

SRA Read to Achieve: Comprehending Narrative 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

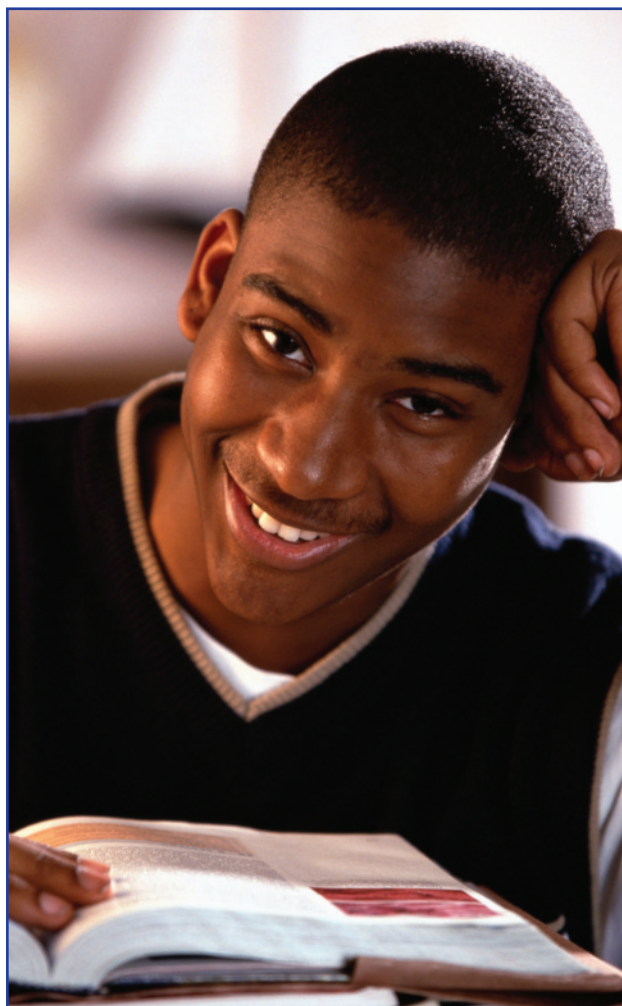
You will administer the Placement Test individually. Each test will require approximately 5 to 10 minutes. Reproduce one copy of Appendix B pages 84–87 for each student and one copy for each tester. Obtain a timer, pencils, and a stopwatch or a watch with a second hand.

Teacher-support bars are found at the beginning of each activity in the Teacher's Edition.

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.



Assessment Sequence

Step	Activity
1	Distribute Part I Fiction Fluency Passage.
2	Have the student read aloud Part I Fiction 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 Fiction Fluency Passage.
7	Distribute Part II Fiction Comprehension Questions.
8	Allow the student three minutes to complete the questions.
9	Collect Part II Fiction 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 Fiction 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 Nonfiction Fluency Passage and Part IV Nonfiction 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 Narrative 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>rescue</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>Cisco</i> one or more times, do not count as an error; if the student identifies <i>300,000</i> 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

