

## Placement Test

**Preparation:** You will need a copy of the novel *The Wanderer*. 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  $97 = .958$   $\times 100 = 96\%$  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 book is called *The Wanderer*. Later, each of you will read part of pages 4 and 5 of this novel aloud to me to help me decide if you are ready to read this book.**

**In this novel, thirteen-year-old Sophie sails across the ocean to England with her three uncles and two cousins. We learn stories of their pasts and of their challenges of surviving at sea through the travel logs kept by Sophie and her cousin Cody.**

#### 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 part of these pages aloud to me.**

(Touch under the word mule-self.) **This word is mule-self. What word? Mule-self. The word mule-self means stubborn. What does the word mule-self mean? Stubborn.**

(Touch under the word motley.) **This word is motley. What word? Motley.** Motley means many different kinds of things that don't usually belong together. What word means many different kinds of things that don't usually go together? *Motley*.

(Touch under the word influence.) **This word is influence. What word?** Influence. Influence means convince or persuade someone to copy a behavior. What word means convince or persuade someone to copy a behavior? *Influence*.

(Touch under the word studious.) **This word is studious. What word?** Studious. Someone who is studious studies all the time. What word describes someone who studies all the time? *Studious*.

(Touch under the word serious.) **This word is serious. What word?** Serious. Someone who is serious thinks about important things all the time. What word describes someone who thinks about important things all the time? *Serious*.

(Touch under the word frets.) **This word is frets. What word?** Frets. A synonym for frets is worries. What word is a synonym for worries? *Frets*.

(Touch under the word impulsive.) **This word is impulsive. What word?** Impulsive. Someone who is impulsive does things without thinking about what might happen. What word describes someone who does things without thinking about what might happen? *Impulsive*.

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 *The Wanderer***

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Tester: \_\_\_\_\_

Words Read Per Minute (wrpm) \_\_\_\_\_ Errors: \_\_\_\_\_ Accuracy % \_\_\_\_\_

Placement: \_\_\_\_\_

Comments: \_\_\_\_\_

I am thirteen, and I am going to sail across the ocean. Although I would like to go alone— <i>alone!</i>	11
<i>alone! flying over the water!</i> —I'm not. My <u>mule-self</u> begged a place aboard a forty-five- foot sailboat	20
with a <u>motley</u> crew: three uncles and two cousins.	30
The uncles—Stew, Mo, and Dock—are my mother's brothers, and she told them, “If the slightest harm comes to my Sophie, I'll string you all up by your toes.”	39
The uncles—Stew, Mo, and Dock—are my mother's brothers, and she told them, “If the slightest harm comes to my Sophie, I'll string you all up by your toes.”	48
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She isn't worried (although maybe she should be) about the <u>influence</u> of my cousin Brian—quiet, <u>studious</u> , <u>serious</u> Brian—but she frets over the bad habits I might learn from my other cousin, Cody. Cody is loud, <u>impulsive</u> , and charming in a way my mother does not trust.	84
“He's <i>too</i> charming,” she says, “in a dangerous sort of way.”	92
“He's <i>too</i> charming,” she says, “in a dangerous sort of way.”	99
“He's <i>too</i> charming,” she says, “in a dangerous sort of way.”	109
“He's <i>too</i> charming,” she says, “in a dangerous sort of way.”	117
“He's <i>too</i> charming,” she says, “in a dangerous sort of way.”	126
“He's <i>too</i> charming,” she says, “in a dangerous sort of way.”	134
“He's <i>too</i> charming,” she says, “in a dangerous sort of way.”	137

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