

CARS

Comprehensive Assessment of Reading Strategies

STARS

Strategies to Achieve Reading Success

PLACEMENT BOOK

The CARS® and STARS® PLUS series is a comprehensive program that addresses all of the major strategies required to achieve success in reading comprehension. It is graded in difficulty from levels P to H and allows for differentiated learning within the traditional horizontal classroom structure.

The purpose of this book is to assist teachers in the selection of appropriate levels for individual students.

The booklet includes:

- ten selected reading comprehension pre-tests (one from each of CARS Plus levels P–H)
- answer sheets for each pre-test.

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For information about ordering, see the back cover



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HOW TO USE THE PLACEMENT BOOK

The CARS & STARS program

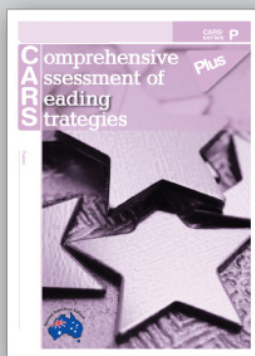
1 Placement book



Assess students' levels of reading comprehension.

Place students in correct CARS Plus and STARS Plus levels.

2 CARS series



Diagnose the needs of students by administering five pre-tests.

Benchmark during STARS Plus instruction to monitor progress.

Assess mastery by administering five post-tests.

3 STARS series



Instruct the class in six to 12 strategies based on students' needs.

Differentiate instruction using books P–H.

(P–B: six strategies)
(C–H: 12 strategies)

How to use the placement book

1. Choose text appropriate to the year level of the student.
2. Have all students take the chosen level placement test.
3. Place students based on their results. For levels P and AA, students must achieve six correct answers before moving up a level. Level A students must get five to six correct out of eight before moving up. For levels B–H, if the student gets less than six correct, **go down a level**; six to 10 correct, **it is the correct level**; eleven or more correct, **go up a level**. If struggling in CARS, go down a level.

A note on placement: Once you have placed the student in their designated CARS level, they should remain on that level for the whole year. If they are struggling on certain strategies, they can use the Focus series. If they are excelling, they can use the Extensions series. However, if it becomes clear after the pre-tests that a student is on the wrong level, move them back and keep them there for the rest of the year.

Why use the placement book?

CARS & STARS Plus is based on reading comprehension not year level. Students in the same year level may have differing levels of comprehension and be on different CARS & STARS Plus levels in the same class. The placement book evaluation ensures students are on the correct level for their ability.

The placement book is the first of the three parts of the CARS & STARS Plus series. It is used to assess the students' reading comprehension and then place them in the correct CARS Plus level.

The placement book includes 10 placement tests, one for every level from P–H.

P–AA have six questions per test (one for each strategy). Level A has eight questions and levels B–H have 12.

Comprehension strategy	Levels P–AA	Level A	Levels B–C	Levels D–H
Finding the main idea*	X	X	X	X
Recalling facts and details*	X	X	X	X
Understanding sequence*	X	X	X	X
Recognising cause and effect*	X	X	X	X
Comparing and contrasting			X	X
Making predictions*	X	X	X	X
Finding word meaning in context		X	X	X
Drawing conclusions and making inferences*	X	X	X	X
Distinguishing between fact and opinion			X	X
Identifying author's purpose			X	X
Interpreting figurative language*		X	X	X
Distinguishing between real and make-believe			X	
Summarising				X

For the teacher: About CARS & STARS Plus

What is CARS Plus?

Comprehensive Assessment of Reading Strategies (CARS Plus) is a diagnostic reading series that allows you to identify and assess a student's level of mastery of 12 reading strategies (eight strategies in level A, six strategies in levels P and AA).

This ten-level program is designed for students from Foundation to Year 9. *CARS Plus* helps teachers place students in **Strategies to Achieve Reading Success (STARS Plus)** for reading instruction and remediation.

What is in a CARS Plus student book?

- **Pre-tests, benchmarks and post-tests**
There are five of each type of test. Each test provides a reading passage and a number of selected-response questions (six at levels P and AA, eight at level A and 12 at levels B–H). The reading passages showcase a variety of literary genres. Each question focuses on a specific reading strategy. All of these tests assess the same strategies.
- **Self-assessments**
Students complete Self-assessment 1 after completing all five pre-tests and Self-assessment 2 after completing all five post-tests.
- **Answer forms**
Students use the answer forms to record their answers.

Across the program, the following strategies are addressed:

- Finding the main idea
- Recalling facts and details
- Understanding sequence
- Recognising cause and effect
- Comparing and contrasting
- Making predictions
- Finding word meaning in context
- Drawing conclusions and making inferences
- Distinguishing between fact and opinion
- Identifying author's purpose
- Interpreting figurative language
- Distinguishing between real and make-believe
- Summarising.

What is in a standard CARS Plus teacher guide?

- **Information for the teacher**
This section contains suggestions and instructions for using CARS Plus effectively in the classroom.
- **Research summary**
Teachers can explore the research that supports the CARS & STARS program.
- **Understanding the strategies**
This four-page reproducible can be used with students as a skill-review summary. It can also reinforce the strategies practised in the student book.
- **Teacher assessments**
Teachers complete the assessments after the students have completed all five pre-tests and then again after all five post-tests.
- **Class performance chart**
This reproducible is for recording class results for the pre-tests and post-tests.
- **Completed answer forms**
Teachers use the completed answer forms to correct the tests.

What is the difference between the pre-tests, post-tests and benchmarks?

The five pre-tests and the five post-tests are designed to assess mastery. The length of the reading passages and the number of questions are the same in each of these ten tests. The passages in the pre-tests and post-tests are each one page and are followed by one question assessing each strategy. Since each test contains only one strategy-specific question, it is important to administer all five pre-tests to assess a student's overall performance and all five post-tests to determine a student's overall progress. Administering multiple tests, and compiling the results, provides reliable information about each strategy.

This book contains a test at each level of the reading program so that you can ascertain your students' level to determine what levels of understanding students have before purchasing CARS & STARS Plus resources.

The passages in the benchmarks are two pages long. The benchmarks are used to monitor progress, whilst using the Stars Plus eg after a review in applying multiple reading strategies to a passage.

When should I use CARS Plus in the classroom?

Students complete the tests in CARS Plus series in the following manner:

- **Pre-tests.** To get accurate results, administer all five pre-tests over a two-week period at the end of a year to plan for the following year or at the beginning of the year.
- **Benchmarks.** The five benchmarks are progress-monitoring tools to be used while teaching with STARS Plus to determine if students understand the meaning of the strategy. These are standalone tests and great for reporting.
- **Post-tests.** Use the post-tests to assess mastery of the strategies after completing all the STARS Plus lessons and record the progress of each student in the program.

How do I use the CARS Plus series with the STARS Plus series?

Because CARS Plus is a diagnostic tool, you can determine areas where an individual student needs improvement.

- **Pre-tests:** Use the results of the pre-tests to identify areas of strength and weakness and to place students in STARS Plus, the instructional companion of CARS Plus.
- **Benchmarks:** Use the benchmarks to evaluate students' needs and monitor progress in applying multiple reading strategies to a passage.
- **Post-tests:** Use the post-tests to assess mastery of the strategies taught in the STARS Plus series.

How much time is required to complete CARS Plus?

- Each of the five pre-tests and each of the five post-tests require 45 minutes for completion, correction and discussion.
- Self-assessments 1 and 2 each require about 20 minutes for completion. Students should complete self-assessments no more than one or two days after completion of the pre-tests and post-tests.
- Each of the five benchmarks requires 60 minutes for completion, correction and discussion.

You can adjust these suggested times as needed to accommodate your daily schedule of instruction.

Where do students record their answers?

Students must record their answers using the appropriate form on the last page of the student book, as this page must be torn out and handed to the teacher

after the self-assessment and five pre-tests have been completed. Students may wish to mark their answers on the test pages and then transfer them to the answer sheet on the back page.

Next to each item number on the answer form is an abbreviation that identifies the strategy. Once teachers have a student's completed form, they total the number of correct responses for each strategy.

The teacher then transfers the results onto the class performance chart in the teacher guide for planning explicit teaching with the STARS Plus. Teachers should also transfer these totals to the appropriate teacher assessment to begin the assessment process.

What is the correction procedure?

Correct the students pre-tests, post-tests and benchmarks test immediately following its completion. Pre-tests are corrected orally as a class, and students shade in their progress chart only if the answer is correct; incorrect answers are left blank.

Teachers should follow this with a discussion of strategies that students may not have fully understood. Explain concepts that students may not fully understand. Discuss why correct answer choices are correct and why the remaining choices are not correct. If possible, elicit from students their reasoning for choosing an incorrect answer. Incorrect answer choices often include a variety of misunderstandings about the question. Discussing why choices are correct and incorrect will help students review and clarify how they approached a particular strategy.

What forms of student assessment are featured in CARS Plus, and how do I use them?

In addition to the reading passages and strategy-based questions, CARS Plus contains two student self-assessments.

