

Placement

Level A Placement Criteria and Test

Level A is appropriate for all children who have basic language skills and who are placed in a beginning-reading program. (If children are not placed in a reading program, they will have trouble with those items presented near the end of the program that presuppose beginning-reading skills.)

The placement test evaluates children's abilities to follow directions and to use knowledge of prepositions (which is a good indicator of basic language skills).

A reproducible copy of the placement test appears on page 124. The test is group administered and requires about 10 minutes for children to complete.

ADMINISTERING THE LEVEL A TEST

Pass out a test form to each child.

Children are to write their name in the space on top. (Make sure you can identify each test.)

Present the following 3 non-scorable (warm-up) items and 4 scorable items.

"I'm going to tell you to do some very hard things. See if you can do them."

Note: These are non-scorable items.

- "Touch a picture that has a cup in it. A cup."
(Observe children and give feedback.)
- "Touch a picture that has a pencil in it. A pencil."
(Observe children and give feedback.)
- "Touch a picture that has a book in it. A book."
(Observe children and give feedback.)

Note: These are scorable items.

"Now come the really tough items."

Item 1. "One of the pictures shows the pencil **under** the book. The pencil **under** the book. Find that picture." (Pause.) "Draw a circle around that picture. Circle the picture that shows the pencil **under** the book. Raise your hand when you're finished."

Note: When presenting item 1, make sure that children are attending to and attempting to follow the directions. If some children seem lost, tell them, "Touch the picture that shows the pencil under the book." Don't tell them whether their response is correct or not, but after they have touched a picture, say, "Circle that picture." Do not prompt for the remaining items.

Item 2. "One of the pictures shows the pencil **over** the book. The pencil **over** the book. Find that picture." (Pause.) "Listen: Make a line right through that picture. Make a line through the picture that shows the pencil **over** the book. Raise your hand when you're finished."

Item 3. "One of the pictures shows the pencil **next to** the book. The pencil **next to** the book. Find that picture." (Pause.) "Make a big dot in the middle of that picture. Make a big dot in the middle of the picture that shows the pencil **next to** the book. Raise your hand when you're finished."

Item 4. "One of the pictures shows the pencil **on** the book. The pencil **on** the book. Find that picture." (Pause.) "Write your first name on that picture. Write your name on the picture that shows the pencil **on** the book. Raise your hand when you're finished."

SCORING THE LEVEL A TEST

An answer key appears on this page. The test consists of 4 scorable items. Each item is worth 2 points. One point is awarded if the child has put some kind of mark on a correct item. A second point is awarded if the item is marked correctly.

- A perfect score is 8.
- Add the points for the correct pictures: 3, 5, 7 and 11. Award 1 point for each of these pictures if there's a mark of some sort in it. Award a second point for each picture (3, 5, 7 and 11) that has the **right** mark. Give children the benefit of the doubt. If they don't circle the whole picture but part of it, give them credit for performing correctly; if they reasonably approximate the markings called for by the other instructions, give them credit.

Subtract 2 points for any picture that is marked other than pictures 3, 5, 7 and 11.

PLACEMENT CRITERIA FOR LEVEL A

Children pass the test if they achieve a score of 5 or more. If 80% of the children pass the test, *Reasoning and Writing* is appropriate to present to the entire class.

Special work will be needed with those children who do not pass the test. The recommendation for these children is placement in *Language for Learning* (especially children with a score of 3 or less).

Answer Key

Reasoning and Writing, Level A

Placement Test

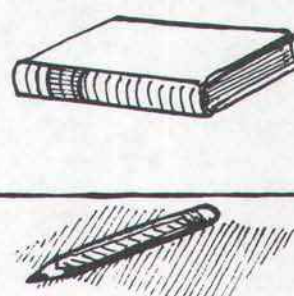
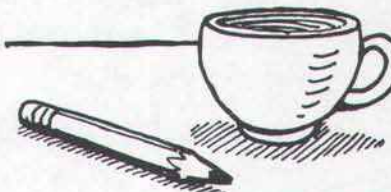
Name: _____

1. 	2. 	3.
4. 	5. 	6.
7. 	8. 	9.
10. 	11. child's name 	12.

