

The Primer and Elementary/Intermediate Level Placement Tests contain six tests for assessing students' decoding and encoding skills. All tests can be given in either a group setting or individually, with the exception of Test 4 (Word Reading), which must be administered individually. After administering and analyzing the tests, teachers can determine each student's skill deficits as well as where to place each student in the *Explode The Code* series. Forms to aid in assessment analysis are found at the back of this resource.

Test 1: Sound Recognition/Phonemic Awareness (Primer Level)

Test 1 assesses the student's phonemic awareness and the ability to recognize individual sounds in words. Students are asked to mark the picture that begins with the same sound as the sound the teacher says. See page 9 for directions for administering Test 1 and page 11 for analyzing the results.

Test 2: Sound-Symbol Relationships (Primer Level)

Test 2 assesses the student's ability to recognize initial sounds in words and to write the letters that represent them. After the teacher says a familiar word, students are asked to write the letter that stands for the initial sound heard in the word. See page 10 for directions for administering Test 2 and page 11 for analyzing the results.

Test 3: Spelling (Elementary/Intermediate Level)

Test 3 uses 50 high-frequency words to assess the student's encoding skills. It is assumed that if students have mastered the phonetic patterns found in these words, they will be able to generalize and spell other less common words with similar patterns. The teacher says the word, uses the word in a sentence, and then repeats the word before asking students to spell and write the word on the test form. See page 12 for directions for administering Test 3 and page 16 for analyzing the results.

Test 4: Word Reading (Elementary/Intermediate Level)

Test 4 uses 100 selected words from every level in the *Explode The Code* series to assess the student's decoding ability. The student is asked to read a list of isolated, unfamiliar words to test phonic knowledge rather than sight vocabulary or words learned previously. The teacher records the student's efforts. The student reads only words at his or her own level of learning, and testing is discontinued when the words become too difficult. See page 14 for directions for administering Test 4 and page 16 for analyzing the results.

Test 5 (Optional): Syllable Division (Elementary/Intermediate Level)

Test 5 assesses the student's knowledge of syllabication rules. Students are given a list of multisyllabic words and asked to divide each word into syllables by drawing a line between the syllables. See page 19 for directions for administering and analyzing Test 5.

Test 6 (Optional): Word Identification (Elementary/Intermediate Level)

Test 6 assesses the student's visual word-recognition ability by asking the student to find the word the teacher reads aloud from a group of similar-looking words. See page 19 for directions for administering and analyzing Test 6.

Answer Key for Test 1–6

Test 1: Sound Recognition/Phonemic Awareness (Primer Level)

- | | | |
|------------|---------------|---------------|
| 1. fan | 10. jump rope | 19. queen |
| 2. kite | 11. pin | 20. zebra |
| 3. rake | 12. net | 21. alligator |
| 4. tent | 13. lollipop | 22. umbrella |
| 5. bike | 14. goat | 23. igloo |
| 6. mop | 15. valentine | 24. octopus |
| 7. house | 16. cat | 25. envelope |
| 8. snowman | 17. wagon | |
| 9. duck | 18. yawn | |

Test 2: Sound-Symbol Relationships (Primer Level)

- | | | | | |
|------|------|------|-------|-------|
| 1. b | 4. f | 7. c | 10. n | 13. v |
| 2. p | 5. s | 8. r | 11. w | 14. d |
| 3. h | 6. g | 9. l | 12. t | 15. m |

Test 3: Spelling (Elementary/Intermediate Level)

Book 1

- cap
- hid
- fun
- pet
- job

Book 2

- flag
- drum
- sled
- swim
- fast
- spend
- stamp

Book 3

- home
- chase
- think
- when
- play
- rain
- eat
- show

Book 4

- napkin
- tiger
- funny
- apple
- between
- remember

Book 5

- painted
- coldest
- strong
- sprayed

Book 6

- crawling
- market
- morning
- dirty
- frighten
- foolish
- noisy
- cloudy

Book 7

- dance
- bridge
- write
- hours
- learning
- eighty

Book 8

- famous
- adventure
- possible
- nation
- recognize
- delicious

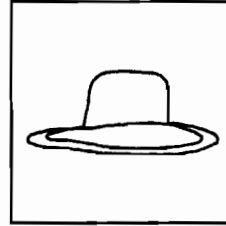
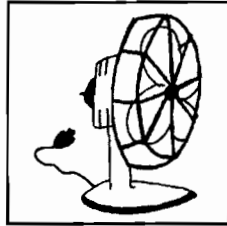
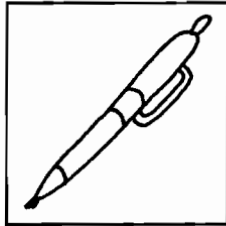
Test 4: Word Reading (Elementary/Intermediate Level)

Score Test 4 using the Teacher is Recording Form provided at the back of this resource.

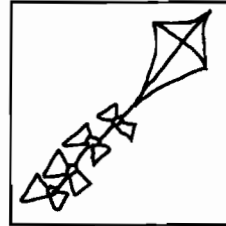
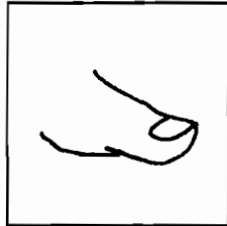
Name _____

Directions: Mark an "X" on the picture that begins with the same sound that your teacher says.

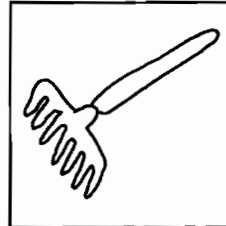
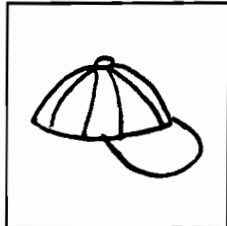
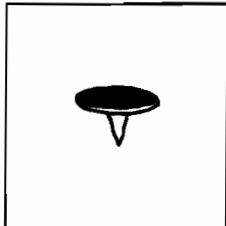
1.



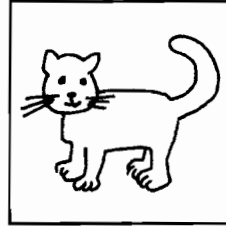
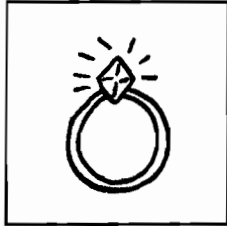
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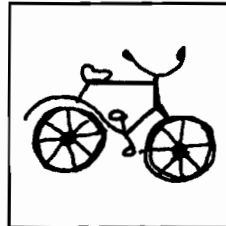
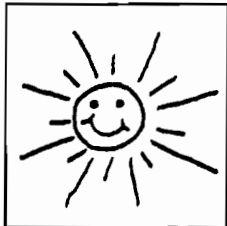
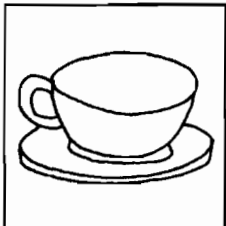
3.



4.



5.



6.

