

# Reading For All Learners Placement Assessments

## Getting Started

Seat the student at a table with the Placement Assessment sentences directly in front of the student. The table should be in an area free from distractions and noise.

Begin with the Set 1 Assessment and position the Placement Assessment Score Sheet where it can be easily marked during the test, but where the student cannot see it or be distracted by it.

Tell the student, “I want you to read some sentences. Point to the words as you read them. You may not know all the words, but do the best you can. Do not watch me while I make notes. I am just as interested in the words you read well as the words that give you a problem.”

Praise the student for working hard and staying focused. For example, “I like the way you are working.” Do not indicate if a response is correct or incorrect. If necessary, you may instruct the student to stay on task or to speak clearly by saying, “Keep your eyes on the paper and point to the words as you read them,” or “Speak louder.”

## Recording Test Results on the Score Sheet

*Please refer to the sample Placement Assessment Score Sheet while reading this explanation.*

As the student reads each word, follow with your pencil. Mark each word read incorrectly.

## Student Errors

A student may work on a word as long as necessary. However, if the student requests help or looks at you for assistance, say: “If you don’t know the word, just go on.” Do not correct student errors.

A word is read correctly if the following apply:

1. Pronunciation of the word is correct.
2. Student self-corrects an error.
3. Student correctly or incorrectly reads the word the slow way, but correctly pronounces the word the fast way.

A word is read incorrectly if the following apply:

1. Pronunciation of the word is incorrect.
2. Student correctly or incorrectly reads the word the slow way, but incorrectly pronounces the word the fast way.
3. Student skips a word.

## Scoring the Assessments

### Set 1-3 Assessments

*Please refer to the Sample Placement Assessment Score Sheet while reading this explanation.*  
The Placement Assessment is used to determine either a student's entry point in a set of books or mastery of a set. There is a Placement Assessment for each of the eight sets of books. The bottom of the score sheet shows the mastery requirement and provides space for recording the student's errors.

### Calculating Test Score

Count the number of incorrect words marked in the passage and record that number in the space provided at the bottom of the score sheet.

### Set 4 -8 Assessments.

The Placement Assessment is used to determine either a student's entry point in a set of books or mastery of a set. There is a Placement Assessment for each of the eight sets of books. The bottom of the score sheet shows the mastery requirement and provides space for recording the student's errors and time.

### Calculating Test Score

1. Count the number of incorrect words marked in the passage and record that number in the space provided at the bottom of the score sheet.
2. Record the amount of time in seconds that it took the student to read the passage in the space provided at the bottom of the score sheet.

## Determining Placement from Scores

### Sets 1-3

Compare the student's mistakes with that of the mastery requirement.

When using the Placement Assessment for placement purposes, start with Set 1 and continue testing until the mastery requirement is not met. **Start teaching with the first book of the set in which the mastery requirement was not met.**

### Sets 4-8

Compare the student's mistakes and time with that of the mastery requirement.

The mastery requirement for passing a set is:

- (a) a 97% accuracy level (3 errors or less) and
- (b) a fluency rate of 60-120 wpm (depending on the set) for the 100 word assessment passage.

**Student placement begins with the first book of the set in which the student did not achieve mastery**

Pre/Post Assessment Score Sheet  
Set 1 Books 1-26

Name \_\_\_\_\_

Date \_\_\_\_\_

SAMPLE

I am Sam!

See me, Mat!

Mit sits in it, Sis.

Sim sees a man sit.

Ann sat on this and that.

Is Nan at the mess, Nat?

When will we meet Sid?

She meets Ed with fun feet.

What fits Nell well?

Yes, I see them run.

SAMPLE

Mistakes: 5

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

*If no, student placement is recommended starting with Set 1 Book 1*

*If yes, administer Pre/Post Assessment Set 2.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*

Pre/Post Assessment Score Sheet  
Set 5 Books 1-14

Name \_\_\_\_\_

Date \_\_\_\_\_

SAMPLE

Ray looked down at the puzzle and said,  
“You did that very quickly. I see a little story in  
it. Who wants to tell the story?”

