

Craft Right Brain Reader Placement Test Instructions

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The Placement Test for The Craft Right Brain Readers is designed to place students at the appropriate reading level. This starting point of instruction should allow the student a chance to perform at a level that is comfortable for him/her. This “instructional level” is found by using the attached word lists. The word lists will correspond to an appropriate Craft Right Brain Reader. Again, our goal is to find a level that feels “just right” for our readers. We don’t want them to be frustrated during this process.

The word lists cover phonetic words and common sight words for 1st and 2nd grade. If your child tests at a 3rd grade level or above, then you will need to use the Quick Score Reading Test, which is also enclosed in this reading packet. The red spiraled, Right Brain Phonics Program book will still be the main teaching manual, up to 5th grade, but the books the student will read a “story” from may be different than our Craft Right Brain Readers. At this point, we do not have all of the Craft Right Brain Readers available. Eventually, our goal is to have readers up through the end of 3rd grade.

Our Population:

In designing this assessment we have taken our population into consideration. Often these children/teens have been identified as struggling readers, many times with Dyslexia (two or more years behind in reading, with frequent reading and auditory reversals). Remember that these bright, hardworking, but very brittle readers will often know a word one day, and not the next. They may know a word on one list, but not another. Their words often scramble, or the letters reverse as they look at them. They may be able to read harder words, and then struggle with easier ones. Fluent reading is not what they do. They may need to stop and sound words out, rather than just reading them, “fluently.”

That’s why we ask, as you start this assessment process, that you use your best judgment/common sense when counting errors. We have not come up with all the “possibilities” of how a struggling reader could read, or misread words. That’s why we give a larger margin of word errors for these children than most assessments would. We know our population. They are the ones you have in front of you every day... puzzling in so many ways. But they are so bright, and so easily taught when we use the right methods.

Our method is a Three-Pronged Approach: 1) Brain Integration Therapy; 2) Right Brain Teaching Strategies; 3) Targeted Nutritional Interventions, that brings us the success we are looking for.

Test Administration:

Find a quiet place to work. Before you get started, you may find it helpful to have blank paper and magic markers available, so you won't have to interrupt testing. Start the student on List #1-A, no matter where you think he is. If the words are too easy, that will be positive for the child. If some of them are hard, then you know where to begin your remediation.

To help the child feel less nervous while taking the assessment, DON'T use watches to keep track of time or write down errors. Keep track of errors and time in your head...(don't worry, you only need to count to 5 and 10).

Have the student read the word list, starting from the top. Use a blank piece of paper to cover up all the words on the list, except for the word the child is reading. Tell the student to read the words on the list the best he can. If reading the word list is challenging for your child, you may get better results by writing one word at a time from the list, with magic marker, on a separate piece of paper. Often when the word is written out in front of the child, (with no teacher coaching), he will feel more confident sounding out the new word. This is because the word is written larger, and not on a "test" paper.

If your child/student pauses at a word for more than 10 seconds, tell him he can skip that word and continue to the next. If he says a word incorrectly, you can ask him to read it again. If it is still incorrect, just say, "Thank you" and move on. (DON'T tell them the word.) Count these both as errors. (In your HEAD, remember, you can do it!)

As mentioned above, most of these children will have to sound out the words and will struggle with their fluency; we still count the word as correct, as long as we are NOT giving clues to the child as he is attempting to read the word. If your child reads a word wrong, and then corrects it, this is also considered correct.

Test Conclusions:

If the student misses 0-5 words on a list, this level is considered his Independent Level. The Independent Level would be too easy for your child. This level of reader would be one the student would read recreationally, not instructionally. Have the student read the next higher list, if available.

If the student misses 6-10 words on a list, this is the Instructional Level we are striving for. This should be the appropriate level of text for them.

If the student misses 11- or more words on a list (not necessarily in a row, but in the whole column), then this reading level is too difficult for your child. This is the Frustration Level. Stop testing and start at the list just before that word list. This should be his Instructional Level.