Student assessments

Students become more successful in reading when they assess their own performance against known standards. Student self-assessment also helps teachers gain insight into a student's measure of performance. Difficulties that a student experiences are often revealed through self-assessment. Self-assessment focuses students on the process of *performance* rather than the *end result*.

For example, in the CARS Plus self-assessments, students see how well they recognise and apply reading strategies, rather than focus on how many responses are correct or incorrect. Therefore, the self-assessments become a valuable tool for both student and teacher.

There are two self-assessments in the student book. One student self-assessment is completed after all five pre-tests and the second student self-assessment is completed after all five post-tests.

Self-assessments 1 and 2

Students complete Self-assessment 1 after Pre-tests 1–5 have been corrected and discussed. Arrange one-on-one conferencing to discuss students' responses to Self-assessment 1. Help students identify their strengths and weaknesses and provide instruction for a specific strategy if needed. Students complete Self-assessment 2 after Post-tests 1–5 have been corrected and discussed.

Answers to the questions on the self-assessment require thoughtful written responses. The questions are carefully constructed to help students:

- analyse their performance
- determine areas in which they are experiencing difficulty
- describe any difficulties they are having
- rate their performance for completing the tests.

Teacher assessments

There are three teacher assessments. These three assessments are completed for each student after they have completed Pre-tests 1–5 and Post-tests 1–5.

Teacher assessments help facilitate individualised instruction in the classroom. For example, by using the results of student assessments and teacher assessments, reading groups are easily established for instruction with STARS Plus. You will be able to determine how to organise student groups based on reading level and mastery over specific reading strategies.

The purposes of the teacher assessments are to:

- identify an individual student's areas of strength and weakness when applying a reading strategy.
- determine in which specific areas, if any, remediation is needed.

Teacher assessment 1

This assessment is completed using the student's corrected answer form. This assessment reveals a student's performance for each of the reading strategies.

Teacher assessment 2

This assessment is completed using Teacher assessment 1. Using the data from Teacher assessment 1, you create a bar graph that provides a visual comparison of a student's level of mastery for each of the reading strategies.

Teacher assessment 3

This assessment is completed using Teacher assessments 1 and 2. Using the data from these assessments, you are able to provide a review of a student's overall strengths and weaknesses as well as provide an analysis of those areas that need improvement. This analysis allows you to document what action will be taken – remediation or further instruction – to help the student achieve mastery as well as document the student's progress after those steps have been taken.

What should I do with the completed student self-assessments, teacher assessments and answer forms?

The completed student self-assessments, teacher assessments and answer forms may be placed in the student's portfolio for review by reading specialists, administrators or another teacher. As a student works through CARS Plus, the portfolio allows teachers and parents to see the student's growth and performance over time.

How do I record results for the entire class on the class performance chart?

After students have completed each pre-test and post-test, record the number of correct responses to the strategy-based questions for your entire class on the reproducible class performance chart in the teacher guide. Tick off the appropriate box to indicate if the chart represents data collected from Pre-tests 1–5 or Post-tests 1–5.

For each student, record the number of correct responses (out of five) for each strategy. Then total the responses to determine the overall number of correct responses (out of 30 for levels P and AA, out of 40 for level A, out of 60 for levels B–H) for each student. Using the class performance chart in this way provides an opportunity to evaluate classroom progress over time.

What should I do if students are having difficulty understanding specific strategy questions?

You may want to pause and focus on the question types and strategies before students move on to the next lesson. 'Understanding the strategies', included in each teacher guide, is a useful reproducible tool for instructing students on how to answer a strategy-based question.

Make a copy of this tool for each student. Take the students, as a class, through a lesson they have already completed.

Read the passage aloud or enlist a student volunteer to read it. Then discuss each strategy-based question and the answer choices, referring to the strategy descriptions in 'Understanding the strategies'. As student volunteers answer each question, explain why an answer choice is correct as well as why the remaining choices are not correct.

What is the CARS Plus, STARS Plus, Extensions and Focus collection?

Step 1: Level placement

Determine the overall reading level of each student.

Step 2: CARS Plus

Diagnose the strengths and weaknesses of each student with pre-tests. Benchmarks are used as a progress-monitoring test, and the post-test shows mastery and growth.

Step 3: STARS Plus

Explicitly teach the strategies for each level based on the data collected in steps 1 and 2.

The Focus series can be used as an intervention for more understanding of particular strategies. This series features six books per level (one for each higher-order thinking strategy) and spans 20 different genres. Use this series after a benchmark has identified that the student has not understood a strategy.

The Extensions series allows students to develop deeper knowledge of the 12 strategies. This can be used as needed or as a standalone enrichment program.

How do CARS Plus, STARS Plus, Focus and Extensions relate to professional learning communities (PLCs)?

CARS Plus, STARS Plus, Focus and Extensions are linked to the PLC process because of the shared language across all curriculum areas in the implementation and understanding of the strategies. The use of ongoing formative and summative assessments to plan for further teaching and learning is also consistent with the PLC process.

The series works to address the four critical PLC questions.

- **What is it we want our students to learn?** The 12 comprehension strategies explicitly identified and taught in STARS Plus.
- **How will we know if each student has learned it?** We know if students have mastered the strategies through the pre-tests, benchmarks and post-tests.
- **How will we respond when some students do not learn it?** The program provides interventions, such as the Focus series, to ensure that students achieve high levels of learning.
- **How can we extend and enrich the learning for students when they have demonstrated proficiency?** The Extensions series provides enrichment where required.

Understanding the strategies

Finding the big idea (levels P and AA)

The big idea is the main idea. The main idea tells what a picture or story is mostly about. To find the main idea of a picture, ask yourself, 'What does the picture show? What is the most important idea in the picture?' To find the main idea of a story, ask yourself, 'What is the story telling me? What is the story mostly about?'

Finding details (levels P and AA)

Pictures and stories all have details. Details tell more about the big idea. Details in pictures and stories often show who or what the picture is about and also sometimes show what is happening and where something is happening.

Putting things in order (levels P and AA)

Pictures often show the order in which things are done or happen. Details in a picture may help you figure out what happens first, second and last. Also, many things in a story are done or happen in order. Clue words in a story often tell about order. Some clue words are *first*, *second* and *last*. Other clue words are *before*, *after*, *then* and *next*. Stories also have three parts – a beginning, a middle and an ending. These story parts can tell about order.

Understanding what happens and why (levels P and AA)

Everything that happens has two parts – what happens and why it happens. Pictures often show what is happening and why it is happening. To figure out what is going on in a picture, ask yourself, 'What is happening?' To figure out why something happens in a picture, ask yourself, 'Why does this happen?' Stories often have details that tell about what happens and why. Some clue words that tell about what happens and why are *because*, *if*, *so* and *since*. You can also use what you already know to figure out what happens and why.

Making a guess (levels P and AA)

Making a guess is a way of using what you know to figure out what might happen. Pictures and stories often contain clues to help you make a guess. Some clues are found in the title of the story. Other clues are found in the details of the story. Details about the things characters do or say help you figure out what they might do and say later in a story. You can use details and what you already know about something to help you make a guess.

Understanding the strategies

Figuring things out (levels P and AA)

Sometimes you have to figure things out as you look at a picture or read a story. Pictures often have clues to help you figure out what is happening in the picture. Sometimes pictures can help you figure out what is happening in a story as well. That's why authors often have pictures to go with their stories. You might read a story that says, 'The moon is bright in the dark sky.' The story does not say that it is night-time. You can figure that out because the moon is out and the sky is dark. Readers often use such clues in the story to help figure things out.

Reading pictures (level A)

Questions about reading pictures sometimes ask you to figure out what a picture shows. Other times a question about reading pictures asks you to choose a picture that shows something that happened in a story. Think about what the question is asking. Then look back to the story if you need help choosing an answer.

Finding the main idea (levels A to H)

The main idea of a reading passage is a sentence that tells what the passage is mostly about. Questions about main idea might ask you to find what a passage is *mostly about* or *mainly about*. The questions might also ask you to choose the best title for a passage. When answering a question about main idea, ask yourself, 'What is the passage mostly about?' Then choose your answer.

Recalling facts and details (levels A to H)

Every reading passage contains facts and details. The facts and details tell more about the main idea. Questions about facts and details ask you about something that was stated in the passage. To answer a question about a fact or detail, look back to the passage to find the answer.

Understanding sequence (levels A to H)

Sometimes a passage is told in order or in sequence. Different things happen at the beginning, middle and ending of a passage. Questions about sequence ask you to put events or details in order. Questions about sequence often contain key words such as *first*, *then*, *last*, *after* or *before*.

Recognising cause and effect (levels A to H)

A cause is something that happens. An effect is something that happens because of the cause. Read this sentence: 'I forgot to set my alarm clock, so I was late for school.' The cause of being late for school was forgetting to set the alarm clock. The effect of forgetting to set the alarm clock is being late for school. Questions about cause and effect usually begin with the key words *why*, *what happened* or *because*.

Understanding the strategies

Making predictions (levels A to H)

A prediction is something you think will happen in the future. Questions about predictions ask what will *probably* or *most likely* happen next. You will not find the answer to these questions in the passage. But there are clues you can use from the passage to make a good guess about what might happen next.

