

# Kansas Multi-Tier System of Supports

## ● Collaborative Team Workbook Reading

August 2014



[www.kansasmtss.org](http://www.kansasmtss.org)

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## Introduction to Document

The *Kansas Multi-Tier System of Supports: Structuring Guide* has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document serves as a workbook for either schools working with Recognized MTSS Facilitators (a current list can be found at [www.kansasmtss.org](http://www.kansasmtss.org)) or as a do-it-yourself guide for schools taking on the challenge themselves. This document provides an explanation of why each component is important as well as suggests steps that have helped other schools successfully complete the tasks and decision making necessary for creating structures that support a sustainable system. Content area specific documents for reading, mathematics, and behavior are companion documents to this one, providing information specific to each content area. All Kansas MTSS documents are aligned with the Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM), which describes the critical components of a MTSS and what each looks like when fully implemented, and the Kansas Multi-Tier System of Supports: Research Base, which provides a basic overview of the research support for a MTSS.

## Acknowledgements

A significant commitment of time and energy from numerous Kansas educators, their districts, organizations and partners made this document possible. Their efforts to learn and help others understand what it takes to make a MTSS a reality within schools is reflected in this document. This grassroots effort on the part of Kansas educators indicates a commitment to meeting the needs of every student and sharing wisdom from the field and the research. As the list of individuals and districts that have contributed to this effort over the past 10 years has become too long to detail, a collective expression of gratitude is offered here to everyone who has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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## **Step 1: Review and Validate Universal Screening Data**

The goal of the validation process is to ensure that the screening results accurately identify students in need of assistance. If the classroom teacher or Collaborative Team has a question about a student's scores, then reviewing and validating the student's scores may be necessary. This initial examination of the data ensures that the data are sound before they are used for instructional decision making. Following are questions that should be considered when validating the screening results:

- Was the screening assessment administered with fidelity?
- Were there environmental circumstances or events in the student's life that may have affected score results? For example, was the student sick the day of the universal screening assessment? Has a traumatic event happened recently?

If the classroom teacher or Collaborative Team lacks confidence in any score, further screening of the student's skills should be completed, using an alternate progress monitoring form of the universal screener.

**Notes:**

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## **Step 2: Analyze Building Level Data**

The Building Leadership Team will analyze building level data. In Step 3, the Collaborative Team completes a Grade Level Status Report and analyzes the data at the grade level. Upon completion of the report, the Collaborative Teams also must provide a copy of the Grade Level Status Report to the Building Leadership Team so that it has accurate data for its work. No additional action is required of the Collaborative Teams in this step.

### **Notes:**

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### Step 3: Analyze Grade Level Data

After every universal screening administration, the Collaborative Teams review grade level reports showing the distribution of student scores within the Benchmark/Tier 1, Supplemental/Tier 2, and Intensive/Tier 3 instructional recommendation categories. When reviewing the grade level reports, teams should record the data from the most recent universal screening on the Grade Level Status Worksheet used throughout each academic year. Teams will need to compare the most recent scores to the previous scores to determine growth.

Schools that are using AIMSweb will use the composite data for each grade level that was generated in Step 2: Building Level Status. When reviewing grade level data from the initial universal screening of the academic year, Collaborative Teams focus on the following questions:

1. What is the current grade level status?
2. Where should the goal for this academic year be set?
3. Are there instructional or curriculum concerns that the Building Leadership Team needs to address?
4. Do the results of the individual skills assessed help determine if these skills are being taught in the core and if there are any skills that need to be taught more explicitly and systematically?
5. What additional supports or resources are necessary to achieve learner goals in a particular grade level?

When setting the goal, teams might think about what they would want the previous grade level's team to write.

For each set of subsequent universal screening data, teams ask:

1. Based on current progress, will the goal be met?
2. Is the current goal realistic?
3. Do we need to accelerate the rate of progress?

When teams analyze grade level data, the Collaborative Teams should consider:

- The status of each grade level.
- The strengths/needs of the current group of learners.
- An appropriate goal for the percentage of students who will be at benchmark by spring/end of year at each grade level.
- The level at which the core is being implemented with fidelity.
- Necessary professional development for staff to implement the core effectively across the grade level.
- Implications of the grade level results for differentiation of core instruction and curriculum.



## Building Leadership Team Grade Level Status Worksheet

(AIMSweb users should use data from the Tier Transition Report. DIBELS  
Next users should use Grade Level Distribution Report)

	% Benchmark/Tier 1	% Supplemental/Tier 2	% Intensive/Tier 3
Fall			
Winter			
Spring			

Use the information from the Universal Screening Assessment to fill in the table on the worksheet for the grade level.

**Considerations for Discussion:** As you evaluate grade level data, what comes to mind in terms of...?

- implementing Core with fidelity
- strengths of the current group of learners
- professional development
- how these data, in combination with other data and information you have about the students help create the "whole" picture
- needed support

**Set or Review Goal:** By Spring, we want \_\_\_\_\_% to be at Benchmark with their literacy skills.

By Midyear, we want \_\_\_\_\_% to be at Benchmark with their literacy skills.

Discussion Notes:

One of the most common ways of keeping data visible is to transfer assessment information to assessment cards like the one shown below.

Depending on how the assessment information will be used, assessment cards can be posted on assessment walls, put on tri-fold boards, or kept in folders. These assessment cards may contain DIBELS information, QPS scores, or state assessment information. In the following example, the circle contains the indicators that this student needs to work on and is color coded similarly to the DIBELS system. The target score is the benchmark score for fall/winter/spring. The NWF, ORF, and Retell Fluency (RTF) are the student's scores from the fall universal screening. When displaying data, it is always important to ensure that student confidentiality is protected.

**Example: Assessment Card**

P-3 (gr.) Name \_\_\_\_\_ Target Score: 77+/92+/110+

NWF (50)  
ORF (72)  
RTF (15)

Indicator  
1  
2  
5

QPS (1) (2) (3) (4) 5 6 7 8 9a 9b 9c 10

**Example: Assessment Card**

10<sup>th</sup> (gr.) Student Name \_\_\_\_\_  
8<sup>th</sup> Grade Target Score: Fall \_\_\_ Winter \_\_\_ Spring \_\_\_

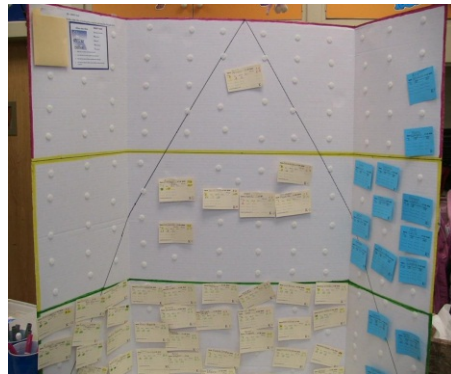
Maze Score: Fall \_\_\_ Winter \_\_\_ Spring \_\_\_

ORF Score: Fall \_\_\_ Winter \_\_\_ Spring \_\_\_

Indicator  
1.4.1  
1.4.2  
1.4.5

QPS (1) (2) (3) (4) (5) (6) (7) (8) (9a) 9b 9c 10

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**Notes:**



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## Step 4: Analyze Classroom Level Data

After reviewing grade level data, the Collaborative Teams and classroom teachers review the class level report showing the distribution of student scores for each class. This report provides a synopsis of individual student achievement by class. A class level distribution report provides an instructional recommendation category (i.e., Benchmark/Tier 1, Supplemental/Tier 2, and Intensive/Tier 3) for each student.

When reviewing the reports, teams should enter current data in the Classroom Level Status Worksheet and compare the percentages to previous data. When reviewing classroom level data, teams need to focus on the following questions:

1. What is the current status of the classroom?
2. Where should the end-of-year goal be set?
3. Based on current progress, will the end-of-year goal be met?
4. Is the current goal realistic?
5. Are there instructional or curriculum concerns that the Building Leadership Team needs to address?
6. What additional supports or resources are necessary to achieve learner goals in a particular classroom?

To summarize, when teams analyze classroom level data, they must consider:

- The status of each classroom.
- The strengths/needs of the current group of learners.
- An appropriate goal for the percentage of students who will be at benchmark by spring/end of year in each classroom.
- Level at which the core is being implemented with fidelity.
- The number of students needing differentiation of core instruction (students who are in the average range, but below the target score).
- Which classes may need additional professional development.

Collaborative Teams then need to decide which of these issues should be reported to the Building Leadership Team.

