

Guidelines for Placement Tests, Levels 3, 4, 5, and 6

The placement tests for *Reading Mastery Plus*, Levels 3, 4, 5, and 6 are similar in many respects. In part 1 of each test, individual students read a passage aloud as you count decoding errors. You will need to make one copy of the appropriate test for each student and mark that copy. You should administer Part 1 in a place that is somewhat removed from the other students, so that they will not overhear the testing.

How to Count Decoding Errors

Use the following guidelines when counting decoding errors on Part 1.

- If the student misreads a word, count one error.
- If the student omits a word ending, such as *s* or *ed*, count one error.
- If the student reads a word incorrectly and then correctly, count one error.
- If the student sounds out a word instead of reading it normally, count one error.
- If the student does not identify a word within three seconds, tell the student the word and count one error.
- If the student skips a word, count one error.
- If the student skips a line, point to the line and count one error.
- If the student does not finish the passage within the given time limit, count every word not read as an error. For example, if the student is eight words from the end of the passage at the end of the time limit, count eight errors.

Reading Mastery Plus, Level 3

Level 3 Placement Test Directions

Instructions for Part 1

Reproduce the Placement Test that appears on page 80. Make one copy for each student that you are to test. Then follow these steps:

1. Call a student to a corner of the room, where the test will be given.
2. Show a copy of the test to the student.

Part 1 Vocabulary Reading

- (Teacher reference:)

1. expert	7. difference
2. clinic	8. mirror
3. interest	9. through
4. changes	10. practicing
5. themselves	11. questions
6. people	

3. Point to the column of words at the top of the test. Tell the student: *Touch word 1. (Wait.) That word is expert.*
4. Repeat step 3 for words 2–11.
5. *Your turn to read those words.*
6. *Word 1. What word?*
7. Repeat step 6 for words 2–11.

Part 1 Passage Reading

8. Point to the passage in Part 1.
9. Tell the student: *You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.*
10. Time the student. If the student takes more than three seconds on a word, say the word, count it as an error, and permit the student to continue reading. To record errors, make one tally mark for each error.

Use the guidelines detailed above when counting decoding errors in Part 1.

Also count each word not read by the end of the two-minute time limit as an error. For example, if the student is eight words from the end of the passage by the end of the time limit, count eight errors.

11. Collect the test sheet.

Instructions for Part 2

After you've administered Part 1 to all the students, present Part 2, which is a group test. Administer Part 2 no more than 2 hours after students complete Part 1. Here are the steps to follow:

1. Assemble the students.
2. Give each student a copy of the placement test.
3. Give the group these instructions: **At the bottom of the page are questions about the passage that you read earlier. Write the answers. You have two minutes to finish.**
4. Time the students. Collect the test sheets after two minutes.

Answer Key Part 2

1. What was the first name of the man in the story? Bill
2. Underline 4 things he did to try to be more interesting.
 - frown more
 - smile more
 - whisper
 - ask questions
 - answer questions
 - talk louder
 - talk softer
 - talk faster
 - talk slower
3. His problem was that he
 - was old
 - had five dogs
 - put people to sleep
4. He practiced in front of
 - his wife
 - the mirror
 - the TV
5. Who came over when he was practicing?
 - a sleeper
 - a dog expert
 - a sleep expert
6. Name the place where she worked.
Sleep More Clinic

Placement Criteria

Use the table below to determine placement for each student.

Errors	Placement
If a student makes 7 errors or more on Part 1 OR 2 errors or more on Part 2	Place the student in a reading-language program more elementary than <i>Reading Mastery Plus</i> Level 3, possibly <i>Reading Mastery Plus</i> Level 1 or Level 2.
If a student makes no more than 6 errors on Part 1 AND no more than 1 error on Part 2.	Place the student at <i>Reading Mastery Plus</i> Level 3, lesson 1.

Part 1

1. expert
2. clinic
3. interest
4. changes
5. themselves
6. people
7. difference
8. mirror
9. through
10. practicing
11. questions

Bill tried to say things that would interest other people. He asked questions and tried to get people to talk about themselves. He said things that were funny. He talked faster and louder. He tried to smile more when he talked. But all those changes made no difference. After Bill was through speaking, everybody else was sleeping.

One day, Bill was at home. He was practicing in front of the mirror. He smiled, moved around a lot, and talked to the mirror.

Just then the door bell rang. Bill opened the door and saw a woman who said, "I am an expert at making people sleep. I work for the Sleep More Clinic. We help people who have trouble sleeping. I hear that you can make people sleep, too."

Yes," Bill said. "If I speak for a while, people will sleep."

"That is interesting," the sleep expert said. "Can you explain why people sleep?"

"Yes, I can," Bill said.

Part 2

1. What was the first name of the man in the story?

3. His problem was that he

• was old • had five dogs • put people to sleep

2. Underline 4 things he did to try to be more interesting.

- frown more
- smile more
- whisper
- ask questions
- answer questions
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4. He practiced in front of

• his wife • the mirror • the TV

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6. Name the place where she worked.