Finding word meaning in context (levels A to H)

Sometimes when you read, you find a word of which you do not know the meaning. Often you can tell the meaning of the word by the way the word is used in the sentence. This is understanding word meaning in context. Questions about meaning in context ask you to find the meaning of a word that may not be familiar to you. If you have trouble choosing an answer for a question like this, try each answer choice in the sentence where the word appears in the passage. See which answer choice makes the most sense.

Drawing conclusions and making inferences (levels A to H)

When you read, many times you must figure out things on your own. The author doesn't always tell you everything. For example, you might read these sentences: 'The moon cast an eerie glow in Jake's room. Suddenly, he saw a shadow by the window. Jake sat up in bed, frozen with fear.' From what the author has written, you can tell that it is probably night-time because the moon is out and Jake is in bed. Questions about drawing conclusions often contain the key words *you can tell* or *probably*.

Comparing and contrasting (levels B to H)

Some questions ask you to find how two things are alike or different. This is called comparing and contrasting, or finding likenesses and differences. Questions that ask you to compare or contrast usually contain key words such as *most like*, *different*, *alike* or *similar*.

Distinguishing between fact and opinion (levels B to H)

Questions about facts and opinions ask you to find which statements are fact statements and which statements are opinion statements. Remember, a fact is something that is true. An opinion tells how a person feels about something. Facts can be proven. Opinions cannot. Statements that are opinions often contain key words such as *most*, *best*, *nicest* and *greatest*.

Understanding the strategies

Identifying author's purpose (levels B to H)

Questions about author's purpose ask you why the author wrote the passage. Most authors write for one of these reasons: to persuade (make someone want to do something), to give information, to describe or to entertain. You can remember these four reasons by remembering PIDE – *P* for *persuade*, *I* for *information*, *D* for *description* and *E* for *entertain*.

Interpreting figurative language (levels B to H)

Sometimes writers use words in such a way that their meaning is different from their usual meaning. For example, someone who has told a secret might say, 'I spilled the beans.' This is an example of figurative language. These words do not mean that the person actually spilled some beans. These words mean 'I shared something that I was meant to keep secret.'

Distinguishing between real and make-believe (levels B and C)

Some things in passages could happen. These things are real. Some things in passages could not really happen. These things are make-believe. Questions about real and make-believe ask you to find things that could happen or things that could not happen. These questions often contain the key words *could really happen* or *could not really happen*.

Summarising (levels D to H)

Questions about the best summary of a passage ask you about the main points of the passage. When you answer questions about summary, first ask yourself, 'What is the main idea of the passage?' A good summary is closer to the main idea than to any single detail found in the passage.

Placement 1

SAY: The first question is about finding the main or big idea. Put your finger on the number 1. The directions say: 'Listen. Circle the big idea.' Look carefully at picture A and picture B. Listen carefully as I read the following story aloud:

The wicked queen was dressed like an old woman. She carried a basket of wonderful-looking apples into the house. She begged the young maiden to bite into a big, red apple.

Circle the letter of the picture that shows what the story is mostly about.

Pause as the students respond.

SAY: The second question is about finding details. Put your finger on the number 2. The directions say: 'Look. Circle.' Look carefully at picture A and picture B. Circle the letter of the picture that shows one more detail than the other picture.

Pause as the students respond.

SAY: The third question is about putting things in order. Put your finger on the number 3. The directions say: 'Look. Circle.' Look carefully at the three pictures across the page. Circle the letter of the picture that shows something that happens last.

Pause as the students respond. Then discuss and correct responses 1–3.

For number 1, the answer is B (a wicked queen).

For number 2, the answer is A (the milk carton).

For number 3, the answer is A (flowers in vase, losing their petals).

SAY: The fourth question is about understanding what happens and why. Put your finger on the number 4. The directions say: 'Look. Circle.' Look carefully at the picture in the square. Then look at the two pictures across the page. Circle the letter of the picture that shows why the girl was bitten by the crab.

Pause as the students respond.

SAY: The fifth question is about making a guess. Put your finger on the number 5. The directions say: 'Look. Circle.' Look carefully at the picture in the square. Then look at the two pictures across the page. Circle the letter of the picture that shows what most likely happened next.

Pause as the students respond.

SAY: The sixth question is about figuring things out. Put your finger on the number 6. The directions say: 'Look. Circle.' Look carefully at picture A and picture B. Circle the letter of the picture that shows the boy paying for the shopping.

Pause as the students respond. Then discuss and correct responses 4–6.

For number 4, the answer is B (girl trying to catch a crab).

For number 5, the answer is A (crows flying away).

For number 6, the answer is A (boy paying for shopping).

When the discussion is completed, ask the students to close their book.

PLACEMENT TEST P

Finding the big idea

1. Listen. Circle the big idea.



A



B

Finding details

2. Look. Circle.



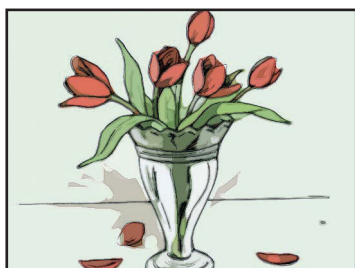
A



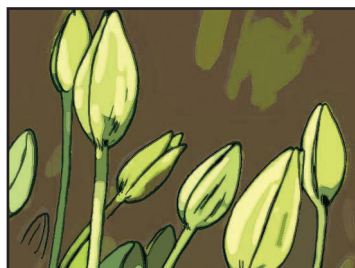
B

Putting things in order

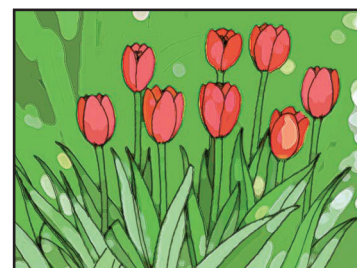
3. Look. Circle.



A



B



C

Understanding what happens and why

4. Look. Circle.

What



Why?



A



B

Making a guess

5. Look. Circle.



A



B

Figuring things out

6. Look. Circle.



A



B

Placement 1

(Student book pages 6 and 7)

Before beginning, be sure each student has a student book open to page 6. In this lesson, students look at a picture and then answer six strategy questions about the picture.



SAY: Put your finger at the top of the page next to the directions. Follow along as I read the directions aloud.

Look at this picture of Liz. Then answer questions about the picture. Choose the best answer for numbers 1 to 6.

Study the picture. Then wait for me to tell you what to do next.

Pause to allow students time to study the picture.

SAY: Look at the top of the next page. Put your finger on the number 1. Follow along as I read the question and the answer choices aloud.

1. What is the picture mostly about?
 A a girl packing a suitcase
 B a girl playing with her toys
 C a girl getting ready to read

Circle the letter of the correct answer.

Pause to allow students time to consider their answer.

SAY: Put your finger on the number 2. Follow along as I read the question and the answer choices aloud.

2. Which of these is already in Liz's suitcase?
 A toys
 B clothes
 C books

Circle the letter of the correct answer.

Pause to allow students time to consider their answer.

SAY: Put your finger on the number 3. Follow along as I read the question and the answer choices aloud.

3. What will Liz pack next?
 A a doll
 B a hat
 C a bear

Circle the letter of the correct answer.

Pause to allow students time to consider their answer.

SAY: Put your finger on the number 4. Follow along as I read the question and the answer choices aloud.

4. Which of these will not fit in Liz's suitcase?
 A the books
 B the swimming goggles
 C the swimming toy

Circle the letter of the correct answer.

Pause to allow students time to consider their answer.

SAY: Put your finger on the number 5. Follow along as I read the question and the answer choices aloud.

5. You can guess that Liz is:
 A going camping
 B going on a trip
 C getting ready for bed

Circle the letter of the correct answer.

Pause to allow students time to consider their answer.

SAY: Put your finger on the number 6. Follow along as I read the question and the answer choices aloud.

6. Liz is going to a place where she will probably:
 A skate
 B ski
 C swim

Circle the letter of the correct answer.

Pause to allow students time to consider their answer.

When the lesson is complete, instruct the students to close their book.

PLACEMENT TEST AA

Look at this picture of Liz.

Then answer questions about the picture.

Choose the best answer for numbers 1 to 6.



Finding the main idea

1. What is the picture mostly about?
- A a girl packing a suitcase
 - B a girl playing with her toys
 - C a girl getting ready to read

Understanding what happens and why

4. Which of these will not fit in Liz's suitcase?
- A the books
 - B the swimming goggles
 - C the swimming toy

Finding details

2. Which of these is already in Liz's suitcase?
- A toys
 - B clothes
 - C books

Making a guess

5. You can guess that Liz is:
- A going camping
 - B going on a trip
 - C getting ready for bed

Putting ideas in order

3. What will Liz pack next?
- A a doll
 - B a hat
 - C a bear

Figuring things out

6. Liz is going to a place where she will probably:
- A skate
 - B ski
 - C swim

PLACEMENT TEST A

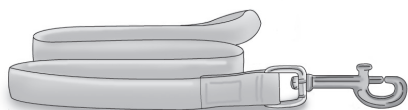
Read this ad from a newspaper. Then answer questions about the ad. Choose the best answer for numbers 1 to 8.

