

Appendix A: The Placement Test

The Placement Test that begins on the next page is to be administered individually to each child before language instruction begins. All testing should be completed during the first week of school.

Before Giving the Test

The testing material consists of the Placement Test, the Picture Book, and the Placement Test Scoring Sheet. You will need a scoring sheet for each child in your class. (See page 153 for a scoring sheet that you can duplicate for each child.)

Familiarize yourself with the instructions, the Picture Book, and the scoring sheet before testing. Practice presenting the test items using these materials.

The test is divided into three parts. A child's score is based on the number of errors he or she makes.

- If a child makes more than three errors in Part 1, do not use Parts 2 or 3.
- If a child makes three or fewer errors in Part 1, continue testing the child in Part 2.
- If a child makes more than two errors in Part 2, stop testing; do not use Part 3.
- If a child makes two or fewer errors in Part 2, continue testing, and present all of the items in Part 3.

How to Give the Test

1. Allow three to five minutes per child for administering the placement test.
2. Sit at a low table with a child, preferably in a quiet corner of the room.
3. Score the child's response on his or her scoring sheet as you present the test. Circle 0 to indicate a correct response to a test item. Circle 1 to indicate an incorrect response.
4. Accept all reasonable answers, using the suggested answers as guidelines.
5. On statement repetition items (9 and 11 in Part 1, for example), circle a 1 each time you have to repeat the statement until the student produces a correct response. Repeat the statement no

more than four times. (If the student repeats the statement the first time you say it, circle the zero.)

6. At the end of Part 1, total the 1s you have circled. Write the number of incorrect responses in the box.
7. Use the directions at the end of each part of the scoring sheet to determine if the student should be tested on the next part or if you should terminate the testing.
8. For administering Part 2, item 15, you will need a pencil with an eraser. For Part 3, items 1 through 4, you will need a big empty glass and a small glass full of water. For items 6 through 8 you will need a pencil.
9. When referring to the pictures in Parts 1 and 2, you may point to the pictures in the Picture Book or use the pictures in the test.

Determining the Starting Lesson

The directions at the bottom of the scoring sheet indicate the lesson at which each child should be placed in the program.

- Children who score six or more errors in Part 1 begin at lesson 1.
- Children who score four or five errors in Part 1 begin at Lesson 11.
- Children who score six or more errors in Part 2 begin at Lesson 21.
- Children who score between three and five errors in Part 2 and children who score eight or more errors in Part 3 begin at lesson 31. Start these children in the fast cycle of the program.
- Children who score seven or fewer errors in Part 3 begin at lesson 41 and go into the fast-cycle program.

Teaching the Transition Lesson

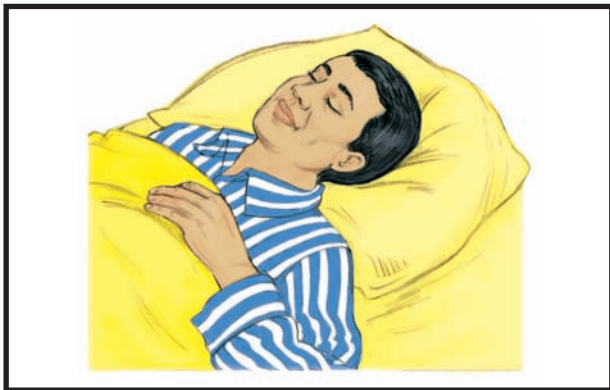
All children who do not begin the program with lesson 1 must be taught the transition lesson on the first day of language instruction. You will find the transition lesson in Appendix B of this guide.

PLACEMENT TEST

Part 1

(You may use the Picture Book, or use the pictures in the test, for items 8 through 13.)

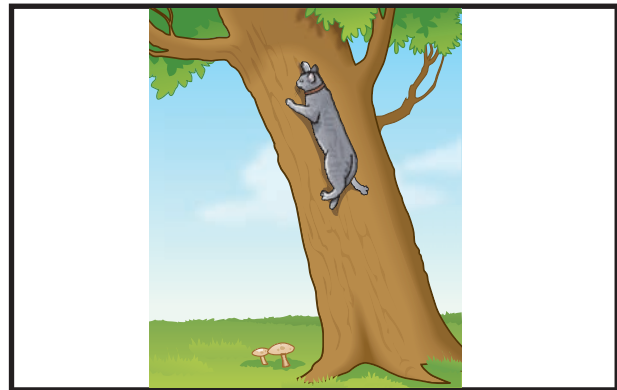
1. **Show me your nose.**
(The child must point to his/her nose.)
2. **Show me your head.**
(The child may point anywhere on his/her head.)
3. **Show me your ear.**
(The child may point to one or both ears.)
4. **Show me your hand.**
(The child may hold up one hand or both hands.)
5. **Show me your chin.**
(The child must point to his/her chin.)
6. **Show me your cheek.**
(The child may touch one cheek or both cheeks.)
7. **Show me your shoulder.**
(The child may point to one shoulder or both shoulders.)



