

Appendix A Placement Tests

1. Make a copy of the student Placement Test pages (pages 115–116) for each student.
2. Before testing, familiarize yourself with the Placement Test Instructions (page 114), the Answer Key (on this page) and Scoring the Placement Test (page 113).
3. Administer the Placement Test to the entire group or class at one time.

LANGUAGE FOR WRITING
Placement Test

1. Name _____ Date _____

2. animal clothing food

clothing animal
food food
animal clothing

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

slip, ears, bone, cover, nose, pencil, chin, hair, mid

trimming
all reasonable
responses
the girl
store
that afternoon
to buy some bread

Score Box: 30

LANGUAGE FOR WRITING
Placement Test

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

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

Score Box: 30

Scoring the Placement Test

| ◆ | | |
|---|---|---|
| | | |
| | 1 | Name and date. |
| | 6 | Count a point for each correct answer. |
| | 5 | Count a point for each correct answer. Subtract a point for each incorrect answer. |
| | 1 | Do not count off for <i>im</i> or misspelling of <i>imming</i> . Wrong answers include <i>a e</i> and <i>la ing</i> . |
| | 1 | Count reasonable answers such as <i>la</i> , <i>he go</i> , <i>ha e lea</i> , <i>need a e</i> , <i>need n</i> as correct. |
| | 4 | Count one point for each correct answer. Do not count off for misspelled words. |
| | 6 | Count as correct if sentence, or letter in front of sentence, is circled or crossed out appropriately. |
| | 6 | |
| | | |

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

| ◆ | |
|--------------------|---|
| 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> . |

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*.

Placemen Tes Ins & c ions

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.)

Everybody, touch number 1. ✓
Touch the word ✓
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 ✓
Copy today's date on the line. Put your pencil down when you're finished.

Everybody, touch number 2. ✓
Touch the words in the box as I read them.

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

You will copy the word next to the pictures that are animals. You will copy the word next to the pictures that are clothing. You will copy the word 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.

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.

Touch number 4. ✓
This sentence says
blank.

Write the word that finishes the sentence.

Touch number 5. ✓
This sentence asks
a ne ?

Write one way that a tree and a flower are the

Touch number 6. ✓
This sentence says

Answer the questions below the sentence.
Put your pencil down when you're finished.

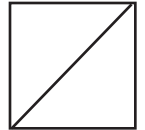
Turn to the next page. Touch number 7. ✓
You will read the sentences next to the picture. Some of the sentences tell about the picture. You are going to sentences that tell about the picture. You are going to sentences that do not tell about the picture.

Everyone, what are you going to do to show that a sentence tells about the picture? (Signal.) *Ci cle i* .
What are you going to do to show that a sentence does not tell about the picture? (Signal.) *C ol i o* .

Now read the sentences and follow the instructions. Put your pencil down when you're finished.

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.)

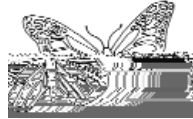


Score Box

Name _____ Date _____

animal clothing food













Circle the words that are part of your head.

nose pencil dog hair mouth sun ears legs eyes

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

How is a tree the _____ as a flower? _____

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? _____

