

Checking Initial Placement

Checking initial placement evaluates whether the student’s level and goal are appropriate after he or she has completed the first three stories in the initial level. Consider using the Checking Initial Placement Instructions and Worksheet provided in the Appendix to help you through the process.

Important! A teacher must be present for the first three cold timings in the initial level to ensure accurate data.

Read Naturally Encore II

Checking Initial Placement Summary

The criteria used for checking initial placement are based on averages of the student’s scores for the first three stories.* The averages that meet the criteria listed below indicate that the level or goal may be appropriate. Averages that do not meet these criteria indicate that a level or goal adjustment may be necessary.

Criteria for an Appropriate Initial Level

- The student’s average cold-timing score (avgCT) falls within the range listed for the initial level on the Initial Placement Ranges table.
- The student’s percent correct on comprehension questions (%Comp) is at least 60%.

Initial Placement Ranges

Initial Level	WCPM Score
1.0 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

Criteria for an Appropriate Initial Goal

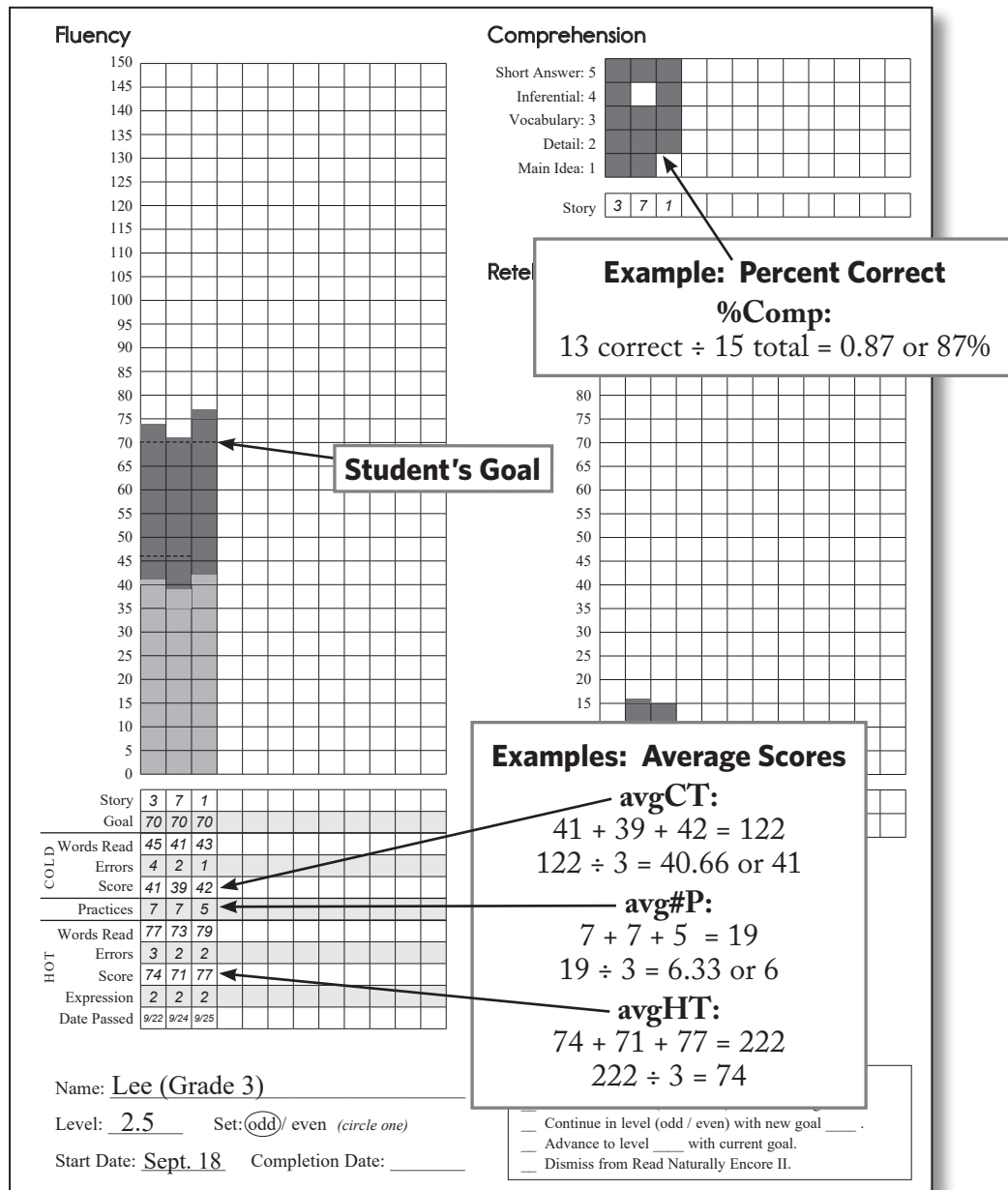
- The student’s avgCT is lower than the goal by approximately:
 - 30 if in grade 4 or below.
 - 40 if in grade 5 or above.
- The student’s average hot-timing score (avgHT) is equal to or slightly higher than the goal.
- The student’s average number of practices (avg#P) is 3 to 10.

