

## INFORMAL PLACEMENT INVENTORY

The following pages contain a collection of articles and tests from the pupil books. These reading units were selected on the basis of the field testing results. The set includes one representative selection from each text. Students should be given a series of three articles and follow-up tests on the basis of the formal testing information available about the student's reading level or a teacher esti-

mate of student skill. It has been widely observed that the remedial student's exact reading level is not adequately determined by formal tests. Therefore, we are recommending that the informal testing begin at least one level below that given on the official reading records of standardized tests.

The articles are in sequence in relation to Books A-H. The reading levels are as follows:

<i>Title</i>	<i>Book</i>	<i>Text level range</i>
MAKE A FIST	A	Low 2
HOOP DANCER	B	High 2
CALL A GEOLOGIST	C	Low 3
ANIMALS MEAN WEALTH	D	Mid-High 3
BUILDINGS FULL OF LIGHT	E	Mid 4
PHOTOS THAT TELL STORIES	F	Low 5
MUSIC FOR A HAUNTED HOUSE	G	High 5
SHAPED LIKE A PEAR	H	Low-Mid 6

*Answers on page 34.*

Results from standardized tests can be used to decide which levels of the placement test should be administered. The instructor should prepare the student according to the directions given for *Steps to the Reader* in the student text. (However, the student should not be permitted to run through the sample test beginning the pupil book.)

A follow-up test score of 70% or better indi-

cates that the student should be able to perform adequately in the text for which that score was attained. Lower scores indicate that placement should be in the next simpler text. Scores significantly higher suggest that the student should be retested at the next two higher levels until the correct placement is found.

<i>Book</i>	<i>No. of Points for Each Correct Answer</i>	<i>No. of Items</i>	<i>Minimum Correct for Placement</i>
A	14.28	7	5
B-C	12.50	8	6
D-H	11.11	9	7

As you can see, if a student misses more than two items, he or she should be placed at an easier reading level.

Additional placement information will be gained by individual surveys during which a student reads aloud to the instructor for one or more paragraphs and responds to questioning relative to

comprehension of the material read. Regardless of the test scores, a student who shows considerable difficulty in the personal interview should be placed downward until he or she is responding comfortably, and reading smoothly and rhythmically and with no apparent word recognition problems.



