

Assessment to Accelerate Learning

Placement Test

The **Placement Test** results indicate the individual decoding needs of each student. See the *Placement Test and Administration Guide* on page T348. It is also available on the Teacher Toolbox.

PLACEMENT TEST

Level A

Administrator's Recording Sheet

Student Name

Date

SUBTEST A

Lessons 1-13

mix	pad	tin	cab	dot
tug	bet	hum	log	den
mishap ²	helmet ²	rustic ²	fossil ²	

If the student correctly reads 14 parts, continue with Subtest B

/18

%

SUBTEST B

Lessons 14-30

puff	moss	rack	pill	moth
hush	deck	mint	rust	pond
shed	thud	whip	chat	snap
stem	clam	grin	plum	twig
vanish ²	invent ²	contest ²	unpack ²	

If the student correctly reads 22 parts, continue with Subtest C

/28

%

Subtests

The Placement Test consists of subtests that assess students' knowledge of skills taught in *Phonics for Reading*.

Accurate Placement

Results determine placement in the program.

Formative Measures

Monitor and Adjust boxes throughout each lesson provide ongoing, daily information about how students are progressing through the program.

MONITOR AND ADJUST

- Correction** If students mispronounce a word part, say the word part and have students repeat it. If students mispronounce the whole word but it is close, prompt them to make it a real word. If students still can't pronounce the word, tell them the word and have them repeat it.
- Firm up** Call on individuals to read several words.

Correction

Guides instructors in correcting student errors.

Firm Up

Supports instructors in guiding students to apply corrections and solidify reading accuracy.

Providing Feedback on Completed Activities At the end of each lesson, students complete independent work.

- Options for having students complete independent work are provided, starting with scaffolded support for completing the first item.
- Instructors follow steps to review student responses and guide students to correct any errors.

Progress Monitoring

Unit Check-Ups These indicate whether students are ready to move on to the next unit or if they need additional support and practice in solidifying the current unit's skills. Complete administration details can be found beginning on page T32.

New Words and Challenge Words
Reading single-syllable words and multisyllabic words

High-Frequency Words
Reading regularly and irregularly spelled high-frequency words

Words with Endings
Reading single-syllable and multisyllabic words with endings

UNIT 1 Check-Up Form Name: _____ Date: _____

A. Spelling
Follow your teacher's directions to spell words.
1. trail 2. stay 3. explain 4. paycheck 5. raindrop

B. Word Reading
New Words
play braid gray plain spray

Multisyllabic Challenge Words
middy crayon mailbox paycheck waistband

High-Frequency Words
was of you they are

Words with Endings
rained painted played braided waited

UNIT 1 Check-Up Form Name: _____ Date: _____

C. Passage Reading Fluency
Grass and Hay

On the ranch, we have grass that will be food for the stock. The grass is not sprayed with water because the grass gets water from rain. In May, if we have 3 days with sun and no rain, we cut the grass. When we cut the grass, we lay it on the land until it wilts. Then the grass is hay. Next, we put the hay into bunched and stack them. The bunched of hay are put in a shed. Some of the hay will be food for the stock. We will sell the rest of the hay.

Hay crops can fail! If we wait to cut the grass, we may not have hay for the stock. If it rains after we cut the grass, the hay can rot. If the shed is damp, the hay may rot. If insects, or bugs, get to the crop, the crop can fail. Yes, we have had failed crops!

D. Text Comprehension

- HOW** is the grass getting water?
The grass is getting water from the rain.
- WHEN** the grass wilts, what is it?
When the grass wilts, it is hay.
- WHERE** are the bunched of hay put?
The bunched of hay are put in a shed.
- HOW** can a hay crop fail?
A hay crop can fail if Answers will vary; they wait to cut the grass; the hay rots from rain or the shed; insects get into the hay.

Fluency Checks Measure students' fluency using one-minute Fluency Checks. Group students in one of the following ways: **Partners**, **Individual** (read to teacher one-on-one), **Self-Monitored** (read to self). **Note:** You may wish to distribute text copies for independent practice.

1. Download copies of the text from the **Teacher Toolbox**, or use Student Books.
2. For **Partners**, pair students, have them exchange text copies, and assign a reader to read aloud and a recorder to circle errors.
3. For **Partners**, **Individual**, or **Self-Monitored**, time readers for one minute, circling errors made for **Partners** or **Individual**. When time is up, underline the last word read.
4. Count the number of words read correctly by counting on from the numbers at the beginning of each line. For **Partners**, the recorder counts. For **Individual**, the teacher counts. For **Self-Monitored**, the student counts; while not as accurate in tracking errors, students can still monitor their progress.
5. For **Partners**, repeat the procedure with partners changing roles.
6. Have students graph their Correct Words Per Minute, or for **Self-Monitored** their Words Per Minute, on their **Reading Fluency Graph** at the back of their books.

Posttest Upon completing the level, administer a posttest to measure student growth. There are two options for a posttest: administer the **Placement Test** again OR administer the **Posttest** found on the Teacher Toolbox.

Read Text

K. Decodable Informative Text Read each part. Answer your teacher's questions and select the picture that goes with each part.

People Need Seas

Part 1
Teacher Reads About 70% of planet Earth's surface is covered by water, including oceans and seas. So, it's not surprising that people use seas in many ways.

People need seas. They sail ships on seas. Some people work on ships. They fill up ships with things people need, such as beans, tea, and wheat. Then the ships sail from land to land. Each day of the week, ships go east and west to get things to people.

Part 2
Teacher Reads Food from seas is an important part of many people's diet (what they eat).

People eat things from seas. The main thing people eat is fish. Some fish is fresh. But to get fish from seas to shops, people may freeze the fish to keep it fresh. People can feast on clams, crabs, and bass from seas. Some people eat fish eggs and seaweed. Seaweed is a plant from seas.