

# **LANGUAGE!**<sup>®</sup>

The Comprehensive Literacy Curriculum

## **PLACEMENT: STUDENT EDITION**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Jane Fell Greene, Ed.D.**

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ISBN 13 Digit: 978-1-57035-547-9  
ISBN 10 Digit: 1-57035-547-9

Printed in the United States of America

Published and distributed by



**Sopris West™**  
EDUCATIONAL SERVICES

A Cambium Learning Company

4093 Specialty Place • Longmont, CO 80504 • (303) 651-2829  
[www.sopriswest.com](http://www.sopriswest.com)

70391/4-07

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# Summary Record of Placement Scores

Student's Name: \_\_\_\_\_

<b>Record of Scores</b>	<b>Placement Test 1 Test of Silent Word Reading Fluency</b>	<b>Placement Test 2 DRP® Reading Test</b>	<b>Placement Test 3 Spelling Inventory</b>
<b>Raw Score</b>	_____	_____	_____
<b>DRP® Unit Score</b>		_____	
<b>Grade Equivalent</b>	_____ (Average of Forms A and B)	_____	

## Interpretation and Recommendations

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# Placement Test 1

## Test of Silent Word Reading Fluency

### Record of Scores

Form A		Form B		Average of Grade Equivalents for Forms A and B
Raw Score	Grade Equivalent	Raw Score	Grade Equivalent	
_____	_____	_____	_____	_____

### Student Responses

Example 1      in yes go me see

Example 2      ofgoliketwobig/  
onheupyesget/

When your teacher says to begin, turn the page and start the test.



onatgetruncarisfunbluebiglikeback/  
eachmuchthreezooapplefarflywould/  
wayunderbirdfoundeggglunchyardlive/  
staygirlcakeofbutpetroomlightvery/  
pulldayiceoldeightlargewolfkeyfix/  
straightwildgrewaboveswimtrouble/  
setdrivequickkickrollbottlejollysky/  
fewdesertfaultgazepressrootcrept/  
leakjudgehoundtightbuiltcoachfresh/  
breezebulbawfulmountelvesbirthwake/  
swungmoundrentguestgullbulgenurse/  
saucequiltnavymurmurzerogravykettle/  
tigercouncilfolktuckplumjunglerhythm/  
limblilyrovemothlungfueldazzlemarcy/  
symbolboltclenchbluffhullgermthrive/  
neglectnudgefleshlurchvarietylaurel/  
drenchpulsegrieffyachtquizstaffcycle/  
emberbulkquarrycounseljurypeltfilm/  
strictdepthmuzzlefudgeficklefilter/  
lureutterbluntvaryreekgaugeutilize/  
jeernymphgiltpoachwioldprivacyfrenzy/  
molarlynchracialaccessgildjauntsurly/  
ebbdivulgegaietystaunchcliqueevolve/  
envoydirgedelvebaublenaiveductvigil/  
girthfoiblefeignauravoguetautdefer/  
fetterlewdlenientcysthulkdetervie/  
wreakcommunalduresspreceptelixir/  
sullyseculargirdrubcoerceguile/  
epochprecludepulsarvernacularquaff/  
symposiumrazeimbuejunctureneophyte/  
encomiumfecundacquiescejocund/  
egressimbrogliocajolepecuniaryfacile/



