Identifying and Placing Students

Program Flexibility

Students are placed into the *AC* according to their individual needs. Students who are performing far below grade level are given an opportunity to catch up through an intensive, accelerated, comprehensive language arts program that begins at a level at which the student can be successful while learning new content at an accelerated rate. The guidelines incorporated into the *AC* have been developed to ensure equity and prevent discrimination.

To ensure the greatest success for all students and to avoid pitfalls sometimes associated with grouping, follow these guidelines:

❶ **Assign students to groups using the placement tests in this guide.** The placement testing procedures for the *AC* are designed to be efficient and effective. Follow them carefully. (See Placement Tests on pages 31–53.)

❷ **Provide smaller instructional group sizes for the lower levels.** In scheduling groups, provide for smaller group sizes for the lower levels.

Placement	Size Suggestions for Instructional Groups
Decoding A	12
Decoding B1	16
Decoding B2	20
Decoding C	25
Comprehension B1, C	32

Provide flexibility in grouping by constantly monitoring and correcting the appropriateness of the placements of individual students in the groups. The Oral Reading Placement Test should be considered an initial indicator of a student's instructional level. Keep in mind that student performance on a placement test will not tell you how quickly a student will be able to progress. The best indicator of appropriate placement is student performance within a group. If an individual student is learning content with more ease than other students in a

group, consideration should be given to moving the student to a group at a higher level. Similarly, if a student is unable to achieve mastery after tutoring and individual attention, the student should be moved

Day-by-day mastery.
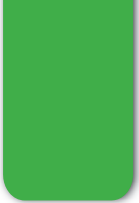
Identifying and Placing Students

Not all students will start at the beginning of the system and move through all the programs in lockstep fashion. Students are placed into these programs according to their skill levels as determined by a Placement Test. Students may enter the system at any of several points, depending on their skill level.

1

2

3

4
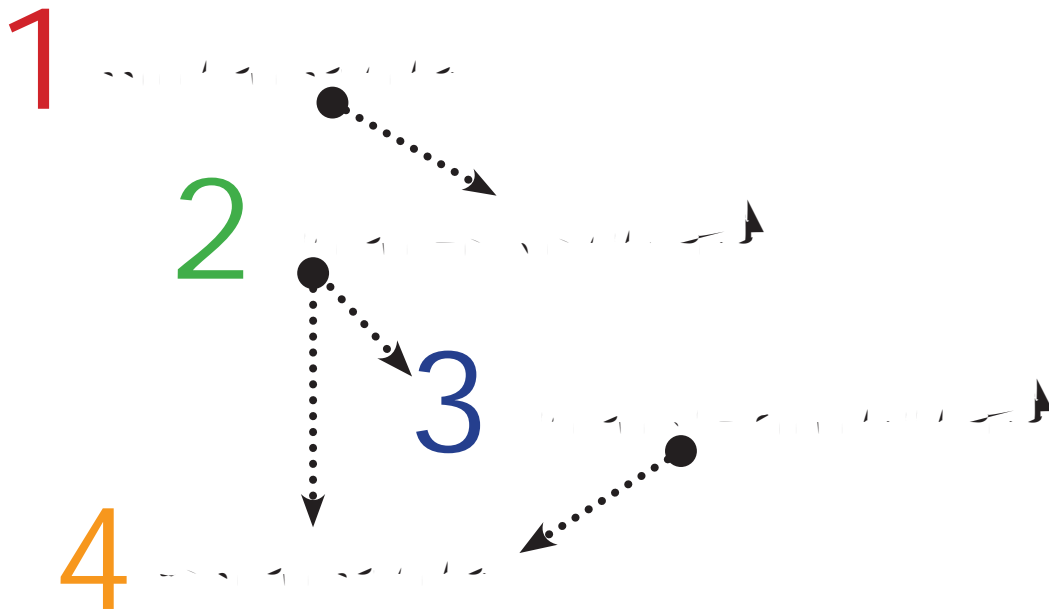
Placement Test scores indicate where students should begin in the *AC* . Because not all teachers have the same amount of time with students, three schedules have been established for each entry point. The schedules are guides only—you will need to adapt the most appropriate schedule to meet your needs.

