

Our Students. Their Moment.

Using Assessment Tools to Meet Student Needs

Grade 2 Placement

Assessments

Handouts & Examples

Core Knowledge Language Arts (CKLA-NY)

Webinar Series

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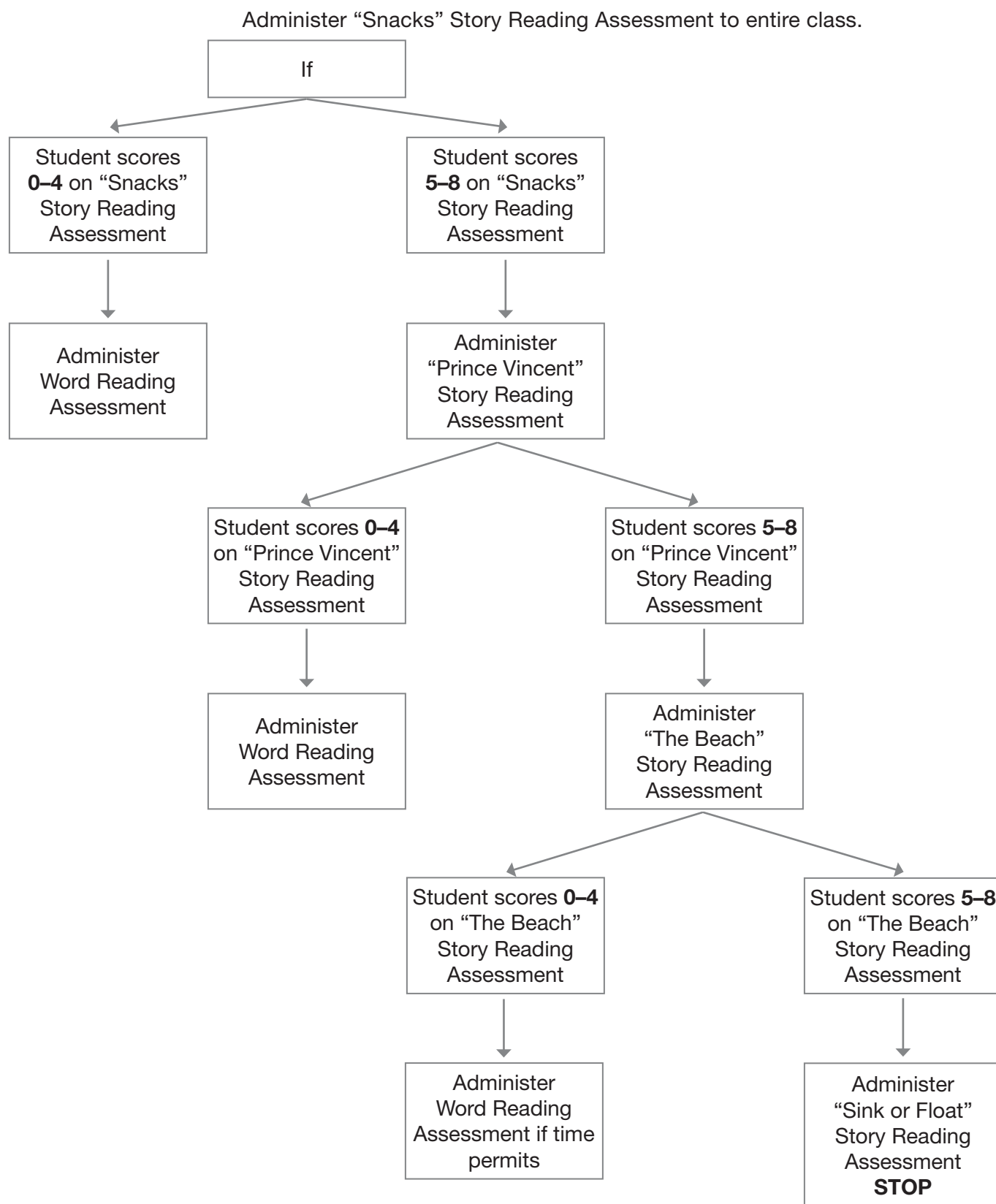
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Grade 2 Placement Tests

