

## Placement Test

Preparation: You will need a copy of the novel *The Giver*. 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 book is called *The Giver*. Later, each of you will read part of page 5 of this novel aloud to me to help me decide if you are ready to read this book.**

**A boy named Jonas lives in a society where everything is perfect. There is no war or fear or pain. But things change for Jonas when he is chosen to receive special training from the Giver, the only one who holds the memories of the way the world used to be.**

### 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 5.)
4. **Some of the hard words are underlined on these pages. We will practice these hard words before you read part of this page aloud to me.**

(Touch under the word conclusion.)  
**This word is conclusion. What word? Conclusion. Another word for conclusion is end. What word means end? Conclusion**

(Touch under the word rituals.) **This word is rituals. What word? *Rituals*.** Rituals are sets of actions that are always done in the same way or at the same time. Rituals are sometimes part of a religion. What word means sets of actions that are always done in the same way or at the same time? *Rituals*.

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

(Touch under the name Lily.) **This name is Lily. What name? *Lily*.** Lily is Jonas's younger sister. Who is Jonas's younger sister? *Lily*.

(Touch under the word wheedle.) **This word is wheedle. What word? *Wheedle*.** The word wheedle means to influence a person by flattery. What word means to influence a person by flattery? *Wheedle*.

(Touch under the divided word complicated.) **This word is divided into two parts because there is not enough room on the line. This word is complicated. What word? *Complicated*.** If something is complicated it is difficult to understand, deal with, or explain. What word means something is difficult to understand, deal with, or explain? *Complicated*.

(Touch under the word emotions.) **This word is emotions. What word? *Emotions*.** Emotions are feelings such as joy, anger, love, or hate. What word means feelings? *Emotions*.

(Touch under the word impatience.) **This word is impatience. What word? *Impatience*.** Impatience is an emotion people feel when they don't want to wait—like their turn to do something. What word means an emotion people feel when they don't want to wait? *Impatience*.

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 *The Giver*

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

“Who wants to be the first tonight, for feelings?” Jonas’s	10
father asked, at the <u>conclusion</u> of their evening meal.	19
It was one of the <u>rituals</u> , the evening telling of feelings.	30
“Sometimes <u>Jonas</u> and his sister, <u>Lily</u> , argued over turns,	39
over who would get to go first. Their parents, of course,	50
were part of the ritual; they, too, told their feelings each	61
evening. But like all parents—all adults—they didn’t	70
fight and <u>wheelde</u> for their turn.	76
Nor did Jonas, tonight. His feelings were too <u>compli-</u>	85
<u>cated</u> this evening. He wanted to share them, but he	94
wasn’t eager to begin the process of sifting through his	104
own complicated <u>emotions</u> , even with the help that he	113
knew his parents could give.	118
“You go, Lily,” he said, seeing his sister, who was	128
much younger—only a Seven—wiggling with <u>impatience</u>	136
in her chair.	139

Excerpt from: Lowry, Lois. The Giver. New York: Dell Laurel-Leaf ,Random House, Inc., 1993.