

Using the *Early Reading Intervention* Placement Test

The *My Sidewalks Early Reading Intervention* Placement Test is divided into six subtests, or parts. Part A assesses a child's knowledge of letter names and sounds. Parts B–F assess a child's proficiency in skills of phonological awareness and alphabetic understanding. The test is organized as follows:

- Part A: Letter Names and Sounds Test**
- Part B: First Sounds in Words Test**
- Part C: Whole Word Segmentation Test**
- Part D: Letter-Sound Test**
- Part E: Whole Word Letter-Sound Test**
- Part F: Beginning Word-Reading Test**

Administering the Test

Administer the test to individual children. If more than one child is to be tested, prepare additional copies of the test administration pages on which you record children's responses.

Begin with Section 1 of Part A. Then follow the directions provided for Parts B–F. The following are lesson entry points determined by performance on the Placement Test. For example, if a child scores less than or equal to eight (≤ 8) on Part A and less than or equal to three (≤ 3) on Part B, begin instruction with Lesson 1.

Lesson Placement Chart

LESSON ENTRY POINT	PERFORMANCE (SCORE) ON PLACEMENT TEST					
	PART A	PART B	PART C	PART D	PART E	PART F
Lesson 1	≤ 8	≤ 3				
Lesson 43	≥ 9	4				
Lesson 61	≥ 12	5	10–14	5–9		
Lesson 73	≥ 14	5	15	10	12–15	≤ 3
Lesson 97*	≥ 19	5	15	10	16–18	4–6

*If a child cannot read the irregular word the, you may wish to begin instruction with Lesson 94.

Placement Test

PART A, SECTION 1		
LETTER	NAME +/-	SOUND +/-
m		
p		
f		
c		
t		
s		
d		
l		
a		
o		
r		
SCORE (SECTION 1):		_____/11

PART A, SECTION 2		
LETTER	NAME +/-	SOUND +/-
b		
i		
n		
g		
u		
SCORE (SECTION 2):		_____/5

PART A, SECTION 3		
LETTER	NAME +/-	SOUND +/-
j		
w		
e		
z		
h		
y		
k		
v		
x		
q		
SCORE (SECTION 3):		_____/10

Part A: Letter Names and Sounds Test

Display the Letter Names and Sounds test page. Point to each letter in Section 1 and ask:

What is the name of this letter?

What is the sound for this letter?

Use the chart at left to record responses as correct (+) or incorrect (-). If a child misses three letter sounds, stop the test. Total the number of correct responses and write the score in the chart. (A correct response includes both name *and* sound.) Then proceed to Part B.

Score (Part A): _____ /26

Part B: First Sounds in Words Test

Display the First Sounds in Words test page. Point to the pictures and say:

This is *soap, cat, pool, dog, leaf, apple.*

Point to *soap* and say:

The first sound in *soap* is /sss/. Listen: /sss/, *soap.*

What is the first sound in *soap*?

Point to the next picture and say:

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

cat /k/ pool /p/ dog /d/ leaf /l/ apple /a/

Total the number of correct sounds and write the score below.

Score (Part B): _____ /5

GO If a child's score on Part B is 5, return to Part A. Administer Section 2 of the Letter Names and Sounds Test. Then continue with Parts C–D.

STOP If a child's score on Part B is below 5, stop the test. Do not continue with Parts C–D. See the Lesson Placement Chart (page 7) for an entry point.

Part C: Whole Word Segmentation Test

The sounds in *pit* are /p/ /iii/ /t/. Say the sounds in *pit* with me: /p/ /iii/ /t/. Now it's your turn. For each word below, say: **Tell me the sounds in _____.** Underline each correct sound.

mud /m/ /u/ /d/

can /k/ /a/ /n/

lap /l/ /a/ /p/

fit /f/ /i/ /t/

rob /r/ /o/ /b/

Total the number of correct sounds and write the score below.

