



LANGUAGE![®]

The Comprehensive Literacy Curriculum

PLACEMENT: TEACHER EDITION

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Sopris West™

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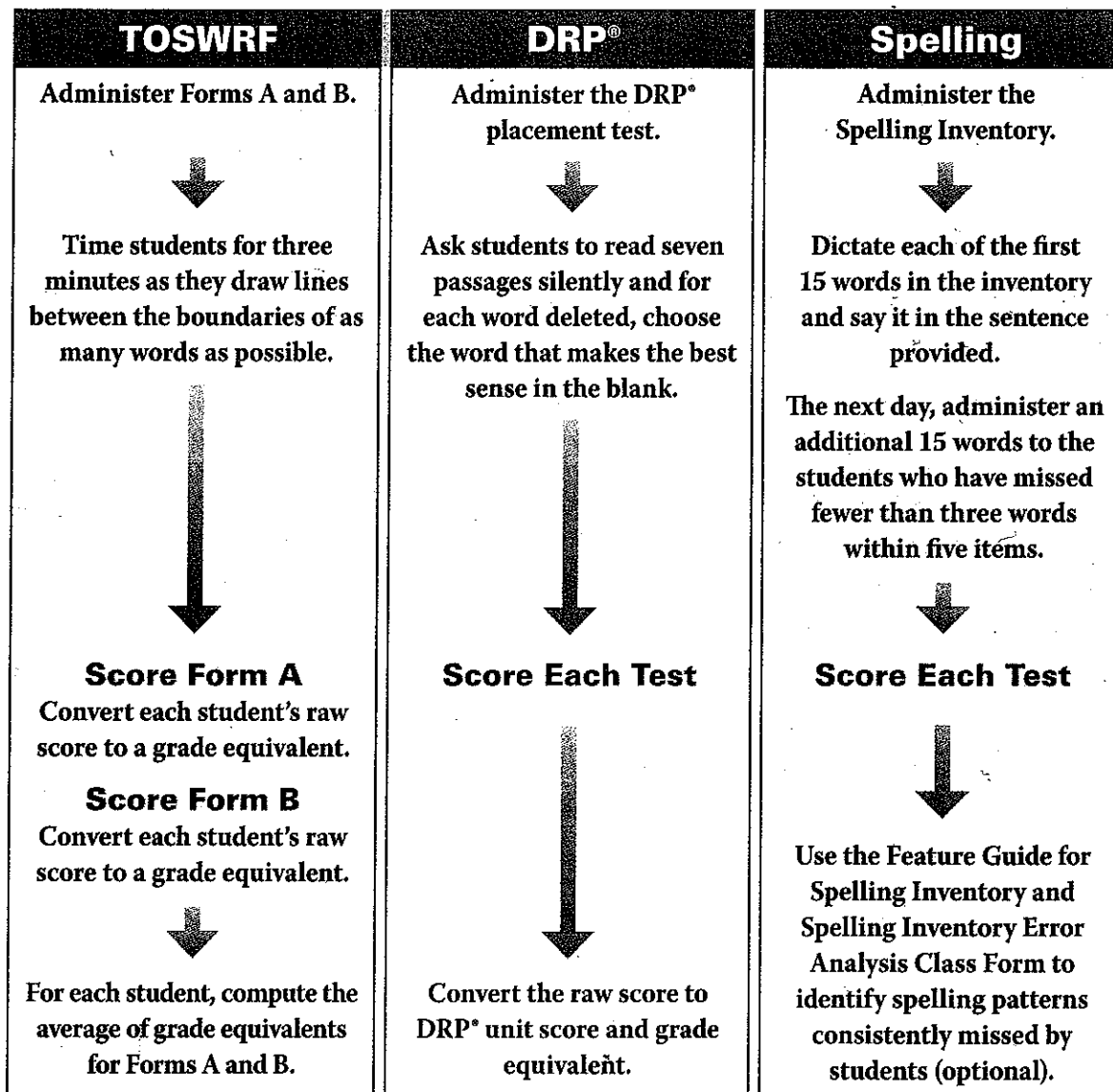
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Administering and Scoring the Tests and Interpreting the Results

Overview

The directions for administering and scoring, as well as interpreting placement test results, are spelled out for the TOSWRF (pages 11–19), the DRP® reading test (pages 19–23) and the Spelling Inventory (pages 23–26). See the chart below for an overview of the administration and scoring process.

Administration and Scoring of Placement Tests



Record scores for each student on the Summary Record Form in the *Placement: Student Edition* booklet. Transfer students' scores onto the reproducible Placement Results Class Roster (see Appendix D). See page 28 for using test scores to make placement decisions.

Alternatively, enter raw scores in the *Online Assessment System* to view grade equivalent, DRP® unit scores, and placement and pacing recommendations.

