

Placement Test

Preparation: You will need a copy of the novel *Little House in the Big Woods*. 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 *Little House in the Big Woods*. Later, each of you will read part of page 3 of this novel aloud to me to help me decide if you are ready to read this book.**

(Show students the illustrations at the beginning of chapter 1.) **Little House in the Big Woods tells the story of a pioneer family that lived in Wisconsin.**

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 3.)
4. **Some of the hard words are underlined on these pages. We will practice these hard words before you read part of this page aloud to me.**

(Touch under the words trundle bed.) **These words are trundle bed. What words? *Trundle bed*. A trundle bed is a small, low bed that slides underneath another bed. What do you call a small, low bed that slides underneath another bed? A *trundle bed*.**

(Touch under the word brindle.) **Brindle is a word that describes the color of something. If something is a brindle color it has dark streaks or spots on a lighter tan background. What word describes something that has dark streaks or spots on a lighter tan background?** *Brindle.*

(Touch under the word guard.) **This word is guard. What word? Guard. Guard means protect. What word means protect?** *Guard.*

(Touch under the divided words whispering, father, and covers.) **Each of these words has been divided into two parts because there isn't enough room on the line.**

(Touch under the divided word whispering.) **The first divided word is whispering. What word? Whispering. Whispering means talking quietly. What does whispering mean?** *Talking quietly.*

(Touch under the divided word father.) **The second divided word is father. What word?** *Father.*

(Touch under the divided word covers.) **The third divided word is covers. What word? Covers. Covers is another word for blankets. What is another word for blankets?** *Covers.*

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 *Little House in the Big Woods*

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

At night, when Laura lay awake in the	8
<u>trundle bed</u> , she listened and could not hear	16
anything at all but the sound of the trees <u>whis-</u>	26
<u>pering</u> together. Sometimes, far away in the	32
night, a wolf howled. Then he came nearer,	40
and howled again.	43
It was a scary sound. Laura knew that	51
wolves would eat little girls. But she was safe	60
inside the solid log walls. Her father's gun	68
hung over the door and good old Jack, the	77
<u>brindle</u> bulldog, lay on <u>guard</u> before it. Her <u>fa-</u>	86
<u>ther</u> would say:	88
"Go to sleep, Laura. Jack won't let the	96
wolves in." So Laura snuggled under the <u>cov-</u>	104
<u>vers</u> of the trundle bed, close beside Mary, and	112
went to sleep.	115

Excerpt from: Wilders, Laura Ingalls. Little House in the Big Woods. New York, New York: HarperCollins Publishers, Inc., 1932.