

## Read Naturally Live

### Checking and Adjusting Student Placement



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### Materials

- Checking and Adjusting Student Placement in Read Naturally Live (slides)
- Read Naturally Live Fidelity Checklist
- Checking Initial Placement Document and Worksheet



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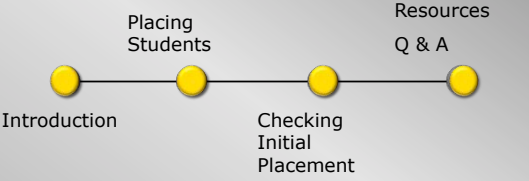
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### Agenda



Introduction      Placing Students      Checking Initial Placement      Resources Q & A

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### Read Naturally Live Fidelity Checklist

<input checked="" type="checkbox"/> 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.	
<input checked="" type="checkbox"/> 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.	

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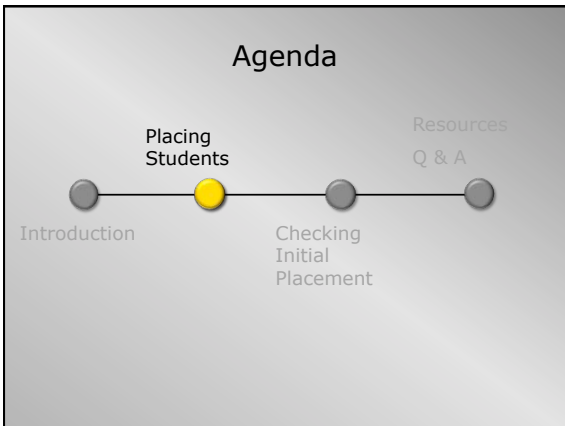
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### Placing Students

Includes:

- Determining level
- Selecting series
- Setting goal



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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.




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Placing Students

#### Determining Level & Selecting Series

Read Naturally Live Series		
Reading 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 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	
8.0	8.0	

#### Setting the Goal

Grades 4 and below:  
Placement score + 30=goal

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

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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

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### Placing Students

#### Read Naturally Live Placement Test

The screenshot shows a web interface for the Read Naturally Live Placement Test. It includes a navigation menu at the top, a filter section with dropdowns for 'Instruct', 'Program Teacher', and 'By Group', and a main table of student data. The table has columns for 'Name', 'Grade', 'Program Teacher', 'Program Teacher', 'Act. Series', 'Level', 'Goal', 'Atpt', 'Read', 'Time', and 'Small Print'. The table lists several students with their respective scores and goals.

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### Placing Students

#### Determining Level & Selecting Series

Read Naturally Live Series		
Reading 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
3.5	3.5	2.7 long vowels
4.0	4.0	
4.5	4.5	
5.0	5.0	
5.6	5.6	
6.0	6.0	
7.0	7.0	
8.0	8.0	

#### Setting the Goal

Grades 4 and below:  
Placement score + 30=goal

Grades 5 and above:  
Placement score + 40=goal

Anna (7<sup>th</sup> grade)  
Level 5.6  
Sequenced series  
Goal 120

82 (placement score)  
+ 40  
122 (rounded to 120)

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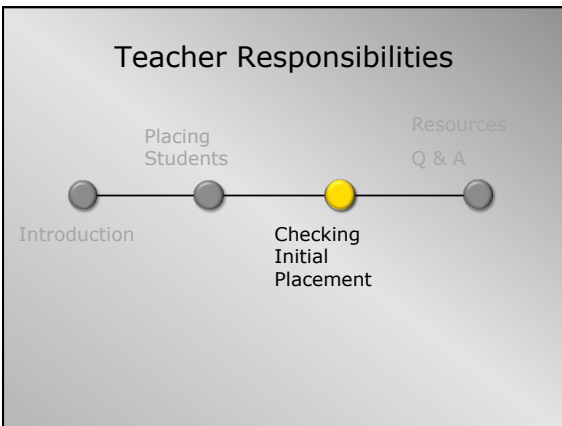
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### Checking Initial Placement

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*.



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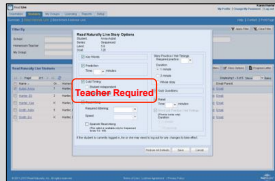
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### Checking Initial Placement

#### 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.



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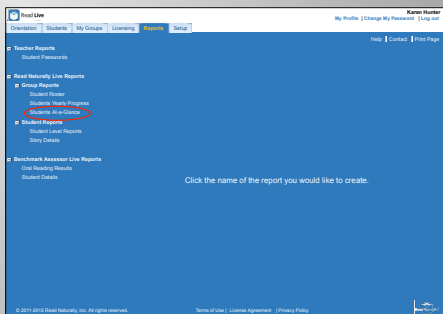
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### Checking Initial Placement

#### Generating Students At-a-Glance Report



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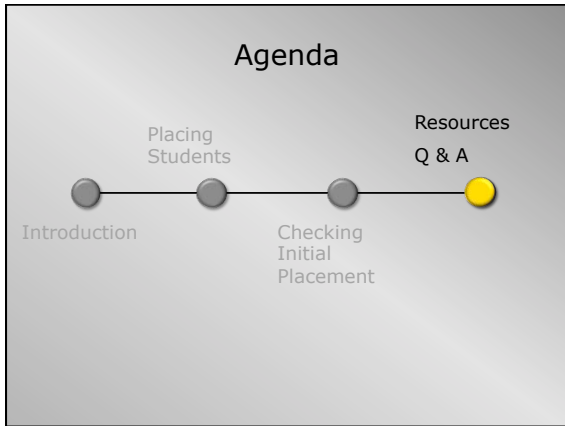













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### Resources

## Checking Initial Placement

### Document & Worksheet

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### Checking Initial Placement

## Digging Into the Details

**Part A**  
**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 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

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

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Checking Initial Placement

## Digging Into the Details

Part A  
Initial Level Criteria

**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)	Too Difficult (0-59)
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

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

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Checking Initial Placement

## Digging Into the Details

Part B  
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.

**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

**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

**Number of Practices Table**

Number of practices	Goal
Less than 3	Too Easy
3-10	Appropriate
Greater than 10	Too Difficult

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Checking Initial Placement

## Digging Into the Details

Part B  
Initial Goal Criteria

**Goal Adjustment Table**

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

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**Resources**

### Checking Initial Placement Document & Worksheet

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**Checking Initial Placement**

### Monitoring Student Performance

Two phases:

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

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**Resources**

### Read Live Resources

- Read Live Smart Start Guide
- Read Live Videos
- Knowledgebase
- Read Live User Guide
- Read Live Hands-on Training Workbook

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Questions?

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For more information:

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