

SRA Read to Achieve: Comprehending Content-Area Text

Placement Test

Overview

We recommend this Placement Test for students who have experienced reading difficulties in the past (for example, students identified to receive special education services or students at risk for school failure). For students reading at or above grade level in grades 6–12, the Placement Test is optional. When in doubt about a student’s performance, administer the Placement Test. It is designed to give rate, accuracy, and comprehension information about students’ reading performance. You can use this information to identify students who will benefit from the **Read to Achieve** program or who might be better placed in a program for lower performers, such as *Corrective Reading Decoding*. In addition, the Placement Test information will allow you to evaluate progress in students’ reading performance on completion of the program.

Preparation

You will administer the Placement Test individually. Each test will require approximately 5 to 10 minutes. Reproduce one copy of Appendix B pages 84–87 for each student and one copy for each tester. Obtain a timer, pencils, and a stopwatch or a watch with a second hand.

Administration

Select a quiet location to administer the Placement Test. Students who will be tested at a later time should not be allowed to see or hear other students being tested. When administering the test, sit across from the student. The student should not be able to see what you are writing on the form.

Fill out the top lines of the test form (student information). Keep this completed test form, and give the student a clean copy of the test.



Active student engagement is enhanced when teachers maintain a brisk pace while teaching.

Assessment Sequence

Step	Activity
1	Distribute Part I Science Fluency Passage.
2	Have the student read aloud Part I Science Fluency Passage while you time for one minute.
3	Make a slash (/) after the last word read at the end of one minute.
4	Record the number of words read and the number of errors.
5	Have the student continue reading the passage silently.
6	Collect Part I Science Fluency Passage.
7	Distribute Part II Science Comprehension Questions.
8	Allow the student three minutes to complete the questions.
9	Collect Part II Science Comprehension Questions.
10	Calculate correct words per minute (CWPM) and percent accuracy for Part I fluency passages. Fill in the calculations box on the fluency-passage form.
11	<p>Calculate percent correct for Part II Science Comprehension Questions. Fill in the calculations box on the comprehension-questions form.</p> <p>If the student reads at least 100 words per minute with 90 percent accuracy and answers at least 80 percent of the questions correctly for Parts I and II, go to Step 13 below. If the student does not meet the criterion in rate, accuracy, or comprehension, proceed to Step 12.</p>
12	<p>Repeat Steps 1–11 for Part III Social Studies Fluency Passage and Part IV Social Studies Comprehension Questions.</p> <p>If the student reads at least 100 words per minute with 90 percent accuracy and answers at least 80 percent of the questions correctly for Parts III and IV, go to Step 13 below. If the student does not meet the criterion in rate, accuracy, or comprehension, administer the <i>Corrective Reading Decoding Placement Test</i>.</p>
13	Place the student in <i>SRA Read to Achieve: Comprehending Content-Area Text</i> .

APPENDIX B

Parts I and III

Tell the student the following:

Read this passage aloud for one minute starting with the title. Follow along with your finger so you don't lose your place. After the timing, you'll finish reading the passage silently. You'll then answer some comprehension questions without looking back at the passage. Read carefully.

Begin timing as soon as the student begins reading the title of the passage.

Record each decoding error the student makes in oral reading as follows:

Error Type	Recording	Scoring
Omits word	Put X on omitted word.	Count as error.
Adds word	Put X between the two words to show where word was added.	Count as error.
Misidentifies word	Put X on misidentified word.	Count as error. However, do not count the same misidentified word as an error more than once. (For example, if the student misidentifies <i>international</i> three times, count only one error.)
Misidentifies proper noun or numeral	Do not mark if misidentified. However, put an X on omitted proper nouns or numerals.	Do not count misidentified words as errors. (For example, if the student misidentifies <i>Norgay</i> one or more times, do not count as an error; if the student identifies 29,035 incorrectly, do not count as an error.) Count omitted words as errors.
Does not identify word within three seconds	Tell student word, and mark X on word. If student can't identify a proper noun or a numeral within three seconds, tell student word, but do not mark X on word.	Count as error. Do not count as errors proper nouns and numerals that aren't identified in three seconds.
Sounds out word but not at normal speaking rate	Ask, <i>What word?</i> If student does not say word at normal speaking rate, mark X on word.	Count as error.
Self-corrects word	Do not mark.	Do not count as error.
Rereads word or phrase	Do not mark.	Do not count as error.
Skips line in passage	Immediately direct student to line.	Do not count as error.

