Appendix A–Placement Test

How to Administer the Placement Test

1. Make a copy of the student Placement Test pages (pages 115–116) for each student.
2. Before testing, familiarize yourself with the Placement Test Instructions (page 114), the Answer Key (on this page) and Scoring the Placement Test (page 113).
3. Administer the Placement Test to the entire group or class at one time.

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Answer Key

1. Name ____________________________ Date ____________________________
2. ___________ animal _______ clothing _______ food _______
   ___________ clothing _______ animal _______
   ___________ food _______ animal _______
3. Circle the words that are part of your head.
   swimming _______

4. A bird is to flying as a fish is to _______
5. How is a tree the same as a flower? (Accept all reasonable responses.) _______

6. That afternoon, the girl went to the store to buy some bread.
   a. Who went to the store to buy some bread? _______
   b. Where did she go? _______
   c. When did she go? _______
   d. Why did she go? _______
   e. the girl _______
   f. to the store _______
   g. that afternoon _______

7. Circle the sentences that tell about the picture.
   Close out the sentences that do not tell about the picture.
   a. They are sitting at a table.
   b. The dog is reading a newspaper.
   c. There are six cats in the picture.
   d. The man is reading a newspaper.
   e. More than one dog is in the picture.
   f. Zoo man is standing.

8. Circle the sentences that tell about the picture.
   Close out the sentences that do not tell about the picture.
   a. One woman is washing a car.
   b. A table on top of the car.
   c. The car is red.
   d. There are two washing women.
   e. A animal is on top of the car.
   f. All three women are working.
# Scoring the Placement Test

## Score the Tests

<table>
<thead>
<tr>
<th>Item number</th>
<th>Points</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Name and date.</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>Count a point for each correct answer.</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Count a point for each correct answer. Subtract a point for each incorrect answer.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Do not count off for <em>swim</em> or misspelling of <em>swimming</em>. Wrong answers include <em>water</em> and <em>playing</em>.</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Count reasonable answers such as <em>plants, they grow, have leaves, need water, need sun</em> as correct.</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>Count one point for each correct answer. Do not count off for misspelled words.</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>Count as correct if sentence, or letter in front of sentence, is circled or crossed out appropriately.</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Count the Number of Points
Enter the number in the Score Box in the upper right-hand corner of the first student page.

## Place the Students

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>25–30 points</td>
<td>Place in <em>Language for Writing</em>, lesson 11, after quickly reviewing lessons 1 through 10.</td>
</tr>
<tr>
<td>23–24 points</td>
<td>Place in <em>Language for Writing</em>, lesson 1.</td>
</tr>
<tr>
<td>22 points or fewer</td>
<td>Give the placement test for <em>Language for Learning</em> or <em>Language for Thinking</em>.</td>
</tr>
</tbody>
</table>

**Notes:**
- If you are teaching the entire class, and some of your students score 25–30 points and others score 23–24 points, start the program at lesson 1.
- If the student cannot copy or write legibly, do not place in *Language for Writing*.
- If the student cannot read approximately 80 or more words per minute in second-grade reading materials with 97% accuracy or higher, do not place in *Language for Writing*. 
Placement Test Instructions

Note: When three-fourths of the students are finished with an item, move on to the next item. Tell students they will complete the unfinished item later.

1. Everybody, touch number 1. ✓
   Touch the word name. ✓
   Write your name on the line. Put your pencil down when you're finished.
   • (Write today’s date on the board.) Now look at the board. I have written today’s date.
   • Everybody, touch the word date. ✓
   Copy today’s date on the line. Put your pencil down when you’re finished.

2. Everybody, touch number 2. ✓
   • Touch the words in the box as I read them.
   • You will copy the word animal next to the pictures that are animals. You will copy the word clothing next to the pictures that are clothing. You will copy the word food next to the pictures that are food.
   • Now, on the line after each picture, write the word that goes with the picture. Put your pencil down when you’re finished.

3. Touch number 3. ✓
   • Touch the words in the box as I read them.
   • Now circle the words that are part of your head. Put your pencil down when you’re finished.

4. Touch number 4. ✓
   • This sentence says A bird is to flying as a fish is to blank.
   • Write the word that finishes the sentence.

5. Touch number 5. ✓
   • This sentence asks How is a tree the same as a flower?
   • Write one way that a tree and a flower are the same.

   • This sentence says That afternoon, the girl went to the store to buy some bread.
   • Answer the questions below the sentence. Put your pencil down when you’re finished.

7. Turn to the next page. Touch number 7. ✓
   • You will read the sentences next to the picture. Some of the sentences tell about the picture. You are going to circle sentences that tell about the picture. You are going to cross out sentences that do not tell about the picture.
   • Everyone, what are you going to do to show that a sentence tells about the picture? (Signal.) Circle it.
   • What are you going to do to show that a sentence does not tell about the picture? (Signal.) Cross it out.
   • Now read the sentences and follow the instructions. Put your pencil down when you’re finished.

8. Touch number 8. ✓
   • Read the sentences next to the picture. Circle the sentences that tell about the picture, and cross out the sentences that don’t. Put your pencil down when you’re finished.
   (Collect students’ papers.)
1. Name __________________________ Date ______________________

2. Circle the words that are part of your head.

   - animal
   - clothing
   - food

   ____________  ____________  ____________

   ____________  ____________  ____________

3. Circle the words that are part of your head.

   - nose
   - pencil
   - dog
   - hair
   - mouth
   - sun
   - ears
   - legs
   - eyes

4. A bird is to flying as a fish is to __________________________.

5. How is a tree the same as a flower? __________________________
   __________________________

6. That afternoon, the girl went to the store to buy some bread.
   a. Who went to the store to buy some bread? __________________________
   b. Where did she go? __________________________
   c. When did she go? __________________________
   d. Why did she go? __________________________
7. Circle the sentences that tell about the picture. 
   Cross out the sentences that do not tell about the picture.

   a. They are sitting at a table.
   b. The dog is reading a newspaper.
   c. Three chairs are in the picture.
   d. The man is reading a newspaper.
   e. More than one dog is in the picture.
   f. The man is standing.

8. Circle the sentences that tell about the picture. 
   Cross out the sentences that do not tell about the picture.

   a. Two women are washing a car.
   b. A cat is on top of the car.
   c. The car is wet.
   d. Three boys are washing a car.
   e. An animal is on top of the car.
   f. All three women are working.