

# GRADE 2 READING PLACEMENT TEST

As a rule of thumb, students who have successfully completed *Reading Mastery Transformations* Grade 1 Reading or a first-grade reading program should be able to succeed in *Reading Mastery Transformations* Grade 2 Reading. However, this rule may not apply to all students, particularly those who can decode words silently but cannot read aloud with sufficient accuracy (no more than 2 errors per 87 words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Transformations* Grade 2 Reading.

The reproducible placement test on the last page (page 4) of this PDF determines the rate, accuracy, and comprehension performance of students. Administer the test to all students before placing them in *Reading Mastery Transformations* Grade 2 Reading. The test results will provide you with:

- “baseline” information about students’ reading rate and accuracy.
- a basis for evaluating student improvement after completing Grade 2 Reading.
- a means of identifying students who need the additional instruction and practice provided by a Grade 1 sequence or students who can be tested for placement in a higher level.

## Administering the Placement Test

- Make one teacher copy and one student copy of the PDF placement test (page 4) for each student that you are to test. (Teacher will mark the teacher’s copy of part 1 for timed reading rate and accuracy. The student will work on the student’s copy by reading unmarked part 1 and answering items in part 2.)
- Part 1 of the test consists of 11 vocabulary words (list A and list B) and a reading passage. The vocabulary word reading is not scored. The reading passage contains 178 words and is timed and scored.
- Part 1 of the test is to be administered individually to the students. They should not observe others taking the test. Part 1 requires about 3 minutes per student. You will need a stopwatch or timer.

- Part 2 of the test may be presented to all the students at the same time. Part 2 requires the students to write answers to comprehension questions about the part 1 passage. Students have 2 minutes to complete part 2.

## Instructions for Part 1 and 2

### Part 1—Vocabulary Word Reading (Not Scored)

- (Call a student to a corner of the room, where the test will be given.)
- (Give a student copy of the test to the student. Have a teacher’s copy of the test in front of you to mark errors and time.)
- (Point to list A words at the top of the test. Tell the student:)
  - Touch word 1. (Pause.) That word is **expert**.
  - Touch word 2. (Pause.) That word is **clinic**.
  - Touch word 3. (Pause.) That word is **interest**.
  - Touch word 4. (Pause.) That word is **changes**.
  - Touch word 5. (Pause.) That word is **themselves**.
  - Touch word 6. (Pause.) That word is **people**.
- Your turn to read those words.
  - Word 1. What word? *Expert*.
  - Word 2. What word? *Clinic*.
  - Word 3. What word? *Interest*.
  - Word 4. What word? *Changes*.
  - Word 5. What word? *Themselves*.
  - Word 6. What word? *People*.
- (Repeat step e until firm.)
- (Point to list B words at the top of the test. Tell the student:)
  - Touch word 1. (Pause.) That word is **difference**.
  - Touch word 2. (Pause.) That word is **mirror**.
  - Touch word 3. (Pause.) That word is **through**.
  - Touch word 4. (Pause.) That word is **practicing**.
  - Touch word 5. (Pause.) That word is **questions**.

- i. Your turn to read those words.
- Word 1. What word? *Difference*.
- Word 2. What word? *Mirror*.
- Word 3. What word? *Through*.
- Word 4. What word? *Practicing*.
- Word 5. What word? *Questions*.
- j. (Repeat step i until firm.)

## Part 1—Passage Reading (Scored)

- a. (Point to the passage in part 1. 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 2 minutes to read the passage. Go.
- b. (Time the student. If the student takes more than 3 seconds on a word, say the word, count it as an error, and permit the student to continue reading. Make 1 tally mark for each error.)

(Count any of the following behaviors as errors:)

- If the student misreads a word, count 1 error.
- If the student omits a word part, count 1 error.
- If the student skips a word, count 1 error.
- If the student skips a line, immediately show the student the correct line; count 1 error.
- If the student does not identify a word within 3 seconds, tell the word; count 1 error.
- If the student reads a word incorrectly and then reads it correctly, count 1 error.
- Also count each word not read by the end of the 2-minute time limit as an error. (For example, if the student is 8 words away from finishing the passage by the end of the time limit, count 8 errors.)
- c. (Mark the number of errors and the total time to read 178 words on the teacher's copy. Collect the student's copy of the test.)

## Part 2—Comprehension Questions (Scored)

- a. (After you've administered part 1 to all the students, present part 2, which is a group test. Try to administer part 2 no more than 2 hours after students complete part 1.)
- (Assemble the students.)

- (Give each student a student copy of the placement test and make sure the students have pencils and their name is marked.)
- b. (Give the group these instructions:)

Follow along as I read the passage you read earlier.

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 did not make a difference. After Bill was through speaking, everybody else was sleeping. This made Bill sad.

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. Can you do this?"

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

"That is interesting," the sleep expert said. "Maybe you can explain to me why you think people sleep."

"Yes, I think I can," Bill said.