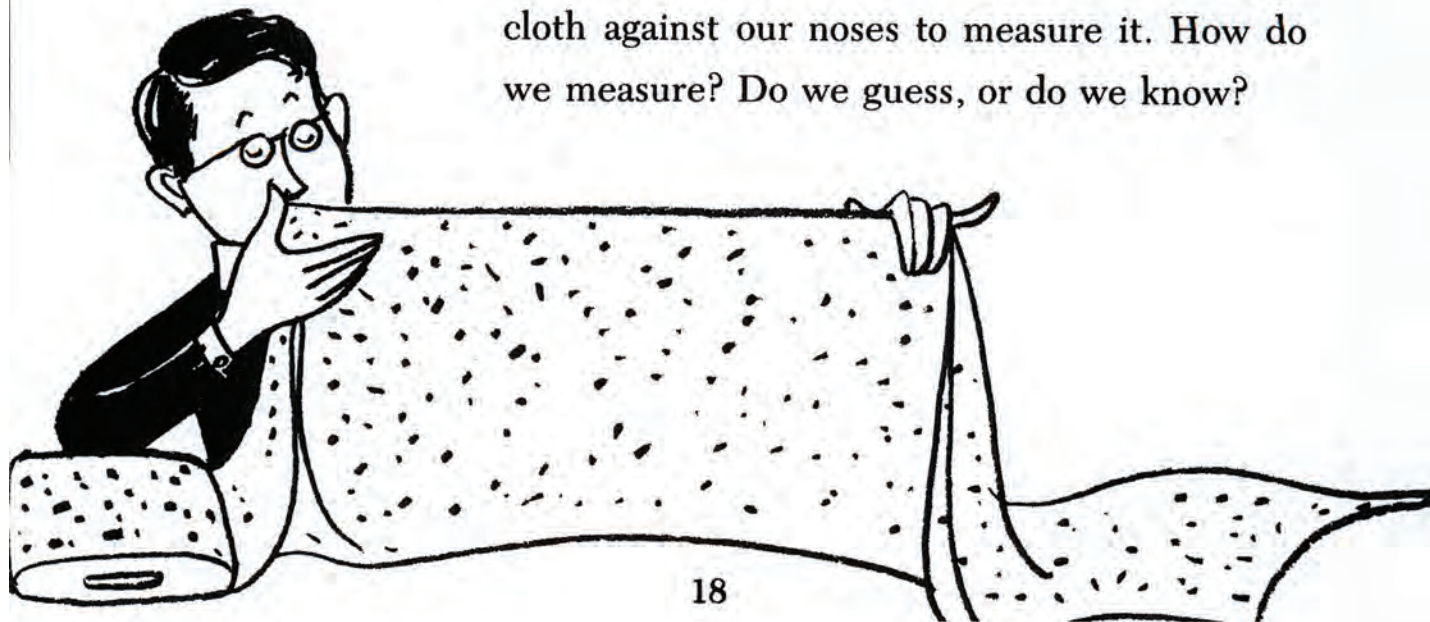
## *Make a Fist*



1 “Make a fist,” Mary Brown said. The boy made a fist. Mary Brown took the heel and toe of the sock. She tried to make them meet around the fist. If the heel and toe met around the fist, the sock would fit the boy. This was how she measured size.

2 Bob Smith needed three yards of cloth. He put one part of the cloth against his nose. He held the rest of the cloth out as far as his arm could go. “One yard,” Bob Smith said. He did this three times. He now had three yards of cloth. This was how he measured cloth. Your grandparents may have measured things this way.

3 Today, we do not have to make a fist to get the right size for socks. We do not have to put cloth against our noses to measure it. How do we measure? Do we guess, or do we know?



## FIND THE ANSWERS

1. The boy made a fist to
  - a. start a fight with someone.
  - b. see if the sock would fit.
  - c. stand on his head.
  - d. eat a sock.
2. The word in the story that means *a hand closed up tight* is \_\_\_\_\_.
3. The story says, "Bob Smith needed three yards of cloth. *He* put one part of the cloth against his nose." The word *he* means \_\_\_\_\_.
4. Which of the following does this story lead you to believe?
  - a. We have better ways to measure cloth today.
  - b. Bob Smith had a big nose and long arms.
  - c. Bob Smith needed to measure many yards of cloth.
5. What did Mary Brown try to do? (Which sentence is exactly like the one in your book?)
  - a. She tried to start a fight with the boy.
  - b. She tried to measure the cloth with her nose.
  - c. She tried to make them meet around the fist.
6. The main idea of the whole story is that
  - a. Bob Smith was a very clever man who invented measures.
  - b. cloth cannot be measured by using your arms.
  - c. people used their fists and arms to measure things.
7. The opposite of *toe* (in sentence three) is \_\_\_\_\_.



## *Hoop Dancer*

1 Dallas Chief Eagle is a hoop dancer. When he dances, he spins many hoops around his arms and legs. He dances to the beat of a drum. Chief Eagle belongs to the Rosebud Sioux tribe in South Dakota. He is a teacher with a new way of teaching.

2 Chief Eagle teaches boys and girls how to hoop dance. Some of the children he teaches come from broken homes. Some of them are angry and some are sad, but they all smile when they see him.

3 He tells the children that when they were born, they were perfect, just like the hoop is a perfect circle. Hitting, kicking, and saying bad things hurt people. That's like breaking the hoop. Chief Eagle says, "If you are angry or sad, tell someone you trust." He teaches them to help and respect each other. When they do that, they fix the broken hoop.

4 Hoop dancing changes the way boys and girls feel. They like Dallas Chief Eagle, and they trust him. They are happy when they dance.