**(Stop here and wait for your teacher's direction.)**



seeheinmygogetdoupgreentwodress/  
newflewletflytaketreebuyguessput/  
overwhystaypeoplebagtryduckourall/  
auntlunchsuncrycouldfiveprizehurry/  
nightbygivecountcentpopkeptreal/  
oakbuildemptyfullsentdeepablenut/  
restwaghurtquietfoodkeyrivercomb/  
freepoundaimnetrichserveagepurple/  
dreweaglebullarrivepolestemfault/  
yetsceneoilclubgiraffeagreepolar/  
urgebuckobjectdullcreepteaafrymop/  
wigresultlickacreicysnarlhogeffect/  
woundglueaffectpoemreflectboulder/  
jugnervehuddlekeenvoteoysteryelp/  
apefileclutchsnugenvythudmiracle/  
dueoozehuewafflejestbazaarrigpelt/  
yielddiaryimpgemcyclebaldslimliar/  
vestouncelardreapnickarckilntrophy/  
siegehubdetectwiltcuethreshsulkilt/  
accessgaudyswivelpivotrelicverdict/  
edibleprivacyirkerrfestivedulyrove/  
staunchcliquephysiquedivulge/  
slurcultnaivebaublehysteriaroster/  
girthdeficientfeignensemblefoible/  
bolsterfettercommuneglutviebier/  
negligibleneuteressencelibelquibble/  
precludepreceptvernacularjuncture/  
tertiarysecularvolublepulsarguile/  
duresssullywreakepochdubcoerce/  
symposiumrazeimbuequaaffgirdacquiesce/  
egressfacileneophytecajolefecund/  
encomiumpecuniaryimbrogliojocund/





# Placement Test 2

## DRP® Reading Test

### Directions to Student

This is a test to find out how well you read. The test contains passages for you to read. Words are missing from the passage. Wherever a word is missing, there is a blank line with a number on it. Next to the passage you will find the same number and five words. Choose the word that makes the best sense in the blank.

### Record of Scores

Raw Score	DRP Unit Score	Grade Equivalent
_____	_____	_____

Next to the word fill in the bubble for the answer you have chosen.

Read Sample S-1 below and see how the right answer has been marked in your booklet. Then read Sample S-2 and fill in the bubble next to the correct answer.

### Sample Questions

It was sunny and hot for days.  
Then the S-1 changed. It turned  
cloudy and cool.

- S-1    (A) price    (B) road  
         (C) job     (D) ☒ weather  
         (E) size

It isn't safe to go out today. There  
was too much S-2 yesterday.  
Many streets are flooded with water.

- S-2    (A) rain    (B) food  
         (C) mail    (D) noise  
         (E) work

Look at the answer for Sample S-1. The letter D is marked because the word **weather** makes the best sense in the blank.

For Sample S-2 you should have filled in the bubble for the letter A because the word **rain** makes the best sense in the blank.

As you can see, you may not be sure of the answer until you have read the sentences that come after the blank. So be sure to read enough to choose your answer.

You are not expected to read at the same speed as other students or to answer the same number of items. As you work on this test you will find that the passages become harder to read. Do your best to read as many passages as you can and to answer as many items as you can. Work carefully and do not rush. You will be given as much time as you need.

Remember—mark only one answer for each item. If you want to change an answer, be sure to erase or cross out your first mark. Then mark the answer you want.



Most birds build nests. Each kind nests in a special way. The nests keep their eggs safe.

Woodpeckers nest in tree trunks. They make a hole in the trunk. They use their bills. They drill. The hole gets big. It gets deep. Wood chips fall into it. The chips are soft. They make a good nest. So the birds leave them there. The chips are not \_\_\_\_ **1** \_\_\_\_\_. The eggs are laid right on them. The chips help the eggs stay warm.

Robins nest in trees, too. They build their nests on branches. They use grass. They use sticks. Other \_\_\_\_ **2** \_\_\_\_ are also good. Robins even use paper and string. They search far for things to use. They cannot carry much. So they fly back and forth many times. Dozens of \_\_\_\_ **3** \_\_\_\_ are needed.

Robins also need mud. Sometimes they cannot find any. Then they make some. They need just two things. They need water. They also need \_\_\_\_ **4** \_\_\_\_\_. The robins mix the two together. The result is mud. The mud acts like glue. It makes the nest stick together. The nest looks like a cup. The eggs cannot roll out.

Some birds do not nest in trees. Meadowlarks nest in fields. They make a roof to cover the nest. The roof is made of grass. It hides the nest well. The nest cannot be \_\_\_\_ **5** \_\_\_\_\_. It looks like the grass around it.

