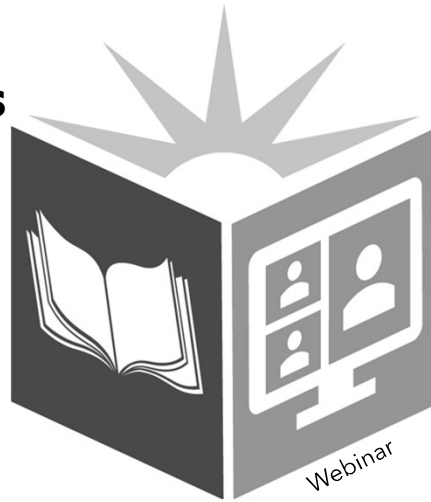
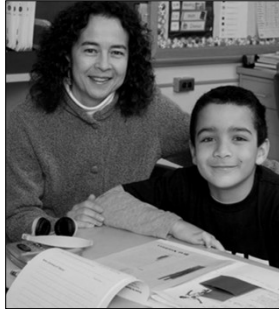


Read Naturally Encore II

Placing Students

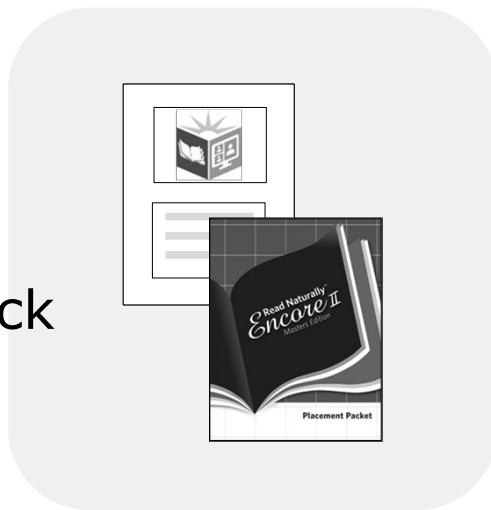


Materials Check

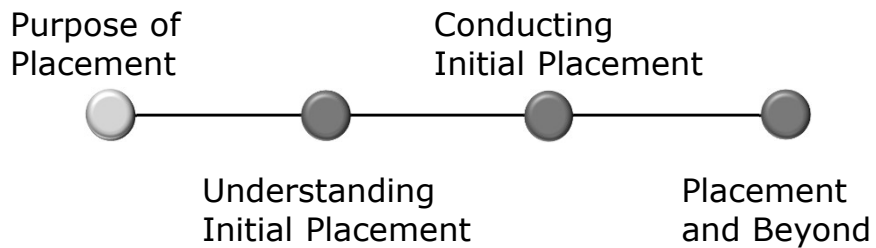
Placing Students

Webinar Handout

Placement Packet



Placement in Read Naturally Encore II

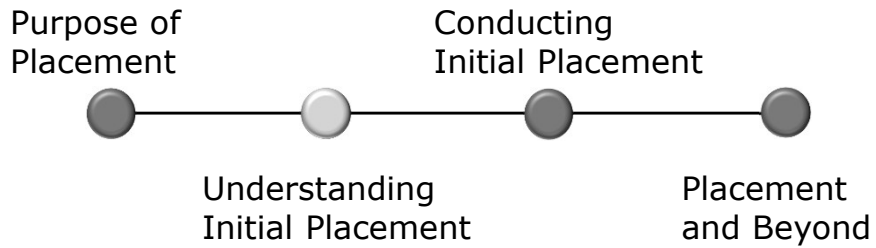


Purpose of Placement

- Determine level
- Select series
- Set goal



Placement in Read Naturally Encore II



Understanding Initial Placement

Two Phases:

- ▪ Conducting Initial Placement
- Checking Initial Placement



Understanding Initial Placement

Two types of students:

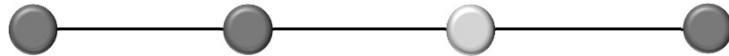
- Fluency needs only
 - Sequenced or Idioms level
- Fluency and phonics needs
 - Possible Encore II Phonics level
 - Reads at or below third-grade level
 - Supplement outside of Encore II
 - Reads above early third-grade level **or**
 - Does not match phonics level placement



