**Reading Mastery Placement Tests**

1. All students should take the RM placement tests. There are a couple reasons for this. First, this will give us a score to show where each student is starting from in Reading Mastery. Second, it will help determine where whole classes may need to start.
2. We know that Grade 1 will start with RM Grade K materials. However, as was discussed at the training (I’m assuming because the trainers said this in Yap), they should wait to start with Reading Mastery until they have completed Lesson 40 of Language for Learning. That doesn’t mean they can’t informally work on letter names and letter sounds until that time. The placement test should still be done when the teachers are ready to see how they perform at the start of the program. The teachers should also give it at the end of the year to see what growth was made within the program.
3. For Grade 2, all students should be given the placement tests for RM Grade 1. If you look at p.88 in the Series Guide you were given, you can see the guidelines for placement. If a large majority of students make 9 or more errors in the placement test, the group should start by using RM Grade K materials. If not, the teacher should start the students in Grade 1 materials.
4. For Grade 3, they should be given the placement test for RM Grade 2 materials. If you look at p. 99 in the Series Guide, you will see the placement criteria for RM Grade 2. If a majority of the class makes 8 or more errors, they should really start by using RM Grade 1 materials. If not, they should start in Lesson 1 of RM Grade 2 materials.
5. I would also give the RM Grade 2 placement test to 4th graders. If a majority of students make 8 or more errors, one options is for the 4th grade teachers to use Grade 2 RM materials this year.

Since this is a transition year, we may have classes working at different grade levels than they will be next year after everyone has had a year in the program. Lorenzo made a mistake and also ordered Grade 3 materials, so Yap will have these materials to use with 4th and possibly 5th graders as well depending upon how they do in the placement tests.

**In-Program Reading Mastery Tests**

These are periodic tests to see how well students are learning the specific skills in each lesson. Classroom teachers will be giving these to all students are part of Reading Mastery. These are what we call “in-program progress monitoring assessments.” The progress monitoring probes I gave you are called “general outcome” progress monitoring measures and are designed to look at a student’s overall progress. These would be given by you and the librarian. I would still give these at least every two weeks and chart their progress as we discussed. Yap has decided they will start out by using the general outcome progress monitoring measures with just 5 students per grade level rather than all Tier 3 students. This might be easier to manage given all of the new things you are starting this year.

**Language for Learning**

Somehow, we have to get your teachers trained for *Language for Learning.* We can wait with ECE as they will not be starting until the second semester. However, I would like the Grade 1 and Grade 2 teachers to start this at the beginning of the year. Remember, this is totally an English oral language development program.

There is also a placement test for *Language for Learning* that should be given to first and second graders by the classroom teacher. This test will help teachers know where to start in the program as there are books A, B, C, and D within Language for Learning. Do you have these materials? I’m not sure, but I think the trainers are coming to Pohnpei and Chuuk sometime in October. Perhaps there is a possibility one or two of you could attend to get training for Language for Learning. I can also help out when I come on my next visit. It is scripted just like Reading Mastery and uses similar direct instruction language.

**Screening Tests**

These should be given as normal sometime between September 12 and 23rd.

**One Suggestion**

One idea that Yap has come up with is to do the Reading Mastery placement tests (and Language for Learning placement test for Grade 1 and Grade 2 students) when the students come to register. The teachers could be ready inside their classrooms, and after the family registers, send the students down to their teacher for the placement tests. This may or may not work out for Tafunsak. I can work with you on how to give the Language for Learning placement test and you can then train the teachers.