


## Lexia Reading Core5 Program Assignments – for *Literacy and Maths Online* students.

All students using *Lexia Reading Core5* for the first time will do an ‘Auto Placement’ assessment upon their first login.

*Core5* is designed as a full in school program covering all school year 1 to 6 skills. It is suitable for all primary aged students regardless of skill level, as well as reading remediation for older students. It is currently a key program recommended by many RTLB and adult learning centres for reading remediation.

### Core5 program Auto-Placement Overview:

The Autoplacement test is automatically given on a student’s first login to the Lexia Reading Core5 program. During Autoplacement you will notice an activity dial centre of the bottom menu - with black sections. After Autoplacement has been completed, subsequent activity dials will be colour coded per table below. 

The test time varies from student to student from approximately 10 to 40 minutes, but does not have to be completed in one session.

Because we have limited knowledge of each students actual skill level, we frequently start the Autoplacement test to begin at lower than actual school years. Students can work upwards to a suitable level for them within the placement session. This sometimes makes the placement test longer, but more accurate.

Each student’s final program activity starting level is dependent entirely on their answers in the Autoplacement session.

From the very first test question, students who test at 90% or above in both word attack and word meaning skills questions are moved up for testing at higher program levels until a suitable level is reached.

All students who score between 66% to 89% in both word attack and word meaning skills are placed at that skill level being tested.

Only students who test below 66% in either skill set are subsequently tested at a lower level.

**Program levels** are shown in the table below.

School years shown indicate the school year the skills being completed are usually worked on at school. However students who have not yet mastered (or been exposed to) a particular skill may work on a level lower than their school year, even if their other reading skills are higher than school year.

Students overall reading ability improves from this as students will work quickly through skills they don’t need extra practice in, and get the opportunity to practice skills they may be weaker in.

e.g. Working on a year 3 skill may not mean you have a year 3 reading ability. However, improving a student’s ability on a Year 3 skill, can improve their overall success with more difficult reading material!

SCOPE AND SEQUENCE			SKILL					
The six components of reading are represented by these color-coded icons used throughout the program.			PHONOLOGICAL AWARENESS	PHONICS	STRUCTURAL ANALYSIS	AUTOMATICITY / FLUENCY	VOGABULARY	COMPREHENSION
New Ent.	LEVEL 1	A PICNIC IN THE WOODS	●	●	●	●	●	●
	LEVEL 2	A DAY AT THE BEACH	●	●	●	●	●	●
Year 1	LEVEL 3	A SNOW DAY IN THE CITY	●	●	●	●	●	●
	LEVEL 4	THE AMAZON RAINFOREST	●	●	●	●	●	●
	LEVEL 5	THE SCOTTISH CLIFFS	●	●	●	●	●	●
Year 2	LEVEL 6	A DAY IN PARIS	●	●	●	●	●	●
	LEVEL 7	THE AFRICAN SERENGETI	●	●	●	●	●	●
	LEVEL 8	THE SOUTH POLE	●	●	●	●	●	●
	LEVEL 9	THE EGYPTIAN DESERT	●	●	●	●	●	●
Year 3	LEVEL 10	AN ENGLISH GARDEN	●	●	●	●	●	●
	LEVEL 11	THE SWISS ALPS	●	●	●	●	●	●
	LEVEL 12	A RUSSIAN CIRCUS	●	●	●	●	●	●
Year 4	LEVEL 13	THE INDIAN RAINFOREST	●	●	●	●	●	●
	LEVEL 14	A JAPANESE GARDEN	●	●	●	●	●	●
Year 5	LEVEL 15	THE GREAT BARRIER REEF	●	●	●	●	●	●
	LEVEL 16	A HAWAIIAN PARADISE	●	●	●	●	●	●
Year 6	LEVEL 17	A SOUTHWEST FIESTA	●	●	●	●	●	●
	LEVEL 18	THE ANCIENT GREEK COUNTRYSIDE	●	●	●	●	●	●

Please email your tutor if you have any questions about the program level your student is working on.