Guidelines for Coordinating Instructional Programs

1. Based on Placement Test results, select the appropriate entry point.

2. Select the appropriate schedule (1, 2, or 3 periods).

3. Work through the core programs in order as suggested on the Pacing Charts.

4. As you use the core programs, remember to use the Mastery Tests built into those programs. Students must pass the Mastery Tests to move on. Provide remediation as needed, and adjust your schedule. Remember, the schedules are guidelines only.

5. When you have extra time, want to assign homework, or need to pull students for remediation, you might want to use supplemental components, such as *Ravenscourt Books, Enrichment* or *Test Preparation Blackline Masters, Content Connections,* and *Student Practice CDs.*

REACH HIGHER System Placement Tests

1

- Use any standardized test or state or local competency test to screen students. After you have determined which students will benefit from intervention, give the *AC* Oral Reading Test to place each student.

2

- The Oral Reading Test is an individual test that takes just a few minutes. However, if you are testing many students, you might want to form an assessment team to handle the testing. The assessment team can be classroom teachers, substitute teachers, or paraprofessionals who have been trained in giving and scoring the tests. The assessment team will concentrate on testing, freeing other teachers to conduct regular classes.

Materials for the Oral Reading Test

- Blackline masters of the oral reading portion of the Placement Test are on pages 31–34 of this guide. Make copies of the appropriate pages for each student. With students in Grade 9–Adult, begin with Part 3 of the test and move up or down until the student places in a Decoding level or places out of the Decoding program.

- You will need a stopwatch or a watch with a second hand.
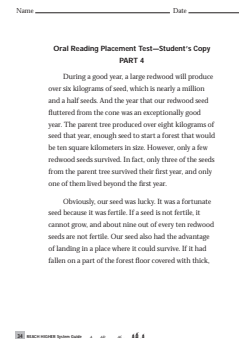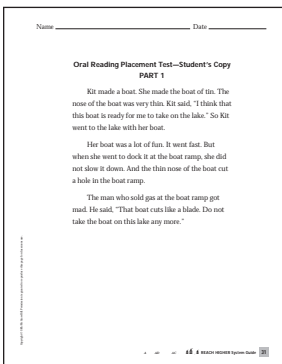
- Blackline masters of your recording/scoring forms for the oral reading portion are on pages 35–38 of this guide. Make copy of the pages for each student.

- Guidelines for placement are on pages 35–38, 43, and 45 of this guide.

Testing Setup

- Select a quiet place to administer the test. Students who are to be tested later should not observe or listen to another student being tested. When administering the test, sit across from the student. Position the test form so the student cannot see what you are writing on the form.

Scoring Guidelines

- If the student omits a word, mark an **X** above the omitted word.

- If the student adds a word that does not appear in the story, mark an **X** between two words to show where the word has been added.

- If the student misidentifies a word, mark an **X** above the misidentified word. Do not count the same misidentified word more than once. (For example, if the student misidentified the name "Hurn" four times, count only one error.)

- If the student cannot identify a word within three seconds, say the word, and mark an **X** above it.

- If the student makes a mistake and then self-corrects by saying the correct word, mark an **X** above the word.

- If the student sounds out a word but does not pronounce it at a normal speaking rate, ask: **What word?** If the student does not identify it, mark an

Instructions for Administering the Oral Reading Parts of the Test

Fill out the student information lines of the test form. Keep it and hand the student a clean copy of the test.

