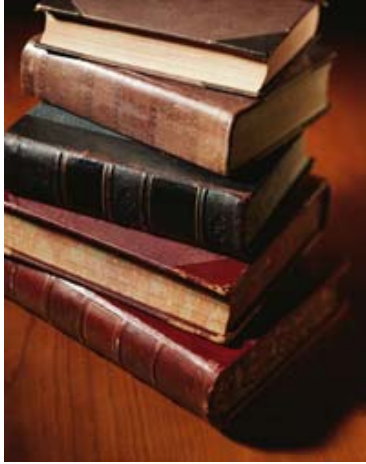


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K12 Reading Placement Assessment #1



# READING PLACEMENT INVENTORY

*Developed for—*  
K12  
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K12G101

The Reading Placement Inventory has been developed to assist parents/guardians in making educational placement decisions for students when enrolling them in the K12 curriculum. This is a short assessment that measures a child's ability to read and understand text. The results can be used to help you to decide which reading program is most appropriate for your child. This assessment is not designed to provide information on each child's exact reading level.

The Reading Placement Inventory, like any other test, is just one source of evidence about a reader's level of comprehension. Decisions about reading placement are best made by using multiple sources of information. To decide on the right program, you should consider information from other tests your child has taken, reports from teachers, reading group placement, lists of books your child has read successfully, and, more importantly, your judgment.

Use the information on page 10 of this booklet to help in making the reading decision for your child.

## **Test Administration Directions**

1. Before administering the Reading Placement Inventory, please familiarize yourself with this manual and the test.

Take a moment to read and answer the test questions.

You should test your child when he or she is well rested and has adequate time to complete the test in a relaxed manner. The test should be administered in a well-lighted area that is comfortable for the child (e.g., dining room or kitchen table). The location should also be free of distractions and interruptions.

2. Talk with your child about the Reading Placement Inventory.

The purpose of this test is to learn more about your child's reading skills. The test measures reading comprehension skills by asking the child to read an incomplete sentence and select the word that best completes the sentence. Your child will select the best word by circling the letter next to the word.

This test is un-timed. You can plan on about 20 to 30 minutes to complete the test. Your child may take breaks as necessary.

## Test Administration Directions (continued)

3. Have your child complete the sample questions on page 4. You can read the sample sentences to the child to help him or her understand the directions.

*Read to your child:* Read each sentence and the four words beside it. Choose the word that best completes the sentence. Circle the letter next to your answer choice. Remember, only circle one correct answer for each question.

Read the first sentence below “Sample Question 1.” Choose the best word to fill in the blank. Circle the letter next to the word. *[pause]*

Now, read the sentence below “Sample Question 2.” Choose the best word to fill in the blank. Circle the letter next to the word.

Talk with your child about the correct answers and make sure that your child understands how to indicate his or her answer. The correct answer for Sample Question 1 is “A” and the correct answer for Sample Question 2 is “C.”

4. Now go to the actual test that begins on page 5.

*Read to your child:* Read each sentence and the four words beside it. Choose the word that best completes the sentence. Circle the letter next to your answer choice. Answer as many questions as you can. Remember, only circle one correct answer for each question.

Remember, you should let your child answer the questions on their own, without assistance. This test is designed to provide information about what your child can read.

5. After your child has completed the Reading Placement Inventory, go to pages 9 and 10 for information about scoring the test and using the results.

## Sample Questions

### Sample Question 1

We eat our \_\_\_\_\_.

- A. food
- B. fool
- C. flood
- D. foot

### Sample Question 2

They \_\_\_\_\_ the fish tank with water.

- A. watch
- B. crack
- C. fill
- D. repair

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Reading Placement Inventory  
Grade 1 Form A

1. Sometimes the \_\_\_\_\_ has a face.
- A. comes
  - B. bright
  - C. full
  - D. moon
2. A circle is \_\_\_\_\_ like an orange.
- A. fresh
  - B. round
  - C. eaten
  - D. cream
3. Mom told us to \_\_\_\_\_ our toys.
- A. pencil
  - B. food
  - C. take
  - D. tree
4. \_\_\_\_\_ need water just like dogs.
- A. Cats
  - B. Done
  - C. Food
  - D. Drinks
5. Sparrows were building a \_\_\_\_\_.
- A. fell
  - B. nest
  - C. guess
  - D. smile
6. Children were \_\_\_\_\_ at the clown.
- A. moon
  - B. tomorrow
  - C. potato
  - D. laughing