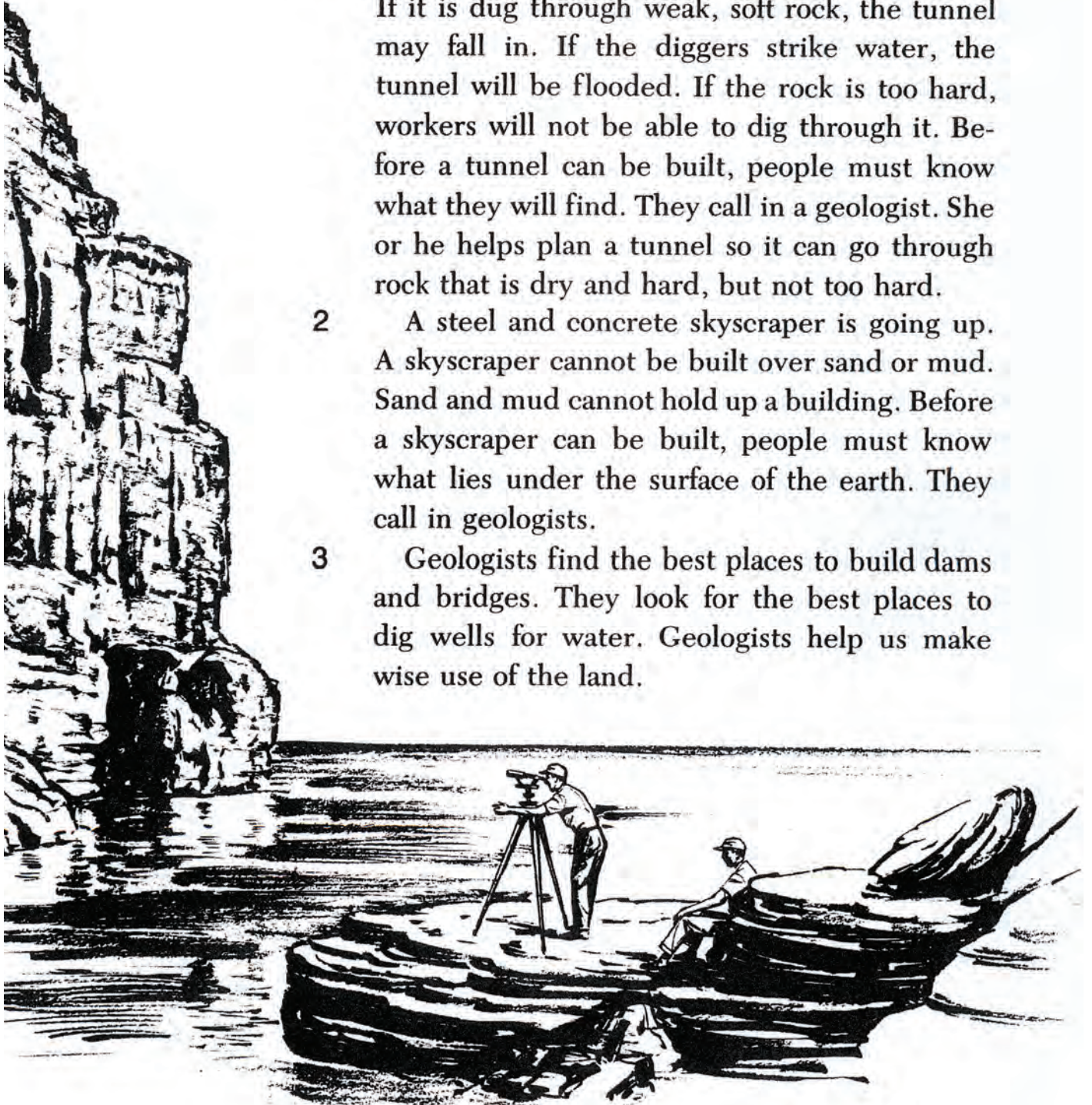
## FIND THE ANSWERS

1. Dallas Chief Eagle is a
  - a. basketball player.
  - b. cowboy.
  - c. hoop dancer.
  - d. TV star.
2. The word in the story that means *a circle used for dancing* is \_\_\_\_\_.
3. The story says, "Dallas Chief Eagle is a hoop dancer. When *he* dances, he spins many hoops around his arms and legs." The word *he* means \_\_\_\_\_.
4. The story does not say this, but from what we have read, we can tell that
  - a. Chief Eagle likes to play basketball.
  - b. Chief Eagle likes to help children.
  - c. Chief Eagle likes to throw hoops.
5. What does Chief Eagle do? (Which sentence is exactly like the one in your book?)
  - a. Chief Eagle teaches boys and girls how to read.
  - b. Chief Eagle teaches boys and girls how to play basketball.
  - c. Chief Eagle teaches boys and girls how to hoop dance.
6. The main idea of the whole story is
  - a. Chief Eagle likes to make hoops.
  - b. Chief Eagle has a new way of teaching.
  - c. Chief Eagle is from North Dakota.
7. The word in paragraph 1, sentence 5, that is the opposite of *old* is \_\_\_\_\_.
8. The word in paragraph 3, sentence 1 that means *a round figure* is \_\_\_\_\_.



