

ABeCeDarian Placement Assessment

w s o sh g c z v r ch
j f b y u qu th i e a
x t p l h d k n ck m
f e l d k r c j qu x
b i p w ck a h o v y
th g n u ch m t sh s z
y s m g a z t n h b
sh u o i c ch v p j d
th w qu k e ck x r l f
y t ck j w m e p i b

Sam got a pig.

The cat had a nap on the mat.

Mom sat on the rug.

Tom can fill up the cup.

Sam and Tom must sit on the rug.

The frog fell in the mud.

Mom will let us get a cat.

Ted and Sam can zip up the hill.

The cat did not get the fish.

Tom will chop the log.

Ted had a chat with Mom and Tom.

The dog will not sit with the cat.

Sam left his hat in the van.

Jill went to the camp on the hill.

Tom got his wish.

ABeCeDarian Placement Assessment

fip cheff wint spen nam

dimp shup rit grap lish

shan mot pog chen mest

pell thum hith rish chup

fost het thit fluss cug

mun fanch clum gat snat

The Lion and the Mouse

A lion lay asleep in the forest. A little mouse walked in front of him. The lion woke up and laid his paw on the mouse to kill her.

“Do not kill me,” said the poor mouse. “If you let me go, some day I will repay you.”

The lion did not think that the mouse could ever help him, but he was a kind lion, and he let the mouse go.

Some days later, the lion was caught in the net of a hunter. He pulled and pulled at the ropes, but he could not get out of the net. So he let out a roar. The mouse heard the Lion roar and she came to him. She gnawed on the ropes. Soon the lion was free.

“Now you can see,” said the Mouse, “that even a Mouse can help a Lion.”

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voose tuke brimp snew flork

tope vield glurn trupe pife

pount nard dirth varsh prain

moad zeep smeak spaw tright

jigh snay vate daunch noard

of ter spreck umple zints moint

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Examiner Record Sheets

Name _____ Grade _____ Date Tested _____

Correct Per Minute

Letter/Sounds _____
 Text 1 _____
 Nonsense 1 _____
 Text 2 _____
 Nonsense 2 _____

Place a checkmark on the appropriate line to determine the recommended placement in ABeCeDarian. Make sure that you have discontinued the assessment precisely according to directions.

<p style="text-align: center;">Level A</p> <p>Use Level A1 followed by A2 for Kindergarten Students or older students who need extensive handwriting work</p> <p>Use Level A Short Version for all other students</p>	<p><u>Text 1</u> less than 30</p> <p style="text-align: center;">_____</p>
<p style="text-align: center;">Level B1</p> <p>If <u>Letter/Sounds</u> is less than 60, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work</p> <p>If <u>Nonsense 1</u> is less than 20, supplement with the Level A Blending/Segmenting Work</p>	<p><u>Text 2</u> less than 90</p> <p style="text-align: center;">_____</p>
<p style="text-align: center;">Level B (Short Version)</p> <p>If <u>Letter/Sounds</u> is less than 60, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work</p> <p>If <u>Nonsense 1</u> is less than 20, supplement with Level A Blending/Segmenting Work</p>	<p><u>Nonsense 2</u> less than 20</p> <p style="text-align: center;">_____</p>
<p style="text-align: center;">Level C</p> <p>If <u>Letter/Sounds</u> is less than 60, supplement with the Letter/Sound Fluency Sheets contained in the Level A Blending/Segmenting Work</p>	<p><u>Nonsense 2</u> greater than 20</p> <p style="text-align: center;">_____</p>

ABeCeDarian Placement Assessment

Letter/Sound Knowledge

Display the LETTER SOUNDS sheet and say:

Here is a page with some letters. When I tell you to start, please tell me the sounds for these letters. Begin here . . . (The teacher points to the first letter) . . . and read going across . (The teacher gestures going across the line). Then go on to the next line. Keep on saying sounds until I tell you to stop. You can begin when you are ready.

