

## Placement Test

Preparation: You will need a copy of the novel *Julian, Secret Agent*. 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 that 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:  $97 \text{ (wrpm)} - 4 \text{ (errors)} = 93$  divided by  $97 = .958$  x 100 = 96% accuracy.

**Students reading at least 80 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 *Julian, Secret Agent*. Later, each of you will read part of page 8 of this novel aloud to me to help me decide if you are ready to read this book.**

**In the first chapter of this novel a boy named Julian, his best friend Gloria, and his little brother Huey are in the post office looking at wanted posters for criminals that have not been caught. They are feeling bored because it is a rainy day and they have nothing to do. They think it might be fun to be secret agents who solve crimes.**

### 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 8.)
4. **Some of the hard words are underlined on this page. We will practice these hard words before you read this page aloud to me.**

(Touch under the name Gloria.) **This name is Gloria. What name? *Gloria*. Gloria is Julian's best friend.**

(Touch under the word grownups.) **This word is grownups. What word? *Grownups*. Grownups is another word for adults. What word is another word for adults? *Grownups*.**

(Touch under the word criminals.) **This word is criminals. What word?** *Criminals. Criminals are people who do crimes. What do we call people who do crimes? Criminals.*

(Touch under the name Huey.) **This name is Huey. What name? Huey. Huey is Julian's little brother.**

(Touch under the words secret agents.) **These words are secret agents. What words? Secret agents. Secret agents are special police officers who catch criminals. They are secret because people don't know they are police officers. What do we call special police officers who work in secret to solve crimes? Secret agents.**

5. **You will read part of this page 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 *Julian, Secret Agent*

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

“A crime could happen right here,” <u>Gloria</u>	7
said.	8
“Look how dusty these papers are!” I said.	16
“Nobody has read them in weeks.”	22
“ <u>Grownups</u> should be studying these! They	28
should keep up on crime!” Gloria said.	35
“It’s too bad grownups aren’t more like us,” I	44
said. “We’d be great at catching <u>criminals</u> .”	51
“We would?” <u>Huey</u> asked.	55
“Of course we would!” Gloria said.	61
“We could do it!” I said. “We could be <u>secret</u>	71
<u>agents</u> . Nobody would even notice us, because	78
we’re kids. And all the time, we’d be protecting	87
people—maybe even saving their lives.	93
“We might get a big reward,” Huey said.	101

Excerpt from: Cameron, Ann. Julian, Secret Agent. New York, New York: Yearling, 2001.