Oral Reading Placement Test—Student's Copy
PART 1

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for me to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

Name _____ Date _____

Oral Reading Placement Test—Student's Copy
PART 3

Hurn was sleeping when it happened. Hurn didn't hear the big cat sneak into the cave that Hurn called his home. Suddenly Hurn was awake. Something told him, "Beware!" His eyes turned to the darkness near the mouth of the cave. Hurn felt the fur on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn's mother had come back with them after she had been out hunting. She had always come back. And Hurn had always been glad to see her. But now she was not in the cave. Hurn's sister, Surt, was the only happy smell that reached Hurn's nose.

Oral Reading Placement Test—Student's Copy
PART 4

During a good year, a large redwood will produce over six kilograms of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over eight kilograms of seed that year, enough seed to start a forest that would be ten square kilometers in size. However, only a few redwood seeds survived. In fact, only three of the seeds from the parent tree survived their first year, and only one of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.

Name _____ Date _____

Reading Placement _____

Oral Reading Placement Test—Teacher's Scoring Copy
PART 1

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for me to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

• •

Time _____

Errors _____

Placement:
- If 22 or more errors, administer Oral Reading Part 2 Test.
- If 12 through 21 errors and more than 2 minutes, start the student in Decoding A, Lesson 1.
- If 12 through 21 errors and 2 minutes or less, administer Oral Reading Part 2 Test.
- If 0 to 11 errors and more than 2 minutes, start the student in Decoding B1, Lesson 1.
- If 0 to 11 errors and less than 2 minutes, administer Oral Reading Test Part 3.

Name _____ Date _____

Reading Placement _____

Oral Reading Placement Test—Teacher's Scoring Copy
PART 2

Can she see if it is dim?

And it can fit in a hand.

Now the hat is on her pet pig.

I sent her a clock last week.

How will we get dinner on this ship?

The swimming class went well.

When they met, he felt happy.

Then she told me how happy she was.

The tracks led to a shack next to the hill.

They said, "We will plant the last of the seeds."

What will you get when you go to the store?

You left lots of things on her desk.

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· ·

Time _____

Errors _____

Placement:

If 41 or more errors, do not place in Corrective Reading; use a beginning reading program.

If 8 through 40, start the student in Decoding A, Lesson 1.

If 0 to 7 errors, start the student in Decoding B1, Lesson 1.

Count as errors

Word omissions/insertions

If the student cannot identify a word within 3 seconds say the word for the student, and mark it wrong.

Name _____ Date _____

Reading Placement _____

Oral Reading Placement Test—Teacher's Scoring Copy
PART 3

Hurn was sleeping when it happened. Hurn

didn't hear the big cat sneak into the cave that

Hurn called his home. Suddenly Hurn was awake.

Something told him, "Beware!" His eyes turned to

the darkness near the mouth of the cave. Hurn felt

the fur on the back of his neck stand up. His nose,

like noses of all wolves, was very keen. It made him

very happy when it smelled something good. But

now it smelled something that made him afraid.

Hurn was five months old. He had never seen a

big cat. He had seen clover and ferns and grass. He

had even eaten rabbits. Hurn's mother had come

back with them after she had been out hunting. She

had always come back. And Hurn had always been

glad to see her. But now she was not in the cave.

Hurn's sister, Surt, was the only happy smell that

reached Hurn's nose.

• •

Time _____

Errors _____

Placement:

  If 16 or more errors, start in Decoding B1, Lesson 1.

  If 6 to 15 errors and more than 2:30 minutes, start student in Decoding B1, Lesson 1.

  If 6 to 15 errors and 2:30 minutes or less, start student in Decoding B2, Lesson 1.

  If 0 to 5 errors and more than 2:30 minutes, start student in Decoding B2, Lesson 1.

  If 0 to 5 errors and 2:30 minutes or less, administer Oral Reading Test Part 4.

Count as errors

  Word omissions/insertions

  If the student cannot identify a word within 3 seconds (say the word to the student, and mark it wrong)

  Each misidentified word (do not count the same word twice)

  Self-corrected words

  If the student is sounding out a word correctly but does not pronounce it at a normal speaking rate, ask, "What word?" Mark the word wrong if the student does not say it correctly.