Test Name	Setting	If the Score is...	Then the Next Test Will Be...
Story Reading "Snacks"	Group	5–8	Story Reading: "Prince Vincent"
		0–4	Administer Word Reading Assessment
Story Reading "Prince Vincent"	Group	5–8	Story Reading: "The Beach"
		0–4	Administer Word Reading Assessment
Story Reading "The Beach"	Group	5–8	Story Reading: "Sink or Float"
		0–4	No further assessments
Word Reading	1-1	N/A	No further assessments

Flow Chart for Order of Student Performance Task Assessment



Please Note: Cutoff scores on this page are used only to determine which tests to administer during the beginning of the year. The scores on this page are not used in interpreting Assessment Scores.

Snacks



Six kids sat and had a snack.

Rob had six fish sticks.

Bud had ham.

Beth had a bag of chips and a glass of milk.

Rich had fish sticks and figs.

Jill had a hot dog.

Sam had six eggs.

Sam got sick.

The rest of the kids did not.

Name Rachel**6.2****Snacks**

1. What was Bud's snack?
 - A. fish sticks
 - B. chips and milk
 - C. ham
2. What was Sam's snack?
 - A. eggs
 - B. fish sticks
 - C. ham
3. What was Beth's snack?
 - A. chips and milk
 - B. fish sticks and figs
 - C. a hot dog
4. Which kid had chips?
 - A. Beth
 - B. Rob
 - C. Bud

5. Which kid had milk?
 - A. Sam
 - B. Beth
 - C. Jill
6. Which kid had figs?
 - A. Beth
 - B. Jill
 - C. Rich
7. Which kids had fish sticks?
 - A. Rich and Beth
 - B. Rob and Rich
 - C. Rob and Bud
8. Which kid got sick?
 - A. Rich
 - B. Beth
 - C. Sam

Name Enrique

6.2

Snacks

1. What was Bud's snack?

- A. fish sticks
- B. chips and milk
- C. ham

2. What was Sam's snack?

- A. eggs
- B. fish sticks
- C. ham

3. What was Beth's snack?

- A. chips and milk
- B. fish sticks and figs
- C. a hot dog

4. Which kid had chips?

- A. Beth
- B. Rob
- C. Bud

5. Which kid had milk?

- A. Sam
- B. Beth
- C. Jill

6. Which kid had figs?

- A. Beth
- B. Jill
- C. Rich

7. Which kids had fish sticks?

- A. Rich and Beth
- B. Rob and Rich
- C. Rob and Bud

8. Which kid got sick?

- A. Rich
- B. Beth
- C. Sam

Name Rachel

7.1

Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”



The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.

Vincent ran after the bee. He shouted in his loudest voice, “You will not escape from me, bee! I will ride after you on my horse!”

Vincent got his helmet and his lance. He got up on his horse. Then he rode off on his quest for the bee.

Vincent rode north and south. He rode past rivers and lakes. He looked for the bee in houses. He looked for the bee on farms. He looked for the bee up in trees and down in holes.

But he never found the bee.

Name Rachel

7.2

Prince Vincent

1. What was Vincent?

- A. a prince
- B. a king
- C. a princess

2. Where was Vincent from?

- A. Rome
- B. Greece
- C. France

3. What sort of voice did Vincent have?

- A. a loud voice
- B. a soft voice
- C. a bee-like voice

4. Which part of Vincent did the bee sting?

- A. his leg
- B. his nose
- C. his cheek

5. What sound did the bee make?

- A. whoosh
- B. hum
- C. buzz

6. What did Vincent tell the bee?

- A. Sting me again!
- B. Buzz off!
- C. Look at me!

7. Where did Vincent look for the bee?

- A. in houses and on farms
- B. under a rock
- C. in an insect shop

8. What happened in the end?

- A. Vincent killed the bee.
- B. The bee killed Vincent.
- C. Vincent never found the bee.

Name Rachel

8.1

The Beach

Last Sunday David and Eve went to the beach.

It was a sunny day. It got hotter and hotter. At last it was ninety-five degrees.



Eve laid out a blanket. Then she got out her sunscreen. She rubbed the white cream on her back. She rubbed it on her arms and her legs. She rubbed it on her nose and her cheeks. She even rubbed it on her elbows and her toes.

