

# Comprehension Placement Tests

The placement procedure for the **Corrective Reading** Comprehension program is designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or group.

Students who make more than 7 errors on the screening test take a second test (Test 2) that places them in Comprehension A, Comprehension A Fast Cycle, or Comprehension B1. This test is individually administered.

Students who make 7 or fewer errors on the screening test take a second test (Test 3) that places them in Comprehension B1, Comprehension B1 Fast Cycle, or Comprehension C. This test requires written responses and is presented to an entire class or group.

The battery of placement tests is also designed to identify students who perform either too low or too high for the Comprehension programs.

## Test 1

The screening test (Test 1) is made up of 16 multiple-choice items. Students are to complete it in no more than 10 minutes.

### Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 66–67 of this guide.

### Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will circle the correct answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

### Scoring

The Answer Key below shows the correct answers. Count one error for each item that is incorrect. Note that for items 2 and 4, students are to circle four answers. If they don't circle all four correct answers, the item is scored as one error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine which placement test to administer to each student. Students who make more than 7 errors take Test 2. Students who make 7 or fewer errors take Test 3.

Answer Key	
1. c	9. a
2. a, d, e, h	10. b
3. d	11. b
4. b, e, h, j	12. c
5. d	13. d
6. b	14. b
7. c	15. c
8. d	16. b

## Test 2

Test 2 is administered individually. The teacher or another tester presents the test orally to each student. Students respond orally and the tester records whether the responses are incorrect. The test contains 22 items, some of which have more than one part. Test 2 requires about 10 minutes per student.

### Preparation

Reproduce one copy of the test for each student and each tester. A reproducible copy appears on pages 68–69 of this guide. Each tester should become thoroughly familiar with both the presentation procedures and the acceptable responses for the various comprehension items. Tester judgment is called for in evaluating the appropriateness of responses to many items. (For a discussion of procedures and responses, see pages 64–65.)

### Administration

Select a quiet place to administer the test. Students who are to be tested later should not observe or hear another student being tested. You will need a test form for each student.

When administering the test, sit across from the student. Fill out the top lines of the test form (student information). Keep the filled-out test form and position it so that the student cannot see what you are writing on the form.

Start by presenting the following general instructions: **I'm going to ask you some questions. Do your best to answer them. There's**

no time limit, but if you don't know the answer, tell me and we'll move on to the next item. This test is not designed to grade you. It's designed to help us figure out how we can work with you most effectively.

Present the items in order, starting with item 1. If a student responds incorrectly, circle the response number that follows the item. To help you keep track, you may want to draw a line through the number when the item is answered correctly.

### Scoring

Total the student's errors by counting every circled response number. Enter the total in the score blank at the beginning of the test form. Then determine the placement of the student.

### Placement

The table below shows program placements based on the number of errors made in Test 2.

Errors	Program Placement
31 or more	Place in a beginning language program, such as <i>Language for Learning</i>
27 to 30	Provisional placement in Comprehension A, Lesson A*
17 to 26	Comprehension A, Lesson A
14 to 16	Comprehension A, Lesson 1
11 to 13	Comprehension A Fast Cycle, Lesson 1
7 to 10	Comprehension B1, Lesson 1
0 to 6	(Administer Test 3.)

\* Some students who perform in this range may perform well on Lessons A through E of Level A. If not, place them in a beginning language program.

# Test 3

Test 3 is a written test of 19 items administered to the group. Students underline sentence parts, write answers to questions, and indicate correct responses to multiple-choice items. The test requires about 10 minutes to administer.

## Preparation

Reproduce one copy of the test for each student. A reproducible copy appears on pages 70–71 of this guide.

## Administration

- Make sure all students have a pencil.
- Pass out the test forms, face down.
- Tell students: **Turn your paper over and write your name at the top. You will write the answer for each item. Begin now.**
- Do not provide help either for decoding the items or identifying the answers.
- At the end of the 10-minute period, collect the test forms.

## Scoring

The Answer Key below shows the correct answers. Each incorrect response counts as 1 error. If students correctly underline only part of the specified group of words in section A or B, score 1/2 error.

Enter the total number of errors in the score blank at the beginning of the test form. Then determine the placement of the student.

