

Guide to the Placement Test
for
PROGRAMMED READING FOR ADULTS
Books 1 through 8

by Sullivan Associates

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PHOENIX LEARNING RESOURCES

PROGRAMMED READING FOR ADULTS
PLACEMENT TEST
INSTRUCTIONS FOR ADMINISTERING AND SCORING

Purpose of Test

This test provides a means of determining where the student should begin in the series of eight books in Programmed Reading for Adults. The student should begin at the point where he can perform comfortably. This will provide him with initial success, which is positively reinforcing, and will give him strong motivation to keep going in his work. But if the student is placed too high, he may have a frustrating experience and lose interest.

Description of Test

There are seven parts in this test, each consisting of ten items. The material in each part is taken from the Student's Programmed Book of the same number. For example, Part 1 of the Placement Test contains only material taken from Book 1; Part 2 of the Placement Test contains material from Book 2; and so on, up to Book 7. There is no part of the Placement Test based on Book 8.

The Placement Test also contains a Sample Test, located on the back page of the test. This shows representative samples of items to be found in all seven parts of the Placement Test.

Administering This Test

Parts 1 and 2 of this test are given orally by the instructor, with each student making a written response in his own test booklet. Parts 3 - 7 are done by the student on his own, after sufficient instruction. For these five parts (Parts 3 - 7), the student should be given a 30-minute time limit.

All students should take all seven parts of this test. Before they start, make sure you explain why the test is being given. Tell them that this is not a pass-or-fail type of test but merely a test to find out what their individual needs are and where they should start this course with most advantage to themselves. It is usually best to give this test to not more than ten people at a time.

The test obviously gets more difficult through the successive parts. When the student first gives two or

more wrong answers in a particular part, he should theoretically be started in the Programmed Instruction Book covered by that part of the test. Each test part has the same number as the corresponding Student's Programmed Book.

In many cases, however, failing two items in a test part may not be sufficient evidence by itself for accurate placement. The reason is that because of the varied backgrounds of the adult students, it may be difficult to determine if some correct responses result from actual knowledge or are the outcome of a guessing pattern that the student has developed for test taking.

A simple means of determining placement more accurately is to supplement the written test results with an oral test. Ask the student to read aloud portions of that test part just below the part in which he first made two or more errors. Perhaps you will decide that it would be better for him to start one or two books below the starting book indicated by the written test.

This oral check should be done in a one-to-one situation, rather than in a group. Before the oral work takes place, the student should be made aware of just why he is being asked to perform in this manner. As he reads aloud, there are certain clues you should listen for:

1. The Voice: If the student's voice starts off at one tone level and continually rises as he reads, chances are he is reading at or near his frustration level. Along with this there will be little sense to the manner in which he strings words together. He may read them one by one or even syllable by syllable. In other words, his oral reading does not approximate his normal speaking pattern. If this is the case, the material is too difficult.

2. Word Recognition: You may find that he either leaves some words out entirely or pronounces many of them very poorly. This is a strong indication that he lacks the sound symbol relationship that is needed for word analysis. If this kind of performance is noticeable to any degree, then again the material may be too difficult.