Score (Part C): _____ /15

Part D: Letter-Sound Test

Display the Letter-Sound test page. Place letter tiles for *d, f, l, m, n, p,* and *s* below the 3-square strip at the bottom of the page. Then point to the picture of *man* and say:

**This is *man*. The sounds in *man* are /mmm/ /aaa/ /nnn/.
Point to a square as you say each sound.**

**The first sound in *man* is /mmm/. *M* is the letter for the sound /mmm/, so I will move the letter *m* into the first square.
Move the *m* tile into the first square.**

**The last sound in *man* is /nnn/. *N* is the letter for the sound /nnn/, so I will move the letter *n* into the last square.
Move the *n* tile into the last square.**

Now it's your turn to try some words. Underline each correctly placed letter.

Point to *food* and say:

**This is *food*. What is the first sound in *food*? (/f/=f)
the last sound? (/d/=d)**

Point to *pin* and say:

**This is *pin*. What is the first sound in *pin*? (/p/=p)
the last sound? (/n/=n)**

Point to *leaf* and say:

**This is *leaf*. What is the first sound in *leaf*? (/l/=l)
the last sound? (/f/=f)**

Point to *mouse* and say:

**This is *mouse*. What is the first sound in *mouse*? (/m/=m)
the last sound? (/s/=s)**

Point to *soap* and say:

**This is *soap*. What is the first sound in *soap*? (/s/=s)
the last sound? (/p/=p)**

Total the number of correctly placed letters and write the score below.

Score (Part D): _____ /10

GO If a child's score is 15 on Part C and 10 on Part D, return to Part A. Administer Section 3 of the Letter Names and Sounds Test. Then continue with Parts E–F.

STOP If a child's score is below 15 on Part C or below 10 on Part D, stop the test. Do not continue with Parts E–F. See the Lesson Placement Chart (page 7) for an entry point.

Part E: Whole Word Letter-Sound Test

Display the Whole Word Letter-Sound test page. Place letter tiles for *a, c, d, e, f, g, h, i, m, n, o, p, s, t,* and *u* below the 3-square strip at the bottom of the page. Then point to the picture of *sun* and say:

This is *sun*. The sounds in *sun* are /sss/ /uuu/ /nnn/.

Point to a square as you say each sound.

The first sound in *sun* is /sss/. S is the letter for the sound /sss/, so I will move the letter *s* into the first square.

The next sound in *sun* is /uuu/. U is the letter for the sound /uuu/, so I will move the letter *u* into the next square.

The last sound in *sun* is /nnn/. N is the letter for the sound /nnn/, so I will move the letter *n* into the last square.

Point to the next picture and say:

Now it's your turn to spell some words. This is _____.

What is the first sound in _____? What is the next sound in _____? What is the last sound in _____? Underline each correctly placed letter. Discontinue prompting after the first word if children understand the task.

fan f a n
cut c u t

dot d o t
hen h e n

pig p i g
mop m o p

Total the number of correctly placed letters and write the score below.

Score (Part E): _____ /18

Part F: Beginning Word-Reading Test

Display the Beginning Word-Reading test page. Point to *lap* and say:

It's my turn to read a word. First, I'll say the sounds in the word. Then I'll read the word. Watch my finger. Each time I touch a letter, I'll say its sound. I won't stop between the sounds.

/lll/ /aaa/ /p/

Touch under each letter, without pausing between the sounds.

Now I'll read the word: *lap*.

Move your finger quickly under the word.

The word is *lap*.

Point to *am* and say:

Now it's your turn to read some words. First, say the sounds. Then read the word. Underline each correct sound and each correctly read word.

am /a/ /m/

sit /s/ /i/ /t/

mop /m/ /o/ /p/

nut /n/ /u/ /t/

pan /p/ /a/ /n/

beg /b/ /e/ /g/

Total the number of correctly read words and write the score below.

Score (Part F): _____ /6