Answer Key		
1.	a. frampos	b. (words underlined: <i>little plants that grow in twinglers</i> )
2.	a. drosling	b. (words underlined: <i>a small kerchief around his wrist</i> )
3.	a. 1,000 gallons	b. 1,100 gallons
	c. Idea: The price of milk will go up.	
4.	a. 7	e. 16
	b. 1	f. 2
	c. 15	g. 3
	d. 5	h. 8
		i. 4
		j. 10
		k. 6
		l. 12

## Placement

The table below shows program placements based on the number of errors made in Test 3.

Errors	Program Placement
more than 8	Comprehension B1, Lesson 1
5 to 8	Comprehension B1 Fast Cycle, Lesson 1
2 to 4½	Comprehension C, Lesson 1
0 to 1½	too advanced for <b>Corrective Reading</b> series

# Presentation Notes for Test 2

## Items 1–3: Same-Different

These items test the concepts “same” and “different.” Present the instructions in a normal speaking voice. Each item has three response numbers. In item 1, for example, if a student names two acceptable ways that a hamburger and an ice-cream cone are different, draw lines through 1a and 1b. If the student does not name a third acceptable way, circle 1c.

You may prompt a student by saying: *You’ve named two ways that they’re the same. Can you think of another way?* If the student does not respond within 10 seconds after the reminder, circle the response number and go to the next item.

The responses printed on the test sheet are only samples—not an exhaustive list of appropriate answers. A student’s response is appropriate if it (a) expresses how the objects are the same (or how they are different), and (b) has not already been given for the pair of objects.

Note that responses are correct for the different items if a student mentions only one of the items. For instance, if the student says the ice-cream cone has a cone, but does not mention the hamburger, the assumption is that the hamburger does not have a cone. Therefore, the response is acceptable.

If you are in doubt about the acceptability of a response, ask the student to give a different one. For example, a student may respond to item 1 by indicating that a hamburger is hot, that a hamburger has a bun, and that an ice-cream cone is cold. The last response is questionable because it is the opposite of the first response. Say: *Can you name another way that an ice-cream cone is different from a hamburger?* Score the student’s response to your question.

## Items 4–6: Analogies

Item 4 is an analogy that tells where objects are found (or where the objects typically operate). Any response that accurately tells *where* is acceptable, for example: *lake, stream, fishing hole, ocean, aquarium, or under lily pads.*

Item 5 tells which class each object is in. Acceptable responses include *cold-blooded things, animals, food, and living things.*

Item 6 deals with parts of objects. Acceptable responses include *fins, tails, gills, scales, eyes, and teeth.*

## Items 7 and 8: Statement Repetition

These items test statement-repetition skills. The student receives as many as three tries at repeating the statement. You say the statement and tell the student to repeat it. If the student says exactly what you say, draw a line through the response number for that trial. If the student does not say exactly what you say, circle the number. As soon as the student repeats the statement correctly, go to the next item.

For example, if the student correctly says the statement in item 7 on the first try, draw a line through 7a and go to item 8. If the student does not say the statement correctly on the first try, circle 7a and say: *Let's try it again.* Repeat the statement. Continue until the student has said the item correctly or until you have circled 7c.

Students must say the words clearly so they are not confused with other words. Watch for word substitutions, word omissions, and omission of word endings—for example, saying *twenty-seven* instead of *twenty-seventh* in item 7. On the second and third try, you may emphasize the part of the sentence the student said incorrectly.

## Items 9–13: Basic Information

These items test knowledge of general information. For items 9 and 12, there is more than one acceptable response. For the others, however, only one answer is acceptable.

## Items 14–17: Deductions

These items assess the student's ability to use deductions. Nonsense words are used in item 17. If students object to the nonsense words, remind them: *You can still answer the questions even if you don't know the meaning of some of the words.*

Students are not required to use the precise words specified for the items; however, they should give acceptable substitutions.

## Items 18 and 19: Divergent Reasoning

These items test the student's ability to use concepts related to true and false. Item 18 deals with descriptions that are true of some things, while item 19 deals with a contradiction (one part must be false if the other part is true).

## Blackline Master for Test 1

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Give Test 2 \_\_\_\_\_ Give Test 3 \_\_\_\_\_

### 1. Circle the answer.

Tom and Jerrit are the same age. Jerrit is 15 years old. So...

- a. Tom is at least 16 years old.
- b. Tom is less than 15 years old.
- c. Tom is 15 years old.
- d. Tom is older than Jerrit.