Placement in Read Naturally Encore II

Purpose of Placement

Conducting Initial Placement



Understanding Initial Placement

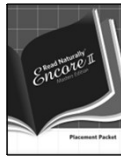
Placement and Beyond



Placing Students

Conducting Initial Placement Instructions & Worksheet

- Quick Reference Instructions
- Worksheet for recording individual student results



Placement Packet, Appendix

Conducting Initial Placement Instructions and Worksheet

Date: _____ Name: _____

Quick Reference Instructions
Step 1: Estimate the learner's reading level and determine phonics needs, if any, noting the earliest phonics need.
 On the Initial Placement Worksheet (right), mark the learner's grade (G) and estimated reading level (ERL). If appropriate, mark the learner's earliest phonics need on the Phonics Testing Levels table (right).

Step 2: Determine the testing level and locate the story.
 If you checked a phonics need on the Phonics Testing Levels table (right) and the ERL is third grade or below, select the placement story at the testing level that corresponds to that phonics need. If not, select the placement story at the testing level closest to the learner's ERL.

Step 3: Conduct a one-minute timing using the testing level.
 Record the testing level and, as you conduct the timing, tally the learner's errors in the Errors column of the Placement Results table (right).

Step 4: Calculate the words correct per minute (wcpm) score.
 Subtract the number of errors from the number of words attempted to calculate the wcpm score for the test level.

Step 5: Determine whether the level of the placement story is appropriate for the learner.
 If the learner's wcpm score falls within the range for the testing level of the placement story (see table, right), use that level in step 6 to select the initial level.
 If not, select a higher or lower placement story based on whether the learner's wcpm score was above or below the range. Then repeat steps 3 through 5 until you find an appropriate level.

Step 6: Select an appropriate series and level.
 Select a series and level from the Placement Testing Levels and Options table (below). Appropriate options are listed in the column under each testing level. (The Phonics Testing Levels table, in steps 1-2 of the Worksheet, can also help with appropriate phonics level and set selection.)

Note: Select a phonics level only if the level reinforces the learner's earliest phonics need and falls within the appropriate range. Write your selections on the worksheet to the right.

Placement Testing Levels and Options

Testing Level	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0
Lexile Level	10	18	24	30	36	42	48	54	60	66	72	78	84	90
WCPM Score	10	18	24	30	36	42	48	54	60	66	72	78	84	90
Phonics Series	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0
Phonics Level	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0
Phonics Set	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0

Step 7: Set an initial goal.
 To set an initial goal, add 20 (G-1-4) or 40 (G-5-7) to the learner's wcpm on the placement story and round down to the nearest five. Calculate and record the goal on the Initial Placement Worksheet (right).

Step 8: Record testing level, conduct one-minute timing, and calculate wcpm score.
 Record the testing level, tally the errors during the one-minute timing, and calculate the wcpm score on the table below.

Placement Testing Results

Testing Level	Words Attempted	Errors	WCPM Score
1.5			
2.0			
2.5			
3.0			
3.5			
4.0			
4.5			
5.0			
5.5			
6.0			
6.5			
7.0			
7.5			
8.0			

Step 9: Determine whether the placement story is at an appropriate level (if not, begin testing).
 Compare the wcpm score from the Placement Results table with the Initial Placement Range table and determine whether the tested level is appropriate. If so, go to step 6. If not, repeat steps 3-5 with another story.

