

Placement in Read Naturally Live—Español (Levels 1.0 – 5.6)

Placement for Read Naturally Live—Español is the process of selecting an appropriate level and goal for a student learning to read in Spanish.¹ Just as in Read Naturally Live placement, evaluation of both rate and understanding contribute to appropriate placement if the goal is to increase reading fluency.

The placement steps and guidelines in this document are based on Spanish fluency norms² and our placement guidelines for reading English. We may periodically update these steps and guidelines as we refine them through additional experience using Read Naturally Live—Español with students, and as we add more levels.

- Steps:**
1. Estimate the student's reading level.
 - The default student assignment in Read Naturally Live—Español is Level 1.0.
 - If the student's estimated reading level is above Level 1.0, assign the corresponding Read Naturally Live—Español level.
 2. Direct the student to complete the steps of a story in the assigned level.
 3. After conducting the Cold Timing in the first story of the assigned level, edit the default goal (50) by adding 30 to the Cold Timing words-correct-per-minute (WCPM) score.³
 4. Upon completion of all the story steps, evaluate the student's Cold Timing and Quiz scores. Appropriate placement is indicated by both:
 - A Cold Timing score that falls within the ranges in the following Placement Table, and
 - A score of at least 60% on the Quiz.

Read Naturally Live—Español Placement Table

Placement Level	Scores in this range indicate a potential fit
1.0 to 2.5	25 to 55 WCPM
3.0 to 3.5	45 to 65 WCPM
4.0 to 4.5	55 to 75 WCPM
5.0 to 5.6	>65 WCPM

If the student's scores do not fall in the ranges for appropriate placement in Step 4, consult the Guidelines table below.

Guidelines for Placement in Read Naturally Live—Español

Cold Timing Score	Quiz Score	Placement Suggestion	Exception
WCPM in range for level	At least 60%	Level is appropriate.	
WCPM in range for level	Below 60%	Level may be too difficult. Assign next lower level and evaluate the scores from a story in that level.	If the scores are from Level 1.0, placement may be appropriate with teacher support for comprehension.
WCPM below range for level	At least 60%	Level may be too difficult. Assign next lower level and evaluate the scores from a story in that level.	If the scores are from Level 1.0, placement may be appropriate. Consider adjusting the number of read alongs or practices, or consider lowering the goal.
WCPM below range for level	Below 60%	Level is too difficult. Assign next lower level and evaluate the scores from a story in that level.	If the scores are from Level 1.0, either: • Provide one-on-one assistance when the student works in the program. • Wait to start the program until the student is a more proficient reader.
WCPM above range for level	At least 60%	The level may be too easy. Assign next higher level and evaluate the Cold Timing score in that level.	If the scores from Level 5.6 are significantly above 65 WCPM, either: • Be sure that the goal is challenging. • Wait to start in the program until RNL—Español has higher levels.
WCPM above range for level	Below 60%	Level may be too difficult. Assign the next lower level and evaluate the Quiz scores in that level.	If the scores are from Level 1.0, placement may be appropriate with teacher support for comprehension.

NOTE: If Cold Timing and/or Quiz scores are very close to the edge of a range in this Guidelines table, have the student complete one or two additional stories in the level and follow Step 4 again to evaluate the average Cold-Timing and Quiz scores.

¹ Students learning Spanish as a foreign language should begin in Level 1.0 or in a level that best challenges their ability to pronounce and understand written Spanish.

² University of Oregon Center on Teaching and Learning. (2021). *IDEL benchmark goals*. UO DIBELS data system. <https://dibels.uoregon.edu/assessment/idel/benchmark-goals/>

³ The original goal does not change for each story and will remain the same for the next few stories unless the student is unable to reach the goal after several practices, or the student far exceeds the goal with few practices.