

# Identifying and Placing Students

## Program Flexibility

Students are placed into the **REACH HIGHER System** according to their individual needs. Students who are performing far below grade level are given an opportunity to catch up through an intensive, accelerated, comprehensive language arts program that begins at a level at which the student can be successful while learning new content at an accelerated rate. The guidelines incorporated into the **REACH HIGHER System** have been developed to ensure equity and prevent discrimination.

To ensure the greatest success for all students and to avoid pitfalls sometimes associated with grouping, follow these guidelines:

- 1. Assign students to groups using the placement tests in this guide.** The placement testing procedures for the **REACH HIGHER System** are designed to be efficient and effective. Follow them carefully. (See Placement Tests on pages 31–53.)
- 2. Provide smaller instructional group sizes for the lower levels.** In scheduling groups, provide for smaller group sizes for the lower levels.

Placement	Size Suggestions for Instructional Groups
Decoding A	12
Decoding B1	16
Decoding B2	20
Decoding C	25
Comprehension B1, C	32

- 3. Provide flexibility in grouping by constantly monitoring and correcting the appropriateness of the placements of individual students in the groups.** The Oral Reading Placement Test should be considered an initial indicator of a student's instructional level. Keep in mind that student performance on a placement test will not tell you how quickly a student will be able to progress. The best indicator of appropriate placement is student performance within a group. If an individual student is learning content with more ease than other students in a

group, consideration should be given to moving the student to a group at a higher level. Similarly, if a student is unable to achieve mastery after tutoring and individual attention, the student should be moved to a lower group. Students should not be placed where they are overly frustrated, nor should they be placed where they need not attend to perform well.

- 4. Monitor progress to identify and solve learning problems immediately and in a timely manner.** Routine review of student performance data is a strong springboard for providing focused and proactive support for teachers and students whenever needed to prevent failure and ensure success. Clear attention focused on student mastery data is essential to achieving ambitious student performance goals with all students.

The curriculum-embedded mastery indicators reflect student proficiency over time, help you determine when a remedy is needed, and also help you assign individual student report card grades. These indicators require students to perform critical competencies taught in the intervening lessons, and they indicate how prepared students are to proceed in the curriculum. Students who perform poorly on any of these indicators likely will have trouble in later lessons when those tested competencies become components of more complex skill applications. Therefore, when student performance is weak, the specified remedies must be completed before the next lesson.

## Maintaining Mastery

The goal of the **REACH HIGHER System** is to have all students meeting mastery criteria at all times. Programs contain procedures for achieving mastery minute by minute, day by day, month by month, quarter by quarter, and semester by semester. The most important point of focus for achieving and maintaining mastery is on the minute-by-minute and day-by-day objectives.

**Minute-by-minute mastery.** One of the most important coaching goals is to help you achieve uniform, 100 percent mastery with your instructional groups on a minute-by-minute basis. Individual students who are unable to attain mastery at the same rate as the group when parts are repeated and firmed and when students are attending and trying, are misplaced and should be moved to a lower-level group immediately so they may experience success.

## *PLACING STUDENTS*

**Day-by-day mastery.** When 20 percent or more of a group of students do not meet the daily lesson criteria, reteach the lesson. Students who have difficulty meeting the daily criteria for mastery should be seated where you can monitor their behavior closely and where they can, as a small group, receive extra tutoring during independent seat work and generally have every opportunity to learn and progress with the group.

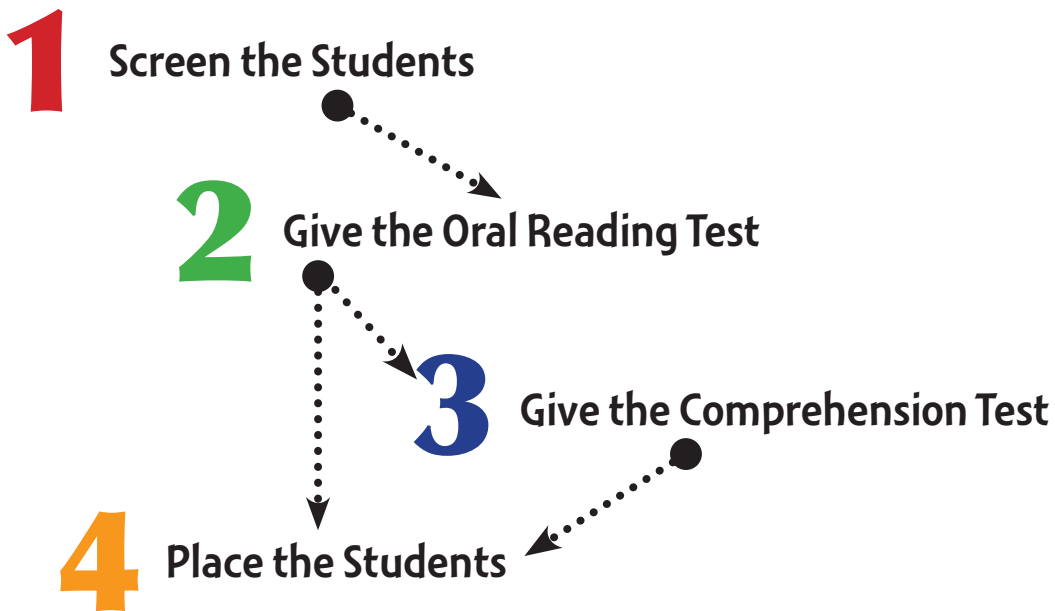
**Month-by-month mastery.** The curriculum-embedded tests provide an important opportunity for identifying students who are at risk of failure and for implementing a plan for maintaining their success in the group. When most of the group is not at mastery, follow the remedies specified in the program for reteaching the group. If only a small percentage of students are not at mastery, continue to progress through the program. The small percentage of students who remain not-at-mastery need additional opportunities to master the material.