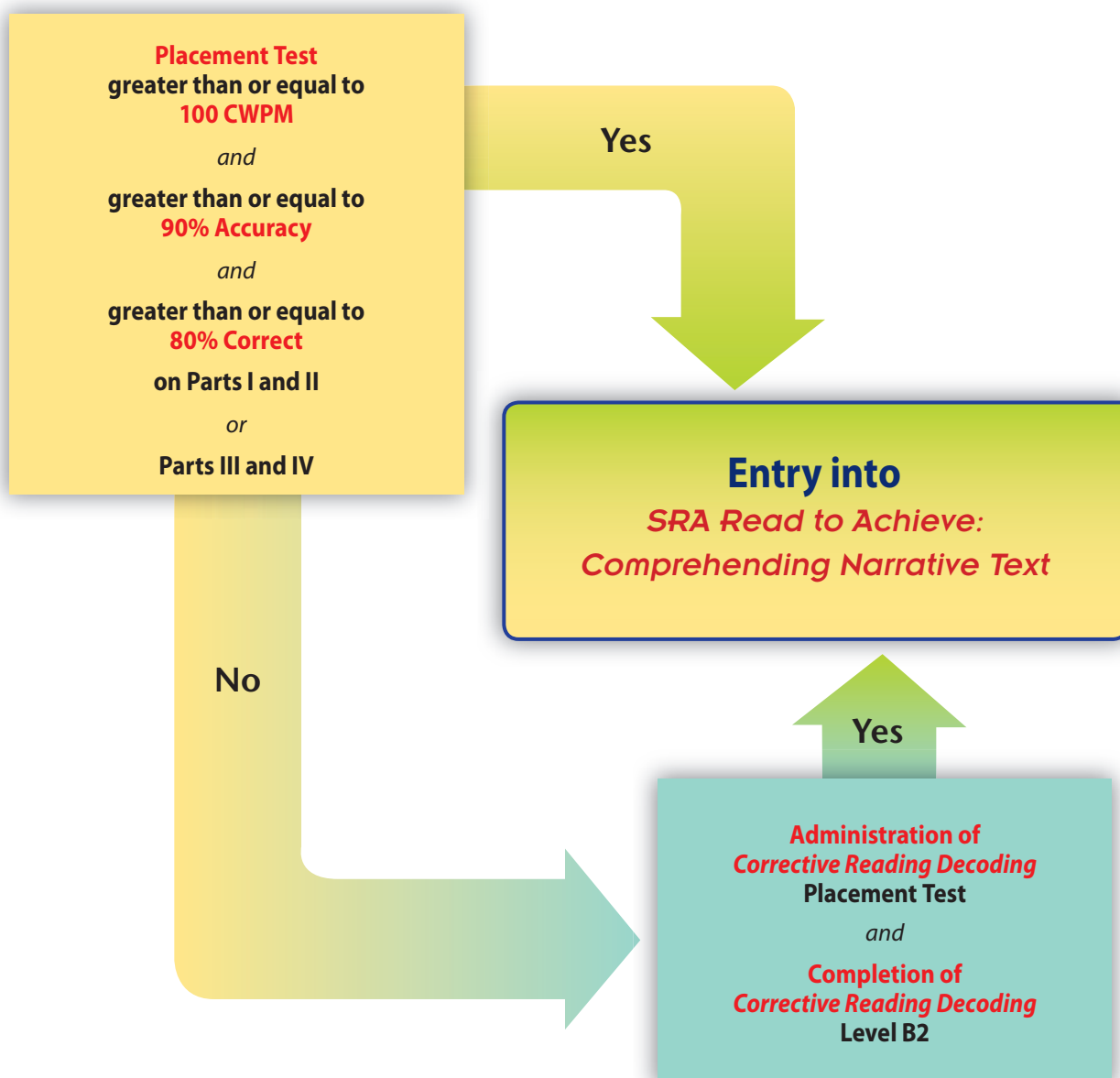
1. B 2. C 3. D 4. A 5. B

Part IV Answer Key

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

Placement Schedule

for Students in Grades 6–12



APPENDIX B


Part I

Fiction Fluency Passage

Name _____ Class _____ Date _____

School _____ Tester _____

Calculations:

Number of Words Read _____		CWPM _____
– Number of Errors _____		÷ Number of Words Read _____
CWPM = _____		% Accuracy = _____%

Word Count

Blazing Escape

The smell of smoke woke Rita. Through her window she saw a strange red glow in the night sky. Hurrying downstairs, she found her father in the kitchen.	2
"What's going on?" Rita asked.	16
"A fire has broken out on White Mountain," he answered. "Mom has already left to assist the firefighters."	30
"Will the fire reach us?" Rita asked. Just saying the words frightened her. She thought of the years her parents had struggled to make Rocky Ridge Stables the best in the area. Every summer, tourists came to rent horses for pack trips and trail rides. If the fire reached Rocky Ridge, all that would be destroyed.	35
As they talked, a gust of hot, smoky air blew across their faces. Rita's father jumped up and stared out the open window. "The fire's headed our way! We've got to load the horses into the trailer and take them to the Cherry Hills Stables until we know it's safe."	48
"But, Dad, we can only transport six horses at a time in the trailer," Rita said.	53
"I know. It will take three trips, so let's get started now!"	67
When the six horses were loaded, her father said, "I'll be back in an hour. Try to keep the others calm while I'm gone."	81
Rita felt the wind growing stronger, and each gust brought a new shower of sparks. She realized there was no way her father could get back in time. She and the horses were trapped.	97
Rita would have to get the horses over Rocky Ridge to the lake on the other side. She ran to the corral and grabbed Cisco's halter and pulled herself up onto his back. The horses were used to following Cisco on the trail rides, and as Rita urged him through the smoky haze and out the gate, they followed.	109
The ride up the steep trail to the ridge was dangerous, but soon they reached the top and started down. Flames lit the night, and the lake reflected the glowing red sky. Finally they reached the far side of the lake, and left the fire behind them.	124
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APPENDIX B

Part II

Fiction 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.

