

## Placement Assessment

## Completing the Placement Assessment for Small-group Reading Sets 1-5

You will use the Small-group Placement Assessment to identify students' reading levels for initial placement into Small-group Reading Sets 1-5. Each section of the assessment corresponds to one of the Small-group Reading sets. There are two versions of the Placement Assessment, one for grades K-1 and another for grade 2. The content of the assessment is the same in both versions, but the guidance for placing students differs.

### PREPARING FOR THE ASSESSMENT

- ✓ For each student you plan to assess, print the “Small-group Placement Assessment” record sheet (PA) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or make a copy from pages 138-143 for grades K-1 or pages 150-157 for grade 2.
- ✓ Print one of each set of Placement Assessment student cards (SC) from the CCC Learning Hub ([ccclearninghub.org](http://ccclearninghub.org)) or make one copy of each from pages 144-149 or pages 158-163. You may wish to copy the sheet onto heavy-stock paper, glue the page onto a piece of card stock, or slip it into a sheet protector.
- ✓ Review the “Small-group Placement Assessment” record sheet (PA) to help you prepare to evaluate each student’s knowledge of letters, spelling-sounds, and high-frequency words.

### CONDUCTING THE ASSESSMENT

For each student:

1. Present the student cards one at a time, beginning with the card for the first Small-group Reading Set provided with your grade-level package. (Section A or B for kindergarten and grade 1. For grade 2 students, use your judgment about where to start the assessment.) You may wish to place a blank index card under each row as the student reads it to help the student follow each row.
2. Have the student complete each section as you record the responses on the “Small-group Placement Assessment” record sheet (PA). When the student responds correctly, mark a check next to the sound, word, or letter. When the student responds incorrectly, cross out the sound, word, or letter. For each incorrect response, you may want to write exactly what the student says. Refrain from indicating whether an answer is correct or incorrect, and do not give the student the pronunciation for any sound, word, or letter during the assessment. Do not count acceptable variations in pronunciation as decoding errors (such as those associated with a student’s regional accent).

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## Placement Assessment

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3. After administering each part of the assessment, record the number of sounds, words, or letters the student reads correctly and circle “Pass” or “Not Pass” for each part; then read the instructions at the end of the section to determine whether to continue the assessment. A student does not have to show complete mastery to advance to the next section of the assessment.
4. If a student passes the phonics portion of the assessment and does not pass the high-frequency word section, you may want to continue the assessment until the student does not pass the phonics portion. Place the student based on phonics. Using the placement assessment results, instruct the missed high-frequency words in previous sections.

**INTERPRETING THE ASSESSMENT RESULTS**

The passing criterion is set at 80 percent. Note that any standard of this sort is somewhat arbitrary. If a higher or lower passing score is more compatible with your instruction, apply that criterion to the assessment.

Continue the assessment until the student does not pass a section. The first section that the student does not pass corresponds to the set in which instruction should begin. Record the student’s placement on the “Small-group Placement Assessment” record (PA). Use this placement information to form small groups. For more information about forming reading groups, see “Forming and Managing Small Groups” in the Assessment Overview.

Students who pass all sections of the Placement Assessment are ready for Set 6 or Set 7. Set 6 is an optional transitional set focused on fluency and comprehension. When considering whether to place a student in Set 6, ask yourself whether the student is reading fluently, using appropriate rate, intonation, and punctuation. You might have the student read aloud one of the books from Set 5 to provide more information about his or her needs. Some students may not need all the lessons in Set 6 to progress to Set 7.

**Small-group Placement Assessment for Sets 1-5 (Kindergarten and Grade 1) ■ PA1**  
Section A

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each letter the student identifies correctly from the student card. Cross out incorrect letters.

**LETTER RECOGNITION** (5-second limit per letter)

x _____	l _____	d _____	o _____	g _____	y _____
h _____	c _____	i _____	k _____	w _____	q _____
z _____	n _____	u _____	t _____	p _____	j _____
e _____	b _____	m _____	s _____	v _____	a _____
r _____	f _____				

Letter Recognition score: \_\_\_\_/26

Pass (21-26 correct) or Not Pass

If the student does not pass, the student is not ready for small-group reading instruction. Instead, the student needs additional instruction in letter names. Analyze the data from Section A and identify which letters the student does not know. Create a small group of students with similar results on the section and use *Learning Letter Names* to teach the letters the students do not know. For additional activities, see "Letter-Name Instruction" in the grade-level General Resources on the CCC Learning Hub or Appendix E of the Kindergarten *Teacher's Manual*.

