

# Lesson 10

## Student Performance Task Assessment

### ✓ Objectives

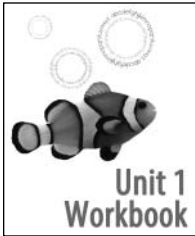
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)**
- ✓ **Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)**

| At a Glance                                | Exercise                       | Materials                                 | Minutes   |
|--|--------------------------------|---|-----------|
| <b>Student Performance Task Assessment</b> | <b>Word Reading Assessment</b> | Worksheet 7.5;<br>Word Reading Assessment | Will Vary |
| <b>Independent Work</b>                    | <b>Worksheets</b>              | Worksheets 10.1, 10.2                     | Will Vary |

### Student Performance Task Assessment

#### 10 Word Reading Placement Assessment



Worksheets 7.5, 10.1, 10.2

- Continue assessing students who scored less than five correct on “Snacks,” “Prince Vincent,” and/or “The Beach.” Priority should be placed on assessing the lowest-performing students, if there is not sufficient time to individually assess all students.
- When you have finished assessing students, you can begin the process of placing students into appropriate reading groups. Guidance on how to go about determining these groups for students is provided in the next section, Placement.

### Independent Work

#### Worksheets

- Students may complete Worksheets 10.1 and 10.2, as well as the additional independent activities you have planned.

# Placement

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## Moving Forward with Unit 1 Lessons

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We recognize that it will likely take some time for teachers to fully score, record, and analyze assessment data for all students. We have deliberately planned Unit 1 as a review of Grade 1 skills with no new Grade 2 skills introduced.

We provide guidance below for a thorough analysis of the assessment data; **you should complete this analysis for each student well before the end of Unit 1 instruction.** This analysis will inform decisions as to whether students are ready to continue with Grade 2, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught in CKLA at the Grade 1 level. Students may lack these skills for a variety of reasons, including being new to CKLA, perhaps having used different approaches and/or instructional materials in previous grades, difficulty in thoroughly mastering these skills in spite of having participated in CKLA instruction, and so on. Whatever the reason, it is important to identify code knowledge gaps now and address them rather than simply push students ahead through the CKLA Grade 2 materials.

## Multi-Level Analysis of Assessments

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You will want to conduct an analysis of each student's performance on the various assessments using different "filters" or "lenses." We recommend you first look at each student's overall performance on these assessments for guidance as to whether a given student has the prerequisite skills needed to profit from Grade 2 instruction with standard pacing. As noted above, Unit 1 of Grade 2 CKLA provides a review of all of the short vowel letter-sound correspondences as well the various consonant letter-sound correspondences taught in First Grade. All students, including those who performed well, will benefit from this review. However, the review is fast-paced. Students with low overall scores and performance on the assessments will profit from additional teaching of Grade 1 skills.

## Interpreting Student Scores for Placement

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Once you have administered and scored all assessments, enter students' scores on the Placement Planning Sheet located at the end of this section. Consideration of these scores is critical in determining what Skills instruction students need and how to group students to facilitate the best delivery of this instruction. We recommend that you use the **Interpreting Assessment Scores** chart on the next page to make a first attempt to assign students in your class to a particular group. You may find, however, that you have students whose scores do not fall neatly into one of the categories on this chart. In these cases, you will need to take a much closer look at each student's performance on the assessments, using the specific analysis charts for **Word Reading Analysis** and **Story Reading Analysis**.

## INTERPRETING ASSESSMENT SCORES

**Note:** The scores on this page should not be confused with the scores provided for the administration of assessments on page 50. Each of the scores in this chart represents a degree of mastery on the combined assessments administered.

