

## 4-12 PLACEMENT ASSESSMENT

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

### Evaluator's Form or ClassView Pro

Mark each item as the student responds. Use a check for correct answers and "NR" for no response. For each incorrect answer, record exactly what the student said, next to or below the missed item.

#### RESULTS

Phonics section not passed \_\_\_\_\_

High-frequency-words section(s) not passed  
\_\_\_\_\_

#### PLACEMENT

\_\_\_\_\_ Plus **1 9 16 31**

\_\_\_\_\_ with high-frequency words  
intervention

\_\_\_\_\_ Challenge

\_\_\_\_\_ with single-syllable  
phonics instruction

### Section A *(assessing the material in Plus Lessons 1-8)*

PHONICS *(5-second limit per word)*

"Read these words."

zip \_\_\_\_\_ yell \_\_\_\_\_ job \_\_\_\_\_ duck \_\_\_\_\_ wet \_\_\_\_\_

six \_\_\_\_\_ van \_\_\_\_\_ gum \_\_\_\_\_ tap \_\_\_\_\_ hog \_\_\_\_\_

quit \_\_\_\_\_ cob \_\_\_\_\_ den \_\_\_\_\_ kick \_\_\_\_\_ rug \_\_\_\_\_

Number right: \_\_\_\_\_ /15 Pass (12-15 right) or Not Pass

*(continues)*

**4-12 PLACEMENT ASSESSMENT** *(continued)*HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

have \_\_\_\_\_ words \_\_\_\_\_ you \_\_\_\_\_ are \_\_\_\_\_  
 they \_\_\_\_\_ what \_\_\_\_\_ goes \_\_\_\_\_ was \_\_\_\_\_  
 your \_\_\_\_\_ does \_\_\_\_\_ want \_\_\_\_\_ people \_\_\_\_\_  
 give \_\_\_\_\_ where \_\_\_\_\_ one \_\_\_\_\_

Number right: \_\_\_\_\_/15    Pass (12-15 right) or Not Pass

\_\_\_\_\_ If the student passes phonics, continue on to Section B.

\_\_\_\_\_ If the student does not pass phonics, place them in Plus Lesson 1.

**Section B** *(assessing the material in Plus Lessons 9-15)*PHONICS *(5-second limit per word)*

“Read these words.”

path \_\_\_\_\_ shells \_\_\_\_\_ quick \_\_\_\_\_ sung \_\_\_\_\_  
 chop \_\_\_\_\_ rocks \_\_\_\_\_ catch \_\_\_\_\_ judge \_\_\_\_\_  
 which \_\_\_\_\_ hopping \_\_\_\_\_

Number right: \_\_\_\_\_/10    Pass (8-10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

most \_\_\_\_\_ some \_\_\_\_\_ many \_\_\_\_\_ old \_\_\_\_\_  
 come \_\_\_\_\_ would \_\_\_\_\_ very \_\_\_\_\_ walk \_\_\_\_\_  
 there \_\_\_\_\_ brother \_\_\_\_\_

Number right: \_\_\_\_\_/10    Pass (8-10 right) or Not Pass

\_\_\_\_\_ If the student passes phonics, continue on to Section C.

\_\_\_\_\_ If the student does not pass phonics, place them in Plus Lesson 9.

\_\_\_\_\_ If the student did not pass high-frequency words in Section A, include  
 intervention for high-frequency words taught in Plus Lessons 1-8.

*(continues)*

## 4-12 PLACEMENT ASSESSMENT *(continued)*

### Section C *(assessing the material in Plus Lessons 16–30)*

PHONICS *(5-second limit per word)*

“Read these words.”

planes \_\_\_\_\_ smelling \_\_\_\_\_ these \_\_\_\_\_ brave \_\_\_\_\_

slide \_\_\_\_\_ closed \_\_\_\_\_ stone \_\_\_\_\_ shining \_\_\_\_\_

cute \_\_\_\_\_ hummed \_\_\_\_\_

Number right: \_\_\_\_\_/10 Pass (8–10 right) or Not Pass

HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

said \_\_\_\_\_ could \_\_\_\_\_ watch \_\_\_\_\_ large \_\_\_\_\_

country \_\_\_\_\_ build \_\_\_\_\_ earth \_\_\_\_\_ world \_\_\_\_\_

head \_\_\_\_\_ thought \_\_\_\_\_

Number right: \_\_\_\_\_/10 Pass (8–10 right) or Not Pass

\_\_\_\_\_ If the student passes phonics, continue on to Section D.

\_\_\_\_\_ If the student does not pass phonics, place them in Plus Lesson 16.

\_\_\_\_\_ If the student did not pass high-frequency words in Section A or B, include intervention for high-frequency words taught in Plus Lessons 1–15.