***Important:** Checking initial placement should occur after the first three stories. However, if done after story 4, 5, or 6, use the scores from the three most recent stories. The Initial Placement Ranges table is no longer valid after six stories.

Step 1: Calculate the student's data

To check the student's initial level and goal, locate the scores from the first three stories* on the student's graphs. Use these scores to calculate the following:

- Average cold-timing score (avgCT)
- Average number of practices (avg#P)
- Average hot-timing score (avgHT)
- Percent correct on the first attempt of the comprehension questions (%Comp)



The example graphs above show data for a student whose level and goal are appropriate.

*Checking initial placement should occur after the first three stories. However, if done after story 4, 5, or 6, use the scores from the most recent three stories. The Initial Placement Ranges table is no longer valid after six stories.

Step 2: Check the initial level

To see if the student's initial level is appropriate, you need to analyze the relationship between the initial placement range (IPR) and two of the values you calculated in Step 1 of Checking Initial Placement:

- Average cold-timing score (avgCT)
- Percent correct on the first attempt of the comprehension questions (%Comp)

Initial Placement Ranges

Initial Level	WCPM Score
1.0 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

First, compare the student's CT to the Initial Placement Ranges table at right. Does the score fall above, within, or below the WCPM Score range for the student's level?

Second, find the row in the Level Analysis table below that matches the results of the comparison.

Third, find the column in the Level Analysis table for the student's %Quiz.

Level Analysis

If the avgCT is...	If the %Comp is...		
	80% or higher, the level may be appropriate .	60-79%, the level may be challenging .*	59% or lower, the level may be too difficult .*
above placement range, the level may be too easy .	Raise level.	Continue level.	Lower level.
within placement range, the level may be appropriate .	Continue level.	Continue level.	Lower level.
below placement range, the level may be too difficult .	Lower level.	Lower level.	Lower level.

*Support comprehension if %Comp is below 80%.

Then, find the point on the Level Analysis table where those comparisons intersect. This is the suggested action.

Next, based on the suggested action from the Level Analysis table and your knowledge of the student, decide if you should raise, continue, or lower the initial level.

- If you decide the student should continue in the initial level, skip ahead to Step 3: Check the Initial Goal.
- If you decide to adjust the initial level (IL), raise or lower it based on the Level Adjustment table below.

Note: Because placement in a Phonics level must align to a student’s earliest phonics need, you will move the student from the Phonics level to a Sequenced level.

If the student’s earliest phonics need cannot be met in the level that is appropriate for his or her fluency needs, assign a Read Naturally Encore II level that matches the student’s fluency needs and support phonics separately. (Consider using Word Warm-ups to address the phonics need in this case.)

