

### Read Naturally Live Fidelity Checklist

☑ Have you placed students individually using the placement process?

Each student should be placed individually in an appropriate series, level, and goal using the built-in Read Naturally Live placement test.

☑ Have you checked each student's initial placement?

Use the data for the first three stories on the Students At-a-Glance report to check the student's level and goal. The level is appropriate if the cold-timing score is within the range for the student's placement level on the Placement Table, and the quiz score is above 60%. The goal is appropriate if the student's scores meet at least two of the goal criteria: cold-timing score is 30/40 words below the goal, hot-timing score is at or just above the goal, number of practices is 3 to 10.

# Agenda Placing Resources Students Q & A Introduction Checking Initial Placement

### Placing Students

### Includes:

- Determining level
- Selecting series
- Setting goal



### Placing Students

### **Proper Placement**

To accelerate achievement, the goal and level:

- Should be difficult enough to require the student to practice reading the story several times to reach goal.
- Not so difficult that the student gives up because of frustration.

### Placing Students

Determining Level & Selecting Series

| Re               | ad Natura | lly Live Series                     |
|------------------|-----------|-------------------------------------|
| Reading<br>level | Sequenced | Phonics                             |
| 1.0              | 1.0       | 0.8 short vowels                    |
| 1.5              | 1.5       | 1.3 long vowels                     |
| 2.0              | 2.0       | 1.8 blends/digraphs                 |
| 2.5              | 2.5       | 2.3 r-controlled                    |
| 3.0              | 3.0       | 2.6 short vowels<br>2.7 long vowels |
| 3.5              | 3.5       |                                     |
| 4.0              | 4.0       |                                     |
| 4.5              | 4.5       |                                     |
| 5.0              | 5.0       |                                     |
| 5.6              | 5.6       |                                     |
| 6.0              | 6.0       |                                     |
| 7.0              | 7.0       |                                     |
|                  |           |                                     |

Setting the Goal

Grades 4 and below: Placement score + 30=goal

Grades 5 and above: Placement score + 40=goal (rounded to nearest 5)

### Placing Students

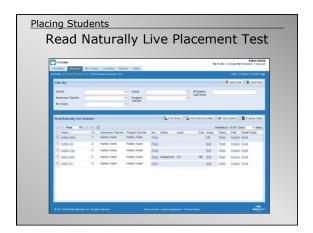
### Anna

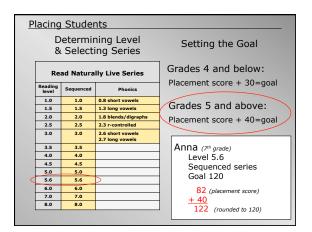
### Estimate Anna's reading level

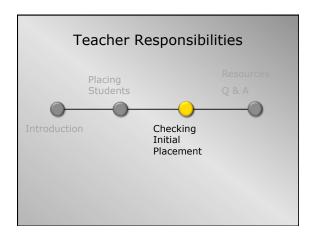
- Grade 7 student
- Well below expectations on standardized state test
- Current English teacher reports difficulty with sixth-grade novels
- Below expectations on fall benchmark fluency assessment

Read Naturally Live Placement Test: Start testing Anna at level 5.0









### Checking Initial Placement

Placement level and goal should create *tension* 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.



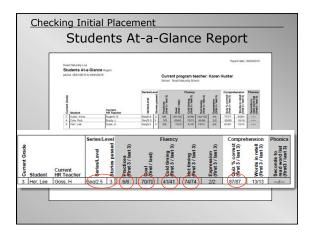
### Checking Initial Placement

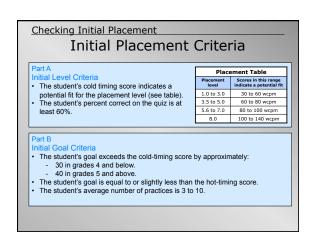
### Reviewing the Data

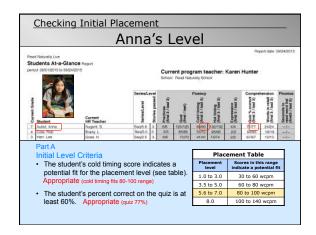
- The Students At-a-Glance report provides a student-by-student summary of results for the stories passed in Read Naturally Live.
- Data must accurately reflect performance so a teacher or staff member should guide the student during cold timings.



