fish. ✔
- Draw the line from the fish to the skunk. (Record errors.)

a f e l r t m

i s n y o p b d

N T F L B R E A
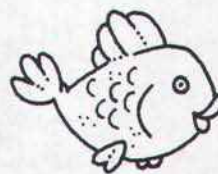
Placement Test Summary Sheet

Name

Part 1–Identifying Lowercase Letters

Item																			
a	+/–																		
f	+/–																		
e	+/–																		
l	+/–																		
r	+/–																		
t	+/–																		
m	+/–																		
i	+/–																		
s	+/–																		
n	+/–																		
y	+/–																		
o	+/–																		
p	+/–																		
b	+/–																		
d	+/–																		

Total errors for part 1

Part 2–Identifying Uppercase Letters

Item																			
N	+/–																		
T	+/–																		
F	+/–																		
L	+/–																		
B	+/–																		
R	+/–																		
E	+/–																		
A	+/–																		

Total errors for part 2

Part 4–Directions: Scorable Items

Item																				
Item 1	yellow	+/–																		
	line	+/–																		
	under skunk	+/–																		
Item 2	red	+/–																		
	circle	+/–																		
	around dog	+/–																		
Item 3	red	+/–																		
	line	+/–																		
	fish to skunk	+/–																		

Total errors for part 4

Total test errors

Scoring the Placement Test

Record each child's test performance on a copy of the Placement Test Summary Sheet (page 158).

Placement in Fast Track A–B

Place children in Fast Track A–B if they meet the Fast Track A–B error limit for each of the three parts **and** if they make no more than the specified error limit for the entire test (2 errors). **That means if the child exceeds the error limit on any part, or makes a total of more than two errors on the entire test, the child should not be placed in Fast Track A–B, but in Level A.**

Error limits

Part 1: 0 to 2 errors

Part 2: 0 or 1 error

Part 4: 0 or 1 error

Total for the entire test: 0 to 2 errors

Placement in Level A

Place children in Level A if they meet the Level A error limit for each of the three parts **and** if they make no more than the specified error limit for the entire test (7 errors).

Error limits

Part 1: 0 to 4 errors

Part 2: 0 to 2 errors

Part 4: 0 to 4 errors

Total for the entire test: 3 to 7 errors

Placement in *Reading Mastery,* Level 1

Children place in *Reading Mastery* if they fail to place in Fast Track A–B or Level A in one part of the test **or** if they make a total of more than seven errors.

If it is not practical to place children in different programs, *Horizons* Level A represents the best compromise. The higher-performing children will do well in the program. Those who fail the placement criteria for Level A should receive some preparation before reading instruction begins (or concurrently with the first lessons of the reading program). These children need work in following directions and in various language concepts—especially prepositions. A good resource is *Language for Learning (Distar Language 1).* Present at least the first 50 lessons for lower performers. Ideally, these children would receive instruction in *Language for Learning* throughout the year.

Lower performers may also need additional work in letter identification; however, Level A provides a lot of practice with letter identification.

Placement

Placement Procedures

To place children in *Horizons* Level B at the beginning of the school year, individually administer the Level B placement test. A blackline master of that test appears on page 101. Reproduce a copy for each child to be tested. Follow the test-administration procedures specified on page 104.

- Group children according to their performance on the placement tests. No group should have more than 15 children. Ideally, the lowest-performing group would be the smallest group.

- Recognize that you should probably regroup children again after about 15–20 teaching days. Regroup on the basis of in-class and test performance.

Placement for Mid-year Students

To find the best placement for a child entering the program mid-year, administer in-program tests until the child fails a test. Start with test 1 (lesson 10) and present the tests in sequence until the child fails the passing criterion. Place the child five lessons earlier than the failed test. (If the child fails test 4, place the student at lesson 35. If the child fails test 7, place the student at lesson 65.)

Note: If the only options for placement of the incoming child are your reading groups, present the tests that are closest to where your groups are. If your groups are at lessons 96, 88, and 62, present test 6 first. If the child fails test 6, place the child in your lowest group at lesson 62, and do what you can to prepare the child. If the child passes test 6, present test 9. If the child fails test 9, place the child at lesson 62. If the child passes test 9, present test 10. If the child fails test 10, place the child at lesson 88.