Reasoning and Writing, Level A

Placement Test

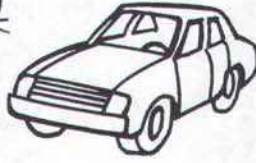
Name: _____

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 

Copyright © by SRA/McGraw-Hill. Permission is granted to reproduce this page for classroom use.

Name: _____

Date: _____



Three men sat in their boat. One of those men jumped into the water. A big fish chased him.

A.

1. Number of errors on picture items

0 1 2 3 4

2. Number of omitted words (words not copied)

0 1 2 3 4 5

3. Number of copied words misspelled

0 1 2 3 4 5

Level B Placement Criteria

Level B is appropriate for all children who have successfully completed a first-year reading program. Teachers will know administratively whether this criterion has been met, so a placement test is not needed for this level.

Level C Placement Criteria and Test

Level C is appropriate for students who read on at least the second-grade level, who can copy words at no less than 10 words a minute, and who can follow basic directions. Students who do not meet these criteria will have trouble performing on many of the activities presented in Level C.

A placement test evaluates students' performance at copying and following directions. A reproducible copy of the test appears on page 125. The test is group administered and requires about 10 minutes for students to complete.

ADMINISTERING THE LEVEL C TEST

Pass out a test form to each student. Students are to write their name in the space on the top.

Present the following nonscorable (warm up) items and 4 scorable items.

- Get ready to follow some directions. (**Note:** These are nonscorable items.)
- Touch the picture of the dog. (Observe students and give feedback.)
- The dog is not the first or second or third picture. Raise your hand when you know the number for the dog.
- Everybody, what's the number for the dog? (Signal.) 6 (**Note:** These are scorable items. Allow 5 seconds for each item.)

- I'll tell you directions. Do exactly what the directions tell you to do. Get your pencils ready.
- Listen: Circle the first picture. (Pause 5 seconds.)
- New directions: Make a box around the last picture. (Pause 5 seconds.)
- New directions: Make a line **under** the picture that is just after the bird.
- Listen again: Make a line **under** the picture that is just after the bird. (Pause 5 seconds.)
- New directions: Make a line **over** the picture that is just before the snake.
- Listen again: Make a line over the picture that is just before the snake. (Pause 5 seconds.)
- Everybody, put your pencil down and don't touch it until I tell you.
- Touch the little story that is in the box.
- I'll read that story. Follow along: Three men sat in their boat. One of those men jumped into the water. A big fish chased him.
- Everybody, touch the lines below the story. You're going to copy that whole story. Everybody, touch the letter A. You'll start right after the letter A. You'll copy the story just the way it is written. You'll spell all the words correctly. You'll put in the capital letters and the periods just the way they are shown in the story.
- The first sentence of the story is: Three men sat in their boat. That's the first sentence you'll copy. Then you'll copy the rest of the story. Pencils ready. You have 2 minutes. Get ready. Go. (Time students. After 2 minutes, say:) Everybody, if you're not finished, stop now and put your pencil down.
- (Collect tests.)

SCORING THE LEVEL C TEST

An answer key for the pictures appears below:



On each child's test form, record the number of errors for each criterion.

Line 1: Circle the number of errors the student made on **picture items**. If the child missed no items, circle 0. If the child missed all 4 picture items, circle 4.

Line 2: Circle the number of **omitted words** (words not copied). Read each student's story. Make sure all the sentences have the correct words. Mark any places where the student omitted words. Count the number of omitted words (those overlooked or those at the end of the story that were not written). If the number is 5 or less, circle the appropriate number on line 2. If the number is more than 5, write the number in the box at the end of line 2.

