

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 Homeroom	Series/Level	Date Level started	Stories passed	Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practices (first 3/last 3)	Quiz % correct (first 3/last 3)
3	Her, Lee	Goss, H	Seq. 2.5	9/26/2019	3	41/41	70/70	74/74	2/2	6/6	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 stories.

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

The cold-timing score shows the level may be:

- Easy** (above placement range)
- Appropriate** (within placement range)
- 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 first three stories to the ranges below.

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

- 80 -100% **Appropriate**
- 60-79% **Adequate: Comprehension support needed**
- ≤ 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:		
	Appropriate (80 – 100)	Adequate with comprehension support (60 – 79) ¹	Too difficult (0 – 59) ¹
Very easy (considerably above placement range)	Select level by using the Placement Test	Continue level	Lower level ²
Easy (above placement range)	Raise or continue level ²	Continue level	Lower level ²
Appropriate (within placement range)	Raise or continue level ²	Continue level	Lower level ²
Difficult (below placement range)	Continue or lower level ²	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 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 adjust the goal. If the student's data does not meet the Initial Goal Criteria, follow the steps below to set a new goal.

Step 1. Subtract the student's cold-timing score (CT) from the hot-timing score (HT) for the first three stories.

Step 2. Determine the student's number of practices for the first three stories.

Step 3. On the Goal Adjustment Table for the student's current grade level below, find the intersection of the "hot timing minus cold timing" and the student's "number of practices".

Goal Adjustment Table

Grades 1 - 4

Suggested Goal			
Growth: hot timing minus cold timing	Number of practices		
	1-5	6-10	>10
≤ 8	Insufficient rate gain: See Troubleshooting Table		
9-13	HT +5	HT +5	HT
14-18	HT +5	HT	HT
19-28	HT	HT -5	HT -5
29-38	HT	HT -5	HT -5
39-48	CT +40	CT +35	CT +30
≥ 49	CT +40	CT +35	CT +30

Goal Adjustment Table

Grades 5 and Above

Suggested Goal			
Growth: hot timing minus cold timing	Number of practices		
	1-5	6-10	>10
≤ 8	Insufficient rate gain: See Troubleshooting Table		
9-13	HT +5	HT +5	HT
14-18	HT +5	HT	HT
19-28	HT +5	HT	HT -5
29-38	HT	HT -5	HT -5
39-49	HT	HT -5	HT -5
≥49	CT +50	CT +45	CT +40

Step 4. Use the "suggested goal" recommendation in the intersection of the two data points on the table as the beginning of a new goal, but round down to the nearest five to finalize the new goal.

Step 5. Review these additional considerations when goal setting :

- No goal should be higher than 180.
- If the the suggested goal (SG) is too close to the cold timing ($SG - CT \leq 18$), you will need to gradually increase the goal as the student completes more stories until the goal is *at least* 25 above the cold timing.
- Consult the **Troubleshooting Table** (below) to find our what to do if:
 - The student rate gain is insufficient ($HT - CT \leq 15$).
 - The student did not meet pass criteria.
 - Number of practices is above ten.

Troubleshooting Table

Insufficient rate gain (HT – CT < 15)	Passed with current scores (HT < Goal)	Too many practices (Practices > 10)	Possible cause(s)	Possible solution(s)
✓			Student does cold timing independently so cold-timing score may be artificially high.	<ol style="list-style-type: none"> Check accuracy of student's cold-timing score by conducting student's next cold timing: <ul style="list-style-type: none"> If student's cold-timing score is inflated compared to teacher-directed score, change the Story Options to Teacher Required, conduct student's cold-timings, and teach student how to do cold timings correctly before allowing student to self-time. If teacher-directed cold-timing result is similar to student's cold-timing score on the report, direct student to continue to self-time. Determine if the current goal needs adjustment by comparing the goal to the teacher-directed cold-timing score: <ul style="list-style-type: none"> If the teacher-directed cold-timing score is close to¹, equal to, or above the goal, raise the goal. See Goal may be too low in this table. If teacher-directed cold-timing score is not close to¹, equal to, or above the goal, continue the goal. <p>¹ Close to is defined as less than 26 below the goal in grades 1–4 or less than 36 in grades 5+.</p>
✓			Goal may be too low.	<p>If the cold-timing score is close to¹, equal to, or above the goal, raise the goal.</p> <p>To set a new goal, use the student's data from the report, and:</p> <ol style="list-style-type: none"> Add 30 to the student's cold-timing score in grades 4 and below or add 40 in grades 5 and above. Check the new goal after student completes one or two additional stories to determine if the new goal was met in 3 – 10 practices. Adjust new goal, if needed. <p>¹ Close to is defined as less than 26 below the goal in grades 1–4 or less than 36 in grades 5+.</p>
✓	✓		Student may not practice enough.	<p>Implement one solution at a time:</p> <ul style="list-style-type: none"> Use remedial options, and require student to meet the goal. Increase required number of practices in Story Options. Encourage student to practice as many as ten times. Increase the number of read alongs in Story Options.
✓	✓		Student motivation may be low.	<p>Pass student as soon as student indicates he or she is ready to pass.</p> <p>Provide encouragement or rewards to get student to continue to work and require student to meet goal.</p>
✓	✓	✓	Student may not use program with fidelity.	<p>Remind student to look at and say each word during the Read Along step as the narrator reads the story.</p> <p>Remind student to read each word quietly aloud while practicing.</p> <p>Remind student to click on difficult words while practicing to hear the correct pronunciation.</p> <p>Require student to click on each blue vocabulary word to hear the pronunciation and definition before doing the Read Along step.</p> <p>Remind the student of the value of accuracy, if the student is reading too fast.</p>
	✓		Teacher may not have time to return to student.	<p>Use remedial options, and return to student at a later time.</p> <p>Lower student-teacher ratio by seeking volunteers or adding staff, and require student to meet goal.</p>

Troubleshooting Table

Insufficient rate gain (HT – CT < 15)	Passed with current scores (HT < Goal)	Too many practices (Practices > 10)	Possible cause(s)	Possible solution(s)
	✓		Student may be frustrated and need immediate relief.	Pass with current scores now, but : <ul style="list-style-type: none"> • Determine source of student’s frustration • Intervene fix the problem. • Require student to meet goals in future.
	✓	✓	Goal may be too high.	Select one of the three following options when lowering the goal, and then check the new goal after student completes one or two additional stories to determine if the new goal was met in 3 – 10 practices. Adjust new goal, if needed. <ul style="list-style-type: none"> • If the goal is more than 36 above the cold-timing score for students in grades 1 to 4 (more than 46 above the cold-timing score in grades 5 and above), lower goal by adding 30 (or 40) to cold-timing score. • Lower goal to one student can meet in 3-10 practices using hot-timing score as a guide for setting the new goal. • Lower fluency goal to a number you are sure student can meet and require student to meet it.
		✓	Student may be waiting too long for the teacher.	Lower student-to-teacher ratio by seeking volunteers or adding staff. Pass student as soon as student indicates he or she is ready to pass.