| If student scores:   | After Grade 2 Unit 1, instruction should start with:   | Group                 |
|--|--|-----------------------|
| 7 or more correct on "Sink or Float"   | Grade 2 Unit 2<br><b>This student has OUTSTANDING preparation for Grade 2 Skills.</b>  | 1                     |
| 0–4 correct on "Sink or Float;" 6 or more correct on "The Beach," and<br>100 or more correct on Word Reading Assessment        | Grade 2 Unit 2<br><b>This student has STRONG preparation for Grade 2 Skills.</b>   | 1                     |
| 6 or more correct on "The Beach," 6 or more correct on "Prince Vincent," and<br>80–100 correct on Word Reading Assessment*     | <b>This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words.</b><br>Provide targeted small group remediation for the specific letter-sound correspondences missed, using selected materials from the Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .                                    | 1 or 2*               |
| 0–4 correct on "The Beach" and 6 or more correct on "Prince Vincent," and<br>60–80 correct on Word Reading Assessment*         | <b>This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words.</b><br>Provide targeted small group remediation for the specific letter-sound correspondences missed, using selected materials from the Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .                                    | 1 or 2*               |
| 5 or more correct on "Prince Vincent" and 5 or more correct on "Snacks," and<br>60 or more correct on Word Reading Assessment* | <b>This student has somewhat ADEQUATE preparation for Grade 2 Skills.</b><br>Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .   | 2 or 3*               |
| 0–4 correct on "Prince Vincent" and 5 or more correct on "Snacks," and<br>60 or more correct on Word Reading Assessment*       | <b>This student has somewhat ADEQUATE preparation for Grade 2 Skills.</b><br>Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .   | 2 or 3*               |
| 5 or more correct on "Snacks" and<br>30 or less correct on Word Reading Assessment   | <b>This student has QUESTIONABLE preparation for Grade 2 Skills.</b><br>S/he first needs a <u>comprehensive review of all material from the Grade 2 Unit 1 Assessment and Remediation Guide</u> , before starting CKLA Grade 2 Unit 2. If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2. | 3                     |
| 0–4 Correct on "Snacks" and 30 or less correct on Word Reading Assessment  | <b>This student has INADEQUATE preparation for Grade 2 Skills.</b><br>S/he first needs a <u>comprehensive review of all material from the Grade 1 Assessment and Remediation Guide</u> . If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2.   | Intensive Remediation |

\*Students scoring in the upper range of words correct may be ready for instruction in the more advanced grouping, i.e., one instead of two or two instead of three.

## Taking a Closer Look at Assessment Performance

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### Word Reading in Isolation Assessment Scores

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The more words a student is able to read and the farther the student is able to progress in the assessment are indicators of preparation for Grade 2.

There are a total of 120 words included in Lines 1–24 of the Word Reading in Isolation Assessment. As a general rule of thumb, students who show good performance on the first 17 lines of the test, i.e., 85 words, have **adequate preparation** for Grade 2. Students who struggle with many of the words on these early lines may need to be regrouped to an earlier point in the CKLA grade-level materials.

Lines 9–12 consist of 20 Tricky Words taught in prior grades. Tricky Words are words that contain a sound-spelling that doesn't follow the basic code or is unusual enough to have not yet been taught. Students who struggle with these words will need remediation on any words read incorrectly. (See the *Grade 2 Assessment and Remediation Guide* for practice worksheets.)

Students who are also able to read words on lines 18–24, an additional 35 words, may have **strong or outstanding preparation** for Grade 2. They may also be ready to read trade books independently.

#### The Word Reading lines consist of the following:

- Lines 1–3: CVC words with short vowel spellings.
- Lines 4–6: words made up of short vowel spellings containing common consonant clusters
- Lines 7–8: words made up of short vowel spellings containing common consonant digraphs
- Lines 9–12: Tricky Words
- Lines 13–15: words with vowel digraphs, diphthongs and r-controlled vowels
- Lines 16–17: words with spelling alternatives for consonant sounds
- Lines 18–20: words with common vowel spelling alternatives for long vowel sounds
- Lines 21–22: words that include /ə/
- Lines 23–24: words with more spelling alternatives for vowel sounds

### Story Reading Assessment Scores

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Students who answered 0–4 questions correctly on “Snacks” likely have **inadequate preparation** for the Grade 2 sequence of Skills instruction. These students likely have fairly significant skills deficits and will need to be regrouped to an earlier point of instruction in the CKLA grade-level materials. Additional information from the Word Reading Assessment should be used to guide placement.

Students who can answer five or more of the questions on “Snacks” and “Prince Vincent” likely have **adequate preparation** for the Grade 2 sequence. Students who cannot do this need remediation and/or to be regrouped to an earlier point in the CKLA grade-level materials. Additional information from the Word Reading Assessment should be used to guide placement.

Students who can answer five or more of the questions on “The Beach” likely have **strong preparation** for Grade 2 and may be ready to read trade books.

Students who can answer five or more of the questions on “Sink or Float” have **outstanding preparation** for Grade 2 and are almost certainly ready to read trade books independently. If there are enough students performing at this level, they may be grouped together for Skills so they can move at a faster pace.