Anyone can score the TOSWRF provided he or she has done the following:

- read this section thoroughly or received special in-service training on scoring the test
- scored the ten scoring exercises provided in Appendix A. The scoring exercises in Appendix A are provided to ensure standardized scoring of the TOSWRF. A table with the correct scores for the sample forms can be found at the end of Appendix A. *Do not attempt to score the TOSWRF until your practice scores equal the correct scores.* If you do not understand why a particular example item was scored a certain way, review the scoring instructions provided later in this section.

Eligibility Criteria

- Do not give the TOSWRF to students younger than 6 years 6 months (6–6) or older than 17 years 11 months (17–11).
- Do not score this test if the student:
 - does not correctly identify all of the practice items
 - has a noticeable motor problem that affects eye/hand coordination

Administering the TOSWRF

To administer the TOSWRF Forms A and B for placement, you will need the following:

- The *Placement: Student Edition* booklets
- A stopwatch or a watch or clock with a second hand or a timer.

Students will need a sharp pencil or a pen.

Students are allowed exactly three minutes to complete each form. This test is usually administered to groups, but may be administered individually. Instructions that the examiners say out loud to students are printed in the next section.

Group Administration

Use the following instructions for group administration.

Step 1: Before administering the test, print the two examples shown on page 3 in *Placement: Student Edition* on a chalkboard, dry-erase board, or overhead projector so the letters are clearly visible to the students being tested.

Step 2: Have students turn to page 3 in the *Placement: Student Edition* booklet. Check to see that students are on the correct page.

Step 3: Then say, **Do not turn the page until I tell you to.** Once all students have opened to the correct page say, **Look at the first row of words on the bottom of the page.** Hold up a student's booklet for the class to see and point to the first row of words labeled "Example 1." Then refer to the example rows printed on the chalkboard and say, **See how the word "in" stops here just before the word "yes" begins? Draw a line right between "in" and "yes".** Demonstrate this on the board by drawing a line between "in" and "yes" on the board. Say:

Now draw a line right between "yes" and "go". Pause. Next, draw a line between "go" and "me" and between "me" and "see". Finish the first example row on the board to demonstrate where the lines should go.

in|yes|go|me|see

Say: Remember, the line goes exactly where one word ends and the next starts. There are no extra letters between words. If you make a mistake, don't try to erase it. Just make a cross through the top of the wrong line and put a new line where you think it should go. Demonstrate this on the chalkboard by placing a mark in the middle of the word *yes* and then correcting it.

in|~~yes~~|go|me|see

Say: Now look at the next two rows of words on your form. These words are run together. Just like before, you should draw a line each time a word ends and a new word begins. Draw your lines clearly between the words and try not to touch any letters. If you make a mistake, be sure to make a cross through the top of the wrong line and draw another line where you think it should go. Now, do these two lines.

ofgoliketwobig/
onheupyesget/

Check the work of each student being tested. If someone does not understand the task, instruct the student until he or she completely understands the task.

Step 4: Once the students have successfully completed the practice items, say: Now I want you to do some more like the ones you just did. Remember, if you draw the line in the right place, a real word will be on each side of the line with no extra letters between them. The line will be between two words. None of the words will be names of people. This time you will have three minutes to find as many words as you can. (Turn the next page in a student booklet and show the second page of the Student Record Form.) When I say "begin" you will start here, (point to upper left corner) and keep going to the end of the row. When you complete a row, go to the next one. Don't skip any rows, and don't draw a line at the beginning or end of the rows. If you don't see a word you know, keep going until you do see a word you know. Remember to work as fast as you can without making mistakes. If you do draw a line in the wrong place, don't try to erase it. Just put a cross

through the top of the wrong line (point to the previous example on the board) and draw a new line where you think it should go.

Say: **Now, turn the page.** Pause. **Begin.** Begin timing. After exactly three minutes, say: **Stop.**

Check the work of each student being tested. If someone did not understand the task, instruct the student until she or he completely understands the task. Then, administer Form B. Say: **Now I want you to do what you just did again.** (Turn the next page in a student booklet and show the next Student Record Form.) **When I say "begin" you will start here** (point to the upper left corner). **You will have three minutes to find as many words as you can.**

Say: **Now, turn the page.** Pause. **Begin.** Begin timing. After exactly three minutes, say: **Stop.**

Individual Administration

Use the same instructions for individual administration as those for group administration. However, instead of writing the examples on a board, point to and demonstrate the examples in the *Placement: Student Edition* booklet.

Scoring the TOSWRF

Scoring the TOSWRF is quick and easy.

If the student successfully completed all of the example items, do the following:

1. Begin scoring with the last row that was attempted by the student.
2. Go backward until you reach the point where the student correctly identified all of the words on two consecutive rows or until all words have been scored. Figure 1 shows two rows in which every word is correctly identified.
 - A word is correctly identified when a line is clearly drawn separating one word from another word.
 - Disregard any lines drawn before the first word on a row or after the last word on a row.