“Let me be first!” said Rosa. “Then it can  
be Ana’s turn.”

Rosa’s Story:

A child reaches into the tall pear tree. She  
picks one shiny pear and slowly eats it. It’s a  
magic pear that lets her hear what the cows are  
saying.

Ana’s Story

A dusty old bull is nearby. He sees a small  
girl by the tree. He’s wild and runs at her with  
his horns down. She starts running too.

Mistakes: 4 Time: 90

Mastery Requirement: Read all sentences with no more than 3 mistakes within 80 seconds.

Mastery Requirement met? YES  NO

*If no, administer Pre/Post Assessment Set 4.*

*If yes, administer Pre/Post Assessment Set 6.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*

I am Sam!  
See me, Mat!  
Mit sits in it, Sis.  
Sim sees a man sit.  
Ann sat on this and that.  
Is Nan at the mess, Nat?  
When will we meet Sid?  
She meets Ed with fun feet.  
What fits Nell well?  
Yes, I see them run.

No, let the sheets fill with sand!  
Sell the mud if it feels wet.  
That fat rat is not sad!  
He set a fish on the net.  
Then Mat ran to the hills with nuts.  
Was a fan with the weed hats?  
Bat the ball into his hands.  
Who met all the bad men?  
“Hit this bell and win a wish,” said Bill.  
Sam has also had a bus.  
Ben hid ants in that bed!

I'll go help her!

She must get that drum.

Let's play here on the path.

Dash stops to see the tree.

Are you out of the den?

We'll swim from his ship.

Tip can keep this mask.

Now that Ruff went, I'm glad.

Put wet rocks down in the grass.

He yells, "I want to jump next."

He's stuck playing with a sack.

Kim can't bend to pick up this ham.

They asked Vic to lock the bank.

She's sitting by her long fishing stick.

Carlos slid and landed on the man's ring.

Pam smashed the ship when sailing in the cave.

Bring Meg's pan from the fire!

Is Hank helping Kate hide the boxes?

Ugo hopped to the shop making more dust.

Pip fixed a hole in his freezing nest.

Are huge waves flying in the dark sky?

Liz raced to that place and started to hike.

Jane will have to mark the third curb with corn.

“Try jumping in the lake,” barked Sport.



Placement Assessments

*Version B: Assessment for accuracy, fluency, and reading with expression.*

*Set 4 Books 1-14*

The bird did not want the seeds.

“I think it needs a bug,” said Vic. “Get a bug for it.” He started to dig.

“I’ll help you get a bug,” said Jack. “The bird can rest in its box.”

He placed the box on the grass. Then he helped Vic dig in the dirt. Then Sport barked and barked.

“The bird is getting out,” yelled Vic. “It is flying out of the box. It’s not hurt now!”

“Turn back to the box, bird,” yelled Jack. The bird did not turn back. It was flying to its nest in the tree.

Ray looked down at the puzzle and said,  
“You did that very quickly. I see a little story in  
it. Who wants to tell the story?”

“Let me be first!” said Rosa. “Then it can  
be Ana’s turn.”

Rosa’s Story:

A child reaches into the tall pear tree. She  
picks one shiny pear and slowly eats it. It’s a  
magic pear that lets her hear what the cows are  
saying.

Ana’s Story

A dusty old bull is nearby. He sees a small  
girl by the tree. He’s wild and runs at her with  
his horns down. She starts running too.

Lucy looked at the photo of Baby Face with a worried frown. “Look at this picture, Cliff!” Lucy said. “Doesn’t it look like someone we know?”

“You’re right, Lucy,” answered Cliff.

“I think it looks like that strange man who lives next door,” said Lucy, looking toward the window.

“Hasn’t he been gone for a while?” asked Cliff.

“Yes,” said Lucy, “but he just came back to town.”

Cliff looked again at the photo in the newspaper. “Does that man have an ugly scar like the man in this picture?” asked Cliff.

“He didn’t when I saw him last,” Lucy said.