Five collie puppies for sale

Light brown and white puppies were born in May. Now they are two months old. These loving pets need a good home. Must sell! We wish we could keep them all, but we do not have the room!

These puppies are great with children. They also need plenty of exercise. The puppies must get to run and play in their new homes.

Call Jody: 02 9955 6858



Finding the main idea

1. The ad is mostly about:
 - A puppies that are for sale
 - B puppies that are good with children
 - C how to care for a new puppy

Recalling facts and details

2. How many puppies are for sale?
 - A four
 - B five
 - C two

Understanding sequence

3. What happened two months ago?
- A The puppies began to run.
 - B The puppies were born.
 - C The first puppy was sold.

Finding word meaning in context

6. The puppies need lots of exercise. This means that they need to:
- A eat and sleep
 - B run and play
 - C find a good home

Recognising cause and effect

4. Why are the puppies for sale?
- A The owners cannot play with them.
 - B The owners do not want them.
 - C The owners do not have room for them.

Drawing conclusions and making inferences

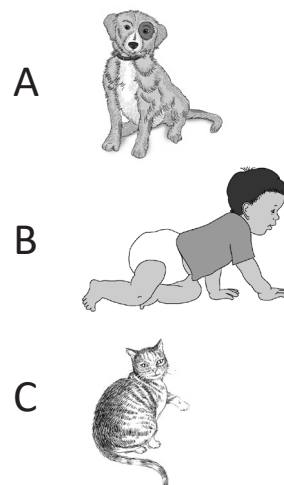
7. You can tell that the puppies are:
- A smart
 - B quiet
 - C friendly

Making predictions

5. The owners would most likely sell a puppy to:
- A a person who does not like to go outside
 - B a person who lives near a large park
 - C a person who has no other pets

Reading pictures

8. Which of these shows a puppy?



PLACEMENT TEST B

Read this story Kate wrote about a special zoo. Then answer questions about the story. Choose the best answer for numbers 1 to 12.

I enjoy going to the city zoo where the lions and giraffes live. But I like my zoo better. I am not kidding. I really do have my own zoo.

My backyard zoo is full of small animals. There are crickets and ants. Sometimes I see butterflies and possums. At night, there are moths and fireflies. I have counted over 30 animals in my zoo.

Sometimes I watch the possums play. Other times I watch ants carrying crumbs of food. Some crumbs are bigger than they are! They are all fun to watch.

In the spring, I watch the sparrows. They build nests in the trees. Mother sparrows lay eggs in the nest. Soon the eggs hatch. The tiny heads of baby sparrows peek over the nest. A few weeks later, the baby sparrows learn to fly. The sparrows fly away when the weather gets cold. But that is okay. I know they will be back.

The city zoo is fun to visit. It has more animals than my backyard zoo. But the animals in my zoo are lucky. They do not live in cages. And my zoo is free!



Finding the main idea

1. What is a good name for this story?
- A 'The city zoo'
 - B 'My backyard zoo'
 - C 'All about sparrows'
 - D 'How birds build nests'

Recognising cause and effect

4. Why are the animals in Kate's zoo lucky?
- A They are never hungry.
 - B They do not live in cages.
 - C They do not live in the city.
 - D They live with other animals.

Recalling facts and details

2. Which animal is not in Kate's zoo?
- A cricket
 - B moth
 - C koala
 - D firefly

Comparing and contrasting

5. What is one way the city zoo is different from Kate's zoo?
- A The city zoo is not free.
 - B There are fewer animals at the city zoo.
 - C The city zoo is open only in the spring.
 - D There are no sparrows at the city zoo.

Understanding sequence

3. The boxes tell some things about sparrows.



What belongs in the empty box?

- A The sparrows fly away.
- B The eggs hatch.
- C The sparrows build nests.
- D The sparrows clean their feathers.

Making predictions

6. What will happen next year when the weather gets warm?
- A Kate will forget about her backyard zoo.
 - B No animals will be found in the backyard zoo.
 - C Sparrows will leave Kate's zoo.
 - D Sparrows will return to Kate's zoo.

<p>Finding word meaning in context</p> <p>7. You can tell that a sparrow is a kind of:</p> <p>A insect B bird C mouse D butterfly</p>	<p>Understanding author's purpose</p> <p>10. Why did Kate write the story?</p> <p>A to tell about different kinds of zoos B to get people to learn about zoos C to describe different kinds of animals D to tell about her zoo</p>
<p>Drawing conclusions and making inferences</p> <p>8. You can tell that ants are:</p> <p>A smart B silly C strong D fast</p>	<p>Interpreting figurative language</p> <p>11. Kate writes 'I am not kidding.' What does she mean?</p> <p>A I am not joking. B I am sorry I hurt you. C I am not telling the truth. D I am a good storyteller.</p>
<p>Distinguishing between fact and opinion</p> <p>9. Which of these tells something that can be proved?</p> <p>A Kate's zoo is the best zoo. B Everyone likes the zoo. C There are many animals in Kate's backyard. D They are all fun to watch.</p>	<p>Distinguishing between real and make-believe</p> <p>12. Which of these could <u>not</u> really happen?</p> <p>A A girl visits a zoo. B A girl flies away with the sparrows. C A girl finds a sparrow in her backyard. D A girl watches animals.</p>

PLACEMENT TEST C

Read this email written by Carl. Then answer questions about the email. Choose the best answer for numbers 1 to 12.

To: cherieb@gab.123
From: Carlj@chat.abc
Subject: Family barbecue

Hi Cherie,

My family had its annual barbecue last Saturday. Every year my aunts, uncles and cousins gather at our house. We eat, play games and have fun.

My youngest cousins are twins. They both will be one year old in a few days. Everyone made a big fuss over them. They had never seen them before. I didn't see the big deal. It's not like they can talk or anything. They don't even look alike. I thought twins at least did that. My mother was the worst. 'They are so cute!' she kept saying. Ugh!

I have never seen so much food. Uncle Joseph made the best salsa. It was hot and spicy. Aunt Maria made tacos. I helped grill the tortillas. Then we filled them with hot meat and vegetables. They were so good.

The best part of the day was when we played football after we ate lunch. Uncle Mark was on my team. My sister was on the other team. She played better than I did, but our team still won. Every time we scored a goal we yelled and cheered. Aunt Sarah got upset because we made lots of noise. She always complains about something. 'Pipe down!' she kept saying.

Next, we had a huge birthday cake for the twins. Everyone sang 'Happy birthday'. My grandfather said he had a headache from all the singing. He disappeared without even waiting for cake.

That's all my news. How is your summer going? Did you go to Sydney to visit your family? Write to me soon.

Your friend,

Carl

Finding the main idea

1. What is the email mostly about?
- A a favourite cousin
 - B a family event
 - C a football game
 - D a trip to Sydney

Recognising cause and effect

4. Grandfather left the party because:
- A he was tired
 - B he ate too much cake
 - C he had a headache
 - D he didn't want any cake

Recalling facts and details

2. Who was on Carl's football team?
- A Uncle Joseph
 - B Aunt Maria
 - C Uncle Mark
 - D Aunt Sarah

Comparing and contrasting

5. How are the twins different?
- A They are not the same age.
 - B They do not have the same birthday.
 - C They are not the same size.
 - D They do not look alike.

Understanding sequence

3. Which of these happened first?
- A Everyone ate lunch.
 - B Carl played football.
 - C Aunt Sarah got upset.
 - D Everyone sang.

Making predictions

6. What will Aunt Sarah probably do at next year's family barbecue?
- A play football with Carl
 - B find something to complain about
 - C say nice things to everyone
 - D make lots of noise

<p>Finding word meaning in context</p> <p>7. In the email, the word <i>annual</i> means:</p> <ul style="list-style-type: none"> A 'happening each month' B 'happening now and then' C 'happening each year' D 'happening once a week' 	<p>Identifying author's purpose</p> <p>10. Why did the author probably use an email to tell about Carl and his family?</p> <ul style="list-style-type: none"> A The author wanted readers to learn how to write an email. B The author wanted readers to reply to the email. C The author wanted readers to write a story about Carl. D The author wanted to use a different way to tell a story.
<p>Drawing conclusions and making inferences</p> <p>8. What did Carl probably enjoy most?</p> <ul style="list-style-type: none"> A playing football B seeing the twins C making tortillas D eating cake 	<p>Interpreting figurative language</p> <p>11. The phrase <i>pipe down</i> means:</p> <ul style="list-style-type: none"> A 'make noise' B 'take a seat' C 'be quiet' D 'go away'
<p>Distinguishing between fact and opinion</p> <p>9. Which of these is a <i>fact</i>?</p> <ul style="list-style-type: none"> A They are so cute! B My youngest cousins are twins. C I have never seen so much food. D Uncle Joseph made the best salsa. 	<p>Distinguishing between real and make-believe</p> <p>12. Which of these events could <u>not</u> happen at the barbecue?</p> <ul style="list-style-type: none"> A People cook lots of food. B A grandfather disappears right before everyone's eyes. C People pay lots of attention to the twins. D Uncle Mark and Carl play football.

