

Phonics for Reading®

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Placement Test



Placement Test Instructions

This test can be used to place students in any of the three *Phonics for Reading* levels, or to measure student progress.

PREPARATION Make one copy of the **Student Form of the Placement Test** for each student to read (pages T349–T351). Also, make a copy of the **Recording Form** to collect test data for each student (pages T352–T354).

STARTING PLACE

Start with Subtest A. However, if you anticipate that the student could be placed in a more advanced level, begin with a higher subtest.

PROCEDURE

1. Ask the student to read aloud the words in each line of the subtest.
2. If the student makes four consecutive errors, terminate the subtest and have the student read a lower subtest.
3. If the student takes more than five seconds to read a word, direct the student to read the next word.
4. If the student correctly reads the criterion number of word parts for the subtest (80% correct), have the student read the words on the next subtest.
5. Terminate the test at the point at which the student does not meet the 80% criterion.
Note that multisyllable words are given one point for each decodable word part (e.g., provide = 2; adjustable = 3).
6. Based on the results of the subtests, you may choose to place a student at the beginning of a level or at an intermediate point within the level.
7. The data collected for each student can be recorded on a copy of the **Individual Student Record** (page T355).
8. All student data can be summarized on a copy of the **Group Record** (page T356) for the purpose of forming instructional groups.

MEASURING STUDENT PROGRESS

The Placement Test can be used not only as a pretest but also as a post test. When the student completes a level or a portion of a level, the appropriate subtest can be administered again to gauge student growth.

If you would prefer a posttest with new content that a student has not seen, you may use the Posttest found on the **Teacher Toolbox**. The format and administration of the Posttest mirror those of the Placement Test.

**SUBTEST A**

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

SUBTEST B

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

**SUBTEST C**

grain	beach	faint	treat	spray
grown	slight	boast	screen	glow
seaweed	oatmeal	highway	rainbow	

SUBTEST D

shame	slap	globe	slide	skate
drive	robe	rob	pine	code
nineteen	reptile	explode	landscape	

SUBTEST E

scarf	clerk	torch	chirp	blurt
chore	marsh	verse	thorn	whirl
harvest	surplus	confirm	border	

**SUBTEST F**

booth	spoil	chew	launch	employ
shampoo	turmoil	oyster	exhaust	
unleash	discard	expand	grateful	
affordable	extinction	remarkable		

SUBTEST G

blouse	knight	phase	sketch	quote
surround	orphan	stretcher	banquet	
contain	needle	protect	sharpest	
completely	connection	glamorous		

SUBTEST H

percent	replace	ginger	teaspoon	pleasant
urgent	widespread	margin		
understood	marshmallow	leadership		
progressive	concealment	astonishingly		

**PLACEMENT TEST****Administrator's Recording Sheet**

Level A

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 _____%



Student Name _____

Date _____

SUBTEST C*Lessons 1-12*

grain	beach	faint	treat	spray
grown	slight	boast	screen	glow
seaweed ²	oatmeal ²	highway ²	rainbow ²	

If the student correctly reads 14 parts, continue with **Subtest D** _____/18 _____%**SUBTEST D***Lessons 13-20*

shame	slap	globe	slide	skate
drive	robe	rob	pine	code
nineteen ²	reptile ²	explode ²	landscape ²	

If the student correctly reads 14 parts, continue with **Subtest E** _____/18 _____%**SUBTEST E***Lessons 21-32*

scarf	clerk	torch	chirp	blurt
chore	marsh	verse	thorn	whirl
harvest ²	surplus ²	confirm ²	border ²	

If the student correctly reads 14 parts, continue with **Subtest F** _____/18 _____%



Student Name _____

Date _____

SUBTEST F*Lessons 1-12*

booth	spoil	chew	launch	employ ²
shampoo ²	turmoil ²	oyster ²	exhaust ²	
unleash ²	discard ²	expand ²	grateful ²	
affordable ²	extinction ³	remarkable ³		

If the student correctly reads 24 parts, continue with **Subtest G** _____/30 _____%**SUBTEST G***Lessons 13-21*

blouse	knight	phase	sketch	quote
surround ²	orphan ²	stretcher ²	banquet ²	
contain ²	needle ²	protect ²	sharpest ²	
completely ³	connection ³	glamorous ³		

If the student correctly reads 24 parts, continue with **Subtest H** _____/30 _____%**SUBTEST H***Lessons 22-36*

percent ²	replace ²	ginger ²	teaspoon ²	pleasant ²
urgent ²	widespread ²	margin ²		
understood ³	marshmallow ³	leadership ³		
progressive ³	concealment ³	astonishingly ⁵		

If the student correctly reads 29 parts, the student can be placed in materials more difficult than *Phonics for Reading*. _____/36 _____%



Student Name _____

Teacher Name _____

LEVEL	SUBTEST	PRETEST DATE	POSTTEST DATE
A	A	____/18 correct parts*	____/18 correct parts*
		____/% correct parts	____/% correct parts
A	B	____/28 correct parts*	____/28 correct parts*
		____/% correct parts	____/% correct parts
B	C	____/18 correct parts*	____/18 correct parts*
		____/% correct parts	____/% correct parts
B	D	____/18 correct parts*	____/18 correct parts*
		____/% correct parts	____/% correct parts
B	E	____/18 correct parts*	____/18 correct parts*
		____/% correct parts	____/% correct parts
C	F	____/30 correct parts*	____/30 correct parts*
		____/% correct parts	____/% correct parts
C	G	____/30 correct parts*	____/30 correct parts*
		____/% correct parts	____/% correct parts
C	H	____/36 correct parts*	____/36 correct parts*
		____/% correct parts	____/% correct parts

*Parts refer to decodable chunks within the word and do not equate directly with syllables. For example, the word *adjustable* has three parts because the word *able* is taught as a single word part or decodable chunk.



Group Record: Determine the placement level for each student. The placement level will be the lowest level at which the student did not meet the 80% criterion. Begin the list with the name of the student who had the lowest performance and end with the name of the student who had the highest performance. Use this data for grouping students.

NAME OF STUDENT	PLACEMENT LEVEL	
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____
	Level _____	Subtest _____