SUGGESTED SCRIPT FOR GIVING THE TEST

Distribution of Tests	"I am passing out a test booklet to each of you. Please do not open it until I tell you to do so. This test has nothing to do with giving you a grade mark, or deciding whether you pass or fail something. The test has only one purpose — to help us figure out which of the workbooks you can best start your work in. We can decide what's best for you only if you answer each of the questions as well as you can.
Write name	"Now each one of you please write your name in this box on the front page. (Point to the box. If any student has visible trouble writing his name, tell him quietly not to worry about his difficulty, but to try following along with the next stages of your instructions.)
Introducing sample page	"Now turn the booklet over so that the back page of it is face up. On this page are samples of different kinds of work you will find inside the booklet. Let's work through these samples together, so that you will know how to do the work inside the booklet.
Sample Page, Box 1 Letter identification	"Look at the first box, numbered 1. You see a gray box with four letters in it. One of these letters is the letter <u>H</u> . On the line shown write the letter <u>H</u> .
Sample Page, Box 2 Selecting picture that words describe	"Now, let's look at the box numbered 2. In it you see two words. Who can tell me what these words say? (PAUSE for response) Yes, <u>a map</u> . Next to the words are two pictures. What are they pictures of? (PAUSE) Right, a <u>man</u> and a <u>map</u> . Your job here, then, is to circle the picture that the words describe. Do that now.
Sample Page, Box 3 Introducing branch-line alternate choice	"Next comes Box 3. What is the number we see at the left? (PAUSE) Yes, <u>10</u> . Next to it we find the one-letter word — (PAUSE) — <u>a</u> is correct. Then we see two branch lines. The one on top goes to the word? (PAUSE) Yes, <u>ten</u> . The lower one goes to the word? (PAUSE) <u>pen</u> is right. Which is the word for the number, <u>ten</u> or <u>pen</u> ? (PAUSE) Yes, <u>ten</u> is right. So we circle the word on top, which is <u>ten</u> .
Sample Page, Box 4 Answering a question with Yes or No	"Now let's look at Box 4. Here we find a picture of? (PAUSE) Yes, <u>a cab</u> . The picture is followed by a question that reads? (PAUSE) <u>Is this a cab?</u> And then the two words? (PAUSE) <u>Yes</u> — <u>No</u> . When you see a setup like this, do what we just did: look at the picture, read the question, and then <u>circle</u> the answer you believe is right. Which one would you circle here? (PAUSE) <u>Yes</u> is right.
Sample Page, Box 5 Filling in missing letter in word	"In Box 5 we again start at the left. First we find a picture of a — (PAUSE) <u>ring</u> , that's right. Then a sentence which reads — (PAUSE) — Yes, <u>This is a</u> , followed by one short dash line and the letters <u>ing</u> . The one short dash line means there are how many letters missing? (PAUSE) Right, there is <u>one letter</u> missing, the first letter. What letter do we fill in? (PAUSE) Right, it's the letter <u>r</u> .
Sample Page, Box 6 Selecting word to complete a sentence	"Now look at box number 6. In the gray area are three words. Who can pronounce these three words? (PAUSE) Yes, <u>dot</u> , <u>cot</u> , <u>hot</u> . Below these words you see a picture of — ? (PAUSE) <u>The Sun</u> , that's right. Next to the picture is a sentence that has three words and then three short lines. What do these three words say? (PAUSE) <u>The sun is</u> — right! The three short dash lines tell you that the word missing from this sentence has three letters in

it. The word we are looking for is one of those you see in the gray area. Which is it? (PAUSE) Hot is correct. So whenever you see a number of short dash lines, this will tell you the number of letters you need to fill in. Write H - O - I on the three lines.

Sample Page, Box 7
Selecting correct vowel for a word

“In Box 7, we find a gray box with the letters - (PAUSE) - a-i-e - right. Below it is a picture of a - (PAUSE) - pin. Then comes the word - (PAUSE) - a - followed by a word with the middle letter missing. How do we know only one letter is missing? (PAUSE) Right - only one short line in the middle. Where do we get the clue as to what letter is missing? (PAUSE) Yes, from the picture of the pin. Then we choose the correct letter from the gray box, which is - (PAUSE) - i is right! Now we put the letter i in the open space, and we complete the word pin.

Sample Page, Box 8
Introducing rhyming exercise

“The last box, 8, has the gray box with two words in it, but this time there is a wavy line between the two words. First, what are these two words? (PAUSE) Yes, can and man. What have you noticed about these two words? (PAUSE) They rhyme, right. So, what do you think the wavy line is supposed to mean? (PAUSE) That the words rhyme, is correct. Below the box, the word on the left is - (PAUSE) - Cat - yes. You know what the wavy line next to it means. (PAUSE) Right, we are looking for a word that rhymes with cat. Which one does? (PAUSE) Mat is right. What should you do to mat? (PAUSE) Circle it, right. These then are the kinds of things you will be asked to do in this booklet. Do you have any questions? (If they do, review those boxes that they question. If no questions, go on to the test.) Now, turn your booklet over and open it to Part I. (Demonstrate.)

Introduction to Part I

“Please look at Part I of the test for a moment. (Allow a moment.) As you probably notice, it might be hard to figure out by yourself just what to do with the lines, letters, numbers, and words you see on these pages. Don't worry, we'll work through this together. This is how we'll work it out. I'll tell you to do something (one thing at a time) with each of the numbered items, and then I'll give you time enough to do what I tell you. In this way we shall work through the ten items of this test. Now, in order for you to do your best, you're going to have to listen carefully. Got it? OK. Let's go!