### 2. Circle the name of each object that is a container.

- a. bag
- b. phone
- c. book
- d. purse
- e. briefcase
- f. ring
- g. belt
- h. dresser

### 3. Circle the answer.

What is the holiday we celebrate on January 1?

- a. Labor Day
- b. Memorial Day
- c. Thanksgiving
- d. New Year's Day
- e. The 4th of July

### 4. Circle the name of every season.

- a. Jump
- b. Spring
- c. July
- d. Monday
- e. Winter
- f. Pepper
- g. September
- h. Fall
- i. Warm
- j. Summer
- k. Tuesday

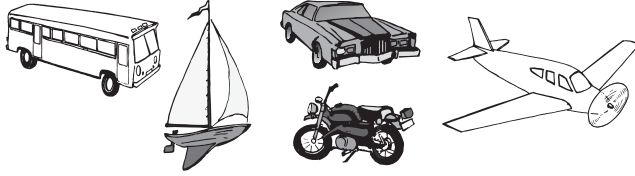
### 5. Circle the item that is true.

- a. All dogs bark.  
Collies are dogs.  
So some collies bark.
- b. All dogs bark.  
Collies are dogs.  
So all dogs are collies.
- c. All dogs bark.  
Collies are dogs.  
So no collies are dogs.
- d. All dogs bark.  
Collies are dogs.  
So all collies bark.

• Appendix A •

6. Circle the class name for the objects.

- a. containers
- b. vehicles
- c. animals
- d. tools



7. Circle the word that means *build*.

- a. buy
- b. protect
- c. construct
- d. predict

For items 8–11, circle the word that means the same thing as the underlined part.

8. She resides near New York.

- a. visits
- b. drives
- c. works
- d. lives

9. The doctor looked at the patient's arm.

- a. examined
- b. predicted
- c. selected
- d. calculated

10. They will modify the plans.

- a. support
- b. change
- c. observe
- d. announce

11. She concealed her belief.

- a. announced
- b. hid
- c. explained
- d. confirmed

For items 12–14, circle the answer.

12. A **simile** is a statement that tells how things...

- a. are different
- b. are funny
- c. are the same
- d. are complicated

13. If information is **irrelevant** to an issue, the information is...

- a. untrue
- b. hard to understand
- c. important
- d. unimportant

14. If a passage is **repetitive**, it...

- a. introduces many unfamiliar words
- b. says the same thing again and again
- c. uses no unfamiliar words
- d. has long sentences

For items 15 and 16, write the letter of the answer.

\                  —                  |                  /  
a.                  b.                  c.                  d.

15. Which line is vertical? \_\_\_\_\_

16. Which line is horizontal? \_\_\_\_\_

# Blackline Master for Test 2

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

(Read to the student.)	(Circle errors.)
<b>1. Name three ways that an ice-cream cone is different from a hamburger.</b> (Ideas: <i>One is hot; a hamburger has a bun; one is sweet; one has meat; an ice-cream cone has a cone; and so forth</i> )	1a 1b 1c
<b>2. Name three ways that an ice-cream cone is like a hamburger.</b> (Ideas: <i>They are food; each is bigger than an ant; both have parts; both are purchased; you eat them; and so forth</i> )	2a 2b 2c
<b>3. Name three ways that a tree is the same as a cat.</b> (Ideas: <i>They are alive; each is bigger than an ant; both die; they reproduce; both have coverings; and so forth</i> )	3a 3b 3c
<b>4. Finish this sentence: An airplane is to air as a fish is to . . .</b> (Ideas: <i>Water; a lake; an ocean; and so forth</i> )	4
<b>5. Finish this sentence: An airplane is to vehicles as a fish is to . . .</b> (Ideas: <i>Animals; food; living things; and so forth</i> )	5
<b>6. Finish this sentence: An airplane is to wings as a fish is to . . .</b> (Ideas: <i>Fins; tail; and so forth</i> )	6

