

# Placement Shortcuts for Returning Read Well Students

## Schedule for Starting Small Group Instruction

- Kindergarten** Continue *RWK* Whole Class instruction. Begin *RWK* Small Group instruction at the completion of *RWK* Whole Class, Unit 4 or 5 (about Week 5 or 6 of school).
- First Grade** Begin small group instruction by the third week of school.
- Second Grade** Begin small group instruction no later than the third week of school.

See [A Quick Start](#).

## DOs and DON'Ts of Fall Placement

### DO

- ❖ Assess three to five students per day using the *Read Well* Assessments during the first two weeks of school.
- ❖ Use the placement procedures from the *Read Well* Assessment Manuals for kindergarten students (if your *RW* adoption is new).
- ❖ Consider the shortcuts below for returning *Read Well* students.

### DON'T

- ❖ Avoid using a standard guideline for placing students. For example:
  - Do not place students where they ended last year.
  - Do not automatically repeat units for the purpose of review.
  - Do not place students by their grade level.
- ❖ Avoid placing students in *Read Well* using the results of universal screeners (e.g., DIBELS Next, DIBELS, or AIMSweb). These global assessments provide tools for the early identification of students at risk but do not accurately place students in *Read Well* programs.



## FOR THE RECORD • READ WELL AND DIBELS

“ We recommend placing and grouping students in *Read Well* based on the *Read Well* unit assessments. We believe this will result in the highest success and the best results from *Read Well* students on end-of-year DIBELS assessments and for their reading proficiency in general.”

—Roland Good, Ph.D., DIBELS Next author

(personal communication, June 6, 2013; used with permission)

## Why Assess Students Who Were in *Read Well* Last Year?

*Read Well* builds foundations based on student mastery. Placement is based on diagnosis and prescription.

Some children read over the summer, gaining skills. These children may be accelerated. Some children don't read over the summer. These students may need joyful reviews. Every child deserves instruction that meets his or her needs.

*Read Well is based on individual diagnosis vs. standard guidelines.*

### Shortcuts: Kindergarten

None—use procedures outlined in the Assessment Manual.

### Shortcuts: First Grade, Returning *RW* Students

Assess students on the *RW1* unit that is equivalent to the last unit completed in *RWK* Small Group (e.g., if students completed *RWK* Unit 18, assess at *RW1* Unit 18).

1. If the student has a **Pass** or **Strong Pass**, test up three to five units. Continue testing up in two- to three-unit increments until the student gets a **Weak Pass** or **No Pass**. Start instruction with the last **Pass** or **Strong Pass**.
2. If the student has a **Weak Pass** or **No Pass**, test down three to five units. Continue testing down until the student gets a **Pass** or **Strong Pass**. Start instruction with this unit.

#### *Example 1 • Nathaniel completed RWK Unit 12 in kindergarten*

- At the beginning of the year, Nathaniel is assessed on *RW1* Unit 12. Nathaniel gets a **Strong Pass** on Unit 12.
- The teacher moves up three units and assesses Nathaniel on Unit 15. He gets a **Weak Pass** on Unit 15.
- The teacher drops back down and begins instruction at Unit 12 with a 2-day review unit. Nathaniel's group will then move forward at a pace commensurate with student performance.

#### GENERAL GUIDELINES

*For first grade and above*

**STRONG PASS** Students should be assessed at higher units to see if they can skip forward.

**PASS** Students are ready for the next unit.

**WEAK PASS** Use discretion. Students may proceed with caution if instruction focuses on firming up weak skills. Watch trends in the data. If the student gets a **Pass** or **Strong Pass** in the next unit, proceed. If the next unit is a **Weak Pass** or **No Pass**, stop and do a quick review.

**NO PASS** This is too high a placement. Test backward for a **pass** or **strong pass**. Start with the next unit.



*Example 2 • Aisha completed RWK Unit 12 last school year*

- At the beginning of the year, Aisha is assessed on *RW1* Unit 12. Aisha gets a Weak Pass on Unit 12.
- The teacher moves down three units and assesses Aisha on Unit 9. She gets a Strong Pass on Unit 9.
- Even though Aisha could start at Unit 10, the closest available group will start with a review at Unit 6. The teacher will watch Aisha's progress carefully to determine if she can move up to the next group.

If students  
need a review,  
units can be  
done quickly!



- **One-day review unit:** Use Decoding Practice 4 and Solo Stories 2, 4, and 6
- **Two-day review unit:** Use the two-day plans in the Teacher's Guides.

**Tip:** When reviewing, linger longer on vowel units.

## Shortcuts: Second Grade, Returning *RW* Students

1. If students did not complete *RW1*, follow the procedures for first grade above.
2. If students completed *RW1* or began *RW1 Plus*, give the *RW2* Placement test and follow the recommended procedures in the Assessment Manual.
3. If students were already working in *RW2* at the end of the school year, retest on the last unit completed.
  - If students score a Pass or Strong Pass, begin instruction with the next unit.
  - If students get a Weak Pass or No Pass, place students in *RW1 Plus* for quick review. See the chart on the next page for parallel units. Transition back to *RW2* once a review has been completed.

*Do not repeat trade book units.*

*Example 1 • Joan completed RW2 Unit 12 in first grade*

- At the beginning of the year, Joan is assessed on *RW2* Unit 12. Joan gets a Weak Pass due to low fluency. (In first grade, Joan barely passes assessments, often retesting.)
- Joan is assessed for placement in *RW1 Plus*. She gets a Pass at Unit 44, but a Weak Pass at Unit 45.
- Joan is placed in a group that will do *RW1 Plus* Units 45 through 50 (reviewing skills from *RW2*). From there, the group will transition back to *RW2* Unit 13, and avoid doing the trade book unit *Dinosaurs Before Dark* twice.

## Shortcuts: Second Grade, Returning *RW* Students (continued)

### Example 2 • Mary completed *RW2* Unit 12 in first grade

- Mary is assessed on *RW2* Unit 12 and gets a Strong Pass. Mary read ten books from the Magic Treehouse series over the summer.
- Mary is assessed at Unit 17 and Unit 20. She could move forward into Unit 21 (*RW2 Plus*).
- The highest second-grade group in Mary's school will begin *RW2* Unit 13. The teacher and Mary's parents decide that the content and written composition in *RW2* is appropriate for Mary. She will also work in Accelerated Reader at more challenging reading levels.

### Program Information

- *RW2 Fluency Foundations* is a quick review of *RW1* Units 16–38 (see chart below). If students completed *RW1* and need *RW2 Fluency Foundations*—not to worry! These students will gain an average of 35 wcpm with *RW2 Fluency Foundations*. If placed appropriately, *Fluency Foundations* second graders typically end up above grade level by the end of the year.
- *RW2* Units 2–12 parallel *RW1 Plus* Units 39–48.
- The readabilities of stories in *RW2 Plus* average in the fourth-grade range.  
See [Readabilities](#).

*RW2 Fluency Foundations* is a very fast review of *RW1*.



If students did not finish *RW1*, you may wish to review with *RW2 FF*, but be sure to transition back to *RW1* when the review is complete. See chart for parallel units.

### Program Parallels

RW2 FF Unit	RW1 Unit
A	16, 17, 18
B	19, 20, 21
C	22, 23, 24, 25
D	26, 27
E	28, 29
F	30, 31, 32, 33
G	34, 35
H	35, 36
I	37
J	38

RW2 Unit	RW1 Plus Unit
2	39
3	40
5	41
6	42, 50
7	43
8	44
10	45
11	46, 47
12	48
13	49, 50

Optimize student progress by placing students appropriately and teaching well!