Step 10: Select an appropriate series and level.
 Mark your selections below:

Series: _____ Initial _____ Set: _____
 (Phonics series)

Step 11: Set an initial goal.
 Initial _____
 wcpm = _____
 Initial score minus _____
 errors = _____
 rounded down to _____
 nearest five goal

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Placing Students

Conducting Initial Placement Steps 1 and 2

Fluency needs

1. Estimate reading level
2. Determine testing level and locate the story



Fluency and phonics needs

1. Determine phonics needs
2. Determine testing level and locate the story



Placing Students

Conducting Initial Placement, Step 2

- Fluency needs**
- Determine Encore Placement testing level and locate the story

- Fluency and phonics needs**
- Determine Encore Placement testing level and locate the story

Estimated reading level

Testing Levels												
1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0



Phonics testing level

(for students who read at or below 3rd grade)

Phonics Content By Level	Placement Testing Level
0.8 short vowels	Level 1.0
1.3 long vowels	Level 1.5
1.8 blends/digraphs	Level 2.0
2.3 r-controlled & other letter combinations	Level 2.5
2.6 short vowels (one- & two-syllable words)	Level 3.0
2.7 long vowels (one- & two-syllable words)	Level 3.0



Testing level of each placement story -- lower right corner of the story page.

Placing Students

Conducting Initial Placement, Step 3

- Conduct a one-minute timing using the selected testing level



Tools for learning about one-minute timings



How do I conduct a one-minute timing?

Placement Packet, page 15

What counts as an error?

What does not count as an error?

Placement Packet, page 16

Video: Conducting a one-minute timing

Read Naturally website



Placing Students

Conducting Initial Placement, Step 4

4. Calculate the word correct per minute (WCPM) score

Tools for calculating WCPM

What counts as a word? Placement Packet, page 17

Table to calculate WCPM Placement Packet, page 17 and
Conducting Initial Placement Instructions and Worksheet

Steps 3-4: Record testing level, conduct one-minute timing, and calculate wcpm score.
Record the testing level, tally the errors during the cold timing, and calculate the wcpm score on the table below.

Placement Testing Results					
Testing Level	Words Attempted	minus	Errors	equals	WCPM Score
1.0	72	-	8	=	64
1.5	61	-	6	=	55
		-		=	
		-		=	

*Record results and calculate wcpm on the
Conducting Initial Placement Worksheet*

Placing Students

Conducting Initial Placement, Step 5

5. Determine if placement story is appropriate

Student's WCPM matches Testing Level range — go to step 6, select level

Initial Placement Ranges

Testing 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

If Testing Level range does not match WCPM Score range?

Placing Students

Conducting Initial Placement, Step 5

If Testing Level range does not match
WCPM Score range?

Initial Placement Ranges	
Testing 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

Fluency needs

WCPM Score Compared to Range	Action	Placement Testing Level
Lower	Continue testing	Next lower testing level
Higher	Continue testing	Next higher testing level
In Neither of Two Ranges	Stop testing	Choose one of the two levels

Fluency and phonics needs

WCPM Score Compared to Range	Action	Placement Testing Level
Lower (Level 1.0)	Stop testing	Choose Level 0.8a
Lower	Continue testing to place in Sequenced	Next lower testing level
Higher	Continue testing to place in Sequenced	Next higher testing level

Placing Students

Conducting Initial Placement, Step 6

6. Select appropriate series and level

Series and Levels Options

Testing Level	Sequenced Series*	Phonics Series*	Idioms Series
1.0	1.0	0.8	—
1.5	1.5	1.3	—
2.0	2.0	1.8	—
2.5	2.5	2.3	—
3.0	3.0	2.6 and 2.7**	3.0
3.5	3.5	—	3.5
4.0	4.0	—	4.0
4.5	4.5	—	4.5
5.0	5.0	—	—
5.6	5.6	—	—
6.0	6.0	—	—
7.0	7.0	—	—
8.0	8.0	—	—

* Levels are also available in the Blind and Visually Impaired series.

**Levels 2.6 and 2.7 are intended for students who need review in short and long vowels and are ready to read two-syllable words.

Placing Students

Conducting Initial Placement, Step 7

7. Set an initial goal

Goal Setting

Grade	Guideline
Grade 4 and below	Add 30 to the learner's WCPM score for the selected level and round down to the nearest 5.
Grade 5 and above	Add 40 to the learner's WCPM score for the selected level and round down to the nearest 5.