Do not count as errors

  Rereading words or phrases correctly

A   AD   AC   **REACH HIGHER System Guide** **37**

Name _____ Date _____

Reading Placement _____

Oral Reading Placement Test—Teacher's Scoring Copy
PART 4

During a good year, a large redwood will produce over six kilograms of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over eight kilograms of seed that year, enough seed to start a forest that would be ten square kilometers in size. However, only a few redwood seeds survived. In fact, only three of the seeds from the parent tree survived their first year, and only one of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.

· ·

Time _____

Errors _____

Placement:

- If 9 or more errors or more than 1:30 minutes, start the student in Decoding B2, Lesson 1.
- If 4 to 8 errors and more than 1:30 minutes, start the student in Decoding B2, Lesson 1.
- If 4 to 8 errors and 1:30 minutes or less, start the student in Decoding C, Lesson 1.
- If 0 to 3 errors and more than 1:20 minutes, start the student in Decoding C, Lesson 1.
- If 0 to 3 errors and 1:20 minutes or less, do not start in Decoding. Doesn't need the *C* ,, ⊠ ,,, *D* ,,, program.

Count as errors

- Word omissions/insertions
- If the student cannot identify a word within 3 seconds (say the word to the student, and mark it wrong)
- Each misidentified word (do not count the same word twice)
- Self-corrected words
- If the student is sounding out a word correctly but does not pronounce it at a normal speaking rate, ask, "What word?" Mark the word wrong if the student does not say it correctly.

Do not count as errors

- Rereading words or phrases correctly

3

- Generally, you will not need to give the Comprehension Screening and Placement Tests. There are a couple of circumstances under which you will need to give the Comprehension Tests: If a student places out of the *C*   *Decoding* program or in *Decoding B2* or *C,* administer the Comprehension Tests.

- The placement procedure for the *C*   *Comprehension* program is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or group.

- Students who make more than seven errors on the screening test take a second test (Test 2) that places them in *Comprehension A, Comprehension A Fast Cycle,* or *Comprehension B1.* This test is individually administered.

- Students who make seven or fewer errors on the screening test take a second test (Test 3) that places them in Comprehension B1, Comprehension B1 Fast Cycle, or Comprehension C. This test requires written responses and is presented to an entire class or group.

- The battery of placement tests is also designed to identify students who perform either too low or too high for the *Comprehension* programs.

Materials for the Comprehension Screening Test 1

- Test 1 is on pages 48–49 in this guide. Make copies of the pages for each student.

Comprehension Screening Test

Name _____ Class _____ Date _____
School _____ Tester _____
Errors _____ Give Test 2 _____ Give Test 3 _____

Circle the answer.

Tom and Jerrit are the same age. Jerrit is 15 years old. So . . .

Tom is at least 16 years old.

Tom is less than 15 years old.

Tom is 15 years old.

Instructions for Administering Test 1 of the Comprehension Screening Test

- The screening test (Test 1) is made up of 16 multiple-choice items. Students are to complete it in no more than 10 minutes.

- Each tester should become thoroughly familiar with both the presentation procedures and the acceptable responses for the various comprehension items. Tester judgment is called for in evaluating the appropriateness of responses to many items.

- Reproduce one copy of the test for each student (see pages 48–49). Then use the following procedure to administer the test:

  - Make sure all students have a pencil.
  - Pass out the test forms, face down.
  - Tell students: Turn your paper over and write your name at the top. You will circle the correct answer for each item. Begin now.
  - Do not provide help either for decoding the items or identifying the answers.
  -

Answer Key

♩	c	;	a
◀	a, d, e, h	♩/	b
	d	♩♩	b
♩	b, e, h, j	♩◀	c
	d	♩	d
،	b	♩♩	b
،	c	♩	c
،	d	♩،	b

Instructions for Administering Test 2 of the Comprehension Placement Test

- Each tester should become thoroughly familiar with both the presentation procedures and the acceptable responses for the various comprehension items. Tester judgment is called for in evaluating the appropriateness of responses to many items. (For a discussion of procedures and responses, see pages 45–47.)