Begin timing as soon as the student starts to read.

Put a slash (/) through any sound the student does not read correctly. If a student self-corrects an error, write SC over the letter and count as correct.

If a student does not say a sound in 3 seconds, say:

Skip that and go on to the next one.

The teacher should point to the next sound to prompt the student.

When 1 minute is up, mark how far the student has gotten with a right bracket,]. In the box at the bottom of this page, record the total number of letter/sounds correct and incorrect.

NOTE: Students get credit for any correct sound for the symbol.

w s o sh g c z v r ch
j f b y u qu th i e a
x t p l h d k n ck m
f e l d k r c j qu x
b i p w ck a h o v y
th g n u ch m t sh s z
y s m g a z t n h b
sh u o i c ch v p j d
th w qu k e ck x r l f
y t ck j w m e p i b

Total number of sounds read:	
Total number of errors:	
Total sounds correct in 1 minute:	

Proceed to the next assessment, TEXT 1, with all students.

ABeCeDarian Placement Assessment

Text 1 - One-letter consonants and vowels plus *sh, ch, th*

Display the TEXT 1 sheet and say:

Here is a page with some sentences. When I tell you to start, please read them aloud to me as well as you can. When you finish reading one sentence, go on to the next without stopping. Keep on reading until I tell you to stop. Please begin when you are ready.

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly. If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the word and put a slash through it on the record sheet. Insertions of words may be noted on the record sheet but are not counted as errors.

Discontinue the test if the student makes more than 5 errors on the first 2 sentences.

When 1 minute is up, mark how far the student has gotten with a right bracket,]. If the student has read over 50 words correct in the minute, allow him to finish all of the sentences. In the table below record the total number of words read in 1 minute and the total number of student errors in 1 minute. Subtract the errors from the total words read to calculate the words correct in 1 minute.

Sam got a pig. (4)

The cat had a nap on the mat. (12)

Mom sat on the rug. (17)

Tom can fill up the cup. (23)

Sam and Tom must sit on the rug. (31)

The frog fell in the mud. (37)

Mom will let us get a cat. (44)

Ted and Sam can zip up the hill. (52)

The cat did not get the fish. (59)

Tom will chop the log. (64)

Ted had a chat with Mom and Tom. (72)

The dog will not sit with the cat. (80)

Sam left his hat in the van. (87)

Jill went to the camp on the hill. (95)

Tom got his wish. (99)

Total number of words read:	
Total number of errors:	
Total words correct in 1 minute:	

If the student reads 30 or more words correct in 1 minute, then proceed to the next assessment, NONSENSE WORDS 1.

If the student reads fewer than 30 words correct in 1 minute, then **discontinue** the assessment.

ABeCeDarian Placement Assessment

Nonsense Words 1 - One-letter consonants and vowels plus *sh, ch, th*

Display the NONSENSE WORDS 1 sheet and say:

Here is a page with some nonsense words. They are not real words. When I tell you to start, please read these words out loud to me as well as you can. Begin here and read going across. Keep on reading until I tell you to stop. Please begin when you are ready.

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly and above the word write what the student said. Correct pronunciations have the same vowel sound and hence will rhyme with the word in parentheses beneath the word the student is reading. (NOTE: The students do not see the words in parentheses. These are on the examiner's record sheet only.)

If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 5 seconds, tell the student the student to skip the word. Point to the next word to prompt the student and say,

Try this one.

Discontinue the test if the student makes more than 5 errors on the first 2 rows.

When 30 seconds is up, say

Stop.