Placement Assessments  
*Set 7 Books 1-12*

When the robbers returned to Mrs. Robintino's house, they jumped over the fence and walked straight toward the chicken coop. But in the dark they got all mixed up. They stopped at the shed door instead of the chicken coop door.

"This place is creepy at night," whispered the tall, thin man. "I have an awful feeling. I think the ghost must really live around here."

"Don't be silly," said the short, fat man.

Just as the robbers reached to open the door to the shed, they heard a loud crash. Suddenly the shed door was thrown open and out dashed Zero.

Placement Assessments  
*Set 8 Books 1-10*

“It looks as if your horse-drawn wagon can drive around our neighborhood after all,” said Officer Ryan. “Everyone heard how Peaches had carried Dr. Clark through that bad traffic jam. They decided that horses can stay on city streets because they really aren’t the ones causing all the traffic problems. It was decided that the new rule would not be fair.”

Tyler was so excited that he ran to Peaches, patted her shiny nose, and handed her two lumps of sugar. This time Mr. Jones was not upset.

“Give Peaches an extra one for me,” he said with a smile.

Placement Assessments  
Score Sheet  
*Set 1 Books 1-26*

Name \_\_\_\_\_

Date \_\_\_\_\_

I am Sam!

See me, Mat!

Mit sits in it, Sis.

Sim sees a man sit.

Ann sat on this and that.

Is Nan at the mess, Nat?

When will we meet Sid?

She meets Ed with fun feet.

What fits Nell well?

Yes, I see them run.

Mistakes: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

*If no, student placement is recommended starting with Set 1 Book 1*

*If yes, administer Pre/Post Assessment Set 2.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*

Placement Assessments  
Score Sheet  
Set 2 Books 1-26

Name \_\_\_\_\_

Date \_\_\_\_\_

No, let the sheets fill with sand!  
Sell the mud if it feels wet.  
That fat rat is not sad!  
He set a fish on the net.  
Then Mat ran to the hills with nuts.  
Was a fan with the weed hats?  
Bat the ball into his hands.  
Who met all the bad men?  
“Hit this bell and win a wish,” said Bill.  
Sam has also had a bus.  
Ben hid ants in that bed!

Mistakes: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than 7 mistakes.

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 1.*

*If yes, administer Pre/Post Assessment Set 3.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*

Placement Assessments  
Score Sheet  
*Set 3 Books 1-21*

Name \_\_\_\_\_

Date \_\_\_\_\_

I'll go help her!  
She must get that drum.  
Let's play here on the path.  
Dash stops to see the tree.  
Are you out of the den?  
We'll swim from his ship.  
Tip can keep this mask.  
Now that Ruff went, I'm glad.  
Put wet rocks down in the grass.  
He yells, "I want to jump next."

Mistakes: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than **3** mistakes.

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 2.*

*If yes, administer Pre/Post Assessment Set 4.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*



Placement Assessments

Score Sheet

*Version A: Assessment for accuracy in decoding*

*Set 4 Books 1-14*

Name \_\_\_\_\_

Date \_\_\_\_\_

He's stuck playing with a sack.

Kim can't bend to pick up this ham.

They asked Vic to lock the bank.

She's sitting by her long fishing stick.

Carlos slid and landed on the man's ring.

Pam smashed the ship when sailing in the cave.

Bring Meg's pan from the fire!

Is Hank helping Kate hide the boxes?

Ugo hopped to the shop making more dust.

Pip fixed a hole in his freezing nest.

Are huge waves flying in the dark sky?

Liz raced to that place and started to hike.

Jane will have to mark the third curb with corn.

"Try jumping in the lake," barked Sport.

Mistakes: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 3.*

*If yes, administer Pre/Post Assessment Set 5.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*

Placement Assessments

Score Sheet

*Version B: Assessment for accuracy, fluency, and reading with expression.*

*Set 4 Books 1-14*

Name \_\_\_\_\_

Date \_\_\_\_\_

The bird did not want the seeds.

“I think it needs a bug,” said Vic. “Get a bug for it.” He started to dig.