Level Adjustment

If the IL is...	0.8 ¹ / 1.0 ²	1.3/ 1.5	1.8/ 2.0	2.3/ 2.5	2.6/2.7/ 3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0 ³
Raise to...	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0	8.0
Lower to...	0.8	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0

¹If the student is in Level 0.8, knows beginning sounds and about 50 words, and the suggested action is to lower the level, continue the level. Go to Step 3 and check the initial goal.

²If the student is in Level 1.0, knows beginning sounds and about 50 words, and the suggested action is to lower the level, lower to Phonics Level 0.8.

³If the student is in Level 8.0 and the suggested action is to raise the level, continue the level. Go to Step 3 and check the initial goal.

Finally, if you adjusted the student’s level, conduct his or her first cold timing in the new level and assign a new goal using the Goal Setting table below and your knowledge of the student.

Goal Setting

Grade	Guideline
Grade 4 and below	Add 30 to the student’s wcpm score for the selected level and round down to the nearest 5.
Grade 5 and above	Add 40 to the student’s wcpm score for the selected level and round down to the nearest 5.

You have completed the checking initial placement process and do not need Step 3 because the student will be working in a new level with a new goal.

Note: After the student completes three stories in the new level with the new goal, begin the process of checking placement (level and goal) again.

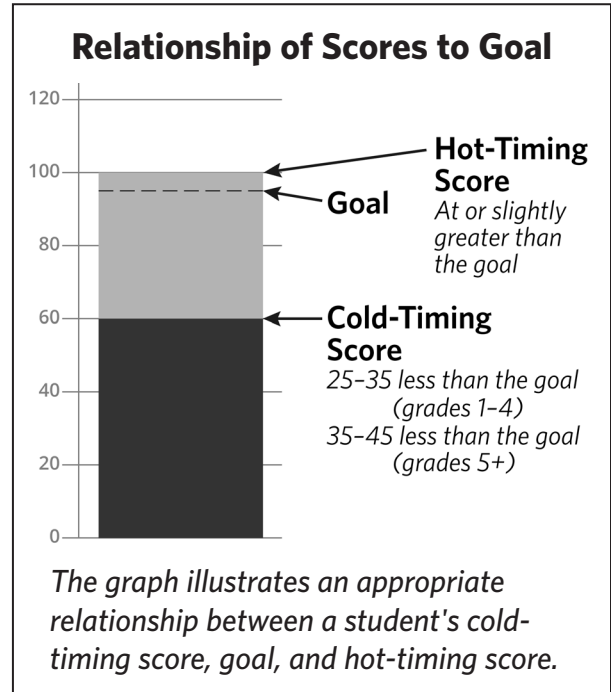
Step 3: Check the initial goal

If the student continues in the same level, your next step is to check the initial goal. For this step, you will need to look at the initial goal (IG) and three of the values calculated in Step 1 of Checking Initial Placement:

- Average cold-timing score (avgCT)
- Average hot-timing score (avgHT)
- Average number of practices (avg#P)

How the avgCT and avgHT compare to the goal and whether the avg#P is appropriate are important signs indicating whether the initial goal is too low, appropriate, or too high.

First, use the Goal Analysis table below to analyze these values. Select the statement in each row that best describes the student's progress: the student's goal compared to avgCT (top row), the student's goal compared to avgHT (middle row), and the student's avg#P (third row).



Goal Analysis

Signs that the goal may be...		
Too Low	Appropriate	Too High
<p>The student's goal is lower than, at, or too close to the avgCT:</p> <ul style="list-style-type: none"> ■ 24 or fewer words above the avgCT is too close for grades 1-4 ■ 34 or fewer words above the avgCT is too close for grades 5+ 	<p>The student's goal is an appropriate amount above the avgCT:</p> <ul style="list-style-type: none"> ■ 25-35 words above the avgCT is appropriate for grades 1-4 ■ 35-45 words above the avgCT is appropriate for grades 5+ 	<p>The student's goal is too far above the avgCT:</p> <ul style="list-style-type: none"> ■ 36 or more words above the avgCT is too far for grades 1-4 ■ 46 or more words above the avgCT is too far for grades 5+
<p>The student's avgHT is more than 10 words above the goal.</p>	<p>The student's avgHT is 0-10 words above the goal.</p>	<p>The student's avgHT is below the goal.</p>
<p>The student's avg#P is less than 3.</p>	<p>The student's avg#P is 3 to 10.</p>	<p>The student's avg#P is more than 10.</p>

Second, count how many statements you selected under each column heading: Too Low, Appropriate, and Too High. Use these totals to find the suggested action on the Goal Adjustment table on the next page.