PLACEMENT TEST D

Read this tale adapted from an African folktale. Then answer questions about the tale. Choose the best answer for numbers 1 to 12.

In days gone by, there was a war between the birds and the animals. The bat did not know which side to take. So, at first he didn't join either side.

When the bat saw that victory was leaning to the side of the birds, he flew to join them. One of the birds asked what business the bat had in their camp.

'Don't you know that I am one of you?' said the bat. 'See my wings.' The bat was accepted by the birds, but victory soon swayed to the side of the animals. The bat deserted the birds and went over to the animals' side. One of the animals had noticed him in the camp of the birds. He said to the bat, 'What are you doing here? Are you a spy?'

The bat replied, 'I am one of you. Can't you see my teeth?' The bat parted his lips to show his small teeth.

The animals turned their back on the bat, and the birds refused to let him back into their camp. Eventually the animals won the war. Since that time, the bat has remained alone, an outcast from all the other creatures in the woods. Even today, the bat does not go out from his home, except at night.



<p>Finding the main idea</p> <p>1. The best title for the folktale is:</p> <p>A 'Bats, birds and other animals'</p> <p>B 'The animals save the day'</p> <p>C 'Why the bat comes out only at night'</p> <p>D 'Why birds and animals don't get along'</p>	<p>Recognising cause and effect</p> <p>4. Why did the bat leave the birds and go over to the animals?</p> <p>A because the bat was more like an animal than a bird</p> <p>B because the animals were winning the war</p> <p>C because the animals asked him to join their camp</p> <p>D because the birds refused to accept him</p>
<p>Recalling facts and details</p> <p>2. The animals thought the bat might be:</p> <p>A a bird</p> <p>B an animal</p> <p>C neither bird nor animal</p> <p>D a spy</p>	<p>Comparing and contrasting</p> <p>5. How was the bat like the animals?</p> <p>A He came out only at night.</p> <p>B He had four legs.</p> <p>C He had teeth.</p> <p>D He had wings.</p>
<p>Understanding sequence</p> <p>3. Which of these happened first?</p> <p>A Victory swayed to the side of the animals.</p> <p>B The bat left the birds to join the animals.</p> <p>C The bat showed his small teeth.</p> <p>D The birds refused to have the bat back.</p>	<p>Making predictions</p> <p>6. Predict how things would be different for the bat today if it had remained with the birds.</p> <p>A Today, the bat would live alone but would remain friendly with the animals.</p> <p>B Today, the bat would live in nests and lay eggs like other birds.</p> <p>C Today, the bat would not live alone and would probably come out during the day.</p> <p>D Today, the bat would live among the birds as their leader.</p>

<p>Finding word meaning in context</p> <p>7. In the last paragraph, you can tell that the word <i>outcast</i> means:</p> <p>A 'one who is not truthful' B 'one who is not accepted by others' C 'one who belongs to a group' D 'one who has nothing in common with others'</p>	<p>Identifying author's purpose</p> <p>10. What is the author's purpose in the last paragraph?</p> <p>A to describe how the bat lives during the day B to explain why the bat comes out only at night C to teach readers a lesson about friendship D to show readers how the bat is different from all other animals</p>
<p>Drawing conclusions and making inferences</p> <p>8. You can tell that:</p> <p>A the birds were disappointed to see the bat leave their camp B the bat is more like a bird than any other animal C the animals would have accepted the bat if he did not have wings D the bat wanted to be on whichever side was winning the war</p>	<p>Interpreting figurative language</p> <p>11. In the last paragraph, the phrase <i>turned their back</i> describes how:</p> <p>A the animals won the war B the bat tried to get back into the birds' camp C the animals didn't want anything to do with the bat D the bat was finally accepted by the birds</p>
<p>Distinguishing between fact and opinion</p> <p>9. Which of these is an <i>opinion</i>?</p> <p>A The bat tried to convince the animals that he was one of them. B At first the bat did not join either side. C The birds were cruel not to let the bat back into their camp. D The bat no longer goes out of his home until night.</p>	<p>Summarising</p> <p>12. Which of these is a good summary of the folktale?</p> <p>A A bat convinces animals that he is one of them. B A bat wants to be accepted by those winning a war and ends up being unaccepted by all. C The animals won a war between the birds and the animals. D A bat cannot decide if he wants to be a bird or an animal.</p>

PLACEMENT TEST E

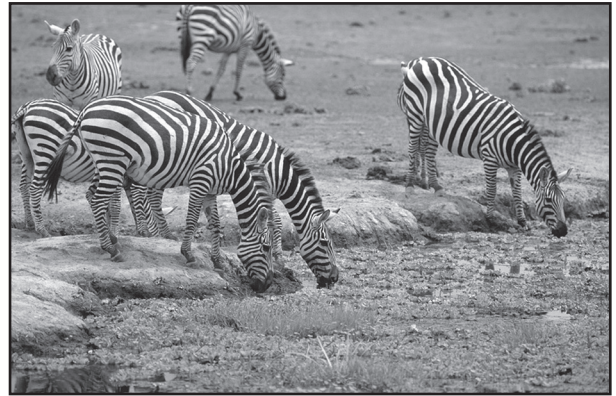
Read this article about zebras. Then answer questions about the article. Choose the best answer for numbers 1 to 12.

Zebras live in the grasslands of Africa. These members of the horse family are probably best known for their distinctive stripes and black and white colouring.

When zebras are born, they are brownish black and white. As they grow, they develop their stripe pattern. No one knows for certain why zebras have stripes. Zoologists have several theories, though. They believe the stripes offer zebras protection from predators in at least two ways.

Zebras spend most of their time eating in the grasslands. They eat the tall grass, as well as bark, leaves, buds, fruits and roots. Zoologists believe that their stripes act as camouflage while they are moving about the grassland. This theory might not seem to make sense at first. After all, a zebra's stripes stick out like a sore thumb. But consider that the zebra's main predator, the lion, is colour-blind. Then consider the wavy lines of a zebra's stripes. These wavy lines blend in with the tall grass. It's not the colour of the zebra stripes that protects it, but the pattern of the stripes. A zebra grazing in the grasslands can be completely overlooked by a lion.

Another means of protection has to do with their herds. Zebras usually travel in large groups, in which they stay close. In tight groups, the pattern of each zebra's stripes blends in with the stripes of the zebras around it. This is confusing to a predator. All it sees is a large, moving, striped mass. A lion has trouble singling out one zebra.



While a zebra's stripes may be indistinguishable to other animals, they help zebras recognise each another. Stripe patterns are like fingerprints. No two patterns are alike. Zoologists believe this is how zebras keep their herds together. Zebras can tell which zebras belong to their herd and which do not by their stripe patterns. A zebra mare and her foal can also keep track of each other in the large herd. Stripe patterns are helpful to zoologists as well. Stripe patterns help them track particular zebras in the wild so they can study their behaviour.

Today, zebras face an uncertain future in the wild. Many are hunted by humans for their meat and hide. The hunting of zebras must be stopped. Zebras are also at risk because food and water supplies are shrinking. They must fight with farmers for grazing land and water. One species of zebra, the quagga, has already died out. Humans must make sure this does not happen again.

Finding the main idea

1. The article tells mainly about:
- A a zebra's habitat
 - B a zebra's stripes
 - C a zebra's predators
 - D a zebra's habits

Recognising cause and effect

4. What happens when zebras are in tight groups?
- A Their stripes disappear.
 - B Finding food is easier.
 - C The colour of their stripes change.
 - D They are harder to single out.

Recalling facts and details

2. Which of these is most important to a zebra's protection from a predator?
- A the colour of its stripes
 - B the size of its stripes
 - C the pattern of its stripes
 - D the number of its stripes

Comparing and contrasting

5. In the article, the stripes of a zebra are compared to:
- A bark
 - B horses
 - C grasslands
 - D fingerprints

Understanding sequence

3. When do zebras develop their stripe patterns?
- A when they are born
 - B as they grow
 - C when they are adults
 - D as they near old age

Making predictions

6. What will most likely happen if zebras continue to have difficulty finding food and water?
- A Farmers will stop farming.
 - B Farmers will share land and water with the zebras.
 - C Many zebras will die.
 - D Zebras will become prey to more animals.