(Read to the student.)	(Circle errors.)
<b>I'll say some sentences. After I say a sentence, you try to say it exactly as I said it.</b>	
<b>7. Here's a new sentence: It was March twenty-seventh, nineteen sixty-five. Say it.</b> <i>It was March twenty-seventh, nineteen sixty-five.</i>	7a 7b 7c
<b>8. Here's a new sentence: Some of the people who live in America are illiterate. Say it.</b> <i>Some of the people who live in America are illiterate.</i>	8a 8b 8c
<b>9. Listen: It has four wooden legs and a seat and a back. What is it?</b> (Ideas: <i>Couch; chair.</i> )	9
<b>10. Listen: We celebrate this day every year because it's the first day of the new year. What date is that?</b> <i>January 1; the first of January.</i> (In countries other than the United States, substitute a comparable local holiday.)	10



(Read to the student.)	(Circle errors.)
<b>11. Say the days of the week.</b> (Students may start with any day 11 of the week, but the days must be) recited in order.)	
<b>12. What is a synonym for sad?</b> (Ideas: <i>Unhappy; downcast.</i> )	12
<b>13. One season of the year is summer. Name the three other seasons.</b> <i>Fall; winter; spring</i> (can be given in any order).	13
<b>14. Listen: If a dog is green, it has five legs.</b>	
<b>a. Pam’s dog is green. What else do you know about it?</b> (Idea: <i>It has five legs.</i> )	14a
<b>b. Jim has something with five legs. Is it green?</b> (Ideas: <i>Maybe; I don’t know.</i> )	14b
<b>15. Listen: Some lobsters are red.</b>	
<b>a. Tony has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don’t know.</i> )	15a
<b>b. Mary has a lobster. Is it red?</b> (Ideas: <i>Maybe; I don’t know.</i> )	15b

(Read to the student.)	(Circle errors.)
<b>16. Listen: No brick walls have paint specks. Jerome has a brick wall. What else do you know about it?</b> (Idea: <i>It doesn’t have paint specks.</i> )	16
<b>17. Here’s a rule. The rule has silly words, but you can still answer the questions. Listen: All lerbs have pelps. Listen again: All lerbs have pelps.</b>	
<b>a. Tom has a lerb. What do you know about his lerb?</b> (Idea: <i>It has pelps.</i> )	17a
<b>b. What would you look for to find out if something is a lerb?</b> (Idea: <i>Pelps.</i> )	17b
<b>18. Listen: It is a farm animal that has four legs, goes “moo,” and gives milk. Is that true of only a cow?</b> <i>Yes</i>	18
<b>19. Listen to this statement and tell me what’s wrong with it. He was fifteen years old and his younger sister was eighteen years old.</b> (Idea: <i>His younger sister is not younger than he is.</i> )	19

## Blackline Master for Test 3

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Tester \_\_\_\_\_

Errors \_\_\_\_\_ Comprehension Placement \_\_\_\_\_

1. They planted frampos, little plants that grow in twinglers.
  - a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
  - b. Underline the part of the sentence that tells what the word means.
  
2. His drosling, a small kerchief around his wrist, was made of silk and grummicks.
  - a. The sentence tells the meaning of a word. Which word? \_\_\_\_\_
  - b. Underline the part of the sentence that tells what the word means.
  
3. Here's a rule: When the demand is greater than the supply, prices go up.  
Here's what's happening: Digo Dairy sells 1,000 gallons of milk every day. Digo Dairy has orders for 1,100 gallons of milk every day.
  - a. How much is the supply of milk? \_\_\_\_\_
  - b. How much is the demand for milk? \_\_\_\_\_
  - c. What is going to happen to the price of milk at Digo Dairy?  
\_\_\_\_\_

4. For each word in the left column, write the number of the word or phrase from the right column that means the same thing.

- |                  |       |                 |
|------------------|-------|-----------------|
| a. currency      | _____ | 1. all at once  |
| b. suddenly      | _____ | 2. silently     |
| c. ambiguous     | _____ | 3. movable      |
| d. hesitated     | _____ | 4. changed      |
| e. exhibited     | _____ | 5. paused       |
| f. quietly       | _____ | 6. plan         |
| g. portable      | _____ | 7. money        |
| h. regulations   | _____ | 8. rules        |
| i. converted     | _____ | 9. general      |
| j. appropriately | _____ | 10. fittingly   |
| k. strategy      | _____ | 11. clear       |
| l. response      | _____ | 12. answer      |
|                  |       | 13. responsible |
|                  |       | 14. gradually   |
|                  |       | 15. unclear     |
|                  |       | 16. showed      |
|                  |       | 17. caused      |
|                  |       | 18. slowly      |