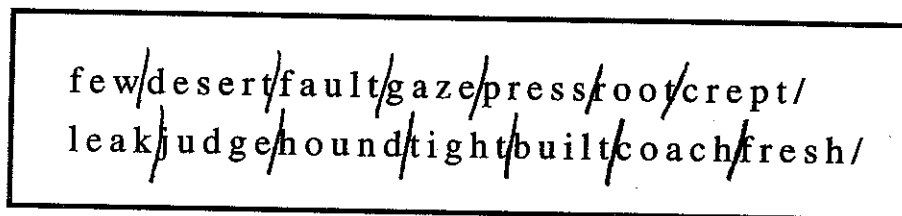


Figure 1. Student has correctly identified every word.

3. Work backward from the end of the student's marking to the beginning of the test, until you reach two consecutive correct rows. Stop scoring and award the student 1 point each for all the possible words from that point to the beginning (whether the student identified them correctly or not). Also award 1 point for each actual word correctly identified in and after the two consecutive rows that were passed.

- On those occasions when the student does not identify all the words correctly for two consecutive rows, the total TOSWRF raw score is the sum of all correctly identified words.

The scoring key for Forms A and B of the TOSWRF can be found in Appendix B on pages 46–47. For scoring convenience, the key provides the word count for each row in the far left column and the cumulative word count in the far right column.

Before attempting to score the TOSWRF, practice the scoring exercises provided in Appendix A. The correct scores for these exercises are provided at the end of Appendix A. Compare your scores with the correct scores provided in the table. *Do not attempt to score the TOSWRF in an actual testing situation until your scores match the correct scores.*

Although it is relatively easy to score the TOSWRF, some scoring situations need special attention. The following sections address these situations: namely, skipped rows, misplaced lines, problem letters, self-corrections, and words inside or between words.

Skipped Rows

Before scoring a student's TOSWRF performance, check the Student Record Form for any skipped rows. The student is allowed to skip only one row on Form A or Form B. If the student has skipped one row, that row receives a score of 0, and the rest of the rows are scored as usual. If the student has skipped more than one row, the test is considered invalid and should not be scored. Only use the student's score on the alternate form of the TOSWRF.

Misplaced Lines

A line may be partially drawn over a letter only to the extent that more of the letter appears on the side of the letter closest to the letters that comprise the word (i.e., the line does not cross the midpoint of the letter). In Figure 2, for example, the line is partially drawn over the letter **d** in **diary**. Most of the letter is visible on the side nearest the letters that comprise the word. Therefore, the student should receive credit for both **yield** and **diary**. This row would receive a score of 8 points.

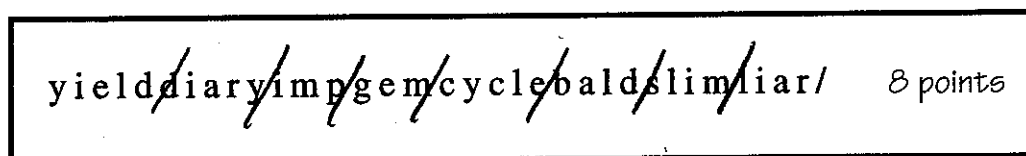


Figure 2. Student receives credit for *yield* and *diary*.

If a line is drawn over a letter so that less of the letter is visible on the side closest to the letters that comprise the word, the word in question and the adjacent word are scored as incorrect.

Administering and Scoring the Tests and Interpreting the Results

In Figure 3, for example, the student's line is drawn directly over the middle of the letter *e* in the word *like*. Therefore, the student should not receive credit for either *like* or *back*. This row would receive a score of 9 points.

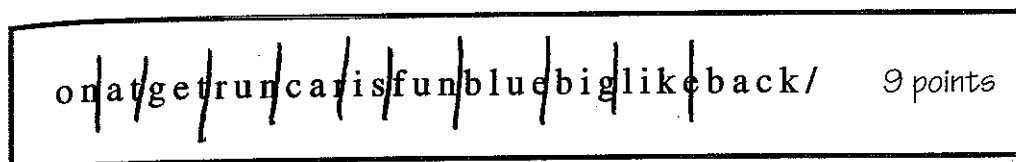


Figure 3. Student does not receive credit for *like* and *back*.

Sometimes a student fails to draw a line that fully separates two words. When this happens, the score should be based on where the line would extend if it were fully drawn. For example, in Figure 4, the scorer must interpret where two lines would extend if they had been fully drawn. *Aunt* and *lunch* are not credited because an extension of the first line would make the line incorrect. However, *sun* is credited because the extension of the second line would be correct. This row would receive a score of 6 points.