“David,” she said, “would you like some sunscreen?”

“No, thanks,” said David. “I’ll be okay without it.” Then he ran off to play soccer.

David played soccer. He tossed a Frisbee. He ran a relay race. He rowed a boat. He swam. He splashed in the waves. He went diving for shells. He made a scarf out of seaweed. Then he lay down and took a nap.

All this time the sun was shining brightly. Rays of sunlight were landing on David’s arms and legs.

At last the daylight faded. David was set to go home. But when he got up, he felt some pain on his legs. He looked down. His body was as red as a lobster. His thighs looked like two roasted hams. His toes looked like ten bright red pigs running on the sand.

“EEK!” cried David. “I’m fried! I should have used Eve’s sunscreen!”

Name Rachel

8.2

The Beach

1. Where did this story take place?

- A. at the beach
- B. at the pool
- C. at the lake

2. What sort of day was it?

- A. hot and sunny
- B. cool and cloudy
- C. windy and wet

3. Who ended up red as a lobster?

- A. Eve
- B. David
- C. The nice ladies

4. Who used sunscreen?

- A. David
- B. Eve
- C. Eve and David

5. What did David use to make a scarf?

- A. sand
- B. sunscreen
- C. seaweed

6. What did David's toes look like at the end of the day?

- A. ten green frogs
- B. ten red pigs
- C. ten sandy logs

7. Which game did David play?

- A. Frisbee
- B. sand hockey
- C. lawn darts

8. What made David's skin red?

- A. the sun
- B. the sand
- C. the waves

Name Rachel

9.1

Sink or Float

It was the first Thursday of summer vacation. It was hot. Joey Jenkins and his younger brother Pete were sitting by the pool trying to stay cool. Pete had his ankles and toes in the water.

“Hey Pete,” Joey shouted at his little brother, “let’s play sink or float.”

“How do you play?” asked Pete.

“First I go and find something,” explained Joey. “Then I ask you if you think it will sink or float. Then I throw it in the pool and we find out if you were right or wrong.”

“Okay,” replied Pete.

Joey ran to the garage and got a brass key.



“That must be pretty heavy,” said Pete. “I say it’s going to sink for sure!”

Joey tossed the key in the pool. It sank below the surface in an instant.

“Okay, little brother,” said Joey, “you won that one. Do you want to play again?”

Pete nodded his head.

Joey sprinted up to the house and got an apple from the boys’ mom.

“I predict that will float,” said Pete.

Joey tossed the apple in the pool and, sure enough, it bobbed and floated on top of the water.

Joey ran over to the woods and picked up an acorn that was lying beneath a towering old oak tree.

“Gee,” said Pete. “That’s a tough one. An acorn might sink, but then again, it might float.”

“Sink or float?” said Joey. “I need a decision now!”

“Um, I guess it will sink,” Pete said.

Joey tossed the acorn in the pool. It bobbed and floated on top of the water right next to the apple.

“Ha, ha! You lose!” Joey cried.

Joey ran into the house and got a plastic model airplane he had built.



“Sink or float?” he asked.

“Sink!” said Pete.

Joey set the airplane ever so gently on the surface of the water. At first it looked like the airplane was floating.

“Ha, ha!” said Joey. “It floats! You lose again!”

“Not so fast!” said Pete. He thumped the water with both of his feet and made a gigantic wave. The wave went crashing over the airplane. The airplane filled with water and began sinking.

“It sinks!” said Pete, smiling. “So I win!”

“No fair!” said Joey. “That’s cheating!”

Name Rachel

9.2

Sink or Float

1. When does the story take place?

- A. winter
- B. summer
- C. fall

2. Which boy is older?

- A. Joey
- B. Pete
- C. They are the same age.