“I’ll help you get a bug,” said Jack. “The bird can rest in its box.”

He placed the box on the grass. Then he helped Vic dig in the dirt. Then Sport barked and barked.

“The bird is getting out,” yelled Vic. “It is flying out of the box. It’s not hurt now!”

“Turn back to the box, bird,” yelled Jack. The bird did not turn back. It was flying to its nest in the tree.

Mistakes: \_\_\_\_\_ Time: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 100 seconds (60 WPM).

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 3.*

*If yes, administer Pre/Post Assessment Set 5.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*

Placement Assessments

Score Sheet

*Set 5 Books 1-14*

Name \_\_\_\_\_

Date \_\_\_\_\_

Ray looked down at the puzzle and said,  
“You did that very quickly. I see a little story in  
it. Who wants to tell the story?”

“Let me be first!” said Rosa. “Then it can  
be Ana’s turn.”

Rosa’s Story:

A child reaches into the tall pear tree. She  
picks one shiny pear and slowly eats it. It’s a  
magic pear that lets her hear what the cows are  
saying.

Ana’s Story

A dusty old bull is nearby. He sees a small  
girl by the tree. He’s wild and runs at her with  
his horns down. She starts running too.

Mistakes: \_\_\_\_\_ Time: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 80 seconds (75 WPM).

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 4.*

*If yes, administer Pre/Post Assessment Set 6.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*

Placement Assessments

Score Sheet

Set 6 Books 1-14

Name \_\_\_\_\_

Date \_\_\_\_\_

Lucy looked at the photo of Baby Face with a worried frown. “Look at this picture, Cliff!” Lucy said. “Doesn’t it look like someone we know?”

“You’re right, Lucy,” answered Cliff.

“I think it looks like that strange man who lives next door,” said Lucy, looking toward the window.

“Hasn’t he been gone for a while?” asked Cliff.

“Yes,” said Lucy, “but he just came back to town.”

Cliff looked again at the photo in the newspaper.

“Does that man have an ugly scar like the man in this picture?” asked Cliff.

“He didn’t when I saw him last,” Lucy said.

Mistakes: \_\_\_\_\_ Time: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than 3 mistakes (97% accuracy) within 65 seconds (90 WPM).

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 5.*

*If yes, administer Pre/Post Assessment Set 7.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*

Placement Assessments  
Score Sheet  
*Set 7 Books 1-12*

Name \_\_\_\_\_

Date \_\_\_\_\_

When the robbers returned to Mrs. Robintino’s house, they jumped over the fence and walked straight toward the chicken coop. But in the dark they got all mixed up. They stopped at the shed door instead of the chicken coop door.

“This place is creepy at night,” whispered the tall, thin man. “I have an awful feeling. I think the ghost must really live around here.”

“Don’t be silly,” said the short, fat man.

Just as the robbers reached to open the door to the shed, they heard a loud crash. Suddenly the shed door was thrown open and out dashed Zero.

Mistakes: \_\_\_\_\_ Time: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 55 seconds (110 WPM).

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 6.*

*If yes, administer Pre/Post Assessment Set 8.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*

Placement Assessments  
Score Sheet  
*Set 8 Books 1-10*

Name \_\_\_\_\_

Date \_\_\_\_\_

“It looks as if your horse-drawn wagon can drive around our neighborhood after all,” said Officer Ryan. “Everyone heard how Peaches had carried Dr. Clark through that bad traffic jam. They decided that horses can stay on city streets because they really aren’t the ones causing all the traffic problems. It was decided that the new rule would not be fair.”

Tyler was so excited that he ran to Peaches, patted her shiny nose, and handed her two lumps of sugar. This time Mr. Jones was not upset.

“Give Peaches an extra one for me,” he said with a smile.

Mistakes: \_\_\_\_\_ Time: \_\_\_\_\_

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 50 seconds (120 WPM).

Mastery Requirement met? YES NO

*If no, administer Pre/Post Assessment Set 7.*

*If yes, begin with Fluency Builders Book 1: The Bracelet Mystery.*

*NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.*