Memo

To: Oregon City Colleagues
From: Marilyn Sprick

Subject: Read Well Assessment and Placement Questions

Thank you for your diligence and questions!

The placement procedures for the kindergarten children follow a general guideline to place gently for high success. Once students are placed, placement should be adjusted based on students’ response to instruction.

Your questions:

1. Kindergarten Placement Inventory Part 2, Part 2, Unit 1
If a student pronounces the letter a as long a, is that considered OK because it is the word "a" or do we need to have the short a sound? Also, is “I” the word "I", because it is a single letter and capitalized?

SUBTEST A. Sounds and Words

| S | m | a | s | M | I |

The general procedure for the Placement Inventory (Part 1) is to affirm a correct answer and ask if the student knows another response. The kinder Unit 1 Placement determines whether the students will skip the Preludes so we are assessing for background knowledge and whether the children can skip the Preludes.

- Prelude A introduces the short vowel a (also introduced in Whole Class Unit 1).
- Prelude B introduces the word I.
- Prelude C introduces the sound m (also introduced in Whole Class Unit 5)

- If the child says the long vowel or word “a,” say something like: “Yes, that’s the letter name, do you also know the sound?”
- If the child says the short sound for I, say something like: “Yes, that’s the sound, do you know the word?”

Note: The responses are based on what is taught and needed for reading the early units, rather than the capitalization itself.
2. First Grade Placement Inventory, Part 2, Part 2, Unit 3

Is letter e scored correctly for long or short sound?

The long e is needed to read the word “me” in Unit 3. So, yes, we are looking for the long sound. If the child says the short e sound, the assessor should say something like: That’s great. Sometimes that letter says /eee/*, do you know another sound? (If on the prompt, the child says the long e, it is correct.)

Note: RW1 Unit 3, Placement Inventory
Subtest B: Teacher’s Model, Smooth and Bumpy Blending

__________________________
  e e e  eee  s ee  see
  . . .  . .
__________________________

The assessor should model the long e for both the single and double ee when demonstrating smooth and bumpy blending.

Students who have strong letter/sound knowledge are likely to know the short vowel e. The high frequency words: me, we, he, she, be – all require the long vowel e. The children need both sounds. We taught the long sound first so they could decode the high frequency pronouns early in the sequence.

3. Repeated errors, e.g., kitten

If a student misses the same word such as “kitten” in Read Well 1, Unit 20, 3 times the first time through the passage, is that counted as 3 separate errors.

Yes, it is counted as three separate errors. However, the assessor should note on the assessment it was 3 errors on “kitten.” This is where judgment needs to be used. If the student only missed “kitten,” it is not a problem to move forward while re-teaching and practicing “kitten.” If the student made three other errors, the instructor will need to analyze errors, review lessons with an emphasis on an error patterns, and focus also on reading carefully in context.

Reminder:
  • Assist if the student isn’t able to read the word correctly in 3 seconds. Draw a line through the word and write an “A” for assist above the word.

3. Repeated errors, RW1 Unit 38

In RW 1, Unit 38, what if the student misses the proper name, "Chester", multiple times? Do we count all as errors, making it a no pass?
Yes, it is counted as three separate errors. However, the assessor should note on the assessment it was 3 errors on “Chester.” If the student only missed “Chester,” it is not a problem to move forward – either for placement purposes or for instruction. Re-teach and practice decodable words that end with the -er suffix (e.g., teach-teacher, fix-fixer, help-helper).

If “Chester” is a common error amongst your students, add “Chester” to the Tricky Word Warm Up. You can assist in this row and it is not counted in the Pass/No Pass criterion.

5. **Timed assessments with titles**
If the student makes an error in the title, is that considered an error in the passage? May we correct the title or tell them a word in the title if they don't know it? If so, then we say it was an assist? Are we giving them the word they should be able to decode themselves?

Start timing and scoring at the black star (start of the first sentence and after the titles). The title is not counted. You may correct.

6. **The second-time through a passage**
The second-time through a passage, do you mark a check if the student makes an error but immediately self-corrects.

Immediate self-corrects are not counted as an error in either the first or second time through a passage. However, self-corrects are counted if the student immediately self-corrects more than once.

Examples:
- For the word “wants,” the student says “wasn’t, want, wants” it would be a mistake.
  More than one immediate self-correct is an error.

- For the word “wants, the student says “wasn’t, wants” it would not be a mistake.
  One immediate self-correct is not an error.

Note from Marilyn: Again, my thanks for your questions! Please let me know if anything is unclear.

* I don’t have the diacritical marks on my computer so used /eee/ for the short vowel sound. Young children don’t need to know the terminology of “short vowel, long vowel,” so we just affirm their knowledge of a sound.