



Early  
Intervention  
in

# Refractive Error

Level 1

## Placement and Assessment Guide



RA

Bothell, WA • Chicago, IL • Colorado Springs, CO • New York, NY



# Placing Students

## Placement Overview

In order to appropriately place students in the program, you should administer a reliable and valid screening measure during the first several weeks of the school year.

Many schools and classrooms are routinely beginning to give such tests to all students at the beginning of the year. If such tests are not routine in your school, initial teacher observations can be helpful in spotting students who should be screened to determine if they would benefit from

One quick way to spot students likely to need this intervention is to watch for students who are struggling to master the letter-sound, blending, and decoding instruction provided during the first several weeks of the school year.

Students who consistently struggle with phonemic awareness activities during instruction may also need the extra help provided by the program. Of course, it becomes easier to notice students who are not making adequate progress as each week passes. However, it is important to identify students who need extra help as soon as possible because every day that passes allows students to fall farther and farther behind their peers. Our goal for all students is grade-level reading skills by the end of the year; the farther behind children fall at any point in the year, the more difficult it is for them to achieve that goal.

Placing students in the appropriate lessons is an essential part of ensuring student success in

Once a student has been identified as potentially benefiting from an early-intervention curriculum, through either an outside test of skills or by teacher observations, consider which level of would be most appropriate. Level 1 is designed for struggling first-grade readers. After determining which level of is most appropriate, administer the in-program Placement Test. The Placement Test consists of a series of short activities designed to mirror the content of the intervention materials at different points in the curriculum. Based on a student's demonstrated mastery of the skills in each of the Placement Test sections, either administer the next section of the test to the student, place the student in a specific lesson within the curriculum, or move the student out of the intervention group to receive instruction cul

## Administering the Placement Test

A Placement Test has been provided to help ensure appropriate student placement in the course materials. Make a copy of the Placement Test Record (page 3) for each student completing the Placement Test. Provide each student with a copy of the Placement Test pages 4–6. Administer the Placement Test to each student, following the instructions on the Placement Test Record. Have each student start with Section 1 on the Placement Test. Direct the student to read the list of words and then to read the sentence. Mark each error on the Placement Test Record with a slash (/). Stop administration as directed. Identify and record the student's placement at the top of the Placement Test Record.

Remember to consider individual needs and pacing for students at risk for learning disabilities, English Language Learners, students with language delays, and students with intellectual disabilities. The Placement Test is an informative guide to help you place a student in the course, and the results should take into account the individual needs of the student. As the teacher, you should place students in the section of the curriculum at which you feel they will most benefit.

Student \_\_\_\_\_ Date \_\_\_\_\_

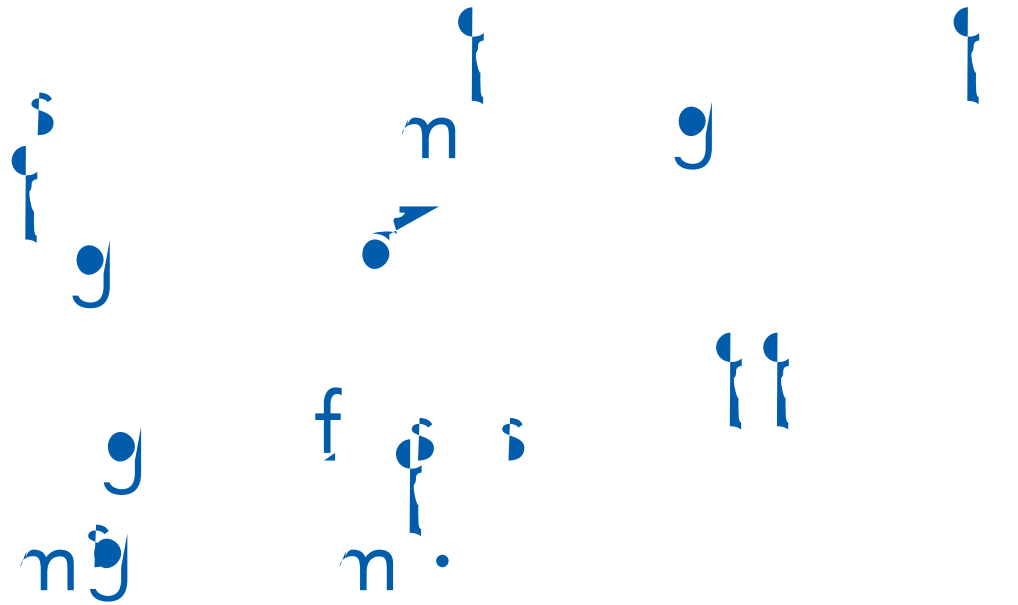
# Placement Test Record

Placement  
Teacher's Edition

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## Sections 3...4



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## Sections 5...6