Placing Students

Conducting Initial Placement Additional Considerations

- Scores below 30 WCPM on Testing Level 1.0
- Phonics needs don't match phonics testing level
- Placing beginning reader
- Scores don't fall in any range
- Placing an English learner

Placement Packet, pages 20 to 25

Placing Students

Determining Anna's Level, Part 1

Estimate Anna's reading level

- Grade 7 student
- Well below expectations on standardized state test
- Current English teacher reports difficulty with sixth-grade novels
- Below expectations on fall benchmark fluency assessment



Start testing Anna at level 5.0

Placing Students

Determining Anna's Level, Part 2

Conduct the Placement Test

- One-minute timed reading, counting errors
- Words attempted – Errors = Score
- Anna's placement data:
 - Level 5.0
 - Read 93 words with 8 errors



Anna's test results:
Level 5.0 – 85 wcpm

Placing Students

Determining Anna's Level, Part 3

Analyze Placement Results

Initial Placement Ranges

Testing 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



Anna's test results:

Level 5.0 – 85 wcpm

Level 5.6 – 82 wcpm

Placing Students

Determining Rob's Level

Analyze Placement Results

Placement Table	
Placement testing level	Scores in this range indicate a potential fit
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



Rob's test results:

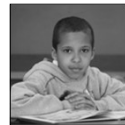
Level 3.0 – 65 wcpm

Level 3.5 – 55 wcpm

Placing Students

Selecting a Series

Series and Level Options



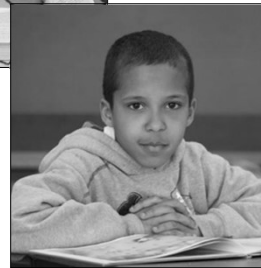
Placement Testing Level	Read Naturally Live & Read Naturally Encore II		
	Sequenced	Phonics*	Idioms
1.0	1.0	0.8	
1.5	1.5	1.3	
2.0	2.0	1.8	
2.5	2.5	2.3	
3.0	3.0	2.6 2.7	3.0
3.5	3.5		3.5
4.0	4.0		4.0
4.5	4.5		4.5
5.0	5.0		
5.6	5.6		
6.0	6.0		
7.0	7.0		
8.0	8.0		

*Phonics Content by Level	
0.8	short vowels
1.3	long vowels
1.8	blends/digraphs
2.3	r-controlled & other letter combinations
2.6	short vowels (one- & two-syllable words)
2.7	long vowels (one- & two-syllable words)

Placing Students

Setting the Goal

- Grades 4 and below:
Placement score + 30,
rounded to nearest 5
- Grades 5+:
Placement score + 40,
rounded to nearest 5



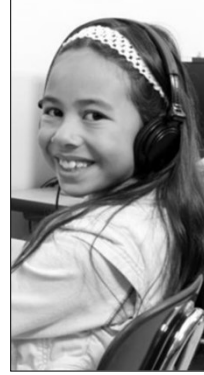
Anna:
 $82 + 40 = 122$, rounded to 120

Rob:
 $65 + 30 = 95$

Placing Students

Placing Janelle

- Janelle's placement data:
 - Fourth grade
 - Estimated second-grade reading level
 - Needs phonics practice with r-controlled and soft c/g
 - Level 2.5 placement story—read to word 48 with 4 errors
- Where should we place her?



Level: 2.3
Series: Phonics (work on r-controlled and soft c/g)
Goal: 70

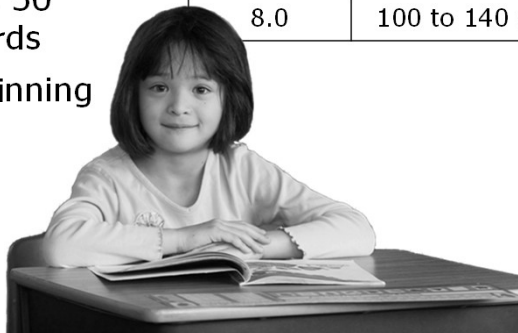
Placing Students

Beginning Readers

- Exception if below range on level 1.0
- May still work in Read Naturally if:
 - Recognizes 50 written words
 - Knows beginning sounds

Initial Placement Ranges

Testing 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



Placing Students

Placing Antonio

- Antonio's placement data:
 - Sixth grade
 - ELL student
 - Estimated late third-grade reading level
 - Level 3.5 placement story—read to word 93 with 4 errors
 - Level 4.0 placement story—read to word 90 with 5 errors
 - Level 4.5 placement story—read to word 81 with 2 errors
- Where should we place him?