**Small-group Placement Assessment for Sets 1-5  
(Kindergarten and Grade 1) ■ PA1**  
Section B

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each sound or word the student reads correctly from the student card.  
Cross out incorrect sounds and words.

**SPELLING-SOUNDS** (5-second limit per letter)

s _____	n _____	m _____	t _____	ă _____
r _____	ĩ _____	f _____	h _____	ũ _____
d _____	ö _____	c _____	k _____	

Spelling-Sound score: \_\_\_\_/14

Pass (12-14 correct) or Not Pass

**HIGH-FREQUENCY WORDS** (2-second limit per word)

he _____	she _____	can't _____	isn't _____
to _____	get _____	no _____	yes _____
down _____	go _____	where _____	my _____
by _____	here _____	saw _____	they _____

High-frequency Word score: \_\_\_\_/16

Pass (13-16 correct) or Not Pass

If the student passes, go on to Section C of the assessment.

If the student does not pass spelling-sounds, place the student in Set 1, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section C but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

**Small-group Placement Assessment for Sets 1-5  
(Kindergarten and Grade 1) ■ PA1**  
Section C

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each sound or word the student reads correctly from the student card.  
Cross out incorrect sounds and words.

**SPELLING-SOUNDS** (5-second limit per letter)

b \_\_\_\_\_ p \_\_\_\_\_ l \_\_\_\_\_ g \_\_\_\_\_ ě \_\_\_\_\_  
w \_\_\_\_\_ th \_\_\_\_\_ y \_\_\_\_\_ v \_\_\_\_\_ sh \_\_\_\_\_  
x \_\_\_\_\_ ch \_\_\_\_\_ z \_\_\_\_\_ j \_\_\_\_\_

Spelling-Sound score: \_\_\_\_\_ /14

Pass (12-14 correct) or Not Pass

**HIGH-FREQUENCY WORDS** (2-second limit per word)

was \_\_\_\_\_ little \_\_\_\_\_ put \_\_\_\_\_ what \_\_\_\_\_  
do \_\_\_\_\_ like \_\_\_\_\_ have \_\_\_\_\_ home \_\_\_\_\_  
said \_\_\_\_\_ of \_\_\_\_\_ her \_\_\_\_\_ his \_\_\_\_\_  
some \_\_\_\_\_ come \_\_\_\_\_ out \_\_\_\_\_ say \_\_\_\_\_  
says \_\_\_\_\_ so \_\_\_\_\_

High-frequency Word score: \_\_\_\_\_ /18

Pass (14-18 correct) or Not Pass

If the student passes, go on to Section D of the assessment.

If the student does not pass spelling-sounds, place the student in Set 2, Week 1.

If the student passes spelling-sounds but does not pass high-frequency words, go on to Section D but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

## Small-group Placement Assessment for Sets 1-5 (Kindergarten and Grade 1) ■ PA1 Section D

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

### DECODABLE WORDS (5-second limit per word)

whack _____	sing _____	quit _____	tapped _____
snap _____	stack _____	flip _____	frog _____
pits _____	grip _____	drop _____	plot _____
smog _____	spin _____	clop _____	skip _____
slip _____			

Decodable Word score: \_\_\_\_/17

Pass (13-17 correct) or Not Pass

### HIGH-FREQUENCY WORDS (2-second limit per word)

make _____	there _____	be _____	look _____
good _____	want _____	water _____	from _____
for _____	again _____	many _____	people _____
your _____	very _____	could _____	should _____
were _____	both _____	does _____	

High-frequency Word score: \_\_\_\_/19

Pass (15-19 correct) or Not Pass

If the student passes, go on to Section E of the assessment.

If the student does not pass decodable words, place the student in Set 3, Week 1.