Line 3: Circle the number of **misspelled words**. Mark each misspelled word. Count the number. If the number is 5 or less, circle the appropriate number on line 3. If the number is more than 5, write the number in the box at the end of line 3.

PLACEMENT CRITERIA FOR LEVEL C

Students should not be placed in *Reasoning and Writing, Level C*, unless they meet all the following criteria:

1. The student should read on at least the second-grade level. If you have doubts about the student's reading ability, direct the student to read the following sentences from part A of lesson 1:

1. The three men were brothers.	reports	does not report
2. Three men fished from a boat.	reports	does not report
4. A big dog stood in the boat.	reports	does not report
5. All the men wore hats.	reports	does not report
8. A large fish was on the end of the line.	reports	does not report

Point to each item the student is to read and say: "Read this sentence." If the child gets stuck on a word, tell the word after about 3 seconds. The student should complete the reading in no more than 45 seconds and should make no more than 3 decoding errors. Students who exceed these limits probably do not read well enough to benefit from Level C.

2. The student should pass all the criteria listed on lines 1, 2, and 3 at the bottom of the placement test. The criterion for each line is indicated by the boldfaced number.

1. Number of errors on picture items	0	1	2	3	4
2. Number of omitted words (words not copied)	0	1	2	3	4 5
3. Number of copied words misspelled	0	1	2	3	4 5

If the student's number is to the right of the boldfaced number, the student fails that criterion. If the student makes more than one error on the picture items, the student fails. If the student makes more than two errors on omitted or copied words, the student fails.

If a student passes all the criteria but one and just barely misses meeting that criterion, the student could be placed in Level C.

If more than 20% of the class fails to meet the entry criteria for Level C, do not start the program at the beginning of the year. Plan to spend the first two months of school working on basic skills.

Following Directions

Students who are deficient in following directions should be placed in a program that teaches following directions, (such as *Reasoning and Writing, Level B*).

Copying Rate and Spelling Accuracy

Students who do not copy fast enough or accurately should practice copying. A good procedure is to devote 15 minutes a day to copying. Write sentences on the chalkboard and direct students to copy them. Try to use sentences they are able to decode.

Set a rate criterion based on 8 words a minute. Award points for students who meet this criterion.

Here's a sample presentation:

- This passage has 32 words. If you copy all the words and spell them correctly in 4 minutes, you earn 4 points. I'll read the passage. Then you'll copy it just as it is written.
- (Read the passage.)
Pencils ready. Go.
(Observe students and give positive feedback.)
- Some students are well on their way to earning 4 bonus points. I'm seeing some good, careful copying . . .

When nearly all students can complete the passage in the allotted time (8 words per minute), change the rate to 10 words per minute and award 5 points for completion.

Keep records of student performance. Make a graph that shows class improvement.

Level D Placement Criteria and Test

Level D is appropriate for students who read on a fourth-grade level, are able to copy words at a rate of at least 15 words per minute and have basic paragraph-writing skills. Students who do not meet these criteria will have trouble performing in Level D.

A placement test evaluates students' performance at copying sentences and writing a paragraph. A reproducible copy of the test appears on page 130. The test is group administered and requires about 10 minutes for students to complete.

ADMINISTERING THE LEVEL D TEST

Pass out a test form and a piece of lined paper to each student. Students are to write their name on their lined paper.

- Find part 1.
- I'll read the passage: A sly fox and a shabby cat were friends. They got along well until winter.
- When I tell you to start, you'll copy that passage on your lined paper. You'll spell all the words correctly, and you'll punctuate the sentences just the way they are written. You have 1 minute to copy the passage. Everybody ready? Go.
- (After 1 minute, say:) Stop writing. Count the number of words you wrote and write that number after the last word you wrote.
- Find part 2.
- The pictures show what happened one day in Ann's house.
- I'll say a story that tells what happened. Listen: Ann's cat jumped onto a shelf. The cat knocked a lighted candle off the shelf. The candle fell onto a pile of newspapers. The papers started to burn. Ann picked up a pail of water and poured the water on the burning papers. The cat sat on the shelf and watched what was happening.
- You're going to write a story about the pictures. Below the pictures are some words you might use in your story. I'll read them: candle, newspapers, bucket, fell, burn, pour.