- Test 2, the first placement test, is administered individually. The teacher

Placement

- Total the student's errors by counting every circled response number. Enter the total in the Part 1 errors score blank at the beginning of the test form. Then determine the placement of the student. You may reproduce the *AC* **Placement Tracking Chart** on page 54 to record student placement.

Errors	Program Placement
31 or more	Place in a beginning language program, e.g., *Language for Learning*
27 to 30	

Instructions for Administering Test 3
of the Comprehension Placement Test

- Test 3, the second placement test, is a written test administered to the group. Students answer 19 items. They underline sentence parts, write answers to questions, and indicate correct responses to multiple-choice items. The test requires about 10 minutes to administer.

- Reproduce one copy of the test for each student (see pages 52–53). Then use the following procedure to administer the test:

  - Make sure all students have a pencil.
  - Pass out the test forms, face down.
  - Tell students: Turn your paper over and write your name at the top. You will write the correct answer for each item. Begin now.
  - Do not provide help either for decoding the items or identifying the answers.
  - At the end of the 10-minute period, collect the test forms.

Scoring

- The Answer Key below shows the correct answers. Each incorrect response counts as 1 error. For items 1 and 2, if students correctly underline only part of the specified group of words in Section B, score ½ error. Item 3 should be counted as three separate answers.

- Enter the total number of errors in the score blank at the beginning of the test form. Then determine the placement of the student.

Answer Key

0. a. wapdumpos
   b. (words underlined: *little plants that grow in twinglers*)

1. a. drosling
   b. (words underlined: *a small kerchief around his wrist*)

   a. Idea: 1000 gallons
   b. Idea: 1100 gallons
   c. Idea: The price of milk will go up.

- You may prompt a student by saying, You've named two ways they're different. Can you think of another way? If the student does not respond within ten seconds after the reminder, circle the number and go to the next item.

- The responses printed on the test sheet are only samples, not an exhaustive list of appropriate answers. A student's response is appropriate if it (a) expresses how the objects are the same (or how they are different) and (b) has not already been given for the pair of objects.

- Note that the responses are correct for the **different** items even if a student mentions only one of the items. For instance, if the student says that the ice-cream cone has a cone but does not mention the hamburger, the assumption is that the hamburger does not have a cone. Therefore, the response is acceptable.

- If you are in doubt about the acceptability of a response, ask the student to give a different one. For example, the student responds to Item 1 by indicating that a hamburger is hot, a hamburger has a bun, and an ice-cream cone is cold. The last response is questionable because it is the opposite of the first response. Say, Can you name another way that an ice-cream cone is different from a hamburger? Score the student's response to your question.

Items 4–6: Analogies

- Item 4 is an analogy that tells where objects are found (or where the objects typically operate). Any response that accurately tells where is acceptable. For example, *lake, stream, fishing hole, ocean, aquarium,* and *under lily pads* are acceptable.

- Item 5 tells which class each object is in. Acceptable responses include *cold-blooded things, animals, food,* and *living things.*

- Item 6 deals with parts of objects. Acceptable responses include *fins, tail, gills, scales, eyes,* and *teeth.*

Items 7 and 8: Statement Repetition

- These items test statement-repetition skills. The student receives as many as three tries at repeating the statement. You say the statement and tell the student to repeat it. If the student says exactly what you say, draw a line through the response number for that trial. If the student does not say exactly what you say, circle the number. As soon as the student repeats the statement correctly, go to the next item.

For example, if the student correctly says the statement in Item 7 on the first try, draw a line through 7a and go to Item 8. If the student does not say the statement correctly on the first try, circle 7a, and say, **Let's try it again.** Repeat the statement. Continue until the student has said the item correctly or until you have circled 7c.