Level:	4.5
Series:	Sequenced, Idioms, or Spanish
Goal:	115

Placing Students

Placing Jessie

- Jessie's placement data:
 - Second grade
 - Knows beginning sounds but can recognize only 60 written words
 - Level 1.0 placement story—read to word 29 with 4 errors
- Can she work in Read Naturally?
If so, where would we place her?

	<u>Option 1</u>	<u>Option 2</u>
Level:	0.8	1.0
Series:	Phonics	Sequenced
Goal:	55	55

Placing Students

Placing Tanya

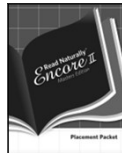
- Tanya's placement data:
 - Tenth grade
 - Estimated fifth-grade reading level
 - Level 5.0 placement story—read to word 87 with 4 errors
 - Level 5.6 placement story—read to word 84 with 10 errors
- Where should we place her?

	Option 1	Option 2
Level:	5.0	5.6
Series:	Sequenced	Sequenced
Goal:	120	110

Placing Students

Conducting Initial Placement Instructions & Worksheet

- Quick Reference Instructions
- Worksheet for recording individual student results



Placement Packet, Appendix

Conducting Initial Placement Instructions and Worksheet

Date: _____ Name: _____

Quick Reference Instructions

Step 1: Estimate the learner's reading level and determine phonics needs, if any, using the earliest phonics need.
On the Initial Placement Worksheet (right), mark the learner's grade (G) and estimated reading level (ERL). If appropriate, mark the learner's earliest phonics need on the Phonics Testing Levels table (right).

Step 2: Determine the testing level and locate the story.
If you checked a phonics need on the Phonics Testing Levels table (right) and the ERL is third grade or below, select the placement story at the testing level that corresponds to that phonics need. If not, select the placement story at the testing level closest to the learner's ERL.

Step 3: Conduct a one-minute timing using the testing level.
Record the testing level, and as you conduct the timing, tally the learner's errors in the Error column of the Placement Testing Results table (right).

Step 4: Calculate the words correct per minute (wcpm) score.
Subtract the number of errors from the number of words attempted to calculate the wcpm score for the level tested.

Step 5: Determine whether the level of the placement story is appropriate for the learner.
If the learner's wcpm score falls within the range for the testing level of the placement story (see table, right), use that level in step 6 to select the initial level.
If not, select a higher or lower placement story based on whether the learner's wcpm score was above or below the range. Then repeat steps 3 through 5 until you find an appropriate level.

Step 6: Select an appropriate series and level.
Select a series and level from the Placement Testing Levels and Options table (below). Appropriate options are listed in the column under each testing level. (The Phonics Testing Levels table, in steps 1-2 of the Worksheet, can also help with appropriate phonics level and art selection.)

Note: Select a phonics level only if the level reinforces the learner's earliest phonics need and falls within the appropriate range.
Write your selections on the worksheet to the right.

Placement Testing Levels and Options

Testing Level	1.0 to 1.5	2.0 to 2.5	3.0 to 3.5	4.0 to 4.5	5.0 to 5.5	6.0 to 6.5	7.0 to 7.5	8.0 to 8.5
Reading Level	1.0 to 1.5	2.0 to 2.5	3.0 to 3.5	4.0 to 4.5	5.0 to 5.5	6.0 to 6.5	7.0 to 7.5	8.0 to 8.5
Phonics Level	1.0 to 1.5	2.0 to 2.5	3.0 to 3.5	4.0 to 4.5	5.0 to 5.5	6.0 to 6.5	7.0 to 7.5	8.0 to 8.5
Series	1.0 to 1.5	2.0 to 2.5	3.0 to 3.5	4.0 to 4.5	5.0 to 5.5	6.0 to 6.5	7.0 to 7.5	8.0 to 8.5
Options	1.0 to 1.5	2.0 to 2.5	3.0 to 3.5	4.0 to 4.5	5.0 to 5.5	6.0 to 6.5	7.0 to 7.5	8.0 to 8.5

Step 7: Set an initial goal.
To set an initial goal, add 30 (G=1-4) or 40 (G=5-7) to the learner's wcpm on the placement story and round down to the nearest five.
Calculate and record the goal on the Initial Placement Worksheet (right).

