

Language for Writing Placement Test

How to Administer the Placement Test

1. Make a copy of the student Placement Test pages (pages 67–68) for each student.
 2. Before testing, familiarize yourself with the Placement Test Instructions (page 66), the Answer Key (on this page) and Scoring the Placement Test (page 65).
 3. Administer the Placement Test to the entire group or class at one time.
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Answer Key

LANGUAGE FOR WRITING
Placement Test

Score Box 

1. Name _____ Date _____

2.

| | | |
|--------|----------|------|
| animal | clothing | food |
|--------|----------|------|

 **clothing**  **animal**

 **food**  **food**

 **clothing**  **animal**

3. Circle the words that are part of your head.

| | | | | | | | | |
|----------------------------|------------------------------|---------------------------|---------------------------------------|-----------------------------|---------------------------|----------------------------|----------------------------|----------------------------|
| <input type="radio"/> nose | <input type="radio"/> pencil | <input type="radio"/> dog | <input checked="" type="radio"/> hair | <input type="radio"/> mouth | <input type="radio"/> sun | <input type="radio"/> ears | <input type="radio"/> legs | <input type="radio"/> eyes |
|----------------------------|------------------------------|---------------------------|---------------------------------------|-----------------------------|---------------------------|----------------------------|----------------------------|----------------------------|

4. A bird is flying as a fish is to **swimming**.

5. How is a tree the **same** as a flower? **(Accept all reasonable responses.)**

6. That afternoon, the girl went to the store to buy some bread.
a. Who went to the store to buy some bread? **the girl**
b. Where did she go? **to the store**
c. When did she go? **that afternoon**
d. Why did she go? **to buy some bread**

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LANGUAGE FOR WRITING
Placement Test

Name _____

7. Circle the sentences that tell about the picture.
Cross out the sentences that do not tell about the picture.


a. **They are sitting at a table.**
b. **The dog is reading a newspaper.**
c. **Three chairs are in the picture.**
d. **The man is reading a newspaper.**
e. **More than one dog is in the picture.**
f. **The man is standing.**

8. Circle the sentences that tell about the picture.
Cross out the sentences that do not tell about the picture.


a. **Two women are washing a car.**
b. **A cat is on top of the car.**
c. **The car is wet.**
d. **Three boys are washing a car.**
e. **An animal is on top of the car.**
f. **All three women are working.**

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Scoring the Placement Test

◆ SCORE THE TESTS.

| Item number | Points | Scoring Criteria |
|--------------|--------|--|
| 1 | 1 | Name and date. |
| 2 | 6 | Count a point for each correct answer. |
| 3 | 5 | Count a point for each correct answer. Subtract a point for each incorrect answer. |
| 4 | 1 | Do not count off for <i>swim</i> or misspelling of <i>swimming</i> . Wrong answers include <i>water</i> and <i>playing</i> . |
| 5 | 1 | Count reasonable answers such as <i>plants, they grow, have leaves, need water, need sun</i> as correct. |
| 6 | 4 | Count one point for each correct answer. Do not count off for misspelled words. |
| 7 | 6 | Count as correct if sentence, or letter in front of sentence, is circled or crossed out appropriately. |
| 8 | 6 | |
| Total Points | 30 | |

◆ COUNT THE NUMBER OF POINTS.

Enter the number in the Score Box in the upper right-hand corner of the first student page.

◆ PLACE THE STUDENTS.

| | |
|--------------------|---|
| 25–30 points | Place in <i>Language for Writing</i> , lesson 11, after quickly reviewing lessons 1 through 10. |
| 23–24 points | Place in <i>Language for Writing</i> , lesson 1. |
| 22 points or fewer | Give the placement test for <i>Language for Learning</i> or <i>Language for Thinking</i> . |

Notes:

- If you are teaching the entire class, and some of your students score 25–30 points and others score 23–24 points, start the program at lesson 1.
- If the student cannot copy or write legibly, do not place in *Language for Writing*.
- If the student cannot read approximately 80 or more words per minute in second-grade reading materials with 97% accuracy or higher, do not place in *Language for Writing*.

Placement Test Instructions

Note: When three-fourths of the students are finished with an item, move on to the next item. Tell students they will complete the unfinished item later.

(Give each student a copy of the blackline master.)

1. Everybody, touch number 1. ✓

Touch the word **name**. ✓

Write your name on the line. Put your pencil down when you're finished.

- (Write today's date on the board.) Now look at the board. I have written today's date.
- Everybody, touch the word **date**. ✓ Copy today's date on the line. Put your pencil down when you're finished.

2. Everybody, touch number 2. ✓

- Touch the words in the box as I read them.

animal clothing food

- You will copy the word **animal** next to the pictures that are animals. You will copy the word **clothing** next to the pictures that are clothing. You will copy the word **food** next to the pictures that are food.
- Now, on the line after each picture, write the word that goes with the picture. Put your pencil down when you're finished.

3. Touch number 3. ✓

- Touch the words in the box as I read them.

nose pencil dog hair mouth
sun ears legs eyes

- Now circle the words that are part of your head. Put your pencil down when you're finished.

4. Touch number 4. ✓

- This sentence says **A bird is to flying as a fish is to** blank.
- Write the word that finishes the sentence.

5. Touch number 5. ✓

- This sentence asks **How is a tree the same as a flower?**
- Write one way that a tree and a flower are the **same**.

6. Touch number 6. ✓

- This sentence says **That afternoon, the girl went to the store to buy some bread.**
- Answer the questions below the sentence. Put your pencil down when you're finished.

7. Turn to the next page. Touch number 7. ✓

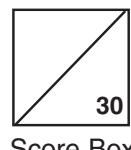
- You will read the sentences next to the picture. Some of the sentences tell about the picture. You are going to **circle** sentences that tell about the picture. You are going to **cross out** sentences that do not tell about the picture.
- Everyone, what are you going to do to show that a sentence tells about the picture? (Signal.) *Circle it.*
- What are you going to do to show that a sentence does not tell about the picture? (Signal.) *Cross it out.*
- Now read the sentences and follow the instructions. Put your pencil down when you're finished.

8. Touch number 8. ✓

- Read the sentences next to the picture. Circle the sentences that tell about the picture, and cross out the sentences that don't. Put your pencil down when you're finished.

(Collect students' papers.)

Language for Writing Placement Test



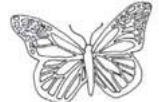
Score Box

1. Name _____ Date _____

2.

animal clothing food













3. Circle the words that are part of your head.

nose pencil dog hair mouth sun ears legs eyes

4. A bird is to flying as a fish is to _____.

5. How is a tree the **same** as a flower? _____

6. That afternoon, the girl went to the store to buy some bread.

a. Who went to the store to buy some bread? _____

b. Where did she go? _____

c. When did she go? _____

d. Why did she go? _____

Language for Writing Placement Test

Name _____

7. Circle the sentences that tell about the picture.

Cross out the sentences that do not tell about the picture.

- a. They are sitting at a table.
- b. The dog is reading a newspaper.
- c. Three chairs are in the picture.
- d. The man is reading a newspaper.
- e. More than one dog is in the picture.
- f. The man is standing.



8. Circle the sentences that tell about the picture.

Cross out the sentences that do not tell about the picture.

- a. Two women are washing a car.
- b. A cat is on top of the car.
- c. The car is wet.
- d. Three boys are washing a car.
- e. An animal is on top of the car.
- f. All three women are working.