Make a slash (/) after the last word read at the end of one minute. Record the total number of words read by the student and the total number of errors at the top of the filled-in test form. Have the student continue reading the entire passage silently. Calculate the correct words per minute and percent accuracy.

APPENDIX B

Parts II and IV

Collect the fluency passage, and tell the student the following:

Read each question carefully, and circle the correct answer. You have three minutes to complete the questions.

Do not help the student decode words or identify answers. Collect the comprehension questions when the student has finished or at the end of three minutes.

Part II Answer Key

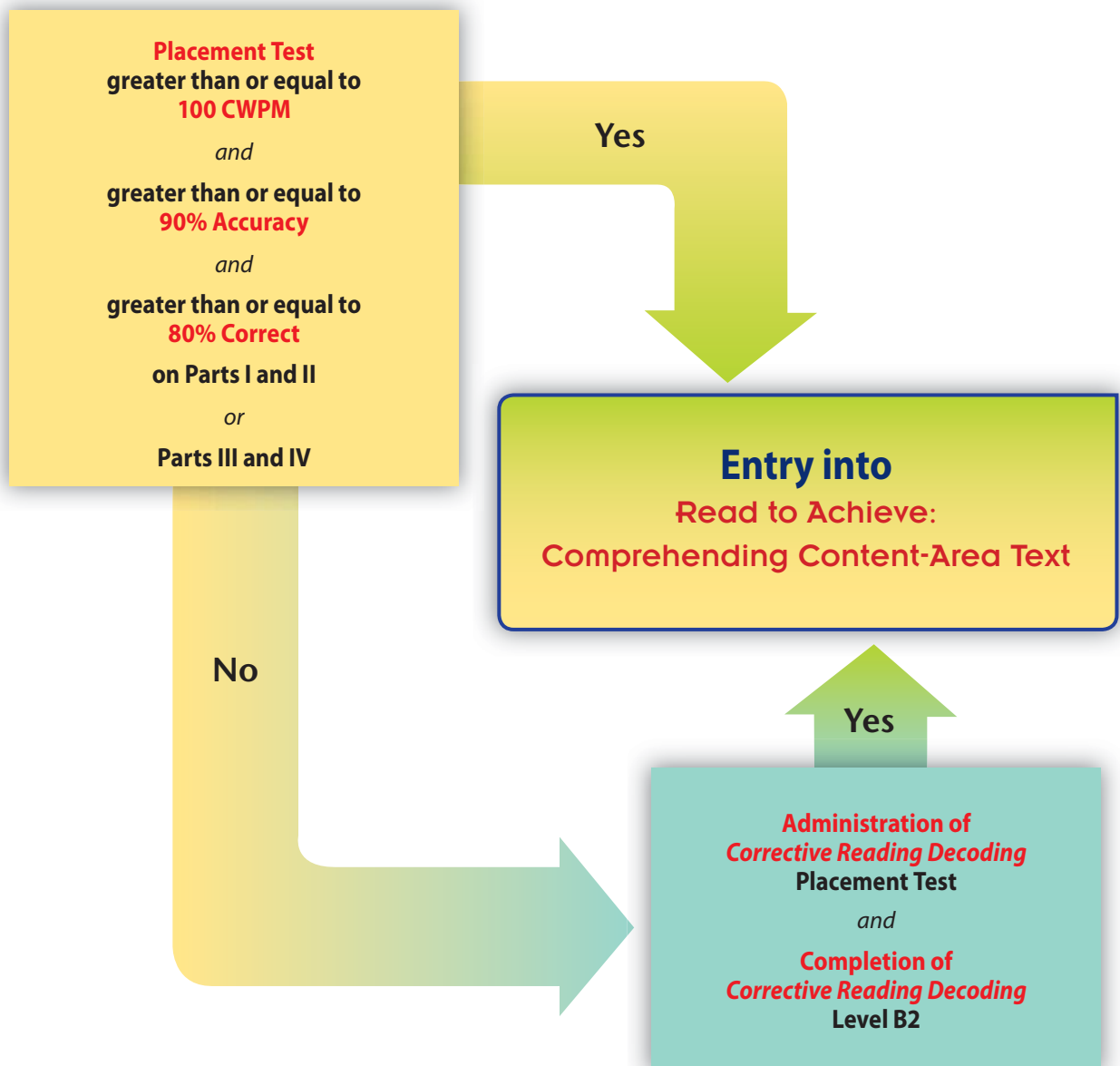
1. C 2. A 3. B 4. D 5. B

Part IV Answer Key

1. D 2. C 3. A 4. B 5. C

Placement Schedule

for Students in Grades 6–12



APPENDIX B

Part I

Science Fluency Passage

Name _____ Class _____ Date _____

School _____ Tester _____

Calculations:

Number of Words Read _____	→	CWPM _____	
Number of Errors _____	↓	÷ Number of Words Read _____	
CWPM = _____		% Accuracy = _____	%

Word Count

The International Space Station

In the past, some countries often raced against each other to explore space.	4
Now, many different nations are working together. These countries are building the International Space Station (ISS). It is a space station all countries can use.	17
The United States, Russia, Canada, Japan, and several smaller countries built the ISS together. The space station orbits more than two hundred miles above Earth. Three crew members can live and work on the space station at the same time. The nations take turns sending astronauts to the space station. At many times, crew members from different countries work together on the space station.	28
The ISS was built in 1998. The first section was built and launched by Russia. Several more pieces were added until the station was large enough for a crew. The first crew arrived in 2000. It was made up of two Russian astronauts and one astronaut from the United States.	42
Since the arrival of the first crew, other crew members have taken turns living in the ISS. The space station has become larger as new crews visit and add more parts to the station. The ISS will continue to grow larger until 2010. Then the station will be full size.	54