1. don't
2. one
3. do
4. fox

1. down
2. started
3. before
4. other

1. shirt
2. which
3. have
4. just

Sid liked things that were clean.   6

But the town he lived in had lots of   15

dirt.   16

Sid told his mom, "I will make it   24

rain. The rain will make this town   31

clean."   32

"But how will you make it rain?"   39

Sid said, "I will sing. What I sing   47

will bring rain."   50

Administering the *Horizons* Level B Placement Test

- - - - - - - - - - - - - - - - - -

1. don't	1. down	1. shirt
2. one	2. started	2. which
3. do	3. before	3. have
4. fox	4. other	4. just

Sid liked things that were clean. 6
But the town he lived in had lots of 15
dirt. 16
   Sid told his mom, "I will make it 24
rain. The rain will make this town 31
clean." 32
   "But how will you make it rain?" 39
   Sid said, "I will sing. What I sing 47
will bring rain." 50

- Make a copy of the blackline master of the Level B Placement Test (page 101) for each child.

- Individually administer the placement test.

- Use the child's copy to mark errors that the child makes. The simplest procedure is to give the child your copy of the placement test. Mark errors on the child's copy.

- Allow children to sound words out before reading them. Give them only a reasonable amount of time (5 seconds) to respond before you mark a word wrong.

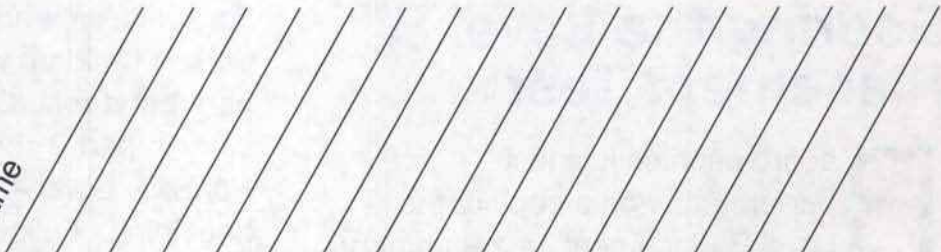## Test Administration Directions

Part 1—Reading Words

a. Touch the dinosaur at the top of the page. ✔
b. These columns are words you'll read.
c. Touch the first column. Read the words. *[Don't, one, do, fox.]* (Record errors.)
- Next column. Read the words. *[Down, started, before, other.]* (Record errors.)
- Last column. Read the words. *[Shirt, which, have, just.]* (Record errors.)

Part 2—Story Reading

a. Find the star. ✔
b. (Instruct each child to read the story. The child can read words by saying the sounds first or by reading the words the fast way. Mark all errors. Circle words that the child omitted.)
c. (Stop the child after 6 errors or 1 and 1/2 minutes.)
d. (Record errors, number of words read, and time. If children do not complete the passage, figure out the number of words the child read in the 1 and 1/2 minutes. The number at the end of each line indicates the number of words in the passage up to that point.)

Horizons Level B Placement Test Summary Sheet

Name														
Part 1–Reading Words														
Item														
don't	+/−													
one	+/−													
do	+/−													
fox	+/−													
down	+/−													
started	+/−													
before	+/−													
other	+/−													
shirt	+/−													
which	+/−													
have	+/−													
just	+/−													
Total errors for part 1	✕													
Part 2–Story Reading														
Errors														
Number of Words Read														
Time														
Total errors for part 2														
Total test errors														

Scoring the Level B Placement Test

Record each child's test performance on a copy of the Level B Placement Test Summary Sheet, page 105.

Placement in Level B

Place children in Level B if they meet the Level B error limit for all parts, making no more than the specified error limit for the entire test (5 errors).

Error limits for Level B

Part 1: 0 to 2 errors

Part 2: 0 to 4 errors

Total for the entire test: 2 to 5 errors

Placement in Other Levels

For children who make 0–1 error on the entire test: Children who make 0 or 1 error on the entire test and read the passage in 1 minute or less may read too well to place appropriately at the beginning of *Horizons* Level B. Administer the placement test for Post *Horizons* Level B. Children who pass the post-B test should not be placed in Level B, but in a third-grade reading program. Children who fail the post-B test should be placed in Level B. Follow the procedures outlined in placement for mid-year students, page 100, for placing these children.