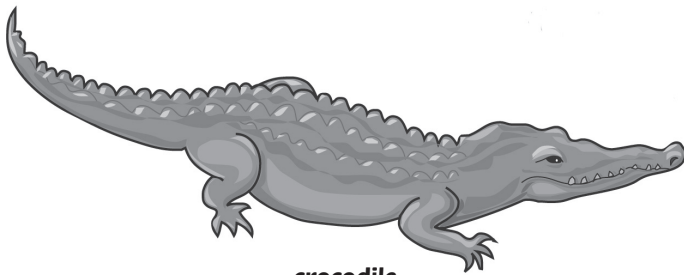
<p>Finding word meaning in context</p> <p>7. Which of these is the best meaning of the word <i>camouflage</i>?</p> <p>A 'distant' B 'disguise' C 'different' D 'deceive'</p>	<p>Identifying author's purpose</p> <p>10. The article was written mainly to:</p> <p>A describe the different kinds of stripes zebras have B explain theories about a zebra's stripes C get readers to do more to help zebras D entertain readers with information about an unusual animal</p>
<p>Drawing conclusions and making inferences</p> <p>8. From the article, you can conclude that:</p> <p>A zebras do not eat meat B zebras are found all over Africa C zebras are colour blind D zebras look alike, even to each other</p>	<p>Interpreting figurative language</p> <p>11. Which sentence contains a simile?</p> <p>A No two patterns are alike. B Stripes act as camouflage. C Stripes stick out like a sore thumb. D They eat the tall grass as well as bark.</p>
<p>Distinguishing between fact and opinion</p> <p>9. Which of these expresses a <i>fact</i>?</p> <p>A The hunting of zebras must be stopped. B Sadly, zebras face an uncertain future in the wild. C Many zebras are hunted by humans for their meat and hide. D Humans must make sure this does not happen again.</p>	<p>Summarising</p> <p>12. What is a good summary of the article?</p> <p>A Zebras are known for their distinctive stripes and colouring and live in herds. B Zebras are found in the grasslands of Africa and are members of the horse family. C Zebras are hunted by both animals and humans and must be protected. D No one knows for sure why a zebra has stripes, but zoologists believe they offer important protection.</p>

PLACEMENT TEST F

Read this article about two kinds of reptiles. Then answer questions about the article. Choose the best answer for numbers 1 to 12.

Crocodiles and alligators – what's the difference?

Have you ever seen a crocodile or an alligator? If you have, then you know how difficult it can be to tell them apart. Because these cold-blooded reptiles are both members of the same family, there are many ways in which they are alike. For example, both crocodiles and alligators love to be warm. They bask in the warmth of the sun for hours each day. Like other reptiles, the body temperature of crocodiles and alligators is always the same as that of their



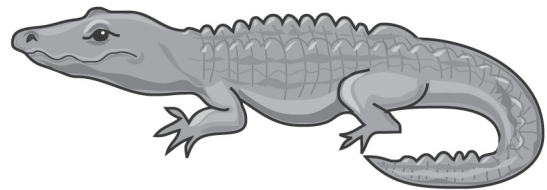
crocodile

surroundings. To survive, they must live in areas that provide the heat they require. Crocodiles can be found in the rivers of warm regions in northern Australia. They also live in parts of Africa, Asia and the Americas. Alligators are commonly found along warm coastal areas in the United States and in parts of China.

Finding differences between a crocodile and an alligator can be difficult. The first thing you can do to try to tell them apart is to look at the jaws of each reptile. If the lower teeth stick out when the jaw is closed, then the animal is a crocodile. If you cannot see the lower teeth when the jaw is closed, then the animal is an alligator.

Another way to distinguish between a crocodile and an alligator is by their size. Crocodiles can be as much as 6 metres long, but most alligators are about 3 metres long or smaller. Just because an alligator's body is smaller than a crocodile's, this does not mean that every part of it is smaller. In fact, the alligator's snout is large and rounded like a worn crayon tip. The crocodile's snout is thin and pointed like a sharp pencil.

One final way to tell these two reptiles apart is by their skin. Crocodiles have hard, tough skin. An alligator's skin is just as hard but somewhat smoother. You now should have enough information to tell the difference between a crocodile and an alligator. If you should ever have the opportunity to test your knowledge, though, keep a safe distance. Crocodiles and alligators are swift and dangerous animals.



alligator

<p>Finding the main idea</p> <p>1. The first paragraph mainly describes:</p> <ul style="list-style-type: none"> A the behaviour of crocodiles and alligators B similarities between crocodiles and alligators C the many differences between crocodiles and other reptiles D reptiles that are related to crocodiles and alligators 	<p>Recognising cause and effect</p> <p>4. The body temperature of reptiles is always the same as that of their surroundings because:</p> <ul style="list-style-type: none"> A reptiles bask in the sun for hours B reptiles prefer warm climates C reptiles are warm-blooded D reptiles are cold-blooded
<p>Recalling facts and details</p> <p>2. Alligators are commonly found:</p> <ul style="list-style-type: none"> A along the coast in warm areas of the United States and in China B in the rivers of China and northern Australia C only in parts of Africa, Asia and the Americas D on all continents wherever there is water 	<p>Comparing and contrasting</p> <p>5. Which of these tells how the jaws of an alligator differ from the jaws of a crocodile?</p> <ul style="list-style-type: none"> A The alligator does not have a jaw, but the crocodile does. B The alligator has a round jaw, but the crocodile has a pointed jaw. C The alligator doesn't show its lower teeth when its jaw is closed, but the crocodile does. D The alligator has a small jaw, but the crocodile has a large jaw.
<p>Understanding sequence</p> <p>3. According to the article, what is the first thing you can do to tell the difference between a crocodile and an alligator?</p> <ul style="list-style-type: none"> A examine the skin of each reptile B compare the jaws of each reptile C estimate the length of each reptile D determine each reptile's body temperature 	<p>Making predictions</p> <p>6. Predict what would happen if there was a dramatic temperature decrease in an alligator's habitat.</p> <ul style="list-style-type: none"> A The alligator would dwell only in the water instead of both on land and in water. B The alligator would maintain a higher body temperature. C The alligator would not be able to tolerate the change and would die. D The alligator would adapt to the cooler temperature.

<p>Finding word meaning in context</p> <p>7. In the article, <i>distinguish</i> means:</p> <ul style="list-style-type: none"> A 'examine the similarities' B 'determine the differences' C 'compare the lengths' D 'maintain a safe distance' 	<p>Identifying author's purpose</p> <p>10. The article was written mainly to:</p> <ul style="list-style-type: none"> A describe the likenesses and differences between two reptiles of the same family B explain why crocodiles and alligators are classified as reptiles C entertain readers with interesting facts about crocodiles and alligators D convince readers to keep a safe distance from dangerous reptiles
<p>Drawing conclusions and making inferences</p> <p>8. Information in the article suggests that:</p> <ul style="list-style-type: none"> A a crocodile spends all of its time in the water B a crocodile prefers warmer temperatures than an alligator C the body temperature of crocodiles and alligators can vary D an alligator is considered more dangerous than a crocodile 	<p>Interpreting figurative language</p> <p>11. The phrase <i>rounded like a worn crayon tip</i> is an example of:</p> <ul style="list-style-type: none"> A a pun B a metaphor C a simile D an exaggeration
<p>Distinguishing between fact and opinion</p> <p>9. Which of these is an <i>opinion</i>?</p> <ul style="list-style-type: none"> A Crocodiles live in northern Australia. B Crocodiles have a pointed snout. C Crocodiles like to bask in the warm sun. D Crocodiles are fascinating reptiles. 	<p>Summarising</p> <p>12. Which of these is the best summary of the article?</p> <ul style="list-style-type: none"> A Crocodiles and alligators are identical in most ways. B Crocodiles and alligators may appear similar, but there are several differences between them. C Crocodiles and alligators are members of the same family of reptiles. D The main difference between crocodiles and alligators is the surface of their skin.

PLACEMENT TEST G

Read this history article about two heroes. Then answer questions about the article. Choose the best answer for numbers 1 to 12.

Simpson, Henderson and the donkeys

If you travel to the Australian War Memorial in Canberra, our country's memorial to all those who fought in wars, you'll see a statue. It shows a wounded man on a donkey being led to safety by another soldier. The soldier is John Simpson Kirkpatrick, and he was a stretcher-bearer with the Australian and New Zealand Army Corps (ANZAC) during the Gallipoli Campaign in the First World War. This was a horrific and bloody battle in which many ANZACs died. Simpson himself was killed during it. He remains a symbol of Australian bravery and mateship in the face of wartime horror. Most Australians have heard of 'Simpson and his donkey'.

If you travel to the National War Memorial in Wellington, New Zealand, you will see a very similar statue. Just like the statue of Simpson and his donkey, it shows a wounded man sitting on a donkey and another man leading him to safety. But this statue is not, as a visiting Australian might think, another version of the iconic Australian image. It actually shows Private Richard Henderson from the New Zealand Medical Corps.

Henderson was a popular trainee schoolteacher from the town of Waihi on the North Island of New Zealand. When the war started he immediately enlisted as a stretcher-bearer. Henderson was so keen to help that he lied about his age. He pretended he was 21 when really he was 19.

When the ANZACs arrived at Gallipoli they brought several donkeys with them. But upon landing they discovered that they had no way to bring the donkeys ashore. These poor creatures were simply pushed overboard in the hope that they would swim to shore. Only four donkeys did not drown. On the day after Simpson himself arrived, he found a terrified donkey. With a gentle touch he managed to convince it to walk through the screaming gunfire and chaos of the battle. The two of them began carrying wounded soldiers from the battle lines to the beach where they could be cared for and evacuated.