- Write your story. Make sure it contains at least 5 sentences. That means it has 5 periods.
- You have 6 minutes.
- (After 5 minutes, say:) Count your periods. Make sure you have at least 5 of them. Fix up any problems quickly.
- (At the end of 1 minute, collect student papers.)

SCORING THE LEVEL D TEST

Part 1. Total possible score: 19. Passing score: 17. For each word that is misspelled, deduct 1 point. For each word that was not copied, deduct 2 points. For each capital letter omitted (**A** and **They**), deduct 1 point. For each missing period, deduct 1 point.

Part 2. Total possible points: 35 (7 points per sentence for the first 5 sentences only). Passing score: 29.

Note: Score only the first 5 identifiable sentences. If a sentence begins with a capital, has a subject and predicate, and ends with a period, score 7 points for the sentence. The sentence earns 7 points even if it has improper grammar, subject-verb disagreement, or spelling errors. The only criteria for scoring are the initial capital letter, the subject-predicate structure, and the period.

If a sentence does not meet all criteria, it receives less than 7 points. For each sentence:

- Deduct 1 point if the first letter is not capitalized.

- Deduct 3 points if the period is missing.
- Deduct 5 points if the unit between the capital and period (a) is not a sentence (*As she faced the window.*) (b) is more than one sentence (*The cat jumped up the cat landed on the shelf.*) (c) is a run-on (*And faced the window and the cat jumped up and landed on the shelf and knocked over a candle.*)

PLACEMENT CRITERIA FOR LEVEL D

Students who fail either part of the placement test should not be placed in Level D.

If you have doubts about a student's ability (it appears the student might be able to do better than the test performance indicates), place the student in Level D and evaluate the student's performance after the first week of instruction.

Copying

Students who are not able to copy accurately and quickly should practice copying daily until they are able to copy sentences reliably at the rate of 15 words per minute.

A good procedure is to devote at least 15 minutes a day to copying. Write sentences on the board or direct students to copy sentences from any of their textbooks.

Paragraph Writing

Students who are deficient in the skills needed to construct a simple narrative paragraph should be considered for placement in *Reasoning and Writing, Level C*.