7. The kite fell from the \_\_\_\_\_.
- A. apple
  - B. hope
  - C. sky
  - D. seven
8. If you try, you can \_\_\_\_\_ any problem.
- A. flour
  - B. quack
  - C. solve
  - D. seem
9. They always got up \_\_\_\_\_ to go to school.
- A. early
  - B. bike
  - C. toes
  - D. corn
10. Mom said to stop arguing and be \_\_\_\_\_.
- A. heal
  - B. trees
  - C. flakes
  - D. friends
11. The hungry horse reached for the \_\_\_\_\_.
- A. happy
  - B. apple
  - C. rain
  - D. knees
12. The nurse \_\_\_\_\_ when my uncle died.
- A. pear
  - B. doctor
  - C. cried
  - D. thumb
13. Salmon lay their \_\_\_\_\_ in the fall.
- A. banana
  - B. tomorrow
  - C. sneeze
  - D. eggs

14. Koala bears are \_\_\_\_\_ in Australia.
- A. smoke
  - B. scoops
  - C. reads
  - D. found
15. The movie was supposed to \_\_\_\_\_ at one.
- A. start
  - B. pencil
  - C. bus
  - D. actor
16. The \_\_\_\_\_ at the door had a long pole and a bucket.
- A. muddle
  - B. railroad
  - C. man
  - D. permits
17. Why does knowledge of the weather \_\_\_\_\_ you?
- A. dream
  - B. read
  - C. storm
  - D. help
18. Frogs make a \_\_\_\_\_ sound.
- A. sift
  - B. croaking
  - C. frosting
  - D. green
19. She was not upset until she \_\_\_\_\_ to open the door.
- A. warm
  - B. size
  - C. tried
  - D. eagle

- 20.** The dirt road twisted and \_\_\_\_\_ like a pretzel.
- A. turned**
  - B. fish**
  - C. breeze**
  - D. orange**
- 21.** The lungs get bigger and smaller when you \_\_\_\_\_.
- A. shoe**
  - B. breathe**
  - C. hair**
  - D. birthday**
- 22.** \_\_\_\_\_ get very little rain.
- A. Bark**
  - B. Teach**
  - C. Skip**
  - D. Deserts**
- 23.** Eagles eat small \_\_\_\_\_ up to the size of turkeys.
- A. animals**
  - B. careen**
  - C. kicked**
  - D. hitch**
- 24.** Dinosaurs no longer exist except in \_\_\_\_\_.
- A. elbows**
  - B. museums**
  - C. fences**
  - D. football**
- 25.** White light is actually \_\_\_\_\_ up of many colors.
- A. present**
  - B. sleeping**
  - C. made**
  - D. screech**



## Scoring the Reading Placement Inventory

Use the answer key below to score the test. Count the number of questions that your child answered correctly. Refer to the chart at the bottom of the page for suggested grade placement within the K12 curriculum.

### ***Answer Key—Grade 1, Form A***

<b>Question Number</b>	<b>Correct Answer</b>	<b>Question Number</b>	<b>Correct Answer</b>
1	D	14	D
2	B	15	A
3	C	16	C
4	A	17	D
5	B	18	B
6	D	19	C
7	C	20	A
8	C	21	B
9	A	22	D
10	D	23	A
11	B	24	B
12	C	25	C
13	D		

### ***Recommended Grade Placement***

	<b>Kindergarten</b>	<b>Grade 1</b>
<b># of Correct Responses</b>	0 to 14	15 to 25

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## Using the Results from the Reading Placement Inventory

To determine your child's grade placement, consider all of the following:

- The grade your child would be in if he or she were to attend public school this year.
- The suggested grade placement for your child from the Reading Placement Inventory.
- How your child reads aloud from books, and the types of books he or she can read.
  - Is he able to read the text and explain what is happening in the story?
  - Can she pronounce at least 80% of the words correctly without prompting?
- How your child reads aloud from a book that he or she has not read before.
  - Can she pronounce at least 50% of the words correctly without prompting?
  - Can he explain what is happening in the story?

You should also consider information from other reading tests your child has taken, reports from teachers, reading group placement, and lists of books your child has read successfully.