If the student passes decodable words but does not pass high-frequency words, go on to Section E but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

**Small-group Placement Assessment for Sets 1-5  
(Kindergarten and Grade 1) ■ PA1**  
Section E

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

**DECODABLE WORDS** (5-second limit per word)

cape _____	ice _____	eve _____	poke _____
fuse _____	hopes _____	taping _____	shined _____
sleep _____	leap _____	burn _____	tern _____
corn _____	park _____		

Decodable Word score: \_\_\_\_/14

Pass (11-14 correct) or Not Pass

**HIGH-FREQUENCY WORDS** (2-second limit per word)

every _____	other _____	brother _____	woman _____
women _____	boy _____	toward _____	over _____
their _____	cold _____	one _____	two _____
don't _____	won't _____	too _____	who _____
school _____	thought _____	father _____	

High-frequency Word score: \_\_\_\_/19

Pass (15-19 correct) or Not Pass

If the student passes, go on to Section F of the assessment.

If the student does not pass decodable words, place the student in Set 4, Week 1.

If the student passes decodable words but does not pass high-frequency words, go on to Section F but make a note of the missed high-frequency words. When you have placed the student based on phonics, preteach all the missed high-frequency words before beginning instruction in that Set.

## Small-group Placement Assessment for Sets 1-5 (Kindergarten and Grade 1) ■ PA1

### Section F

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

#### DECODABLE WORDS (5-second limit per word)

kitten _____	faster _____	small _____	basket _____
stay _____	tail _____	boat _____	town _____
mood _____	wrap _____	knee _____	flight _____
happy _____	tried _____	cloud _____	soil _____
toys _____	claw _____	haul _____	fleecy _____
face _____			

Decodable Word score: \_\_\_\_/21

Pass (16-21 correct) or Not Pass

#### HIGH-FREQUENCY WORDS (2-second limit per word)

after _____	work _____	head _____	read _____
never _____	only _____	live _____	walk _____
because _____	children _____	even _____	though _____
once _____	enough _____	watch _____	kind _____
four _____			

High-frequency Word score: \_\_\_\_/17

Pass (13-17 correct) or Not Pass

If the student passes, use an alternative assessment to level and group the student. See "Placement Assessment for Small-group Reading Sets 7-12" in the Assessment Overview.

If the student does not pass, place the student in Set 5, Week 1. Preteach any missed high-frequency words from previous sections of the assessment.

Section A Student Card ■ SC1

x	l	d	o	g	y
h	c	i	k	w	q
z	n	u	t	p	j
e	b	m	s	v	a
r	f				

Section B Student Card ■ SC1

s	n	m	t	a
r	i	f	h	u
d	o	c	k	

he	she	can't	isn't
to	get	no	yes
down	go	where	my
by	here	saw	they

Section C Student Card ■ SC1

b	p	l	g	e
w	th	y	v	sh
x	ch	z	j	

was	little	put	what
do	like	have	home
said	of	her	his
some	come	out	say
says	so		

Section D Student Card ■ SC1

whack	sing	quit	tapped
snap	stack	flip	frog
pits	grip	drop	plot
smog	spin	clap	skip
slip			

make	there	be	look
good	want	water	from
for	again	many	people
your	very	could	should
were	both	does	

Section E Student Card ■ SC1

cape

ice

eve

poke

fuse

hopes

taping

shined

sleep

leap

burn

tern

corn

park

every

other

brother

woman

women

boy

toward

over

their

cold

one

two

don't

won't

too

who

school

thought

father

Section F Student Card ■ SC1

kitten faster small basket

stay tail boat town

mood wrap knee flight

happy tried cloud soil

toys claw haul fleecy

face

after work head read

never only live walk

because children even though

once enough watch kind

four

## Small-group Placement Assessment for Sets 1-5 (Grade 2) ■ PA2

### Section A

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each letter the student identifies correctly from the student card. Cross out incorrect letters.

#### LETTER RECOGNITION *(5-second limit per letter)*

x _____	l _____	d _____	o _____	g _____	y _____
h _____	c _____	i _____	k _____	w _____	q _____
z _____	n _____	u _____	t _____	p _____	j _____
e _____	b _____	m _____	s _____	v _____	a _____
r _____	f _____				

Letter Recognition score: \_\_\_\_\_ /26

Pass (21-26 correct) or Not Pass

If the student passes, go on to Section B.

If the student does not pass, the student requires intervention. Refer to the RtI/MTSS guidance in the General Resources section of the CCC Learning Hub.