8. (Point to the man.)
What is this man doing?
(Accept *Sleeping*, *Going to sleep*, or *Lying down*.
Don't accept *Sleep*, *Eyes shut*, or *Got to sleep*.)
9. **My turn to say the whole thing.**
This man is sleeping. Say that.
This (or that) man is sleeping.



10. (Point to the girl.)
What is this girl doing?
(Accept *Eating*, *Eating a cookie*, or an entire correct sentence. Don't accept *Eat* or *Eat a cookie*.)
11. **My turn to say the whole thing.**
This girl is eating. Say that.
This girl is eating or
This girl is eating a cookie.



12. (Point to the cat.)
What is this cat doing?
(Accept *Climbing the tree*, *Going up the tree*,
Climbing on a tree, *Climbing up there*, or *Climbing*.)
13. **My turn to say the whole thing.**
This cat is climbing the tree. Say that.
This cat is climbing the tree.
14. **What's your whole name?**
(The child must give first and last name; middle name is optional.)
15. **What's your first name?**
(The child must give first name only.)

End of Part 1

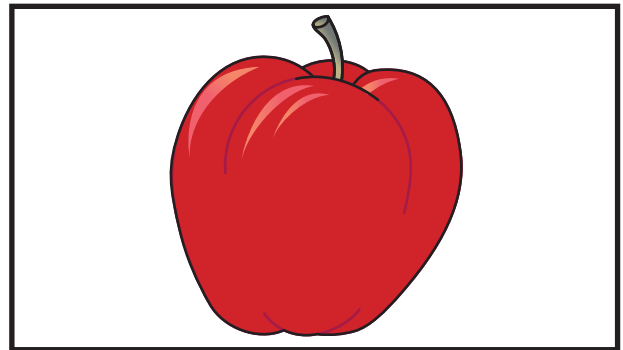
Part 2

You may use the Picture Book (or use the pictures in the test) for items 1 through 7 and item 14. You will need a pencil with an eraser and a point for item 15.



1. (Point to the picture of the car.)
Tell me what is **in front of** the car.
(Accept *Ball* or *A ball*.)
2. Tell me what is **on** the car.
A dog.
3. Tell me what is **in** the car.
(Accept *A man* or *A boy*.)
4. Look at the dog. Is the dog sleeping?
No.
5. My turn to say the whole thing.
This dog is not sleeping. Say that.
This dog is not sleeping.
6. Look at the dog. Is the dog climbing a tree?
(Accept *No* or *No, he's on the car*.)
7. My turn to say the whole thing.
This dog is not climbing a tree. Say that.
This dog is not climbing a tree.
8. Show me your chest.
(The child is to point to his/her chest.)
9. Show me your waist.
(The child is to point to his/her waist.)
10. Put your hand on your head, and hold it there.
Look at me. (Touch your own nose.)
What am I doing?
(Accept *Touching your nose* or *Putting your hand on your nose*.)
Keep your hand on your head.

11. (The child should still be touching his/her head.)
What are you doing?
(Accept *Touching my head*, *Putting my hand on my head*, or an entire correct sentence.)
12. (The child must answer both parts correctly to score 0.)
Hold your hand over your leg.
(The child must hold his/her hand over leg.)
Tell me where you are holding your hand.
Over my leg.
13. (The child must answer both parts correctly to score 0.)
Hold your hand under your leg.
(The child must hold his/her hand under his/her leg.)
Tell me where you are holding your hand.
Under my leg.



14. (Point to the apple.)
This is **an** apple. What is this?
(Accept *An apple*. Don't accept *Apple* or *A apple*.)
15. (The child must answer all three parts correctly to score 0. Stop testing if the child misses one item.)
 - a. (Point to the eraser of a pencil.)
What's this part of a pencil called?
(Accept *Eraser* or *An (the) eraser*.)
 - b. (Point to the pencil point.)
What is this part of a pencil called?
(Accept *Point*, *A point*, or *Lead*.
Don't accept *Drawer* or *Writer*.)
 - c. (Point to the whole pencil.)
What do you call the whole thing?
(Accept *Pencil* or *A pencil*.)

End of Part 2

Part 3

(You will need a big glass that is empty and a small glass that is full for items 1 through 4. You will need a pencil for items 6 through 8.)