Third, using your totals from the Goal Analysis table, find the row in the Goal Adjustment table at right that matches the number of signs that the goal may be too low, appropriate, or too high. Read across to the last column to determine the suggested action.

Next, based on the suggested action and your knowledge of the student, decide if you should raise, continue, or lower the goal.

- If you decide to continue the goal, you have completed the checking initial placement process.
- If you decide to adjust the goal, use the Setting an Adjusted Goal table below to set a new goal.

Goal Adjustment Table

Number of signs the goal may be...			Suggested Action
Too Low	Appropriate	Too High	
3	0	0	Raise
2	1	0	Raise
2	0	1	Raise or Continue
1	2	0	Raise or Continue
1	1	1	Continue
1	0	2	Continue or Lower
0	3	0	Continue
0	2	1	Continue or Lower
0	1	2	Lower Goal
0	0	3	Lower Goal

Setting an Adjusted Goal

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

If the new goal is above the avgHT, consider setting the goal at the avgHT or slightly below. As the student completes more stories and his or her cold timings improve, you will increase the goal.

You have now completed the checking initial placement process.

Note: After the student completes the next three stories in the level, check the goal again.

Checking Initial Placement Calculator

An online calculator to check initial placement after the student has completed three stories is available. The calculator averages the student's scores and provides a level and goal recommendation.

Note: Checking initial placement should occur after the first three stories. However, if done after story 4, 5, or 6, use the scores from the most recent three stories. The Initial Placement Ranges table is no longer valid after six stories.

Visit the Read Naturally website (readnaturally.com/chipcalculator) to check initial placement for your Encore II students.



Quick Reference Instructions

Step 1: Record and calculate the student's data.

Initial Placement Ranges

Initial Level	WCPM Score
1.0 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

Record the data requested for Step 1 on the Checking Initial Placement Worksheet (right): grade (Gr), initial level (IL), initial goal (IG), and initial placement range (IPR, see Initial Placement Ranges table [left]).

Then, record the cold-timing scores, number of practices, hot-timing scores, and comprehension results from the student's first three stories in the IL. Use

this data to calculate average cold-timing wcpm score (avgCT), average number of practices (avg#P), average hot-timing wcpm score (avgHT), and percent correct on the comprehension questions (%Comp).

Step 2: Check the initial level.

Use the IPR, avgCT, and %Comp with the Short-Form Level Analysis table (right) to determine whether to raise, continue, or lower the initial level.

If you continue the initial level, skip to Step 3: Check the initial goal.

If not, use the Level Adjustment table below to select the new level.

Level Adjustment

If the initial level (IL) is...	0.8 ¹	1.3/ ¹ 1.5	1.8/ ¹ 2.0	2.3/ ¹ 2.5	2.6/2.7/ ¹ 3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0 ³
Raise to...	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0	8.0	8.0
Lower to...	0.8	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.6	6.0	7.0

¹If the student is in Level 0.8, knows beginning sounds and about 50 words, and the suggested action is to lower the level, continue the level.

²If the student is in Level 1.0, knows beginning sounds and about 50 words, and the suggested action is to lower the level, lower to Level 0.8.

³If the student is in Level 8.0 and the suggested action is to raise the level, continue the level.

Then, set a goal for the new level by adding 30 (Gr 1-4) or 40 (Gr 5+) to the first cold-timing score in that level and rounding down to the nearest 5. Recheck placement after three stories in the new level.

Step 3: Check the initial goal (only if continuing initial level).

Fill in the equations and calculate the answers in the first column of the Goal Analysis table (right).

