

Program

Reference Materials

The Placement Test

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.

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 the passage aloud. I want you to read it as well as you can. Don't try to read it so fast 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 make one tally mark for each error.)
4. (After two minutes, stop the student. Count every word not read as an error.)
5. (Total the student's errors.)

Use the following guidelines in counting decoding errors for 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.

Instructions for Part 2

After all the students have finished part 1, administer part 2 to the entire group. 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 below.)

Answer Key for Part 2

1. Response: A king.
2. Response: A princess.
3. Ideas: His daughter; Marygold.
4. Response: Gold.
5. Ideas: His daughter; gold.
6. Idea: They weren't gold.
7. Response: Roses.
8. Response: Perfume.
9. Idea: How much it would be worth if the roses were gold.

Placement Guidelines

Place your students as follows:

- Students who made zero to six errors on part 1 *and* zero to two errors on part 2 can be placed in *Reading Mastery Signature Edition, Grade 5*.
- Students who made more than six errors on part 1 or more than two errors on part 2 should be given the placement test for *Reading Mastery Signature Edition, Grade 4*.

Placement Test

PART 1

The Golden Touch

Once upon a time in ancient Turkey there lived a rich king named Midas, who had a daughter named Marygold.

King Midas was very fond of gold. The only thing he loved more was his daughter. But the more Midas loved his daughter, the more he desired gold. He thought the best thing he could possibly do for his child would be to give her the largest pile of yellow, glistening coins that had ever been heaped together since the world began. So Midas gave all his thoughts and all his time to collecting gold.

When Midas gazed at the gold-tinted clouds of sunset, he wished they were real gold and that they could be herded into his strong box. When little Marygold ran to meet him with a bunch of buttercups and dandelions, he used to say, "Pooh, pooh, child. If these flowers were as golden as they look, they would be worth picking."

And yet, in his earlier days, before he had this insane desire for gold, Midas had shown a great love for flowers. He had planted a garden with the biggest and sweetest roses any person ever saw or smelled. These roses were still growing in the garden, as large, as lovely, and as fragrant as they were when Midas used to pass whole hours looking at them and inhaling their perfume. But now, if he looked at the flowers at all, it was only to calculate how much the garden would be worth if each of the rose petals was a thin plate of gold.

PART 2

1. *Circle the answer.* What kind of royal person was Midas?
• an emperor • a king • a prince
2. *Circle the answer.* So his daughter was _____.
• an empress • a queen • a princess
3. What did Midas love most of all?

4. What did he love almost as much?

5. The more Midas loved _____, the more he desired _____.
6. Why did Midas think that dandelions were not worth picking?

7. What kind of flowers had Midas planted in his earlier days?

8. Midas used to inhale the _____ of those flowers.
9. What did Midas think about his garden now?
