

Placement Test

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

Students reading at least 100 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 novel is called *Esperanza Rising*. Later, each of you will read part of page 1 of this novel aloud to me to help me decide if you are ready to read this book.**

Esperanza and her family live on the family ranch in Mexico. They have lived there for a very long time. In the part of the story you will read to me, her papa tells her about his love for the ranch and the land. He compares the land to a person. He feels the land is alive. He wants to share his feelings with his young daughter.

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 1.)
4. **Some of the hard words are underlined on this page. We will practice these hard words before you read part of this page aloud to me.**

(Touch under the word our.) **This word is our. What word? *Our*. Sometimes authors make the first letter of the first word of a chapter larger than the rest of the word.**

(Touch under the name Esperanza.)
This name is Esperanza. What name?
Esperanza. Esperanza is the main character in this novel. Who is the main character in this novel?
Esperanza.

(Touch under the divided word taking.)
This word is divided into two parts because there is not enough room on the line. This word is taking. What word?
Taking.

(Touch under the divided word tendrils.)
This word is divided into two parts because there is not enough room on the line. This word is tendrils. What word?
Tendrils. Tendrils are thin stems on a vine that have no leaves. The vine uses tendrils to attach the plant to things so that it can climb.

(Touch under the word vineyard.) **This word is vineyard. What word?**
Vineyard. A vineyard is a farm where grapes are grown. What do we call a farm where grapes are grown? A vineyard.

(Touch under the word arbors.) **This word is arbors. What word?**
Arbors. Arbors are frames the grapes in a vineyard grow onto. What do we call frames in a vineyard grapes grow onto? Arbors.

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 *Esperanza Rising*

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

“Our land is alive, <u>Esperanza</u> ,” said Papa, <u>tak-</u>	8
<u>ing</u> her small hand as they walked through	15
the gentle slopes of the <u>vineyard</u> . Leafy	22
green vines draped the <u>arbors</u> and the grapes were	31
ready to drop. Esperanza was six years old and	40
loved to walk with her papa through the winding	49
rows, gazing up at him and watching his eyes	58
dance with love for the land.	64
“This whole valley breathes and lives,” he said,	72
sweeping his arm toward the distant mountains	79
that guarded them. “It gives us the grapes and then	89
they welcome us.” He gently touched a wild <u>ten-</u>	98
<u>dril</u> that reached into the row, as if it had been	108
waiting to shake his hand. He picked up a handful	118
of earth and studied it. “Did you know that when	128
you lie down on the land, you can feel it breathe?	139
That you can feel its heart beating?”	146

Excerpt from: Muñoz Ryan, Pam. Esperanza Rising. New York, New York: Scholastic, Inc., 2000.