(Present a big glass and a small glass. The big glass should be empty, and the small glass full.)

1. **Touch the big glass.**
(The child touches the big glass.) **Put your hand down.**
2. **Touch the glass that is empty.**
(The child touches the empty glass.) **Put your hand down.**
3. **Touch the glass that is full.**
(The child touches the full glass.) **Put your hand down.**
4. **Touch the small glass.**
(The child touches the small glass.) **Put your hand down.**
5. **My turn to say the days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.**
(Do not repeat the days more than twice.)
Say the days of the week. Start with Sunday.
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
6. (The child must answer all three parts correctly to score 0.)
(You place the pencil on the table.)
Is the pencil on the table? *Yes.*
(Hold the pencil over the table.)
Is the pencil on the table? *No.*
(Keep holding the pencil over the table.)
Was the pencil on the table? *Yes.*

7. (Keep holding the pencil.)
My turn to say the whole thing.
The pencil was on the table. Say that.
The pencil was on the table.
8. **Where is the pencil?**
(Accept *In your hand, Over the table, or Off the table.*)
9. (The child must answer all four parts correctly to score 0.)
Touch your ears.
(The child must touch both ears.)
Touch your leg.
(The child must touch one leg.)
Touch your ear.
(The child must touch one ear.)
Touch your legs.
(The child must touch both legs.)
10. **Put your hand in back of your head.** (The child may put one or both hands in back of his/her head or neck.) **Put your hand down.**
11. **Point to the floor, and point to the ceiling.**
(The child must point to the floor **and** to the ceiling.)
12. **What do we call the white fluffy things in the sky?**
Clouds.
13. **What do we call a person who fixes teeth?**
(Accept *A dentist or A doctor.*)
14. **Name three kinds of food.**
(Accept all appropriate responses.)
15. **Name three kinds of vehicles.**
(Accept all appropriate responses.)

End of Test

PLACEMENT TEST SCORING SHEET

Student's Name _____ Date _____

| PART 1 | | | PART 2 | | | PART 3 | | |
|---|---|---|---|---|---|---|-------------------------|---|
| Items | Correct Responses | Incorrect Responses | Items | Correct Responses | Incorrect Responses | Items | Correct Responses | Incorrect Responses |
| 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| 2 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 |
| 3 | 0 | 1 | 3 | 0 | 1 | 3 | 0 | 1 |
| 4 | 0 | 1 | 4 | 0 | 1 | 4 | 0 | 1 |
| 5 | 0 | 1 | 5 | 0 | 1 1 1 1 | 5 | 0 | 1 1 |
| 6 | 0 | 1 | 6 | 0 | 1 | 6 | 0 | 1 |
| 7 | 0 | 1 | 7 | 0 | 1 1 1 1 | 7 | 0 | 1 1 1 1 |
| 8 | 0 | 1 | 8 | 0 | 1 | 8 | 0 | 1 |
| 9 | 0 | 1 1 1 1 | 9 | 0 | 1 | 9 | 0 | 1 |
| 10 | 0 | 1 | 10 | 0 | 1 | 10 | 0 | 1 |
| 11 | 0 | 1 1 1 1 | 11 | 0 | 1 | 11 | 0 | 1 |
| 12 | 0 | 1 | 12 | 0 | 1 | 12 | 0 | 1 |
| 13 | 0 | 1 1 1 1 | 13 | 0 | 1 | 13 | 0 | 1 |
| 14 | 0 | 1 | 14 | 0 | 1 | 14 | 0 | 1 |
| 15 | 0 | 1 | 15 | 0 | 1 | 15 | 0 | 1 |
| Total of All Incorrect Responses | | <input style="width: 50px; height: 20px;" type="text"/> | Total of All Incorrect Responses | | <input style="width: 50px; height: 20px;" type="text"/> | Total of All Incorrect Responses | | <input style="width: 50px; height: 20px;" type="text"/> |
| | | Score | | | Score | | | Score |
| Student's Score | Starts at Lesson | | Student's Score | Starts at Lesson | | Student's Score | Starts at Lesson | |
| 6 or more | 1 | | 6 or more | 21 | | 8 or more | 31 | |
| 4 or 5 | 11 | | 3 to 5 | 31 | | 0 to 7 | 41 | |
| | (Circle the lesson) | | | (Circle the lesson) | | | (Circle the lesson) | |
| 0 to 3 | Continue testing in part 2. | | 0 to 2 | Continue testing in part 3. | | | | |
| | (Check box) <input style="width: 30px; height: 20px;" type="checkbox"/> | | | (Check box) <input style="width: 30px; height: 20px;" type="checkbox"/> | | | | |

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