## *Call a Geologist*

- 1 A tunnel is being built through a mountain. If it is dug through weak, soft rock, the tunnel may fall in. If the diggers strike water, the tunnel will be flooded. If the rock is too hard, workers will not be able to dig through it. Before a tunnel can be built, people must know what they will find. They call in a geologist. She or he helps plan a tunnel so it can go through rock that is dry and hard, but not too hard.
- 2 A steel and concrete skyscraper is going up. A skyscraper cannot be built over sand or mud. Sand and mud cannot hold up a building. Before a skyscraper can be built, people must know what lies under the surface of the earth. They call in geologists.
- 3 Geologists find the best places to build dams and bridges. They look for the best places to dig wells for water. Geologists help us make wise use of the land.





## FIND THE ANSWERS

1. Geologists find the best places to build
  - a. weak, soft rock.
  - b. land.
  - c. sand and mud.
  - d. dams and bridges.
2. The word in the story that means *a hard building material* or *cement* is \_\_\_\_\_.
3. The story says: "If the rock is too hard, workers will not be able to dig through *it*." The word *it* means \_\_\_\_\_.
4. The story does not say this, but from what we have read, we can tell that
  - a. tunnels should not go through mountains.
  - b. people can only guess where to build dams and bridges.
  - c. planning is needed before a tunnel is built.
5. Where can a skyscraper not be built? (Which sentence is exactly like the one in your book?)
  - a. A skyscraper cannot be built over solid ground.
  - b. A skyscraper cannot be built over very hard rock.
  - c. A skyscraper cannot be built over sand or mud.
6. The main idea of the whole story is that
  - a. tunnels can be built through any kind of soil.
  - b. geologists help us make wise use of the land.
  - c. a skyscraper is built on very hard rock.
7. The word in paragraph 3, sentence 3, that is the opposite of *foolish* is \_\_\_\_\_.
8. Which of the following does the story lead you to believe?
  - a. Geologists are not important for dam building.
  - b. Skyscrapers are one-story buildings.
  - c. Digging a tunnel can be very dangerous.

