

# GRADE 2 READING PLACEMENT TEST

As a rule of thumb, students who have successfully completed Reading Mastery Transformations Grade 1 Reading or a first-grade reading program should be able to succeed in Reading Mastery Transformations Grade 2 Reading. 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 2 errors per 87 words). Also, students who are extremely weak in answering written comprehension questions should not go into Reading

accuracy. The student will work on the student's copy by reading unmarked part 1 and answering items in part 2.)

- Part 1 of the test consists of 11 vocabulary words (list A and list B) and a reading passage. The vocabulary word reading is not scored. The reading passage contains 178 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 3 minutes per student. You will need a stopwatch or timer.

- 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 2 minutes to complete part 2.

## Instructions for Part 1 and 2

### Part 1—Vocabulary Word Reading (Not Scored)

- (Call a student to a corner of the room, where the test will be given.)
- (Give a student copy of the test to the student. Have a teacher's copy of the test in front of you to mark errors and time.)
- (Point to list A words at the top of the test. Tell the student:)
  - Touch word 1. (Pause.) That word is expert.
  - Touch word 2. (Pause.) That word is clinic.
  - Touch word 3. (Pause.) That word is interest.
  - Touch word 4. (Pause.) That word is changes.
  - Touch word 5. (Pause.) That word is themselves.
  - Touch word 6. (Pause.) That word is people.
- Your turn to read those words.
  - Word 1. What word? Expert.
  - Word 2. What word? Clinic.
  - Word 3. What word? Interest.
  - Word 4. What word? Changes.
  - Word 5. What word? Themselves.
  - Word 6. What word? People.
- (Repeat step e until firm.)
- (Point to list B words at the top of the test. Tell the student:)
  - Touch word 1. (Pause.) That word is difference.
  - Touch word 2. (Pause.) That word is mirror.
  - Touch word 3. (Pause.) That word is through.
  - Touch word 4. (Pause.) That word is practicing.
  - Touch word 5. (Pause.) That word is questions.



## Answer Key for 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
- 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 sleep expert
- a dog expert

6. Name the place where she worked.

Sleep More Clinic (Accept approximate spellings)

## Placement Criteria

Use the table below to determine placement for each student.

| Errors   | Placement   |
|--|---|
| If a student makes 7 errors or more on part 1<br>OR<br>2 errors or more on part 2  | Administer a placement test for a more elementary reading program, such as Reading Mastery Transformations Grade 1 Reading. |
| If a student makes no more than 6 errors on part 1<br>AND<br>no more than 1 error on part 2 (can answer written comprehension items) | Place the student in Reading Mastery Transformations Grade 2 Reading.   |
| If a student makes 0–1 errors in less than 1:20 on part 1<br>AND<br>no errors on part 2  | Administer placement test for Reading Mastery Transformations Grade 3 Reading.  |

Name \_\_\_\_\_

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- whisper
  - talk faster
  - talk slower
  - ask questions
  - 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.
-

# GRADE 2 LANGUAGE ARTS PLACEMENT TEST

Students who place into Reading Mastery Transformations Grade 2 Reading are appropriately placed into Grade 2 Language Arts. The Grade 2 Language Arts program is also appropriate for students who meet grade-level expectations for beginning any grade 2 reading program. Students who do not place into a grade 2 reading program may still benefit from Grade 2 Language Arts, but may need some support. You might pair these students with stronger readers who can assist if their partner has trouble decoding a word in the workbook or textbook.

Students should also be able to copy words at no less than 8 words per minute. Students who do not meet this criterion may need additional support. In order to evaluate writing fluency, administer the placement test. Before beginning lesson 1, reproduce the page and distribute a copy to each student. The script for presenting the task appears below.

## Administering the Placement Test

- (Write the date on the board.)  
Write your name and the date at the top of your paper. Then put your pencil down. ✓
- Touch the little story that is in the box. ✓
- I'll read that story. Follow along: Six men ran in a race. Jon won the race. He got a big prize. He was happy.
- Everybody, touch the lines below the story. ✓  
You're going to copy that whole story. Everybody, touch the letter A. ✓ You'll start right after the letter A. You'll copy the story just the way it is written. You'll spell all the words correctly. You'll put in the capital letters and the periods just the way they are shown in the story. You'll write quickly and carefully. If you finish before I say stop, sit quietly and read the story to yourself. Make sure you copied correctly.
- The first sentence of the story is: Six men ran in a race. That's the first sentence you'll copy. Then you'll copy the rest of the story. Pencils ready. ✓  
You have 2 minutes. Get ready. Go.

(Time students. After 2 minutes, say:)

Everybody, if you're not finished, stop now and put your pencil down.

- (Collect papers.)

## Scoring

Record the number of omitted words and misspelled words on each student's test paper. The rate criterion is 8 words a minute (16 words in 2 minutes). A student may omit up to 2 words and meet the rate criterion. The accuracy criterion is 75%. A student may make up to 4 mistakes and meet the criterion.

- Omitted words (words not copied). Read each student's story. Mark any places where the student omitted words. Count the number of omitted words (those overlooked or those at the end of the story that were not written). Write the number. If the number is 2 or less, circle Pass. If the number is more than 2, circle Fail.
- Misspelled words. Mark each misspelled word. Write the number. If the number is 4 or less, circle Pass. If the number is more than 4, circle Fail.
- Total the number of omitted and misspelled words.

## Writing Fluency and Grouping

Students who do not pass the rate and accuracy criteria on the writing fluency task can begin the Grade 2 Language Arts program but should practice writing fluency. A good procedure is to devote 10 minutes a day to writing fluency. Set an initial goal of a rate of 7 words a minute with 75% accuracy, increasing the goal to 8 words a minute when most students are successful.

The results of the writing fluency task may also be used to group students. Grouping students who write at a similar rate will help lessons flow more smoothly, as there will be less variation in the time it takes students to finish the writing tasks. One method is to use the total number of omitted and misspelled words to order students from the highest total to the lowest total. If possible, place students with higher totals in smaller groups.

Sample practice passages and a presentation script can be accessed as a resource in your course.

