



Administering the Placement Test

A placement test for Level 2 and a separate placement test for Level 1 have been provided to help ensure appropriate student placement in the curriculum.

Make a copy of the appropriate Placement Test Record (pages 3–6 for Level 2 and page 11 for Level 1) for each student completing the Placement Test. Provide the student with a copy of the Placement Test (pages 7–10 for Level 2 and pages 12–14 for Level 1). Administer the Placement Test to each student, following the directions on the Placement Test Record. Have each student start with Section 1 on the Placement Test. For the Level 1 Placement Test, direct the student to read the list of words and then to read the sentence. Mark each error on the Placement Test Record with a slash (/). For the Level 2 Placement Test, direct each student to read the list of words. Then have the student complete the one-minute timed reading. Again, mark each error on the Placement Test Record with a slash (/). Stop administration as directed. Identify and record the student's placement information at the top of the Placement Test Record.



Remember to consider individual needs and pacing for students at risk for learning disabilities, English Language Learners, students with language delays, and students with intellectual disabilities. The Placement Test is an informative guide to help you place a student in the curriculum, and the results should take into account the individual needs of the student. As the teacher, you should place students in the section of the curriculum at which you feel they will most benefit.

Placement Test Record, Level 2

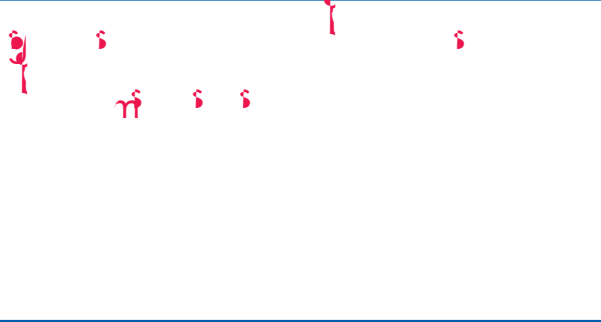
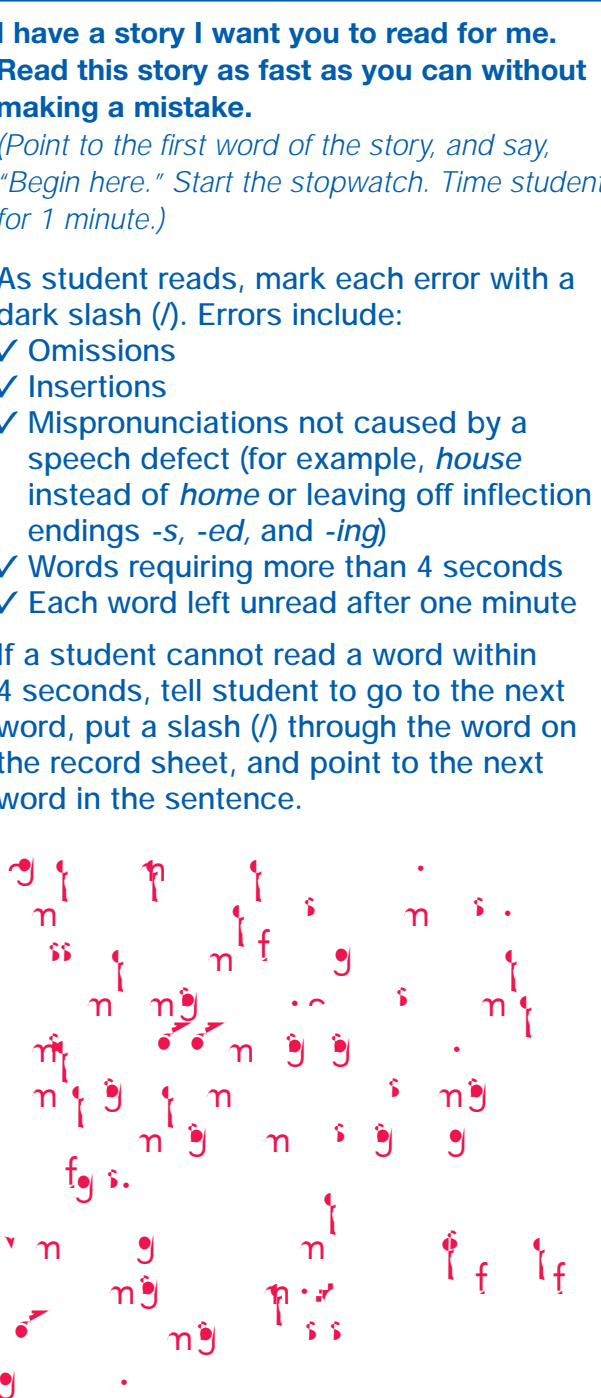
<p>Placement</p> <p><input type="checkbox"/> Administer Placement Test for Level 1</p> <p><input type="checkbox"/> Level 2, Teacher's Edition ____ Lesson ____</p>
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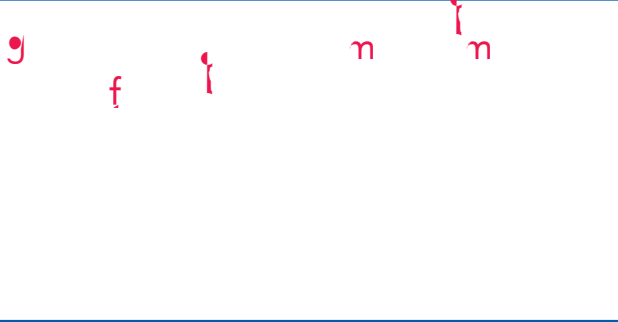
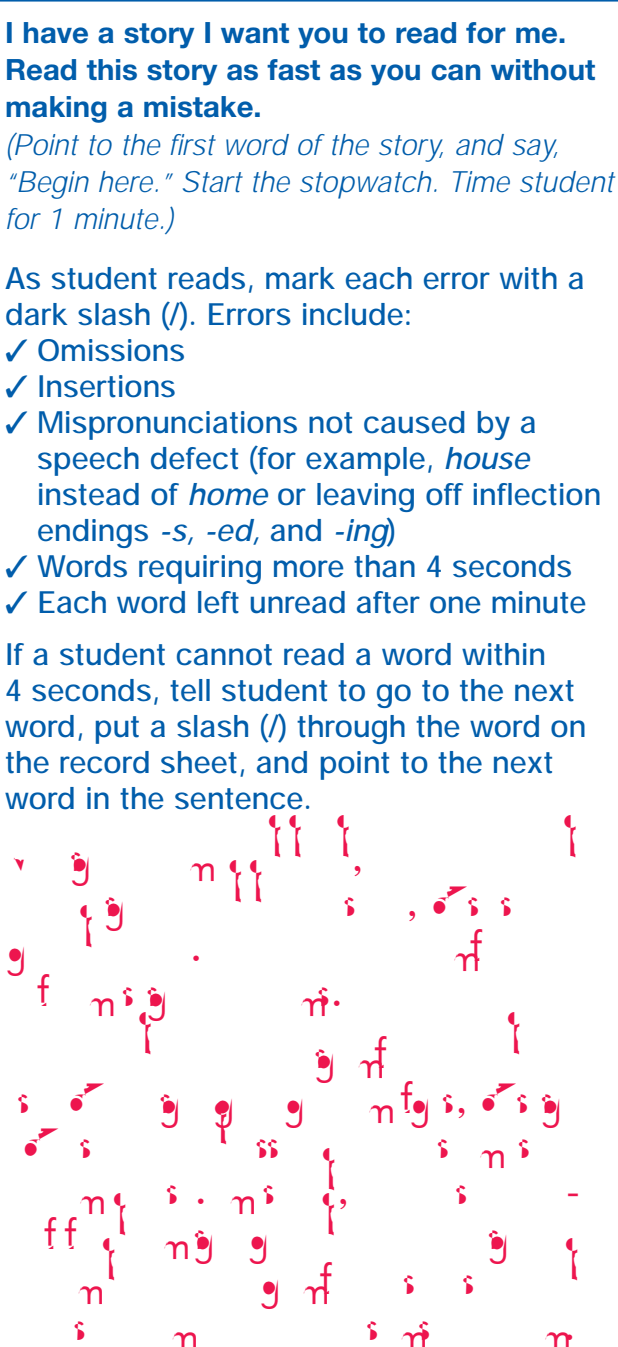
<p>Section 1—A</p> <p><i>Number of Errors</i> _____</p>		<p>1 or no errors: Continue to Section 1—B.</p> <p>2 or more errors: Stop administration. Administer Placement Test for Level 1.</p>
<p>Section 1—B</p> <p><i>Number of Errors</i> _____</p>	<p>I have a story I want you to read for me. Read this story as fast as you can without making a mistake. <i>(Point to the first word of the story, and say, "Begin here." Start the stopwatch. Time student for 1 minute.)</i></p> <p>As student reads, mark each error with a dark slash (/). Errors include:</p> <ul style="list-style-type: none"> ✓ Omissions ✓ Insertions ✓ Mispronunciations not caused by a speech defect (for example, <i>house</i> instead of <i>home</i> or leaving off inflection endings <i>-s</i>, <i>-ed</i>, and <i>-ing</i>) ✓ Words requiring more than 4 seconds ✓ Each word left unread after one minute <p>If a student cannot read a word within 4 seconds, tell student to go to the next word, put a slash (/) through the word on the record sheet, and point to the next word in the sentence.</p>	<p>2 or fewer errors: Continue to Section 2.</p> <p>3 or more errors: Stop administration. Administer Placement Test for Level 1.</p>

