SRA Early Interventions in Reading

Level 2

Placement and Assessment Guide

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Placing Students

Placement Overview

In order to appropriately place students in the *SRA Early Interventions in Reading.* program, 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 children at the beginning of the year. If such tests are not routine in your school, initial teacher observations can be helpful in spotting children 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 text-reading instruction provided during the first several weeks of the school year. Students who consistently struggle with phonemic awareness and word-reading 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 or beyond 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 teacher observation, consider which level of *SRA Early Interventions in Reading* would be most appropriate for your students. Level 2 is designed for struggling second-grade readers. Then 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.

SRA Early Interventions in Reading Level 2

Administering the Placement Test

A placement test for Level 2 and a separate placement test for Level 1 have been provided to help ensure appropriate student placement in the *SRA Early Interventions in Reading* curriculum. Make a copy of the appropriate Placement Test Record (pages 3–6 for Level 2 and page 11 for Level 1) for each student completing the Placement Test. Provide the student with a copy of the Placement Test (pages 7–10 for Level 2 and pages 12–14 for Level 1). Administer the Placement Test to each student, following the directions on the Placement Test Record. Have each student start with Section 1 on the Placement Test. For the Level 1 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 (/). For the Level 2 Placement Test, direct each student to read the list of words. Then have the student complete the one-minute timed reading. Again, 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, Level 2

Placement

❏ Administer Placement Test for Level 1
❏ Level 2, **Teacher's Edition** _____ Lesson _____

Section 1—A *Number of Errors*_____	proceed spoil dawning caught window	**1 or no errors:** Continue to Section 1—B. **2 or more errors:** Stop administration. Administer Placement Test for Level 1.
Section 1—B *Number of Errors*_____	**I have a story I want you to read for me. Read this story as fast as you can without making a mistake.** *(Point to the first word of the story, and say, "Begin here." Start the stopwatch. Time student for 1 minute.)* **As student reads, mark each error with a dark slash (/). Errors include:** ✓ **Omissions** ✓ **Insertions** ✓ **Mispronunciations not caused by a speech defect (for example, *house* instead of *home* or leaving off inflection endings *-s, -ed,* and *-ing*)** ✓ **Words requiring more than 4 seconds** ✓ **Each word left unread after one minute** **If a student cannot read a word within 4 seconds, tell student to go to the next word, put a slash (/) through the word on the record sheet, and point to the next word in the sentence.** What color are your eyes? Are they blue? Are they brown? What about your hair? Is it light or dark? Many children have eyes and hair like yours. And many are as tall as you. A few have noses or hands like yours.	**2 or fewer errors:** Continue to Section 2. **3 or more errors:** Stop administration. Administer Placement Test for Level 1.

| Section 2—A

Number of Errors_____ | treat   climber   photo

knitted   weight | **1 or no errors:** Continue to Section 2—B.

2 or more errors: Stop administration. Place student in **Level 2, Teacher's Edition A, Lesson 1.** |
|---|---|---|
| **Section 2—B**

Number of Errors_____ | **I have a story I want you to read for me. Read this story as fast as you can without making a mistake.** *(Point to the first word of the story, and say, "Begin here." Start the stopwatch. Time student for 1 minute.)*

As student reads, mark each error with a dark slash (/). Errors include: ✓ Omissions ✓ Insertions ✓ Mispronunciations not caused by a speech defect (for example, *house* instead of *home* or leaving off inflection endings -s, -ed, and -ing) ✓ Words requiring more than 4 seconds ✓ Each word left unread after one minute

If a student cannot read a word within 4 seconds, tell student to go to the next word, put a slash (/) through the word on the record sheet, and point to the next word in the sentence.

Two sly cats had stolen a piece of cheese from their master's table. It was a nice big piece of cheese. But they had an argument on how to share it. Each cat felt that the other might get a bigger piece.

They asked a judge to help them cut the cheese. | **2 or fewer errors:** Continue to Section 3.

