Decoding Placement Test

Preparation

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

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 and a stopwatch or a watch with a second hand. 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 this filled-out test form and hand the student a clean copy of the test.

PART I

Tell the student 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.

Record each decoding mistake the student makes in oral reading. Mark an X on the filled-out form 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 had 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 identify it, mark an X above the word.

◆ Do not count the re-reading of a word or phrase as an error if the word is read correctly both times.

   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 omitted words. You may also wish to write in what the student calls the misidentified words or what the student adds.

After each of the word-identification errors, tell the student the correct word.

When recording the errors, make sure that your copy of the story is not visible to the student. The student should not be able to see the marks that you're making.

Stop timing as soon as the student completes the story.

Enter the total errors for Part I on the appropriate line at the top of the filled-in test form. Also record the time required by the student to read Part I.

Refer to the placement schedule for Part I to determine placement or whether you should administer another part of the test.

PART II

Part II is a series of sentences that are to be read aloud by the student. You do not need to time this part of the test. To administer, present the section labeled Part II and tell the student Read these sentences out loud. Follow along with your finger so you don't lose your place. Read carefully.

Record each decoding error the student makes while reading. When the student finishes reading Part II, enter the total errors for Part II on the appropriate line at the top of the test form. Then determine the student's placement by referring to the placement schedule for Part II. Fill in the "Placement" blank at the top of the test form.

PARTS III and IV

Each of these test sections is a passage that is to be read aloud by the student and timed. To administer, present the appropriate section and tell the student I'm going to time your reading of this selection. Read out loud and read carefully. Record errors as specified for Part I.

When the student finishes reading Part III, enter the total errors and time required at the top of the test form. Then refer to the placement schedule for Part III to determine placement or whether you should administer Part IV.

When the student finishes reading Part IV, enter the total errors and time required at the top of the test form. Then determine the student's placement and fill in the "Placement" blank.

DECODING PLACEMENT SCHEDULE

ERRORS	TIME	PLACEMENT OR NEXT TEST
PART I		
22 or more	—	Administer PART II Test
12 to 21	more than 2:00	Level A, Lesson 1
12 to 21	2:00 or less	Administer PART II Test
0 to 11	more than 2:00	Level B1, Lesson 1
0 to 11	2:00 or less	Administer PART III Test
PART II		
41 or more	—	No *Corrective Reading* Placement; use a beginning reading program
8 to 40	—	Level A, Lesson 1
0 to 7	—	Level B1, Lesson 1
PART III		
15 or more	—	Level B1, Lesson 1
6 to 15	more than 2:30	Level B1, Lesson 1
6 to 15	2:30 or less	Level B2, Lesson 1
0 to 5	more than 2:30	Level B1, Lesson 1
0 to 5	2:30 or less	Administer PART IV Test
PART IV		
9 or more	—	Level B2, Lesson 1
4 to 8	more than 1:30	Level B2, Lesson 1
4 to 8	1:30 or less	Level C, Lesson 1
0 to 3	more than 1:20	Level C, Lesson 1
0 to 3	1:20 or less	Doesn't need *Corrective Reading* decoding program