

Checking Initial Placement

Proper placement is critical to student success. You can accelerate a student's achievement by using Read Naturally Live's built-in placement test and then checking initial placement after the student completes the first three to six stories. The process of checking initial placement enables you to determine if the student's initial level and goal are appropriate or if you should adjust either the level or the goal.

The student's data must accurately reflect performance, so check initial placement only if you or a staff member guided the student during cold timings. If not, guide the student during cold timings for the next three stories, and then check initial placement using the data for those three stories.

To check initial placement, compare data from the Students At-a-Glance report to the Initial Placement Criteria listed below, and use your knowledge of the student to determine whether to continue, raise, or lower the level or the goal.

Students At-a-Glance (sample report)			Series/Level		Fluency			Comprehension		
Current Grade	Student	Current HR Teacher	Series/Level	Stories passed	Practices (first 3 / last 3)	Goal (first / last)	Cold timing (first 3 / last 3)	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Quiz % correct (first 3 / last 3)
3	Her, Lee	Goss, H	Sec 2.5	3	6/6	70/70	41/41	74/74	2/2	87/87

Read Naturally Live Initial Placement Criteria

Each initial placement criteria is based on the average of the student's scores for the first three to six stories. The Students At-a-Glance report provides those averages for the most recent three stories for each student.

The closer the student's data is to meeting the initial level and/or goal criteria, the more confident you can be that the student is placed in an appropriate level and/or has an appropriate goal.

Initial Level Criteria

- The student's cold-timing score indicates a potential fit for the placement level (see table).
- The student's percent correct on the quiz is at least 60%.

Placement Table

Placement Level	Scores in this range indicate a potential fit
0.8 to 3.0	30 to 60
3.5 to 5.0	60 to 80
5.6 to 7.0	80 to 100
8.0	100 to 140

Initial Goal Criteria

- The student's goal exceeds the cold-timing score by approximately:
 - 30 in grades 4 and below.
 - 40 in grades 5 and above.
- The student's goal is equal to or slightly less than the hot-timing score.
- The student's average number of practices is 3 to 10.

Until you are proficient with checking initial placement, use the detailed directions on the following pages: Part A: Check the Initial Level, Part B: Check the Initial Goal, and the Checking Initial Placement Worksheet.

Part A: Check the Initial Level

Checking initial placement begins with checking the level. You will use data from the Students At-a-Glance report, the Initial Level Criteria, and your knowledge of the student to determine whether to continue, raise, or lower the level.

Generate a Students At-a-Glance report, and check initial placement for each student who has completed the first three to six stories.

Step 1. Compare the student's placement level and cold-timing score for the most recent three stories to the Placement Table.

The cold-timing score shows the level may be:

- Too easy** (above placement range)
- Appropriate** (within placement range)
- Too difficult** (below placement range)

Placement Table

Placement Level	Scores in this range indicate a potential fit
0.8 to 3.0	30 to 60
3.5 to 5.0	60 to 80
5.6 to 7.0	80 to 100
8.0	100 to 140

Step 2. Compare the student's quiz-%-correct score for the most recent three stories to the ranges below.

The student's quiz-%-correct score shows the level may be:

- Too easy**
- Appropriate**
- Too difficult**

Quiz Range Table

Quiz-%-correct score	Level
93 – 100	Too Easy
60 – 92	Appropriate
0 – 59	Too difficult

Step 3. Find the suggested action(s) in the Level Adjustment Table based on the results of Step 1 and Step 2.

Level Adjustment Table

Cold-timing score shows the level may be:	Quiz-%-correct score shows the level may be:		
	Too easy (93 – 100)	Appropriate (60 – 92) ¹	Too difficult (0 – 59) ¹
Too easy (above placement range)	Raise level	Raise or continue level	Continue or lower level
Appropriate (within placement range)	Continue level	Continue level	Continue or lower level
Too difficult (below placement range)	Continue or lower level	Continue or lower level	Lower level ²

¹Support comprehension if quiz-%-correct scores are below 80%.

²If the student is in level 0.8 or 1.0 and knows beginning sounds and about 50 words, you can continue, rather than lower, the level.

Step 4. Based on the suggested action(s) and your knowledge of the student, decide what action to take.

If you decide the student should continue in the same level, proceed to Part B: Check the Initial Goal. If you decide to raise or lower the level, do not proceed to Part B. Instead:

- Assign the next nearest level and conduct the student's first cold timing.
- Assign a goal using the Initial Goal Criteria (add 30 to the cold-timing score in grades 4 and below and 40 in grades 5 and above) and your knowledge of the student.