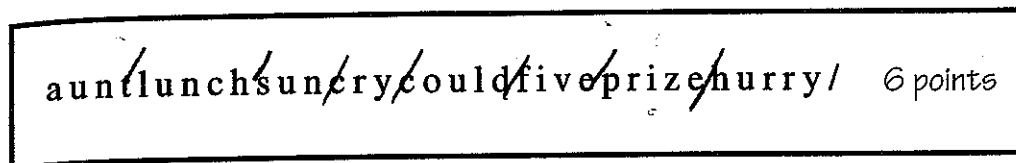


Figure 4. Student does not receive credit for *aunt* and *lunch*, but does receive credit for *sun* and *cry*.

If the student draws a line with a strong right or left slant, the word is considered correct provided the line does not extend more than halfway above or below the midpoint of the letter on the correct side of the letter. In Figure 5, the student should be credited for both *yard* and *live* in Row 1 but should not be credited for the words *at* and *get* in Row 2. Row 2 would receive a score of 9 points, and Row 1 would receive a score of 8 points.

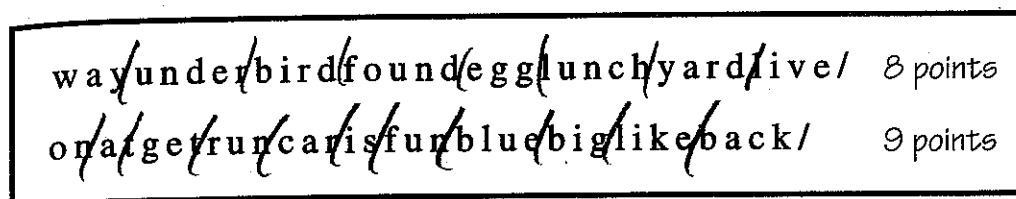


Figure 5. In Row 1, student receives credit for *yard* and *live*. In Row 2, student does not receive credit for *at* and *get*.

Problem Letters

Because it is difficult to determine the midpoint of **b**, **p**, **d**, **h**, and **k**, these letters are more difficult to score than others. Consider the letter **b** in Figure 6. The student should be credited

for the words **under** and **bird** in Row 1 but should not be credited for the words **blue** and **big** in Row 2. Row 1 would receive a score of 8 points and Row 2 would receive a score of 9 points.

way/under/bird/found/egg/lunch/yard/live/	8 points
on/at/get/fun/car/is/fun/blue/big/like/back/	9 points

Figure 6. In Row 1, student receives credit for *under* and *bird*. In Row 2, student does not receive credit for *blue* and *big*.

Some letters, such as **l**, **t**, **r**, and **f**, are also occasionally problematic. A line drawn down the middle of these letters would be scored as incorrect. For example, in Figure 7 the student should not be credited for the words **vest** and **ounce** but should be credited for the words **kiln** and **trophy**. The score for this row is 6 points.

ves/ounce/ard/teap/hick/arckiln/trophy/	6 points
---	----------

Figure 7. Student receives credit for *kiln* and *trophy*, but does not receive credit for *vest* and *ounce*.

Self-Corrections

Although students are told to self-correct in a particular manner, you should accept any self-correction where the intent of the student is clearly evident. In Figure 8, for example, Row 1 shows the proper method of self-correction (score = 11 points). Rows 2 and 3 demonstrate deviant self-corrections that should also be credited (scores = 8 points and 9 points, respectively). However, the self-correction in Row 4 is unclear; therefore, the words **kick** and **roll** should be scored as incorrect (score = 6 points).

on/at/get/fun/car/is/fun/blue/big/like/back/	11 points
way/under/bird/found/egg/lunch/yard/live/	8 points
pull/day/ice/old/eight/large/wolf/key/fix/	9 points
set/drive/quick/kick/oll/bottle/olly/sky/	6 points

Figure 8. In Row 1, student receives credit for *like* and *back*. In Row 2, student receives credit for *found* and *egg*. In Row 3, student receives credit for *ice* and *old*. In Row 4, student does not receive credit for *kick* and *roll*.

Administering and Scoring the Tests and Interpreting the Results

Words Inside or Between Words

Although we attempted to remove all words within or between words, some common words could not be avoided (e.g., the words used to represent a musical scale [do, re, mi, fa, so, la, ti]). If the student identifies a real word occurring inside a word or between two words, the student should not be given credit for that word because the line has not been inserted where one word ends and another starts.

Interpreting TOSWRF Results

Recording, analyzing, and using TOSWRF results requires the following information:

- How to record the scores
- How to interpret the various types of scores yielded by the test
- Understanding what the TOSWRF measures

Recording of TOSWRF Scores

Step 1: In the section "Record of Scores" on the TOSWRF student answer form in the *Placement: Student Edition* booklet, page 3 the teacher records:

- The student's raw score for each Form A and B of the TOSWRF.
- Grade equivalent for each Form A and B. Raw scores for each Form A and B are converted to grade equivalents using the table on pages 54–55. For example, a raw score of 90 on Form A converts to a grade equivalent of 5.0 using the table.
- Average of grade equivalents for Forms A and B for the purpose of making placement decisions (see instructions below for calculating the average grade equivalent).