- Students must say the words clearly so students do not confuse them with other words. Listen for word substitutions, word omissions, and the omission of word endings—for example, saying *twenty-seven* instead of *twenty-seventh* in Item 7. On the second and the third tries, you may emphasize the part of the sentence the student said incorrectly.

Items 9–13: Basic Information

- These items test general information. For Items 9 and 12, there is more than one acceptable response. For the others, however, only one answer is acceptable.

Items 14–17: Deductions

- These items assess the student's ability to use deductions. Nonsense words are used in Item 17. If students object to the nonsense words, remind them, **You can still answer the questions even if you don't know the meanings of some of the words.**

- Students are not required to use the precise words specified for the items; however, they should give acceptable substitutions.

Items 18–19: Divergent Reasoning

- These items test the student's ability to use concepts related to true and false.

Comprehension Screening Test

Name _____ Class _____ Date _____

School _____ Tester _____

Errors _____ Give Test 2 _____ Give Test 3 _____

0 Circle the answer.

Tom and Jerrit are the same age. Jerrit is 15 years old. So …

- Tom is at least 16 years old.
- Tom is less than 15 years old.
- Tom is 15 years old.
- Tom is older than Jerrit.

1 Circle the name of each object that is a container.

- bag
- phone
- book
- purse
- briefcase
- ring
- belt
- dresser

Circle the answer.

What is the holiday we celebrate on January 1?

- Labor Day
- Memorial Day
- Thanksgiving
- New Year's Day
- The 4th of July

Circle the class name for the objects. _____

_____

_____

_____

Read to the student.	Circle errors.	Read to the student.	Circle errors.
12. What is a synonym for *sad?* *Unhappy, downcast*	12	**16.** Listen: **No brick walls have paint specks.** Jerome has a brick wall. What else do you know about it? *Idea: It doesn't have paint specks.*	16
13. One season of the year is summer. Name the three other seasons. *Fall, winter, spring (can be given in any order)*	13	**17.** Here's a rule. It has silly words, but you can still answer the questions. **Listen: All lerbs have pelps.** **a.** Tom has a lerb. What do you know about his lerb? *Idea: It has pelps.* **b.** What would you look for to find out if something is a lerb? *Idea: Pelps.*	17a 17b
14. Listen: **If a dog is green, it has five legs.** **a.** Pam's dog is green. What else do you know about it? *Idea: It has five legs.* **b.** Jim has something with five legs. Is it green? *Idea: Maybe, or I don't know.*	14a 14b	**18.** Listen: **It is a farm animal that has four legs, goes *moo*, and gives milk.** **a.** Is that true of a cow? *Yes.* **b.** Is that true of only a cow? *Yes.*	18a 18b
15. Listen: **Some lobsters are red.** **a.** Tony has a lobster. Is it red? *Idea: Maybe, or I don't know.* **b.** May has a lobster. Is it red? *Idea: Maybe, or I don't know.*	15a 15b	**19.** Listen to this statement, and tell me what's wrong with it. **He was fifteen years old, and his younger sister was eighteen years old.** *Idea: His sister is not younger than he is.*	19

Comprehension Placement Test 3

0 T.e. a ☒d. a d. . , ☒e. a ☒ ☒a☒. . ☒ . e .

    a. The sentence tells the meaning of a word. Which word? _____

    _____

                                                   _____

    _____

_____

_____

Comprehension Placement Test 3

⌐ F⸱ eac⸱ ⸱ ⸱ d ⊠e ef⊠c⸱ ⸱ ⸱ , ⊠⸱⊠e ⸱ be⸱ f⊠e⸱ ⸱ d⸱ ⸱ ⸱ a ef⸱ ⊠e⸱ ⸱⊠c⸱ ⸱ ⊠ a⊠ ea ⊠e a e⊠ ⸱ .

currency   _____   1.   all at once

⸱ _____