# *Corrective Reading*
# Decoding Placement Test

## Preparation

Reproduce one copy of the test for each student and each tester administering the individual sections of the test. A reproducible copy appears at the end of this appendix. Fill out the top lines of the test (student information, date, and name of tester) before administering the test.

## Administration

Select a quiet place to administer the individual sections of the test. Students who are to be tested later should not observe or hear another student being tested.

You will need a stopwatch or a timer for timing some of the passages. When administering the test, sit across from the student.

Call up students one at a time. Hand a clean copy to the student to read from. You will mark their performance on their copy of the test. Position their copy of the test so that the student cannot see what you are writing.

### *Part 1: Paragraph Reading (Timed)*

**1** (Place a clean version of Part 1 in front of the student while you record errors on the student's test sheet as the student reads.)

- Touch Part 1. ✓

**2** The main character in this story is named Yoko. What's the main character's name in this story? *Yoko.*

**3** Read this story out loud. Follow along with your finger so you don't lose your place. Read carefully.
(Begin timing as soon as the student begins reading the first sentence.)

**4** (Record each decoding mistake the student makes in oral reading. Mark an X on the student's test to show where the student made each mistake.)

- 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 1 error.
- If the student cannot identify a word within 3 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 then identify it correctly, mark an X above the word.
- Do not count the rereading of a word or phrase as an error if each word is read correctly both times.

**5** (After each word-identification error, tell the student the correct word.
When recording errors, try not to distract students by allowing the marks you're making on their test form visible or obvious.)

**6** (Stop timing as soon as the student completes the story.)

**7** (Enter the total errors for Part 1 in the box at the bottom of the passage. After the slash in the box, record the time the student took to complete the passage. Then use the Placement Test Matrix to determine the next test to be administered (Part 2 or Part 3) or the student's placement. If the student's performance determines placement, circle the student's placement level (A or B1) at the top of their test sheet.)

**Note:** If you wish to use diagnostic procedures, you can use additional code information to indicate the type of mistake the student makes. You may, for example, write **SC** above self-corrections, **SO** above sound-out mistakes, and **O** above the omitted words. You may also wish to write the incorrect response the student says for misidentified or inserted words.

## Part 2: Sentence Reading (Untimed)

**Note:** Part 2 consists of a series of sentences to be read aloud by the student. You **do not** time this part of the test.

**1** (Place a clean version of Part 2 in front of the student while you record errors on the student's test sheet as the student reads.)

• Touch Part 2. ✓

**2** Read these sentences out loud. Follow along with your finger so you don't lose your place. Read carefully.

**3** (Record each decoding error the student makes while reading. When the student finishes reading Part 2, enter the total errors for Part 2 in the box at the bottom of the passage. Then use the Placement Test Matrix to determine the student's placement. Circle the student's placement level (N/A, A, or B1) at the top of their test sheet.)

## Part 3: Passage Reading (Timed)

**1** (Place a clean version of Part 3 in front of the student while you record errors on the student's test sheet as the student reads.)

• Touch Part 3. ✓

**2** (Part 3 is a passage to be read aloud by the student **and** timed.)

**3** Read this story out loud. Follow along with your finger so you don't lose your place. Read carefully.
(Begin timing as soon as the student begins reading the first sentence.)

**4** (Record errors as specified for Part 1's passage.)

**5** (Stop timing as soon as the student completes the story.)

**6** (Enter the total errors for Part 3 in the box at the bottom of the passage. After the slash in the box, record the time the student took to complete the passage. Then use the Placement Test Matrix to determine the next test to be administered (Part 4) or the student's placement. If the student's performance determines placement, circle the student's placement level (B1 or B2) at the top of their test sheet.)

## Part 4: Passage Reading (Timed)

**1** (Place a clean version of Part 4 in front of the student while you record errors on the student's test sheet as the student reads.)