### Checking Initial Placement Generating Students At-a-Glance Report The Professional State of the Company of th



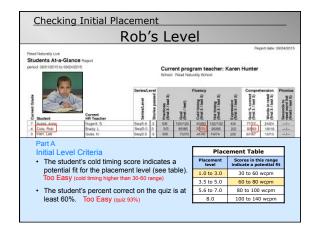


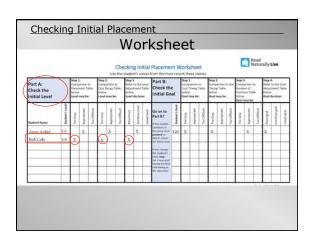


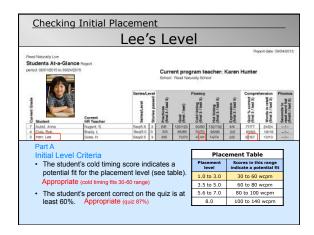
|                                       |                      |  |               |                  |   |             |                  |             | Placemer<br>from the mos   |                |                 |                      |               |                  |                  |               | C        | a R              | ead           | rally I    | Live                            |                  |
|---------------------------------------|----------------------|--|---------------|------------------|---|-------------|------------------|-------------|--|----------------|-----------------|----------------------|---------------|------------------|------------------|---------------|----------|------------------|---------------|------------|---------------------------------|------------------|
| Part A:<br>Check the<br>Initial Level | ) Cor<br>Plas<br>Sel | p 1;<br>reparison<br>sement 1<br>ow.<br>el may b | able          | Quiz Ri<br>below | i<br>irison to<br>ange Table<br>may be: | Adju        | to the<br>stment | Table       | Part B:<br>Check the<br>Initial Go   |                | Cold 1<br>below | arison I<br>liming I | able          | Tiroing<br>below | arison:<br>Table |               | below    | er of<br>ces Tab | k             | Adjust     | to the I<br>tment T<br>Secision | abie             |
| Student Name Anna Aubid               | Student's land       | x star double to                                 | Tao Difficult | Too easy         | Appropriate                             | Ealde level | Continue level   | (Chaer feed | Go on to<br>Part 8?<br>If the student<br>continues in<br>the same level,<br>praced to<br>first b. Check<br>the student's<br>level, stop,<br>Set a new gool<br>during the first<br>cold timing in<br>the new level. | Student's Goal | Too Casy        | Appropriate          | Too Difficult | Yee Easy         | Appropriate      | Too Difficult | Too fasy | expetudity       | Tee Difficult | Faior goal | Continue goal                   | CONNECTION CONT. |

|                              |                       | Anna               | <b>a</b> ': | s (            | Goa            | al      |           |        |                |               |           |
|------------------------------|-----------------------|--------------------|-------------|----------------|----------------|---------|-----------|--------|----------------|---------------|-----------|
| Read Naturally Live          |                       |                    |             |                |                |         |           |        | Re             | port date:    | 09/24/201 |
| Students At-a-Gla            | nce Report            |                    |             |                |                |         |           |        |                |               |           |
| period: 08/01/2015 to 09/2-  | 12015                 |                    |             | Curre          | ent prog       | ram te  | acher:    | Karen  | Hunter         |               |           |
|                              |                       |                    |             |                | Read No.       |         |           |        |                |               |           |
|                              |                       |                    |             |                |                |         |           |        |                |               |           |
|                              |                       | Seriest            | level<br>D  |                |                | Fluency |           |        | Compre         | hension       | Phonic    |
| to the second                |                       | 7                  | 1           | 3              |                | 25      |           | 2 N    | £ #            | 5.5           | 2 2 2     |
| 1                            |                       | 3                  | 2           | 3/6            | Į.             | I.      | 1/4       | 3/10   | 20             | 86            | span a    |
| Student                      | Current<br>HR Teacher | 8                  | Stor        | Prac<br>(final | No.            | Period  | Hot       | P. C.  | and a          | Word<br>(Srud | Seco      |
| 7 Aubid Anna                 | Nugent, S.            | Seq5.6             | 3           | 08             | 12 /120        | 9/50    | 132 132   | 4/4    | 77/77          | 24/24         | -/-       |
| 4 Cole, Rob<br>3 Herr, Lee   | Brady L<br>Goes H     | Seg/3.0<br>Seg/2.5 | 3           | 3/3            | 65/65<br>70/70 | 70/70   | 95/95     | 2/2    | 93/93<br>87/87 | 18/18         | -/-       |
| Part B                       |                       | leaders            | - 1         |                | .500           |         |           |        |                |               |           |
| . are D                      | Outroite              |                    |             |                |                |         |           |        |                |               |           |
| Initial Goa                  |                       |                    |             |                |                |         |           |        |                |               |           |
|                              | ent's goal exce       |                    | Id-         | timin          | g scor         | e by    | appro     | xima   | tely:          |               |           |
|                              | n grades 4 and        |                    |             |                |                |         |           |        |                |               |           |
| - 40 i                       | n grades 5 and        | above. To          | 00 E        | Easy           | (goal e        | xceeds  | s cold-ti | ming b | y only 3       | 0 wcpr        | n)        |
| <ul> <li>The stud</li> </ul> | ent's goal is equ     | ual to or sl       | ligh        | itly le        | ss tha         | in the  | hot-t     | iming  | score          | ).            |           |
|                              |                       |                    |             |                |                |         |           |        |                |               |           |