Mark how far the student has gotten with a right bracket,]. In the box beneath the sentences record the total number of words read and the total number of student errors. Subtract the errors from the total words read to calculate the words correctly in 30 seconds.

fip (dip)	cheff (Jeff)	wint (hint)	spen (den)	nam (ham)
dimp (limp)	shup (pup)	rit (sit)	grap (gap)	lish (fish)
shan (tan)	mot (not)	pog (hog)	chen (ten)	mest (rest)
pell (tell)	thum (gum)	hith (myth)	rish (fish)	chup (cup)
fost (frost)	het (wet)	thit (sit)	fluss (fuss)	cug (dug)
mun (bun)	fanch (ranch)	clum (hum)	gat (sat)	snat (sat)

Total number of words read:	
Total number of errors:	
Total words correct in 30 seconds:	

Proceed to the next assessment, TEXT 2, with all students.

ABeCeDarian Placement Assessment

Text 2 - The Lion and the Mouse

Display the TEXT 2 sheet and say:

Read this story out loud to me as well as you can. Keep on reading until I tell you to stop. If you don't know a word, I'll tell it to you. Please begin when you are ready.

Begin timing as soon as the student starts to read.

Put a slash (/) through any word the student does not read correctly. If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the word and put a slash through it on the record sheet. Insertions of words may be noted on the record sheet but are not counted as errors.

Discontinue the test if the student makes more than 10 errors on the first paragraph. When 1 minute is up, say:

Stop.

In the box following the story, record the total number of words read, and the total number of errors. Subtract the errors from the total words read to calculate the words correct in 1 minute.

The Lion and the Mouse

A lion lay asleep in the forest. A little mouse walked in front of him. The lion woke up and laid his paw on the (30) mouse to kill her.

“Do not kill me,” said the (40) poor mouse. “If you let me go, some day I (50) will repay you.”

The lion did not think that the (60) mouse could ever help him, but he was a kind (70) lion, and he let the mouse go.

Some days later, (80) the lion was caught in the net of a hunter. (90) He pulled and pulled at the ropes, but he could (100) not get out of the net. So he let out (110) a roar. The mouse heard the Lion roar and she (120) came to him. She gnawed on the ropes. Soon the (130) lion was free.

“Now you can see,” said the Mouse, (140) “that even a Mouse can help a Lion.”

Total number of words read:	
Total number of errors:	
Total words correct in 1 minute:	

If the student reads at a rate of 90 words correct per minute or greater, than continue with the next assessment, NONSENSE 2.

If the student reads the passage at a rate of less than 90 words correct per minute, then **discontinue** the assessment.

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Nonsense Words 2 - Vowel Digraphs

Display the NONSENSE WORDS 2 sheet and say:

Here is a page with some nonsense words. They are not real words. When I tell you to start, please read these words out loud to me as well as you can. Begin here and read going across. Keep on reading until I tell you to stop. Please begin when you are ready.

Begin timing as soon as the student starts to read. Put a slash (/) through any word the student does not read correctly and above the word write what the student said. Correct pronunciations have the same vowel sound and hence will rhyme with the word in parentheses beneath the word the student is reading. (NOTE: The students do not see the words in parentheses. These are on the examiner's record sheet only.)

If a student self-corrects an error, write SC over the word and do not count the word as an error. If a student does not read a word in 3 seconds, tell the student the student to skip the word. Point to the next word to prompt the student and say:

Try this one.

Discontinue the test if the student makes more than 5 errors on the first 2 rows.

When 30 seconds is up, say:

Stop

Mark how far the student has gotten with a right bracket,]. In the box beneath the words record the total number of words read and the total number of student errors. Subtract the errors from the total words read to calculate the words correctly in 30 seconds.

voose (moose)	tuke (juke)	brimp (limp)	snew (new)	fork (fork)
tope (rope)	vield (field)	glurn (turn)	trupe (loop)	pipe (life)
pount (count)	nard (hard)	dirth (birth)	varsh (marsh)	prain (rain)
moad (toad)	zeep (keep)	smeak (weak)	spaw (paw)	tright (tight)
jigh (high)	snay (say)	vate (late)	daunch (launch)	noard (board)
oftter (softer)	spreck (deck)	umple (crumple)	zints (hints)	moint (point)

Total number of words read:	
Total number of errors:	
Total words correct in 30 seconds:	