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 2–4). Also, make a copy of the Recording Form to collect test data for each student (pages 5–7).*

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 8).
8. All student data can be summarized on a copy of the **Group Record** (page 9) 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 posttest. 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.