| Check                                 | <u>cinc</u>     | g I             | [ni              | iti           | al_            |                          | Che           | <b>N</b>                         | O<br>g in          | rl             | csh   | nt W           | /ork                              | shee        |             |                |                     |               | C                       | 2);                        | tead<br>latu | rally I         | Live          | _         |
|---------------------------------------|-----------------|-----------------|------------------|---------------|----------------|--------------------------|---------------|----------------------------------|--------------------|----------------|---|----------------|-----------------------------------|-------------|-------------|----------------|---------------------|---------------|-------------------------|----------------------------|--------------|-----------------|---------------|-----------|
| Part A:<br>Check the<br>Initial Level |                 | Placer<br>below | arison<br>ment T | able          | QuQ I<br>below | ži<br>parison<br>Range l | to<br>Table   | Step<br>Refer<br>Adjust<br>Selov | to the             | Level<br>Table | Part B:<br>Check the<br>Initial Go  |                | Step 1<br>Comp<br>Cold 1<br>below | erison t    | to<br>Table | Timin<br>Solow | arison I<br>g Table |               | Numb<br>Practi<br>below | erison<br>er of<br>ces Tal | Me           | Adjust<br>below | to the C      | able      |
| Student Name Anna Aubid               | Stadent's level | Too Easy        | X Appropriate    | Soo Difficult | Doesny         | X Appropriate            | Too Difficult | Raba feet                        | (X) Continue level | Lower level    | Go on to Part 8?  If the skullent continues in the same less proceed in Nart 8: Check the based Goal.  If you change the based Coal.  If you change the cauded's juvet, step coal sharing the first cold thereing in the same post sharing in the same level. | prop campaq 20 | X Too lang                        | Appropriate | Tae Diffaut | X ) too fast   | Appropriets         | Toe Difficult | Too fany                | X                          | Tee Diffort  | Marie good      | Continue goal | Jones mad |