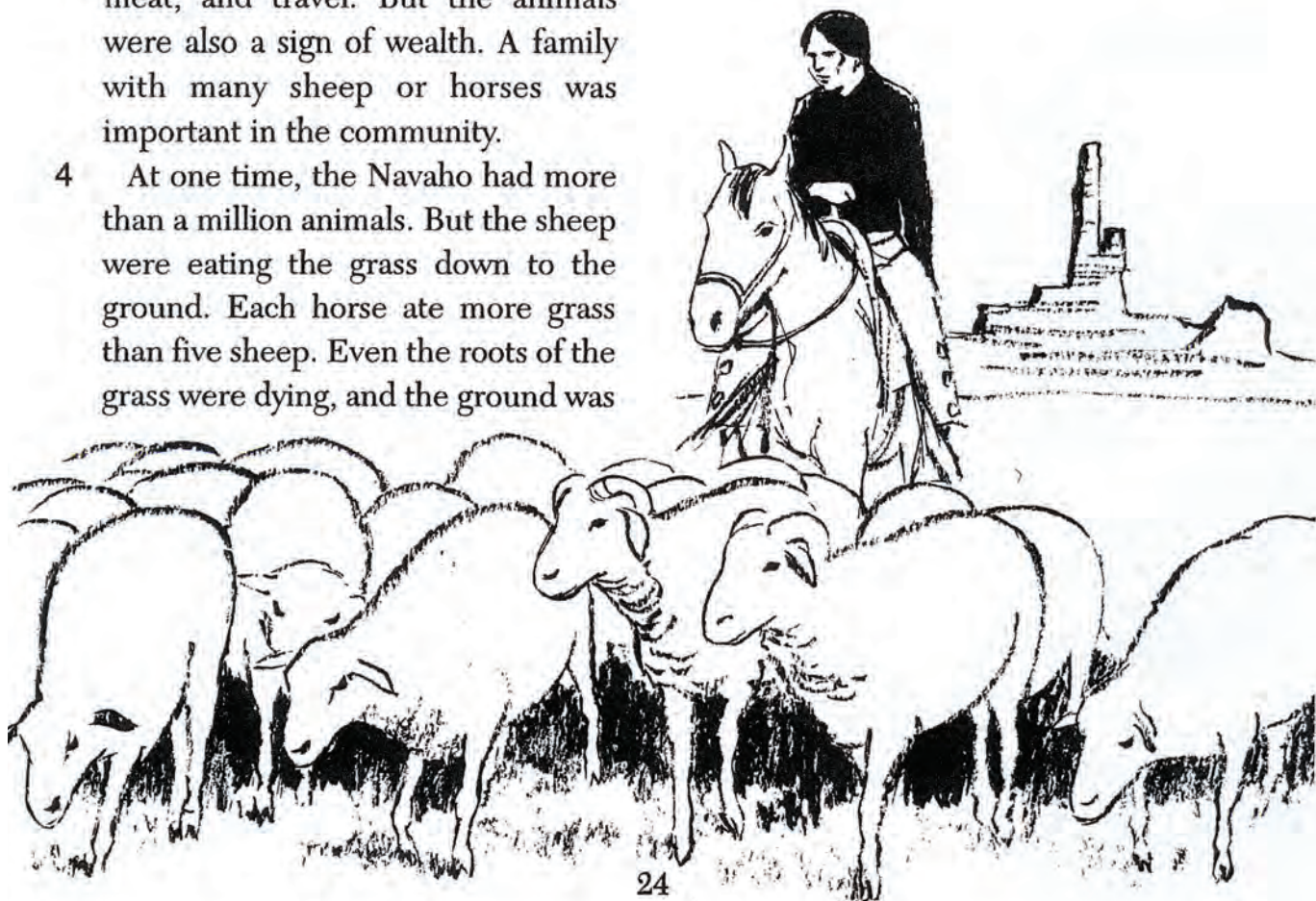


## *Animals Mean Wealth*

- 1 Different things are important in different communities. What a community thinks is important can change the way it lives and carries on its business.
- 2 The Navaho Indians live on large reservations in Arizona, New Mexico, and Utah. They raise sheep and horses as a business. The animals feed on grass growing on Navaho land.
- 3 The Navaho got sheep and horses from the Spaniards in the 1600s. Later, the sheep and horses became important to the Navaho for wool, meat, and travel. But the animals were also a sign of wealth. A family with many sheep or horses was important in the community.
- 4 At one time, the Navaho had more than a million animals. But the sheep were eating the grass down to the ground. Each horse ate more grass than five sheep. Even the roots of the grass were dying, and the ground was

beginning to wash away in the rain. There were too many animals. Without grass to eat, the animals would die. The Navaho themselves would not have enough food.

- 5 The government wanted to help. It asked the Navaho to make their herds smaller. It was a sad time for the people. Large herds were very important to them.





## FIND THE ANSWERS

The Navaho Indians live in

- a. Mexico.
- b. California.
- c. Arizona.
- d. Colorado.

The word in paragraph 2 that means *places where Native Americans live* is \_\_\_\_\_.

The words "were eating the grass down to the ground" in paragraph 4 tell about the word \_\_\_\_\_.

The story does not say so, but it makes you think that

- a. the Navaho need more animals.
- b. too many animals can kill the grass.
- c. the Navaho grow many crops.

The Navaho Indians raise

- a. pigs and chickens.
- b. corn and wheat.
- c. cows and goats.
- d. sheep and horses.

The Navaho raise sheep just for food.

- Yes                      No                      Does not say

On the whole, this story is about

- a. the government in Mexico.
- b. the Navaho and their animals.
- c. Native American reservations.

Why did the Navaho want to keep large herds of animals? (Check the story again.)

- a. Large herds were important to the Navaho.
- b. The Navaho eat a lot.
- c. The Navaho need the hides of the animals for clothing.

Which of these sentences do you think is right?

- a. The Navaho were running out of food for their animals.
- b. The Navaho did not have enough animals.
- c. The Navaho liked small herds of animals.



## *Buildings Full of Light*

Roman buildings were popular only as long as builders were limited in how tall they could make a building. They had not learned how to support the walls of a tall building.