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<p>Section 2—A</p> <p><i>Number of Errors</i> _____</p>		<p>1 or no errors: Continue to Section 2—B.</p> <p>2 or more errors: Stop administration. Place student in Level 2, Teacher's Edition A, Lesson 1.</p>
<p>Section 2—B</p> <p><i>Number of Errors</i> _____</p>	<p>I have a story I want you to read for me. Read this story as fast as you can without making a mistake.</p> <p><i>(Point to the first word of the story, and say, "Begin here." Start the stopwatch. Time student for 1 minute.)</i></p> <p>As student reads, mark each error with a dark slash (/). Errors include:</p> <ul style="list-style-type: none"> ✓ Omissions ✓ Insertions ✓ Mispronunciations not caused by a speech defect (for example, <i>house</i> instead of <i>home</i> or leaving off inflection endings <i>-s</i>, <i>-ed</i>, and <i>-ing</i>) ✓ Words requiring more than 4 seconds ✓ Each word left unread after one minute <p>If a student cannot read a word within 4 seconds, tell student to go to the next word, put a slash (/) through the word on the record sheet, and point to the next word in the sentence.</p> 	

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<p>Section 3—A</p> <p><i>Number of Errors</i> _____</p>		<p>1 or no errors: Continue to Section 3—B.</p> <p>2 or more errors: Stop administration. Place student in Level 2, Teacher's Edition A, Lesson 21.</p>
<p>Section 3—B</p> <p><i>Number of Errors</i> _____</p>	<p>I have a story I want you to read for me. Read this story as fast as you can without making a mistake. <i>(Point to the first word of the story, and say, "Begin here." Start the stopwatch. Time student for 1 minute.)</i></p> <p>As student reads, mark each error with a dark slash (/). Errors include:</p> <ul style="list-style-type: none"> ✓ Omissions ✓ Insertions ✓ Mispronunciations not caused by a speech defect (for example, <i>house</i> instead of <i>home</i> or leaving off inflection endings <i>-s</i>, <i>-ed</i>, and <i>-ing</i>) ✓ Words requiring more than 4 seconds ✓ Each word left unread after one minute <p>If a student cannot read a word within 4 seconds, tell student to go to the next word, put a slash (/) through the word on the record sheet, and point to the next word in the sentence.</p> 	<p>2 or fewer errors: Continue to Section 4.</p> <p>3 or more errors: Stop administration. Place student in Level 2, Teacher's Edition A, Lesson 21.</p>

<p>Section 4—A</p> <p>Number of Errors_____</p>		<p>1 or no errors: Continue to Section 4—B.</p> <p>2 or more errors: Stop administration. Place student in Level 2, Teacher's Edition B, Lesson 41.</p>
<p>Section 4—B</p> <p>Number of Errors_____</p>	<p>I have a story I want you to read for me. Read this story as fast as you can without making a mistake. <i>(Point to the first word of the story, and say, "Begin here." Start the stopwatch. Time student for 1 minute.)</i></p> <p>As student reads, mark each error with a dark slash (/). Errors include:</p> <ul style="list-style-type: none"> ✓ Omissions ✓ Insertions ✓ Mispronunciations not caused by a speech defect (for example, <i>house</i> instead of <i>home</i> or leaving off inflection endings <i>-s</i>, <i>-ed</i>, and <i>-ing</i>) ✓ Words requiring more than 4 seconds ✓ Each word left unread after one minute <p>If a student cannot read a word within 4 seconds, tell student to go to the next word, put a slash (/) through the word on the record sheet, and point to the next word in the sentence.</p> 	<p>2 or fewer errors: Place student in regular classroom reading instruction only.</p> <p>3 or more errors: Stop administration. Place student in Level 2, Teacher's Edition B, Lesson 41.</p>

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Placement Test, Level 2

Section 1

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