**Note:** Grade 1 teachers were asked to pass forward a summary of CKLA results for each student to Grade 2 teachers. A strong performance on the end-of-year Grade 1 assessment is an indication that the student should be ready for Grade 2 instruction, even if his or her performance on this placement assessment is now slightly below his performance at the end of the Grade 1 school year. Some learning loss is expected during the summer months if students have not been encouraged to continue reading. These students may also benefit from targeted practice using selected pages from either the Grade 1 or Grade 2 *Assessment and Remediation Guide*.

## Analyzing Borderline Scores

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Students with borderline scores are the most challenging to place. In particular, you may have some students who are right on the border between being strong enough readers to benefit from the Grade 2 instruction and not having adequate preparation. These might include students who read the first story on the Story Reading Assessment and answered most of the questions correctly but struggled with the second story, or they might include students whose performance was inconsistent on lines 9–17 of the Word Reading Assessment.

We strongly recommend that you take a closer look at these students’ assessment performance using the **Word Reading Analysis and Story Reading Analysis Charts** that follow, keeping the following points in mind:

- In assessing the **Word Reading Assessment**, remember not all poor scores are the same. Five correct out of 15 on a section of this assessment probably indicates a major problem reading the words or spellings in question. Ten correct out of 15, however, might result from the student not knowing a small set of letter-sound correspondences. This sort of problem can often be remediated in supplemental small group sessions, and may not require placing the student at an earlier point in the sequence of instruction.

- In assessing the **Story Reading Assessment**, be aware that some students may have little previous experience with multiple-choice tests. They may struggle to answer the questions even if they read the story and understood it. You may wish to have borderline students read the story aloud to you and then discuss it with you.
- Remember one possibility is to place the student back at an earlier point in the CKLA grade-level materials, but a second possibility is to place them in the Grade 2 material and then provide remediation to correct specific problems. For example, if you can identify the specific letter-sound correspondences causing difficulty, or the specific Tricky Words he or she has not learned, you may be able to provide extra practice sessions while the student participates in Grade 2 instruction.
- If you are considering grouping less-prepared students with stronger students and teaching both groups the Grade 2 sequence, be sure to individualize instruction during small group time to meet all students' needs.
- If you feel you will be unable to provide such additional support sessions, this may be a reason to regroup less-prepared students to an earlier point in the CKLA grade-level materials.

## WORD READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

| Lines | Code Knowledge Assessed   | Correct               | Placement Guidelines   |
|-------|---|-----------------------|--|
| 1–3   | <ul style="list-style-type: none"> <li>CVC words with single-letter spellings, e.g., <i>cat</i>, <i>dog</i>, <i>pig</i></li> <li>Taught in Units 2–5 of Kindergarten</li> </ul>   | 11 or fewer out of 15 | <ul style="list-style-type: none"> <li><b>NOT READY</b> for Grade 2 Skills</li> <li>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 3)</li> </ul>   |
| 4–6   | <ul style="list-style-type: none"> <li>Initial and final consonant clusters (CCVC, CVCC, CCVCC)</li> <li>Taught in Unit 6 of Kindergarten</li> </ul>  | 11 or fewer out of 15 | <ul style="list-style-type: none"> <li><b>NOT READY</b> for Grade 2 Skills</li> <li>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</li> </ul>   |
| 7–8   | <ul style="list-style-type: none"> <li>Consonant digraphs, e.g., <i>thin</i>, <i>song</i></li> <li>Double-letter spellings for consonant sounds, e.g., <i>stuff</i>, <i>rock</i></li> <li>Taught in Units 7 and 8 of Kindergarten</li> </ul>  | 6 or fewer out of 10  | <ul style="list-style-type: none"> <li><b>NOT READY</b> for Grade 2 Skills</li> <li>Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)</li> </ul>   |
| 9–12  | <ul style="list-style-type: none"> <li>20 high-frequency Tricky Words</li> <li>Most are introduced in Units 8 and 9 of Kindergarten and again in Units 1–4 of Grade 1</li> </ul>  | 12 or fewer out of 20 | <ul style="list-style-type: none"> <li>If other word reading is adequate, provide targeted remediation from Grade 2 Assessment and Remediation Guide</li> </ul>  |
| 13–15 | <ul style="list-style-type: none"> <li>Basic code spellings for “long” vowel sounds (like /ae/, /ee/), diphthongs (like /oi/, /ou/), and r-controlled vowels (/er/, /ar/, and /or/), including conventional digraph spellings (<i>sweet</i>, <i>shout</i>) and split digraphs (<i>hope</i>, <i>bike</i>)</li> <li>Taught in Units 2–4 of Grade 1</li> </ul> | 10 or fewer out of 15 | <ul style="list-style-type: none"> <li>Preparation for Grade 2 is <b>QUESTIONABLE</b>, but may be <b>ADEQUATE</b> depending on performance in other sections</li> <li>Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 2–4</li> <li>Closely monitor student progress</li> </ul>                            |
| 16–17 | <ul style="list-style-type: none"> <li>Spelling alternatives for consonant sounds, including ‘tch’ for /ch/, ‘c’ for /s/, ‘g’ for /j/</li> <li>Taught in Units 5 and 6 of Grade 1</li> </ul>  | 7 or fewer out of 10  | <ul style="list-style-type: none"> <li>Preparation for Grade 2 is <b>QUESTIONABLE</b> but may be <b>ADEQUATE</b> depending on performance in other sections</li> <li>Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 5–6</li> <li>Closely monitor student progress during Units 1–3 of Grade 2</li> </ul> |