3. Which game do the boys play?

- A. Sink or Float
- B. Splash Bomb
- C. Water Polo

4. Which boy sets things on top of the water?

- A. Joey
- B. Pete
- C. They take turns

5. Which boy guesses whether the things will sink or float?

- A. Joey
- B. Pete
- C. They take turns

6. Which of the things listed below sinks?

- A. apple
- B. acorn
- C. key

7. Who sets the airplane on the water?

- A. Joey
- B. Pete
- C. the boys' mom

8. Who makes the wave that makes the airplane sink?

- A. Joey
- B. Pete
- C. the boys' mom

Name Enrique

7.2

Prince Vincent

1. What was Vincent?

- A. a prince
 B. a king
 C. a princess

2. Where was Vincent from?

- A. Rome
 B. Greece
 C. France

3. What sort of voice did Vincent have?

- A. a loud voice
 B. a soft voice
 C. a bee-like voice

4. Which part of Vincent did the bee sting?

- A. his leg
 B. his nose
 C. his cheek

5. What sound did the bee make?

- A. whoosh
 B. hum
 C. buzz

6. What did Vincent tell the bee?

- A. Sting me again!
 B. Buzz off!
 C. Look at me!

7. Where did Vincent look for the bee?

- A. in houses and on farms
 B. under a rock
 C. in an insect shop

8. What happened in the end?

- A. Vincent killed the bee.
 B. The bee killed Vincent.
 C. Vincent never found the bee.

WORD READING ASSESSMENT

1. cat hot run jet wax
2. zip kid bad fog hum
3. man vet ~~fog~~
fig yes ~~lid~~
lip
4. brag grab stop spit ~~fap~~
flap
5. drip ~~clap~~
clip dust send left
6. taps dogs ~~cot~~
crust print crabs

7. ~~that~~
than song ~~thin~~
then fill shed
8. chop sack mess stuff ~~quiz~~
9. the to a of was
10. you said they ~~would~~
will are
11. have ~~who~~
how one from ~~there~~
three
12. were two ~~you~~
your ~~they~~
their any

13. name ~~fine~~^{/fin} cheek home cute
14. loud book oil sopn^{son} ~~law~~^{low}
15. her fork card filled helped
16. whip ~~cent~~ honk germ ~~dance~~
17. ~~large~~ ~~knot~~ ~~rinse~~ ~~serve~~ ~~itch~~
18. sold we snow aim fight

19. funny reach fry may ski
20. bunnies making blind Pete road
21. along work mother more done
22. apple action hurt animal bird
23. wall now push head fault
24. new unit boy early student

Name Enrique**7.5****Word Reading Test Record Sheet**

							Words Correct	Cumulative Words Correct
CVC words w/ single-letter	1.	cat _____	hot _____	run _____	jet _____	wax _____		
	2.	zip _____	kid _____	bad _____	fog _____	hum _____		
	3.	man _____	vet _____	fig <u>X</u>	yes _____	lip <u>X</u>	<u>13</u> /15	<u>13</u> /15
CCVC, CVCC, CCVCC consonant clusters	4.	brag _____	grab _____	stop _____	spit _____	flap <u>X</u>		
	5.	drip _____	clip <u>X</u>	dust _____	send _____	left _____		
	6.	taps _____	dogs _____	crust <u>X</u>	print _____	crabs _____	<u>12</u> /15	<u>25</u> /30
Consonant digraphs	7.	that <u>X</u>	song _____	thin <u>X</u>	fill _____	shed _____		
	8.	chop _____	sack _____	mess _____	stuff _____	quiz <u>X</u>	<u>7</u> /10	<u>32</u> /40
Tricky Words	9.	the _____	to _____	a _____	of _____	was _____		
	10.	you _____	said _____	they _____	would <u>X</u>	are _____		
	11.	have _____	who <u>X</u>	one _____	from _____	there <u>X</u>		
	12.	were _____	two _____	your <u>X</u>	their <u>X</u>	any _____	<u>15</u> /20	<u>47</u> /60
Vowel digraphs, diphthongs, and r-controlled	13.	name _____	fine <u>X</u>	cheek _____	home _____	cute _____		
	14.	loud _____	book _____	oil _____	soon <u>X</u>	law <u>X</u>		
	15.	her _____	fork _____	card _____	filled _____	helped _____	<u>12</u> /15	<u>59</u> /75
Spelling alt. for consonant sounds	16.	whip _____	cent <u>X</u>	honk _____	germ _____	dance <u>X</u>		
	17.	large <u>X</u>	knot <u>X</u>	rinse <u>X</u>	serve <u>X</u>	itch <u>X</u>	<u>3</u> /10	<u>62</u> /85
More spelling alt. for long vowel sounds	18.	sold _____	we _____	snow _____	aim _____	fight _____		
	19.	funny _____	reach _____	fry _____	may _____	ski _____		
	20.	bunnies _____	making _____	blind _____	Pete _____	road _____	____ /15	____ /100
More spelling alt. for schwa vowel sounds	21.	along _____	work _____	mother _____	more _____	done _____		
	22.	apple _____	action _____	hurt _____	animal _____	bird _____	____ /10	____ /110
More spelling alt. for vowel sounds	23.	wall _____	now _____	push _____	head _____	fault _____		
	24.	new _____	unit _____	boy _____	early _____	student _____	____ /10	____ /120

