

Placement Test

1 Phonemic Awareness

Initial Sounds

Display the child's test page. Point to the first row of pictures and say

- These are *ball, lion, house, umbrella, car, door*.

Point to *ball* and say

- The first sound in *ball* is /b/. Listen: /b/ /b/, *ball*. What is the first sound in *ball*?

Point to the next picture and say

- Now it's your turn. What is the first sound in ____?

1. *lion* /l/ 2. *house* /h/ 3. *umbrella* /u/ 4. *car* /k/ 5. *door* /d/

Record the total correct initial sounds on the Evaluation Chart.

Final Sounds

Point to the second row of pictures and say

- These are *hat, train, bus, leaf, milk, bag*.

Point to *hat* and say

- The last sound in *hat* is /t/. Listen: *hat*, /t/. What is the last sound in *hat*?

Point to the next picture and say

- Now it's your turn. What is the last sound in ____?

1. *train* /n/ 2. *bus* /s/ 3. *leaf* /f/ 4. *milk* /k/ 5. *bag* /g/

Record the total correct final sounds on the Evaluation Chart.

Blending Sounds

- I will say three sounds. Then I will blend them together to make a word: /b/ /u/ /g/. Say them with me: /b/ /u/ /g/. The word is *bug*.
- Now it's your turn. First I'll say the sounds. Then you say them with me and tell me the word.

1. /a/ /t/ *at* 2. /p/ /i/ /k/ *pick* 3. /ch/ /o/ /p/ *chop* 4. /s/ /e/ /n/ /d/ *send* 5. /f/ /l/ /ū/ /t/ *flute*

Total the number of correct words and record the score on the Evaluation Chart.

Segmenting Sounds

- The word is *duck*. The sounds in *duck* are /d/ /u/ /k/. Say the sounds in *duck* with me: /d/ /u/ /k/. Now it's your turn. Tell me the sounds in ____.

in /i/ /n/ net /n/ /e/ /t/ lock /l/ /o/ /k/ bump /b/ /u/ /m/ /p/ cane /k/ /ā/ /n/

Underline each correct sound given on the Evaluation Chart. Record the total number of correct sounds.

2 Letter Naming

Display the child's test page. Say

- I will point to a letter. What is the name of this letter?

Point to each letter from left to right. Mark correct responses on your copy of the test page. Record the number correct on the Evaluation Chart.

3 Consonant Letter-Sounds

Display the child's test page. Say

- I will point to a letter. What is the sound for this letter?

Point to each lowercase consonant letter from left to right. Mark each correct response on your copy of the test page. Record the number correct on the Evaluation Chart.

4 High-Frequency Words

Display the child's test page. Say

- When I point to a word, I want you to read the word.

Mark each word the child reads correctly on your copy of the test page. Record the total number correct on the Evaluation Chart.

5 Word Reading: Phonics

Display the child's test page. Say

- When I point to a word, I want you to read the word.

Mark each word the child reads correctly on your copy of the test page. Record the total number correct on the Evaluation Chart.

6 Fluency and Comprehension

Assess Fluency Use Benchmark Reader A2, *Quick Trip* on pp. 100–101. (For children who scored 80% or higher on Subtests 1–5, follow the procedure below using Benchmark Reader A5 on pp. 106–107.)

- **Now I will ask you to read a story aloud to me.**
- **Use your best reading as you read this story titled *Quick Trip*.**

Have the child read aloud for one minute. (See Monitoring Fluency, p. 10.) After testing, record the words correct per minute (wCPM) on the Evaluation Chart.

Assess Comprehension Have the child read the entire Benchmark Reader quietly. Say

- **Now I want you to read the story quietly to yourself.**
- **When you finish reading, I will ask you to tell me about what you read.**
- **Now read about the trip.**

When the child has finished, ask

- **Who is the story about? Tell me more about these characters.**
- **Where and when does the story take place?**
- **What happens in the beginning of the story? in the middle? at the end?**

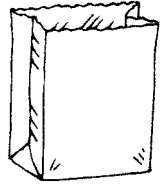
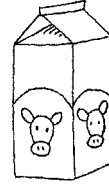
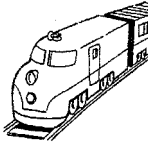
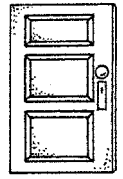
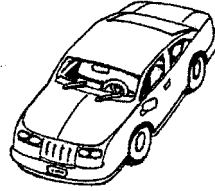
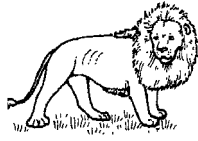
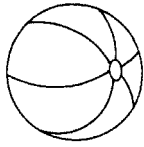
Use the Narrative Retelling Scoring Rubric below to evaluate the child’s retelling. Record the score on the Evaluation Chart.

