

Placement Test

Preparation: You will need a copy of the book *Little Bear*. Students being tested should read from the actual book not from the Placement Test Scoring Sheet. Underline the difficult words from the Placement Test Scoring Sheet in the copy of the book students will read from. You will need 1 copy of the Placement Test Scoring Sheet for each student you will be testing.
You will need a timer.

Instructions for Recording Student Responses and Scoring:

As students read the passage use the following procedure to record errors.

Word read incorrectly: Write what the student said above the word. Count as 1 error.

Added word: Write a caret with the word above it where the word was inserted. Count as 1 error.

Unknown word: Give the student 3 seconds to say the word and then tell him or her the word. Write a T above the told word. Count as 1 error.

Deleted words: Draw a line through any words that are left out. Do not count deleted words when counting the total words read per minute.

Repeated words: Draw a wavy line under the word(s) that were repeated.

Self-correct: Put a check mark above the word.

Repeated words and self-corrected words do not count as errors. Students are already penalized for time with these types of errors.

Record words read per minute (wrpm) and errors on the top part of the Placement Test Scoring Sheet. To calculate the accuracy percentage, use the following formula: Subtract the number of errors from the wrpm. Divide this number by the wrpm. Multiply by 100. Example: $53 \text{ (wrpm)} - 5 \text{ (errors)} = 48$ divided by $53 = .903$ $\times 100 = 90\%$ accuracy.

Students reading at least 25 wrpm with 90% accuracy can be placed in this book. Remember, this is the student's instructional level not his or her independent reading level.

Instructions for Administering the Placement Test

1. Fill in student information on the top portion of the Placement Test Scoring Sheet.

Setting the Scene

2. (*Note: This part of the test can be done individually, with a small group of students, or with a whole class. Hold up a copy of the book for students to see.) **This book is called *Little Bear*. Later, each of you will read part of the first story in this book aloud to me to help me decide if you are ready to read this book.**

(Show students the illustration on the front cover. Point to the little bear.) **This book tells about the adventures of a bear cub named *Little Bear*. Who is the book about? *Little Bear*.**

(Point to the mother bear.) ***Little Bear* has a Mother Bear who loves him and looks after him. Who loves and looks after *Little Bear*? *Mother Bear*.**

Hard Word Review

3. (Note: This part of the placement test needs to be administered individually. Give the student a copy of the book open to pages 14 and 15.)
4. **Some of the hard words are underlined on these pages. We will practice these hard words before you read these pages aloud to me.**

(Touch under the words *Little Bear*.) **These words say *Little Bear*. What words? *Little Bear*. Touch *Little Bear* in the picture.**

(Touch under the words *Mother Bear*.) **These words say *Mother Bear*. What words? *Mother Bear*. Touch *Mother Bear* in the picture.**

(Touch under the word coat.) **This word is coat. What word?** *Coat.* **Touch the picture of Little Bear and his coat.**

(Touch under the word something.) **This word is something. What word?** *Something.* **Something is a word made up of two smaller words, “some” and “thing”. What two smaller words make up the word something?** *Some and thing.*

(Touch under the word Hurray.) **This word is Hurray. What word?** *Hurray.* **Hurray is something we can say when we are very happy about something that has happened. What can we say when we are happy about something that has happened?** *Hurray!*

5. **You will read these pages aloud to me. I would like you to track under the words with your finger as you read aloud. You will read aloud for 1 minute. Be careful to read exactly what is on the page.** (Start the timer and record student errors as indicated above.)

Placement Test Scoring Sheet for *Little Bear*

Name of Student: _____ Date: _____
Teacher: _____ Tester: _____
Words Read Per Minute (wrpm) _____ Errors: _____ Accuracy % _____
Placement: _____
Comments: _____

Here <u>is</u> Little Bear.	4
“Oh,” said <u>Mother Bear</u> ,	8
“do you want <u>something</u> ?”	12
“I am cold,” said Little Bear.	18
“I want something to put on.”	24
So Mother Bear made something	29
for Little Bear.	32
“See, Little Bear,” she said,	37
“I have something,	40
something for my little bear.	45
Put it on.”	48
“Oh,” said Little Bear,	52
“it is a <u>coat</u> .	56
<u>Hurray!</u> Now I will not be cold.”	63
Little Bear went out to play	69

Excerpt from: Minarik, Else, Holmelund. Little Bear. New York: HarperCollins Publishers, 1957.