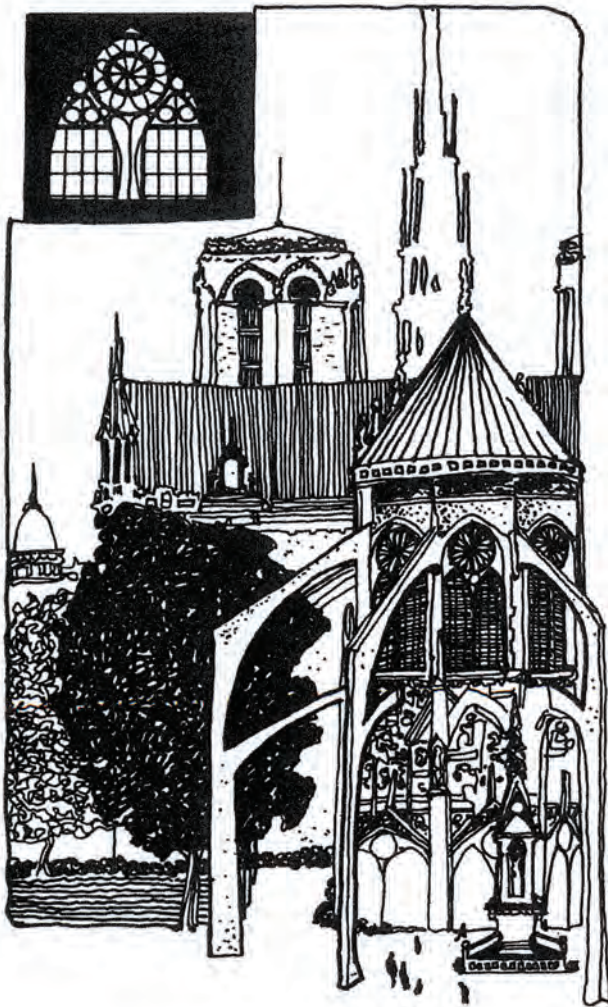
About 1140, a new kind of building

appeared in Europe. These new buildings were churches, or cathedrals, and they were seen first in France. Today, these cathedrals are called Gothic buildings. Their pointed arches rise toward the sky. They look very different from the Roman buildings that have low arches and thick walls. Unlike the dark Pantheon, these tall buildings are full of light.

Builders of the Gothic cathedrals found a new way to build strong walls and tall arches. They built supports outside the building. These supports, called "flying buttresses," helped hold up the walls. Buttresses made it possible to build higher buildings.

One end of a narrow beam, or the flying buttress, was planted away from the wall. The other end was placed high up on the wall. The flying buttress acted like a crutch.

Since these buildings had many windows, artists made pictures in them by using small pieces of colored glass held together with lead. Sunlight streamed through the glass and made soft splashes of color inside the churches. Stained glass windows and flying buttresses were part of every Gothic cathedral.





## FIND THE ANSWERS

- Gothic cathedrals were first seen
  - in Russia.
  - in China.
  - in France.
  - in the United States.
- The word in paragraph 4 that means *prop* or *support* is \_\_\_\_\_.
- The words “that have low arches and thick walls” in paragraph 2 describe the Roman \_\_\_\_\_.
- The story does not say so, but it makes you think that
  - stained glass windows supported Gothic buildings.
  - flying buttresses were used only for decoration.
  - tall buildings needed extra support for their walls.
- The windows of Gothic cathedrals
  - were made of colored glass.
  - were very thick.
  - were like those in Roman buildings.
- Gothic buildings were much taller than Roman buildings.  
Yes                      No                      Does not say
- On the whole, this story is about
  - how to make stained glass windows.
  - the Pantheon.
  - Gothic cathedrals.
- Why didn't the Romans build tall buildings?
  - They liked low, round buildings better.
  - They had not learned how to support the walls.
  - They did not want to use flying buttresses.
- Which statement does the story lead you to believe?
  - Roman buildings had no outside supports.
  - Roman buildings had large stained glass windows.
  - Roman buildings looked much like Gothic buildings.



## Photos That Tell Stories

You may have heard the saying, "One picture is worth 1,000 words." Many photographers believe this is true. They use photographs to tell different groups of people in our country what is happening to other groups.

Photography has grown more and more popular as a hobby in recent years. But photography has also become more important to national communication.



Before television, photos were the best way for people in one part of the country to learn about the troubles of another part.

During this country's hard times, in the 1930s, two photographers, Dorothea Lange and Walker Evans, used photographs to record the lives of poor people in rural America. Those who saw the photos could see the sadness in the people's faces. The pictures showed the struggles many people were having. People felt great sympathy for each other when they saw these photos.

Dickey Chapelle was a wartime photographer-journalist. From 1945 to 1965, she worked on combat duty, traveling with the troops and recording everything with her camera. She took photos of battle and of the misery of wounded soldiers. National magazines printed her photos. They told a powerful story about the hardships of war.

Today, many photographers use movies to tell important stories. Some stories are about teenage problems in Harlem some are about the struggles of migrant workers in Texas. These photographers are using cameras to communicate stories cross-country from one group to another.