Narrative Retelling Scoring Rubric			
Score	3	2	1
Characters	Identifies the main characters and adds details about each	Identifies the main characters without providing details	Is unable to distinguish the main characters
Setting	Identifies the time and location	Omits details of time or location	Does not identify time or location
Plot	Accurately describes the beginning, middle, and end of the story	Retells parts of the story with gaps that affect meaning	Retelling has no sense of story

Note No score indicates no response.

Summative Score Guidelines		
3 Rubric Score of all 3s in all Retelling Criteria	2 Rubric Score of 3s, 2s, and some 1s in all Retelling Criteria	1 Rubric Score of 1s or no response in all Retelling Criteria

1



2 m t a j c b r d n e k g i

F Q V X U Z Y H W O P L S

3 t s m p c b n d r k f

l g w j x v z y q h

4 you do they from three

said too now good some

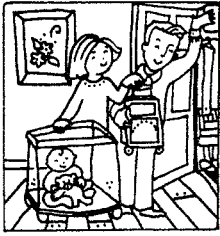
5 kept slid note print slide

while block lunch trade think

spoke stamp chose shelf flute

place crowd dream store chirp

Quick Trip



Val and Jeff will go on a quick trip.

7

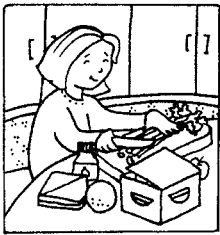
9



Jeff has a map.
Val and Jeff plan the trip.

13

19



Val will fix a snack.
She packs it in a box.

24

30

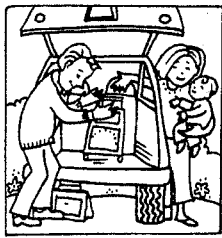


Jeff must pack a bag.
He zips it.

35

38

Name _____

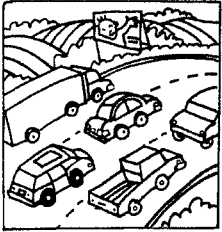


Jeff is packing bags in the van.

45

They will stop to get gas.

51



The green van zips past trucks.

57

Trucks buzz past the van.

62



Jeff and Val slip in.

67

Stan and Fran jump and clap!

73

Train to the City

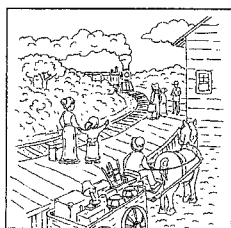


Joan had grown up in this log cabin.
Now her family was planning to live
in the big city.

8

15

19



Dad was driving the wagon to
the coast.

25

27

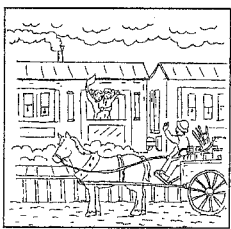
She and Mom were taking the red
and white train.

34

37

The train was the quickest way to go.

45



Joan cried as she got on the train.

53

She tried to be happy.

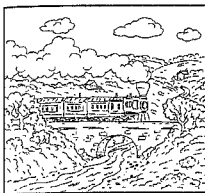
58

But she would miss Dad's jokes.

64

She would miss her hens' chicks.

70



At first the train was slow.

76

It crossed a low bridge over a little stream.

84

85

Then it went faster and faster.

91



It raced past the bright lights of cities.

99

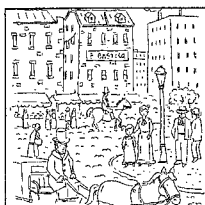
It streaked by rows and rows of wheat.

105

107

Then it stopped with a screech.

113



"It is huge," said Joan.

118

"How will Dad find us in such a big place?"

127

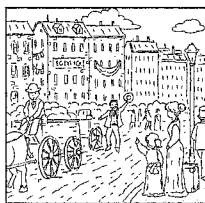
128

"We've got a plan," said Mom.

134

"We'll meet him on Main Street."

140



Every day, they waited for Dad.

146

At last, a line of wagons came.

153

"It's Dad!" cried Joan.

157

Joan and Mom ran to give Dad a hug.

164

166