PHONICS for Reading

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Placement Test

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PLACEMENT TEST – Instructions

Purpose: This test can be used for placement of students into the First Level, Second Level, or Third Level of ***Phonics for Reading***. It can also be used to measure students' progress in decoding after instruction.

Determining Student Placement

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 post test. When the student completes a level or a portion of a level, the appropriate subtest can be administered again to gauge student growth.

PLACEMENT TEST – Student Form

***Phonics for Reading*—First Level (1)**

Subtest A

mix	**pad**	**hit**	**cab**	**dot**
hut	**jet**	**hum**	**cod**	**yet**
habit	**muffin**	**rustic**	**summit**	

Subtest B

less	**dill**	**moss**	**rack**	**bath**
wish	**lock**	**mesh**	**rust**	**desk**
shed	**thud**	**whip**	**chat**	**ship**
crib	**clam**	**grin**	**plum**	**trim**
potluck	**dentist**	**contest**	**unpack**	

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PLACEMENT TEST – Student Form

***Phonics for Reading*—Second Level (2)**

Subtest C

braid	**beach**	**trait**	**clean**	**soap**
shown	**boast**	**flight**	**spray**	**speech**
speedway	**daydream**		**brightness**	**shadow**

Subtest D

brave	**slap**	**smoke**	**wide**	**plate**
drive	**spoke**	**smock**	**flake**	**flat**
drainpipe	**hopeless**	**sunstroke**		**trade wind**

Subtest E

clerk	**smart**	**birch**	**torch**	**nurse**
sport	**Carl**	**verse**	**marsh**	**twirl**
arcade	**monarch**	**northern**		**border**

PLACEMENT TEST – Student Form

***Phonics for Reading*—Third Level (3)**

Subtest F

smooth	point	grew	cause	Troy
shampoo	turmoil	oyster	exhaust	
unload	distrust	expand	return	
teachable	extinction	preventable		

Subtest G

blouse	knight	phase	sketch	quote
southwest	dolphin	hopscotch	banquet	
contain	handle	provide	smallest	
completely	connection	glamorous		

Subtest H

cinch	choice	strange	spool	spread
margin	sagebrush	marshmallow		
understood	gingerbread	homestead		
impressive	adjustable	informally		

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PLACEMENT TEST – Recording Form

Name _____ **Date** _____

***Phonics for Reading*—First Level (1)**

Lessons 1–13

Subtest A

mix	**pad**	**hit**	**cab**	**dot**
hut	**jet**	**hum**	**cod**	**yet**
habit 2	**muffin** 2	**rustic** 2	**summit** 2	

If the student correctly reads 14 parts, continue with Subtest B. _____/18 _____%

Lessons 14–30

Subtest B

less	**dill**	**moss**	**rack**	**bath**
wish	**lock**	**mesh**	**rust**	**desk**
shed	**thud**	**whip**	**chat**	**ship**
crib	**clam**	**grin**	**plum**	**trim**
potluck 2	**dentist** 2	**contest** 2	**unpack** 2	

If the student correctly reads 22 parts, continue with Subtest C. _____/28 _____%

PLACEMENT TEST – Recording Form

Name _____ **Date** _____

***Phonics for Reading*—Second Level (2)**

Lessons 1–12

Subtest C

braid	**beach**	**trait**	**clean**	**soap**
shown	**boast**	**flight**	**spray**	**speech**
speedway 2	**daydream** 2		**brightness** 2	**shadow** 2

If the student correctly reads 14 parts, continue with Subtest D. _____/18 _____%

Lessons 13–20

Subtest D

brave	**slap**	**smoke**	**wide**	**plate**
drive	**spoke**	**smock**	**flake**	**flat**
drainpipe 2	**hopeless** 2	**sunstroke** 2		**trade wind** 2

If the student correctly reads 14 parts, continue with Subtest E. _____/18 _____%

Lessons 21–32

Subtest E

clerk	**smart**	**birch**	**torch**	**nurse**
sport	**Carl**	**verse**	**marsh**	**twirl**
arcade 2	**monarch** 2	**northern** 2	**border** 2	

If the student correctly reads 14 parts, continue with Subtest F. _____/18 _____%

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PLACEMENT TEST – Recording Form

Name _____ **Date** _____

***Phonics for Reading*—Third Level (3)**

Lessons 1–12

Subtest F

smooth	point	grew	cause	Troy
shampoo$_{2}$	turmoil$_{2}$	oyster$_{2}$	exhaust$_{2}$	
unload$_{2}$	distrust$_{2}$	expand$_{2}$	return$_{2}$	
teachable$_{2}$	extinction$_{3}$	preventable$_{3}$		

If the student correctly reads 23 parts, continue with Subtest G. _____/29 _____%

Lessons 13–21

Subtest G

blouse	knight	phase	sketch	quote
southwest$_{2}$	dolphin$_{2}$	hopscotch$_{2}$	banquet$_{2}$	
contain$_{2}$	handle$_{2}$	provide$_{2}$	smallest$_{2}$	
completely$_{3}$	connection$_{3}$	glamorous$_{3}$		

If the student correctly reads 24 parts, continue with Subtest H. _____/30 _____%

Lessons 22–36

Subtest H

cinch	choice	strange	spool	spread
margin$_{2}$	sagebrush$_{2}$	marshmallow$_{3}$		
understood$_{3}$	gingerbread$_{3}$	homestead$_{2}$		
impressive$_{3}$	adjustable$_{3}$	informally$_{4}$		

If the student correctly reads 24 parts, the student can be placed in materials more difficult than ***Phonics for Reading***. _____/30 _____%

PLACEMENT TEST – Individual Student Record

Name of Student _____

Teacher _____

LEVEL	SUBTEST	PRETEST DATE: _____	POST TEST DATE: _____
1	A	_____/18 correct parts* _____/% correct parts	_____/18 correct parts _____/% correct parts
1	B	_____/28 correct parts _____/% correct parts	_____/28 correct parts _____/% correct parts
2	C	_____/18 correct parts _____/% correct parts	_____/18 correct parts _____/% correct parts
2	D	_____/18 correct parts _____/% correct parts	_____/18 correct parts _____/% correct parts
2	E	_____/18 correct parts _____/% correct parts	_____/18 correct parts _____/% correct parts
3	F	_____/29 correct parts _____/% correct parts	_____/29 correct parts _____/% correct parts
3	G	_____/30 correct parts _____/% correct parts	_____/30 correct parts _____/% correct parts
3	H	_____/30 correct parts _____/% correct parts	_____/30 correct parts _____/% correct parts

*Parts refer to decodable chunks within the word and do not equate directly with syllables. For example, the word *adjustable* has three parts because the word *able* is taught as a single word part or decodable chunk.

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PLACEMENT TEST – Group Record

Determine the placement level for each student. The placement level will be the lowest level at which the student did not meet the 80% criterion. Begin the list with the name of the student who had the lowest performance and end with the name of the student who had the highest performance. Use this data for grouping students.

NAME OF STUDENT	PLACEMENT LEVEL
	Level _____ **Subtest** _____
	Level _____ **Subtest** _____
	Level _____ **Subtest** _____
	Level _____ **Subtest** _____
	Level _____ **Subtest** _____
	Level _____ **Subtest** _____
	Level _____ **Subtest** _____
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	Level _____ **Subtest** _____