## FIND THE ANSWERS

1. Photography is a way to
  - a. start a business.
  - b. keep happy.
  - c. tell a story.
  - d. avoid trouble.
2. The word in paragraph 4 that means *in the country* is  
\_\_\_\_\_.
3. The words “has grown increasingly popular” in paragraph 2 describe  
\_\_\_\_\_.
4. The story does not say so, but it makes you think that
  - a. people in rural America like to take pictures.
  - b. photography is a way of recording history.
  - c. hobbies are important to Americans.
5. Dickey Chapelle worked
  - a. on combat duty.
  - b. as a farmer.
  - c. only on summer vacations.
6. Most photographers like to join camera clubs.  
Yes                      No                      Does not say
7. On the whole, this story is about
  - a. how to start a camera club.
  - b. the wars in 1940.
  - c. the importance of serious photography.
8. Why are photographers using movies?
  - a. It's another way to tell important stories.
  - b. Movie cameras are cheaper.
  - c. They like to show them to their families.
9. Which statement does the story lead you to believe?
  - a. Photographers earn a lot of money for their families.
  - b. Photographs form a connection between people.
  - c. Cameras are no longer important today.



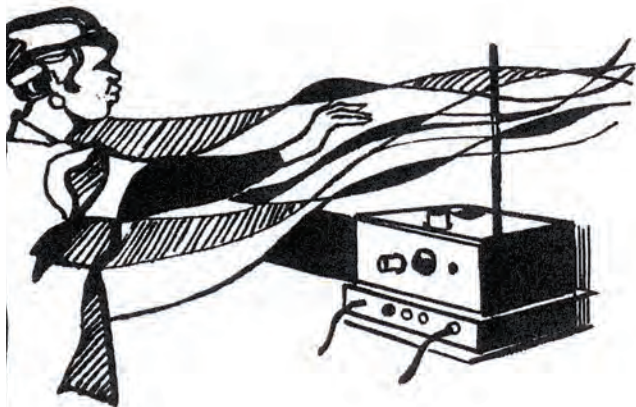
## Music for a Haunted House

Quebec, England, France, and Switzerland all played electronic music at the 1967 world's fair, Expo '67, held in Canada. They used it as background music for their exhibits.

What exactly is electronic music? Sounds are produced not on musical instruments but with electronic devices. Electro-magnetic vibrations are changed into sound waves.

Electronic music is not new. It first began to amaze listeners in the early 1900s. They called the new music strange and weird. They said it was music for a haunted house.

Electronic music developed at different rates in different parts of the world. In 1906, an American invented a telharmonium, which made use of alternating electrical currents. In Russia, Leon Theremin, a physicist-musician, invented the boxlike instrument that bears his name. Musicians stand in front of the instrument and wave their hands in the air. Left-hand movements control the loudness of the tone, while right-hand movements raise or lower the pitch.



"Concrete music" was first played in 1948. It was the idea of a French engineer, Pierre Schaeffer. Street noises, radio commercials, conversation, and other sounds were recorded on tapes. The tapes were then run backward. Different kinds of sounds were produced when the speed of the tape was made faster or slower.

In 1955, the electronic synthesizer was invented. Looking something like a cross between a piano and a computer, the synthesizer can produce the entire range of tones that the human ear can hear.

Many people question whether these different sounds are music. Experts say we must get used to new sounds before we can enjoy them. Today, some listeners say they enjoy the new music very much.



## FIND THE ANSWERS

- Concrete music was the idea of
  - a Russian composer.
  - a musical expert.
  - an English physicist.
  - a French engineer.
- The word in paragraph 4 that means *taking turns* is \_\_\_\_\_.
- The words “for a haunted house” in paragraph 3 describe the strange new \_\_\_\_\_.
- While it is not directly stated, the article suggests that
  - concrete is made from electronic music.
  - electronic music is a new kind of music.
  - electronic music has become popular.
- The theremin is a
  - musical work.
  - tape recording.
  - boxlike device.
- On the whole, the article tells about
  - different kinds of electronic music.
  - a Russian who was a physicist.
  - people who question the new sounds.
- Which statement does the article lead you to believe?
  - New sounds in music can be very interesting.
  - Electronic music cannot be used for background.
  - Russian engineers get more ideas than do French engineers.
- Why was electronic music good for a haunted house?
  - Unusual sounds could be taped there.
  - It made vibrations in haunted houses.
  - The new music was strange and weird.
- Think about the concept for this group of articles. Which statement seems true both for the article and for the concept?
  - There was no electronic music at the world’s fair in Canada.
  - Experts say we will never learn to enjoy electronic music.
  - Many musicians contributed to the development of electronic music.





### *Shaped Like a Pear*

Sailors long ago were often afraid that if they sailed too far from home they would fall off the edge of the flat ocean. In the past, many people had to trust the word of others, for they had no way to gather information for themselves.