Simpson probably had a few donkeys that he used to do this work. He named them Duffy or Murphy. They ended up making the journey over and over again for three and a half weeks. They would carry water on their way up and wounded on their way down. Simpson disregarded the amazing danger this put him in. On 19 May 1915 he was killed by Turkish gunfire. The donkey was carrying two wounded men at the time. One of them was killed with Simpson. The donkey, however, continued on its way and brought the other man to safety.

Richard Henderson took over Simpson's donkeys after he was killed. He continued the dangerous work, maintaining Simpson's legend throughout the whole Gallipoli campaign. When the ANZACs were eventually evacuated, he made sure the donkeys came too.

Henderson might not be as well known as Simpson, at least here in Australia. But his courage and commitment to his fellow men was no less amazing. These two men stand as enduring ANZAC heroes that should never be forgotten.

Finding the main idea

1. What is the main idea of paragraph 3?
- A Henderson was a schoolteacher.
 - B Waihi is a town in New Zealand.
 - C Henderson was not above lying.
 - D Henderson was keen to help with the war effort.

Recognising cause and effect

4. An Australian might be surprised to see the statue at the National War Memorial in Wellington because:
- A Simpson was Australian
 - B they might think it showed Simpson, and not Henderson, with their donkey
 - C they might think the statue had been stolen
 - D they might think Henderson was an Australian too

Recalling facts and details

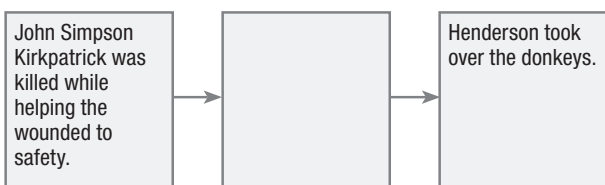
2. Which of these can be found in Wellington today?
- A a statue of Simpson and his donkey
 - B a statue of Henderson and his donkey
 - C the Australian War Memorial
 - D a memorial to the donkeys, Duffy and Murphy

Comparing and contrasting

5. How were John Simpson Kirkpatrick and Richard Henderson alike?
- A They both came from Waihi in New Zealand.
 - B They both risked their lives to bring the wounded to safety on their donkeys.
 - C They both lied about their ages to sign up for war service.
 - D They were both killed during the Gallipoli Campaign.

Understanding sequence

3. The boxes tell about some things that happened in the article.



What belongs in the empty box?

- A The ANZACs arrived at Gallipoli.
- B All but four donkeys drowned.
- C The donkey brought the wounded man to safety even after Simpson was killed.
- D Henderson made sure that the donkeys were evacuated with the ANZACs.

Making predictions

6. Predict what would have happened if Simpson had not been killed during the campaign.
- A Simpson would have continued his work, and Henderson would have either helped him or found another way to help his fellow ANZACs.
 - B He would have become bored and decided to fight rather than help the wounded.
 - C The ANZACs would have won the Gallipoli Campaign.
 - D The donkeys would have eventually been able to help people without him.

<p>Finding word meaning in context</p> <p>7. In paragraph 3, the word <i>enlisted</i> means:</p> <ul style="list-style-type: none"> A 'was forced into service' B 'joined up' C 'thought about' D 'made a list of' 	<p>Identifying author's purpose</p> <p>10. The author wrote the article mainly to:</p> <ul style="list-style-type: none"> A convince readers to learn more about the Gallipoli Campaign B inform readers about the bravery of Henderson, often overshadowed by Simpson in Australia C explain how the Turkish were thwarted in their plan to stop wounded ANZACs getting help D entertain readers with a fictional story based on historical events
<p>Drawing conclusions and making inferences</p> <p>8. From the article, readers can conclude that:</p> <ul style="list-style-type: none"> A the Turkish soldiers hated Simpson B Henderson was slightly braver than Simpson C the ANZACs lost the Gallipoli campaign D Henderson didn't really like donkeys 	<p>Interpreting figurative language</p> <p>11. The phrase <i>screaming gunfire</i> is an example of:</p> <ul style="list-style-type: none"> A personification B a metaphor C a simile D irony
<p>Distinguishing between fact and opinion</p> <p>9. Which of these states a <i>fact</i> from the article?</p> <ul style="list-style-type: none"> A Bravery such as Henderson's should be more common in people of all ages. B Henderson was a bigger hero than Simpson, in the end. C Henderson and Simpson should have given more credit to the donkeys. D Simpson was killed on 19 May 1915. 	<p>Summarising</p> <p>12. What is the best summary of the article?</p> <ul style="list-style-type: none"> A John Simpson was killed during the Gallipoli Campaign. B Two ANZACs did the same work on the battlefield at Gallipoli and should both be remembered as heroes. C A brave donkey saves wounded ANZAC soldiers. D Two heroes are remembered in statues at two national war memorials.

PLACEMENT TEST H

Read this passage of historical fiction that takes place during the mid-1700s. Then answer questions about the passage. Choose the best answer for numbers 1 to 12.

A lone snowflake drifted from the slate grey sky as an icy breeze blew across the meadow carrying the smell of a wood-burning fire from a distant cabin. 'I haven't got much time,' Louis whispered aloud as he scanned the horizon.

Louis began to dismantle the small camp he had made along the bank of the St Lawrence River. He knew only too well what could happen to a trapper who got caught in a sudden snowstorm, especially in this section of Canada. Louis's grandfather nearly died on this same spot three years ago, in 1740, during a month-long trapping excursion. A small storm turned quickly into a blizzard. If not for his loyal dogs, Louis's grandfather would never have escaped in time. Louis had mixed feelings about making camp in this area, thinking it was bad luck. He convinced himself that he was being foolish, but now he wasn't so sure.

Louis tugged at the poles of his tent, but they held firm in the frozen ground. Glancing again at the sky, he saw the clouds growing greyer. Louis turned his attention to his belongings – the pelts he had accumulated over the last two weeks and the hiking gear that remained by the water. He threw everything into two identical packs, one for pelts and the other for his gear. He bound them securely to the sled. With his father very ill, Louis had to support his family. These pelts would bring in the money they desperately needed. Animal skins were in great demand, especially in Europe, where fur-bearing animals were scarce.

'Rascal! Badger!' Louis commanded. Almost immediately, the huskies marched out of the woods, followed by four other dogs of various breeds. He was careful to mask his nervousness about the impending storm. If the dogs detected any fear in Louis's voice, they would not be able to do their job.

Louis began hitching the dogs to the sled mount. As he lashed the lines, he caught a glimpse of a large figure emerging from the woods. His stomach tightened at the sight of an enormous grizzly.

Louis jumped onto the dogsled and grabbed the reins. He blew three brief whistles, the command for the dogs to move, as the grizzly charged toward them. Though the dogs were fast, they hadn't yet built up enough speed to outdistance the bear.

Having gained on Louis and the dogs, the bear barrelled into the dogsled, knocking Louis over and sending one of the packs flying. Distracted, the bear went after the pack. Louis had the presence of mind to quickly regain control of the sled.

'Let's move!' Louis barked, his voice wrapped in nervous energy. Sensing the urgency in their master's voice, the dogs bolted down the narrow trail, heading for home at a pace that would likely leave the bear and the storm far behind.



<p>Finding the main idea</p> <p>1. The best title for the passage is:</p> <p>A 'Attack of the grizzly bear' B 'Fur trapping in Canada' C 'Fear in the wild' D 'The fur trade'</p>	<p>Recognising cause and effect</p> <p>4. Why were animal skins in great demand in Europe?</p> <p>A The temperatures in Europe were significantly lower than in Canada. B Animals of all kinds were uncommon in most of Europe. C Fur-bearing animals were not as numerous in European countries. D The fur of animals in Canada was more desirable than the fur of animals in Europe.</p>
<p>Recalling facts and details</p> <p>2. Which fact is supported by information in the passage?</p> <p>A A grizzly had once threatened Louis's grandfather years ago. B Sudden snowstorms were not unusual in the area where Louis had been camping. C Louis and his father usually went on trapping excursions together. D Louis was unaware that one of his packs had been knocked off the sled.</p>	<p>Comparing and contrasting</p> <p>5. Which of these tells a way that Louis and his grandfather were <u>not</u> alike?</p> <p>A They both trapped animals for a living. B They both were trapped in sudden snowstorms. C They both relied on dogs to save them from a dangerous situation. D They both found danger in the same area of Canada.</p>
<p>Understanding sequence</p> <p>3. The sentences below describe events that took place in the passage.</p> <p>1. Louis packed his belongings as quickly as possible. 2. Louis tried unsuccessfully to dismantle the tent. 3. Louis regained control of the dogsled. 4. Louis spotted a grizzly emerging from the woods.</p> <p>What is the correct order of the sentences?</p> <p>A 1, 2, 3, 4 C 1, 3, 4, 2 B 2, 4, 3, 1 D 2, 1, 4, 3</p>	<p>Making predictions</p> <p>6. In the future, Louis will probably:</p> <p>A use a more modern dogsled to move about the wilderness B acquire a faster and more loyal team of dogs C avoid trapping in an area that has brought danger twice to his family D abandon the trapping trade for a more profitable way of life</p>

