



Introductory Guide to Placement Testing

How to identify and place your students for *Corrective Reading* and *Corrective Mathematics* programmes

Not all students will start at the beginning of the system and move through all the programmes in lockstep fashion. Students are placed into these programmes according to their skill levels as determined by a Placement Test. Students may enter the system at several points, depending on their skill level.

Corrective Reading

3-Step Plan:

1. Screen Students

Determine which students may need Corrective Reading. Base this conclusion on existing data and information from previous assessments your students have already taken. These students could be significantly below grade level, typically by 2 or more years.

2. Administer Decoding or Comprehension Test

There are two separate tests for the Decoding and Comprehension strands, depending on which strand you are teaching. With the Decoding placement test, you can measure a student's oral reading accuracy and reading rate. With the Comprehension placement test, you can measure a student's comprehension of oral language and written material.

3. Place Students

Utilise this information to group your students and place them into the programme.

Grouping and Progress Monitoring:

To ensure the greatest success for all students and to avoid pitfalls sometimes associated with grouping, follow these guidelines:

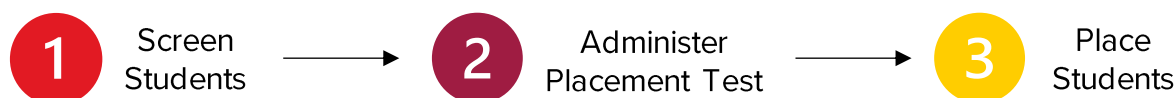
- 1. Assign students to groups after collecting placement test results.**
- 2. Provide smaller instructional group sizes for the lower levels.** In scheduling groups, provide for smaller group sizes for the lower levels.

Placement	Size Suggestions for Instructional Groups
Decoding A	12
Decoding B	16
Decoding B1	20
Decoding C	25
Comprehension B1, C	32

- 3. Provide flexibility in grouping by constantly monitoring and evaluating the placements of individual students in the groups.**
 - The Oral Reading Placement Test should be considered an initial indicator of a student's instructional level.
 - Keep in mind that student performance on a placement test will not tell you how quickly a student will be able to progress.
 - The best indicator of appropriate placement is student performance within a group. If an individual student is learning content with more ease than other students in a group, consideration should be given to moving the student to a group at a higher level. Similarly, if a student is unable to achieve mastery after tutoring and individual attention, the student should be moved to a lower group.
 - Students should not be placed where they are overly frustrated, nor should they be placed where they need not attend to perform well.
- 4. Monitor progress to identify and solve learning problems immediately and in a timely manner.**
 - Routine review of student performance data is a strong springboard for providing focused and proactive support for teachers and students whenever needed to prevent failure and ensure success.
 - Clear attention focused on student mastery data is essential to achieving ambitious student performance goals with all students.
 - The mastery indicators reflect student proficiency over time, help you determine when a remedy is needed, and help you assign individual student grades.
 - These indicators require students to perform critical competencies taught in the intervening lessons, and they indicate how prepared students are to proceed in the programme.
 - Students who perform poorly on any of these indicators likely will have trouble in later lessons when those tested competencies become components of more complex skill applications. Therefore, when student performance is weak, the specified remedies must be completed before the next lesson.

Corrective Mathematics

As you would with *Corrective Reading*, you should follow the 3-step plan when implementing *Corrective Mathematics*. Here is a reminder of the steps:



There are two placement test methods for *Corrective Mathematics*.

The first and preferred method is to administer the *Corrective Mathematics* Comprehensive Placement Test and the second placement method is to administer the pre-skill and placement tests that accompany each module. The pre-skill tests will determine whether a student should be placed in a particular module and, if so, at which lesson.

Note: You should not administer these pre-skill tests if you have already given the Comprehensive Placement Test.

The Comprehensive Placement Test:

- The Comprehensive Placement Test provides a short screening tool for placing students in the *Corrective Mathematics* series.
- It will determine the correct entry point, both module and lesson, for each student. Most students enter *Corrective Mathematics* based on the results of the Comprehensive Placement Test.
- It will determine the module in which the students should begin the *Corrective Mathematics* series and the specific lesson on which the students should start.
- The test will also identify those students who are too advanced for any of the *Corrective Mathematics* modules as well as those students who are too low for any module in the series.

The Module-Specific Tests:

- The module-specific tests and pre-tests are found in the corresponding Teacher's Presentation Book.
- They indicate whether students have the pre-requisite skills needed to work in the module.
- The placement tests indicate which entry point is appropriate or whether students are too advanced to be placed in the module.
- As placement tests indicate whether students have mastered the skills taught in the module, they can also be used as pre- and post-tests to assess growth.
- The module-specific tests are used in place of the Comprehensive Placement Test if you are considering using one module to address a previously identified skill deficit.
- They can also be used to confirm results of the Comprehensive Placement Test if you question students' performance on the shorter screening instrument.

If you have any Placement Testing questions, or if you would like to attend a training session, you can contact us [here](#).