

## Placement Test

Preparation: You will need a copy of the novel *Hush*. Students being tested should read from the actual novel not from the Placement Test Scoring Sheet. Underline the difficult words from the Placement Test Scoring Sheet in the copy of the novel 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:  $97 \text{ (wrpm)} - 4 \text{ (errors)} = 93$  divided by  $97 = .958$  x  $100 = 96\%$  accuracy.

**Students reading at least 100 wrpm with 90% accuracy can be placed in this novel study. 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 novel for students to see.) **This book is called *Hush*. Later, each of you will read part of page 12 of this novel aloud to me to help me decide if you are ready to read this book.**

**Imagine what it would be like to give up everything you have, even your name. Imagine never being able to talk to anyone in your family or your friends—never being able to even let them know where you are. This is what happens to people who have to go into the witness protection program. You will read aloud part of the story to me where Toswiah, a young girl in witness protection, thinks about her new life and surroundings.**

### Hard Word Review

3. (Note: This part of the placement test needs to be administered individually. Give the student a copy of the novel open to page 12.)
4. **Some of the hard words are underlined on this page. We will practice these hard words before you read part of this page aloud to me.**

(Touch under each divided word.)  
**These words are divided into two parts because there is not enough room on the line. (Touch under sister.) This word is sister. What word?**  
*Sister.*

(Touch under bathrooms.) **This word is bathrooms. What word?** *Bathrooms.*

(Touch under covered.) **This word is covered. What word?** *Covered.*

(Touch under ambulances.) **This word is ambulances. What word?**  
*Ambulances.*

(Touch under the word linoleum.) **This word is linoleum. What word?**  
*Linoleum. Linoleum is a kind of floor covering often found in kitchens and bathrooms.*

5. **You will read part of this page 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. I will tell you when to stop reading. 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 *Hush*

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

When Daddy looks over to where me and my <u>sis-</u>	10
ter, Anna, sit watching TV, he looks surprised, like he's	19
wondering why we aren't downstairs in the den. No	28
den here, though. No dining room. No extra <u>bath-</u>	37
<u>rooms</u> down the hall and at the top of the stairs. Just	48
five rooms with narrow doorways here. Floors <u>cov-</u>	56
<u>ered</u> with <u>linoleum</u> . Walls all painted the same awful	64
shade of blue.	67
At night, the sounds outside are unfamiliar. Cars	75
honking and people yelling. Fire trucks and <u>ambu-</u>	83
<u>lances</u> . Anna in bed across the room from me is too	93
close and strange. Every morning, I wake up expecting	102
to see the mountains outside, then sit on the edge of	113
my bed and force the memories to come.	121

Excerpt from: Woodson, Jacqueline. Hush. New York, New York: The Penguin Group, 2002.