Some owls nest deep in the earth. They make tunnels. The tunnels may be 10 feet long. At night the owls sleep in the tunnels. In the daytime they stand outside. They \_\_\_\_ **6** \_\_\_\_\_ the nest. Enemies cannot enter.

Marsh birds build nests on water. They use reeds. They use rushes. They use other water plants, too. The nests float. There is water all around them. The water protects the nests. Many creatures are afraid of water. They cannot \_\_\_\_ **7** \_\_\_\_\_. So they stay away.

- 1** (A) cleaned (B) counted  
(C) removed (D) found  
(E) dried

- 2** (A) forests (B) places  
(C) farms (D) seeds  
(E) materials

- 3** (A) rocks (B) meals  
(C) trips (D) cries  
(E) families

- 4** (A) food (B) nuts  
(C) sun (D) soil  
(E) parks

- 5** (A) chosen (B) seen  
(C) fixed (D) shaped  
(E) flooded

- 6** (A) fill (B) push  
(C) shake (D) seek  
(E) guard

- 7** (A) wait (B) rest  
(C) eat (D) sing  
(E) swim



For a long time, soldiers have worn armor to protect them. To work well, armor must be strong. It must also let soldiers move about. Good armor has been made of different substances.

The first armor was made of leather. The leather came from animal skins. Leather is naturally soft. But it can be made 8. This was done by boiling it. As it dried, the leather grew stiff. It made strong helmets and shields. It was too stiff for jackets, though. These were made another way. The skins were simply piled on top of each other. This 9 was easier. It also worked well. Arrows could not get through the layers. The armor was soft, so it was flexible. But it was heavy.

Soft armor was also made from layers of fabric. Different kinds of 10 were used. Cotton was the most common. This armor was made like a quilt. Its many layers were sewn together. Quilted armor was surprisingly strong. It could even stop arrows. It was also light. That was important to foot soldiers. They had to 11 a lot. Heavier armor would slow them down. It would also tire them out.

Some soldiers wore armor made of metal. The armor was often made of tiny chain links. The links made the armor flexible. It was also good protection. Metal is difficult to cut. So 12 did no harm. They just bounced off.

Metal armor was also made of solid plates. Many plates were fastened together to make each suit of armor. Plate armor was the heaviest. One suit could weigh 60 pounds. However, the soldiers who wore such armor rode horses. So they 13 much of the time. That put the burden on the horse. Plate armor was hot. But comfort was not the most important thing. Escaping injury was. Plate armor was the strongest of all. So soldiers wanted to wear it. They wanted to 14. They wanted the best protection.

- 8 (A) dark (B) hard  
(C) brown (D) smooth  
(E) narrow

- 9 (A) war (B) method  
(C) trail (D) message  
(E) journey


- 10 (A) wood (B) material  
(C) shelter (D) exercise  
(E) food

- 11 (A) practice (B) eat  
(C) sleep (D) demand  
(E) walk

- 12 (A) swords (B) mistakes  
(C) ropes (D) strangers  
(E) flames

- 13 (A) begged (B) lost  
(C) prayed (D) sat  
(E) talked

- 14 (A) live (B) see  
(C) shout (D) enter  
(E) learn



When the Vaiont Dam in the Italian Alps was finished in 1960, it was the world's second tallest dam. It converted rushing water into electricity. This new source of \_\_\_\_\_ **15** \_\_\_\_\_ was welcomed. Needed energy flowed to the region's factories and towns.

- 15** (A) defense (B) shelter  
(C) power (D) credit  
(E) information

The dam blocked the waters of the Vaiont River. These waters filled the mountain basin behind the dam. A new \_\_\_\_\_ **16** \_\_\_\_\_ was thus created. This body of water, the reservoir, put pressure on surrounding rocks. It pressed against nearby Mount Toc, which had an unstable slope. The mountain was filled with cracks and hollows. Engineers knew that enough pressure could cause a major landslide. The dam might be \_\_\_\_\_ **17** \_\_\_\_\_. They took steps to prevent this.

