

SRA[®] Early
Interventions
in
Reading

Level 1

**Placement and
Assessment Guide**



Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

MHEonline.com



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Placing Students

Placement Overview

In order to appropriately place students in the ***SRA Early Interventions in Reading*** program, you should administer a reliable and valid screening measure during the first several weeks of the school year. Many schools and classrooms are routinely beginning to give such tests to all students at the beginning of the year. If such tests are not routine in your school, initial teacher observations can be helpful in spotting students who should be screened to determine if they would benefit from ***SRA Early Interventions in Reading***.

One quick way to spot students likely to need this intervention is to watch for students who are struggling to master the letter-sound, blending, and decoding instruction provided during the first several weeks of the school year. Students who consistently struggle with phonemic awareness activities during instruction may also need the extra help provided by the program. Of course, it becomes easier to notice students who are not making adequate progress as each week passes. However, it is important to identify students who need extra help as soon as possible because every day that passes allows students to fall farther and farther behind their peers. Our goal for all students is grade-level reading skills by the end of the year; the farther behind children fall at any point in the year, the more difficult it is for them to achieve that goal.

Placing students in the appropriate lessons is an essential part of ensuring student success in ***SRA Early Interventions in Reading***. Once a student has been identified as potentially benefiting from an early-intervention curriculum, through either an outside test of skills or by teacher observations, consider which level of ***SRA Early Interventions in Reading*** would be most appropriate. Level 1 is designed for struggling first-grade readers. After determining which level of ***SRA Early Interventions in Reading*** is most appropriate, administer the in-program Placement Test. The Placement Test consists of a series of short activities designed to mirror the content of the intervention materials at different points in the curriculum. Based on a student's demonstrated mastery of the skills in each of the Placement Test sections, either administer the next section of the test to the student, place the student in a specific lesson within the curriculum, or move the student out of the intervention group to receive instruction in only the primary reading materials.

Administering the Placement Test

A Placement Test has been provided to help ensure appropriate student placement in the ***SRA Early Interventions in Reading*** materials. Make a copy of the Placement Test Record (page 3) for each student completing the Placement Test. Provide each student with a copy of the Placement Test (pages 4–6). Administer the Placement Test to each student, following the instructions on the Placement Test Record. Have each student start with Section 1 on the Placement Test. Direct the student to read the list of words and then to read the sentence. Mark each error on the Placement Test Record with a slash (/). Stop administration as directed. Identify and record the student's placement information at the top of the Placement Test Record.

Remember to consider individual needs and pacing for students at risk for learning disabilities, English Language Learners, students with language delays, and students with intellectual disabilities. The Placement Test is an informative guide to help you place a student in ***SRA Early Interventions in Reading***, and the results should take into account the individual needs of the student. As the teacher, you should place students in the section of the curriculum at which you feel they will most benefit.

Placement Test Record

Placement Teacher's Edition _____ Lesson _____
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Section 1 <i>Number of Errors</i> _____	ant mat am is rat Tim sand The ram is on a mat.	1 or no errors: Continue to Section 2. 2 or more errors: Stop administration. Place student in Teacher's Edition A, Lesson 1.
Section 2 <i>Number of Errors</i> _____	far crab hand hat pig dish Pat had a map on a ship.	1 or no errors: Continue to Section 3. 2 or more errors: Stop administration. Place student in Teacher's Edition A, Lesson 21.
Section 3 <i>Number of Errors</i> _____	picnic mix trap wagon stars Max camped with Rabbit and Fox.	1 or no errors: Continue to Section 4. 2 or more errors: Stop administration. Place student in Teacher's Edition B, Lesson 41.
Section 4 <i>Number of Errors</i> _____	step under hopped dishes bus ape Zach forgets to paddle in the pond.	1 or no errors: Continue to Section 5. 2 or more errors: Stop administration. Place student in Teacher's Edition B, Lesson 61.
Section 5 <i>Number of Errors</i> _____	stone fudge eagle pinch shade Spike hates parades. He barks and whines.	1 or no errors: Continue to Section 6. 2 or more errors: Stop administration. Place student in Teacher's Edition C, Lesson 81.
Section 6 <i>Number of Errors</i> _____	queen maid daylight silly refuse Harry may add the right spice at dinner.	1 or no errors: Place in Level 2. 2 or more errors: Stop administration. Place student in Teacher's Edition C, Lesson 81.

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Placement Test

Sections 1-2

ant mat am is

rat Tim sand

The ram is on a mat.

far crab hand

hat pig dish

Pat had a map on a ship.

Sections 3-4

picnic mix trap

wagon stars

Max camped with Rabbit
and Fox.

step under hopped

dishes bus ape

Zach forgets to paddle
in the pond.

Sections 5-6

stone fudge eagle

pinch shade

Spike hates parades. He barks
and whines.

queen maid daylight

silly refuse

Harry may add the right
spice at dinner.