At the same time, analyze the data from Section A to identify which letters the student does not know. Create a small group of students with similar results on the section and teach the letters the students do not know. For suggested activities, see "Letter-Name Instruction" in the grade-level General Resources on the CCC Learning Hub.

## Small-group Placement Assessment for Sets 1-5 (Grade 2) ■ PA2

### Section B

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each sound or word the student reads correctly from the student card.  
Cross out incorrect sounds and words.

#### SPELLING-SOUNDS (5-second limit per letter)

s _____	n _____	m _____	t _____	ă _____
r _____	ĩ _____	f _____	h _____	ũ _____
d _____	ö _____	c _____	k _____	

Spelling-Sound score: \_\_\_\_ /14

Pass (12-14 correct) or Not Pass

#### HIGH-FREQUENCY WORDS (2-second limit per word)

he _____	she _____	can't _____	isn't _____
to _____	get _____	no _____	yes _____
down _____	go _____	where _____	my _____
by _____	here _____	saw _____	they _____

High-frequency Word score: \_\_\_\_ /16

Pass (13-16 correct) or Not Pass

If the student passes, go on to Section C.

If the student does not pass the spelling-sound portion of Section B, place the student in Set 1, Week 1. Refer to the RtI MTSS document in the General Resources section on the CCC Learning Hub.

If the student passes the spelling-sound portion but does not pass the high-frequency word portion, go on to Section C to obtain additional information.

## Small-group Placement Assessment for Sets 1-5 (Grade 2) ■ PA2

### Section C

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each sound or word the student reads correctly from the student card.  
Cross out incorrect sounds and words.

#### SPELLING-SOUNDS (5-second limit per letter)

b _____	p _____	l _____	g _____	ě _____
w _____	th _____	y _____	v _____	sh _____
x _____	ch _____	z _____	j _____	

Spelling-Sound score: \_\_\_\_ /14

Pass (12-14 correct) or Not Pass

#### HIGH-FREQUENCY WORDS (2-second limit per word)

was _____	little _____	put _____	what _____
do _____	like _____	have _____	home _____
said _____	of _____	her _____	his _____
some _____	come _____	out _____	say _____
says _____	so _____		

High-frequency Word score: \_\_\_\_ /18

Pass (14-18 correct) or Not Pass

If the student passes, go on to Section D.

If the student does not pass the spelling-sound portion of Section C, place the student in Set 2, Week 1. Preteach the high-frequency words the student missed on Section B before beginning small-group instruction. Identify the books in Set 1 that match the words (using the table on the back of the *Teacher's Manual*) and provide the books to the students for practice.

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## Small-group Placement Assessment for Sets 1-5 (Grade 2) ■ PA2 *(continued)*

If the student passes the spelling-sound word portion of Section C, but does not pass the high-frequency word portion, use the data from the high-frequency word portions of Sections B and C to make a placement decision. For example:

- If the student missed 14 words or fewer, go on to Section D to obtain more information.
- If the student missed more than 14 words, place the student in Set 2, Week 1 and preteach the words the student missed in Section B before beginning small-group instruction. Identify the books in Set 1 that match the words (using the tables on the back of the Teacher's Manuals) and provide the books to the students for practice.

## Small-group Placement Assessment for Sets 1-5 (Grade 2) ■ PA2

### Section D

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

#### DECODABLE WORDS (5-second limit per word)

whack _____	sing _____	quit _____	tapped _____
snap _____	stack _____	flip _____	frog _____
pits _____	grip _____	drop _____	plot _____
smog _____	spin _____	clap _____	skip _____
slip _____			

Decodable Word score: \_\_\_\_ /17

Pass (13-17 correct) or Not Pass

#### HIGH-FREQUENCY WORDS (2-second limit per word)

make _____	there _____	be _____	look _____
good _____	want _____	water _____	from _____
for _____	again _____	many _____	people _____
your _____	very _____	could _____	should _____
were _____	both _____	does _____	

High-frequency Word score: \_\_\_\_ /19

Pass (15-19 correct) or Not Pass

If the student passes, go on to Section E.

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**Small-group Placement Assessment for Sets 1-5 (Grade 2) ■ PA2** *(continued)*  
Section D

If the student does not pass the decodable words portion of Section D, place the student in Set 3, Week 1. Preteach the high-frequency words the student missed on Sections B and C before beginning small-group instruction.