### Notes:

## Classroom Level Status Worksheet

(AIMSweb users should use classroom data from the Tier Transition Report. DIBELS Next users should use Grade Level Distribution Report)

	% Benchmark/Tier 1	% Supplemental/Tier 2	% Intensive/Tier3
Fall			
Winter			
Spring			

Use the information from the Universal Screening Assessment to fill in the table on the worksheet for the grade level.

**Considerations for Discussion:** As you evaluate classroom level data, what comes to mind in terms of...?

- implementing Core with fidelity
- strengths of the current group of learners
- professional development
- how these data, in combination with other data and information you have about the students help create the "whole" picture
- needed support

**Set or Review Goal:** By Spring, I want \_\_\_\_\_% to be at Benchmark with their literacy skills.

By Midyear, I want \_\_\_\_\_% to be at Benchmark with their literacy skills.

Discussion Notes:

As subsequent universal screening data has been collected, the Building Leadership Team and Collaborative Teams do an analysis to determine whether student interventions are working. The Summary of Effectiveness Report (DIBELS Next) or Summary of Impact Report (AIMSweb) can help Building Leadership and Collaborative Teams determine whether individual students are making sufficient progress and judge the effectiveness of Core, Supplemental, and Intensive interventions.

The Summary of Effectiveness Report is provided by DIBELS Next and shows how many students stayed the same or moved to a score at or above target.

**Summary of Effectiveness by District - DIBELS Next**

District: Example District  
 School: All Schools  
 Date: 2012-2013  
 Step: Beginning of 3rd Grade to End of 3rd Grade  
 Need for Support: Recommended Goals



Beginning of Third Grade Benchmark Status on DORF to End of Third Grade Benchmark Status on DORF	Likely to Need Intensive Support at Beginning of Year to			Likely to Need Strategic Support at Beginning of Year to			Likely to Need Core Support at Beginning of Year to			Benchmark Status on DORF in End of 3rd (Totals)	
	Mid-Year Intensive	Mid-Year Strategic	Mid-Year Core	Mid-Year Intensive	Mid-Year Strategic	Mid-Year Core	Mid-Year Intensive	Mid-Year Strategic	Mid-Year Core		
<b>Example District</b>	23 Students Intensive at Beginning of 3rd 31.9% of Total Students			25 Students Strategic at Beginning of 3rd 34.7% of Total Students			24 Students Benchmark at Beginning of 3rd 33.3% of Total Students			N=72	
Count	3	6	14	0	3	22	0	0	24	Intensive	4.2%
% of Benchmark Status on DORF	13%	26.1%	60.9%	0%	12%	88%	0%	0%	100%	Strategic	12.5%
% of Total	4.2%	8.3%	19.4%	0%	4.2%	30.6%	0%	0%	33.3%	Core	83.3%
<b>Example School 1</b>	12 Students Intensive at Beginning of 3rd 33.3% of Total Students			12 Students Strategic at Beginning of 3rd 33.3% of Total Students			12 Students Benchmark at Beginning of 3rd 33.3% of Total Students			N=36	
Count	1	2	9	0	1	11	0	0	12	Intensive	2.8%
% of Benchmark Status on DORF	8.3%	16.7%	75%	0%	8.3%	91.7%	0%	0%	100%	Strategic	8.3%
% of Total	2.8%	5.6%	25%	0%	2.8%	30.6%	0%	0%	33.3%	Core	88.9%
<b>Example School 2</b>	11 Students Intensive at Beginning of 3rd 30.6% of Total Students			13 Students Strategic at Beginning of 3rd 36.1% of Total Students			12 Students Benchmark at Beginning of 3rd 33.3% of Total Students			N=36	
Count	2	4	5	0	2	11	0	0	12	Intensive	5.6%
% of Benchmark Status on DORF	18.2%	36.4%	45.5%	0%	15.4%	84.6%	0%	0%	100%	Strategic	16.7%
% of Total	5.6%	11.1%	13.9%	0%	5.6%	30.6%	0%	0%	33.3%	Core	77.8%






The Summary of Impact Report provided by AIMSweb indicates which students in Benchmark, Strategic, or Intensive programs have reached the Benchmark Target for a selected benchmark period and measure. These students are marked with a checkmark or a smiley face.

**Demographics:** Not filtering on demographics  
**Comparison:** Kennedy Middle  
**Students with Consecutive Scores ONLY:** No  
**Reporting Method:** AIMSweb Defaults - Norm Referenced  
 R-CBM - 10,25,75,90 percentile calculated at the school level  
 R-Path - 10,25,75,90 percentile calculated at the school level  
 MAZE - 10,25,75,90 percentile calculated at the school level  
**Target Sets:** AIMSweb Defaults

**Summary of Impact of Instructional Program**  
 Washington - Kennedy Middle  
 Grade 6 (Perez, Henry - HomeRoom) : 2012-2013 School Year  
 Reading - Curriculum Based Measurement  
 Fall of 6th Grade to Winter of 6th Grade

Impact of Benchmark Curriculum*				Impact of Strategic Support Program				Impact of Intensive Support Program			
Students at Benchmark at Fall of Year	Fall R-CBM Score	Winter R-CBM Score	Reached Winter Target of 149	Students at Strategic at Fall of Year	Fall R-CBM Score	Winter R-CBM Score	Reached Winter Target of 149	Students at Intensive at Fall of Year	Fall R-CBM Score	Winter R-CBM Score	Reached Winter Target of 149
Flowers, Cameron	196	201	✓	Arnett, Aubrey	164	161	✓	Bennett, Renee	57	61	
Salazar, Gabe	165	174	✓	Cable, Prentice	128	140		Jeffries, Shaniq	55	61	
Villalobos, Amber	182	211	✓	Elliott, Joleen	92	107		Morris, Don	64	71	
				Fredrickson, Mikayla	104	127		Sabo, William	85	89	
				Mora, Seth	106	126					
				Moran, Craig	129	141					
				Rankin, Blake	139	153	✓				
				Santiago, Angela	162	168	✓				
				Strickland, Alexander	94	109					
				Thames, Leslie	142	155	✓				
<b>Average Score:</b>	181	195	Count: 3/3 Percent: 100%	<b>Average Score:</b>	126	139	Count: 4/10 Percent: 40%	<b>Average Score:</b>	65	71	Count: 0/4 Percent: 0%

\*Students are split into programs based on the Fall scores in R-CBM, R-Path, and MAZE.

-  Indicates that student is marked for Strategic Monitoring
-  Indicates that student has at least one Progress Monitor Schedule
-  Indicates that student has at least one RTI Case

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## Step 5: Analyze Student Level Data Using the Initial Instructional Sort

Grouping students according to instructional recommendations is not enough because these recommendations only indicate the level of support students require for success. Collaborative Teams must also determine the skill focus for instruction.

Students are initially grouped for all assessments using the accuracy and fluency data from the universal screening assessment. A Four-Group Instructional Grouping Worksheet, such as the generic one below, is used to provide a reasonable and practical way to organize data into four groups to determine the instructional focus for each student.

**Grouping Worksheet Format**

<b>Group 1: Accurate and Fluent</b>	<b>Group 2: Accurate but Slow</b>
<b>Group 3: Inaccurate and Slow</b>	<b>Group 4: Inaccurate but Fluent</b>

Using the results of the initial group sort, the Collaborative Teams must consider whether the data indicate the need to implement a class-wide intervention. The MTSS Core Team recommends any teacher who has a class with more than 40% of the students scoring in a single group (Groups 2, 3, or 4) needs to deliver additional intervention as a class-wide intervention during core instruction. Trying to deliver the same intervention to more than 40% of a class puts too much strain on a system and is an inefficient use of resources. If additional support is needed to provide a class-wide intervention, the Collaborative Teams should communicate those needs to the Building Leadership Team. If a building consistently has a large percentage of students in Group 2 or 3, year after year, it may be appropriate to examine the core curriculum.

When grouping students for reading, it is essential to consider the most significant skill indicator, depending on the grade level and time of year the assessment is given.

When using the AIMSweb assessment system, schools must generate a “Rainbow Report” for the most significant skill indicator for the grade level and time of year. Scores should be generated using

“Criterion” as the Report Method, and selecting the AIMSweb default scores as the criteria.

**Report Options** (Collapse)

Comparison: Adams Elementary

Report: Method:  Norm  Criterion

Criteria: AIMSweb Defaults

Display Format:  Chart  Table

Corrects Only  Include Errors & Accuracy Rates

Above  Below  Above & Below

BESS-T  BESS-S  SSIS-P  SSIS-M  None

Do not show State Test correlation

Show Target  Show Lexile measure

Period: Spring

Display

Select "Criterion" as the Report Method

Select "AIMSweb Defaults" as the Criteria

Schools using DIBELS Next must generate a “Grade List Report” or a “Class List Report.” These reports will give results for the assessments on the significant skill indicators for the grade level and time of year.