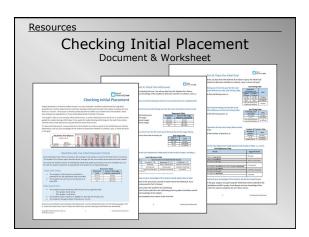


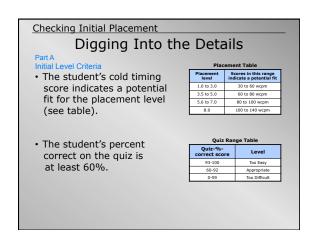
| Check                                     | king              | g ]            | ini                   | iti          | al                 | ΡI                 | ac             | eı              | ne               | en          | t  |              |   |                     |               |            |                     |             |          |                             |               |                 |               |              |
|---|-------------------|----------------|-----------------------|--------------|--------------------|--------------------|----------------|-----------------|------------------|-------------|--|--------------|---|---------------------|---------------|------------|---------------------|-------------|----------|-----------------------------|---------------|-----------------|---------------|--------------|
|   |                   |                |                       |              |                    |                    | ١              | N               | 0                | rŀ          | ksh  | e            | et  | t                   |               |            |                     |             |          |                             |               |                 |               |              |
|   |                   |                |                       |              |                    |                    |                |                 |                  |             | Placeme<br>from the mo   |              |   |                     |               |            |                     |             | 0        |                             | Read          | rally           | Live          |              |
| Part A:<br>Check the<br>Initial Level     | )                 | Place<br>below | parison to<br>ment To | able         | Curic F<br>Inchine | parison<br>Range T | Table          | Adjust<br>Delos | to the I         | tiple:      | Part B:<br>Check th<br>Initial Go  |              | Step III<br>Compa<br>Cold Ti<br>Indow<br>Goal m | rison to<br>ming To |               | Timin      | erison t<br>g Table |             | below    | erison<br>er of<br>loes Tab | ble           | Adjust<br>below | to the        | Table        |
| Student Name Anna Aubid Rob Cole Lee Herr | 5.6<br>3.0<br>2.5 | X              | X                     | Too Diffeuit | The easy           | X X X              | Toe Difficult. | X State level   | X Continue level | Lower level | Go on to<br>Part B?  If the student<br>continues in<br>the same level,<br>greated to<br>that the Check<br>the though<br>the student?<br>I seen, year,<br>level, ye | property con | X Tas Easy                                      | Appropriate         | Too Difficult | X Too tasy | Appropriate         | 156 Diffeut | Soo Easy | X Appropriate               | The Difficult | X Assertant     | Continue goal | Countri goal |

| Nords in retell<br>first 3 / last 3) un | Seconds to<br>wad word liet<br>final / lead it |
|---|--|
| 24/24                                   | -/-  |
| 18/18                                   | -/-  |
|   | 81/87<br>(Srut 3 / last 3)                     |

| Check                                 | king            | g ]            | [ni              | iti           | al            | PI                       |                |                        |                |               | <sub>t</sub><br>ksh   | e              | e                                 | t                       |              |                 |                    |               |          |                              |               |            |               | -          |
|---------------------------------------|-----------------|----------------|------------------|---------------|---------------|--------------------------|----------------|------------------------|----------------|---------------|---|----------------|-----------------------------------|-------------------------|--------------|-----------------|--------------------|---------------|----------|------------------------------|---------------|------------|---------------|------------|
|                                       |                 |                |                  |               |               |                          |                |                        |                |               | Placeme   |                |                                   |                         |              |                 |                    |               | C        |                              | lead          | rally      | Live          |            |
| Part A:<br>Check the<br>Initial Level |                 | Place<br>below | urison<br>ment T | able          | Quiz<br>belov | ž:<br>perison<br>Range 1 | to<br>Table    | Step<br>Refer<br>Adjur | 1:<br>to the   | Love<br>Table | Part B:<br>Check th<br>Initial Go   | e              | Step :<br>Comp<br>Cold 1<br>below | L:<br>sarkon<br>firning | to<br>Table  | Tierie<br>below | arison:<br>g Table |               | below    | serison<br>ser of<br>ces Tab | de.           | Adjust     | to the treet  | Table      |
| Student Name                          | Student's Level | Teo Eary       | Appropriate      | Too Difficult | Top easy      | Appropriate              | Teo Difficult. | Ause level             | Continue level | Lower lywyl   | Go on to<br>Part 8?   | Student's Goal | Too liavy                         | Appropriate             | Too Diffeoit | Too Eavy        | Appropriess        | Too Difficult | Too Easy | Appropriate                  | Too Difficult | Raise good | Confinue goal | Cower post |
| Anna Aubid                            | 5.6             |                | х                |               |               | X                        |                |                        | х              |               | combrums in<br>the same level,<br>proceed to<br>Fart E: Deck  | 120            | х                                 |                         |              | х               |                    |               |          | х                            |               | х          |               | F          |
| Rob Cole<br>Lee Herr                  | 2.5             | X              | x                |               |               | X                        |                | Х                      | (3)            |               | the India Coal.  If you change the student's lovel, step, set found the first call throng in the new the first thrones incentive. | (Za)           | (                                 | X)                      |              | -               | X)                 |               | (        | 3)                           |               | (          | 3)            |            |