Average of Grade Equivalents for Forms A and B: The student's grade equivalent for placement is determined by taking the average of the grade equivalents for Forms A and B. To calculate the average of two grade equivalents, add the grade equivalents together and divide by 2. For example, Bob has grade equivalents for two forms (5.2 and 4.4). These total 9.6 divided by 2, which equals 4.8. For the purpose of using the placement decision-making process, do not round upward.

Step 2: Transfer the scores from the student answer form to the Summary Record of Placement Scores in the *Placement: Student Edition* booklet, page 2.

Step 3: Add notes about interpretations of placement results, recommendations for further assessment, and suggestions for interventions. Comments that relate to the validity of the tests' results, such as "student seemed tired," are also appropriate here.

Step 4: Transfer the scores to the reproducible Placement Results Class Roster in Appendix D, pages 58–59.

Alternatively, raw scores can be entered in the *Online Assessment System*. The Web-based data entry and reporting system converts raw scores to grade equivalents, reports students' scores and recommendations for placement and pacing.

Test Scores and Their Interpretation

The TOSWRF yields two types of scores: raw scores and grade equivalents. [Readers interested in standard scores and percentiles should refer to Mather, Hammill, Allen, and Roberts (2004).]³ The examiner should be aware of each type of score and how it should be interpreted, as well as the shortcomings of these scores and cautions about their use.

Raw Scores

The TOSWRF raw score is the total number of words correctly identified on Form A or Form B. Because of slight variations in the words included on each of these forms, these scores are of little clinical value.

Grade Equivalents

The grade equivalent for the TOSWRF is:

- called a “reading grade equivalent.”
- reported in terms of years and months. If, for example, a student’s grade equivalent on the TOSWRF is reported as 5.4, it means that the student’s performance is similar to that of students in the fourth month of the fifth grade.
- found by converting raw scores using the table on pages 54–55. For example, a Form B raw score of 87 yields a grade equivalent of 5.0.

What the TOSWRF Measures

The TOSWRF is primarily a measure of speed of word identification (i.e., reading fluency). However, it also measures word comprehension, and therefore, general reading ability. See the *TOSWRF Examiner’s Manual* (Mather et al., 2004) for results on the relationship between performance on the TOSWRF and measures of comprehension.

Placement Test 2: DRP® Reading Test

This section contains important information on how to administer and score the DRP® test, as well as how to interpret and use the DRP® reading test results.⁴ Those interested in DRP® normative data, and/or validity and reliability results should see *DRP Norms* (TASA, 2000) and the *DRP Handbook* (TASA, 2000)⁵.

³ Mather, N., D. Hammill, E. Allen, and R. Roberts. (2004). *Test of Silent Word Reading Fluency (TOSWRF)*. Austin, TX: PRO-ED, Inc.

⁴ These sections have been adapted from the *DRP Handbook* with permission from Touchstone Applied Science Associates (TASA), Inc.

⁵ Touchstone Applied Science Associates, Inc. (2002). *DRP Norms: Primary and Standard DRP Test Forms*. Brewster, NY: Author.

Touchstone Applied Science Associates, Inc. (2002). *DRP Handbook: J & K Test Forms*. Brewster, NY: Author.

Administering the DRP® Reading Test

Have students open to page 7 in their *Placement: Student Edition* booklets. Make sure students are on the correct page.

One way to provide students an opportunity to practice standardized test-taking procedures is to have students transfer their answers onto a student answer form. A reproducible Student Answer Form and a corresponding scoring key can be found on pages 49–50. To use a Student Answer Form, distribute a form to each student and ask them to write their names and the date on the form before reading the directions. **Do not use the Student Answer Form with students who are below grade 4.**

Step 1: Say: Find where it says “Directions to the Student” (point). Read silently while I read out loud. (Read directions to the students.) This is a test to find out how well you read. The test contains passages for you to read. Words are missing from the passages. 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.

- If students are using the separate answer form, then say: On your answer sheet, find the same number as the blank. Mark the letter for the answer you have chosen.
- Otherwise, say: Fill in the bubble next to the answer you have chosen.

Say: Read sample S-1 below (point) and see how the right answer has been marked on your answer sheet. Then read sample S-2 and mark the answer on your answer sheet.

Teachers should not read the sample items out loud. (They are printed here only for the teacher’s information.)

Give students time to do both items by themselves. Then proceed to Step 2 below.

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

Step 2: After students have done both items, say:

Now look at the rest of the directions after the samples. Read them silently while I read them out loud.

Look at the answer for Sample S-1. The letter D is filled in 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 “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.

If students are using the separate answer form, say: Also, remember to mark all your answers on the separate answer sheet.

Turn the page in your booklet and begin the test.

After students have begun the test:

- Check to make sure that each student is following the directions.
- You may help individual students, as long as assistance is limited to mechanical aspects of marking answers and clarifying directions. DO NOT do the following:
 - indicate a correct answer
 - tell students words in the passage
 - provide clues for answering an item
- If a student is marking answers without reading test items, encourage the student to study each item carefully.