- 16** (A) lake (B) hill  
(C) forest (D) road  
(E) city

- 17** (A) used (B) guarded  
(C) destroyed (D) controlled  
(E) extended

It was decided not to fill the reservoir too high. The \_\_\_\_\_ **18** \_\_\_\_\_ of water was checked carefully. If it rose, water was released. In addition, markers were placed on the mountain. Distances between them were recorded. That way, shifts in the mountain slope could be seen. The slope was indeed found to be \_\_\_\_\_ **19** \_\_\_\_\_. The rate of slide, however, was low. So in April 1963, the reservoir's limit was raised.


- 18** (A) color (B) level  
(C) taste (D) smell  
(E) temperature

- 19** (A) burning (B) forming  
(C) drying (D) cooling  
(E) moving

Autumn brought heavy rains, and water rose behind the dam. Mount Toc's downward slide increased. Workers released water, trying to drop the pressure. However, they could not lower it enough. On October 9, a mile-long slope of Mount Toc collapsed. It crashed into the reservoir. The impact pushed tons of water hundreds of feet up the canyon walls. Then this huge \_\_\_\_\_ **20** \_\_\_\_\_ plunged over the dam. It drowned every observer. It also knocked out communication lines. This meant the valley could not be \_\_\_\_\_ **21** \_\_\_\_\_. A 230-foot-high wall of water smashed the unsuspecting town of Longarone downstream. For miles, the valley was flooded. Many died. Yet the dam itself was barely harmed. It stood, as it does today, holding back a mountain of earth.

- 20** (A) machine (B) tree  
(C) railway (D) wave  
(E) foundation

- 21** (A) farmed (B) warned  
(C) mapped (D) taxed  
(E) settled



Birds such as blue jays are vital to the dispersal of acorns, the seeds of the oak. Acorns are relatively heavy seeds. Unlike other kinds of seeds, they cannot be carried by the wind. They are not \_\_\_\_\_ **22** \_\_\_\_\_ enough. Yet seedlings often sprout miles from the parent oaks. The blue jays' methods of food collection and storage are largely responsible for this extensive dispersal.

Blue jays collect ripe acorns from nut-bearing oaks in summer and fall. Through a simple trial-and-error process, only healthy nuts are selected. The jays shake each nut that they pick up. Those that rattle, a sign of decomposition, are rejected. \_\_\_\_\_ **23** \_\_\_\_\_ apparently assists the birds in making their selection.

The jays transport a great many nuts each fall. In one study, just 50 birds collected 150,000 acorns from a small stand, or group, of oaks in less than a month. Such large \_\_\_\_\_ **24** \_\_\_\_\_ have great importance. They guarantee a more-than-adequate winter food supply for the jays. They also guarantee a surplus, resulting in unconsumed acorns that have the chance to sprout and grow. New \_\_\_\_\_ **25** \_\_\_\_\_ can someday result.

The manner in which the nuts are stored keeps them in good condition. After carrying the nuts to their territory, the jays insert them in soft soil or under thick grass. The birds use additional plant matter to cover their storage places. That is how they \_\_\_\_\_ **26** \_\_\_\_\_ the nuts. The protective covering reduces the quantity of acorns found by other animals. The covering also keeps the nuts from drying out.

The jays are especially important to acorn dispersal in areas where stands of oaks are no longer part of the continuous woodland. Instead, the oaks are \_\_\_\_\_ **27** \_\_\_\_\_. Housing developments and highways may intervene. Animals do not move about well in such areas. Birds, however, travel freely. The ability to \_\_\_\_\_ **28** \_\_\_\_\_ makes the difference. Because of blue jays, new oaks grow in fallow fields and empty lots.