<p>Finding word meaning in context</p> <p>7. In paragraph 3, what is the best meaning of the word <i>support</i>?</p> <p>A 'carry or bear the weight of' B 'show to be true' C 'give approval to' D 'provide for with funds or necessities'</p>	<p>Identifying author's purpose</p> <p>10. What is the author's purpose in paragraph 3?</p> <p>A to explain why the pelts were important to Louis B to describe Louis's accomplishments on his excursion C to explain to readers what a fur trapper endures D to show readers that fur trapping was once a widespread occupation</p>
<p>Drawing conclusions and making inferences</p> <p>8. From the passage, readers can conclude that Louis:</p> <p>A traps animals as a hobby rather than as a trade B has a considerable lack of respect for animals C has not yet determined if the pack that fell off the sled contained his pelts D dedicates many hours each day to training his dogs</p>	<p>Interpreting figurative language</p> <p>11. The phrase <i>presence of mind</i> means:</p> <p>A 'ability' B 'good sense' C 'luck or good fortune' D 'strength of character'</p>
<p>Distinguishing between fact and opinion</p> <p>9. Which of these is an <i>opinion</i>?</p> <p>A Louis's family was very ill. B Louis should have camped somewhere else. C Many of the pelts that Louis acquired would be sold in Europe. D Louis was frightened by the charging bear.</p>	<p>Summarising</p> <p>12. What is the best summary of the passage?</p> <p>A Fur trapping was once a profitable but dangerous way to make a living. B A trapper struggles to escape a dangerous bear. C A trapper finds danger in the Canadian wild. D A trapper is determined to provide his family with desperately needed money.</p>

**Comprehensive Assessment of Reading Strategies,
Placement Book
Answer Form**

Name _____
Teacher _____
Class _____

Key

- BI** = Finding the big idea
- FD** = Finding details
- PO** = Putting ideas in order
- WW** = Understanding what happens and why
- MG** = Making a guess
- FO** = Figuring things out
- MI** = Finding the main idea
- FD** = Recalling facts and details
- US** = Understanding sequence
- CE** = Recognising cause and effect
- CC** = Comparing and contrasting
- MP** = Making predictions
- WM** = Finding word meaning in context
- CI** = Drawing conclusions and making inferences
- RP** = Reading pictures
- FO** = Distinguishing between fact and opinion
- AP** = Identifying author's purpose
- FL** = Interpreting figurative language
- SM** = Summarising
- RM** = Distinguishing between real and make-believe

Date: _____

Placement Test P

- BI** 1. A B C
- FD** 2. A B C
- PO** 3. A B C
- WW** 4. A B C
- MG** 5. A B C
- FO** 6. A B C

Date: _____

Placement Test AA

- MI** 1. A B C
- FD** 2. A B C
- PO** 3. A B C
- WW** 4. A B C
- MG** 5. A B C
- FO** 6. A B C

Date: _____

Placement Test A

- MI** 1. A B C
- FD** 2. A B C
- US** 3. A B C
- CE** 4. A B C
- MP** 5. A B C
- WM** 6. A B C
- CI** 7. A B C
- RP** 8. A B C

Date: _____

Placement Test B

- MI** 1. A B C
- FD** 2. A B C
- US** 3. A B C
- CE** 4. A B C
- CC** 5. A B C
- MP** 6. A B C
- WM** 7. A B C
- CI** 8. A B C
- FO** 9. A B C
- AP** 10. A B C
- FL** 11. A B C
- RM** 12. A B C

Date: _____

Placement Test C

- MI** 1. A B C
- FD** 2. A B C
- US** 3. A B C
- CE** 4. A B C
- CC** 5. A B C
- MP** 6. A B C
- WM** 7. A B C
- CI** 8. A B C
- FO** 9. A B C
- AP** 10. A B C
- FL** 11. A B C
- RM** 12. A B C

Date: _____

Placement Test D

- MI** 1. A B C
- FD** 2. A B C
- US** 3. A B C
- CE** 4. A B C
- CC** 5. A B C
- MP** 6. A B C
- WM** 7. A B C
- CI** 8. A B C
- FO** 9. A B C
- AP** 10. A B C
- FL** 11. A B C
- SM** 12. A B C

Date: _____

Placement Test E

- MI** 1. A B C
- FD** 2. A B C
- US** 3. A B C
- CE** 4. A B C
- CC** 5. A B C
- MP** 6. A B C
- WM** 7. A B C
- CI** 8. A B C
- FO** 9. A B C
- AP** 10. A B C
- FL** 11. A B C
- SM** 12. A B C

Date: _____

Placement Test F

- MI** 1. A B C
- FD** 2. A B C
- US** 3. A B C
- CE** 4. A B C
- CC** 5. A B C
- MP** 6. A B C
- WM** 7. A B C
- CI** 8. A B C
- FO** 9. A B C
- AP** 10. A B C
- FL** 11. A B C
- SM** 12. A B C

Date: _____

Placement Test G

- MI** 1. A B C
- FD** 2. A B C
- US** 3. A B C
- CE** 4. A B C
- CC** 5. A B C
- MP** 6. A B C
- WM** 7. A B C
- CI** 8. A B C
- FO** 9. A B C
- AP** 10. A B C
- FL** 11. A B C
- SM** 12. A B C

Date: _____

Placement Test H

- MI** 1. A B C
- FD** 2. A B C
- US** 3. A B C
- CE** 4. A B C
- CC** 5. A B C
- MP** 6. A B C
- WM** 7. A B C
- CI** 8. A B C
- FO** 9. A B C
- AP** 10. A B C
- FL** 11. A B C
- SM** 12. A B C

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- FL = Interpreting figurative language
- SM = Summarising
- RM = Distinguishing between real and make-believe

Date: _____
Placement Test P

- BI 1. A ● C
- BI 2. ● B C
- FD 3. ● B C
- PO 4. A ● C
- WW 5. ● B C
- MG 6. ● B C

Date: _____

Placement Test AA

- MI 1. ● B C
- FD 2. A ● C
- PO 3. A B ●
- WW 4. A B ●
- MG 5. A ● C
- FO 6. A B ●

Date: _____

Placement Test A

- MI 1. ● B C
- FD 2. A ● C
- US 3. A ● C
- CE 4. A B ●
- MP 5. A ● C
- WM 6. A ● C
- CI 7. A B ●
- RP 8. ● B C

Date: _____

Placement Test B

- MI 1. A ● C
- FD 2. A B ●
- US 3. A ● C
- CE 4. A ● C
- CC 5. ● B C
- MP 6. A B C ●
- WM 7. A ● C
- CI 8. A B ●
- FO 9. A B ●
- AP 10. A B C ●
- FL 11. ● B C
- RM 12. A ● C

Date: _____

Placement Test C

- MI 1. A ● C
- FD 2. A B ●
- US 3. ● B C
- CE 4. A B ●
- CC 5. A B C ●
- MP 6. A ● C
- WM 7. A B ●
- CI 8. ● B C
- FO 9. A ● C
- AP 10. A B C ●
- FL 11. A B ●
- RM 12. A ● C

Date: _____

Placement Test D

- MI 1. A B ●
- FD 2. A B C ●
- US 3. ● B C
- CE 4. A ● C
- CC 5. A B ●
- MP 6. A B ●
- WM 7. A ● C
- CI 8. A B C ●
- FO 9. A B ●
- AP 10. A ● C
- FL 11. A B ●
- SM 12. A ● C

Date: _____

Placement Test E

- MI 1. A ● C
- FD 2. A B ●
- US 3. A ● C
- CE 4. A B C ●
- CC 5. A B C ●
- MP 6. A B ●
- WM 7. A ● C
- CI 8. ● B C
- FO 9. A B ●
- AP 10. A ● C
- FL 11. A B ●
- SM 12. A B C ●

Date: _____

Placement Test F

- MI 1. A ● C
- FD 2. ● B C
- US 3. A ● C
- CE 4. A B C ●
- CC 5. A B ●
- MP 6. A B ●
- WM 7. A ● C
- CI 8. A B ●
- FO 9. A B C ●
- AP 10. ● B C
- FL 11. A B ●
- SM 12. A ● C

Date: _____

Placement Test G

- MI 1. A B C ●
- FD 2. A ● C
- US 3. A B ●
- CE 4. A ● C
- CC 5. A ● C
- MP 6. ● B C
- WM 7. A ● C
- CI 8. A B ●
- FO 9. A B C ●
- AP 10. A ● C
- FL 11. ● B C
- SM 12. A ● C

Date: _____

Placement Test H

- MI 1. A B ●
- FD 2. A ● C
- US 3. A B C ●
- CE 4. A B ●
- CC 5. A ● C
- MP 6. A B ●
- WM 7. A B C ●
- CI 8. A B ●
- FO 9. A ● C
- AP 10. ● B C
- FL 11. A ● C
- SM 12. A B ●

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