PLACEMENT PLANNING SHEET

Date _____

Teacher Name _____

Last Name	First Name	"Snacks"	"Prince Vincent"	"The Beach"	"Sink or Float"	Word Recognition	Group
	Enrique	5	2	NA	NA	62	
	Rachel	8	8	7	7	NA	

INTERPRETING ASSESSMENT SCORES

Note: The scores on this page should not be confused with the scores provided for the administration of assessments on page 50. Each of the scores in this chart represents a degree of mastery on the combined assessments administered.

If student scores:	After Grade 2 Unit 1, instruction should start with:	Group
7 or more correct on "Sink or Float"	Grade 2 Unit 2 This student has OUTSTANDING preparation for Grade 2 Skills.	1
0-4 correct on "Sink or Float;" 6 or more correct on "The Beach," and 100 or more correct on Word Reading Assessment	Grade 2 Unit 2 This student has STRONG preparation for Grade 2 Skills.	1
6 or more correct on "The Beach," 6 or more correct on "Prince Vincent," and 80-100 correct on Word Reading Assessment*	This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words. Provide targeted small group remediation for the specific letter-sound correspondences missed, using selected materials from the Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	1 or 2*
0-4 correct on "The Beach" and 6 or more correct on "Prince Vincent," and 60-80 correct on Word Reading Assessment*	This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words. Provide targeted small group remediation for the specific letter-sound correspondences missed, using selected materials from the Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	1 or 2*
5 or more correct on "Prince Vincent" and 5 or more correct on "Snacks," and 60 or more correct on Word Reading Assessment*	This student has somewhat ADEQUATE preparation for Grade 2 Skills. Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	2 or 3*
0-4 correct on "Prince Vincent" and 5 or more correct on "Snacks," and 60 or more correct on Word Reading Assessment*	This student has somewhat ADEQUATE preparation for Grade 2 Skills. Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	2 or 3*
5 or more correct on "Snacks" and 30 or less correct on Word Reading Assessment	This student has QUESTIONABLE preparation for Grade 2 Skills. S/he first needs a <u>comprehensive review of all material from the Grade 2 Unit 1 <i>Assessment and Remediation Guide</i></u> , before starting CKLA Grade 2 Unit 2. If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2.	3
0-4 Correct on "Snacks" and 30 or less correct on Word Reading Assessment	This student has INADEQUATE preparation for Grade 2 Skills. S/he first needs a <u>comprehensive review of all material from the Grade 1 <i>Assessment and Remediation Guide</i></u> , if CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2.	Intensive Remediation

*Students scoring in the upper range of words correct may be ready for instruction in the more advanced grouping, i.e., one instead of two or two instead of three.

