

Placement Test

SRA Essentials for Writing is appropriate for high-school students who can read at least at fourth-grade level and have completed *SRA Expressive Writing* or *SRA Reasoning and Writing* or have passed the Placement Test. If students do not qualify for *SRA Essentials for Writing*, give them the placement test for *SRA Expressive Writing*.

The Placement Test provides for three outcomes:

1. The student lacks the necessary skills to place in *SRA Essentials for Writing*.
2. The student places at Lesson 1 of *SRA Essentials for Writing*.
3. The student places at Lesson 16 of *SRA Essentials for Writing*.

Administering the Placement Test

Reproduce copies of the test. Students will need a copy of the test and 2 pieces of lined paper. Place the test copies facedown on the students' desks.

1. Write your name, date, and class period on both sheets of your lined paper. Write part 1 on the first line of one sheet. Write part 2 on the first line of the second paper. Pencils down when you are finished. ✓

2. Turn over your test instructions and find part 1. Keep your pencils down. ✓
 - You are going to copy this passage on your lined paper as perfectly as you can. Copy all the punctuation. Spell all the words correctly. You will have 2 minutes. (Observe but do not give feedback.)
3. (After 2 minutes) Stop. Pencils down. Hold up your paper with your copied passage. (Collect the papers.)
4. Find part 2. ✓
 - You will have 15 minutes to write a passage describing what your life might be like when you are 40 years old. Think about the kind of family you will be living with; think about the kind of work you will do; think about your hobbies. You may begin writing. (Observe but do not give feedback.)
5. (After 10 minutes:) You have 5 more minutes to finish your passage.
6. (After 5 more minutes:) Your time is up. (Collect the lined papers with the response to part 2.)

PLACEMENT TEST CRITERIA

PLACEMENT TEST SUMMARY CHART

Student Names													
Part 1A (amount copied)													
Select 1 of these.	Fewer than 50 words: Insufficient skills (Fail)												
	50–65 words: Low Adequate skills (Low Pass)												
	More than 65 words: Adequate skills (High Pass)												
Part 1B (number of errors)													
Select 1 of these.	More than 10 errors: Insufficient skills (Fail)												
	5–10 errors: Low Adequate skills (Low Pass)												
	Fewer than 5 errors: Adequate skills (High Pass)												
Part 2													
Select 1 of these.	Passage most closely matches sample ①: Insufficient skills (Fail)												
	Passage most closely matches sample ②: Low Adequate skills (Low Pass)												
	Passage most closely matches sample ③: Adequate skills (High Pass)												
Placement													
Students with 3 fails are not placed in the program.	Select 1 of these.												
Students with 3 high passes are placed in Lesson 16.													
Students with anything else are placed in Lesson 1.													

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SRA Essentials for Writing

Placement Test

Part 1 On a separate piece of paper, copy the following passage exactly with all punctuation and spelling correct. You have 2 minutes.

Al didn't say anything, but he had a lot of thoughts. Most of them had to do with how ridiculous Roger was. Al had beaten Roger in every distance event. Al was tempted to say, "You could follow his training procedures all year long, and I'd still beat you in one mile, two miles, or cross country." But all Al said was, "So you're going to buy into his program?"
"Yeah," Roger replied.

Part 2 On a separate piece of lined paper, describe what your life might be like when you are 40 years old.

Placement Test Answer Key

Part 1.

A. Count the number of words copied.

Al didn't say anything, but he had a lot of thoughts. Most of them had to do	17
with how ridiculous Roger was. Al had beaten Roger in every distance event.	30
Al was tempted to say, "You could follow his training procedures all year long,	44
and I'd still beat you in one mile, two miles, or cross country." But all Al said	61
was, "So you're going to buy into his program?"	70
"Yeah," Roger replied.	73

B. Count the number of incorrectly copied letters or punctuation marks (up to 10) for the passage.

Part 2. (Describe what your life might be like when you are 40 years old.)

Give the written passage a score of 1, 2, or 3, using the following descriptions and sample anchor passages. Ignore spelling errors.

Passage receiving a score of ①:

Description: The passage makes almost no sense. Errors in sentence structure are pervasive and verbs are in the wrong tense or the forms are consistently incorrect.

Sample 1a:

When I was 40 years old on that time I was police will arrest people who drunk and driving and some fighting on a street is my life when I was 40 years old.

Sample 1b:

I like to play football when I was 40 years old my mom was in California and I was play in NFL football Chicago the most player in Chicago and I'm the most all start in NFL I have my wife and son.

Passage receiving a score of ②:

Description: The passage communicates intended meaning, but there are numerous errors in sentence construction and verb form.

Sample 2a:

When I'm 40 years old, maybe I'll become one of those actors in the movies cream, I like ones in Mexico or maybe I will Be a police officer, make a family and children, or not I will take care of old women and girls or a sick person. Or the nurse can be my job.

Sample 2b:

In my 40s, my life will be different. I don't know if I'm going to be a wife or mother. I don't know. All I know is that I'm going to be on my own. I'm not going to see my family every day and night. My work will be a doctor. My hobbies are volleyball and basketball. My family is a family that is always there for me through goods and bads.

Sample 2c:

When I was 40 years old, I gonna have a huge family and a huge house for my kids. I want to take care of them. And teach them what to do every day so they grow up for living. For my work I want to become a teacher. When I become a teacher I want my kids to know that teaching is the way you know more about something that you don't know.

Passage receiving a score of 3:

Description: The passage communicates intended meaning. There are fewer errors in sentence construction. Passage organization may be problematic. Ideas are not fully elaborated.

Sample 3a:

When I grow up I will become a doctor. I will help other people, that need help like my mother. She is a nurse and she said, "I want you to become a doctor" so I want to make my mother's dream come true. For myself I have a future goal. I want to become a singer but my parents don't want that. They want me to become a doctor. The reason why I want to become a singer is I want to be famous.

Sample 3b:

What I want for my life when I'm 40 years of age is to have a job and a wife. I want to become governor. That's why I'm trying my best to become a better person, trying to keep our city clean, treat others the way they should be treated, and help poor people with their problems.

My hobby when I grow up will be playing golf. That is the only game I know that old people like to play.

I want my family to be peaceful and I want children and the type of friends that are smart and don't do bad things.

Sample 3c:

When I am forty years old, I know my life is going to be different. I'm going to have a big family. I'll have a husband and kids. I'm also going to work and find money for my family especially my children. I'm going to be a grandmother too. I'm going to do all the things that mothers should do. I'm going to enjoy my life if I was become this age.