

May 8, 1981

**ADMINISTRATIVE MEMORANDUM NUMBER THIRTY-THREE**  
**PLACEMENT OF STUDENTS FOR READING INSTRUCTION**

The individual needs of each student should be carefully considered and an appropriate program of instruction initiated and carried out to serve those needs. Individualize instruction and design programs around functional grouping. Follow these procedures in placing students in programs and grouping for reading instruction.

1. Stanford Achievement Test stanine scores can be used for general group placement in reading courses and within classrooms. Grouping may tentatively be established as follows:
  - a. Stanine scores of 9, 8, and 7 identify above average students.
  - b. Stanine scores of 6, 5, and 4 identify average students.
  - c. Stanine scores of 3, 2, and 1 identify below average students.These groupings can vary according to the pattern and level of scores.

2. The initial placement of slow and advanced students should be verified and/or refined no later than the end of the second week of school at the elementary school level and the fourth week of school at the secondary level.

Informal reading inventories and/or reading placement procedures designed by a published reading program should be utilized to verify the placement of students.

3. Placement of each student must be reviewed and evaluated quarterly throughout the school year. Flexibility and fluidity in grouping is our aim and goal.
4. Students with serious reading problems; i.e., those scoring in stanines 1 and 2 of the SAT, should be referred to the school principal/counselor for assistance in identifying an appropriate reading program.
5. Supportive materials available:
  - a. "Placement in reading programs."
  - b. "Quick and Easy" procedures for administering an information reading inventory.
  - c. Use of student record cards to track reading performance.
  - d. Reading level progress chart.
  - e. Reading placement chart.
  - f. Scale of progress chart.

/s/

John Reed Call  
Superintendent