What happens on the International Space Station? The crew members conduct scientific experiments. One of the main experiments is being conducted on the crew members themselves. This investigation explores how a weightless environment affects humans over time. Scientists hope this information will help in building space colonies in the future.	67
Some experiments involve testing how chemicals combine in space. Some experiments explore the use of energy in space. One of the most important experiments concentrates on growing plants in space to feed colonists in the future.	83
The International Space Station will close in 2016. Scientists will then plan a new space mission. What will that mission be? Perhaps it will involve living on another planet. Would you like to join the crew?	96
	106
	121
	135
	151
	156
	171
	187
	202
	206
	217
	228
	238
	249
	256
	266
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	291
	292
	305
	319
	328

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APPENDIX B

Part II

Science Comprehension Questions

Name _____ Class _____ Date _____

School _____ Tester _____

Calculation:

Number Correct	_____
÷ Number of Questions	<u>5</u>
% Correct =	_____%

Fill in the circle next to the correct answer for each question based on what you just read.

- Many different nations are working together to build the
 a. World Space Station.
 b. Global Space Station.
 c. International Space Station.
 d. Experimental Space Station.
- The first crew arrived in 2000. It was made up of
 a. two Russian astronauts and one U.S. astronaut.
 b. four U.S. astronauts.
 c. one Japanese astronaut and one Russian astronaut.
 d. one Canadian astronaut and one Russian astronaut.
- The space station orbits more than _____ miles above Earth.
 a. one thousand
 b. two hundred
 c. five thousand
 d. eleven thousand
- In 2010, the space station will be full size. It will close in _____, and scientists will plan a new space mission.
 a. 2050
 b. 2025
 c. 2100
 d. 2016
- Why do scientists conduct experiments on the space station?
 a. To understand how the atmosphere affects humans on Earth
 b. To help plan space colonies for the future
 c. To measure how other planets affect Earth
 d. To analyze how water evaporates on the moon