|       |   |                       |   |
|-------|---|-----------------------|---|
| 18–20 | <ul style="list-style-type: none"> <li>Spelling alternatives for the “long” vowel sounds /ae/, /oe/, /ie/, and /ee/</li> <li>Taught in Unit 7 of Grade 1</li> </ul> | 10 or fewer out of 15 | <ul style="list-style-type: none"> <li>Preparation for Grade 2 is <b><u>ADEQUATE</u></b></li> </ul>           |
| 21–22 | <ul style="list-style-type: none"> <li>More spelling alternatives for vowel sounds, including /u/, schwa, /er/, /or/</li> </ul>                                     | 11 or more out of 15  | <ul style="list-style-type: none"> <li>Preparation for Grade 2 is <b><u>STRONG</u></b></li> </ul>             |
| 23–24 | <ul style="list-style-type: none"> <li>More spelling alternatives for vowel sounds, including alternatives not taught in Grade 1</li> </ul>                         | 6 or fewer out of 10  | <ul style="list-style-type: none"> <li>Preparation for Grade 2 is <b><u>STRONG</u></b></li> </ul>             |
|       |   | 7 or more out of 10   | <ul style="list-style-type: none"> <li>Preparation for Grade 2 is <b><u>OUTSTANDING</u></b></li> </ul>        |
|       |   | 6 or fewer out of 10  | <ul style="list-style-type: none"> <li>Preparation for Grade 2 is <b><u>STRONG–OUTSTANDING</u></b></li> </ul> |
|       |   | 7 or more out of 10   | <ul style="list-style-type: none"> <li>Preparation for Grade 2 is <b><u>OUTSTANDING</u></b></li> </ul>        |



## STORY READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

| Story       | Length & Difficulty | Code Knowledge Assumed  | Correct Answers   | Next Steps and Placement Indicated by Assessment Score   |
|-------------|---------------------|---|---|--|
| 1. "Snacks" | About 50 words      | <ul style="list-style-type: none"> <li>Single-letter spellings for "short" vowel sounds, including 'a' &gt; /a/ (<i>sat</i>), 'e' &gt; /e/ (<i>egg</i>), 'o' &gt; /o/ (<i>hot</i>), 'u' &gt; /u/ (<i>Bud</i>), and 'i' &gt; /i/ (<i>fish</i>)</li> <li>Single-letter spellings for 20 consonant sounds, including 'b' &gt; /b/ (<i>Beth</i>), 'd' &gt; /d/ (<i>dog</i>), and 'f' &gt; /f/ (<i>figs</i>)</li> <li>Double-letter spellings for consonant sounds, including 'ss' &gt; /s/ (<i>glass</i>), 'gg' &gt; /g/ (<i>eggs</i>), 'll' &gt; /l/ (<i>Jill</i>) and 'ck' &gt; /k/ (<i>snack</i>)</li> <li>Digraph spellings for consonant sounds including 'ch' &gt; /ch/ (<i>chips</i>), 'sh' &gt; /sh/ (<i>fish</i>), and 'th' &gt; /th/ (<i>the</i>)</li> <li>Some Tricky Words first taught in Units 8 and 9 of Kindergarten, e.g., <i>a</i>, <i>of</i>, and <i>the</i></li> <li>Story is made up entirely of one-syllable words</li> </ul> | <p>&lt; 5<br/>Poor</p> <p>5<br/>Borderline</p> <p>6–8<br/>Adequate–Strong</p> | <p>Student was unable to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten.<br/>Student is <b>NOT READY</b> for the Grade 2 Skills.<br/>Student should ideally be regrouped and start at some point in the first 8 units of Kindergarten.<br/>Use Word Reading scores to guide placement.</p> <p>Student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.<br/>Give "Prince Vincent" test and use results for placement.</p> <p>Student was able to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten.<br/>Give "Prince Vincent" test and use these results for placement.</p> |

