Test Administration Directions

Part 1—Vocabulary Word Reading (Not Scored)

- a. (Call a student to a corner of the room, where the test will be given.)
- b. (Give a copy of the test to the student.)
- e. (Repeat for words 2–10.)
- g. (Repeat step f until firm.)

<table>
<thead>
<tr>
<th>Word 1. What word?</th>
</tr>
</thead>
<tbody>
<tr>
<td>expert</td>
</tr>
<tr>
<td>clinic</td>
</tr>
<tr>
<td>interest</td>
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<tr>
<td>changes</td>
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<tr>
<td>themselves</td>
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<tr>
<td>people</td>
</tr>
<tr>
<td>difference</td>
</tr>
<tr>
<td>mirror</td>
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<tr>
<td>through</td>
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<tr>
<td>practicing</td>
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</tbody>
</table>

- c. (Point to the column of words at the top of the test. Tell the student:) Touch word 1.
- d. (Repeat step c for words 2–10.)
- e. Your turn to read those words.
- f. Word 1. What word?
- h. (Point to the passage in part 1.)
- i. (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 three minutes to read the passage. Go.
- j. (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. Make one tally mark for each error.)

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 two minutes to complete part 2.
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.

(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 three minutes to finish.

d. (Time the students. Collect the test sheets after three 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

   - talk louder
   - talk softer
   - talk faster
   - talk slower

   answer questions
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**

**Scoring Criteria for the Transition Placement Test**

All students who make more than 8 errors on part 1 of the Transition Placement test should be placed in the Grade 1 sequence or in a program that teaches comparable reading skills.

Students who **should** be placed in the Transition program and begin instruction on Lesson 1 meet the following criteria on the Transition Placement Test:

- Students who make fewer than 8 errors on part 1 and read the passage between 2:01 and 3 minutes.
- Students who make 6 or 7 errors on part 1 and read the passage in 2 minutes or less.
- Students who make 5 or fewer errors on part 1 and read the passage in 2 minutes or less, and make 2 or more errors on part 2.

**Rate Table for the Placement Test**

The following table shows the words per minute students read for specific times and numbers of errors on part 1 of the Transition Placement Test.

<table>
<thead>
<tr>
<th>Time</th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
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<tbody>
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<td>51</td>
<td>51</td>
<td>51</td>
<td>50</td>
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<td>56</td>
<td>56</td>
<td>55</td>
<td>55</td>
<td>54</td>
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**Performance**

<table>
<thead>
<tr>
<th>Errors Part 1</th>
<th>Time Part 1</th>
<th>Errors Part 2</th>
<th>Placement</th>
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</thead>
<tbody>
<tr>
<td>8 or more</td>
<td>3 minutes or less</td>
<td>NA</td>
<td>Grade 1</td>
</tr>
<tr>
<td>Fewer than 8</td>
<td>2:01 to 3 minutes</td>
<td>NA</td>
<td>Transition</td>
</tr>
<tr>
<td>6 or 7</td>
<td>2 minutes or less</td>
<td>NA</td>
<td>Transition</td>
</tr>
<tr>
<td>5 or fewer</td>
<td>2 minutes or less</td>
<td>2 or more</td>
<td>Transition</td>
</tr>
<tr>
<td>5 or fewer</td>
<td>2 minutes or less</td>
<td>1 or 0</td>
<td>Grade 2 OR Transition</td>
</tr>
</tbody>
</table>
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 doorbell rang. Bill opened the door and saw a woman who said, “I am an expert at making people sleep. I work for the SleepMore 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 fall asleep.”

“People, sleep?” the expert said. “Can you explain why that is interesting?”

“Tired is interesting,” the expert said. “Why do you make people sleep? I hear that you have trouble sleeping. I hear that people who hope to sleep get people who work for the SleepMore Clinic. I am an expert at making people sleep. I opened the door and saw a woman named Bill. Bill tried to say things that would interest other people. He asked questions and tried to get people interested in other people. He asked people to talk 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.”

1. What was the first name of the man in the story?
2. Underline 4 things he did to try to be more interesting.
   • talk louder
   • talk softer
   • talk faster
   • talk slower
3. His problem was that he was old.
4. He practiced in front of the mirror.
5. Who came over when he was practicing?
   • a sleeper
   • a dog expert
   • a sleep expert
6. Name the place where she worked.
   • a sleep clinic
   • a sleep expert
   • a sleep expert
7. Who came over when he was practicing?
   • his wife
   • the mirror
   • the TV
8. Why was he speaking in front of the mirror?
   • the TV
   • the mirror
   • the TV
9. What was the difference between Bill and the people who worked for the SleepMore Clinic?
   • 7.
   • 6.
   • 5.
   • 4.
10. What questions did the sleep expert ask?
    • 11.
    • 10.
    • 9.
    • 8.
11. What was Bill’s job at home?
    • 1.
    • 2.
    • 3.
    • 4.
12. What was the first name of the man in the story?