

GRADE 5 READING PLACEMENT TEST

The placement test measures the decoding and comprehension skills of students entering *Reading Mastery Transformations* Grade 5 Reading. The test results provide guidelines for grouping students and also allow you to identify students who should not be placed in the program.

The placement test has two parts. In part 1, each student reads a passage aloud as you count decoding errors. In part 2, students answer comprehension questions about the passage. You will need one copy of the test for each student.

Instructions for Part 1

You should administer part 1 in a corner of the classroom so that other students will not overhear the testing. Use the following procedure.

1. (Give the student a copy of the placement test.)
2. (Point to the passage and say:) *You're going to read this passage aloud. I want you to read it as well as you can. Don't try to read it so quickly that you make mistakes, but don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.*
3. (Time the student and count one error for each time the student:
 - Misreads a word.
 - Omits a word ending, such as *s* or *ed*.
 - Reads a word incorrectly and then correctly.
 - Sounds out a word instead of reading it normally.
 - Skips a word.
 - Skips a line. [After counting the error, point to the correct line and ask the student to keep reading.]
 - Does not identify a word within three seconds. [After counting the error, say the word and ask the student to keep reading.]

If the student does not finish the passage within the given time limit, count every unread word as an error.)

4. (After two minutes, stop the student. Record 2:00 as the time. Count every unread word as an error. If the student read the passage in less than two minutes, record the total time to read.)
5. (After the student finishes part 1, retain the student's copy of the test, which you will redistribute in part 2.)

Instructions for Part 2

After all students have finished part 1, administer part 2 to students who made 0-6 errors on part 1. Use the following procedure.

1. (Assemble the students.)
2. (Give each student a copy of the placement test.)
3. (Say:) *Here is the passage you read earlier. Read the passage again silently, then answer the questions in part 2. You have seven minutes. Go.*
4. (Collect the test papers after seven minutes.)
5. (Total each student's errors, using the answer key on page 2.)

Answer Key for Part 2

- Circle the answer.** What kind of royal person was Midas?
a. an emperor **b.** a king c. a prince
- Circle the answer.** So his daughter was .
a. an empress b. a queen **c.** a princess
- What did Midas love most of all?
Ideas: his daughter; Marygold
- What did he love almost as much?
gold
- The more Midas loved
Ideas: his daughter; Marygold , the more
he desired gold .
- Why did Midas think that dandelions were not worth picking?
Idea: They weren't gold.
- What kind of flowers had Midas planted in his earlier days?
roses
- Midas used to inhale the perfume
of those flowers.
- What did Midas think about his garden now?
Idea: how much it would be worth if the
roses were gold

Placement Guidelines

Place your students as follows:

- Students who made 0-6 errors on part 1 **and** 0-2 errors on part 2 can be placed in *Reading Mastery Transformations* Grade 5 Reading.
- Students who made more than 6 errors on part 1 **or** more than two errors on part 2 should be given the placement test for *Reading Mastery Transformations* Grade 4 Reading.

PLACEMENT TEST

Part 1

The Golden Touch

Once upon a time in ancient Turkey there lived a rich king named Midas, who had a daughter named Marygold.

King Midas was very fond of gold. The only thing he loved more was his daughter. But the more Midas loved his daughter, the more he desired gold. He thought the best thing he could possibly do for his child would be to give her the largest pile of yellow, glistening coins that had ever been heaped together since the world began. So Midas gave all his thoughts and all his time to collecting gold.

When Midas gazed at the gold-tinted clouds of sunset, he wished they were real gold and that they could be herded into his strong box. When little Marygold ran to meet him with a bunch of buttercups and dandelions, he used to say, "Pooh, pooh, child. If these flowers were as golden as they look, they would be worth picking."

And yet, in his earlier days, before he had this insane desire for gold, Midas had shown a great love for flowers. He had planted a garden with the biggest and sweetest roses any person ever saw or smelled. These roses were still growing in the garden, as large, as lovely, and as fragrant as they were when Midas used to pass whole hours looking at them and inhaling their perfume. But now, if he looked at the flowers at all, it was only to calculate how much the garden would be worth if each of the rose petals was a thin plate of gold.

Part 2

- Circle the answer.** What kind of royal person was Midas?
a. an emperor b. a king c. a prince
- Circle the answer.** So his daughter was _____.
a. an empress b. a queen c. a princess
- What did Midas love most of all?

- What did he love almost as much?

- The more Midas loved _____, the more he desired _____.
- Why did Midas think that dandelions were not worth picking?

- What kind of flowers had Midas planted in his earlier days?

- Midas used to inhale the _____ of those flowers.
- What did Midas think about his garden now?

Errors: _____

Time: _____ Errors: _____

Scoring

Al didn't say anything, but he had a lot of thoughts. Most of them	14
had to do with how ridiculous Roger was. Al was tempted to say,	27
"You could follow those training procedures all year long, and I'd	38
still beat you in one mile, two miles, or cross country." But all Al said	53
was, "So you're going to buy into this program?"	62
"Yeah," Roger replied.	65

For each passage, count the number of complete words written (subtract omitted words).

Count the number of errors. Count as an error:

- Each paragraph that is not indented;
- Each lowercase letter that looks like an uppercase letter;
- Each uppercase letter that looks like a lowercase letter;
- Each added word;
- Each added letter;
- Each missing punctuation mark;
- Each added punctuation mark;
- Any punctuation mark that is out of order.

Note: A word may have more than one error.

PLACEMENT TEST CRITERIA

Circle Pass or Fail on the student page for each criterion.

Words Written

Fewer than 56 words (F)

56 or more words (P)

Errors

9 or more errors (F)

Fewer than 9 errors (P)

Writing Fluency and Grouping

Use Placement Test performance to group children in smaller groups or practice writing fluency daily until all students in the group meet both writing fluency criteria.

Students who make 9 or more errors (2 errors per minute) or write less than 56 words (14 words per minute) on the writing fluency task can begin the Grade 5 Language Arts program but would benefit from continued practice with writing fluency. A good procedure is to devote 10 minutes a day to writing, beginning with a goal of copying words at a rate of 10 words a minute with no more than 2 spelling errors, and gradually increasing the goal until students can copy 14 words a minute. Have students copy from stories at the end of the textbook.

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.