For children who make 3–5 errors on part 1: Children who make 3–5 errors on part 1 and read 25 or more words in the story in part 2 should be placed in *Horizons* Level A, but not at the beginning. Follow the procedures outlined in placement for mid-year students, page 100.

For children who make 6 or more errors on part 1: Children who make 6 or more errors on part 1 and read fewer than 25 words in the story should be placed at the beginning of *Horizons* Level A or *Horizons* Fast Track A–B. Administer the *Horizons* Fast Track A–B/Level A Placement Test, page 102.

Administering the *Horizons* Fast Track A–B/Level A Placement Test

Horizons Fast Track A–B/Level A Placement Test

a f e l r t m

i s n y o p b d

N T F L B R E A

Copyright © SRA/McGraw-Hill. Permission is granted to reproduce this page for classroom use.

Horizons Level B   Teacher's Guide

106   *Horizons* B   Teacher's Guide

Administering the Placement Test

As a rule of thumb, students who have successfully completed *Horizons* Fast Track A–B or a first and second grade reading program should be able to succeed in *Horizons* Fast Track C–D. 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 *Horizons* Fast Track C–D.

The reproducible Placement Test on page 84 determines the rate-accuracy and comprehension performance of students. Administer the test to all students before placing them in the program. The test results will provide you with:

- "baseline" information about students' 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 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 two and a half minutes per student. You will need a stop watch.

Part 2 of the test may be presented to all students at the same time. Part 2 requires the students to write answers to comprehension questions about the Part 1 passage. Students have 2 minutes to complete Part 2.

Instructions for Part 1

Reproduce the Placement Test that appears on page 84. Make one copy for each student that you are to test. Then follow these steps:

1. Call a student to a corner of the room, where the test will be given.

2. Show a copy of the test to the student.

Part 1 Vocabulary Reading

- (Teacher reference:)

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

3. Point to the column of words at the top of the test. Tell the student: Touch word 1. (Wait.) That word is **expert.**

4. Repeat step 3 for words 2–10.

5. Your turn to read those words.

6. Word 1. What word?

7. Repeat step 6 for words 2–10.

Part 1 Passage Reading

8. Point to the passage in Part 1.

9. 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.

10. 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 (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.)

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.

11. Collect the test sheet.

Instructions for Part 2

After you've administered Part 1 to all the students, present Part 2, which is a group test. Administer Part 2 no more than 2 hours after students complete Part 1. Here are the steps to follow:

1. Assemble the students.

2. Give each student a copy of the placement test.

3. Give the group these instructions: At the bottom of the page are questions about the passage that you read earlier. Write the answers. You have two minutes to finish.

4. 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
   • <u>smile more</u>
   • whisper
   • <u>ask questions</u>
   • answer questions
   • <u>talk louder</u>
   • talk softer
   • <u>talk faster</u>
   • talk slower

3. His problem was that he
   • was old
   • had five dogs
   • <u>put people to sleep</u>

4. He practiced in front of
   • his wife
   • <u>the mirror</u>
   • 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

Placement Criteria

Use the table below to determine placement for each student.

Errors	Placement
If a student makes 6 errors or more on Part 1 **OR** 2 errors or more on Part 2	Place the student in a reading-language program more elementary than *Horizons* Fast Track C–D.
If a student makes no more than 5 errors on Part 1 **AND** no more than 1 error on Part 2.	Place the student in *Horizons* Fast Track C–D lesson 1.

Remedies

The performance on the test shows whether students are weak in decoding or comprehension. Their performance may also imply 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 about two errors per hundred 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 hundred words) and as they improve, change the criterion so they are required to read faster. Continue to provide ample practice until the students read at the minimum rate of 90 words per minute without making more than two errors per hundred 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.

Retesting

When you feel that students are firm on skills that were initially deficient, readminister the Placement Test. If students fail a second time, they should be placed, if possible, in a more elementary program.

Part 1

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

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. _____