


## Checking Initial Placement in Encore II

Claire Hayes



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## Understanding Initial Placement

Two Phases:

- Conducting Initial Placement
- Checking Initial Placement



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## Conducting Initial Placement

- Determine level
- Select series
- Set goal



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## Monitoring Student Performance

Use student data to:

- Check the student's initial placement after three stories.
- Keep the student challenged over time.



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## Monitoring Student Performance

Create ongoing challenge to maximize achievement:

- The student should be challenged, but not frustrated, by the level of text difficulty.
- The student should be able to reach the goal—not easily, but with effort.



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### Monitoring Student Performance

## Checking Initial Placement

Compare the student's average data from the first three stories to:

- Initial Level Criteria
- Initial Goal Criteria



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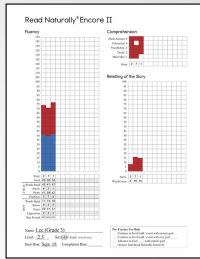
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Monitoring Student Performance

## Source of Student Data



Read Naturally Encore II Graphs

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Monitoring Student Performance

## Initial Level Criteria

- Student's average cold-timing score is within the range for the placement level (see table).
- Student's average quiz score is at least 60%.

Initial Placement Ranges	
Initial Level	WCPM Score
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

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Monitoring Student Performance

## Anna's Data for Checking Level

Anna's data for the first three stories:

- Placement level is 5.6.
- Average cold-timing score is 90 (teacher present).
- Average quiz score is 77%.



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Monitoring Student Performance

### Compare Anna's Data to Level Criteria



**Initial Placement Ranges**

Initial Level	WCPM Score
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

**Ask:**

- Is Anna's average cold-timing score in the range for her placement level?  
Yes / No
- Is Anna's average quiz score at least 60%?  
Yes / No

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Monitoring Student Performance

### Compare Anna's Data to Level Criteria

Series/Level		Fluency						Comprehension	Phonics	
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)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)
Seq/5.6	9/18/2019	3	90 / 90	120 / 120	132 / 132	2 / 2	6 / 6	77 / 77	/	/



**Ask:**

- Is Anna's average quiz score at least 60%?  
Yes / No

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Monitoring Student Performance

### Initial Goal Criteria

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

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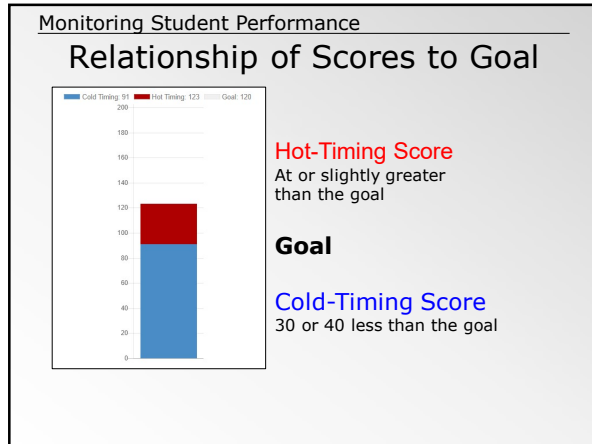
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Monitoring Student Performance

### Anna's Data for Checking Goal

Anna's data after the first three stories:

- Anna is in 7<sup>th</sup> grade.
- Goal is 120.
- Average cold-timing score is 90 (teacher present).
- Average hot-timing score is 132.
- Average number of practices is 6.

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Monitoring Student Performance

### Compare Anna's Data to Goal Criteria

Anna  
7<sup>th</sup> Grade

Ask:

- Does Anna's goal exceed her average cold-timing score by approximately 40?  
Yes / No
- Is Anna's goal equal to or slightly less than her average hot-timing score?  
Yes / No
- Is Anna's average number of practices 3 to 10?  
Yes / No

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**Monitoring Student Performance**

### Compare Anna's Data to Goal Criteria

Series/Level		Stories passed	Fluency					Comprehension	Phonics	
Series/Level	Date Level started		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)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)
Seq/5.6	9/18/2019	3	90 / 90	120 / 120	132 / 132	2 / 2	6 / 6	77 / 77	/	/



Should we continue, raise, or lower her goal?

**Raise Anna's goal.**

**Anna**  
7<sup>th</sup> Grade

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**Monitoring Student Performance**

### Rob's Data for Checking Level

Rob's data for the first three stories:

- Placement level is 3.0.
- Average cold-timing score is 70 (teacher present).
- Average quiz score is 93%.