Identifying and printing capital letters

“Look at the four boxes at the top of the page. There is a letter printed in each one. Use these letters to help you do what I tell you.
After number 1 - finish printing capital H. (PAUSE)
After number 2 - finish printing capital N. (PAUSE)
After number 3 - put a circle around capital L. (PAUSE)
After number 4 - put a circle around capital G. (PAUSE)
After number 5 - finish capital E. (PAUSE)

Identifying capital letters and writing matching small letters

“Look at the next page. Across the top are ten small letters. Use these letters to help you do numbers 6 and 7 - that is, you are to make the small letters that match the capital letters next to the numbers 6 and 7 (PAUSE).

Identifying numbers

Number 8 - put a circle around number 24. (PAUSE)

Letter discrimination

Number 9 - circle the word that begins with the small letter m. (PAUSE)

Letter discrimination	Number 10 – circle the word that begins with the small letter <u>a</u> . (PAUSE)
Introduction to Part 2	“OK! You have finished Part 1, and I think you have the idea. Are there any questions? (PAUSE) Fine, let’s go on to Part 2. Remember to listen carefully to what I say.
Short vowel	“At the top of the page, you see four letters in the gray box. Use one of these letters to fill in the letters missing from the words opposite numbers 1 and 2. Listen to these words as I say them. Number 1 – <u>mop</u> – Did she mop the floor? – <u>mop</u> (PAUSE) Number 2 – <u>map</u> – The map is on the wall – <u>map</u> (PAUSE)
Word discrimination	Number 3 – Next you see two words in a gray box. Pick one of the words that names the picture and write it on the blank line next to number 3. (PAUSE)
Beginning consonant discrimination	Number 4 – Next to the picture are the words <u>pan</u> and <u>man</u> . Circle the word that names this picture. (PAUSE)
Middle short vowel discrimination	Number 5 – Here you see two words. Circle the one that I pronounce. Circle <u>did</u> . (PAUSE)
Middle short vowel discrimination	Number 6 – Here you see two words. Circle the word <u>quick</u> . (PAUSE)
Middle short vowel discrimination	Number 7 – Here you see three words, <u>sock</u> , <u>sick</u> , and <u>sack</u> , not in that order. Circle the word that names the picture. (PAUSE)
Beginning consonant discrimination	Number 8 – In the gray box you see two words, <u>ring</u> and <u>wing</u> . Under the box there is a sentence which begins “This is a _____.” Using the picture at the left as a clue, choose the word that completes the sentence correctly. (PAUSE)
Word discrimination	Numbers 9 and 10 – In the box you see two pictures. Next to the box there are two sentences. Fill in each blank with the name that fits each sentence. (PAUSE) “When you finish number 10, look up at me! (Note to teacher: Parts 3–7 have a time limit of 30 minutes).
Introduction to Parts 3–7	“Turn the page now to Part 3. From this point on you will be able to work through the rest of the Test on your own. Now you should use your eyes just as carefully as you used your ears in Parts 1 and 2. All of the clues you need to do the work from here on will be given to you. When you finish Part 3, go on to the next Part, and continue in this manner until you have completed Part 7. As you work, raise your hand if you have any questions. I won’t tell you how to read any of the words, but I will help you if you don’t know what to do. “All right, please begin.”
Time limit	When the 30 minutes are up, tell them: “Stop working and put your pencils down.” Collect the tests immediately.
Checking the test	In checking the examinations, remember to look for the first Part in which each student has two or more errors or omissions. Notice the numbers 1, 2, 3, 4, 5 which appear at the bottom of the right-hand pages of

each Part of the Test. These are provided for a quick-reference of the errors made by the student. As you check each Part, simply circle the number corresponding to the number of questions in that Part which the student got wrong. The first Part on which you circle the number 3 or higher will indicate where you should begin the oral testing in the one-to-one situation. See page one for further explanation of this oral testing procedure, under the heading "Administering This Test."

Placement of advanced readers

One more point. If a student performs well in both the written and oral testing situations through Book 7, it would still be advisable to have him work in Books 7 and 8. These two books will give him practice in reading and an opportunity to strengthen his vocabulary and word-attack skills. Then he will be better prepared to go on with other reading material. On the other hand, those students who make perfect scores in the written Placement Test and do comparably well in the oral situation may not need Books 7 and 8. Instead, they should be directed to practice reading exercises that will develop their "learning to read" skill to a higher degree.