After students have done all they can:

- Tell students to stop and collect all the *Placement: Student Edition* booklets.

Scoring the DRP® Reading Test

Step 1: Score test forms using the DRP® Reading Test scoring key (page 48) or DRP® Student Answer Form Key (page 50) in Appendix B. The raw score is the total number of items answered correctly.

Step 2: Use the conversion table on page 56 to convert raw scores to DRP® unit scores and grade equivalents (see sections on page 22 for an explanation of DRP® unit scores and grade equivalents).

Spelling Inventory

1. fan	Turn on the fan to cool down the room. <i>fan</i>
2. dig	Do not dig the hole too deep. <i>dig</i>
3. rob	It is illegal to rob a bank. <i>rob</i>
4. bed	I hopped out of bed this morning. <i>bed</i>
5. ship	The ship sailed around the island. <i>ship</i>
6. when	When will you come back? <i>when</i>
7. lump	He had a large lump on his head. <i>lump</i>
8. hope	I hope I get what I want. <i>hope</i>
9. float	I can float on the water with my new raft. <i>float</i>
10. train	I rode the train to the next town. <i>train</i>
11. place	I held her place in line. <i>place</i>
12. drive	I learned to drive a car. <i>drive</i>
13. bright	The sun was so bright I had to cover my eyes. <i>bright</i>
14. throat	She had a sore throat. <i>throat</i>
15. dream	I often dream of traveling around the world. <i>dream</i>
16. spoil	The food will spoil if it is not kept cool. <i>spoil</i>
17. serving	The restaurant is serving dinner tonight. <i>serving</i>
18. chewed	The dog chewed up my favorite sweater yesterday. <i>chewed</i>
19. carries	She carries apples in her basket. <i>carries</i>
20. marched	We marched in the parade. <i>marched</i>
21. shower	The shower in the bathroom was very hot. <i>shower</i>
22. bottle	The cowboy fed the calf through a bottle. <i>bottle</i>
23. favor	He did his brother a favor by taking out the trash. <i>favor</i>
24. ripen	The fruit will ripen over the next few days. <i>ripen</i>
25. cellar	I went down to the cellar for the can of paint. <i>cellar</i>
26. pleasure	It was a pleasure to listen to the choir sing. <i>pleasure</i>
27. fortunate	It was fortunate that the driver had snow tires during the snowstorm. <i>fortunate</i>
28. confident	I am confident that we can win the game. <i>confident</i>
29. civilize	They had the idea that they needed to civilize the wilderness. <i>civilize</i>
30. opposition	The coach said the opposition would give us a tough game. <i>opposition</i>

Adapted with permission from Bear, Donald R., Invernezzi, Marcia; Templeton, Shane R.; Johnston, Francine, *Words their way: Word study for phonics, vocabulary, and spelling instruction*, 2nd edition, ©Adapted with permission of Pearson Education, Inc., Upper Saddle River, NJ.

Appendix B—TOSWRF and DRP® Scoring Keys

Number of Words in a Row	TOSWRF Form A	Cumulative Number of Words on Form
11	on at ge tr un car is fun blue big like back/	11
8	each much three zoo apple far fly would/	19
8	way under bird found egg lunch yard live/	27
9	stay girl cake of but pet room light very/	36
9	pull day ice old eight large wolf key fix/	45
6	straight wild grew above swim trouble/	51
8	set drive quick kick roll bottle jolly sky/	59
7	few desert fault gaze press root crept/	66
7	leak judge hound tight built coach fresh/	73
7	breeze bulb awful mount elves birth wake/	80
7	swung mound rent guest gull bulge nurse/	87
7	sauce quilt navy murmur zero gravy kettle/	94
7	tiger council folk tuck plum jungle rhythm/	101
8	limb lily rove moth lung fuel dazzle mercy/	109
7	symbol bolt clench bluff hull germ thrive/	116
6	neglect nudge flesh lurch variety laurel/	122
7	drench pulse grief yacht quiz staff cycle/	129
7	ember bulk quarry counsel jurypelt film/	136
6	strict depth muzzle fudge fickle filter/	142
7	lure utter blunt vary reek gauge utilize/	149
7	jeer nymph gilt poach wield privacy frenzy/	156
7	molar lynch racial access gild jaunt surly/	163
6	ebb divulge gaiety staunch clique evolve/	169
7	envoy dirge delve bauble naive duct vigil/	176
7	girth foible feign auravogue taut defer/	183
7	fetter lewd lenient cyst hulk deter vie/	190
5	wreak communal duress precept elixir/	195
6	sully secular gird dub coerce guile/	201
5	epoch preclude pulsar vernacular quaff/	206
5	symposium raze imbue junction neophyte/	211
4	encomium fecund acquiesce jocund/	215
5	egress imbrogli cajole pecuniary facile/	220