What happens if your child is basically a “non-reader” and gets many of the words wrong, or can’t even attempt them in the first reading list? (Those are our favorite students, by the way.) If he gets more than 15-20 words wrong in List #1-A, you would still start with the very first reader. By introducing the sight words slowly, like we do in the Craft Right Brain Readers, your child will soon get these words. Also, starting with basic sounds in the First Reader and the Right Brain Phonics Reading Book, and by using the Right Brain Phonics Cards and Sight Word Cards, (which should always be on the table in front of the child), he will begin to learn these words...even when other methods have failed. By using these right brain methods along with the Brain Integration Therapy, more connections to the long-term memory are being created. Just trust us. It will happen!

Lastly, remember these word lists are guides. You ultimately know your student best. Err on the side of caution. It’s better to start in an easier Reader and go up, then one that’s too challenging. Again, we don’t want to frustrate the student. We want to help them feel successful, especially when it comes to reading.

Start with Reader #1-A (At Bat!) if the child missed 6-10 or more words in List #1-A.

Start with Reader #1-B (The Big Win!) if the child missed 6-10 words in List #1-B.

Start with Reader #1-C (You Rock!) if the child missed 6-10 words in List #1-C.

Start with Reader #2-A (Looking Up!) if the child missed 6-10 words in List #2-A.

Start with Reader #2-B (Think Big) if the child missed 6-10 words in list #2-B

Start with Reader #2-C (Grand Slam) if the child missed 6-10 words in list #2-C

Start with Reader #2-D (Game On!) if the child missed 6-10 words in list #2-D
(available December 2016)

***Be sure to use the “Daily Lesson Plans for the Struggling Reader” as your complete reading session each day. ***

If you find yourself struggling with questions and are really confused, you can email us questions at craft@ecentral.com.

Dianne Craft, MA, CNHP

Craft Right Brain Reader Placement Tests

List #1-A (*At Bat!*)

my
hat
look
pat
mad
van
tap
naps
ham
lad
bam
rag
see
lab
fan
dab
cap
jam
her
jab
wag
sat
bad
an
his
pan
map
by
yam
she

List #1-B (*The Big Win!*)

are
mix
fit
pin
kid
said
rid
fig
dim
lip
little
cut
bun
rub
pug
have
jug
pup
yum
suds
happy
six
took
from
bit
wig
rim
zip
with

List #1-C (*You Rock!*)

fog
cop
cot
box
bet
good
fed
men
peg
sell
down
very
mill
hiss
kick
mock
duck
chap
play
math
thick
fuss
batch
pitch
wick
make
bench
punch
they
less

List #2-A (*Looking Up!*)

shop
shack
fish
hash
hall
hang
song
king
ripped
begged
missing
humming
mend
wind
fond
dent
pants
sink
bank
last
fist
chest
mask
gift
left
kept
help
belt
milk
jump

Level 2-B (Think Big!)

chest
nest
vest
past
last
dust
must
fist
mist
dump
jump
camp
task
mask
desk
disk
gift
loft
soft
belt
welt
milk
silk
hulk
sulk
bank
thank
sink
bunk
junk

Level 2-C (Grand Slam!)

floss
flap
slim
sled
clam
clock
glum
glob
bliss
black
pluck
plot
grill
grip
drop
dress
crab
crush
fret
frog
trim
trap
bring
skip
stem
swam
brand
spend
slant
mint

Level 2-D (Game On!)

blame
tame
rake
alive
tape
safe
cane
side
pipe
wife
male
brave
rose
cove
bone
jeep
street
tree
heel
mail
paid
rain
hair
weak
leaf
star
farm
baking
diving
smiled

Merrill G
3rd Grade
(Take Flight)

night
tried
image
because
load
title
croak
obey
ankle
germ
wrist
chose
while
float
saw
edge
knife
price
eight
town
dirt
miles
judge
knit
cloud
heard
rage
hour
excuse
relax

Merrill H
3rd Grade
(Break Through)

office
color
give
chief
pull
glove
idea
head
wild
spoon
gone
soil
heavy
noise
reads
great
again
ought
roof
juice
earth
caught
buy
tough
guest
touch
won
true
warm
action