

PAF Placement Test

How to Find a Beginning Level for Remedial Students

Kindergarten and first grade students who are beginning formal reading instruction start PAF at Level 1; however, with all other students, administer the following reading and spelling tests to determine at which level to begin the PAF program. The reading test is given one-on-one while the spelling test can be given to a group. These tests assess a student's knowledge of the sounds of the alphabet (e.g., *h*=/h/ as in *house*), the ability to read nonsense words composed of these sounds (e.g., *hup* and *prob*) and to spell nonphonetic words (e.g., *said* and *was*). An analysis of the student's performance will help decide the appropriate level at which to begin instruction.

Name_____ Date_____

PAF Placement Test (Reading) Student Copy

1.

c	a	t	d	g	s	f
m	l	h	p	n	j	b
r	v	y	i	w	-x	k
z	u	qu	o	e		

2.

taz	jed	siv	som	hup
fap	neg	wix	boz	ruc
zal	ven	quib	yol	kug
clat	chep	sliv	prob	blug
drax	quesk	trid	spond	plunt
crath	smest	flish	fromp	brult

Name_____ Date_____

PAF Placement Test (Reading) Teacher Copy

This test must be administered individually. Give the student a copy of the *PAF Placement Test for Reading* (pages 4 & 5) and a large index card to help keep his place. Have him read across the page. On this copy of the test, circle any sounds or words read incorrectly and record their incorrect response. All items not attempted within five seconds are considered incorrect and the student is encouraged to read the next item.

1. Student reads isolated sounds.

Ask the student for the sound of each of the letters or letter combinations. If a student names the letter, ask if he knows the sound that the letter makes. If a student gives the soft sound for *c* (/s/) or *g* (/j/), ask him if he knows another sound for the letter.

c	a	t	d	g	s	f
m	l	h	p	n	j	b
r	v	y	i	w	x	k
z	u	qu	o	e		

2. Student reads phonetic words.

This section has two parts. The first contains consonant-vowel-consonant (CVC) nonsense words and the second contains short vowel nonsense words with digraphs (*th*, *ch*, *sh*) and blends. Tell the student that they are going to be reading nonsense words.

taz	jed	siv	som	hup
fap	neg	wix	boz	ruc
zal	ven	quib	yol	kug
clat	chep	sliv	prob	blug
drax	quesk	trid	spond	plunt
crath	smest	flish	fromp	brult

PAF Placement Test (Spelling)

Can be administered individually or to a group

1. Dictate the sounds of the alphabet.

Give each student a copy of the *PAF Alphabet Dictation* sheet on page 6. Dictate the sounds of the alphabet in the order listed below. *Write the letter that says /d/*. Do not say the key words. They are only listed to facilitate the correct pronunciation.

Avoid adding the vowel sound /ŭ/ to consonants, say /d/ not /duh/. Have students put a dash in the box if they do not know the answer.

1. a (as in <i>apple</i>)	2. t (as in <i>tiger</i>)	3. d (as in <i>dog</i>)	4. g (as in <i>girl</i>)	5. s (as in <i>sun</i>)	6. f (as in <i>fish</i>)
7. m (as in <i>moon</i>)	8. l (as in <i>lion</i>)	9. h (as in <i>hammer</i>)	10. p (as in <i>pig</i>)	11. n (as in <i>nest</i>)	12. j (as in <i>jet</i>)
13. b (as in <i>boy</i>)	14. r (as in <i>robot</i>)	15. v (as in <i>valentine</i>)	16. y (as in <i>yarn</i>)	17. i (as in <i>igloo</i>)	18. w (as in <i>web</i>)
19. x /ks/ (as in <i>box</i>)	20. z (as in <i>zebra</i>)	21. u (as in <i>umbrella</i>)	22. qu /kw/ (as in <i>queen</i>)	23. o (as in <i>octopus</i>)	24. e (as in <i>elephant</i>)
25. c k	For box 25, ask students to write two ways to spell /k/, (c, k). The answers can be in either order.				

Name _____ Date _____

PAF Alphabet Dictation

1. _____	2. _____	3. _____	4. _____	5. _____	6. _____
7. _____	8. _____	9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____	17. _____	18. _____
19. _____	20. _____	21. _____	22. _____	23. _____	24. _____
25. _____ _____					

Dictate nonphonetic words.

Tell the student that they will be spelling real words. If they make more than five errors in the first set of words, do not dictate the second set.

