



Wilson Language Basics

SECOND EDITION

## Intervention Placement Inventory

The Intervention Placement Inventory can be used when Foundations is implemented primarily as an Early Intervention and is not being used as a Whole Class supplemental program for prevention. The results of this inventory can be used to determine the Foundations instructional level for student intervention groups. This inventory can also be used in multi-grade classrooms.

There are four sections:

- *Name Letters*
- *Sound to Letter Correspondence*
- *Write Letters / Words*
- *Read Words*

Three sections are administered to an individual student (*Name Letters*, *Sound to Letter Correspondence* and *Read Words*). One section (*Write Letters / Words*) can be given to an individual or it can be administered to a group.

### USE LEVEL K FOUNDATIONS

If student scores:

- below 80% *Name Letters*
- below 45% *Sound to Letter Correspondence*
- below 30% *Write Letters / Words*

Note: If the student who is placed in this level is in grade 1 or above, switch the student to Level 1 Foundations after the completion of Level K, Unit 1 (12 weeks).

### USE LEVEL 1 FOUNDATIONS

If student scores:

- at least 85% *Name Letters*
- at least 50% *Sound to Letter Correspondence*
- at least 30% *Write Letters / Words*
- 25% - 60% *Read Words*

### USE LEVEL 2 FOUNDATIONS

If student scores:

- 100% *Name Letters*
- at least 90% *Sound to Letter Correspondence*
- at least 90% *Write Letters / Words*
- at least 60% *Read Words*



## Intervention Placement Inventory

DATE

STUDENT NAME

Put a ☒ next to any item the student answers correctly, and a ☐ next to any incorrect answer.

Circle the appropriate Foundations Level.

### Name Letters

STUDENTS USE THE NAME LETTERS CHART. HAVE STUDENTS SAY THE LETTER NAME FOR EACH.

a	f	t	u	r
s	g	a	z	v
Q	R	N	P	B
C	Z	E	I	D

SCORING	LEVEL	
# correct	below 80%	K
x 5	85 - 100%*	1
= %	100%*	2

### Sound to Letter Correspondence

YOU DICTATE THE SOUND AND THE STUDENT SHOULD NAME THE CORRESPONDING LETTER. ASK STUDENT WHAT LETTER SAYS "/\_/?"

/m/	/t/	/s/	/l/	/f/
/ā/	/n/	/p/	/ī/	/z/
/ō/	/r/	/b/	/v/	/d/
/h/	/sh/	/ū/	/th/	/ē/

SCORING	LEVEL	
# correct	below 45%	K
x 5	50 - 90%*	1
= %	90 - 100%*	2

### Write Letters / Words

HAVE STUDENTS WRITE ON PAPER YOU PROVIDE TO THEM. DICTATE THE FIRST TEN ITEMS BY SAYING THE LETTER NAME, THE NEXT FIVE ITEMS BY SAYING THE LETTER SOUND AND THE LAST FIVE BY SAYING THE WORD.

p	k	m	r	s
u	a	e	b	j
/i/	/g/	/f/	/ch/	/ō/
dot	thud	step	sting	blast

SCORING	LEVEL	
# correct	below 30%	K
x 5	30 - 90%*	1
= %	90 - 100%*	2

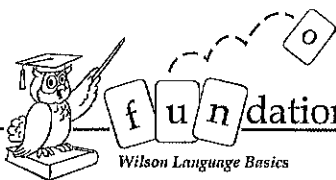
### Read Words

HAVE STUDENTS READ OFF THE READ WORDS CHART.

cap	tub	sit	led	box
dent	trip	club	drag	lost
stamp	sling	crust	blend	honks
brave	stove	plates	fort	parked
stain	donkey	bleed	stray	spoils

SCORING	LEVEL	
# correct	-	-
x 4	25 - 60%*	1
= %	60% - 100%*	2

\* Whenever scores overlap (ex. 100% indicated for both Level 1 and 2 in Name Letters section) use other sections to guide decision.



SECOND EDITION

Intervention Placement Inventory

**Name Letters Chart**

a f t u r

s g a z v

Q R N P B

C Z E I D



cap

tub

sit

led

box

dent

trip

club

drag

lost

stamp

sling

crust

blend

honks

brave

stove

plates

fort

parked

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donkey

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