- At the beginning of the story, what woke Rita?
☐ a. The heat from the fire
☐ b. The smell of smoke
☐ c. A fire alarm
☐ d. Her father's scream
- Rita's parents' business provided
☐ a. sleigh rides in the winter.
☐ b. cattle drives in the spring.
☐ c. trail rides in the summer.
☐ d. rafting trips in the fall.
- What made Rita take the horses herself?
☐ a. Her father told her he couldn't take the horses himself.
☐ b. She learned her barn was on fire and would soon collapse.
☐ c. Her father could haul only two horses at a time in the trailer.
☐ d. She realized the fire would reach her before her father would return.
- "Rita felt the wind growing stronger, and each gust brought a new shower of sparks."
In this sentence, the word *gust* means
☐ a. "a short rush of wind."
☐ b. "a decrease in wind."
☐ c. "a nonstop flow of wind."
☐ d. "a change in direction of wind."
- What word best describes Rita at the end of the story?
☐ a. Confused
☐ b. Brave
☐ c. Careless
☐ d. Foolish

APPENDIX B


Part III

Nonfiction Fluency Passage

Name _____ Class _____ Date _____

School _____ Tester _____

Calculations:

Number of Words Read _____		CWPM _____
– Number of Errors _____		÷ Number of Words Read _____
CWPM = _____		% Accuracy = _____%

Word Count

Dangerous Rescues

Until about fifty years ago, there was no good way to help people who were lost or injured in wilderness areas. Sometimes family or friends would come to find them. Sometimes police would put out calls for help. Volunteer firefighters often answered these calls. So did men and women trained in first aid. Around 1960, volunteers began to form search-and-rescue teams. Now these search-and-rescue teams work all over the country.

Some search-and-rescue teams train for two thousand hours a year. They learn a lot about first aid. They learn how to deal with special problems they might face in wilderness areas.

Search-and-rescue teams learn the best ways to move injured people. They practice the “draped body carry” and the “piggyback carry.”

Dogs are used in some rescue searches. A bloodhound’s sense of smell is about 300,000 times sharper than a human’s. A bloodhound can track a smell that is thirty hours old. A dog can often find a missing person’s trail.

Dogs are also taken to disaster areas. They find people trapped after an earthquake or tornado. The dogs can smell right through mud slides or huge snow piles.

Helicopters are used in many rescues, too. If there is a spot to land a helicopter, a safer, quicker rescue can be made.

Helicopter pilots are highly adept at doing their job. They can position just one skid of the landing gear on a rocky ridge. Some search-and-rescue teams work with army helicopter crews. The rescuers move injured persons to waiting helicopters. They are then flown to hospitals.

Forest rangers work with rescue teams, too. They can organize rescue workers and show them how to search. In some mountain areas, ski-club members may also help rangers search in snow.

Search-and-rescue teams are always learning things that help them with rescues. They have learned that lost people often travel uphill. They have also learned that lost people usually follow streams going either east or west. Strangely, most lost people are found less than one and a half miles from where they were last seen.

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APPENDIX B

Part IV

Nonfiction 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.

- Search-and-rescue teams have been around for about
 - ☐ a. twenty-five years.
 - ☐ b. ten years.
 - ☐ c. fifty years.
 - ☐ d. seventy-five years.
- Bloodhounds are used in some rescue searches because of their keen sense of
 - ☐ a. hearing.
 - ☐ b. smell.
 - ☐ c. sight.
 - ☐ d. strength.
- "Helicopter pilots are highly adept at doing their job. They can position just one skid of the landing gear on a rocky ridge." In these sentences, the word *adept* means
 - ☐ a. "skilled."
 - ☐ b. "confident."
 - ☐ c. "cautious."
 - ☐ d. "motivated."
- Which of the following might help a rescue team find someone lost in the wilderness?
 - ☐ a. An emergency medical technician
 - ☐ b. A firefighter
 - ☐ c. A forest ranger
 - ☐ d. A police officer
- One of the things rescuers have learned is that when people are lost, they often
 - ☐ a. stay put.
 - ☐ b. travel in circles.
 - ☐ c. climb trees to see where they are.
 - ☐ d. follow streams either east or west.