- 22**    (A) big                      (B) dark  
         (C) light                 (D) strong  
                                    (E) smooth

- 23**    (A) Size                    (B) Color  
         (C) Shape                (D) Sound  
                                    (E) Position

- 24**    (A) rocks                  (B) numbers  
         (C) gardens              (D) branches  
                                    (E) holes

- 25**    (A) trees                    (B) limits  
         (C) wounds                (D) tracks  
                                    (E) measures

- 26**    (A) hide                    (B) eat  
         (C) smell                 (D) break  
                                    (E) share

- 27**    (A) needed                 (B) examined  
         (C) burned                (D) improved  
                                    (E) separated

- 28**    (A) fly                      (B) hunt  
         (C) lead                    (D) work  
                                    (E) whistle

Deserts are the driest, and often the hottest, places on our planet. Yet many plants thrive in deserts. These plants can survive the heat and the long desert droughts. They are suited to such 29. Desert plants can be divided into two groups depending on how they cope with the harsh desert climate. One group might be called "drought resisters." The other group might be named "drought escapers." Each group has its own ways of surviving in the desert. Each 30 differently.

Most drought resisters survive by soaking up as much rain as possible and retaining the water for use during periods of drought. Cacti are drought resisters. They have shallow roots that spread out widely around them. These roots catch any rainwater that reaches the ground. That is because the roots are near the 31. Cacti store the water in their fleshy bodies. They live on it during times of drought.

Other drought resisters survive by keeping rainwater in large underground bulbs called tubers. The tubers supply the plants with moisture throughout the year, even when there is no rain. The water 32. Desert trees resist drought in a different way. They extend roots deep into the ground until they reach underground springs or pools. The trees live on this water. Local rainfall is not 33.

Drought-escaper plants need frequent rainfall. Drought kills these plants. They can live only during the desert's brief rainy season. Their lives are 34. Before they die, though, drought-escaper plants make many seeds. The seeds are produced in colorful flowers that bloom after a heavy rain. When drought comes again, the flowers and plants die. The seeds live, though, resting in the sandy ground throughout the drought. The 35 preserves them. In this way, the seeds survive the dry season. When it rains again, the seeds grow into new drought-escaper plants.

- 29 (A) shade (B) motion  
(C) food (D) wind  
(E) conditions

- 30 (A) burns (B) ages  
(C) acts (D) declines  
(E) recovers

- 31 (A) crops (B) stream  
(C) rock (D) leaves  
(E) surface

- 32 (A) lasts (B) increases  
(C) cools (D) floods  
(E) disappears

- 33 (A) reduced (B) delayed  
(C) shared (D) required  
(E) measured

- 34 (A) simple (B) short  
(C) better (D) secure  
(E) similar

- 35 (A) oil (B) stone  
(C) wood (D) earth  
(E) sun



Plywood is a widely employed building material. Unlike boards of lumber, which are solid pieces of wood, plywood consists of layers that have been glued together. These layers, called plies, are obtained by shaving thin sheets of wood off freshly cut logs. Since fresh wood contains too much moisture for glue to adhere properly, the pieces are heated in a kiln before they are assembled. This 36 the wood. Adhesive is then spread on the sheets and they are pressed together to form a board. That is how plywood is 37.

Plywood almost always consists of an odd number of layers, usually three, five, or seven. These are assembled so that the grain of each layer runs at right angles to that of the adjacent layer. Having an odd number of plies running crosswise balances and stabilizes the construction. That is why the layers are 38 this way.

Because of the method of its construction, plywood has greater strength than lumber of comparable thickness and is less prone to splitting. It has other 39 as well. A board of lumber can be no wider than the diameter of the tree from which it was cut. A plywood sheet has no such 40. By gluing sections of wood side by side, plywood can be manufactured into panels of specified dimensions, an important consideration wherever large areas require spanning.