The following charts reflect the most significant indicator at various grade levels for beginning the grouping process.

# AIMSweb Grouping Indicators

	<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd-6th Grade</b>	<b>7th-8th Grade</b>
<b>Fall</b>	LNF PAST: Initial Phoneme, Syllable Blending, Segmentation, & Deletion, Word Concept Alphabet Knowledge	Step 1: NWF Step 2: PSF	R-CBM	Maze
<b>Winter</b>	PSF	NWF	R-CBM	Maze
<b>Spring</b>	PSF	R-CBM	R-CBM	Maze

# DIBELS Next Grouping Indicators

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> -6 <sup>th</sup> Grade
Fall	FSF	Step 1: NWF Step 2: PSF	DORF
Winter	FSF	NWF	DORF
Spring	PSF	DORF	DORF

### **First Sound Fluency (FSF) Grouping Method (DIBELS Next)**

1. Locate class distribution report.
2. Place students into the DIBELS Next, First Sound Fluency Grouping Worksheet according to accuracy and fluency data.
3. Identify students needing Strategic or Intensive instructional interventions.
4. Using a yellow or pink highlighter, respectively, highlight the names of the students who need strategic or intensive support.

### **Letter Naming Fluency (LNF) Grouping Method (AIMSweb)**

1. Locate class distribution report.
2. Locate students identified as needing strategic (or intensive intervention).
3. Students needing intervention are given the following phonological awareness (PAST) subtests:
  - a) Phoneme Isolation of Initial Sounds.
  - b) Syllable Blending, Segmentation, & Deletion.
  - c) Concept of Spoken Word.
4. Students are grouped for Alphabet Knowledge and phonological awareness intervention determined by the PAST subtests.

### **Phoneme Segmentation Fluency (PSF) Grouping Method**

1. Locate class distribution report.
2. Review the students PSF assessment and determine the accuracy percentage by dividing the student's score by the number attempted.
3. Place students in the Phoneme Segmentation Fluency Group Sort Worksheet according to accuracy and fluency scores.
4. Identify students needing strategic or intensive instructional interventions.
5. Using a yellow or pink highlighter, respectively, highlight the names of the students who need strategic or intensive support.

### **Nonsense Word Fluency (NWF) Grouping Method**

1. Locate class distribution report.
2. Review the students Nonsense Word Fluency assessment and determine the accuracy percentage by dividing the student's score by the number attempted.
3. Place the student in the Nonsense Word Fluency Group Sort according to performance patterns and accuracy. Performance patterns include such things as whether the student is reading sound by sound, partial blending, sound by sound and then recoding, or with unitization (reading the whole word correctly the first time).
4. Identify students needing strategic or intensive instructional interventions.
5. Using a yellow or pink highlighter, respectively, highlight the names of students who need strategic or intensive support.

*Note: For 1<sup>st</sup> grade students in the fall and winter, NWF is the grouping indicator. If a student did not meet the Target or Benchmark for NWF, check their PSF score. If the student did not meet the PSF score, he or she will need to be placed in the PSF Grouping Worksheet and given appropriate intervention on those skills.*

## **Oral Reading Fluency (ORF)/Reading-Curriculum Based Measurement(R-CBM) Grouping Method**

Students who do not meet Benchmark scores on ORF measure or Target scores on R-CBM passages may still have difficulties with accuracy due to lack of phonics and/or phonological awareness skills. Therefore, determining whether the student has an accuracy or fluency deficit ensures the correct instructional focus.

1. Locate the accuracy and fluency scores on the class distribution report.
2. Using the accuracy percentage (see criteria below) and fluency “target” score from the class distribution report (i.e., Rainbow Report), place students into groups using the Oral Reading Fluency Grouping Worksheet.
  - Accuracy Percentage Criteria:
    - 95% for 1<sup>st</sup>-2<sup>nd</sup> grade.
    - 98% accuracy for 3<sup>rd</sup> grade and above (Davidson, Allen, & Farrell, 2008).
3. Once students are placed into four groups, locate and record the Maze scores for students in Group 1.
4. Identify students needing Strategic or Intensive instructional interventions and students needing differentiation in the core/intervention.
5. Using a yellow, pink, or green highlighter, highlight the students’ names accordingly who need strategic or intensive support, or differentiation of core/intervention.
6. Conduct additional assessments using a phonological awareness assessment (PAST)/ phonics screener (QPS) for students who are placed in Group 3.
7. The phonics or phonological awareness assessment scores should be documented on the Phonological Awareness Grouping Worksheet or Phonics Grouping Worksheets to further refine the groups.

## **Maze Grouping Method**

For students in grades 7 and 8, the primary skill indicator is the Maze assessment. Students may exhibit difficulty with reading comprehension on Mazes for a variety of reasons. A student may score low on Mazes due to comprehension difficulties or difficulty with fluency or accuracy. Therefore, students who do not reach benchmark or the target score on the Maze assessment should be given an oral reading fluency measure to determine whether the student has difficulty with accuracy, fluency, or comprehension.

1. *Locate class distribution report for the Maze assessment.*
2. *Administer an ORF or R-CBM measure to students who do not meet the benchmark or target score on the Maze assessment.*
3. *Follow the procedure for grouping these students into the Oral Reading Fluency Grouping Worksheet.*
4. *Once these students are placed into four groups, locate and record the **Maze** score for students in **Group 1**.*
5. *For students in Group 1, use a yellow or pink highlighter to highlight the names of the students who need Strategic or Intensive support, as indicated by the Maze report.*
6. *For students in **Groups 2 or 3**, use a green, yellow, or pink highlighter to highlight the names of students who need Strategic or Intensive support as indicated by the **ORF/R-CBM** report.*
7. *For students in **Group 4**, re-assess, directing the student to attend to accuracy. If accuracy falls at 98% or above, the student should be re-assigned to **Group 1** and color coded based on the Maze score. If accuracy is below 98%, provide instruction in self-monitoring strategies. If improvement still does not occur, follow recommendations for **Group 3**.*
8. *Conduct additional assessments using a phonics screener (**QPS**), or possibly a phonological awareness assessment (**PAST**) for students who are in **Group 3**.*

Published grade level Maze assessments for grades 9-12 are not available, so a multi-step process is necessary to determine a student's instructional focus for students in grades 9-12.

1. Once a year, a grade level comprehension assessment is given to all students in grades 9-12.
2. Students who are not reading at grade level on the comprehension assessment are given an 8<sup>th</sup> grade level Maze.
3. Students scoring below the target score on 8th grade level Maze passages are given 8<sup>th</sup> grade level oral reading fluency passages (R-CBM).
4. Once the oral reading fluency scores are entered in the web-based data management system, follow the previous steps for the oral reading fluency grouping method.



*Considerations for Grouping with AIMSweb Reports:*

- *If the number of students requiring intervention places a substantial burden on the intervention system and students are unable to be served with the resources allocated, schools may want to utilize the Norm-Referenced Reporting on the Rainbow Report when assigning interventions. Keep in mind that this situation indicates an urgent need to attend to core reading curriculum and instruction.*
- *At times, staff may want to generate the Norm-Referenced Rainbow Report in order to identify the level of support and type of differentiation students may need in the core reading program.*

AIMSweb Target and 25th Percentile Chart

GRADE	MEASURES	FALL Target	Winter Target	SPRING Target	Spring 25%ile
KDG	LNF	13	38	46	
	LSF	2	20	33	
	PSF	2	18	41	
	NWF		19	33	
1st GRADE	LNF	40	49	56	
	LSF	25	40	46	
	PSF	35	45	49	
	NWF	27	45	57	
	R-CBM		30	53	40
2nd GRADE	PSF	39	41	45	
	NWF	46	52	62	
	R-CBM	55	80	92	82
	MAZE	4	9	14	
3rd GRADE	R-CBM	77	105	119	98
	MAZE	11	14	15	11
4th GRADE	R-CBM	105	120	136	112
	MAZE	12	19	19	15
5th GRADE	R-CBM	114	129	143	123
	MAZE	16	21	25	20
6th GRADE	R-CBM	136	149	161	141
	MAZE	21	27	27	22
7th GRADE	R-CBM	136	150	171	141
	MAZE	22	25	29	24
8th GRADE	R-CBM	138	151	161	142
	MAZE	23	21	27	22

To access AIMSweb Target scores for fall, winter, and spring, click on:

- Manage
- Report Criteria Setup
- Measure Names and Values
- View
- Target

DIBELS Next Benchmark Chart

	MEASURES	FALL Benchmark	Winter Benchmark	SPRING Benchmark
KDG	FSF	10+	30+	
	PSF		20+	40+
	NWF - CLS		17+	28+
1st GRADE	PSF	40+		
	NWF-CLS	27+	43+	58+
	NWF-WWR	1+	8+	13+
	ORF		23+	47+
	DORF-Accuracy		78-100%	90-100%
	DORF-Retell			15+
2nd GRADE	NWF-CLS	54+		
	NWF-WWR	13+		
	DORF	52+	72+	87+
	DORF-Accuracy	90-100%	96-100%	97-100%
	DORF-Retell	16+	21+	27+
	DORF- Retell Quality		2+	2+
	3rd GRADE	DORF	70+	86+
	DORF-Accuracy	95-100%	96-100%	97-100%
	DORF-Retell	20+	26+	30+
	DORF-Retell Quality	2+	2+	2+
	DAZE	8+	11+	19+
	4th GRADE	DORF	90+	103+
	DORF-Accuracy	96-100%	97-100%	98-100%
	DORF-Retell	27+	30+	33+
	DORF-Retell Quality	2+	2+	3+
	DAZE	15+	17+	24+
	5th GRADE	DORF	111+	120+
	DORF- Accuracy	98-100%	98-100%	99-100%
	DORF-Retell	33+	36+	36+
	DORF-Retell Quality	2+	3+	3+
	DAZE	18+	20+	24+
	6th GRADE	DORF	107+	109+
	DORF- Accuracy	97-100%	97-100%	98-100%
	DORF-Retell	27+	29+	32+
	DORF-Retell Quality	2+	2+	3+
	DAZE	18+	19+	21+

# Oral Reading Fluency Grouping Worksheet

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<b>Group 1</b> ▪ Accurate and Fluent ▪ 95%/98% or higher	___F	+	<b>Group 2</b> ▪ Accurate and Slow ▪ 95%/98% or higher	___F	↓	
	___W	+		___W	↓	
	___S	+		___S	↓	
Student	MAZE	WCPM	% A	Student	WCPM	% A
Student	WCPM	% A	Student	WCPM	% A	

<b>Group 3</b> ▪ Inaccurate and Slow ▪ 94%/97% or lower	___F	↓	<b>Group 4</b> ▪ Inaccurate and Fluent ▪ 94%/97% or lower	___F	+
	___W	↓		___W	+
	___S	↓		___S	+
Student	WCPM	% A	Student	WCPM	% A
Student	WCPM	% A	Student	WCPM	% A

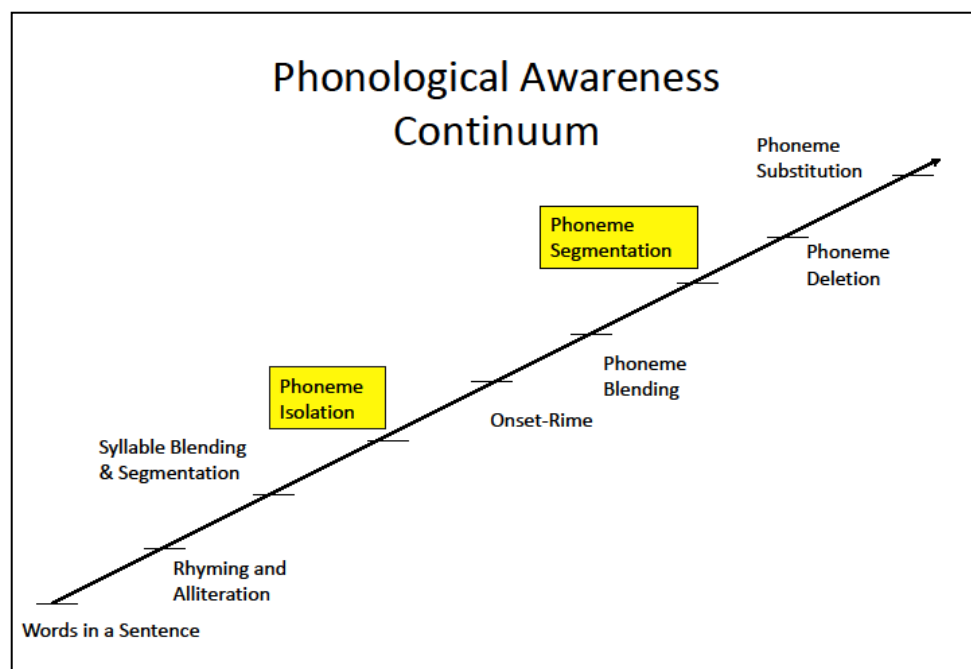
(Adapted from Hosp & Robinson, 2008.)

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## Step 6: Determine What Additional Information Is Needed and Complete Diagnostic Process

Once the initial instructional sort has been completed, the diagnostic process is started. Students in Group 3 on the Oral Reading Fluency Grouping Worksheet need to be given additional assessments to determine their instructional focus in Group 3 on the Oral Reading Fluency Grouping Worksheet. These students should be given a phonological awareness assessment (PAST), phonics assessment (QPS), or possibly both to determine their instructional needs. These assessments are based on skill continuums. “Using phonological awareness and phonics continuums allows teachers to see that students need to master skills in a predetermined order. Whenever a student struggles with a skill that is assumed to be mastered at a set grade level, intervention is needed” (Hall, 2011).

Students should be placed in an intervention group that addresses the lowest skill not yet mastered, but expected to be mastered for the student’s grade level. For Kansas MTSS purposes, a student must score at least 90% on a QPS task to be considered as mastering that skill. For the PAST, the criterion is 5 out of 6 correct on a particular phonological awareness task. Once the student masters that skill, then the student will be taught the next skill that was missed on the continuum. This provides a seamless process from the skill continuum through the assessment scores to the instructional focus for grouping.





**Examiner Scoring Sheet  
Form A**

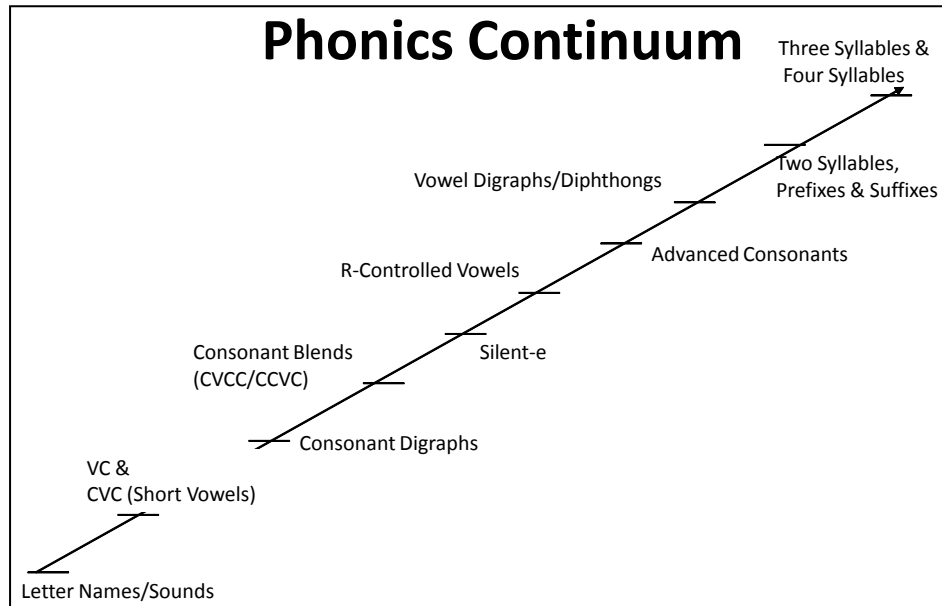
Student #1  
Teacher \_\_\_\_\_  
Date \_\_\_\_\_

Letter Names and Letter Sounds		Score
Task 1	A	m t a s i r d f o g l h u c n b j k y e w p v qu x z
	B	/m/ /t/ /a/ /s/ /i/ /r/ /d/ /f/ /o/ /g/ /l/ /h/ /u/ /c/ /n/ /b/ /j/ /k/ /y/ /e/ /w/ /p/ /v/ /qu/ /x/ /z/
Comments:		26/26 21/21 const 5/5 vws

VC and CVC		Score
Task 2	A	fod mip n <u>g</u> z n <u>o</u> z <u>e</u> sib lec tut gat cug taf hev ( <i>slow</i> )
	B	<u>Ben</u> hid the <u>gun</u> . <u>Tim</u> sat in a <u>tub</u> . <u>Mom</u> had a big <u>pot</u> . <u>Tom</u> is on the <u>bed</u> . <u>Don</u> can <u>nap</u> . <u>Ted</u> can <u>run</u> .
Comments:		9/10 20/20

Common Beginning- and Ending-Consonant Digraphs		Score
Task 3	A	lesh voth j <u>i</u> g j <u>i</u> g gack mich whum chun thog shif thip
	B	The <u>duck</u> had a wet <u>wing</u> . The big <u>ship</u> is <u>long</u> . Can <u>Chet</u> <u>pack</u> <u>much</u> in the bag? <u>When</u> did <u>fish</u> get in <u>that</u> tub? <u>bake</u>
Comments:		9/10 10/10

(Hashbrouck, 2006)



Once the universal screening data and any additional data are collected, it is important to keep the data visible by using assessment boards, folders, or notebooks to identify students who are not making progress.

