Placement Assessment

Completing the Placement Assessment for Small-group Reading Sets 1–5 ......................... 128

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Completing the Placement Assessment for Small-group Reading Sets 1-5

You will use the Small-group Placement Assessment to identify students' reading levels for initial placement into Small-group Reading Sets 1-5. Each section of the assessment corresponds to one of the Small-group Reading sets.

PREPARING FOR THE ASSESSMENT

✓ For each student you plan to assess, print the “Small-group Placement Assessment” record (PA) from the CCC Learning Hub (ccclearninghub.org) or make a copy from pages 130, 132, 134, 136, 138, and 140.

✓ Print one of each “Placement Assessment Student Card” (SC) from the CCC Learning Hub (ccclearninghub.org) or make one copy of each from pages 131, 133, 135, 137, 139, and 141. You may wish to copy the sheet onto heavy-stock paper, glue the page onto a piece of card stock, or slip it into a sheet protector.

✓ Review the “Small-group Placement Assessment” records (PA) to help you prepare to evaluate each student’s knowledge of letters, spelling-sounds, and high-frequency words.

CONDUCTING THE ASSESSMENT

For each student:

1. Present the student cards one at a time, beginning with the first placement assessment provided with your grade-level package. You may wish to place a blank index card under each row as the student reads it to help the student follow each row.

2. Have the student complete each section as you record the responses on the “Small-group Placement Assessment” record (PA). When the student responds correctly, mark a check next to the sound, word, or letter. When the student responds incorrectly, cross out the sound, word, or letter. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any sound, word, or letter during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student’s regional accent).

3. After administering each part of the assessment, record the number of sounds, words, or letters the student reads correctly and circle “Pass” or “Not Pass” for each part; then read the instructions at the end of the section to determine whether to continue the assessment. A student does not have to show complete mastery to advance to the next section of the assessment.
Placement Assessment

INTERPRETING THE ASSESSMENT RESULTS

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

Continue the assessment until the student does not pass a section. The first section that the student does not pass corresponds to the set in which instruction should begin. Record the student’s placement on the “Small-group Placement Assessment” record (PA). Use this placement information to form small groups. For more information about forming reading groups, see “Forming and Managing Small Groups” in the Assessment Overview.
Small-group Placement Assessment  =  PA1
Section A

Student’s name: ________________________________ Date: __________

Mark a check for each letter the student identifies correctly from the student card. Cross out incorrect letters.

LETTER RECOGNITION  (5-second limit per letter)

x  l  d  o  g  y  

h  c  i  k  w  q  

z  n  u  t  p  j  

e  b  m  s  v  a  

r  f  

Letter Recognition score: ____/26
Pass (21-26 correct) or Not Pass

If the student passes, go on to the next section of the assessment. If the student does not pass, the student is not ready for small-group instruction. Provide instruction in letter names.
Student Card 1  •  SC1

x  l  d  o  g  y
h  c  i  k  w  q
z  n  u  t  p  j
e  b  m  s  v  a
r  f
Small-group Placement Assessment = PA2
Section B

Student’s name: ________________________________ Date: ______________

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds and words.

**SPELLING-SOUNDS** *(5-second limit per letter)*

s ____ n ____ m ____ t ____ a ____

r ____ i ____ f ____ h ____ u ____

d ____ o ____ c ____ k ____

Spelling-Sound score: ____ /14

Pass (12-14 correct) or Not Pass

**HIGH-FREQUENCY WORDS** *(2-second limit per word)*

he ____ she ____ can’t ____ isn’t ____

to ____ get ____ no ____ yes ____
down ____ go ____ where ____ my ____

by ____ here ____ saw ____ they ____

High-frequency Word score: ____ /16

Pass (13-16 correct) or Not Pass

If the student passes, go on to the next section of the assessment. If the student does not pass, place the student in Set 1, Week 1.
Student Card 2  •  SC2

s       n       m       t       a
r       i       f       h       u
d       o       c       k

he       she       can’t       isn’t
to       get       no       yes
down       go       where       my
by       here       saw       they
Small-group Placement Assessment  =  PA3
Section C

Student’s name: __________________________ date: __________

Mark a check for each sound or word the student reads correctly from the student card. Cross out incorrect sounds and words.