Moreover, large spans can be covered economically, since the interior plies can be made of woods of lower grades. Such 41 is adequate for this purpose. Utilizing wood unsuitable for lumber boards helps control costs. In situations where the plywood will ultimately be hidden from view, as in ceilings and walls, the entire panel can consist of inexpensive softwoods. The fact that such panels may be unattractive in appearance does not affect their usefulness. The plywood will not be 42. Where appearance is critical, as in furniture, an outer veneer of attractive wood can be applied.

- 36 (A) matches (B) dries  
(C) moves (D) breaks  
(E) stretches

- 37 (A) stored (B) nailed  
(C) cleaned (D) priced  
(E) produced

- 38 (A) arranged (B) lifted  
(C) measured (D) cooled  
(E) stripped

- 39 (A) marks (B) sources  
(C) names (D) finishes  
(E) advantages

- 40 (A) limit (B) color  
(C) design (D) market  
(E) smell

- 41 (A) speed (B) height  
(C) quality (D) detail  
(E) machinery

- 42 (A) supported (B) bent  
(C) removed (D) seen  
(E) framed



Washington, D.C., is one of the few world capitals built expressly as a seat of government. The idea of a federal city seems to have originated after Pennsylvania's troops refused in 1783 to guard Congress against a mob of unpaid soldiers in Philadelphia. Thereafter, Congress wanted a separate territory where it would have certain powers. It would not have to depend on any state for 43. It could protect itself.

- 43 (A) defense (B) money  
(C) reports (D) supplies  
(E) direction

George Washington hired a French engineer and artist, Pierre-Charles L'Enfant, to plan the city on a hilly, wooded site along the Potomac River. From the beginning, L'Enfant pictured the capital as a grand city worthy of a great nation. His focus was on the 44. Others lacked L'Enfant's vision, seeing only forest and fields. Called "Capital of Miserable Huts" by members of Congress, the city had fewer than 5,000 residents by 1808, though development had begun 15 years earlier. Many people believed the capital would never be 45. Only after the War of 1812 did it receive widespread public acceptance.

- 44 (A) future (B) expense  
(C) workers (D) weather  
(E) trees

- 45 (A) ruined (B) located  
(C) reached (D) surrounded  
(E) established

Although L'Enfant claimed his plans were original, many of his ideas seem to have come from Paris, his native city. This 46 is shown in several ways. Like Paris, L'Enfant's Washington had broad streets and long, diagonal avenues with open spaces for gardens, fountains, and statues. L'Enfant situated the Capitol and the White House, the main buildings of the city, on two high hills, in the style of certain French estates. Thus, the buildings are easily 47. L'Enfant believed this elevation would make them more impressive.

- 46 (A) duty (B) division  
(C) fault (D) influence  
(E) authority

- 47 (A) painted (B) cleaned  
(C) entered (D) viewed  
(E) destroyed

Features basic to L'Enfant's plan are thought by some to conflict with modern needs. Intersections containing parks and monuments now disrupt city thoroughfares. Therefore, it can be difficult to 48. Moreover, expanding government functions have required more construction, upsetting the original plan. However, efforts to 49 the plan are underway. Designing new buildings to blend in with older ones is but one attempt to restore L'Enfant's historic vision.

- 48 (A) hear (B) travel  
(C) learn (D) judge  
(E) breathe

- 49 (A) prepare (B) recover  
(C) display (D) announce  
(E) understand



# Placement Test 3

## Spelling Inventory

### Record of Scores

Raw Score

### Student Responses

Write the words that your teacher dictates.

- |           |           |
|-----------|-----------|
| 1. _____  | 16. _____ |
| 2. _____  | 17. _____ |
| 3. _____  | 18. _____ |
| 4. _____  | 19. _____ |
| 5. _____  | 20. _____ |
| 6. _____  | 21. _____ |
| 7. _____  | 22. _____ |
| 8. _____  | 23. _____ |
| 9. _____  | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | 26. _____ |
| 12. _____ | 27. _____ |
| 13. _____ | 28. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |

