

# Placement Test Overview

This Placement Test is designed to help you identify the appropriate level at which to begin children who will be using *My Sidewalks*.

The test for Level A has four parts. The subtests are to be administered sequentially with individual at-risk children who have been identified through baseline test performance, work in the core reading program, and observation.

The chart below shows the number of items in each section. Estimated times are given for planning purposes only. Allow as much time as needed for each child to complete the screening. You may administer this screening in two or three sittings.

<b>Subtest</b>	<b>Number of Items</b>	<b>Estimated Time</b>
<b>1</b> Phonemic Awareness Initial Sounds Final Sounds Blending Sounds Segmenting Sounds	30	3 minutes
<b>2</b> Letter Naming	52	5 minutes
<b>3</b> Consonant Letter-Sounds	21	4 minutes
<b>4</b> High-Frequency Words	10	2 minutes
<b>Total</b>	<b>113</b>	<b>14 minutes</b>

## Directions for Administering the Test

The directions in **bold** type are to be read aloud. Item numbers appear in the directions for your convenience and for use in scoring. They do not appear on the child's page.

Make two copies of the child's test, p. 23—one for the child and one on which to mark the child's responses. Also make a copy of the Evaluation Chart, p. 19, for each child.

## Scoring

Record scores on the Evaluation Chart. Correct answers are given with the directions. There is also an Answer Key on pp. 93–96.

## Interpreting the Scores

- If the child is unable to identify at least four Initial Sounds on Subtest 1 and at least nine letters on Subtest 2, he or she may be more appropriately placed in *My Sidewalks Early Reading Intervention*. Administer the *My Sidewalks Early Reading Intervention* Placement Test to identify the correct entry point for this child. For your convenience the Placement Test is reproduced on pp. 84–92.
- Children whose cumulative scores on the remaining subtests fall below 80% may begin in Level A of *My Sidewalks*.
- Children who score 80% or higher on every subtest may be capable of working in the core first-grade reading program with instructional emphasis in the areas of need and with strategic intervention.