Conducting Initial Placement Worksheet

Steps 1-2: Estimate reading level, check earliest phonics need (if any), and select testing level.
G: _____ ERL: _____
Earliest Phonics Need: _____

Phonics Testing Levels (for ERL 1-3 only)

Check Earliest Phonics Need	Phonics Level	Art	Placement Level
<input type="checkbox"/>	1.0 to 1.5	1.0 to 1.5	1.0 to 1.5
<input type="checkbox"/>	2.0 to 2.5	2.0 to 2.5	2.0 to 2.5
<input type="checkbox"/>	3.0 to 3.5	3.0 to 3.5	3.0 to 3.5
<input type="checkbox"/>	4.0 to 4.5	4.0 to 4.5	4.0 to 4.5
<input type="checkbox"/>	5.0 to 5.5	5.0 to 5.5	5.0 to 5.5
<input type="checkbox"/>	6.0 to 6.5	6.0 to 6.5	6.0 to 6.5
<input type="checkbox"/>	7.0 to 7.5	7.0 to 7.5	7.0 to 7.5
<input type="checkbox"/>	8.0 to 8.5	8.0 to 8.5	8.0 to 8.5

Step 3-4: Record testing level, conduct one-minute timing, and calculate wcpm score.
Record the testing level, tally the errors during the cold timing, and calculate the wcpm score on the table below.

Placement Testing Results

Testing Level	Words Attempted	Errors	WCPM
1.0 to 1.5	100	0	100
2.0 to 2.5	100	0	100
3.0 to 3.5	100	0	100
4.0 to 4.5	100	0	100
5.0 to 5.5	100	0	100
6.0 to 6.5	100	0	100
7.0 to 7.5	100	0	100
8.0 to 8.5	100	0	100

Step 5: Determine whether the placement story is at an appropriate level (and if not, keep testing).
Complete the wcpm score from the Placement Testing Results table with the Initial Placement Range table and determine whether the learner is appropriate. If not, go to step 6. If not, repeat steps 3-5 with another story.

Step 6: Select an appropriate series and level.
Mark your selections below.

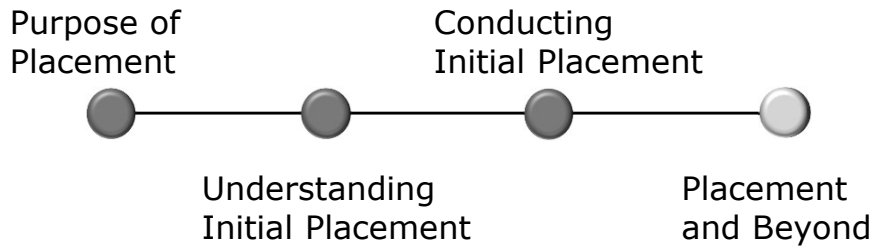
Series: _____ Initial Level: _____ Art: _____
(Of Phonics series)

Step 7: Set an initial goal.

wcpm	+	30	=	Goal
100	+	30	=	130
100	+	40	=	140

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Placement in Read Naturally Encore II



Placing Students

Placing Students and Beyond

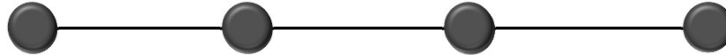
- Determine level
- Select series
- Set goal



Placement in Read Naturally Encore II

Purpose of Placement

Conducting Initial Placement



Understanding Initial Placement

Placement and Beyond



Questions?



phone: 800.788.4085
email: info@readnaturally.com
website: readnaturally.com

