

GRADE 4 READING PLACEMENT TEST

The placement test measures the decoding and comprehension skills of students entering *Reading Mastery Transformations* Grade 4 Reading. The test results provide guidelines for grouping students and also allow you to identify students who should not be placed in the program.

The placement test has two parts. In part 1, each student reads a passage aloud as you count decoding errors. In part 2, students answer comprehension questions about the passage. You will need one copy of the test for each student.

Instructions for Part 1

You should administer part 1 in a corner of the classroom so that other students will not overhear the testing. Use the following procedure.

1. (Give the student a copy of the placement test.)
2. (Point to the passage and say:) *You're going to read this passage aloud. I want you to read it as well as you can. Don't try to read it so quickly 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.*
3. (Time the student and count one error for each time the student:
 - Misreads a word.
 - Omits a word ending, such as *s* or *ed*.
 - Reads a word incorrectly and then correctly.
 - Sounds out a word instead of reading it normally.
 - Skips a word.
 - Skips a line. [After counting the error, point to the correct line and ask the student to keep reading.]
 - Does not identify a word within three seconds. [After counting the error, say the word and ask the student to keep reading.]

If the student does not finish the passage within the given time limit, count every unread word as an error.)

4. (After two minutes, stop the student. Record 2:00 as the time. Count every unread word as an error. If the student read the passage in less than two minutes, record the total time to read.)
5. (After the student finishes part 1, retain the student's copy of the test, which you will redistribute in part 2.)

Instructions for Part 2

After all students have finished part 1, administer part 2 to students who made 0-6 errors on part 1. Use the following procedure.

1. (Assemble the students.)
2. (Give each student a copy of the placement test.)
3. (Say:) *Here is the passage you read earlier. Read the passage again silently, then answer the questions in part 2. You have seven minutes. Go.*
4. (Collect the test papers after seven minutes.)
5. (Total each student's errors, using the answer key on page 2.)

Answer Key for Part 2

1. Near which islands does this story take place?

Idea: the Bermuda Islands

2. Why was the group in this place?

Ideas: to dive; to see the bottom of
the ocean

3. Was the water warm or cold?

warm

4. Who led the group?

the guide

5. Each diver was supposed to stay with a

Ideas: partner; person

6. What was a diver supposed to do if the diver wanted to stop to examine something?

Idea: signal the guide

7. What was a diver supposed to do if the diver got separated from the group?

Idea: go to the surface of the water

8. What problem could the diver have if the diver went up to the surface too fast?

Idea: the bends

9. This problem was caused by the great

pressure of the water.

Placement Guidelines

Place your students as follows:

- Students who made 0-1 error on parts 1 and 2, and read part 1 in less than 1:20, should be given the placement test for *Reading Mastery Transformations* Grade 5 Reading.
- Students who made 0-6 errors on part 1 **and** 0-2 errors on part 2 can be placed in *Reading Mastery Transformations* Grade 4 Reading.
- Students who made more than 6 errors on part 1 **or** more than 2 errors on part 2 should be given the placement test for *Reading Mastery Transformations* Grade 3 Reading.

PLACEMENT TEST

Part 1

An Underwater World

The diving boat was anchored in a place where the water changed from light green to dark, dark blue. One by one, the divers went down the ladder on the side of the boat and entered the warm water. The boat was near the Bermuda Islands, about one thousand miles east of Florida. Darla was the last diver to go down the ladder and enter the warm water.

“Now stick together,” the guide said as he floated with his mask tilted back on his forehead. “You’ve got your partners. Stay with your partner. If you see something you want to look at, signal me. If one person stops, we all stop or somebody’s going to get lost.”

The guide continued, “If you get separated, go to the surface of the water. Don’t try to look for the rest of us. Just go to the surface. And remember, don’t go up too fast. Take at least two minutes to go up, or you may get the bends.”

The bends. Darla had read about the bends. She knew that a person gets them because of the great pressure of the water.

Time: _____ Errors: _____

Part 2

1. Near which islands does this story take place?

2. Why was the group in this place?

3. Was the water warm or cold?

4. Who led the group?

5. Each diver was supposed to stay with a

_____.

6. What was a diver supposed to do if the diver wanted to stop to examine something?

7. What was a diver supposed to do if the diver got separated from the group?

8. What problem could the diver have if the diver went up to the surface too fast?

9. This problem was caused by the great _____ of the water.

Errors: _____

Scoring

| | |
|--|----|
| Al didn't say anything, but he had a lot of thoughts. Most of them | 14 |
| had to do with how ridiculous Roger was. Al was tempted to say, | 27 |
| "You could follow those training procedures all year long , and I'd | 38 |
| still beat you in one mile, two miles, or cross country." But all Al said | 53 |
| was, "So you're going to buy into this program?" | 62 |
| "Yeah," Roger replied. | 65 |

For each passage, count the number of complete words written (subtract omitted words).

Count the number of errors. Count as an error:

- Each paragraph that is not indented;
- Each lowercase letter that looks like an uppercase letter;
- Each uppercase letter that looks like a lowercase letter;
- Each misspelled word;
- Each missing punctuation mark;
- Each added punctuation mark;
- Any punctuation mark that is out of order.

Note: A word may have more than one error.

PLACEMENT TEST CRITERIA

Circle Pass or Fail on the student page for each criterion.

Words Written

Fewer than 36 words (F)

36 or more words (P)

Errors

10 or more errors (F)

Fewer than 10 errors (P)

Writing Fluency and Grouping

Use Placement Test performance to group children in smaller groups, or practice writing fluency daily until all students in the group meet both writing fluency criteria.

Students who make 10 or more errors (3 errors per minute) or write less than 36 words (12 words per minute) on the writing fluency task can begin the Grade 4 Language Arts program but would benefit from continued practice with writing fluency. A good procedure is to devote 10 minutes a day to writing, beginning with a goal of copying words at a rate of 8 words a minute with no more than 2 spelling errors, and gradually increasing the goal until students can copy 12 words a minute. Have students copy from stories at the end of the textbook.

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.