|                     |                 |  |  |   |
|---------------------|-----------------|--|--|---|
| 2. "Prince Vincent" | About 150 words | <ul style="list-style-type: none"> <li>• All of the above plus the following:</li> <li>• Basic-code spellings for "long" vowel sounds including 'ee' &gt; /ee/ (<i>bee</i>), 'a_e' &gt; /ae/ (<i>came</i>), 'o_e' &gt; /oe/ (<i>rode</i>), and 'i_e' &gt; /ie/ (<i>ride</i>)</li> <li>• Basic-code spellings for other vowel sounds, including 'oo' &gt; /oo/ (<i>foolish</i>), 'oo' &gt; /oo/ (<i>look</i>), 'ou' &gt; /ou/ (<i>loud</i>), 'oi' &gt; /oi/ (<i>voice</i>)</li> <li>• Basic-code spellings for /er/ (<i>after</i>), /ar/ (<i>far</i>), /or/ (<i>north</i>)</li> <li>• Spelling alternatives for consonant sounds, including 'c' &gt; /s/ (<i>Vincent</i>) and 'ce' &gt; /s/ (<i>prince</i>)</li> <li>• Tricky Words taught in Units 1–6 of Grade 1, e.g., <i>once</i>, <i>was</i>, <i>there</i>, <i>from</i>, <i>he</i>, <i>a</i>, <i>said</i>, <i>would</i>, <i>are</i>, and <i>I</i></li> <li>• Past-tense endings with <i>-ed</i> as in <i>looked</i></li> <li>• Two-syllable words</li> </ul> | <p>&lt; 5<br/>Poor</p> <p>5<br/>Borderline</p> <p>6–8<br/>Adequate–<br/>Strong</p> | <p>Student was not able to make sense of a story comparable to the ones in the Reader for Unit 6 of Grade 1.<br/>Student <b><u>MAY OR MAY NOT BE READY</u></b> for the Grade 2 sequence.<br/>Use Word Reading scores for placement.</p> <p>The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.<br/>If the student also received a borderline score on "Snacks," administer the Word Reading Assessment.<br/>If the student had a good score on "Snacks" but borderline on "Prince Vincent," give "The Beach" test.</p> <p>Student was able to make sense of a story comparable to the ones included in the Reader for Unit 6 of Grade 1.<br/>Student has <b><u>ADEQUATE</u></b> preparation for the Grade 2 Skills.<br/>You may still want to administer the Word Reading Assessment, if you have time, to pinpoint specific letter-sound correspondences that need to be reinforced.</p> |
|---------------------|-----------------|--|--|---|