**Notes:**

# PHONOLOGICAL AWARENESS GROUPING WORKSHEET

Student	Concept of Word	Rhyme Recognition	Rhyme Production	Syllable Blending	Syllable Segmentation	Syllable Deletion	Phoneme Isolation Initial	Phoneme Isolation Final	Phoneme Blending	Phoneme Segmentation	Phoneme Deletion Initial	Phoneme Deletion Final	Phoneme Deletion Blends	Phoneme Substitution



## PHONICS GROUPING WORKSHEET

Student Name	Letter Names	Letter Sounds	Short Vowels CVC	Consonant Digraphs	Consonant Blends	Long Vowel Silent-E	R-Controlled Vowels	Advanced Consonants	Vowel Teams	Two Syllable Prefixes & Suffixes	Three & Four Syllables
Scores	26	26	10/20	10/10	10/10	10/10	10/10	10/10	30	10/10	10/10

## PHONICS GROUPING WORKSHEET 2<sup>nd</sup> Edition

Student Name	Letter Names	Letter Sounds	Short Vowels CVC	Consonant Digraphs	Consonant Blends	Long Vowel Silent-E	R-Controlled Vowels	Adv. Consonants	Vowel Teams	Prefixes & Suffixes	Two Syllables	Three Syllables	Four Syllables
<b>Scores</b>	26	26	10/20	10/10	10/10	10/10	10/10	10/10	30	10	10	10	10





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## **Step 7: Finalize Groupings by Determining Instructional Focus and Appropriate Materials**

When finalizing the groupings after completing the diagnostic assessment process, it is important to review the data to ensure that there is a match between the student's needs and the student's instructional level of supplemental or intensive instruction to be provided. Also, the instructional focus of each group should be revisited to ensure that the planned intervention is aligned with the identified student needs for that group. Teachers should remember that the protocol interventions selected for each group come from the Curriculum Protocol (from Structuring). Whenever universal screening is conducted, it is essential to revisit and refine the alignment of student needs with the levels of intervention intensity and the instructional focus of the groupings.

In terms of providing instruction, it is critical to have a good match between the knowledge of the instructors and the interventions they will teach. Collaborative Teams will make some decisions about this match based on guidance from the Building Leadership Team. Therefore, it is important to know the strengths and professional development needs of instructional providers (e.g., certified, noncertified). For example, some teachers are confident in teaching advanced phonics, while others are more comfortable teaching reading comprehension. The Reading Student Grouping Worksheet will aid in planning and documenting instructional groupings. Note that the assessments to be used for progress monitoring and exit criteria are described in the Oral Reading Fluency Summary sheet to help ensure ongoing data collection and appropriate movement between instructional groups.

Following are instructional practices recommended for each of the grouping indicators:

### **First Sound Fluency Instructional Focus**

Students with scores below benchmark on First Sound Fluency may have accuracy or fluency difficulties. A student who misses several answers has accuracy issues, even if the student's scores are relatively high. Instruction for students with accuracy difficulties should focus on identifying initial phonemes accurately. Other students may be very accurate but have fluency difficulty. Instruction for these students needs to focus on helping them identify phonemes faster (Farrell, Hancock, & Smartt, 2006).

- **Group 1:** Students are likely to need core support.

- **Group 2:** Students will need additional support on phonemic awareness and letter-sound skills.
- **Group 3:** Students will need additional support on phonemic awareness skills.
- **Group 4:** Students will need additional support on phonemic awareness and letter-sound skills.

### **Letter Naming Fluency Instructional Focus**

The instructional focus for students not passing letter naming fluency will be on the following skills, depending on the student's assessment results:

1. Alphabet Knowledge.
2. Phonological Awareness Skills. The instructional focus will begin on the lowest skill **not passed** on the following phonological awareness skills:
  - a) Phoneme Isolation of Initial Sounds.
  - b) Syllable Blending, Segmentation, & Deletion.
  - c) Concept of Spoken Word.

### **Phoneme Segmentation Fluency Instructional Focus**

Once the performance patterns and accuracy percentages are determined and students are placed into appropriate groups, the instructional focus within each group can be finalized using the Phoneme Segmentation Fluency Group Summary worksheet.

- **Group 1 (Accurate and Fluent):** The students in this group segment all phonemes including phonemes in blends with good speed and accuracy (more than 95% accuracy). Focus of instruction should be on short vowels or CVC words. Progress monitor using Nonsense Word Fluency.
- **Group 2 (Accurate and NonFluent):** Students in Group 2 segment all phonemes including blends with good accuracy (more than 95% accuracy) but did not pass phoneme segmentation fluency. Instructional focus for this group is on automaticity or fluency.
- **Group 3 (Segments Phonemes Partially Accurate):** Students in this group are inaccurate and slow. For students who produce onset and rime but do not segment or segment blends, the focus of instruction should be on teaching single phoneme segmentation.

Students who incorrectly attempt to segment word parts or sounds such as initial phonemes, final phonemes, or vowel phonemes will need to receive focused instruction on identifying specific phonemes (initial, final, and vowel).

For students who make few or no attempts to segment sounds or word parts, or repeat the entire word, a phonological awareness assessment should be administered to determine whether the student can identify words or syllables.

- **Group 4** (Segments Phonemes Inaccurately): Instructional groupings for this group will depend on whether the students' accuracy improves when cued to slow down. If accuracy does not improve, then an additional phonological awareness assessment will need to be given and results will be used to focus instructional groups (95 Percent Group, Inc., 2007; Cummings & Good III, 2007).

### **Nonsense Word Fluency Instructional Focus**

Once the accuracy percentages are determined, the instructional focus for the groups within each group can be finalized using the Nonsense Word Fluency Group Summary.

- **Group 1:**  
*Accurate.* Students in this group read whole nonsense words without any recoding or repeating of the word with good speed and accuracy. Instruction should be on reading accurately and fluently in connected text.  
*Not Accurate.* Students in this group read whole nonsense words with good speed but make many letter-sound blending or substitution errors (less than 95% accuracy). Instruction should focus on accuracy at the letter-sound level and then accuracy at the blending level.
- **Group 2:**  
*Accurate.* Students in this group read sound by sound and read the whole nonsense word with over 95% accuracy. These students may also display hesitations and repetitions and may read at a slow pace. The instructional focus should include blending fluency practices at the word level.  
*Not Accurate.* Students in this group read letter sounds and nonsense words with many letter-sounds or blending substitution errors (less than 95% accuracy). The instruction should focus on accuracy at the letter-sound level and then accuracy at the blending level.
- **Group 3:**  
*Accurate.* Students in this group read sound by sound with minimal sound errors (over 95% accuracy). Instruction should focus on blending fluency practice at the word level.  
*Not Accurate.* Students make many letter-sound errors (less than 95% accuracy) or are prompted by the examiner to move on to the next letter sound. The instruction should focus on accuracy at the

letter-sound level and identifying known and unknown letter-sound combinations.

- **Group 4:**  
**Accurate.** Students in this group read sound by sound and have minimal sound errors (over 95% accuracy). The focus of instruction for this group should be on blending fluency practice at the word level. Instruction should be in “reading words the fast way.”  
**Not Accurate.** Students make many letter-sound errors (less than 95% accuracy) or are prompted by the examiner to move on to the next letter sound, or the student doesn’t respond. Instruction should focus on accuracy at the letter-sound level, making sure directions are understood and identifying known and unknown letter-sound combinations; for the nonresponse, administer phoneme segmentation fluency measure.

### **Oral Reading Fluency Instructional Focus**

Once the additional diagnostic information is collected, the instructional focus within each group can be finalized using the Oral Reading Fluency Group Summary.

