

INSTRUCTIONS FOR PLACING 1ST GRADERS

The Reading Center contains 5 separate reading rooms, each corresponding to a different reading level:

<u>Reading Room</u>		<u>Reading Level</u>
Blue Circle	▶	1 st Grade
Red Star	▶	2 nd Grade
Green Square	▶	3 rd Grade
Yellow Triangle	▶	4 th Grade
Purple Diamond	▶	5 th Grade

The first step is to decide which reading room a student should be placed in. To do so, it is necessary to assess the student's current reading level to determine the best placement into The Reading Center.

Materials Needed to Conduct Reading Assessments

1. Approximately 10 minutes with the student.
2. A stopwatch or timer (set to 1 minute).
3. Room Completion Form (page 2 below). Have a separate copy for each student.
4. Assessment Forms for Teacher's Use (pages 3-6). Have a separate copy for each student.
5. Assessment Forms for Student's Use (pages 8-10). The same copy can be reused across students.

Procedures for Conducting Reading Assessments

There are 5 assessments -- one for each reading level (grades 1-5). Each assessment consists of 3 passages (a, b, c) that the student will read aloud for 1 minute while you follow along and record the student's performance as instructed.

- Start 1st Graders on Assessment 1 and complete 1a, 1b, and 1c in order.
- Follow the Curriculum-Based Measurement (CBM) procedures provided on the Teacher's Form for information on how to conduct and score the assessment.
- Put the student's scores from 1a, 1b, and 1c onto the student's Room Placement Form (page 3). Follow the instructions provided to determine the following:
 - If the student's scores meet the set criteria, then place the student in the room specified on the Room Placement Form.
 - If the student's scores do not meet the set criteria, then assess the student at the next reading level down as specified on the Room Placement Form.

Please note that The Reading Center is designed as an intervention for students with at least a 1st grade reading level. If a student's scores on Assessment 1 fall below its set criteria, it is recommended that an alternate intervention be used.

ROOM PLACEMENT FORM

Student: _____	Teacher: _____
Current Grade: (circle one) 1 st 2 nd 3 rd 4 th 5 th	Date: _____

Passage Scores

Enter the number of words read correctly in 1 minute.

Assessment Scores

Enter the passage score that is 2nd in rank order.

Assessment Decision

Follow the appropriate decision.

EXAMPLE

Passage a = 42

Passage b = 46

Passage c = 39



42

▶ If 40 or more

▶ If less than 40

▶ STOP. Place student in the Pink Heart Reading Room.

▶ STOP. This intervention is not appropriate for this student.

Assessment 1

Passage 1a = _____

Passage 1b = _____

Passage 1c = _____



▶ If 40 or more

▶ If less than 40

▶ STOP. Place student in the Blue Circle Reading Room.

▶ STOP. This intervention is not appropriate for this student.

ASSESSMENT FORMS FOR TEACHER'S USE

**Make a separate copy of this section
(pages 4-6) for each student to be assessed.**

THE READING CENTER
STEP 1: READING ROOM PLACEMENT

TEACHER'S FORM
Assessment: 1a

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Jack camps. He is six. He likes the big woods. He lives	12
off the land. He follows a turtle. They are green. They	23
are slow. They are fun. Jack calls the ducks. It is fun.	35
They are blue. He watches them move. They fly in the sky.	47
It is fun. He sees them swim. He swims too. Jack works for	60
his food. He sees a lake. He fishes. He got four fish. He	73
makes a fire. He cooks fish. It is night. He can see the	86
stars. It is fun.	90

<p>Student: _____ Date: _____</p> <p style="text-align: center;">Number of words read <u>correctly</u> in 1 minute = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>

► Go to Assessment 1b ◀

THE READING CENTER
STEP 1: READING ROOM PLACEMENT

TEACHER'S FORM
Assessment: 1b

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Sue went walking. She walked to the park. She saw	10
people there. She saw animals there. Some people were	19
working. Children were playing. There were a lot of	28
children. She saw a small dog. She also saw a large dog.	40
They were quiet dogs. She saw two boys helping an old man.	52
They helped him walk. She saw a girl coloring a picture.	63
It was of a tree. Sue sat on a big rock. She watched fish	77
in the water. She watched one jump. It jumped out of the	89
water. A turtle came out of the water. It walked in the	101
sun. She had fun. The park is fun.	109

<p>Student: _____ Date: _____</p> <p style="text-align: center;">Number of words read correctly in 1 minute = _____</p> <p style="text-align: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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► Go to Assessment 1c ◀

THE READING CENTER
STEP 1: READING ROOM PLACEMENT

TEACHER'S FORM
Assessment: 1c

CBM Procedures:

- Set your timer for **1 minute**.
- Give the student the Student Form of this assessment and instruct to **“Begin reading aloud now.”**
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads “big smile” as “smile big”). ◆ Substitutes words (reads “mom” for “mother”). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
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- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Bob read a book. It was about a mean dog. The dog did	13
not like children. He would bite them if they got too	24
close. The dog had a long tail and little eyes. One day he	37
ran away from home. He ran into a store. They had to put	50
him out. He still did not want to leave. Then he ran into	63
the woods. He scared a girl who was walking. She just	74
stood still. He did not bite her. He only wanted to play.	86
He then set out for home.	92

<p>Student: _____ Date: _____</p> <p style="text-align: center;">Number of words read <u>correctly</u> in 1 minute = _____</p> <p style="text-align: center; font-size: small;">Copy score onto the student's Room Placement Form.</p>
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► Go to the Room Placement Form ◀

ASSESSMENT FORMS FOR STUDENT'S USE

**The same copy of this section
(pages 8-10) can be reused across students.**

Jack camps. He is six. He likes the big woods. He lives off the land. He follows a turtle. They are green. They are slow. They are fun. Jack calls the ducks. It is fun. They are blue. He watches them move. They fly in the sky. It is fun. He sees them swim. He swims too. Jack works for his food. He sees a lake. He fishes. He got four fish. He makes a fire. He cooks fish. It is night. He can see the stars. It is fun.

Sue went walking. She walked to the park. She saw people there. She saw animals there. Some people were working. Children were playing. There were a lot of children. She saw a small dog. She also saw a large dog. They were quiet dogs. She saw two boys helping an old man. They helped him walk. She saw a girl coloring a picture. It was of a tree. Sue sat on a big rock. She watched fish in the water. She watched one jump. It jumped out of the water. A turtle came out of the water. It walked in the sun. She had fun. The park is fun.

Bob read a book. It was about a mean dog. The dog did not like children. He would bite them if they got too close. The dog had a long tail and little eyes. One day he ran away from home. He ran into a store. They had to put him out. He still did not want to leave. Then he ran into the woods. He scared a girl who was walking. She just stood still. He did not bite her. He only wanted to play. He then set out for home.