### Section D *(assessing the material in Plus Lessons 31–55)*

PHONICS *(5-second limit per word)*

“Read these words.”

boots \_\_\_\_\_ reaching \_\_\_\_\_ pointed \_\_\_\_\_

flies \_\_\_\_\_ stir \_\_\_\_\_ floated \_\_\_\_\_ strayed \_\_\_\_\_

crawling \_\_\_\_\_ price \_\_\_\_\_ clown \_\_\_\_\_

Number right: \_\_\_\_\_/10 Pass (8–10 right) or Not Pass

*(continues)*

**4-12 PLACEMENT ASSESSMENT** *(continued)*HIGH-FREQUENCY WORDS *(2-second limit per word)*

“Read these words.”

through \_\_\_\_\_ brought \_\_\_\_\_ heart \_\_\_\_\_

ready \_\_\_\_\_ beautiful \_\_\_\_\_ weight \_\_\_\_\_

whole \_\_\_\_\_ neither \_\_\_\_\_ busy \_\_\_\_\_ enough \_\_\_\_\_

Number right: \_\_\_\_/10    Pass (8-10 right) or Not Pass

\_\_\_\_\_ If the student passes phonics, continue on to Section E.

\_\_\_\_\_ If the student does not pass phonics, place them in Plus Lesson 31.

\_\_\_\_\_ If the student did not pass high-frequency words in Section A, B, or C,  
include intervention for high-frequency words taught in Plus  
Lessons 1-30.

**Section E** *(assessing Challenge Level, single-syllable phonics)*PHONICS: SYLLABLES *(5-second limit per word)*

“Read these syllables.”

gress \_\_\_\_\_ flict \_\_\_\_\_ trast \_\_\_\_\_ strug \_\_\_\_\_

clude \_\_\_\_\_ crete \_\_\_\_\_ mote \_\_\_\_\_ nize \_\_\_\_\_

preme \_\_\_\_\_ dorn \_\_\_\_\_ squir \_\_\_\_\_ turb \_\_\_\_\_

bard \_\_\_\_\_ cern \_\_\_\_\_ tain \_\_\_\_\_ proach \_\_\_\_\_

toon \_\_\_\_\_ stroy \_\_\_\_\_ gree \_\_\_\_\_ cept \_\_\_\_\_

Number right: \_\_\_\_/20    Pass (16-20 right) or Not Pass

Continue on to Section F (regardless of whether the student passed Section E or not).  
Placement and intervention instructions are provided at the end of Section F.

*(continues)*

## 4-12 PLACEMENT ASSESSMENT *(continued)*

### Section F *(assessing Challenge Level, polysyllabic words)*

PHONICS: POLYSYLLABIC WORDS *(7-second limit per word)*

“Read these words.”

property \_\_\_\_\_ relative \_\_\_\_\_ disagree \_\_\_\_\_  
 decorate \_\_\_\_\_ difficult \_\_\_\_\_ frequently \_\_\_\_\_  
 poisonous \_\_\_\_\_ recognize \_\_\_\_\_ conclusion \_\_\_\_\_  
 eraser \_\_\_\_\_ education \_\_\_\_\_ unhappiness \_\_\_\_\_  
 transportation \_\_\_\_\_ communicate \_\_\_\_\_  
 experiment \_\_\_\_\_ successfully \_\_\_\_\_ conversation \_\_\_\_\_  
 advertisement \_\_\_\_\_ regularly \_\_\_\_\_ refrigerate \_\_\_\_\_

Number right: \_\_\_\_\_/20    Pass (16-20 right) or Not Pass

\_\_\_\_\_ If the student passes this section, the student may not need Challenge Level.

\_\_\_\_\_ If the student does not pass this section, place them in Challenge Level Lesson 1.

\_\_\_\_\_ If the student did not pass Section E, include the optional single-syllable phonics instruction provided in the Challenge Level lessons.

**4-12 STUDENT CARD COPY**

Photocopy the student card copy and prepare cards for the students to read. Glue the words (or syllables) for each section onto a separate card.

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**Section A**

zip yell job duck wet  
 six van gum tap hog  
 quit cob den kick rug

have words you are  
 they what goes was  
 your does want people  
 give where one

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**Section B**

path shells quick sung  
 chop rocks catch judge  
 which hopping

most some many old  
 come would very walk  
 there brother

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(continues)

**4-12 STUDENT CARD COPY** *(continued)*

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**Section C**

planes    smelling    these    brave  
 slide    closed    stone    shining  
 cute    hummed

said    could    watch    large  
 country    build    earth    world  
 head    thought

----- ✂

**Section D**

boots    reaching    pointed  
 flies    stir    floated    strayed  
 crawling    price    clown

through    brought    heart  
 ready    beautiful    weight  
 whole    neither    busy    enough

----- ✂

**Section E**

gress    flict    trast    strug  
 clude    crete    mote    nize  
 preme    dorn    squir    turb  
 bard    cern    tain    proach  
 toon    stroy    gree    cept

----- ✂

*(continues)*

**4-12 STUDENT CARD COPY** *(continued)*

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**Section F**

property    relative    disagree

decorate    difficult    frequently

poisonous    recognize    conclusion

eraser    education    unhappiness

transportation    communicate

experiment    successfully    conversation

advertisement    regularly    refrigerate

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