

Placement Test

Preparation: You will need a copy of the novel *The Door in the Wall*. 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 Door in the Wall*. Later, each of you will read part of pages 8 and 9 of this novel aloud to me to help me decide if you are ready to read this book.**

Young Robin, the main character in this story, wants to be a knight like his father, but he fears his dreams will never come true when he becomes ill and loses the use of his legs.

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 these pages. We will practice these hard words before you read part of these pages aloud to me.**

(Touch under the name Robin.) **This name is Robin. What name? *Robin*. Robin, who is ten years old, is the hero of this story. Who is the hero of this story? *Robin*.**

(Touch under the name Ellen.) **This name is Ellen. What name? Ellen. Ellen is a servant who looks after Robin. What is the name of the servant who looks after Robin? Ellen.**

(Touch under the names William, John, Thomas, and Roger.) **These names are William, John, Thomas, and Roger. What names? William, John, Thomas, Roger. William, John, Thomas, and Roger are all friends of Robin. What are the names of Robin's friends? William, John, Thomas, and Roger.**

(Touch under the word faint.) **This word is faint. What word? Faint. One meaning of faint is not loud. What word can mean not loud? Faint.**

(Touch under the word tiresome.) **This word is tiresome. What word? Tiresome. If something is tiresome, it makes you tired to think about it. What word means something makes you tired to think about it? Tiresome.**

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 Door in the Wall*

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

She had drawn <u>Robin</u> to her and had turned away so	11
he would not see her tears.	17
Little did she know how much Robin would need her!	27
For the very next day he had become ill and unable to move	40
his legs. That had been more than a month ago.	50
He was cold. He wished <u>Ellen</u> would come to mend the	61
fire.	62
The bells stopped ringing, and Robin heard the boys	71
from the Brothers' School running and shouting along the	80
street. He hoped that <u>William</u> or <u>John</u> , <u>Thomas</u> or <u>Roger</u>	90
would come to tell him the news, but when their voices	101
grew <u>faint</u> , he knew they had gone on past.	110
How he wished he were with them. Even the <u>tiresome</u>	120
lessons of singing and reading would be worth doing if	130
only he could run down the street with the other boys.	141
But he could not run. He couldn't even get out of bed.	153

Excerpt from: Angeli, de Marguerite. The Door in the Wall. New York: Bantam Doubleday Dell Publishing Group, Inc., 1977.