Goal Adjustment Table

Number of signs the goal may be...			Suggested Action
Too Low	Appropriate	Too High	
3	0	0	Raise
2	1	0	Raise
2	0	1	Raise or Continue
1	2	0	Raise or Continue
1	1	1	Continue
1	0	2	Continue or Lower
0	3	0	Continue
0	2	1	Continue or Lower
0	1	2	Lower Goal
0	0	3	Lower Goal

Compare each answer with the three statements in the same row and mark the one true statement.

Count and record the total number of marks in each column (signs that the goal may be Too Low, Appropriate, or Too High).

Compare these totals to the information on the Goal Adjustment table (left) to determine whether to raise, continue, or lower the goal.

If you adjust the goal, add 30 (Gr 1-4) or 40 (Gr 5+) to the avgCT and round down to the nearest 5.

Verify that the new goal is at or below avgHT.

Recheck the goal after the next three stories in the level.

Checking Initial Placement Worksheet

Step 1: Record and calculate the student's data.

Gr: _____ IL: _____ IG: _____ IPR: _____

cold timings: $(\frac{\quad}{\text{story 1}} + \frac{\quad}{\text{story 2}} + \frac{\quad}{\text{story 3}}) / 3 = \text{avgCT}: \underline{\quad}$

of practices: $(\frac{\quad}{\text{story 1}} + \frac{\quad}{\text{story 2}} + \frac{\quad}{\text{story 3}}) / 3 = \text{avg\#P}: \underline{\quad}$

hot timings: $(\frac{\quad}{\text{story 1}} + \frac{\quad}{\text{story 2}} + \frac{\quad}{\text{story 3}}) / 3 = \text{avgHT}: \underline{\quad}$

total score from comp. questions: $\frac{\quad}{\text{\# correct}} / \frac{\quad}{\text{total \# questions}} = \text{\%Comp}: \underline{\quad}$

Step 2: Check the IL.

Find the intersection of the true statements about the IPR, avgCT, and %Comp. Mark the suggested action.

Short-Form Level Analysis

If avgCT is...	AND if %Comp is...		
	≥ 80% then:	60-79% ¹ then:	≤ 59% ¹ then:
> IPR	↑ level	Cont. level	↓ level
within IPR	Cont. level	Cont. level	↓ level
< IPR	↓ level	↓ level	↓ level

¹Support comprehension if %Comp is below 80%

If continuing the level, circle IL (above) and skip to Step 3.

If not, see the Level Adjustment table (left) and record the new level. **New Level =** _____

Then, set a new goal using the first cold-timing score from the new level in the formula below.

_____ + _____ = _____ = **New Goal =** _____

1st cold timing in new level +30 (Gr 1-4) or +40 (Gr 5+) Round answer down to nearest 5 for new goal. Recheck placement after 3 stories in the new level.

Step 3: Check the IG (only if continuing IL).

Find the answers in the first column of the Goal Analysis table below. Compare each answer to the statements in the same row and mark the true one. Then, record the number of marks in each column (signs that the goal may be Too Low, Appropriate, or Too High). See the Goal Adjustment table (left) to find the suggested action.

Goal Analysis

If the answer below...	...meets the corresponding criterion, count it as a sign that the goal may be:		
	Too Low: # of signs: _____	Appropriate: # of signs: _____	Too High: # of signs: _____
_____ - _____ = _____ IG avgCT	≤24 (Gr 1-4) ≤34 (Gr 5+)	25-35 (Gr 1-4) 35-45 (Gr 5+)	≥36 (Gr 1-4) ≥46 (Gr 5+)
_____ - _____ = _____ avgHT IG	>10	0-10	<0
avg#P = _____	<3	3-10	>10

If continuing the goal, circle IG (above).

If not, calculate and record a new goal.

_____ + _____ = _____ = **New Goal =** _____

avgCT +30 (Gr 1-4) or +40 (Gr 5+) round answer down to nearest 5 for new goal

Circle the new level and/or new goal if either changed.