**SPELLING-SOUNDS** *(5-second limit per letter)*

- b ___
- p ___
- l ___
- g ___
- e ___

- w ___
- th ___
- y ___
- v ___
- sh ___

- x ___
- ch ___
- z ___
- j ___

Spelling-Sound score: ___ /14
Pass (12–14 correct) or Not Pass

**HIGH-FREQUENCY WORDS** *(2-second limit per word)*

- was ___
- little ___
- put ___
- what ___

- do ___
- like ___
- have ___
- home ___

- said ___
- of ___
- her ___
- his ___

- some ___
- come ___
- out ___
- say ___

- says ___
- so ___

High-frequency Word score: ___ /18
Pass (14–18 correct) or Not Pass

If the student passes, go on to the next section of the assessment. If the student does not pass, place the student in Set 2, Week 1.
was  little  put  what
do  like  have  home
said  of  her  his
some  come  out  say
says  so
Small-group Placement Assessment = PA4
Section D

Student’s name: ___________________________ Date: ______________

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

**DECODABLE WORDS** *(5-second limit per word)*

- whack  
- sing  
- quit  
- tapped  
- snap  
- stack  
- flip  
- frog  
- pits  
- grip  
- drop  
- plot  
- smog  
- spin  
- clop  
- skip  
- slip  

Decodable Word score: ____/17

Pass (13-17 correct) or Not Pass

**HIGH-FREQUENCY WORDS** *(2-second limit per word)*

- make  
- there  
- be  
- look  
- good  
- want  
- water  
- from  
- for  
- again  
- many  
- people  
- your  
- very  
- could  
- should  
- were  
- both  
- does  

High-frequency Word score: ____/19

Pass (15-19 correct) or Not Pass

If the student passes, go on to the next section of the assessment. If the student does not pass, place the student in Set 3, Week 1.
whack  sing  quit  tapped
snap  stack  flip  frog
pits  grip  drop  plot
smog  spin  clop  skip
slip

make  there  be  look
good  want  water  from
for  again  many  people
your  very  could  should
were  both  does
Small-group Placement Assessment  =  PA5
Section E

Student’s name: _______________________________ Date: ______________

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

**DECODABLE WORDS (5-second limit per word)**
- cape ___
- ice ___
- eve ___
- poke ___
- fuse ___
- hopes ___
- taping ___
- shined ___
- sleep ___
- leap ___
- burn ___
- tern ___
- corn ___
- park ___

Decodable Word score: _____/14
Pass (11-14 correct) or Not Pass

**HIGH-FREQUENCY WORDS (2-second limit per word)**
- every ___
- other ___
- brother ___
- woman ___
- women ___
- boy ___
- toward ___
- over ___
- their ___
- cold ___
- one ___
- two ___
- don’t ___
- won’t ___
- too ___
- who ___
- school ___
- thought ___
- father ___

High-frequency Word score: _____/19
Pass (15-19 correct) or Not Pass

If the student passes, go on to the next section of the assessment. If the student does not pass, place the student in Set 4, Week 1.
<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
<th>Word 4</th>
<th>Word 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>cape</td>
<td>ice</td>
<td>eve</td>
<td>poke</td>
<td></td>
</tr>
<tr>
<td>fuse</td>
<td>hopes</td>
<td>tapping</td>
<td>shined</td>
<td></td>
</tr>
<tr>
<td>sleep</td>
<td>leap</td>
<td>burn</td>
<td>tern</td>
<td></td>
</tr>
<tr>
<td>corn</td>
<td>park</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>every</td>
<td>other</td>
<td>brother</td>
<td>woman</td>
<td></td>
</tr>
<tr>
<td>women</td>
<td>boy</td>
<td>toward</td>
<td>over</td>
<td></td>
</tr>
<tr>
<td>their</td>
<td>cold</td>
<td>one</td>
<td>two</td>
<td></td>
</tr>
<tr>
<td>don’t</td>
<td>won’t</td>
<td>too</td>
<td>who</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>thought</td>
<td>father</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Small-group Placement Assessment  =  PA6
Section F

Student’s name: ____________________________ Date: ____________

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

**DECODABLE WORDS** (5-second limit per word)

- kitten
- faster
- small
- basket
- stay
- tail
- boat
- town
- mood
- wrap
- knee
- flight
- happy
- tried
- cloud
- soil
- toys
- claw
- haul
- fleecy
- face

Decodable Word score: ____/21
Pass (16–21 correct) or Not Pass

**HIGH-FREQUENCY WORDS** (2-second limit per word)

- after
- work
- head
- read
- never
- only
- live
- walk
- because
- children
- even
- though
- once
- enough
- watch
- kind
- four

High-frequency Word score: ____/17
Pass (13–17 correct) or Not Pass

If the student passes, use an alternative assessment to level and group the student. See “Placement Assessment for Small-group Reading Sets 6-12” in the Assessment Overview. If the student does not pass, place the student in Set 5, Week 1.
kitten faster small basket
stay tail boat town
mood wrap knee flight
happy tried cloud soil
toys claw haul fleecy
face

after work head read
never only live walk
because children even though
once enough watch kind
four