APPENDIX B

Part III

Social Studies Fluency Passage

Name _____ Class _____ Date _____

School _____ Tester _____

Calculations:	
Number of Words Read _____	CWPM _____
Number of Errors _____	÷ Number of Words Read _____
CWPM = _____	% Accuracy = _____%

**Word
Count**

At the Peak of Their Powers	6
Mount Everest is the highest point on Earth. Everest is part of the Himalaya mountain range, which forms the border between the Asian countries of Nepal and Tibet. In the 1950s, Mount Everest towered 29,028 feet above sea level. Today, it measures 29,035 feet and is still rising. The plates under Asia’s crust are always shifting. They push Everest and the rest of the Himalayas about 1.6 to 3.9 inches higher every year.	20 32 46 61 76 79
Between 1920 and 1952, seven mountain-climbing expeditions tried to reach the top of Mount Everest. All failed. Europeans generally headed these expeditions. They hired Sherpas—the local mountain-dwelling people—as guides and porters. A nineteen-year-old Sherpa named Tenzing Norgay began going on expeditions in 1935. By 1953, Norgay had been on six Everest expeditions. Not one ever reached the top.	88 100 110 121 134 139
Thousands of miles to the south, Edmund Hillary was making a living as a beekeeper. However, his passion was mountain climbing. He started in the mountains of his native New Zealand. Eventually, he tackled the Himalayas. He scaled eleven Himalayan peaks that towered 20,000 feet above sea level. His dream was to conquer Mount Everest. In 1953, the Alpine Club of Great Britain invited Hillary to join them on a climb to the top of Everest. Norgay was a member of the expedition.	152 164 176 189 203 221 222
As the team members ascended, the oxygen in the air decreased. The air also grew colder. The higher the team climbed, the more difficulty they had breathing. To condition their lungs, they went up only 1,000 feet each day for several days. Each night, they descended to camp. Still, climbing in the thin, frigid air exhausted the men.	236 249 263 277 280
Around 26,000 feet, most of the team gave up. The only ones determined enough to continue were Hillary and Norgay. On May 29, 1953, they became the first climbers to reach the top of Mount Everest. Great Britain’s Queen Elizabeth rewarded Hillary by making him a knight. Norgay became a major celebrity across Asia.	294 308 321 334

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APPENDIX B

Part IV

Social Studies Comprehension Questions

Name _____ Class _____ Date _____

School _____ Tester _____

Calculation:

Number Correct	_____
÷ Number of Questions	_____ 5
<hr/>	
% Correct =	_____ %

Fill in the circle next to the correct answer for each question based on what you just read.

- Which statement below is incorrect?
 - a. Mount Everest is the highest point on Earth.
 - b. The highest point on Earth is part of the Himalaya mountain range.
 - c. The highest mountain continues to rise due to plate shifting under Asia's crust.
 - d. The highest peak on Earth is around 20,000 feet.
- The first climbers to reach the top of the highest peak were
 - a. Messner and Byrd.
 - b. Scott and Perry.
 - c. Norgay and Hillary.
 - d. Everest and Kropp.
- What is one role of a Sherpa on a climb?
 - a. To guide climbers up and down the mountain
 - b. To provide shelter and warmth to climbers
 - c. To attach to rocks for climber safety
 - d. To offer medical assistance to climbers
- In what year did the climbers reach the top of the highest peak on Earth?
 - a. 1900
 - b. 1953
 - c. 1975
 - d. 1961
- Why did the climbers climb 1,000 feet each day and then descend to camp?
 - a. To have a warm bed to sleep in
 - b. To strengthen their legs
 - c. To condition their lungs
 - d. To plan their next route