Number of
Words in
a Row

TOSWRF Form B

Cumulative
Number of
Words on Form

11	see he in my go et do up green two dress/	11
9	new flew let fly take tree buy guess put/	20
9	over why stay people bag try duck our all/	29
8	aunt lunch sun cry could five prize hurry/	37
8	night by give count cent pop kept real/	45
8	oak build empty full sent deep able nut/	53
8	rest wag hurt quiet food key river comb/	61
8	free pound aim net rich serve age purple/	69
7	drew eagle bull arrive pole stem fault/	76
7	yet scene oil club giraffe agree polar/	83
8	urge buck object dull creep tea fry mop/	91
8	wig result lick acre icy snarl hoge effect/	99
6	wound glue affect poem reflect boulder/	105
7	jug nerve huddle keen vote oyster yelp/	112
7	a pe file clutch snug envy thud miracle/	119
8	due ooze hue waffle jest baza arrig pelt/	127
8	yield diary imp gem cycle bald slim liar/	135
8	vest ounce lard reap nick arck iln trophy/	143
8	siege hub detect wilt cue thresh sulk lilt/	151
6	access gaudy swivel pivot relic verdict/	157
7	edible privacy irk err festive duly rove/	164
4	staunch clique physique divulge/	168
6	slur cult naive bauble hysteria roster/	174
5	girth deficient feign ensemble foible/	179
6	bolster fetter commune glut vie bier/	185
5	negligible neuter essence libel quibble/	190
4	preclude precept vernacular juncture/	194
5	tertiary secular voluble pulsar guile/	199
6	duress sully wreak epoch dub coerce/	205
6	symposium raze imbue quaff gird acquiesce/	211
5	egress facile neophyte cajole fecund/	216
4	encomium pecuniary imbroglio jocund/	220

Appendix B—TOSWRF and DRP® Scoring Keys

DRP® Reading Test Scoring Key

Form Placement

1. c	22. c	43. a
2. e	23. d	44. a
3. c	24. b	45. e
4. d	25. a	46. d
5. b	26. a	47. d
6. e	27. e	48. b
7. e	28. a	49. b
8. b	29. e	
9. b	30. c	
10. b	31. e	
11. e	32. a	
12. a	33. d	
13. d	34. b	
14. a	35. d	
15. c	36. b	
16. a	37. e	
17. c	38. a	
18. b	39. e	
19. e	40. a	
20. d	41. c	
21. b	42. d	

Appendix C—Converting TOSWRF and DRP® Scores

Converting TOSWRF Raw Scores to Grade Equivalents

Converting Raw Scores to Grade Equivalents			
Grade Equivalent	Form A Raw Score	Form B Raw Score	Grade Equivalent
<1.0	<14	<15	<1.0
1.0	14–17	15–20	1.0
1.2	18–24	21–25	1.2
1.4	25–29	26–30	1.4
1.7	30–34	31–35	1.7
2.0	35–39	36–40	2.0
2.2	40–44	41–45	2.2
2.4	45–49	46–50	2.4
2.7	50–54	51–55	2.7
3.0	55–60	56–60	3.0
3.2	61–64	61–64	3.2
3.4	65–70	65–68	3.4
3.7	71–74	69–72	3.7
4.0	75–77	73–76	4.0
4.2	78–82	77–80	4.2
4.4	83–85	81–84	4.4
4.7	86–88	85–86	4.7
5.0	89–91	87–89	5.0
5.2	92–94	90–92	5.2
5.4	95–96	93–95	5.4
5.7	97–99	96–97	5.7
6.0	100–103	98–99	6.0
6.2	104–105	100–102	6.2
6.4	106–107	103–104	6.4
6.7	108–109	105–107	6.7
7.0	110–112	108–109	7.0
7.2	113–115	110–111	7.2
7.4	116–118	112–113	7.4
7.7	119–120	114–115	7.7
8.0	121–122	116–117	8.0
8.2	123–124	118–119	8.2
8.4	125–126	120–121	8.4
8.7	127–129	122–123	8.7
9.0	130–131	124–125	9.0
9.2	132–133	126–127	9.2
9.4	134–136	128–129	9.4
9.7	137–139	130–131	9.7
10.0	140–142	132–133	10.0

Converting Raw Scores to Grade Equivalents (continued)			
Grade Equivalent	Form A Raw Score	Form B Raw Score	Grade Equivalent
10.2	143-144	134-135	10.2
10.4	145-146	136-137	10.4
10.7	147-149	138-139	10.7
11.0	150-152	140-141	11.0
11.2	153-155	142-143	11.2
11.4	156-158	144-145	11.4
11.7	159-160	146-147	11.7
12.0	161-163	148-149	12.0
12.2	164-165	150-152	12.2
12.4	166-167	153-154	12.4
12.7	168-169	155-156	12.7
13.0	170-171	157-158	13.0
>13.0	>171	>158	>13.0