• Touch Part 4. ✓

**2** (Part 4 is an information passage to be read aloud by the student **and** timed.)

**3** Read this passage out loud. Follow along with your finger so you don't lose your place. Read carefully.
(Begin timing as soon as the student begins reading the first sentence.)

**4** (Record errors as specified for Part 1's passage.)

**5** (Stop timing as soon as the student completes the story.)

**6** (Enter the total errors for Part 4 and the time it took the student to complete the passage in the box. Then use the Placement Test Matrix to determine the student's placement. Circle the student's placement level (B2, C, or N/A) at the top of their test sheet.)

# *Corrective Reading*
# Decoding Placement Matrix

| Errors | Time | Placement or Next Test |
|---|---|---|
| **Part 1** | | |
| 22 or more | – | Administer PART 2 Test |
| 12–21 | over 2:00 | Level A, Lesson 1 |
| 12–21 | 2:00 or less | Administer PART 2 Test |
| 0–11 | over 2:00 | Level B1, Lesson 1 |
| 0–11 | 2:00 or less | Administer PART 3 Test |
| **Part 2** | | |
| 41 or more | – | *No Corrective Reading* placement. Place in a beginning reading program. |
| 8–40 | – | Level A, Lesson 1 |
| 0–7 | – | Level B1, Lesson 1 |
| **Part 3** | | |
| 16 or more | – | Level B1, Lesson 1 |
| 6–15 | over 2:30 | Level B1, Lesson 1 |
| 6–15 | 2:30 or less | Level B2, Lesson 1 |
| 0–5 | over 2:30 | Level B2, Lesson 1 |
| 0–5 | 2:30 or less | Administer PART 4 Test |
| **Part 4** | | |
| 9 or more | – | Level B2, Lesson 1 |
| 4–8 | over 1:30 | Level B2, Lesson 1 |
| 4–8 | 1:30 or less | Level C, Lesson 1 |
| 0–3 | over 1:20 | Level C, Lesson 1 |
| 0–3 | 1:20 or less | Doesn't need *Corrective Reading Decoding* |

# *Corrective Reading*
# Decoding Placement Test

N/A    A    B1    B2    C

Name: _____ Date: _____

Class/School: _____ Tester: _____

| Part 1 | Errors: _____ Time: _____ |
| Part 2 | Errors: _____ Time: _____ |
| Part 3 | Errors: _____ Time: _____ |
| Part 4 | Errors: _____ Time: _____ |

Placement: _____

### Part 1

Yoko made a lot of things. One thing she made was a boat of tin. The nose of the boat was very thin. Yoko said, "I think this boat is ready for me to take on the lake." So she went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went back to dock at the boat ramp, the boat did not slow down. And the thin nose of the boat cut a hole in the boat dock. Yoko had to pay the man at the boat ramp to fix what her boat did. She did not take the boat on that lake anymore.

### 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.

## Part 3

Hurn was sleeping. He didn't hear the big cat sneak into the cave that Hurn called 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. His sense of smell made him very happy when he smelled something good. But now he smelled something that made him afraid.

Hurn was five months old. He had seen rocks and tall trees. Hurn had felt ferns and grass on his paws. He had smelled flowers and tasted meat. But he had never seen or smelled a big cat before.

Hurn's mother had always come back to them after she had been hunting. 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.

## Part 4

During a good seed year, a large redwood will produce over twelve pounds of seeds, which is nearly a million and a half seeds. And the year our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over fifteen pounds of seeds in one season, which was enough seeds to start a forest six square miles 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 lived beyond the first year.

Only one tree grew from over one and a half million seeds. Obviously, the seed that became the tree this story is about was the lucky one that lived. It was a fortunate seed because it was fertile.

If a seed is not fertile, it cannot grow, and about nine of every ten redwood seeds are not fertile. Of one and a half million seeds, only about one hundred fifty thousand of them had a chance to become a tree in the first place. The rest of the seeds were not fertile and could never have sprouted.

Our seed was also fortunate because it happened to land in a place where it could survive.