



## **Reading Kingdom Stage 2**

### **Screening Assessment**

**by**

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For information on where to obtain this program, please visit:

<http://www.ReadingKingdom.com/stage2/>

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### **Determining Where to Start:**

If you are not certain about the right level at which a student should start, below you will find short screening tests in reading and writing that you can use. Depending on a student's performance, s/he may read, write or do both.

Print off two copies of each segment below that you will be using with a student.

### Segment for Level 3 Screening

Wolves are hunters. To stay alive, they need fresh meat — lots of it. A hungry wolf can eat 20 pounds of meat at a single meal. That's like eating one hundred hamburgers!

### **Level 3 Screening – Reading:**

1. Give one copy to the student, saying "*We are going to find the book to use that is best for you. This material I have given you may be too easy, too hard or just right. We can find out by your reading it. So go ahead and read it aloud to me.*"
2. If a student incorrectly decodes a word or pauses for longer than 3 seconds, provide the word and let him or her continue.  
**On your copy, mark down any error — using an R to note a reading error.**
3. At the end of the reading:
  - **if there were 3 or fewer errors**, say, "*You did well. Let's move on to do some writing.*" Then proceed to the Writing Screening for Level 3 below.
  - **if there were 4-6 errors**, say, "*I think we've done enough. I think we have the right level to start.*" Then end the screening and start the program with Level 3.
  - **if there are 7 or more errors**, stop the student at the end of the sentence where the 7<sup>th</sup> error was made (making sure you allow the sentence to be completed). Say, "*I think this is a bit too hard. Let's try some other material.*" Then either at this session, or on a subsequent day, go to Reading Kingdom: Stage 1 ([www.readingkingdom.com](http://www.readingkingdom.com)) and have the student do the Skills Survey. It will indicate the appropriate level for the student to start the program.

### Level 3 Screening – Writing:

1. Remove the segment from the student's view
2. Using a computer or paper and pencil, ask the student to write the segment — as you dictate the words, one word at a time. Say, "*Now you are going to write what you just read. I will say the words one at a time and you try writing it down.*" You want to get a measure of the student's abilities so **do not offer any help**. If a student cannot write a word, say, "*That's okay. Let's move on to the next word.*"  
**On your copy, mark down any error using a W to note a writing error.** Include omissions or mistakes in capitalization and punctuation as errors.
3. At the end of the writing:
  - **if there were 3 or fewer errors**, say, "*You did really well. Let's move on to the next level.*" Then proceed to the Screening for Level 4 books.
  - **if there were 4-6 errors**, say, "*We've done enough. I think we have the right level to start.*" Then end the screening and start the program with books at Level 3.
  - **if there are 7 errors**, stop the writing at the end of whatever sentence the student has been writing (making sure you allow the sentence to be completed). Say, "*I think this is a bit too hard. Let's try some other material.*" Then either at this session, or on a subsequent day, go to Reading Kingdom: Stage 1 ([www.readingkingdom.com](http://www.readingkingdom.com)) and have the student do the Skills Survey. It will indicate the appropriate level for the student to start the program.

**Proceed to the next page if you are going to conduct the Level 4 Screening.**

**Segment for Level 4 Screening**

More than three thousand years go by. The giant pyramids still stand in the desert. But Egypt's great days are long gone. Rulers from other lands have taken over. The old beliefs are gone.

### Level 4 Screening – Reading:

1. Give one copy to the student, saying *"Now we are going to move on to this material. Go ahead and read it aloud."*
2. If a student incorrectly decodes a word or pauses for longer than 3 seconds, provide the word and let him or her continue.  
**On your copy, mark down any error – using an R to note a reading error.**
3. At the end of the reading:
  - **if there were 3 or fewer errors**, say, *"You did well. Let's move on to do some writing."* Then proceed to the Writing Screening for Level 4 below.
  - **if there were 4-6 errors**, say, *"I think we've done enough. I think we have the right level to start."* Then end the screening and start the program with Level 4.
  - **if there were 7 or more errors**, stop the student at the end of the sentence where the 7<sup>th</sup> error was made (making sure you allow the sentence to be completed). Say, *"I think we have the right level to start."* Then end the screening and start the program with Level 3.

### Level 4 Screening – Writing:

1. Remove the segment from the student's view
2. Using a computer or paper and pencil, ask your student to write the segment – as you dictate the words, one word at a time. Say, "*Now you are going to do some more writing.*" You want to get a measure of the student's abilities so **do not offer any help**. If a student cannot write a word, say, "*That's okay. Let's move on to the next word.*"  
**On your copy, mark down any error – using a W to note a writing error.** Include omissions or mistakes in capitalization and punctuation as errors.
3. At the end of the writing:
  - **if there were 3 or fewer errors**, say, "*You did really well. Let's move on to the next level.*" Then proceed to the Reading Screening for Level 5 books.
  - **if there were 4-6 errors**, say, "*We've done enough. I think we have the right level to start.*" Then end the screening and start the program with Level 4.
  - **if there are 7 errors**, stop the writing at the end of whatever sentence the student has been writing (making sure you allow the sentence to be completed). Say, "*I think we've done enough. I think we have the right level to start.*" Then end the screening and start the program with Level 3.

**Proceed to the next page if you are going to conduct the Level 5 Screening.**

**Segment for Level 5 Screening**

Now there is a great festival in Athena's honor. Everyone in Troy celebrates. They sing and dance in the streets. They drink and feast far into the night. The priestesses burn incense in the temple and chant their special prayers to her.

### Level 5 Screening – Reading:

4. Give one copy to the student, saying *"Now we are going to move on to this material. Go ahead and read it aloud."*
5. If a student incorrectly decodes a word or pauses for longer than 3 seconds, provide the word and let him or her continue.  
**On your copy, mark down any error – using an R to note a reading error.**
6. At the end of the reading:
  - **if there were 4 or fewer errors**, say, *"You did well. Let's move on to do some writing."* Then proceed to the Writing Screening for Level 5 below.
  - **if there were 5-7 errors**, say, *"I think we've done enough. I think we have the right level to start."* Then end the screening and start the program with Level 5.
  - **if there were 8 or more errors**, stop the student at the end of the sentence where the 8<sup>th</sup> error was made (making sure you allow the sentence to be completed). Say, *"I think we have the right level to start."* Then end the screening and start the program with Level 4.

### Level 5 Screening – Writing:

1. Remove the segment from the student's view
2. Using a computer or paper and pencil, ask your student to write the segment—as you dictate the words, one word at a time. Say, "*Now you are going to do some more writing.*" You want to get a measure of the student's abilities so **do not offer any help**. If a student cannot write a word, say, "*That's okay. Let's move on to the next word.*"  
**On your copy, mark down any error – using a W to note a writing error.** Include omissions or mistakes in capitalization and punctuation as errors.
3. At the end of the writing:
  - **if there were 4 or fewer errors**, say, "*You did really well.*" Then end the screening. The student's performance suggests that s/he has the skills taught in Reading Kingdom Stage 2. If the student is in 4<sup>th</sup> grade or below, s/he is likely to be able to proceed independently on the work assigned in school. If the student is in 5<sup>th</sup> grade or above, s/he may profit from a program that is more advanced than Reading Kingdom Stage 2.
  - **if there were 5-7 errors**, say, "*We've done enough. I think we have the right level to start.*" Then end the screening and start the program with Level 5.
  - **if there are 8 errors**, stop the writing at the end of whatever sentence the student has been writing (making sure you allow the sentence to be completed). Say, "*I think we've done enough. I think we have the right level to start.*" Then end the screening and start the program with Level 4.