- **Group 1:** The students in this group who have difficulty with comprehension, as determined from their Maze score, need instruction with a comprehension focus, including comprehension/vocabulary skills and strategies. Students in grades 3-6 may need intervention in comprehension/vocabulary if they did not meet the Benchmark or Target score on their Maze assessment. If these students did meet the Benchmark or Target score on Maze, they will need to continue to receive core support for comprehension and vocabulary.

Students in grades 7-12 in Group 1 will need comprehension or vocabulary intervention. Instruction for adolescent students who are accurate and fluent should focus on either comprehension strategies or basic skills in comprehension, depending on the level of support needed. Students who scored in the supplemental range on the universal screening need instruction in the use of comprehension strategies. Students who scored in the intensive range need basic comprehension skill instruction on skills such as understanding the main idea, sequencing, comparing and contrasting, character, setting, story structure, etc.

- **Group 2:** This group should have an instructional focus on building fluency and automaticity. The instructional focus may include developing automaticity at the word, phrase, sentence, and passage level, as well as repeated readings and pacing using both narrative and informational text.

*Adolescents whose oral reading rate on grade-level text is:*



- *Below 70 wcpm – need more practice with word recognition in addition to fluency practice.*
  - *Between 70 and 120 wcpm – may benefit from regular fluency instruction.*
  - *Greater than 120 wcpm – may benefit more from increased vocabulary and comprehension instruction rather than increased fluency instruction.*
- **Group 3:** Students who have difficulty with both accuracy and fluency should work on building accuracy skills first. Students within this group will have a focus on improving phonics skills, phonological awareness skills, or sight word skills, based on the results of the additional assessments given (e.g., PAST, QPS). Instruction should focus on teaching skills in isolation and then applying skills to decodable/controlled connected text at the student’s instructional level.
  - **Group 4:** Instructional groupings for this group will depend on whether the students’ accuracy improves when cued to do their best reading. If it does, then the instructional focus should be on self-monitoring strategies and adjusting reading rate depending on the type of text and purpose for reading. If accuracy does not improve and a phonics assessment indicates problems with phonetic skills, then groups will be organized around where on the phonics continuum instruction needs to begin (Hosp & Robinson, 2008).

### **Maze Instructional Focus**

Students placed in Group 1 of the Oral Reading Fluency Grouping Worksheet should have their Maze scores documented in addition to their accuracy and fluency scores. Students who are in Group 1 who have not reached the Benchmark/Target score on Maze will need to be provided comprehension and vocabulary intervention.

After selecting the interventions, teams will need to:

1. Determine and document the following on the Reading Student Grouping Worksheet:
  - a) Instructor providing the intervention for each group.
  - b) Instructional focus of the group.
  - c) Location at which the intervention will be delivered.
  - d) Person responsible for progress monitoring.
2. Track student progress on intervention logs.
3. Complete tracking intervention document.

### **Notes:**

# First Sound Fluency (FSF) Grouping Worksheet

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<b>Group 1</b>	___ F		<b>Group 2</b>	___ F	
<ul style="list-style-type: none"> <li>▪ Accurate and Fluent</li> <li>▪ 95% or higher</li> </ul>	___ W		<ul style="list-style-type: none"> <li>▪ Accurate and Slow</li> <li>▪ 95% or higher</li> </ul>	___ W	
	___ S			___ S	
	Student	Score		% A	Student
<b>Group 3</b>	___ F		<b>Group 4</b>	___ F	
<ul style="list-style-type: none"> <li>▪ Inaccurate and Slow</li> <li>▪ 94% or lower</li> </ul>	___ W		<ul style="list-style-type: none"> <li>▪ Inaccurate and Fluent</li> <li>▪ 94% or lower</li> </ul>	___ W	
	___ S			___ S	
	Student	Score		% A	Student

# First Sound Fluency (FSF) Grouping Summary

## *Performance Patterns for Developing Initial Phonemes*

<p><b>Group 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Accurate and Fluent</b></li> <li>• <b>95% or higher</b></li> </ul>	<p><b>Group 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Accurate and Slow</b></li> <li>• <b>95% or higher</b></li> </ul>
<ul style="list-style-type: none"> <li>• Student segments all initial phonemes including phonemes in blends with good speed and accuracy ( more than 95% accuracy).</li> <li>➤ Focus instruction on phoneme segmentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student segments all initial phonemes including phonemes in blends with good accuracy (more than 95% accuracy) but did not pass first sound fluency.</li> <li>➤ Focus instruction on automaticity or fluency.</li> </ul>
<p><b>Group 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Inaccurate and Slow</b></li> <li>• <b>94% or lower</b></li> </ul>	<p><b>Group 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Inaccurate and Fluent</b></li> <li>• <b>94% or lower</b></li> </ul>
<ul style="list-style-type: none"> <li>• Student attempts to segment initial sounds but is often incorrect (less than 95% accuracy). <ul style="list-style-type: none"> <li>○ Student makes few or no attempts to segment initial sounds.</li> </ul> </li> <li>➤ Focus instruction on identifying single phonemes.</li> <li>➤ Administer a phonological awareness assessment to determine if student can identify lower level phonological awareness skills and focus instruction on lower level skills from phonological awareness assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student segments initial sounds very quickly but produces inaccurate sounds.</li> <li>➤ Teacher should cue the student to slow down and retest.</li> <li>➤ Administer a phonological awareness assessment to determine if student can identify lower level phonological awareness skills and focus instruction on lower level skills from phonological awareness assessment.</li> </ul>

- Focus of Instruction (Adapted from 95 Percent Group, 2005 & Dynamic Measurement Group)
- Performance Patterns

# Phoneme Segmentation Fluency (PSF) Grouping Worksheet

*Performance Patterns for Developing Phoneme Segmentation*

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Group 1			Group 2		
<ul style="list-style-type: none"> <li>▪ Accurate and Fluent</li> <li>▪ 95% or higher</li> </ul>	___ F		<ul style="list-style-type: none"> <li>▪ Accurate and Slow</li> <li>▪ 95% or higher</li> </ul>	___ F	
	___ W			___ W	
	___ S			___ S	
Student	Score	% A	Student	Score	% A
Group 3			Group 4		
<ul style="list-style-type: none"> <li>▪ Inaccurate and Slow</li> <li>▪ 94% or lower</li> </ul>	___ F		<ul style="list-style-type: none"> <li>▪ Inaccurate and Fluent</li> <li>▪ 94% or lower</li> </ul>	___ F	
	___ W			___ W	
	___ S			___ S	
Student	Score	% A	Student	Score	% A

# Phoneme Segmentation Fluency (PSF) Grouping Summary

*Performance Patterns for Developing Phoneme Segmentation*

<p><b>Group 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Accurate and Fluent</b></li> <li>• <b>95% or higher</b></li> </ul>	<p><b>Group 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Accurate and Slow</b></li> <li>• <b>95% or higher</b></li> </ul>
<ul style="list-style-type: none"> <li>• Student segments all phonemes including phonemes in blends with good speed and accuracy.</li> <li>➤ Focus instruction on short vowels or CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student segments all phonemes including phonemes in blends with good accuracy but did not pass phoneme segmentation fluency.</li> <li>➤ Focus instruction on automaticity or fluency.</li> </ul>
<p><b>Group 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Inaccurate and Slow</b></li> <li>• <b>94% or lower</b></li> </ul>	<p><b>Group 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Inaccurate and Fluent</b></li> <li>• <b>94% or lower</b></li> </ul>
<ul style="list-style-type: none"> <li>• Student attempts to segment sounds or word parts, but is often incorrect:             <ul style="list-style-type: none"> <li>○ Initial phonemes</li> <li>○ Final phonemes</li> <li>○ Vowel phonemes</li> </ul> </li> <li>➤ Focus instruction on identifying specific phonemes (initial, final, vowel).</li> <li>• Student segments only partially:             <ul style="list-style-type: none"> <li>○ Does not segment blends</li> <li>○ Produces onset and rime</li> </ul> </li> <li>➤ Focus instruction on teaching single phoneme segmentation.</li> <li>• Student makes few or no attempts to segment sounds or word parts; may repeat entire word.</li> <li>➤ Administer a phonological awareness assessment to determine whether student can identify words or syllables and focus instruction on specific skills from phonological awareness assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student segments sounds very quickly but produces inaccurate sounds.</li> <li>➤ Teacher should cue the student to slow down and retest.</li> <li>➤ If accuracy does not improve, then administer a phonological awareness assessment to determine whether student can identify words or syllables and focus instruction on specific skills from phonological awareness assessment.</li> </ul>

- Focus of Instruction (Adapted from 95 Percent Group, 2005, & Dynamic Measurement Group)
- Performance Patterns