- c. (After reading the passage, say:)  
At the bottom of the page are questions about the passage. Read the questions to yourself. Write or underline the answers. You have 2 minutes to finish.
- d. (Time the students. Collect the test papers after 2 minutes.)

## Answer Key for 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 sleep expert
- a dog expert

6. Name the place where she worked.

Sleep More Clinic (Accept approximate spellings)

## 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 <b>OR</b> 2 errors or more on part 2	Administer a placement test for a more elementary reading program, such as <i>Reading Mastery Transformations Grade 1 Reading</i> .
If a student makes no more than 6 errors on part 1 <b>AND</b> no more than 1 error on part 2 (can answer written comprehension items)	Place the student in <i>Reading Mastery Transformations Grade 2 Reading</i> .
If a student makes 0–1 errors in less than 1:20 on part 1 <b>AND</b> no errors on part 2	Administer placement test for <i>Reading Mastery Transformations Grade 3 Reading</i> .

# PLACEMENT TEST

## Part 1

- |  |  |
|--|--|
| <b>A</b> 1. expert<br>2. clinic<br>3. interest<br>4. changes<br>5. themselves<br>6. people | <b>B</b> 1. difference<br>2. mirror<br>3. through<br>4. practicing<br>5. 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 did not make a difference. After Bill was through speaking, everybody else was sleeping. This made Bill sad.

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. Can you do this?"

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

"That is interesting," the sleep expert said. "Maybe you can explain to me why you think people sleep."

"Yes, I think I can," Bill said.

## Part 2

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

# GRADE 2 LANGUAGE ARTS PLACEMENT TEST

Students who place into *Reading Mastery Transformations* Grade 2 Reading are appropriately placed into Grade 2 Language Arts. The Grade 2 Language Arts program is also appropriate for students who meet grade-level expectations for beginning any grade 2 reading program. Students who do not place into a grade 2 reading program may still benefit from Grade 2 Language Arts, but may need some support. You might pair these students with stronger readers who can assist if their partner has trouble decoding a word in the workbook or textbook.

Students should also be able to copy words at no less than 8 words per minute. Students who do not meet this criterion may need additional support. In order to evaluate writing fluency, administer the placement test. Before beginning lesson 1, reproduce the page and distribute a copy to each student. The script for presenting the task appears below.

## Administering the Placement Test

- (Write the date on the board.)  
Write your name and the date at the top of your paper. Then put your pencil down. ✓
- Touch the little story that is in the box. ✓
- I'll read that story. Follow along: **Six men ran in a race. Jon won the race. He got a big prize. He was happy.**
- Everybody, touch the lines below the story. ✓  
You're going to copy that whole story. Everybody, touch the letter **A**. ✓ You'll start right after the letter **A**. You'll copy the story just the way it is written. You'll spell all the words correctly. You'll put in the capital letters and the periods just the way they are shown in the story. You'll write quickly and carefully. If you finish before I say **stop**, sit quietly and read the story to yourself. Make sure you copied correctly.
- The first sentence of the story is: **Six men ran in a race.** That's the first sentence you'll copy. Then you'll copy the rest of the story. Pencils ready. ✓  
You have **2 minutes**. Get ready. Go.

(Time students. After 2 minutes, say:)

Everybody, if you're not finished, stop now and put your pencil down.

- (Collect papers.)

## Scoring

Record the number of omitted words and misspelled words on each student's test paper. The rate criterion is 8 words a minute (16 words in 2 minutes). A student may omit up to 2 words and meet the rate criterion. The accuracy criterion is 75%. A student may make up to 4 mistakes and meet the criterion.

- **Omitted words** (words not copied). Read each student's story. Mark any places where the student omitted words. Count the number of omitted words (those overlooked or those at the end of the story that were not written). Write the number. If the number is 2 or less, circle **Pass**. If the number is more than 2, circle **Fail**.
- **Misspelled words**. Mark each misspelled word. Write the number. If the number is 4 or less, circle **Pass**. If the number is more than 4, circle **Fail**.
- Total the number of omitted and misspelled words.

## Writing Fluency and Grouping

Students who do not pass the rate and accuracy criteria on the writing fluency task can begin the Grade 2 Language Arts program but should practice writing fluency. A good procedure is to devote 10 minutes a day to writing fluency. Set an initial goal of a rate of 7 words a minute with 75% accuracy, increasing the goal to 8 words a minute when most students are successful.

The results of the writing fluency task may also be used to group students. Grouping students who write at a similar rate will help lessons flow more smoothly, as there will be less variation in the time it takes students to finish the writing tasks. One method is to use the total number of omitted and misspelled words to order students from the highest total to the lowest total. If possible, place students with higher totals in smaller groups.

Sample practice passages and a presentation script can be accessed as a resource in your course.

Name \_\_\_\_\_

Date \_\_\_\_\_

# PLACEMENT TEST

Six men ran in a race. Jon won the race.  
He got a big prize. He was happy.

A. \_\_\_\_\_  
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**SCORING:**

Omitted words		0-2 Pass	more than 2 Fail
Misspelled words		0-4 Pass	more than 4 Fail
Total			