



Intervenciones
tempranas
de la

lectura



Placement and Assessment Guide



SRA[®] Intervenciones
tempranas
de la
lectura

**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. Schools and classrooms routinely give such tests to all students at the beginning of the year. If such tests are not routine at 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***.

In general, one quick way to spot students likely to need intervention is to watch for students who are struggling to master letter-naming, letter-sound, and phonemic-awareness skills instruction provided during the first several weeks of the school year. Of course, it becomes easier to notice students who are not making 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 further and further behind their peers. Our goal for all students is grade-level reading skills by the end of the year; the further behind children fall at any point of 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 for your students. Kindergarten teachers should use Level K.

Level K is appropriate for kindergarten students who need additional support. Either Level K or Level 1 is appropriate for most first-grade students; Level 1 works for those first-graders who need additional instruction with beginning reading skills, and Level K works for first-graders who struggle with language or who need slower-paced, more intensive instruction. These slower-paced students include those at risk for learning disabilities, English-Language Learners, and students with intellectual disabilities (that is, mental retardation).

Students whose native language is Spanish will benefit from the Spanish component of this program, ***SRA Intervenciones tempranas de la lectura***. Studies have shown that students who have already acquired basic reading skills in their native languages are able to master those skills in the English language much more easily. Once a student has completed the ***SRA Intervenciones tempranas de la lectura*** program, he or she can then be placed in either ***SRA Early Interventions in Reading*** Level 1 or 2, depending on his or her abilities at that time.

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 proper placement in the **SRA Intervenciones tempranas de la lectura** 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. Mark and record errors as indicated on the record sheet. Stop administration as directed. Identify and record the student's placement information at the top of the Placement Test Record.

As mentioned in the Placement Overview on page 1, 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 Intervenciones tempranas de la lectura**, and the results should take into account the individual needs of the student. As the teacher, you should place students into the section of the curriculum at which you feel they will most benefit.

Placement Test Record

Placement

Teacher's Edition _____ Lesson _____

Section 1 <i>Number of Errors</i> _____	me sala mapa mesas sala esta dar El mapa está en la mesa.	1 or no errors: Continue to Section 2. 2 or more errors: Stop test. Place student in Edición del maestro A, Lesson 1.
Section 2 <i>Number of Errors</i> _____	y lora mangos lago llama frescos comen Lala toma los mangos y sale de la casa.	1 or no errors: Continue to Section 3. 2 or more errors: Stop test. Place student in Edición del maestro A, Lesson 21.
Section 3 <i>Number of Errors</i> _____	mucho personas gustan verano helado padres Me gusta el helado de fruta.	1 or no errors: Continue to Section 4. 2 or more errors: Stop test. Place student in Edición del maestro B, Lesson 41.
Section 4 <i>Number of Errors</i> _____	aquí chofer autobús que hermosa cerca familia Nina desea tomar la concha que está cerca del lago.	1 or no errors: Continue to Section 5. 2 or more errors: Stop test. Place student in Edición del maestro B, Lesson 61.
Section 5 <i>Number of Errors</i> _____	antiguo kiosko fuerte carro experto camino quién Pipo tiene un carro antiguo que se llama Poli.	1 or no errors: Continue to Section 6. 2 or more errors: Stop test. Place student in Edición del maestro C, Lesson 81.
Section 6 <i>Number of Errors</i> _____	camuflaje tierra pequeñas delfines normalmente parecen Los delfines se parecen a los gemelos.	1 or no errors: Administer Placement Test for Level 1. 2 or more errors: Stop test. Place student in Edición del maestro C, Lesson 81.

Placement Test

Sections 1-2

me sala mapa mesas

sala esta dar

El mapa está en la mesa.

y lora mangos lago

llama frescos comen

Lala toma los mangos y sale
de la casa.

Sections 3-4

mucho personas gustan
verano helado padres
Me gusta el helado de fruta.

aquí chofer autobús que
hermosa cerca familia
Nina desea tomar la concha
que está cerca del lago.

Sections 5–6

antiguo kiosko fuerte
carro experto camino
quién

Pipo tiene un carro antiguo
que se llama Poli.

camuflaje tierra
pequeñas delfines
normalmente parecen

Los delfines se parecen a los
gemelos.