If the student passes the decodable words portion of Section D, but does not pass the high-frequency word portion, use the data from the high-frequency word portions of Sections B, C, and D to make a placement decision. For example:

- If the student missed 14 words or fewer, go on to Section E to obtain more data.
- If the student missed more than 14 words, place the student in Set 3, Week 1 and preteach the words the student missed in Sections B and C before beginning small-group instruction. Identify the books in Sets 1 and 2 that match the words (using the tables on the back of the *Teacher's Manuals*) and provide the books to the students for practice.

## Small-group Placement Assessment for Sets 1-5 (Grade 2) ■ PA2

### Section E

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

#### DECODABLE WORDS (5-second limit per word)

cape _____	ice _____	eve _____	poke _____
fuse _____	hopes _____	taping _____	shined _____
sleep _____	leap _____	burn _____	tern _____
corn _____	park _____		

Decodable Word score: \_\_\_\_ /14

Pass (11-14 correct) or Not Pass

#### HIGH-FREQUENCY WORDS (2-second limit per word)

every _____	other _____	brother _____	woman _____
women _____	boy _____	toward _____	over _____
their _____	cold _____	one _____	two _____
don't _____	won't _____	too _____	who _____
school _____	thought _____	father _____	

High-frequency Word score: \_\_\_\_ /19

Pass (15-19 correct) or Not Pass

If the student passes, go on to Section F.

If the student does not pass Section E, place the student in Set 4, Week 1 and preteach the high-frequency words the student missed in Sections B, C, and D before beginning small-group instruction. Identify the books in Sets 1, 2, and 3 that match the words (using the tables on the back of the *Teacher's Manuals*) and provide the books to the students for practice.

**Small-group Placement Assessment for Sets 1-5 (Grade 2) ■ PA2**

## Section F

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark a check for each word the student reads correctly from the student card. Cross out incorrect words.

**DECODABLE WORDS** (5-second limit per word)

kitten _____	faster _____	small _____	basket _____
stay _____	tail _____	boat _____	town _____
mood _____	wrap _____	knee _____	flight _____
happy _____	tried _____	cloud _____	soil _____
toys _____	claw _____	haul _____	fleecy _____
face _____			

Decodable Word score: \_\_\_\_/21

Pass (16-21 correct) or Not Pass

**HIGH-FREQUENCY WORDS** (2-second limit per word)

after _____	work _____	head _____	read _____
never _____	only _____	live _____	walk _____
because _____	children _____	even _____	though _____
once _____	enough _____	watch _____	kind _____
four _____			

High-frequency Word score: \_\_\_\_/17

Pass (13-17 correct) or Not Pass

If the student passes, use an alternative assessment to level and group the student. See "Placement Assessment for Small-group Reading Sets 6-12" in the Assessment Overview.

If the student does not pass, place the student in Set 5, Week 1.

Section A Student Card ■ SC2

x	l	d	o	g	y
h	c	i	k	w	q
z	n	u	t	p	j
e	b	m	s	v	a
r	f				

Section B Student Card ■ SC2

s	n	m	t	a
r	i	f	h	u
d	o	c	k	

he	she	can't	isn't
to	get	no	yes
down	go	where	my
by	here	saw	they

Section C Student Card ■ SC2

b	p	l	g	e
w	th	y	v	sh
x	ch	z	j	

was	little	put	what
do	like	have	home
said	of	her	his
some	come	out	say
says	so		

Section D Student Card ■ SC2

whack	sing	quit	tapped
snap	stack	flip	frog
pits	grip	drop	plot
smog	spin	clap	skip
slip			

make	there	be	look
good	want	water	from
for	again	many	people
your	very	could	should
were	both	does	

Section E Student Card ■ SC2

cape

ice

eve

poke

fuse

hopes

taping

shined

sleep

leap

burn

tern

corn

park

every

other

brother

woman

women

boy

toward

over

their

cold

one

two

don't

won't

too

who

school

thought

father

Section F Student Card ■ SC2

kitten faster small basket

stay tail boat town

mood wrap knee flight

happy tried cloud soil

toys claw haul fleecy

face

after work head read

never only live walk

because children even though

once enough watch kind

four