# Nonsense Word Fluency (NWF) Grouping Worksheet

*Performance Patterns for Developing Alphabetic Principle*

<b>Group 1: Whole Word Reading (Unitization)</b>		<b>Group 2: Sound by Sound and Recoding /t/ /o/ /b/ /tob/</b>	
Accurate (95%+)	Not Accurate (< 95%)	Accurate (95%+)	Not Accurate (< 95%)
<b>Group 3: Partial Blends /t/ /ob/</b>		<b>Group 4: Decoding Sound by Sound /t/ /o/ /b/</b>	
Accurate (95%+)	Not Accurate (< 95%)	Accurate (95%+)	Not Accurate (< 95%)

**Nonsense Word Fluency (NWF) Grouping Summary**  
*Performance Patterns for Developing Alphabetic Principle*

<b>Group 1: Whole Word Reading (Unitization)</b>		<b>Group 2: Sound by Sound and Recoding</b> <i>/t/ /o/ /b/ /ob/</i>	
<p><b>Accurate</b></p> <ul style="list-style-type: none"> <li>• Student reads whole nonsense words with good speed and accuracy (more than 95% accuracy).</li> <li>• Student reads whole word correctly on first attempt and reads only once.</li> </ul> <p>➤ Focus instruction on accuracy and fluency in connected text.</p>	<p><b>Not Accurate</b></p> <ul style="list-style-type: none"> <li>• Student reads whole nonsense words with good speed but makes many letter-sound blending or substitution errors (less than 95% accuracy).</li> <li>• Student tries to read as “real words.”</li> </ul> <p>➤ Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.</p>	<p><b>Accurate</b></p> <ul style="list-style-type: none"> <li>• Student reads letter sounds and then reads nonsense words with over 95% accuracy. May also display hesitations, repetitions, and slow pace.</li> </ul> <p>➤ Focus on blending fluency practice at the word level.</p> <p>➤ Provide instruction in “reading the words the fast way.”</p>	<p><b>Not Accurate</b></p> <ul style="list-style-type: none"> <li>• Student reads letter sounds and then reads nonsense words with many letter-sound or blending substitution errors (less than 95% accuracy).</li> </ul> <p>➤ Focus on accuracy instruction at the letter-sound level and then accuracy instruction at the blending level.</p>
<b>Group 3: Partial Blends</b> <i>/t/ /ob/</i>		<b>Group 4: Decoding Sound by Sound</b> <i>/t/ /o/ /b/</i>	
<p><b>Accurate</b></p> <ul style="list-style-type: none"> <li>• Student reads sound by sound and has minimal sound errors (over 95% accuracy).</li> </ul> <p>➤ Focus instruction on blending fluency practice at the word level. - Provide instruction in “reading the words the fast way.”</p>	<p><b>Not Accurate</b></p> <ul style="list-style-type: none"> <li>• Student makes many letter-sound errors (less than 95% accuracy) or is prompted by the examiner to move on to the next letter sound.</li> </ul> <p>➤ Focus instruction on accuracy at the letter-sound level.</p> <p>➤ Identify known and unknown letter-sound combinations.</p>	<p><b>Accurate</b></p> <ul style="list-style-type: none"> <li>• Student reads sound by sound and has minimal sound errors (over 95% accuracy).</li> </ul> <p>➤ Focus instruction on blending fluency practice at the word level. - Provide instruction in “reading the words the fast way.”</p>	<p><b>Not Accurate</b></p> <ul style="list-style-type: none"> <li>• Student makes many letter-sound errors (less than 95% accuracy) or is prompted by the examiner to move on to the next letter sound.</li> </ul> <p>➤ Focus instruction on accuracy at the letter-sound level.</p> <p>➤ Make sure directions are understood.</p> <p>➤ Identify known and unknown letter-sound combinations.</p> <ul style="list-style-type: none"> <li>• If student doesn’t respond:</li> </ul> <p>➤ Administer Phoneme Segmentation Fluency.</p>

- Focus of Instruction (Adapted from MiBLSi, 2010.)
- Performance Pattern

# Oral Reading Fluency Grouping Worksheet

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<b>Group 1</b> <ul style="list-style-type: none"> <li>▪ Accurate and Fluent</li> <li>▪ 95%/98% or higher</li> </ul>	___ F	+	<b>Group 2</b> <ul style="list-style-type: none"> <li>▪ Accurate and Slow</li> <li>▪ 95%/98% or higher</li> </ul>	___ F	↓	
	___ W	+		___ W	↓	
	___ S	+		___ S	↓	
Student	MAZE	WCPM	% A	Student	WCPM	% A
<b>Group 3</b> <ul style="list-style-type: none"> <li>▪ Inaccurate and Slow</li> <li>▪ 94%/97% or lower</li> </ul>	___ F	↓	<b>Group 4</b> <ul style="list-style-type: none"> <li>▪ Inaccurate and Fluent</li> <li>▪ 94%/97% or lower</li> </ul>	___ F	+	
	___ W	↓		___ W	+	
	___ S	↓		___ S	+	
Student	WCPM	% A	Student	WCPM	% A	



## Oral Reading Fluency Grouping Summary

<p><b>Group 1</b> <u>Accurate and Fluent Reader</u></p> <p><b>Instructional Focus: Comprehension</b></p> <p><b>Question:</b> Are student’s comprehension and vocabulary skills on grade level? If yes, continue to provide strong initial instruction (Tier 1). If no, determine instructional needs in the areas of comprehension and/or vocabulary skills.</p> <p><b>Plan of Action</b></p> <ul style="list-style-type: none"> <li>• Instruction on monitoring for meaning</li> <li>• Instruction on determining main ideas</li> <li>• Instruction on fix-up strategies</li> <li>• Instruction on specific words and word learning strategies</li> </ul> <p><b>Protocol Interventions:</b></p> <p><b>Group Exit Criteria:</b></p>	<p><b>Group 2</b> <u>Accurate and Slow Reader (lack of automaticity)</u></p> <p><b>Instructional Focus: Fluency</b></p> <p><b>Plan of Action</b></p> <ul style="list-style-type: none"> <li>• Instruction on automaticity at the word, phrase, sentence, and passage level; repeated and assisted reading of passages</li> <li>• Instruction on grouping words to make meaning, pacing, and attention to punctuation</li> <li>• Use of both narrative and informational texts</li> </ul> <p><b>Protocol Interventions:</b></p> <p><b>Group Exit Criteria:</b></p>
<p><b>Group 3</b> <u>Inaccurate and Slow Reader</u></p> <p><b>Instructional Focus: Specific Phonics or Phonological Awareness Skills, or Sight Words, depending on further assessments.</b></p> <p><b>Plan of Action</b></p> <ul style="list-style-type: none"> <li>• Instruction on missing decoding skills</li> <li>• Instruction on missing sight words</li> <li>• Work on applying skills to connected text at instructional level</li> <li>• Work on fluent reading at independent level using decodable text</li> </ul> <p><b>Protocol Interventions:</b></p> <p><b>Group Exit Criteria:</b></p>	<p><b>Group 4</b> <u>Inaccurate and Fluent Reader</u></p> <p><b>Instructional Focus: Depends on student’s response to self-monitoring strategy and further assessments, if needed.</b></p> <p><b>Question:</b> If cued to do best reading, does student’s accuracy improve?</p> <p><b>Plan of action:</b></p> <ul style="list-style-type: none"> <li>• Teach self-monitoring strategy</li> <li>• Table tap when student makes an error. This will help the student read more carefully and more accurately</li> <li>• Challenge student to read a portion of the text with 2 or fewer errors</li> <li>• Teach student to adjust rate of reading to type of text and purpose for reading</li> </ul> <p><b>Protocol Interventions:</b></p> <p><b>Group Exit Criteria:</b></p>

Adapted from *Curriculum Based Evaluation: Teaching and Decision Making* (1999) by Ken Howell and Victor Nollet.

# Reading Student Grouping Worksheet

**Lowest Intensive Intervention Group – 3 or fewer students**

Instructional Focus: \_\_\_\_\_ Intervention: \_\_\_\_\_

Instructor: \_\_\_\_\_ Location: \_\_\_\_\_

Progress Monitoring Tool: \_\_\_\_\_

Frequency of Monitoring: \_\_\_\_\_

Student Receiving Intervention	Who Does Monitoring?

**Strategic Intervention Group – 3-5 students**

Instructional Focus: \_\_\_\_\_ Intervention: \_\_\_\_\_

Instructor: \_\_\_\_\_ Location: \_\_\_\_\_

Progress Monitoring Tool: \_\_\_\_\_

Frequency of Monitoring: \_\_\_\_\_

Student Receiving Intervention	Who Does Monitoring?