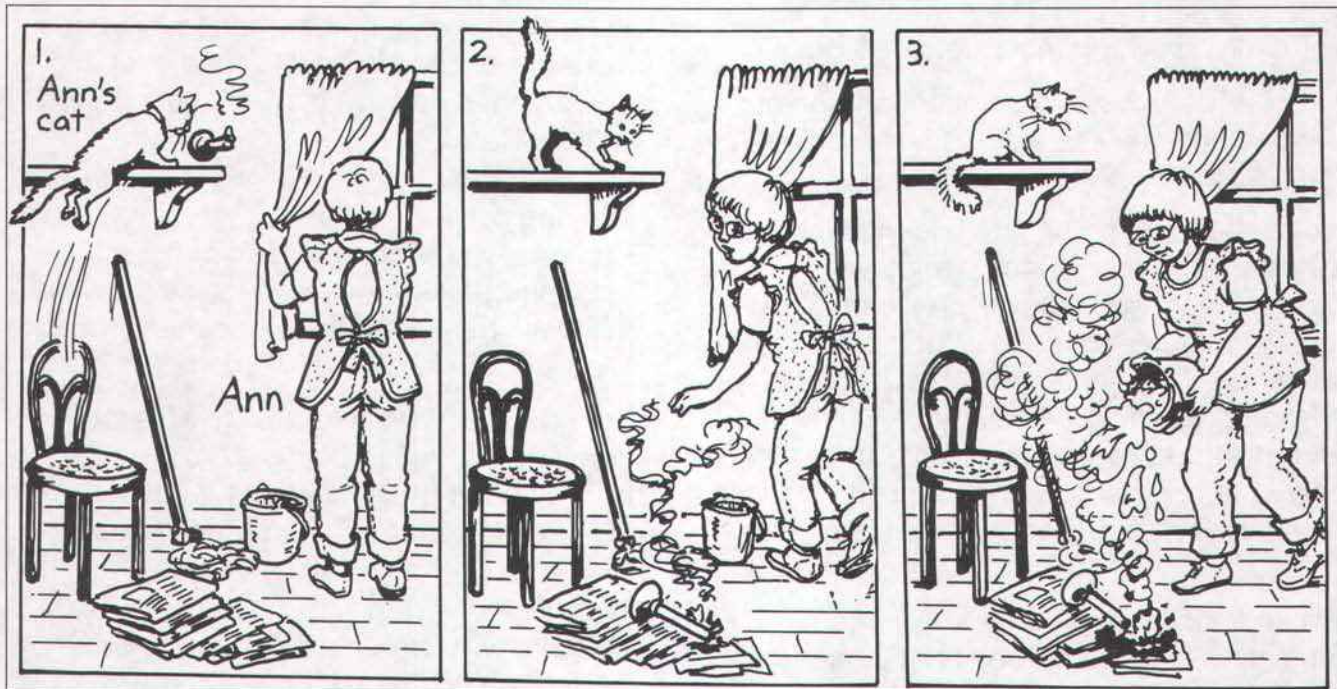
Name: _____

Date: _____

PART 1

PART 2

A sly fox and a shabby cat were friends. They got along well until winter.



candle newspapers bucket fell burn pour

Name: _____

Date: _____

PART 1

Each item begins with a capital and ends with a period, but some of the items are not sentences and should not be punctuated the way they are shown. Write the number of each item that is a sentence.

1. They talked.
2. Before school opened the other morning.
3. Under the stairs and running around the basement.
4. Timmy hit the baseball.
5. In the evening, the bugs came out.
6. Why Fred could not have gone to the meeting.
7. How I met my best friend.
8. Make a circle that is one inch across.
9. Sit down.
10. His statement indicated that he didn't see the accident.

PART 2

Rewrite the passage. The number after each period tells the number of changes you must make.

Jan collected butterflies some was small and some was large. (5) She told her friends that she were going to catch a rare pink butterfly and she went out with a net and she came back with four butterflies. (5)

PART 3

Rewrite the underlined sentences so they are clear.

He finally decided to get it fixed. He took it there. Bill asked the mechanic, "How much will it cost to get it fixed?"

The mechanic at Al's Garage looked at it for a long time. Finally, the mechanic said, "I'll have to charge over \$500 to fix up this old car. I'm not sure it's worth fixing."

Bill loved his old car, but getting it fixed would cost too much money. Bill drove his old car away from Al's Garage.

Level E Placement Criteria and Test

Level E is appropriate for students in fifth to eighth grade who read on at least a fourth-grade level. A placement test evaluates students' performance to determine whether they have the preskills needed for Level E. A reproducible copy of the test appears on page 131. The test is group administered and requires about 10 minutes for students to complete.

ADMINISTERING THE LEVEL E TEST

Reproduce copies of the test. Pass out a test and a piece of lined paper to each student. Direct students to write their name on the lined paper. Present the directions below:

1. Find part 1.
 - Some of these items are sentences. Some are not. All the items begin with a capital and end with a period, but don't be fooled. Not all of them are sentences.
 - Write the number of each item that is a sentence. Don't write the numbers for the items that are not sentences. Raise your hand when you're finished. (Observe students but do not give feedback.)
2. Part 2 shows a passage that is not written well. At the end of each line is a number that tells how many mistakes are on the line.
 - You're going to rewrite the passage so it has no mistakes. Write clear sentences. Don't change anything in the original passage unless it is a mistake. Raise your hand when you've written the passage so it has no mistakes. (Observe students but do not give feedback.)