Today, we can fly in airplanes high over the earth and see the curve that

is proof of its roundness. Astronauts soaring miles high can send us pictures that support our beliefs. Most people now accept the fact that the earth is definitely not flat. But many of them don't realize that it's not exactly round either. Actually, some scientists in the 1950s discovered that the earth is shaped more like a pear, thicker on one end than the other.

A mathematician, Ann Eckels Bailie, used computers to gather information to use in planning space flights. In her work, she figured the distance of spacecraft from the planets and stars.

During her regular work of tracking the second U.S. satellite, Vanguard I, she discovered some facts that didn't seem to make sense. It appeared that the perigee—or point nearest to the earth—of the Vanguard orbit measured a different distance from the northern hemisphere of our earth than from the southern hemisphere.

At first, she and her colleagues thought that the strange figures were due to some mathematical error. But Bailie wouldn't give up the idea that important new information had been discovered. She and the other scientists discussed the shape of the earth again and again. One person even used Silly Putty to show how the earth bulged a little at the equator. Suddenly, Bailie and the others began to see that the same kind of gravitational pull that made the middle bulge might explain the different measurements for the northern and southern hemispheres.

Further research finally supported these beliefs. Bailie's accidental finding gave us a surprising new picture of the shape of the earth.



## FIND THE ANSWERS

- Sailors long ago thought the ocean was
  - a pear.
  - round.
  - flat.
  - high.
- The word in paragraph 5 that means *half of the earth* is \_\_\_\_\_.
- The words "a mathematician" in paragraph 3 describe \_\_\_\_\_.
- While it is not directly stated, the article suggests that
  - people change their ideas slowly.
  - more airplanes are needed in science.
  - people love to change their minds.
- The perigee is that point in an orbit that is nearest the
  - satellite.
  - earth.
  - computer.
- On the whole, the article tells about
  - how most mathematicians work.
  - an accidental discovery about the earth's shape.
  - how to track an orbit.
- Which statement does this article lead you to believe?
  - Small discoveries can lead to big changes in thought.
  - Small discoveries aren't worth checking.
  - Computers aren't much use anymore.
- Why did Ann Eckels Bailie use computers?
  - To prove the earth was round.
  - To gather information for planning space flights.
  - Because all spacecraft had to carry computers.
- Think about the concept for this article. Which statement seems true both for the article and for the concept?
  - Scientists like space study more than mathematics.
  - New facts can bring about changes in our beliefs.
  - New facts don't really change old ideas.



## ANSWER KEY TO INFORMAL INVENTORY FOR PUPIL PLACEMENT

### A *Make a Fist*

- |              |         |
|--------------|---------|
| 1. b         | 5. c    |
| 2. fist      | 6. c    |
| 3. Bob Smith | 7. heel |
| 4. a         | 4. c    |
|              | 5. a    |

### B *Hoop Dancer*

- |                 |           |
|-----------------|-----------|
| 1. c            | 5. c      |
| 2. hoop         | 6. b      |
| 3. Dallas Chief | 7. new    |
| Eagle           | 8. circle |
| 4. b            |           |

### C *Call a Geologist*

- |             |         |
|-------------|---------|
| 1. d        | 5. c    |
| 2. concrete | 6. b    |
| 3. rock     | 7. wise |
| 4. c        | 8. c    |

### D *Animals Mean Wealth*

- |                 |       |
|-----------------|-------|
| 1. c            | 5. No |
| 2. reservations | 6. b  |
| 3. sheep        | 7. a  |
| 4. b            | 9. a  |
| 5. d            |       |

### E *Buildings Full of Light*

- |              |        |
|--------------|--------|
| 1. c         | 6. Yes |
| 2. crutch    | 7. c   |
| 3. buildings | 8. b   |
| 9. a         |        |

### F *Photos That Tell Stories*

- |                |                 |
|----------------|-----------------|
| 1. c           | 6. Does not say |
| 2. rural       | 7. c            |
| 3. photography | 8. a            |
| 4. b           | 9. b            |
| 5. a           |                 |

### G *Music for a Haunted House*

- |                |      |
|----------------|------|
| 1. d           | 6. a |
| 2. alternating | 7. a |
| 3. music       | 8. c |
| 4. c           | 9. c |
| 5. c           |      |

### H *Shaped Like a Pear*

- |               |      |
|---------------|------|
| 1. c          | 5. b |
| 2. hemisphere | 6. b |
| 3. Ann Eckels | 7. a |
| Bailie        | 8. b |
| 4. a          | 9. b |