3 or more errors: Stop administration. Place student in **Level 2, Teacher's Edition A, Lesson 1.** |

Section 3—A *Number of* *Errors_____*	throat wrapped reality discount tasteful	**1 or no errors:** Continue to Section 3—B. **2 or more errors:** Stop administration. Place student in **Level 2, Teacher's Edition A, Lesson 21.**
Section 3—B *Number of* *Errors_____*	**I have a story I want you to read for me. Read this story as fast as you can without making a mistake.** *(Point to the first word of the story, and say, "Begin here." Start the stopwatch. Time student for 1 minute.)* **As student reads, mark each error with a dark slash (/). Errors include:** ✓ **Omissions** ✓ **Insertions** ✓ **Mispronunciations not caused by a speech defect (for example, *house* instead of *home* or leaving off inflection endings -*s, -ed,* and -*ing*)** ✓ **Words requiring more than 4 seconds** ✓ **Each word left unread after one minute** **If a student cannot read a word within 4 seconds, tell student to go to the next word, put a slash (/) through the word on the record sheet, and point to the next word in the sentence.** The plains are full of life. Grass and seeds feed lots of insects. Butterflies and grasshoppers fly around in the air. Termites and ants climb beneath the soil. Birds and other animals feast on the seeds and the insects they have caught. Animals have found ways to live well on the plains. Prairie dogs dig burrows in the dirt to use as homes.	**2 or fewer errors:** Continue to Section 4. **3 or more errors:** Stop administration. Place student in **Level 2, Teacher's Edition A, Lesson 21.**

| Section 4—A

Number of Errors___ | happier   impression   sadness

passage   dislike | 1 or no errors: Continue to Section 4—B.

2 or more errors: Stop administration. Place student in Level 2, Teacher's Edition B, Lesson 41. |
|---|---|---|
| Section 4—B

Number of Errors___ | I have a story I want you to read for me. Read this story as fast as you can without making a mistake.

(Point to the first word of the story, and say, "Begin here." Start the stopwatch. Time student for 1 minute.)

As student reads, mark each error with a dark slash (/). Errors include:
✓ Omissions
✓ Insertions
✓ Mispronunciations not caused by a speech defect (for example, *house* instead of *home* or leaving off inflection endings *-s, -ed,* and *-ing*)
✓ Words requiring more than 4 seconds
✓ Each word left unread after one minute

If a student cannot read a word within 4 seconds, tell student to go to the next word, put a slash (/) through the word on the record sheet, and point to the next word in the sentence.

As the men paddled, we skimmed over the muddy waters, but it was hard work. We were moving against the current.

I looked for something I could use to block the harsh sunlight, but the boat offered little comfort—not even seats. Instead, we sat cross-legged on the hard floor as the sounds of splashing water trickled past us on our important mission. | 2 or fewer errors: Place student in regular classroom reading instruction only.

3 or more errors: Stop administration. Place student in Level 2, Teacher's Edition B, Lesson 41. |

Placement and Assessment Guide, Level 2

SRA Early Interventions in Reading Level 2

Placement Test, Level 2
Section 1

proceed   spoil   dawning

caught   window

_____

What color are your eyes? Are they blue? Are they brown? What about your hair? Is it light or dark?

Many children have eyes and hair like yours. And many are as tall as you. A few have noses or hands like yours.

Section 2

treat   climber   photo

knitted   weight

    Two sly cats had stolen a piece of cheese from their master's table. It was a nice big piece of cheese. But they had an argument on how to share it. Each cat felt that the other might get a bigger piece.

    They asked a judge to help them cut the cheese.

Section 3

throat   wrapped   reality

discount   tasteful

The plains are full of life. Grass and seeds feed lots of insects. Butterflies and grasshoppers fly around in the air. Termites and ants climb beneath the soil. Birds and other animals feast on the seeds and the insects they have caught.

Animals have found ways to live well on the plains. Prairie dogs dig burrows in the dirt to use as homes.

Section 4

happier   impression   sadness

passage   dislike

As the men paddled, we skimmed over the muddy waters, but it was hard work. We were moving against the current.

I looked for something I could use to block the harsh sunlight, but the boat offered little comfort—not even seats. Instead, we sat cross-legged on the hard floor as the sounds of splashing water trickled past us on our important mission.