3. Part 3 has two underlined sentences at the beginning of the passage. These sentences say: **He finally decided to get it fixed. He took it there.** We don't know what **it** is, and we don't know where **there** is.

- Read the passage carefully. Find out what **it** refers to and what **there** refers to. Then rewrite the underlined sentences with words that tell what **it** is and the **place** he took it to. Raise your hand when you're finished. (Observe students but do not give feedback.)
- (Collect papers.)

SCORING THE LEVEL E TEST

Key:

Part 1: 1, 4, 5, 8, 9, 10.

Part 2: Jan collected butterflies. **Some were** small, and some **were** large. She told her friends that she **was** going to catch a rare pink butterfly. **She** went out with a net. **She** came back with four butterflies.

Part 3: He finally decided to get **an/his** (require either **an** or **his**) **old** (use of **old** is optional) **car** fixed. He took it to **a mechanic** or **Al's garage** or **a garage** (require use of one location).

Part 1

Total possible points: 12

Passing criterion: 8

Score two points for every correct item; deduct two points for every non-sentence listed.

Part 2

Total possible points: 10

Passing criterion: 7

Deduct one point for every punctuation mark or capital that does not correspond to the key.

Part 3

Total possible points: 10

Passing criterion: 9

Deduct two points for each sentence that does not convey an adequate meaning.

PLACEMENT CRITERIA FOR LEVEL E

Students who fail more than one part of the test should not be placed in Level E. If more than one-third of the class fails more than one part of the test, the class should not be placed in Level E.

To determine appropriate placement for students who do not meet the placement criteria for Level E, administer the placement test for Level D.

Level F Placement Criteria and Test

Level F is appropriate for students in fifth to eighth grade who read on at least a fourth-grade level. Level F is designed for two different populations: students who have completed *Reasoning and Writing, Level E*, and students who have not gone through any earlier levels of *Reasoning and Writing*. For students who have completed E, the program provides a new slant on some of the things that they have already done—new variations in outline diagrams, new exercise types that relate to familiar topics like specific and general, and new grammar topics.

For students who are new to *Reasoning and Writing*, the program provides sufficient instruction to teach the various writing and analytical skills. Qualified students are those who pass the placement test. These students should have some knowledge of writing and punctuating sentences and should be able to read reasonably well. The placement test provides a rough indication of whether students should be placed in Level F. Administer the placement test to students who haven't gone through earlier levels of *Reasoning and Writing*.

A reproducible copy of the test appears on page 134. The test is group administered and requires about 10 minutes for students to complete.

ADMINISTERING THE LEVEL F TEST

Reproduce copies of the test. Pass out a test and a piece of lined paper to each student. Direct students to write their name on the lined paper. Present the directions below:

1. Find part 1.
 - Some of these items are sentences. Some are not. All the items begin with a capital and end with a period, but don't be fooled. Not all of them are sentences.
 - Write the number of each item that is a sentence. Don't write the numbers for the items that are not sentences. Pencils down when you're finished. (Observe students but do not give feedback.)
2. Part 2 shows a passage that is not written well. After each period, there's a number that tells how many mistakes were made.
 - You're going to rewrite the passage so it has no mistakes. Write clear sentences. Don't change anything in the original passage unless it is a mistake. Pencils down when you've written the passage so it has no mistakes. (Observe students but do not give feedback.)
3. Part 3 has figures and a description that tells about some of the figures. I'll read the description: The square is about one inch long on each side. A dot is in the middle of the top line. A small b is directly above the dot.
 - Look at the different figures. Write the letter of each figure that fits the description. Pencils down when you're finished. (Observe students but do not give feedback.)
 - (Collect papers.)

