

INSTRUCTIONS FOR PLACING 2ND 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 15 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 3-9). Have a separate copy for each student.
5. Assessment Forms for Student's Use (pages 11-16). 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 2nd Graders on Assessment 2 and complete 2a, 2b, and 2c 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 2a, 2b, and 2c 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.
- Continue the process as needed until the student may be placed into a reading room.

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 2

Passage 2a = _____
 Passage 2b = _____
 Passage 2c = _____



- ▶ If 40 or more
- ▶ If less than 40

- ▶ STOP. Place student in the Red Star Reading Room.
- ▶ Complete Assessment 1 below.

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 4-9) for each student to be assessed.**

THE READING CENTER
STEP 1: READING ROOM PLACEMENT

TEACHER'S FORM
Assessment: 2a

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 went to a farm today. He got to see five animals.	12
He saw a cat, a dog, a horse, a fish, and a pig. It was just	28
like going to the zoo. Bob got to feed the pig. The food	41
did not look good. Bob got to play with some hay and even	54
milk a cow. It was a great day. He loved to go to the	68
farm. Bob thinks he might be a farmer when he grows up. It	81
would be the best job ever. He would be able to have fun	94
all day long. It would be great.	101

<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 2b ◀

THE READING CENTER
STEP 1: READING ROOM PLACEMENT

TEACHER'S FORM
Assessment: 2b

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.

My brother Matt plays on a baseball team. He plays	10
first base, and he is a really good player. His team is	22
the color green. Today they are playing the red team.	32
Matt's friend Jeff is on the red team. It will be fun to	45
play his best friend. Matt hopes to hit the ball hard. He	57
wants it to go out of the park. When Matt is up to bat,	71
the red team will back up. Matt will hit the ball all the	84
way out of the park. Everyone will clap for Matt as he	96
runs around the bases. Jeff will be happy too. It will be	108
a really fun game to watch. Matt's team will win the game.	120
It will be great.	124

<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>

► Go to Assessment 2c ◀

THE READING CENTER
STEP 1: READING ROOM PLACEMENT

TEACHER'S FORM
Assessment: 2c

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>Mark (X) as incorrect if student:</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>Leave as correct if student:</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.

Billy's grandparents took him to the circus for his	9
birthday. Billy liked the clowns. They were funny and made	19
him laugh. Billy had a great time watching the clowns do a	31
silly dance. Billy saw a sad clown who was not dancing. She	43
was not happy. This clown wore a frown and a big blue tear	56
on her cheek. Billy wished that the sad clown could be	67
happy and fun like the others. Billy asked the clown what	78
made her sad, but she did not answer. Billy made goofy	89
faces and silly sounds to make her smile. Then, the sad	100
clown took a red scarf from her pocket and wiped the big	112
blue tear off her face. She and Billy danced with the	123
other clowns.	125

<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>

► Go to the Room Placement Form ◀

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 <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 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: right; font-size: small;">Copy score onto the student's Room Placement Form.</p>

► Go to the Room Placement Form ◀

ASSESSMENT FORMS FOR STUDENT'S USE

**The same copy of this section
(pages 11-16) can be reused across students.**

Bob went to a farm today. He got to see five animals. He saw a cat, a dog, a horse, a fish, and a pig. It was just like going to the zoo. Bob got to feed the pig. The food did not look good. Bob got to play with some hay and even milk a cow. It was a great day. He loved to go to the farm. Bob thinks he might be a farmer when he grows up. It would be the best job ever. He would be able to have fun all day long. It would be great.

My brother Matt plays on a baseball team. He plays first base, and he is a really good player. His team is the color green. Today they are playing the red team. Matt's friend Jeff is on the red team. It will be fun to play his best friend. Matt hopes to hit the ball hard. He wants it to go out of the park. When Matt is up to bat, the red team will back up. Matt will hit the ball all the way out of the park. Everyone will clap for Matt as he runs around the bases. Jeff will be happy too. It will be a really fun game to watch. Matt's team will win the game. It will be great.

Billy's grandparents took him to the circus for his birthday. Billy liked the clowns. They were funny and made him laugh. Billy had a great time watching the clowns do a silly dance. Billy saw a sad clown who was not dancing. She was not happy. This clown wore a frown and a big blue tear on her cheek. Billy wished that the sad clown could be happy and fun like the others. Billy asked the clown what made her sad, but she did not answer. Billy made goofy faces and silly sounds to make her smile. Then, the sad clown took a red scarf from her pocket and wiped the big blue tear off her face. She and Billy danced with the other clowns.

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.