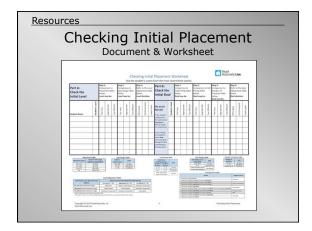




|  | Level Adjustment Ta                 |                              |                          |
|--|-------------------------------------|------------------------------|--------------------------|
| Cold-timing score shows<br>the level may be:   | Quiz-%-correct s                    |                              |                          |
| the level may be:  | Too easy (93-100)                   | Appropriate (60-92)          | Too Difficult (0-59      |
| Too easy (above placement range)   | Raise level                         | Raise or continue level      | Continue or lower leve   |
| Appropriate (within placement range)   | Continue level                      | Continue level               | Continue or lower leve   |
| Too difficult (below placement range)  | Continue or lower level             | Continue or lower level      | Lower level              |
| 1 Support comprehension if quiz-%-correct sc<br>2. If the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is in level 0.8 or 1.0 and known<br>that the student is the student is the student<br>that the student is the student<br>that the student is the student<br>that the student<br>the st | vs beginning sounds and about 50 wc | rds, you can continue, rathe | r than lower, the level. |

| Checking Initial Placement   |                                     |                     |               |
|------------------------------|-------------------------------------|---------------------|---------------|
| Digging Into th              | e De                                | etails              |               |
| Part B                       |                                     | Cold Timing 1       | Table         |
| • The student's goal exceeds |                                     | minus<br>ing score  | Goal          |
| the cold-timing score by     | Grades 4<br>& below                 | Grades 5<br>& above |               |
|                              | 0-24                                | 0-34                | Too Easy      |
| approximately:               | 25-35                               | 35-45               | Appropriate   |
| - 30 in grades 4 and below.  | 36+                                 | 46+                 | Too difficult |
| - 40 in grades 5 and above.  | If the cold-time<br>higher than the |                     | Too easy      |
| 3                            |                                     | Hot Timing T        | able          |
| The student's goal is equal  | Hot-timi<br>minu                    |                     | Goal          |
| to or slightly less than the | 10 or                               | more                | Too Easy      |
| hot-timing score.            | 0                                   | -9                  | Appropriate   |
| not-tilling score.           | If the hot-tir<br>lower tha         |                     | Too Difficult |
| The student's average        | Num                                 | ber of Practi       | ces Table     |
| number of practices is       | Number o                            | of practices        | Goal          |
| 3 to 10.                     | Less                                | than 3              | Too Easy      |
| 3 (0 10.                     | 3                                   | -10                 | Appropriate   |
|                              | Greate                              | r than 10           | Too Difficult |

| Digging Into the Detail Part B Initial Goal Criteria  | 5                      |
|---|------------------------|
| Goal Adjustment Table   |                        |
| Results   | Suggested<br>Action    |
| 3 results show the goal is too easy   | Raise goal             |
| 2 results show the goal is too easy and 1 shows it's appropriate  | Kuiac your             |
| 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 goa  |
| 2 results show the goal is <b>too difficult</b> and 1 shows it's <b>too easy</b>                            |                        |
| 2 results show the goal is too difficult and 1 shows it's appropriate                                       | Lower goal             |
| 3 results show the goal is too difficult  |                        |
|   |                        |



## Checking Initial Placement Monitoring Student Performance Two phases: Check the student's initial placement after three stories. Keep the student challenged over time.

| Resources  |
|--|
| Read Live Resources  |
| <ul> <li>Read Live Smart Start Guide</li> <li>Read Live Videos</li> <li>Knowledgebase</li> <li>Read Live User Guide</li> </ul>   |
| Read Live Hands-on Training Workbook   |
| Read Uve    Control of the Control o |

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| Questions?   |   |
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| For more information:  |   |
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| Contact Read Naturally - Phone: 800.788.4085                   |   |
| -Fax: 651.452.9204   |   |
| -Email: info@readnaturally.com -Website: www.readnaturally.com |   |
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| Read Naturally*  |   |
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| Contact Information  |   |
| Karen Hunter   |   |
| Read Naturally - Phone: 651.286.8757                           |   |
| - Findle: 651.286.8757<br>- Email: khunter@readnaturally.com   |   |
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