|                    |                 |  |  |  |  |
|--------------------|-----------------|--|--|--|--|
| 3. "The Beach"     | About 225 words | <ul style="list-style-type: none"> <li>All of the above, plus common spelling alternatives for /ae/ (<i>Sunday, David, pain</i>), /oe/ (<i>okay, elbows, toes, boat</i>), /ie/ (<i>diving, brightly</i>), /ee/ (<i>Eve, sunny, beach</i>)</li> <li>Two-syllable words</li> </ul>                                 | <p>&lt; 5<br/>Adequate</p> <p>5<br/>Adequate</p> <p>6–8<br/>Strong</p> | <p>Student was not able to make sense of a story comparable to the ones in the Reader for Unit 7 of Grade 1.<br/>However, student has <b>ADEQUATE</b> preparation for Grade 2 Skills.<br/>Start in Grade 2 Skills, but closely monitor progress for the first three units.</p> <p>The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.<br/>Give the "Sink or Float" test.</p> <p>Student was able to make sense of a story comparable to the ones in the Reader for Unit 7 of Grade 1.<br/>Student has <b>STRONG</b> preparation for Grade 2 and <i>may also be ready to read trade books independently</i>.</p>  | <p>Student was not able to make sense of a story which contains some unusual and rare spellings.<br/>However, if the student made it this far, he or she has <b>STRONG</b> preparation for Grade 2 and <i>may also be ready to read trade books independently</i>.</p> <p>The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.<br/>However, as noted above, this student has <b>STRONG</b> preparation for Grade 2.</p> <p>Student was able to make sense of a story that contains some unusual and rare spellings not taught in the Grade 1 curriculum.<br/>Student has <b>OUTSTANDING</b> preparation for Grade 2 and is <i>almost certainly ready to read trade books independently</i>.<br/>The Grade 2 curriculum will help the student systematize the code knowledge he or she has learned and build fluency, while also improving writing and spelling ability.</p> |
| 4. "Sink or Float" | About 350 words | <ul style="list-style-type: none"> <li>All of the above plus additional spellings taught in Units 9–10 of Grade 1, e.g., <i>Thursday, first, vacation, ankles</i>, plus some words with unusual spellings, e.g., <i>decision, tough, again, garage, heavy</i>.</li> <li>Two- and three-syllable words</li> </ul> | <p>&lt; 5</p> <p>5</p> <p>6–8</p>                                      | <p>Student was not able to make sense of this story, which contains some unusual and rare spellings.<br/>However, if the student made it this far, he or she has <b>STRONG</b> preparation for Grade 2 and <i>may also be ready to read trade books independently</i>.</p> <p>The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.<br/>However, as noted above, this student has <b>STRONG</b> preparation for Grade 2.</p> <p>Student was able to make sense of a story that contains some unusual and rare spellings not taught in the Grade 1 curriculum.<br/>Student has <b>OUTSTANDING</b> preparation for Grade 2 and is <i>almost certainly ready to read trade books independently</i>.<br/>The Grade 2 curriculum will help the student systematize the code knowledge he or she has learned and build fluency, while also improving writing and spelling ability.</p> | <p>Student was not able to make sense of this story, but there is about a 10% chance of getting a 5 by lucky guessing.<br/>However, as noted above, this student has <b>STRONG</b> preparation for Grade 2.</p> <p>Student was able to make sense of a story that contains some unusual and rare spellings not taught in the Grade 1 curriculum.<br/>Student has <b>OUTSTANDING</b> preparation for Grade 2 and is <i>almost certainly ready to read trade books independently</i>.<br/>The Grade 2 curriculum will help the student systematize the code knowledge he or she has learned and build fluency, while also improving writing and spelling ability.</p>  |

## Placement and Grouping Guidelines

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We highly recommend that all Grade 2 teachers meet as a grade-level team to examine students' scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students' needs when teaching phonics skills. Once the grade-level team has examined the scores of all students on these assessments, you may find that it makes sense to regroup some students on the basis of their specific decoding skills for purposes of Skills instruction only.

The student scores you have been recording for both assessments will be useful in deciding where students should be placed for Skills instruction. Once students have been placed and grouped, these scores can be shared with other teachers who may be working with students for Skills.

(CKLA Skills instruction also includes spelling, grammar, and writing. However, decisions about placement in the CKLA materials are based on evaluating students' reading (decoding) and basic comprehension skills.)

Grade 2 teachers should meet as a team after they have completed the Placement Planning Chart (having assigned a group number to each student in their class). Teachers may wish to write each student's name and group number on an index card for ease in grouping students. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following guidelines.

|  |   |
|--|---|
| If there is only one classroom teacher per grade level . . . | ...the teacher should start all students in Groups 1 and 2 with CKLA Grade 2, Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the <i>Assessment and Remediation Guide</i> as needed. Group 3 needs intensive intervention outside the regular classroom and should not start with CKLA Grade 2, Unit 2.  |
| If there are two classroom teachers per grade level . . .    | ...one teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 2, Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i> .<br><b>OR</b> . . . one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom, would not start with CKLA Grade 2, Unit 2 but rather be provided the needed intervention. |
| If there are three classroom teachers per grade level . . .  | ...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i> .   |
| If there are four classroom teachers per grade level...      | ...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to the higher-level Group 2 students, starting with CKLA Grade 2, Unit 2; a third teacher provides Skills instruction to the lower-level Group 2 students, starting with CKLA Grade 2, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with the Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i> .  |

**Note to Teacher**

If you have access to Grade 1 and/or Kindergarten materials, you may consider using those materials in addition to or in lieu of the Grade 2 *Assessment and Remediation Guide*.

## Placement for Listening & Learning

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The Skills placement tests do not provide a basis for regrouping students during the Listening & Learning period. In fact, all students should participate in the Listening & Learning sessions on grade level, regardless of their decoding skills. Limited decoding skills will not prevent the student from learning from the read-alouds, discussions, and activities in Listening & Learning. In fact, the focus on oral language in the Listening & Learning periods may provide struggling decoders with an opportunity to shine.

# PLACEMENT PLANNING SHEET

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

[illegible]