

Placement Test

Preparation: You will need a copy of the novel *Stink The Incredible Shrinking Kid*. Students being tested should read from the actual novel not from the Placement Test Scoring Sheet. Underline the difficult words from the Placement Test Scoring Sheet in the copy of the novel students will read from.

You will need 1 copy of the Placement Test Scoring Sheet for each student you will be testing.

You will need a timer.

Instructions for Recording Student Responses and Scoring:

As students read the passage use the following procedure to record errors.

Word read incorrectly: Write what the student said above the word. Count as 1 error.

Added word: Write a caret with the word above it where the word was inserted. Count as 1 error.

Unknown word: Give the student 3 seconds to say the word and then tell him or her the word. Write a T above the told word. Count as 1 error.

Deleted words: Draw a line through any words that are left out. Do not count deleted words when counting the total words read per minute.

Repeated words: Draw a wavy line under the word(s) that were repeated.

Self-correct: Put a check mark above the word.

Repeated words and self-corrected words do not count as errors. Students are already penalized for time with these types of errors.

Record words read per minute (wrpm) and errors on the top part of the Placement Test Scoring Sheet. To calculate the accuracy percentage, use the following formula: Subtract the number of errors from the wrpm. Divide this number by the wrpm. Multiply by 100. Example: $76 \text{ (wrpm)} - 5 \text{ (errors)} = 71$ divided by $76 = .934$ x 100 = 93% accuracy.

Students reading at least 50 wrpm with 90% accuracy can be placed in this novel study. Remember, this is the student's instructional level not his or her independent reading level.

Instructions for Administering the Placement Test

1. Fill in student information on the top portion of the Placement Test Scoring Sheet.

Setting the Scene

2. (Note: This part of the test can be done individually, with a small group of students, or with a whole class. Hold up a copy of the novel for students to see.) **This book is called *Shrink The Incredible Shrinking Kid*. Later, each of you will read part of the first chapter of this novel aloud to me to help me decide if you are ready to read this book.**

Not only is Stink is the shortest person in his family, he is also the shortest person in Grade 2. His older sister, Judy, loves teasing Stink about his height. (Show students the illustration on page 3.) **One day when Judy was measuring Stink to see how much he had grown, Stink discovered he was actually shrinking.**

Hard Word Review

3. (Note: This part of the placement test needs to be administered individually. Give the student a copy of the novel open to page 4.)
4. **Some of the hard words are underlined on these pages. We will practice these hard words before you read these pages aloud to me.**

(Touch under the name Stink.) **This name is Stink. What name? *Stink*. Stink is the main character in the story.**

(Touch under the word seafood.) **This word is seafood. What word?** *Seafood.* **Seafood are things we eat from the sea, like shrimps, oysters, and clams. What word means food we eat from the sea?** *Seafood.*

(Touch under the name Judy.) **This name is Judy. What name?** *Judy.* **Judy is Stink's sister.**

(Touch under the word shrimp.) **This word is shrimp. What word?** *Shrimp.* **Shrimp is one kind of seafood. What is shrimp?** *One kind of seafood.*

(Touch under the word Hardee-har-har.) **This word is hardee-har-har. What word?** *Hardee-har-har.* **Hardee-har-har is a kind of fake laugh. What word is a kind of fake laugh?** *Hardee-har-har.*

(Touch under the divided word fountain.) **This word is divided into two parts because there is not enough room on the line. This word is fountain. What word?** *Fountain.* **A fountain is a device that lets you get a drink at school when you're thirsty. Where can you get a drink at school when you're thirsty?** *At the fountain.*

5. **You will read part of these pages aloud to me. I would like you to track under the words with your finger as you read aloud. You will read aloud for 1 minute. I will tell you when to stop reading. Be careful to read exactly what is on the page. (Start the timer and record student errors as indicated above.)**

Placement Test Scoring Sheet for *Stink The Incredible Shrinking Kid*

Name of Student: _____ Date: _____
Teacher: _____ Tester: _____
Words Read Per Minute (wrpm) _____ Errors: _____ Accuracy % _____
Placement: _____
Comments: _____

“I have to get taller,” said <u>Stink</u> .	7
“How can I get taller?”	12
“Eat your peas,” said Dad.	17
“Drink your milk,” said Mom.	22
“Eat more <u>seafood!</u> ” said <u>Judy</u> .	27
“Seafood?”	28
“Yes— <u>shrimp!</u> ” Judy said.	32
“ <u>Hardee-har-har,</u> ” said Stink. His sister thought she was so funny.	36 42
“What’s so bad about being short?” asked Dad.	48 50
‘I have to drink at the baby <u>foun-</u> <u>tain,</u> ” said Stink. “And stand in the front row for class pictures. And I always have to be a mouse in school plays,” said Stink. “Just once, I’d like a speaking part, not a <i>squeaking</i> part.”	58 64 71 79 88 93

Excerpt from: McDonald, Megan. Stink The Incredible Shrinking Kid. Somerville, Massachusetts: Candlewick Press. 2005