Check placement again after the student completes three stories in the new level.

Part B: Check the Initial Goal

If the student continues in the same level, use data from the Students At-a-Glance report, the Initial Goal Criteria, and your knowledge of the student to determine whether to continue, raise, or lower the goal.

Step 1. Subtract the student's cold-timing score from the goal for the most recent three stories, and find the difference on the Cold Timing Table.

The current goal, compared to the cold-timing score, is:

- Too easy**
- Appropriate**
- Too difficult**

Cold Timing Table

Goal minus cold-timing score		Goal
Grades 4 & below	Grades 5 & above	
0 – 24	0 – 34	Too easy
25 – 35	35 – 45	Appropriate
36+	46+	Too difficult
If the cold-timing score is higher than the goal		Too easy

Step 2. Subtract the student's goal from the hot-timing score for the most recent three stories, and find the difference on the Hot Timing Table.

The current goal, compared to the hot-timing score, is:

- Too easy**
- Appropriate**
- Too difficult**

Hot Timing Table

Hot-timing score minus goal	Goal
10 or more	Too easy
0 – 9	Appropriate
If the hot-timing score is lower than the goal	Too difficult

Step 3. Find the student's number of practices for the most recent three stories on the Number of Practices Table.

The current goal, compared to the number of practices, is:

- Too easy**
- Appropriate**
- Too difficult**

Number of Practices Table

Number of practices	Goal
Less than 3	Too easy
3 – 10	Appropriate
Greater than 10	Too difficult

Step 4. Find the suggested action(s) in the Goal Adjustment Table based on the results of Steps 1, 2, and 3.

Goal Adjustment Table

Results	Suggested Action
3 results show the goal too easy	Raise goal
2 results show the goal is too easy and 1 shows it's appropriate	
2 results show the goal is too easy and 1 shows it's too difficult	Raise or continue goal
2 results show the goal is appropriate and 1 shows it's too easy	
3 results show the goal is appropriate	Continue goal
1 result shows the goal is too easy , 1 shows the goal is too difficult , and 1 shows the goal is appropriate	
2 results show the goal is appropriate and 1 shows it's too difficult	Continue or lower goal
2 results show the goal is too difficult and 1 shows it's too easy	
2 results show the goal is too difficult and 1 shows it's appropriate	Lower goal
3 results show the goal is too difficult	

Step 5. Based on the suggested action(s) and your knowledge of the student, decide the student's goal.

If you decide to raise or lower the goal, assign a new goal using the Initial Goal Criteria (add 30 to the cold-timing score in grades 4 and below and 40 in grades 5 and above) and your knowledge of the student. Check the goal again after the student completes the next three stories.

Checking Initial Placement Worksheet

Use the student's scores from the most recent three stories.

Part A: Check the Initial Level		Step 1: Comparison to Placement Table below. Level may be:			Step 2: Comparison to Quiz Range Table below. Level may be:			Step 3: Refer to the Level Adjustment Table below. Level decision:			Part B: Check the Initial Goal		Step 1: Comparison to Cold Timing Table below. Goal may be:			Step 2: Comparison to Hot Timing Table below. Goal may be:			Step 3: Comparison to Number of Practices Table below. Goal may be:			Step 4: Refer to the Goal Adjustment Table below. Goal decision:					
Student Name	Student's Level	Too Easy	Appropriate	Too Difficult	Too easy	Appropriate	Too Difficult	Raise level	Continue level	Lower level	Go on to Part B?	Student's Goal	Too Easy	Appropriate	Too Difficult	Too Easy	Appropriate	Too Difficult	Too Easy	Appropriate	Too Difficult	Raise goal	Continue goal	Lower goal			
											<p>If the student continues in the same level, proceed to Part B: Check the Initial Goal.</p> <p>If you change the student's level, stop. Set a new goal during the first cold timing in the new level.</p>																

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2 results show the goal is too easy and 1 shows it's too difficult	
2 results show the goal is appropriate and 1 shows it's too easy	Continue goal
3 results show the goal is appropriate	
1 result shows the goal is too easy, 1 shows the goal is too difficult, and 1 shows the goal is appropriate	Continue or lower goal
2 results show the goal is appropriate and 1 shows it's too difficult	
2 results show the goal is too difficult and 1 shows it's too easy	Lower goal
2 results show the goal is too difficult and 1 shows it's appropriate	
3 results show the goal is too difficult	