- | | | | |
|---------|----------|-----------|------------|
| 1. the | 9. put | 1. don't | 11. come |
| 2. to | 10. was | 2. won't | 12. some |
| 3. you | 11. from | 3. who | 13. four |
| 4. your | 12. were | 4. school | 14. walk |
| 5. said | 13. very | 5. want | 15. talk |
| 6. of | 14. do | 6. what | 16. where |
| 7. are | 15. goes | 7. one | 17. friend |
| 8. they | | 8. done | 18. full |
| | | 9. none | |
| | | 10. there | |

Filling in the Summary Sheets (pages 8-10)

Examine the teacher's copy of the reading test. Each time a student said the wrong sound for a letter(s) when reading, either in isolation or in a word, put a tally mark in the box next to the letter(s). For example, if he read *nig* for *neg* put tally mark next to the letter *e* on the *Summary Sheet*.

Similarly, each time a student **wrote** the wrong letter(s) for a dictated sound(s), add a tally mark to the same box.

Put a tally mark next to any nonphonetic word that was spelled incorrectly on the third page of the *Summary Sheet*.

To help see the student's errors, highlight any box with a tally mark.

Ignore the remaining pages and look at the attached summary sheet file.

Then read Beginning Instruction at end of this document.

Summary Sheets

Name _____ Date _____

The numbers in parenthesis on the *Summary Sheets* indicate the level in the PAF sequence at which each sound is taught.

c (1)	d (4)	f (7)	h (11)
a (2)	g (5)	m (8)	p (12)
t (3)	s (6)	l (9)	n (13)
<p>If the student knows the letters above, and can read words composed of these letters, begin at Level 17 (Merrill Book A, <i>I Can</i>).</p>			
j (21)	r (23)	v (25)	y (28)
b (22)			
<p>If the student knows the letters in both sections above, and can read words composed of the letters, begin at Level 34 (Merrill Book B, <i>Dig In</i>).</p>			
i (34)	x (37)	z (42)	qu (47)
w (35)	k (41)	u (44)	
<p>If the student knows the letters in all sections above, and can read words composed of the letters, begin at Level 53 (Merrill Book C, <i>Catch On</i>).</p>			

o (53)	e (55)	th (67)	ch (70)
<p>If the student knows the letters in all sections above, and can read words composed of the letters, begin at Level 75 (Merrill Book D, <i>Get Set</i>).</p>			
sh (75)	-nt (85)	-sk (90)	-mp (95)
-nd (83)	-st (88)	-lt (94)	
<p>If the student knows the letters in all sections above, and can read words composed of the letters, begin at Level 97 (Merrill Book E, <i>Step Up</i>).</p>			
cl- (102)	fl- (106)	tr- (120)	dr- (124)
pl- (98)	sm- (107)	cr- (121)	br- (126)
bl- (100)	sp- (108)	fr- (123)	pr- (127)
sl- (104)			
<p>If the student is secure with the alphabet, including short vowels and can read and spell words with digraphs and blends, teach:</p> <ul style="list-style-type: none"> • syllable division (Levels 81& 113) • open and closed syllables (Level 97) • ar (Level 103) • or (Level 109) • all (Level 111) • R-controlled syllables (Level 110) <p>Begin at Level 130 (Merrill Book F, <i>Lift Off</i>).</p>			

Nonphonetic Words Misspelled

the (18)	were (61)	done (101)
to (24)	very (65)	none (101)
you (29)	do (68)	there (102)
your (29)	goes (69)	come (104)
said (36)	don't (77)	some (104)
of (39)	won't (77)	off (112)
are (48)	who (78)	walk (117)
they (50)	school (80)	talk (117)
put (52)	want (93)	where (119)
was (54)	what (98)	friend (123)
from (58)	one (101)	full (129)

Beginning Instruction

If the students are non-readers, begin at Level 1 in the PAF sequence (page 69 in the *Teachers Handbook*), skipping lessons for any skills they may know.

For students who have some reading skills, teach any sounds or nonphonetic words that have tally marks in numerical order, from the lowest to the highest level, and then begin instruction at the level indicated on the *Summary Sheet*.

Students need to learn not only the sounds but how to use them to read and spell words. Spelling dictations for each sound and nonphonetic word are listed in the curriculum sequence section of the *Teacher Handbook* beginning on page 69. The handbook also indicates which pages to use in the *First Steps in Reading*, *Stepping Up In Reading* and *Merrill* books for reading practice.

For third graders and up, using the first three Merrill readers is optional because the books may appear too juvenile (although some older students are willing to use them if their purpose is explained). Begin using the Merrill reader, *Get Set* (Book D), with older remedial students at Level 75, even though it is a relatively easy text.

The spelling test often reveals difficulty with handwriting so if time allows, teach print through second grade or cursive thereafter. Handwriting is an important component of multisensory reading.

It is common for students with reading disabilities to confuse the letters *b* and *d*. Provide instruction on each letter if needed but do not wait for mastery to continue in the curriculum sequence. It is very difficult to remediate this confusion when students have been making these errors for years. Teaching how to form the letters in cursive can be a successful strategy for some students who have been reversing them in print.