STORY READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

Story	Length & Difficulty	Code Knowledge Assumed	Correct Answers	Next Steps and Placement Indicated by Assessment Score
1. “Snacks”	About 50 words	<ul style="list-style-type: none"> • Single-letter spellings for “short” vowel sounds, including ‘a’ > /a/ (<i>sat</i>), ‘e’ > /e/ (<i>egg</i>), ‘o’ > /o/ (<i>hot</i>), ‘u’ > /u/ (<i>Bud</i>), and ‘i’ > /i/ (<i>fish</i>) • Single-letter spellings for 20 consonant sounds, including ‘b’ > /b/ (<i>Beth</i>), ‘d’ > /d/ (<i>dog</i>), and ‘f’ > /f/ (<i>figs</i>) • Double-letter spellings for consonant sounds, including ‘ss’ > /s/ (<i>glass</i>), ‘gg’ > /g/ (<i>eggs</i>), ‘ll’ > /l/ (<i>Jill</i>) and ‘ck’ > /k/ (<i>snack</i>) • Digraph spellings for consonant sounds including ‘ch’ > /ch/ (<i>chips</i>), ‘sh’ > /sh/ (<i>fish</i>), and ‘th’ > /th/ (<i>the</i>) • Some Tricky Words first taught in Units 8 and 9 of Kindergarten, e.g., <i>a</i>, <i>of</i>, and <i>the</i> • Story is made up entirely of one-syllable words 	< 5 Poor	Student was unable to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten. Student is NOT READY for the Grade 2 Skills. Student should ideally be regrouped and start at some point in the first 8 units of Kindergarten. Use Word Reading scores to guide placement.
			5 Borderline	Student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. Give “Prince Vincent” test and use results for placement.
			6–8 Adequate– Strong	Student was able to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten. Give “Prince Vincent” test and use these results for placement.

2. "Prince Vincent"	About 150 words	<ul style="list-style-type: none"> • All of the above plus the following: • Basic-code spellings for "long" vowel sounds including 'ee' > /ee/ (<i>bee</i>), 'a_e' > /ae/ (<i>came</i>), 'o_e' > /oe/ (<i>rode</i>), and 'i_e' > /ie/ (<i>ride</i>) • Basic-code spellings for other vowel sounds, including 'oo' > /oo/ (<i>foolish</i>), 'oo' > /oo/ (<i>look</i>), 'ou' > /ou/ (<i>loud</i>), 'oi' > /oi/ (<i>voice</i>) • Basic-code spellings for /er/ (<i>after</i>), /ar/ (<i>far</i>), /or/ (<i>north</i>) • Spelling alternatives for consonant sounds, including 'c' > /s/ (<i>Vincent</i>) and 'ce' > /s/ (<i>prince</i>) • Tricky Words taught in Units 1–6 of Grade 1, e.g., <i>once</i>, <i>was</i>, <i>there</i>, <i>from</i>, <i>he</i>, <i>a</i>, <i>said</i>, <i>would</i>, <i>are</i>, and <i>I</i> • Past-tense endings with <i>-ed</i> as in <i>looked</i> • Two-syllable words 	<p>< 5 Poor</p> <hr/> <p>5 Borderline</p> <hr/> <p>6–8 Adequate– Strong</p>	<p>Student was not able to make sense of a story comparable to the ones in the Reader for Unit 6 of Grade 1. Student MAY OR MAY NOT BE READY for the Grade 2 sequence. Use Word Reading scores for placement.</p> <hr/> <p>The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. If the student also received a borderline score on "Snacks," administer the Word Reading Assessment. If the student had a good score on "Snacks" but borderline on "Prince Vincent," give "The Beach" test.</p> <hr/> <p>Student was able to make sense of a story comparable to the ones included in the Reader for Unit 6 of Grade 1. Student has ADEQUATE preparation for the Grade 2 Skills. You may still want to administer the Word Reading Assessment, if you have time, to pinpoint specific letter-sound correspondences that need to be reinforced.</p>
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WORD READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

