

## Placement Test

Preparation: You will need a copy of the biography *Cesar Chavez: A Hero for Everyone* by Gary Soto. Students being tested should read from the actual biography not from the Placement Test Scoring Sheet. Underline the difficult words from the Placement Test Scoring Sheet in the copy of the biography 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:  $126 \text{ (wrpm)} - 4 \text{ (errors)} = 122$  divided by  $126 = .968 \times 100 = 97\%$  accuracy.

**Students reading at least 100 wrpm with 90% accuracy can be placed in this biography 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 book for students to see.) **This book is called *Cesar Chavez A Hero for Everyone*. It is a biography. That means it is a true story about a person's life. Later, each of you will read part of page 3 of this book aloud to me to help me decide if you are ready to read this book.**

**In this part of chapter 1, you will learn a little about Cesar Chavez when he was a young boy.**

### Hard Word Review

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

(Touch under the name Cesar pronounced SEH-sahr.) **This name is Cesar. What name? Cesar. This biography tells about the life of Cesar Chavez. Who is the biography about? Cesar Chavez.**

(Touch under the name Corcoran. **This name is Corcoran. What name? Corcoran. Corcoran is a small city in California. What is Corcoran? A small city in California.**

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

(Touch under the word responsible.) **This word is responsible. What word?** *Responsible.* **If it is your duty to do something as part of your job, we say you are responsible for that thing. When you do something as part of your job, we say you are...responsible.**

(Touch under the word hard-earned.) **This word is hard-earned. What word?** *Hard-earned.* **If something has been hard-earned, it took a large amount of effort to get it. What does it mean if something is hard-earned?** *It took a large amount of effort to get it.*

5. **You will read part of page 3 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 *Cesar Chavez: A Hero for Everyone***

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

<u>Cesar</u> was only six when the strike broke	8
out, but later as a young man he read and	18
heard about it. He knew that the strikers had	27
been beaten and shot and sometimes killed.	34
by armed farmers.	37
Cesar did have personal memories of	43
<u>Corcoran</u> . When he was a boy, his family	51
used to travel up and down California's	58
Central Valley looking for work. One <u>sum-</u>	65
<u>mer</u> , in the early 1940's, they stopped in	72
Corcoran to pick cotton. But the contractor,	79
the person who hired the workers and was	87
<u>responsible</u> for paying them, ran off with	94
their <u>hard-earned</u> money.	97
Now, Cesar walked from house to house. He	105
introduced himself in Spanish. He explained	111
to the person who came to the door—a man	121
or woman who was tired from working in	129
the field—about the desperate need for justice	137
for the farmworker.	140

Excerpt from: Soto, Gary. Cesar Chavez: A Hero for Everyone. New York, New York: Simon & Schuster Children's Publishing Division, 2003.