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**Monitoring Student Performance**

### Compare Rob's Data to Level Criteria



**Rob**  
4<sup>th</sup> Grade

Initial Level	WCPM Score
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

**Ask:**

- Is Rob's average cold-timing score in the range for his placement level?  
Yes / No
- Is Rob's average quiz score at least 60%?  
Yes / No

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### Monitoring Student Performance

## Compare Rob's Data to Level Criteria

Series/Level	Series/Level	Date Level started	Stories passed	Fluency	Comprehension	Phonics				
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)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)
Sq3/3.0	9/18/2019	3	70 / 70	95/95	100 / 100	2 / 2	4 / 4	93 / 93	15 / 15	/



**Rob**  
4<sup>th</sup> Grade

Should we continue, raise, or lower his level?  
**Raise Rob's level.**

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### Monitoring Student Performance

## Lee's Data for Checking Level

Read Naturally Live  
Students At-a-Glance

9/18/2019 - 9/27/2019

Current Grade: 3

Student: Har, Lee

Current Home: G099, H1

Read Naturally® Encore II

9/27/2019

Jane Murray

Comprehension

Retelling of the Story

Fluency

Comprehension

Words in Retell

Seconds to read word list

Phonics

6 / 6

87 / 87

13 / 13


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Naturally Encore II Graphs

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### Monitoring Student Performance

## Compare Lee's Data to Level Criteria



**Lee**  
3<sup>rd</sup> Grade

Initial Placement Ranges	
Initial Level	WCPM Score
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

**Ask:**


- Is Lee's average cold-timing score in the range for his placement level?  
Yes / No
- Is Lee's average quiz score at least 60%?  
Yes / No

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Monitoring Student Performance

Compare Lee's Data to Level Criteria

Series/Level	Fluency	Comprehension	Phonics							
Series/Level	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)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)		
Seq/2.5	9/18/2019	3	41 / 41	70 / 70	74 / 74	2 / 2	6 / 6	87 / 87	13 / 13	/



Lee  
3rd Grade

Should we continue, raise, or lower his level?

Continue Lee's level.

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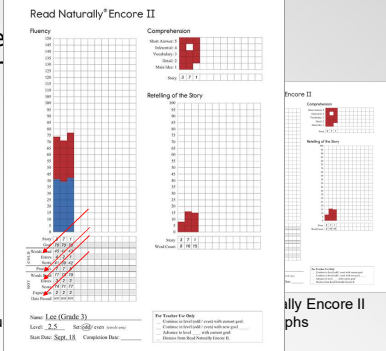
Monitoring Student Performance

Lee's Data for Checking Goal



Lee  
3rd Grade

Read Naturally® Encore II



Lee's data for checking goal is displayed across three charts: Fluency, Comprehension, and Retelling of the Story. The Fluency chart shows a bar graph of cold and hot timing scores, with a red line indicating the goal. The Comprehension chart shows a bar graph of quiz % correct scores. The Retelling of the Story chart shows a bar graph of words in retell scores. All three charts show Lee's performance is above the goal line.

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Monitoring Student Performance

Compare Lee's Data to Goal Criteria



Lee  
3rd Grade

Ask:

- Does Lee's goal exceed his average cold-timing score by approximately 30?  
Yes / No
- Is Lee's goal equal to or slightly less than his average hot-timing score?  
Yes / No
- Is Lee's average number of practices 3 to 10?  
Yes / No

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### Monitoring Student Performance

#### Compare Lee's Data to Goal Criteria

Series/Level		Stories passed	Fluency					Comprehension		Phonics
Series/Level	Date Level started		Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practice (first 3/last 3)	Quiz % correct (first 3/last 3)	Words in Retail (first 3/last 3)	Seconds to read word list (first 3/last 3)
Seq/2.5	9/18/2019	3	41 / 41	70 / 70	74 / 74	2 / 2	6 / 6	87 / 87	13 / 13	/



Should we continue, raise, or lower his goal?

**Continue Lee's goal.**

**Lee**  
3rd Grade

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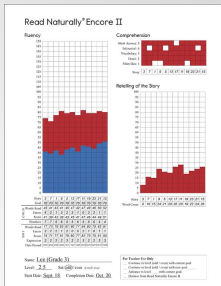
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### Monitoring Student Performance

#### Keeping Students Challenged





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### For more information:

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