Name: _____

Date: _____

PART 1

Each item begins with a capital and ends with a period, but some of the items are not sentences and should not be punctuated the way they are shown. Write the number of each item that is a sentence.

1. They talked.
2. Before school opened the other morning.
3. Under the stairs and running around the basement.
4. Timmy hit the baseball.
5. In the evening, the bugs came out.

6. Why Fred could not have gone to the meeting.
7. How I met my best friend.
8. Make a circle that is one inch across.
9. Sit down.
10. His statement indicated that he didn't see the accident.

PART 2

Rewrite the passage. The number after each period tells the number of changes you must make.

Jan collected butterflies some was small and some was large. (5)
 She told her friends that she were going to catch a rare pink butterfly
 and she went out with a net and she came back with four butterflies. (5)

PART 3

This description tells about more than one of the figures. Write the letter of each figure that fits the description.

Description: The square is about 1 inch long on each side. A dot is in the middle of the top line. A small b is directly above the dot.

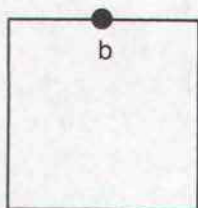


Figure A

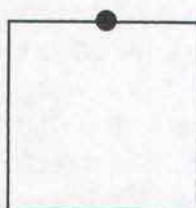


Figure B

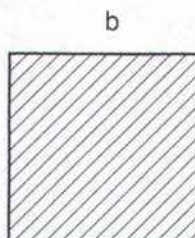


Figure C

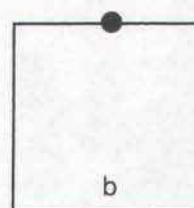


Figure D

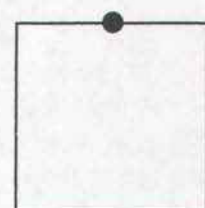


Figure E



Figure F

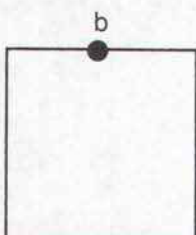


Figure G

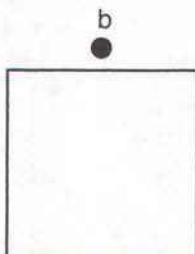


Figure H

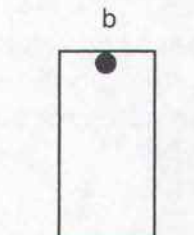


Figure I

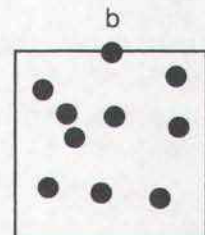


Figure J

SCORING THE LEVEL F TEST

Key:

Part 1: 1, 4, 5, 8, 9, 10.

Part 2: Check only that underlined, bold-faced parts are correct.

Jan collected butterflies. ¹Some

³were small, and some ⁴were ⁵large. She

told her friends that she ⁶was going to

catch a rare pink butterfly. ⁷She went

out with a net. ⁸She came back with

four butterflies OR. . . with a net ⁹and ¹⁰came

back with four butterflies.

Part 3: E, G, J

Part 1

Total possible points: 12

Passing criterion: 8

Score two points for every correct item; deduct two points for every non-sentence listed.

Part 2

Total possible points: 10

Passing criterion: 7

Start with a score of 10. Deduct one point for each period or capital that does not correspond to the key. Deduct one point for every incorrect form of *was* or *were*. Deduct one point for any additional punctuation or change in the tense of any other verb.

Part 3

Total possible points: 10

Passing criterion: 9

Deduct one point for each figure that is not identified or that is identified incorrectly.

PLACEMENT CRITERIA FOR LEVEL F

Students who fail more than one part of the test should not be placed in Level F. If more than one-third of the class fails more than one part of the test, the class should not be placed in Level F.

To determine appropriate placement for students who do not meet the placement criteria for Level F, administer the placement test for Level E.