

# Decoding Placement Test

## Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 50 and 51 of this guide.

## Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student and a stopwatch or a watch with a second hand. When administering the test, sit across from the student. Position the test form so that the student cannot see what you are writing on the form.

Fill out the top lines of the test form (student information). Keep this filled-out test form and hand the student a clean copy of the test.

### PART I

Tell the student **Read this story out loud. Follow along with your finger so you don't lose your place. Read carefully.** Begin timing as soon as the student begins reading the first sentence.

Record each decoding mistake the student makes in oral reading. Mark an X on the filled-out form to show where the student made each mistake.

- If the student omits a word, mark an X above the omitted word.

- If the student adds a word that does not appear in the story, mark an X between two words to show where the word has been added.
- If the student misidentifies a word, mark an X above the misidentified word. Do not count the same misidentified word more than once. (For example, if the student misidentified the name “Hurn” four times, count only 1 error.)
- If the student cannot identify a word within 3 seconds, say the word and mark an X above it.
- If the student makes a mistake and then self-corrects by saying the correct word, mark an X above the word.
- If the student sounds out a word but does not pronounce it at a normal speaking rate, ask **What word?** If the student does not identify it, mark an X above the word.
- Do not count the rereading of a word or phrase as an error if the word is read correctly both times.

**Note:** If you wish to use diagnostic procedures, you can use additional code information to indicate the type of mistake the student makes. You may, for example, write **SC** above self-corrections, **SO** above sound-out mistakes, and **O** above the omitted words. You may also wish to write in what the student calls the misidentified words or what the student adds.

After each word-identification error, tell the student the correct word.

## • Appendix A •

When recording the errors, make sure your copy of the story is not visible to the student. The student should not be able to see the marks you are making.

Stop timing as soon as the student completes the story.

Enter the total errors for Part I on the appropriate line at the top of the filled-in test form. Also record the time required by the student to read Part I.

Refer to the placement schedule for Part I to determine placement or whether you should administer another part of the test.

### **PART II**

Part II is a series of sentences that are to be read aloud by the student. You do not need to time this part of the test. To administer, present the section labeled Part II and tell the student **Read these sentences out loud. Follow along with your finger so you don't lose your place. Read carefully.**

Record each decoding error the student makes while reading. When the student finishes reading Part II, enter the total errors for Part II on the appropriate line at the top of the test form. Then determine the student's placement by referring to the placement schedule for Part II. Fill in the "Placement" blank at the top of the test form.

### **PARTS III and IV**

Each of these sections is a passage that is to be read aloud by the student and timed. To administer, present the appropriate section and tell the student **I'm going to time your reading of this selection. Read out loud and read carefully.** Record errors as specified for Part I.

When the student finishes reading Part III, enter the total errors and time required at the top of the test form. Then refer to the placement schedule for Part III to determine placement or whether you should administer Part IV.

When the student finishes reading Part IV, enter the total errors and time required at the top of the test form. Then determine the student's placement and fill in the "Placement" blank.

## Decoding Placement Schedule

ERRORS	TIME	PLACEMENT OR NEXT TEST
<b>PART I</b>		
22 or more	—	Administer PART II Test
12 to 21	more than 2:00	Level A, Lesson 1
12 to 21	2:00 or less	Administer PART II Test
0 to 11	more than 2:00	Level B1, Lesson 1
0 to 11	2:00 or less	Administer PART III Test
<b>PART II</b>		
41 or more	—	No <b>Corrective Reading</b> placement; use a beginning reading program
8 to 40	—	Level A, Lesson 1
0 to 7	—	Level B1, Lesson 1
<b>PART III</b>		
16 or more	—	Level B1, Lesson 1
6 to 15	more than 2:30	Level B1, Lesson 1
6 to 15	2:30 or less	Level B2, Lesson 1
0 to 5	more than 2:30	Level B2, Lesson 1
0 to 5	2:30 or less	Administer PART IV Test
<b>PART IV</b>		
9 or more	—	Level B2, Lesson 1
4 to 8	more than 1:30	Level B2, Lesson 1
4 to 8	1:30 or less	Level C, Lesson 1
0 to 3	more than 1:20	Level C, Lesson 1
0 to 3	1:20 or less	Doesn't need <b>Corrective Reading</b> Decoding program

# Decoding Placement Test

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

## PART I

Errors \_\_\_\_\_ Time \_\_\_\_\_

## PART II

Errors \_\_\_\_\_

## PART III

Errors \_\_\_\_\_ Time \_\_\_\_\_

## PART IV

Errors \_\_\_\_\_ Time \_\_\_\_\_

Placement \_\_\_\_\_

## PART I

Kit made a boat. She made the boat of tin. The nose of the boat was very thin. Kit said, "I think that this boat is ready for me to take on the lake." So Kit went to the lake with her boat.

Her boat was a lot of fun. It went fast. But when she went to dock it at the boat ramp, she did not slow it down. And the thin nose of the boat cut a hole in the boat ramp.

The man who sold gas at the boat ramp got mad. He said, "That boat cuts like a blade. Do not take the boat on this lake any more."

## PART II

Can she see if it is dim?

And it can fit in a hand.

Now the hat is on her pet pig.

I sent her a clock last week.

How will we get dinner on this ship?

The swimming class went well.

When they met, he felt happy.

Then she told me how happy she was.

The tracks led to a shack next to the hill.

They said, "We will plant the last of the seeds."

What will you get when you go to the store?

You left lots of things on her desk.

### PART III

Hurn was sleeping when it happened. Hurn didn't hear the big cat sneak into the cave that Hurn called his home. Suddenly Hurn was awake. Something told him, "Beware!" His eyes turned to the darkness near the mouth of the cave. Hurn felt the fur on the back of his neck stand up. His nose, like noses of all wolves, was very keen. It made him very happy when it smelled something good. But now it smelled something that made him afraid.

Hurn was five months old. He had never seen a big cat. He had seen clover and ferns and grass. He had even eaten rabbits. Hurn's mother had come back with them after she had been out hunting. She had always come back. And Hurn had always been glad to see her. But now she was not in the cave. Hurn's sister, Surt, was the only happy smell that reached Hurn's nose.

### PART IV

During a good year, a large redwood will produce over twelve pounds of seed, which is nearly a million and a half seeds. And the year that our redwood seed fluttered from the cone was an exceptionally good year. The parent tree produced over fifteen pounds of seed that year, enough seed to start a forest that would be six square miles in size. However, only a few redwood seeds survived. In fact, only three of the seeds from the parent tree survived their first year, and only one of them lived beyond the first year.

Obviously, our seed was lucky. It was a fortunate seed because it was fertile. If a seed is not fertile, it cannot grow, and about nine out of every ten redwood seeds are not fertile. Our seed also had the advantage of landing in a place where it could survive. If it had fallen on a part of the forest floor covered with thick, heavy litter, it probably would not have grown. If it had fluttered to a spot that became too dry during the summer, it would have died during the first year. Our seed landed in a spot where moles had been digging.