Lines	Code Knowledge Assessed	Correct	Placement Guidelines
1–3	<ul style="list-style-type: none"> • CVC words with single-letter spellings, e.g., <i>cat</i>, <i>dog</i>, <i>pig</i> • Taught in Units 2–5 of Kindergarten 	11 or fewer out of 15	<ul style="list-style-type: none"> • <u>NOT READY</u> for Grade 2 Skills • Needs Intensive Remediation (<i>Grade 2 Assessment and Remediation Guide</i>, Unit 1, or Kindergarten CKLA Unit 3)
4–6	<ul style="list-style-type: none"> • Initial and final consonant clusters (CCVC, CVCC, CCVCC) • Taught in Unit 6 of Kindergarten 	11 or fewer out of 15	<ul style="list-style-type: none"> • <u>NOT READY</u> for Grade 2 Skills • Needs Intensive Remediation (<i>Grade 2 Assessment and Remediation Guide</i>, Unit 1, or Kindergarten CKLA Unit 6)
7–8	<ul style="list-style-type: none"> • Consonant digraphs, e.g., <i>thin</i>, <i>song</i> • Double-letter spellings for consonant sounds, e.g., <i>stuff</i>, <i>rock</i> • Taught in Units 7 and 8 of Kindergarten 	6 or fewer out of 10	<ul style="list-style-type: none"> • <u>NOT READY</u> for Grade 2 Skills • Needs Intensive Remediation (<i>Grade 2 Assessment and Remediation Guide</i>, Unit 1, or Kindergarten CKLA Unit 6)
9–12	<ul style="list-style-type: none"> • 20 high-frequency Tricky Words • Most are introduced in Units 8 and 9 of Kindergarten and again in Units 1–4 of Grade 1 	12 or fewer out of 20	<ul style="list-style-type: none"> • If other word reading is adequate, provide targeted remediation from <i>Grade 2 Assessment and Remediation Guide</i>
13–15	<ul style="list-style-type: none"> • Basic code spellings for “long” vowel sounds (like /ae/, /ee/), diphthongs (like /oi/, /ou/), and r-controlled vowels (/er/, /ar/, and /or/), including conventional digraph spellings (<i>sweet</i>, <i>shout</i>) and split digraphs (<i>hope</i>, <i>bike</i>) • Taught in Units 2–4 of Grade 1 	10 or fewer out of 15	<ul style="list-style-type: none"> • Preparation for Grade 2 is <u>QUESTIONABLE</u>, but may be <u>ADEQUATE</u> depending on performance in other sections • Provide targeted remediation from <i>Grade 2 Assessment and Remediation Guide</i> or Grade 1 CKLA Units 2–4 • Closely monitor student progress
16–17	<ul style="list-style-type: none"> • Spelling alternatives for consonant sounds, including ‘tch’ for /ch/, ‘c’ for /s/, ‘g’ for /j/ • Taught in Units 5 and 6 of Grade 1 	7 or fewer out of 10	<ul style="list-style-type: none"> • Preparation for Grade 2 is <u>QUESTIONABLE</u> but may be <u>ADEQUATE</u> depending on performance in other sections • Provide targeted remediation from <i>Grade 2 Assessment and Remediation Guide</i> or Grade 1 CKLA Units 5–6 • Closely monitor student progress during Units 1–3 of Grade 2

Placement and Grouping Guidelines

We highly recommend that all Grade 2 teachers meet as a grade-level team to examine students' scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students' needs when teaching phonics skills. Once the grade-level team has examined the scores of all students on these assessments, you may find that it makes sense to regroup some students on the basis of their specific decoding skills for purposes of Skills instruction only.

The student scores you have been recording for both assessments will be useful in deciding where students should be placed for Skills instruction. Once students have been placed and grouped, these scores can be shared with other teachers who may be working with students for Skills.

(CKLA Skills instruction also includes spelling, grammar, and writing. However, decisions about placement in the CKLA materials are based on evaluating students' reading (decoding) and basic comprehension skills.)

Grade 2 teachers should meet as a team after they have completed the Placement Planning Chart (having assigned a group number to each student in their class). Teachers may wish to write each student's name and group number on an index card for ease in grouping students. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following guidelines.

<p>If there is only one classroom teacher per grade level . . .</p>	<p>...the teacher should start all students in Groups 1 and 2 with CKLA Grade 2, Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the <i>Assessment and Remediation Guide</i> as needed. Group 3 needs intensive intervention outside the regular classroom and should not start with CKLA Grade 2, Unit 2.</p>
<p>If there are two classroom teachers per grade level . . .</p>	<p>...one teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 2, Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i>. OR . . . one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom, would not start with CKLA Grade 2, Unit 2 but rather be provided the needed intervention.</p>
<p>If there are three classroom teachers per grade level . . .</p>	<p>...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i>.</p>
<p>If there are four classroom teachers per grade level...</p>	<p>...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to the higher-level Group 2 students, starting with CKLA Grade 2, Unit 2; a third teacher provides Skills instruction to the lower-level Group 2 students, starting with CKLA Grade 2, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with the Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i>.</p>

Note to Teacher

If you have access to Grade 1 and/or Kindergarten materials, you may consider using those materials in addition to or in lieu of the Grade 2 *Assessment and Remediation Guide*.