Appendix C—Converting TOSWRF and DRP® Scores

Converting DRP® Placement Raw Scores to DRP® Unit Scores and Grade Equivalents

Raw Score	DRP® Unit Score* Instructional (P=.75)	G.E.
48	Above 69	Above 9.0
47	Above 69	Above 9.0
46	Above 69	Above 9.0
45	Above 69	Above 9.0
44	Above 69	Above 9.0
43	69	Above 9.0
42	67	9.0
41	65	8.2
40	63	7.8
39	62	7.5
38	60	7.0
37	59	6.8
36	57	6.4
35	56	6.2
34	55	5.8
33	54	5.5
32	53	5.2
31	51	5.0
30	50	4.9
29	49	4.8
28	48	4.7
27	47	4.5
26	46	4.3
25	45	4.2
24	44	4.1
23	43	4.0
22	42	3.8
21	41	3.7
20	40	3.6
19	39	3.5
18	38	3.4
17	36	3.2
16	35	3.1

Raw Score	DRP® Unit Score* Instructional (P=.75)	G.E.
15	34	3.0
14	33	2.9
13	32	2.8
12	30	2.7
11	29	2.6
10	28	2.5
9	27	Below 2.5
8	Below 27	Below 2.5
7	Below 27	Below 2.5
6	Below 27	Below 2.5
5	Below 27	Below 2.5
4	Below 27	Below 2.5
3	Below 27	Below 2.5
2	Below 27	Below 2.5

G.E.= Grade Equivalent

*All tests have a range over which they are most accurate. This test was not designed to assess abilities outside the range of DRP® scores represented on this conversion table.

Placement Criteria for Grades 3 through 5

Placement Criteria for Grades 3 through 5				Grade Level
Spelling Inventory Score	TOSWRF Grade Equivalent	DRP® Reading Test Grade Equivalent	At or below	
Below 15	Below 2.4	At or below 2.7	3	
Below 15	Below 3.0	At or below 3.5	4	
Below 15	Below 3.7	At or below 4.0	5	

Placement and Pacing Recommendations for Grades 3 through 5

Placement and Pacing Recommendations for Grades 3 through 5			
Does the DRP® Test Grade Equivalent fit the placement criteria?	Does the TOSWRF Grade Equivalent fit the placement criteria?	Does the Spelling Inventory score fit the placement criteria?	Placement and Pacing Recommendation
Yes	Yes	Yes	Book A, Unit 1
Yes	Yes	No	
Yes	No	Yes	
Yes	No	No	Book A, Unit 1 with instructional emphasis on Steps 3-6
No	Yes	Yes/No	Book A, Unit 1 with instructional emphasis on Steps 1 and 2
No	No	Yes/No	Review/Acceleration in Books A and B and/or core reading program with supplementary intervention

See page 29 for an explanation of placement and pacing recommendations.

Appendix E

Placement Criteria for Grades 6 through 12

Grade Level	Placement Criteria for Grades 6 through 12		
	DRP® Reading Test Grade Equivalent	TOSWRF Grade Equivalent	Spelling Inventory Score
	Criteria for Book A	Criteria for Book C	
6	At or below 3.5	3.6 – 5.0	Below 4.7
7	At or below 4.0	4.1 – 5.5	Below 5.4
8	At or below 4.0	4.1 – 6.2	Below 6.2
9	At or below 4.0	4.1 – 7.0	Below 7.9
10	At or below 4.0	4.1 – 7.0	Below 8.2
11	At or below 4.0	4.1 – 7.0	Below 9.2
12	At or below 4.0	4.1 – 7.0	Below 10.2

Placement and Pacing Recommendations for Grades 6 through 12

Placement and Pacing Recommendations for Grades 6 through 12				
Placement and Pacing Recommendation	Does the DRP® Test Grade Equivalent fit the placement criteria?		Does the TOSWRF Grade Equivalent fit the placement criteria?	Does the Spelling Inventory score fit the placement criteria?
	Book A	Book C		
	Yes	No	Yes	Yes
	Yes	No	Yes	No
	Yes	No	No	Yes
	Yes	No	No	Yes
Book A, Unit 1	Yes	No	No	No
	Yes	No	No	No
	Yes	No	No	No
Book A, Unit 1 with instructional emphasis on Steps 3 – 6	Yes	No	No	No
Book C, Unit 13	No	Yes	Yes	Yes
	No	Yes	Yes	No
	No	Yes	No	Yes
Book C, Unit 13 with instructional emphasis on Steps 3–6	No	Yes	No	No
Book C, Unit 13 with instructional emphasis on Steps 1 and 2	No	No	Yes	Yes/No
Review/Acceleration in Books C–F as needed and/or core reading program with supplementary intervention.	No	No	No	Yes/No

See page 31 for an explanation of placement and pacing recommendations.