The most effective way to deal with individual students who do not meet mastery criteria as the group moves on is to refer them to an after-school tutoring program. Each program in the **REACH HIGHER System** has a list of specific remedies for each in-program Mastery Test. If the after-school tutor is provided a copy of the test for students who did not achieve mastery, the tutor can refer to the specific program guide for the needed remedies and provide them until the student does achieve mastery.

**End-of-Book Mastery Tests.** If students cannot pass all parts of all the Mastery Tests after reteaching of the remedies and retaking the tests, carefully examine whether these students are prepared to go on to the next semester's curriculum. In some cases, students should not go on to the next semester's curriculum. The most common reason students might have to repeat a semester is serious attendance problems. Students with poor attendance who do not pass the semester criteria should be counseled so they understand the relationship between their attendance record and their ability to progress in school.

# Identifying and Placing Students

Not all students will start at the beginning of the system and move through all the programs in lockstep fashion. Students are placed into these programs according to their skill levels as determined by a Placement Test. Students may enter the system at any of several points, depending on their skill level.



Placement Test scores indicate where students should begin in the *REACH HIGHER System*. Because not all teachers have the same amount of time with students, three schedules have been established for each entry point. The schedules are guides only—you will need to adapt the most appropriate schedule to meet your needs.

### Guidelines for Coordinating Instructional Programs

1. Based on Placement Test results, select the appropriate entry point.
2. Select the appropriate schedule (1, 2, or 3 periods).
3. Work through the core programs in order as suggested on the Pacing Charts.
4. As you use the core programs, remember to use the Mastery Tests built into those programs. Students must pass the Mastery Tests to move on. Provide remediation as needed, and adjust your schedule. Remember, the schedules are guidelines only.
5. When you have extra time, want to assign homework, or need to pull students for remediation, you might want to use supplemental components, such as *Ravenscourt Books*, *Enrichment* or *Test Preparation Blackline Masters*, *Content Connections*, and *Student Practice CDs*.

# REACH HIGHER System Placement Tests

## 1 Screen the Students

- Use any standardized test or state or local competency test to screen students. After you have determined which students will benefit from intervention, give the *REACH HIGHER System* Oral Reading Test to place each student.

## 2 Give the Oral Reading Placement Test

- The Oral Reading Test is an individual test that takes just a few minutes. However, if you are testing many students, you might want to form an assessment team to handle the testing. The assessment team can be classroom teachers, substitute teachers, or paraprofessionals who have been trained in giving and scoring the tests. The assessment team will concentrate on testing, freeing other teachers to conduct regular classes.

# PLACING STUDENTS

## Materials for the Oral Reading Test

- Blackline masters of the oral reading portion of the Placement Test are on pages 31–34 of this guide. Make copies of the appropriate pages for each student. With students in Grade 9–Adult, begin with Part 3 of the test and move up or down until the student places in a Decoding level or places out of the Decoding program.
- You will need a stopwatch or a watch with a second hand.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Oral Reading Placement Test—Student's Copy**  
**PART 1**

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for us to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

Name \_\_\_\_\_ Date \_\_\_\_\_

**Oral Reading Placement Test—Student's Copy**  
**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 saw 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 clock 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.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Oral Reading Placement Test—Student's Copy**  
**PART 3**

Horn was sleeping when it happened. Horn didn't hear the big oak snail into the cave that Horn called his home. Suddenly Horn was awake. Something told him, "Horn?" His eyes turned to the darkness near the mouth of the cave. Horn felt the fat on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Horn was five months old. He had never seen a big cat. He had seen doves and ferns and grass. He had even eaten rabbits. Horn's mother had come back with them after she had been out hunting. She had always come back. And Horn had always been glad to see her. But now she was not in the cave. Horn's sister, Surt, was the only happy smell that reached Horn's nose.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Oral Reading Placement Test—Student's Copy**  
**PART 4**

During a good year, a large redwood will produce over six kilograms of seed, which is nearly a million and a half seeds. And the year that one redwood seed flourished from the cone was an exceptionally good year. The parent tree produced one eighth kilograms of seed that year, enough seed to start a forest that would be ten square kilometers 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 of them lived beyond the first year.

Obviously, one seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. One seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. One seed landed in a spot where snails had been digging.

- Blackline masters of your recording/scoring forms for the oral reading portion are on pages 35–38 of this guide. Make copy of the pages for each student.

Name \_\_\_\_\_ Date \_\_\_\_\_

Reading Placement \_\_\_\_\_

**Oral Reading Placement Test—Teacher's Scoring Copy**  
**PART 1**

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for us to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

.....

**Score as correct**

**Score as incorrect**

**Comments**

**Do not score as correct**

Name \_\_\_\_\_ Date \_\_\_\_\_

Reading Placement \_\_\_\_\_

**Oral Reading Placement Test—Teacher's Scoring Copy**  
**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 saw 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 clock 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.

.....

**Score as correct**

**Score as incorrect**

**Comments**

**Do not score as correct**

Name \_\_\_\_\_ Date \_\_\_\_\_

Reading Placement \_\_\_\_\_

**Oral Reading Placement Test—Teacher's Scoring Copy**  
**PART 3**

Horn was sleeping when it happened. Horn didn't hear the big oak snail into the cave that Horn called his home. Suddenly Horn was awake. Something told him, "Horn?" His eyes turned to the darkness near the mouth of the cave. Horn felt the fat on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Horn was five months old. He had never seen a big cat. He had seen doves and ferns and grass. He had even eaten rabbits. Horn's mother had come back with them after she had been out hunting. She had always come back. And Horn had always been glad to see her. But now she was not in the cave. Horn's sister, Surt, was the only happy smell that reached Horn's nose.

.....

**Score as correct**

**Score as incorrect**

**Comments**

**Do not score as correct**

Name \_\_\_\_\_ Date \_\_\_\_\_

Reading Placement \_\_\_\_\_

**Oral Reading Placement Test—Teacher's Scoring Copy**  
**PART 4**

During a good year, a large redwood will produce over six kilograms of seed, which is nearly a million and a half seeds. And the year that one redwood seed flourished from the cone was an exceptionally good year. The parent tree produced one eighth kilograms of seed that year, enough seed to start a forest that would be ten square kilometers 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 of them lived beyond the first year.

Obviously, one seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. One seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. One seed landed in a spot where snails had been digging.

.....

**Score as correct**

**Score as incorrect**

**Comments**

**Do not score as correct**

- Guidelines for placement are on pages 35–38, 43, and 45 of this guide.

## Testing Setup

- Select a quiet place to administer the test. Students who are to be tested later should not observe or listen to another student being tested. When administering the test, sit across from the student. Position the test form so the student cannot see what you are writing on the form.

## Scoring Guidelines

- 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 one error.)
- If the student cannot identify a word within three 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 rereading 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 may use additional code information to indicate the type of mistake the student makes. You might, for example, write **SC** above self-corrected words, **SO** above sounded-out mistakes, and **O** above omitted words. You might also want to write in what the student calls the misidentified words or what the student adds.
- After each word-identification error, 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.

Name Dante Kelly Date April 29, 2008  
 Reading Placement \_\_\_\_\_

**Oral Reading Placement Test—Teacher’s Scoring Copy**  
**PART 2**

Can she see if it is dim?  
 And it can fit in a hand.  
 Now ~~the~~ <sup>X</sup>hat is on her pet pig.  
 I sent her a clock last week.  
 How will we get dinner on this ship?  
 The ~~swimming~~ <sup>X</sup> 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.

.....  
 Time: 48 seconds  
 Errors: 2

**Placement:**  
 • If 8 or more errors, start the student in Decoding A.  
 • If 0 to 7 errors, start the student in Decoding B1.

**Count as errors:**  
 • Word omissions/insertions  
 • If the student cannot identify a word within 3 seconds (say the word to the student, and mark it wrong)  
 • Each misidentified word (do not count the same word twice)

**Do not count as errors:**  
 • Self-corrected words  
 • If the student is sounding out a word correctly but does not pronounce it at a normal speaking rate, ask, “Which word?” Mark the word wrong if the student does not say it correctly.  
 • Rereading words or phrases correctly

24 REACH System Guide ORAL READING PLACEMENT TEST



### Instructions for Administering the Oral Reading Parts of the Test

Fill out the student information lines of the test form. Keep it and hand the student a clean copy of the test.

1. Talk briefly with the student to get a feel for the student's oral language level and accent.
2. **For students in Grade 9–Adult:** Administer Part 3. Don't count accent variations as errors. Omitting or changing the inflectional endings (*-ed*, *-ing*, *-s*, and so on) is an error at all times.
3. Tell the student: **Read the sentences 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. Score the test as the student reads.
5. **For students in Grade 9–Adult:** If the student passes Part 3, follow steps 3 and 4 above to administer Part 4. If the student does not pass Part 3, give Part 2. If the student does not pass Part 2, give Part 1.

You may reproduce the **REACH HIGHER Placement Tracking Chart** on page 54 to record student placement.

## **Oral Reading Placement Test—Student’s Copy**

### **PART 1**

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, “I think that this boat is ready for me to take on the lake.” So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, “That boat cuts like a blade. Do not take the boat on this lake any more.”

## Oral Reading Placement Test—Student’s Copy

### 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.

## Oral Reading Placement Test—Student’s Copy

### PART 3

Hurn was sleeping when it happened. Hurn didn’t hear the big cat sneak into the cave that Hurn called his 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. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn’s mother had come back with them after she had been out hunting. She had always come back. 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.

**Oral Reading Placement Test—Student’s Copy****PART 4**

During a good year, a large redwood will produce over six kilograms of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over eight kilograms of seed that year, enough seed to start a forest that would be ten square kilometers 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 of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.

Name \_\_\_\_\_ Date \_\_\_\_\_

Reading Placement \_\_\_\_\_

**Oral Reading Placement Test—Teacher’s Scoring Copy**  
**PART 1**

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, “I think that this boat is ready for me to take on the lake.” So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, “That boat cuts like a blade. Do not take the boat on this lake any more.”

.....

Time \_\_\_\_\_

Errors \_\_\_\_\_

**Placement:**

- If 22 or more errors, administer Oral Reading Part 2 Test.
- If 12 through 21 errors and more than 2 minutes, start the student in Decoding A, Lesson 1.
- If 12 through 21 errors and 2 minutes or less, administer Oral Reading Part 2 Test.
- If 0 to 11 errors and more than 2 minutes, start the student in Decoding B1, Lesson 1.
- If 0 to 11 errors and less than 2 minutes, administer Oral Reading Test Part 3.

**Count as errors**

- Word omissions/insertions
- If the student cannot identify a word within 3 seconds (say the word to the student, and mark it wrong)
- Each misidentified word (do not count the same word twice)
- Self-corrected words
- If the student is sounding out a word correctly but does not pronounce it at a normal speaking rate, ask, “What word?” Mark the word wrong if the student does not say it correctly.

**Do not count as errors**

- Rereading words or phrases correctly

Name \_\_\_\_\_ Date \_\_\_\_\_

Reading Placement \_\_\_\_\_

**Oral Reading Placement Test—Teacher’s Scoring Copy**

**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.

.....  
 Time \_\_\_\_\_  
 Errors \_\_\_\_\_

**Placement:**

- If 41 or more errors, do not place in Corrective Reading; use a beginning reading program.
- If 8 through 40, start the student in Decoding A, Lesson 1.
- If 0 to 7 errors, start the student in Decoding B1, Lesson 1.

**Count as errors**

- Word omissions/insertions

- If the student cannot identify a word within 3 seconds (say the word to the student, and mark it wrong)
- Each misidentified word (do not count the same word twice)
- Self-corrected words
- If the student is sounding out a word correctly but does not pronounce it at a normal speaking rate, ask, “What word?” Mark the word wrong if the student does not say it correctly.

**Do not count as errors**

- Rereading words or phrases correctly

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**Oral Reading Placement Test—Teacher’s Scoring Copy**

**PART 3**

Hurn was sleeping when it happened. Hurn didn’t hear the big cat sneak into the cave that Hurn called his 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. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn’s mother had come back with them after she had been out hunting. She had always come back. 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.

.....

Time \_\_\_\_\_

Errors \_\_\_\_\_

**Placement:**

- If 16 or more errors, start in Decoding B1, Lesson 1.
- If 6 to 15 errors and more than 2:30 minutes, start student in Decoding B1, Lesson 1.
- If 6 to 15 errors and 2:30 minutes or less, start student in Decoding B2, Lesson 1.
- If 0 to 5 errors and more than 2:30 minutes, start student in Decoding B2, Lesson 1.
- If 0 to 5 errors and 2:30 minutes or less, administer Oral Reading Test Part 4.

**Count as errors**

- Word omissions/insertions
- If the student cannot identify a word within 3 seconds (say the word to the student, and mark it wrong)
- Each misidentified word (do not count the same word twice)
- Self-corrected words
- If the student is sounding out a word correctly but does not pronounce it at a normal speaking rate, ask, “What word?” Mark the word wrong if the student does not say it correctly.

**Do not count as errors**

- Rereading words or phrases correctly



**Oral Reading Placement Test—Teacher’s Scoring Copy**

**PART 4**

During a good year, a large redwood will produce over six kilograms of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over eight kilograms of seed that year, enough seed to start a forest that would be ten square kilometers 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 of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.

.....  
 Time \_\_\_\_\_

Errors \_\_\_\_\_

**Placement:**

- If 9 or more errors or more than 1:30 minutes, start the student in Decoding B2, Lesson 1.
- If 4 to 8 errors and more than 1:30 minutes, start the student in Decoding B2, Lesson 1.
- If 4 to 8 errors and 1:30 minutes or less, start the student in Decoding C, Lesson 1.
- If 0 to 3 errors and more than 1:20 minutes, start the student in Decoding C, Lesson 1.
- If 0 to 3 errors and 1:20 minutes or less, do not start in Decoding. Doesn’t need the *Corrective Reading Decoding* program.

**Count as errors**

- Word omissions/insertions
- If the student cannot identify a word within 3 seconds (say the word to the student, and mark it wrong)
- Each misidentified word (do not count the same word twice)
- Self-corrected words
- If the student is sounding out a word correctly but does not pronounce it at a normal speaking rate, ask, “What word?” Mark the word wrong if the student does not say it correctly.

**Do not count as errors**

- Rereading words or phrases correctly

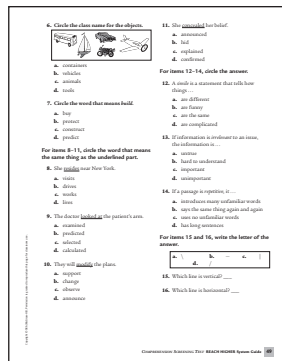
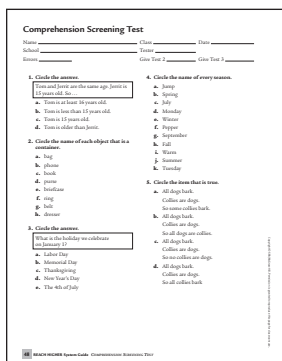
# 3

## Give the Comprehension Screening and Placement Tests

- Generally, you will not need to give the Comprehension Screening and Placement Tests. There are a couple of circumstances under which you will need to give the Comprehension Tests: If a student places out of the **Corrective Reading Decoding** program or in *Decoding B2* or *C*, administer the Comprehension Tests.
- The placement procedure for the **Corrective Reading Comprehension** program is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or group.
- Students who make more than seven errors on the screening test take a second test (Test 2) that places them in *Comprehension A*, *Comprehension A Fast Cycle*, or *Comprehension B1*. This test is individually administered.
- Students who make seven or fewer errors on the screening test take a second test (Test 3) that places them in *Comprehension B1*, *Comprehension B1 Fast Cycle*, or *Comprehension C*. This test requires written responses and is presented to an entire class or group.
- The battery of placement tests is also designed to identify students who perform either too low or too high for the *Comprehension* programs.

## Materials for the Comprehension Screening Test 1

- Test 1 is on pages 48–49 in this guide. Make copies of the pages for each student.



### Instructions for Administering Test 1 of the Comprehension Screening Test

- The screening test (Test 1) is made up of 16 multiple-choice items. Students are to complete it in no more than 10 minutes.
- 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.
- Reproduce one copy of the test for each student (see pages 48–49). Then use the following procedure to administer the test:
  - Make sure all students have a pencil.
  - Pass out the test forms, face down.
  - Tell students: **Turn your paper over and write your name at the top. You will circle the correct answer for each item. Begin now.**
  - Do not provide help either for decoding the items or identifying the answers.
  - At the end of the 10-minute period, collect the test forms.

### Scoring

- The Answer Key below shows the correct answers. Count one error for each item that is incorrect. Note that for items 2 and 4, students are to circle four answers. If they don't circle all four correct answers, the item is scored as one error.
- Enter the total number of errors in the score blank at the beginning of the test form. Then determine which placement test to administer to each student. Students who make more than seven errors take Test 2. Students who make seven or fewer errors take Test 3.

## Answer Key

- |               |       |
|---------------|-------|
| 1. c          | 9. a  |
| 2. a, d, e, h | 10. b |
| 3. d          | 11. b |
| 4. b, e, h, j | 12. c |
| 5. d          | 13. d |
| 6. b          | 14. b |
| 7. c          | 15. c |
| 8. d          | 16. b |

## Materials for the Comprehension Placement Test 2

- Test 2 is on pages 50–51 in this guide. Make copies of the pages for each student to be scored by the test administrator.

Comprehension Placement Test 2

Name \_\_\_\_\_ Title \_\_\_\_\_ Where \_\_\_\_\_  
School \_\_\_\_\_ Year \_\_\_\_\_  
Grade \_\_\_\_\_

Read to the student.	Circle answers.	Read to the student.	Circle answers.
8. Name three ways that an ice cream cone is different from a sandwich.	1a. It has a filling. 1b. It has a wrapper. 1c. It has a filling. 1d. It has a wrapper.	9. Name three ways that an ice cream cone is different from a sandwich.	2a. It has a filling. 2b. It has a wrapper. 2c. It has a filling. 2d. It has a wrapper.
9. Name three ways that an ice cream cone is different from a sandwich.	2a. It has a filling. 2b. It has a wrapper. 2c. It has a filling. 2d. It has a wrapper.	10. Name three ways that an ice cream cone is different from a sandwich.	3a. It has a filling. 3b. It has a wrapper. 3c. It has a filling. 3d. It has a wrapper.
10. Name three ways that an ice cream cone is different from a sandwich.	3a. It has a filling. 3b. It has a wrapper. 3c. It has a filling. 3d. It has a wrapper.	11. Name three ways that an ice cream cone is different from a sandwich.	4a. It has a filling. 4b. It has a wrapper. 4c. It has a filling. 4d. It has a wrapper.
11. Name three ways that an ice cream cone is different from a sandwich.	4a. It has a filling. 4b. It has a wrapper. 4c. It has a filling. 4d. It has a wrapper.	12. Name three ways that an ice cream cone is different from a sandwich.	5a. It has a filling. 5b. It has a wrapper. 5c. It has a filling. 5d. It has a wrapper.
12. Name three ways that an ice cream cone is different from a sandwich.	5a. It has a filling. 5b. It has a wrapper. 5c. It has a filling. 5d. It has a wrapper.	13. Name three ways that an ice cream cone is different from a sandwich.	6a. It has a filling. 6b. It has a wrapper. 6c. It has a filling. 6d. It has a wrapper.
13. Name three ways that an ice cream cone is different from a sandwich.	6a. It has a filling. 6b. It has a wrapper. 6c. It has a filling. 6d. It has a wrapper.	14. Name three ways that an ice cream cone is different from a sandwich.	7a. It has a filling. 7b. It has a wrapper. 7c. It has a filling. 7d. It has a wrapper.
14. Name three ways that an ice cream cone is different from a sandwich.	7a. It has a filling. 7b. It has a wrapper. 7c. It has a filling. 7d. It has a wrapper.	15. Name three ways that an ice cream cone is different from a sandwich.	8a. It has a filling. 8b. It has a wrapper. 8c. It has a filling. 8d. It has a wrapper.
15. Name three ways that an ice cream cone is different from a sandwich.	8a. It has a filling. 8b. It has a wrapper. 8c. It has a filling. 8d. It has a wrapper.	16. Name three ways that an ice cream cone is different from a sandwich.	9a. It has a filling. 9b. It has a wrapper. 9c. It has a filling. 9d. It has a wrapper.

Read to the student.	Circle answers.	Read to the student.	Circle answers.
12. What is a synonym for "soft" (change, absent)?	12	16. Listen. The book will be given to you. What do you know about it? (change, absent)	16
13. One reason of the year is because there are more and more people. What are some things that are going on in the year?	13	17. Here is a table. It has the words, but you will not know the words. What do you know about the table? (change, absent)	17
14. Listen. If a dog is given, it has the dog.	14	18. Listen. The book will be given to you. What do you know about it? (change, absent)	18
15. Listen. Listen to the words and tell me what is wrong with the words. (change, absent)	15	19. Listen to the words and tell me what is wrong with the words. (change, absent)	19

- Guidelines for placement are on page 43.

## Testing Setup

- Select a quiet place to administer the test. Students who are to be tested later should not observe or listen to another student being tested. When administering the test, sit across from the student. Position the test form so the student cannot see what you are writing on the form. Fill out the top lines of the test form. Keep the filled-out test form.

### Instructions for Administering Test 2 of the Comprehension Placement Test

- 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. (For a discussion of procedures and responses, see pages 45–47.)
- Test 2, the first placement test, is administered individually. The teacher or other tester presents the test orally to each student and records the responses. The test contains 19 items, some of which have more than one part. Testing requires about 10 minutes per student.
- When administering the test, sit across from the student. Fill out the top lines of the test form (student information). Keep the filled-out test form and position it so that the student cannot see what you are writing on the form.
- 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 much you know.**

- 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 might want to draw a line through the number when the item is answered correctly.

### Scoring

- 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.

## Placement

- Total the student's errors by counting every circled response number. Enter the total in the Part 1 errors score blank at the beginning of the test form. Then determine the placement of the student. You may reproduce the **REACH HIGHER System Placement Tracking Chart** on page 54 to record student placement.

Errors	Program Placement
31 or more	Place in a beginning language program, e.g., <i>Language for Learning</i>
27 to 30	Provisional placement in Comprehension A, Lesson A*
17 to 26	Comprehension A, Lesson A
14 to 16	Comprehension A, Lesson 1
11 to 13	Comprehension A Fast Cycle, Lesson 1
7 to 10	Comprehension B1, Lesson 1
0 to 6	(Administer Test 3.)

- \* 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.

## Materials for the Comprehension Placement Test 3

- Test 3 is on pages 52–53 in this guide. Make copies of the pages for each student.

**Comprehension Placement Test 3**

Name \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Site \_\_\_\_\_  
Error \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

1. They planted **waggon**, **helf** plants that grew in **reinglers**.

a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_  
b. **reinglers** the part of the sentence that tells what the word means.

2. His drawing, a small **keehel** around his wrist, was made of silk and **gropstey**.

a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_  
b. **gropstey** the part of the sentence that tells what the word means.

3. Her's a ride: When the demand is greater than the supply, prices go up. Her's what's happening: Digo Dairy sells 1000 gallons of milk every day. Digo Dairy has only 1000 gallons of milk every day.

a. How much is the supply of milk? \_\_\_\_\_  
b. How much is the demand for milk? \_\_\_\_\_  
c. What is going to happen to the price of milk at Digo Dairy?  
\_\_\_\_\_

**Comprehension Placement Test 3**

4. For each word in the left column, write the number of the word or phrase from the right column that means the same thing.

a. <b>average</b> _____	1. all or none
b. <b>solidly</b> _____	2. clearly
c. <b>ambiguous</b> _____	3. available
d. <b>betwixt</b> _____	4. changed
e. <b>subliminal</b> _____	5. passed
f. <b>quiltly</b> _____	6. plan
g. <b>quartz</b> _____	7. among
h. <b>negotiable</b> _____	8. color
i. <b>reassured</b> _____	9. ground
j. <b>appropriately</b> _____	10. strongly
k. <b>strange</b> _____	11. clear
l. <b>empower</b> _____	12. answer
	13. responsible
	14. gradually
	15. neither
	16. showed
	17. caused
	18. dimly

- Guidelines for placement are on answer key page 00.

### Instructions for Administering Test 3 of the Comprehension Placement Test

- Test 3, the second placement test, is a written test administered to the group. Students answer 19 items. They underline sentence parts, write answers to questions, and indicate correct responses to multiple-choice items. The test requires about 10 minutes to administer.
- Reproduce one copy of the test for each student (see pages 52–53). Then use the following procedure to administer the test:
  - Make sure all students have a pencil.
  - Pass out the test forms, face down.
  - Tell students: **Turn your paper over and write your name at the top. You will write the correct answer for each item. Begin now.**
  - Do not provide help either for decoding the items or identifying the answers.
  - At the end of the 10-minute period, collect the test forms.

### Scoring

- The Answer Key below shows the correct answers. Each incorrect response counts as 1 error. For items 1 and 2, if students correctly underline only part of the specified group of words in Section B, score  $\frac{1}{2}$  error. Item 3 should be counted as three separate answers.
- Enter the total number of errors in the score blank at the beginning of the test form. Then determine the placement of the student.

**Answer Key**

1. a. wapdumpos  
b. (words underlined: *little plants that grow in twinglers*)
2. a. drosling  
b. (words underlined: *a small kerchief around his wrist*)
3. a. Idea: 1000 gallons  
b. Idea: 1100 gallons  
c. Idea: The price of milk will go up.
4. a. 7  
b. 1  
c. 15  
d. 5  
e. 16  
f. 2  
g. 3  
h. 8  
i. 4  
j. 10  
k. 6  
l. 12

## Placement

- The table below shows program placements based on the number of errors made in Test 3.

Errors	Program Placement
more than 8	Comprehension B1, Lesson 1
5 to 8	Comprehension B1 Fast Cycle, Lesson 1
2 to 4½	Comprehension C, Lesson 1
0 to 1½	Too advanced for <i>Corrective Reading</i> series

## Presentation Notes for Test 2

### Items 1–3: Same-Different

- These items involve **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 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.



## PLACING STUDENTS

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

### Items 7 and 8: Statement Repetition

- These items test statement-repetition skills. 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 7 on the first try, draw a line through 7a and go to Item 8. If the student does not say the statement correctly on the first try, circle 7a, and say, **Let's try it again.** Repeat the statement. Continue until the student has said the item correctly or until you have circled 7c.

- Students must say the words clearly so students do not confuse them with other words. Listen for word substitutions, word omissions, and the omission of word endings—for example, saying *twenty-seven* instead of *twenty-seventh* in Item 7. On the second and the third tries, you may emphasize the part of the sentence the student said incorrectly.

### Items 9–13: Basic Information

- These items test general information. For Items 9 and 12, there is more than one acceptable response. For the others, however, only one answer is acceptable.

### Items 14–17: Deductions

- These items assess the student's ability to use deductions. Nonsense words are used in Item 17. If students object to the nonsense words, remind them, **You can still answer the questions even if you don't know the meanings 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 18–19: Divergent Reasoning

- These items test the student's ability to use concepts related to true and false.

# Comprehension Screening Test

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Give Test 2 \_\_\_\_\_ Give Test 3 \_\_\_\_\_

## 1. Circle the answer.

Tom and Jerrit are the same age. Jerrit is 15 years old. So ...

- a. Tom is at least 16 years old.
- b. Tom is less than 15 years old.
- c. Tom is 15 years old.
- d. Tom is older than Jerrit.

## 2. Circle the name of each object that is a container.

- a. bag
- b. phone
- c. book
- d. purse
- e. briefcase
- f. ring
- g. belt
- h. dresser

## 3. Circle the answer.

What is the holiday we celebrate on January 1?

- a. Labor Day
- b. Memorial Day
- c. Thanksgiving
- d. New Year's Day
- e. The 4th of July

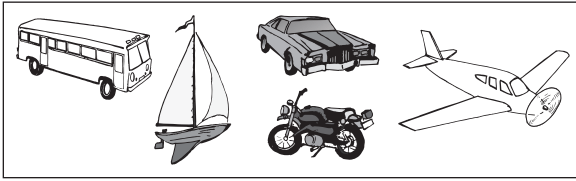
## 4. Circle the name of every season.

- a. Jump
- b. Spring
- c. July
- d. Monday
- e. Winter
- f. Pepper
- g. September
- h. Fall
- i. Warm
- j. Summer
- k. Tuesday

## 5. Circle the item that is true.

- a. All dogs bark.  
Collies are dogs.  
So some collies bark.
- b. All dogs bark.  
Collies are dogs.  
So all dogs are collies.
- c. All dogs bark.  
Collies are dogs.  
So no collies are dogs.
- d. All dogs bark.  
Collies are dogs.  
So all collies bark

6. Circle the class name for the objects.



- a. containers
- b. vehicles
- c. animals
- d. tools

7. Circle the word that means *build*.

- a. buy
- b. protect
- c. construct
- d. predict

For items 8–11, circle the word that means the same thing as the underlined part.

8. She resides near New York.

- a. visits
- b. drives
- c. works
- d. lives

9. The doctor looked at the patient's arm.

- a. examined
- b. predicted
- c. selected
- d. calculated

10. They will modify the plans.

- a. support
- b. change
- c. observe
- d. announce

11. She concealed her belief.

- a. announced
- b. hid
- c. explained
- d. confirmed

For items 12–14, circle the answer.

12. A *simile* is a statement that tells how things ...

- a. are different
- b. are funny
- c. are the same
- d. are complicated

13. If information is *irrelevant* to an issue, the information is ...

- a. untrue
- b. hard to understand
- c. important
- d. unimportant

14. If a passage is *repetitive*, it ...

- a. introduces many unfamiliar words
- b. says the same thing again and again
- c. uses no unfamiliar words
- d. has long sentences

For items 15 and 16, write the letter of the answer.



15. Which line is vertical? \_\_\_\_

16. Which line is horizontal? \_\_\_\_

# Comprehension Placement Test 2

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

Read to the student.	Circle errors.	Read to the student.	Circle errors.
<p>1. Name three ways that an ice-cream cone is <b>different</b> from a hamburger.  <i>One is hot. A hamburger has a bun. One is sweet. One has meat. An ice-cream cone has a cone. (and so on)</i></p>	<p>1a 1b 1c</p>	<p>I'll say some sentences. After I say a sentence, you try to say it exactly as I said it.</p>	
<p>2. Name three ways that an ice-cream cone is <b>like</b> a hamburger.  <i>They are food. Each is bigger than an ant. Both have parts. Both are purchased. You eat them. (and so on)</i></p>	<p>2a 2b 2c</p>	<p>7. Here's a new sentence:  <b>It was March twenty-seventh, nineteen sixty-five. Say it.</b> <i>It was March twenty-seventh, nineteen sixty-five.</i></p>	<p>7a 7b 7c</p>
<p>3. Name three ways that a tree is the <b>same</b> as a cat.  <i>They are alive. Each is bigger than an ant. Both die. They reproduce. Both have coverings. (and so on)</i></p>	<p>3a 3b 3c</p>	<p>8. Here's a new sentence:  <b>Some of the people who live in America are illiterate. Say it.</b> <i>Some of the people who live in America are illiterate.</i></p>	<p>8a 8b 8c</p>
<p>4. Finish this sentence: <b>An airplane is to air as a fish is to ...</b>  <i>Water, a lake, ocean, and so on</i></p>	<p>4</p>	<p>9. Listen: <b>It has four wooden legs and a seat and a back. What is it?</b> <i>Couch or chair.</i></p>	<p>9</p>
<p>5. Finish this sentence: <b>An airplane is to vehicles as a fish is to ...</b>  <i>Animals, food, and so on</i></p>	<p>5</p>	<p>10. Listen: <b>We celebrate this day every year because it is the first day of the new year. What date is that?</b> <i>January 1 or the first of January (In countries other than the United States, substitute a comparable local holiday.)</i></p>	<p>10</p>
<p>6. Finish this sentence: <b>An airplane is to wings as a fish is to ...</b>  <i>Fins, tail.</i></p>	<p>6</p>	<p>11. Says the days of the week.  <i>Student may start with any day of the week, but the days must be recited in order.</i></p>	<p>11</p>

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Read to the student.	Circle errors.	Read to the student.	Circle errors.
12. What is a synonym for <i>sad</i> ? <i>Unhappy, downcast</i>	12	16. Listen: <b>No brick walls have paint specks.</b> Jerome has a brick wall. What else do you know about it? <i>Idea: It doesn't have paint specks.</i>	16
13. One season of the year is summer. Name the three other seasons. <i>Fall, winter, spring (can be given in any order)</i>	13	17. Here's a rule. It has silly words, but you can still answer the questions. <b>Listen: All lerbs have pelps.</b> a. Tom has a lerb. What do you know about his lerb? <i>Idea: It has pelps.</i> b. What would you look for to find out if something is a lerb? <i>Idea: Pelps.</i>	17a 17b
14. Listen: <b>If a dog is green, it has five legs.</b> a. Pam's dog is green. What else do you know about it? <i>Idea: It has five legs.</i> b. Jim has something with five legs. Is it green? <i>Idea: Maybe, or I don't know.</i>	14a 14b	18. Listen: <b>It is a farm animal that has four legs, goes moo, and gives milk.</b> a. Is that true of a cow? <i>Yes.</i> b. Is that true of only a cow? <i>Yes.</i>	18a 18b
15. Listen: <b>Some lobsters are red.</b> a. Tony has a lobster. Is it red? <i>Idea: Maybe, or I don't know.</i> b. May has a lobster. Is it red? <i>Idea: Maybe, or I don't know.</i>	15a 15b	19. Listen to this statement, and tell me what's wrong with it. <b>He was fifteen years old, and his younger sister was eighteen years old.</b> <i>Idea: His sister is not younger than he is.</i>	19

# Comprehension Placement Test 3

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

1. They planted wapdumpos, little plants that grow in twinglers.
  - a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
  - b. Underline the part of the sentence that tells what the word means.
  
2. His drosling, a small kerchief around his wrist, was made of silk and grosplots.
  - a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
  - b. Underline the part of the sentence that tells what the word means.

**3. Here's a rule: When the demand is greater than the supply, prices go up.**

Here's what's happening: Digo Dairy sells 1000 gallons of milk every day. Digo dairy has orders for 1100 gallons of milk every day.

- a. How much is the supply of milk? \_\_\_\_\_
- b. How much is the demand for milk? \_\_\_\_\_
- c. What is going to happen to the price of milk at Digo Dairy?

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# Comprehension Placement Test 3

4. For each word in the left column, write the number of the word or phrase from the right column that means the same thing.

- |                  |       |                 |
|------------------|-------|-----------------|
| a. currency      | _____ | 1. all at once  |
| b. suddenly      | _____ | 2. silently     |
| c. ambiguous     | _____ | 3. movable      |
| d. hesitated     | _____ | 4. changed      |
| e. exhibited     | _____ | 5. paused       |
| f. quietly       | _____ | 6. plan         |
| g. portable      | _____ | 7. money        |
| h. regulations   | _____ | 8. rules        |
| i. converted     | _____ | 9. general      |
| j. appropriately | _____ | 10. fittingly   |
| k. strategy      | _____ | 11. clear       |
| l. response      | _____ | 12. answer      |
|                  |       | 13. responsible |
|                  |       | 14. gradually   |
|                  |       | 15. unclear     |
|                  |       | 16. showed      |
|                  |       | 17. caused      |
|                  |       | 18. slowly      |