



Comprehension Placement Test

The *Corrective Reading* Comprehension Placement Test is divided into two parts. Part I is an oral test that is individually administered. It provides an evaluation of important language-comprehension skills that are used in various reading-comprehension activities. All students should be tested on part I. If they perform according to the specified criteria, they are tested on part II. Part II is a written test that may be administered to groups of students.

Preparation

Reproduce one copy of the test for each student and each tester.

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.

Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student.

When administering the test, sit across from the student. Position the test form so that the student cannot see what you are writing on the form.

Fill out the top lines of the test form (student information). Keep the filled-out test form and hand the student a clean copy of the test.

Comprehension Part I

During part I of the Comprehension Placement Test, the student does not do any reading. You present all test items orally; the student responds orally.

Start by presenting the following general instructions. I'm going to ask you some questions. Do your best to answer them. There's no time limit, but if you don't know the answer, tell me and we'll move on to the next item. This test is not designed to grade you. It's designed to help us figure out how we can work with you most effectively.

Present the items in order, starting with item 1. If a student responds incorrectly, circle the response number that follows the item. To help you keep track, you may want to draw a line through the number when the item is answered correctly.

Items 1–3: Divergent Reasoning

These are items involving **same** and **different**. Present the instructions in a normal speaking voice. There are three response numbers for each of these items. For example, if a student names two acceptable ways that a hamburger and an ice-cream cone are different, draw lines through 1a and 1b. If the student does not name a third acceptable way, circle 1c.

You may prompt a student by saying *You've named two ways that they're the same. Can you think of another way?* If the student does not respond within 10 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 responses are correct for the **different** items if a student mentions only one of the items. For instance, if the student says 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, that a hamburger has a bun, and that 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, tails, gills, scales, eyes, and teeth*.

Items 7–9: Recitation Behavior

These items test statement-repetition skill. 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 8 on the first try, draw a line through 8a and go to item 9. If the student does not say the statement correctly on the first try, circle 8a and say *Let's try it again*. Repeat the statement. Continue until the student has said the item correctly or until you have circled 8c.

Students must say the words clearly so they are not confused with other words. Watch for word substitutions, word omissions, and the omission of word endings—for example, saying "twenty-seven" instead of "twenty-seventh" in item 8. On the second and third try, you may emphasize the part of the sentence the student said incorrectly.

Items 10–15: Basic Information

These items test general information. For items 11 and 14, there is more than one acceptable response. For the others, however, only one answer is acceptable.

Items 16–19: Deductions

These items assess the student's ability to use deductions. Nonsense words are used in item 19. If students object to the nonsense words, remind them *You can still answer the questions even if you don't know the meaning 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 20–22: Divergent Reasoning

These items test the student's ability to use concepts related to **true** and **false**. Items 20 and 21 deal with descriptions that are true of some things, while item 22 deals with a contradiction (one part must be false if the other part is true).

Note that item 20c is to be presented only if the student answers 20b correctly. If the response to 20b is incorrect, circle 20b and 20c. Then go on to item 21.

Placement

Total the student's errors by counting every circled response number. Enter the total in the score blank at the beginning of the test form. Then determine the placement of the student.



Sample Placement Test

PLACEMENT SCHEDULE: COMPREHENSION PART I

Total Errors	Comprehension Placement
31 or more	Place in a beginning language program, e.g., <i>Language for Learning</i>
27 to 30	Provisional placement in Level A, Lesson A*
17 to 26	Level A, Lesson A
12 to 16	Level A, Lesson 1
9 to 11	Level B1, Lesson 1
0 to 8	Administer part II

*Some students who perform in this range may perform well on Lessons A through E of Level A. If not, place them in a beginning language program.

Comprehension Part II

Part II of the Comprehension Placement Test requires students to read silently and write answers. Students should not be helped with decoding or with answers. Part II may be administered to groups of students.

Scoring

Each incorrect response counts as 1 error. If students correctly underline only part of the specified group of words in section A or B, score $\frac{1}{2}$ error.

Answer Guide

- A. Words underlined:
little plants that grow in twinglers
wapdumpos
- B. Words underlined:
a small kerchief around his wrist
drosling
- C. 1000
1100
The price of milk will go up.
- D. a. 8 e. 20 i. 4
b. 1 f. 2 j. 13
c. 19 g. 3 k. 7
d. 6 h. 10 l. 16

PLACEMENT SCHEDULE: COMPREHENSION PART II

Total Errors	Comprehension Placement
$5\frac{1}{2}$ or more	Level B, Lesson 1
2 to 5	Level C, Lesson 1
0 to $1\frac{1}{2}$	Too advanced for <i>Corrective Reading</i> series