**Other Intervention Group**

Instructional Focus: \_\_\_\_\_ Intervention: \_\_\_\_\_

Instructor: \_\_\_\_\_ Location: \_\_\_\_\_

Progress Monitoring Tool: \_\_\_\_\_

Frequency of Monitoring: \_\_\_\_\_

Student Receiving Intervention	Who Does Monitoring?

Reading Student Grouping Worksheet (continued)

**Other Intervention Group**

Instructional Focus: \_\_\_\_\_ Intervention: \_\_\_\_\_

Instructor: \_\_\_\_\_ Location: \_\_\_\_\_

Progress Monitoring Tool: \_\_\_\_\_

Frequency of Monitoring: \_\_\_\_\_

Student Receiving Intervention	Who Does Monitoring?

**Benchmark and Above Group (Optional) – Larger Group**

Instructional Focus: \_\_\_\_\_ Intervention: \_\_\_\_\_

Instructor: \_\_\_\_\_ Location: \_\_\_\_\_

Progress Monitoring Tool: \_\_\_\_\_

Frequency of Monitoring: \_\_\_\_\_

Student	Who Does Monitoring?

## Intervention Log Example

Week of \_\_\_\_\_

Intervention Teacher \_\_\_\_\_

Assessment Measures:

Date:

Names of Students in Group	FSF	LNf	PSF	NWF	ORF/R-CBM	MAZE
1.						
2.						
3.						
4.						
5.						

**Time - Intervention Provided**

	Monday	Tuesday	Wednesday	Thursday	Friday
Teams Met					
Total Minutes/day:					

Instructional Focus:

Intervention/Materials:

Attendance and Observation Records:

Student Name: Attendance: (Circle if absent) M T W Th F	Student Name: Attendance: (Circle if absent) M T W Th F
Student Name: Attendance: (Circle if absent) M T W Th F	Student Name: Attendance: (Circle if absent) M T W Th F
Student Name: Attendance: (Circle if absent) M T W Th F	Student Name: Attendance: (Circle if absent) M T W Th F

*Add additional boxes on back if more than 6 students*

Adapted from 95 Percent Group Inc.

# How Are You Tracking Interventions?

Last Name	First Name	Teacher	Date Sept. 1- Oct. 9 Intervention	Date Oct. 9-Nov. 12 Intervention	Date Nov. 12- Nov. 26 Intervention
		Poertner	DC Text	DC Text	6MS
		Poertner	S-Up	S-Up	RW
		Baker	CVC	S-Up	S-Up
		Poertner	S-Up	S-Up	S-Up
		Romeiser	6MS	6MS	6MS
		Baker	RW	RW	RW
		Poertner	AP	AP	AP
		Baker	AP	Ap	AP
		Romeiser	Comp./F	Comp./F	Comp./F

6MS= 6 Minute Solution  
 CVC=Short Vowels  
 Comp./F= Comprehension and  
 Fluency

S-Up= Spiral Up  
 AP= Alphabetic Phonics  
 RW=Rewards  
 DC Text=Decodable Text

Notes:

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## *Progress Monitoring Students in Interventions*

### **Step 8: Prepare for Progress Monitoring**

As part of progress monitoring for intervention, the Collaborative Teams will identify the appropriate AIMSweb/DIBELS subtest that matches the focus of instruction of the intervention. Using this fluency/accuracy progress monitoring information allows the Collaborative Teams to make necessary changes to interventions when student skills are not progressing as quickly as necessary. It is important that the progress monitoring subtest selected for a given student(s) measures the skill being taught as a part of the intervention.

The subtest chosen for progress monitoring must be able to measure the skills being taught in the intervention provided to a student. If the assessment tests a skill other than the one being taught, it is not possible to accurately determine student progress. Progress monitoring the appropriate skill for the student's instructional group will provide information regarding whether the instruction and materials are effectively enabling the student to make progress.

<b>Matching Progress Monitoring to the Focus of Instruction</b>	
<b>Focus of Instruction</b>	<b>Progress Monitor</b>
Alphabet Knowledge	Letter Naming Fluency (LNF)
Phoneme Isolation Onset/Rime	First Sound Fluency (FSF)
Phoneme Segmentation	Phoneme Segmentation Fluency (PSF)
Short Vowels	Nonsense Word Fluency (NWF)
Accuracy (Advanced Phonics)	Oral Reading Fluency Passages (ORF/R-CBM) (Accuracy Percentages)
Fluency	Oral Reading Fluency Passage (WCPM) (ORF/R-CBM)
Comprehension	Daze/Maze Passages

To ensure that progress monitoring data are being collected and used as planned and to aid in instructional decision making in the future, it is important to graph the data to chart the growth of individual students. Progress monitoring at this level answers two questions:

1. Is the instructional intervention working?
2. Does the effectiveness of the intervention warrant continued, increased, or decreased support?

The Collaborative Teams should follow the rules regarding frequency of data collection and data review determined by the Building Leadership Team. The decision rules of the system include, for example, to “progress monitor students in Tier 2 every other week, and weekly for students in Tier 3.” The decision rules were determined



by the Building Leadership Team during Structuring, so it is important for Collaborative Teams to know these rules and how to apply them.

The graphed progress monitoring data provide teachers with the information necessary to know how to adjust instruction and instructional groups. After returning a student to less intensive instruction, progress continues to be monitored in case a need re-emerges for additional supports.

Maintaining an intervention log is critical for tracking a student's progress in intervention. Any changes to the intervention should be based on the results of the progress monitoring data and documented. This information should be documented on both the progress monitoring graph and the intervention log. In addition, it is essential to continue to track the interventions that are being delivered to students.

**Notes:**

## **Step 9: Determine the Instructional Level for Off Grade Level Progress Monitoring**

If a student is performing close to grade level, then the progress monitoring materials used should be at grade level. Grade level end-of-year benchmarks should be employed for the goal if using DIBELS and grade level end-of-year norms should be used for the goal with AIMSweb.

Collaborative Teams will need to determine instructional level for oral reading fluency using the Oral Reading Fluency Grouping Worksheet for the following students:

- Students in Group 3 who have passed the phonological awareness assessment (PAST) and short vowels on the phonics assessment (QPS).
- Students who need intensive support (highlighted in red) in Group 2 (accurate and slow).

Collaborative Teams will need to take the following steps to determine instructional level of oral reading fluency:

1. Use the appropriate time of year Backwards Testing worksheet.
2. Test down (using progress monitoring probes) one grade level at a time.
3. Locate the level at which the student reaches benchmark for DIBELS Next or the 24<sup>th</sup> percentile if using AIMSweb.
4. Use the norms for the grade level and the time of year of testing, with 95% accuracy for 1<sup>st</sup> - 2<sup>nd</sup> grade and 98% accuracy for 3<sup>rd</sup> grade and above.
5. Ensure that the student's instructional level is one grade level higher.
6. Use the instructional level for instructional materials and progress monitoring. Once the student reaches the end of the year 25<sup>th</sup> percentile (if using AIMSweb) or the end of the year Benchmark (if using DIBELS Next) with appropriate accuracy, increase progress monitoring to the next grade level.
7. Once the student reaches grade level (8<sup>th</sup> grade for high school), continue to progress monitor at grade level until the end of the year Target or Benchmark scores and accuracy are reached for their grade level.

### **Notes:**

# AIMSweb

## Backwards Testing Worksheet

### R-CBM

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

R-CBM	Words Correct	Errors	Accuracy	Fall AIMSweb Words Correct 25 <sup>th</sup> ile Score	Winter AIMSweb Words Correct 25 <sup>th</sup> ile Score	Spring AIMSweb Words Correct 25 <sup>th</sup> ile Score	End of Year Target Score	AIMSweb Accuracy Percent
8 <sup>th</sup> Grade				123	132	142	161	98%
7 <sup>th</sup> Grade				119	130	141	171	98%
6 <sup>th</sup> Grade				116	131	141	161	98%
5 <sup>th</sup> Grade				94	111	123	143	98%
4 <sup>th</sup> Grade				84	101	112	136	98%
3 <sup>rd</sup> Grade				59	84	98	119	98%
2 <sup>nd</sup> Grade				35	64	82	92	95%
1 <sup>st</sup> Grade	See Winter Norms on Winter Backwards Testing Worksheet				19	40	53	95%

Collaborative teams will need to take the following steps to determine instructional level of oral reading fluency:

1. Use the appropriate time of year Backwards Testing Worksheet.
2. Test down (using progress monitoring probes) one grade level at a time.
3. Find the level at which the student reaches the 25<sup>th</sup> percentile for AIMSweb.
4. Use the norms for the grade level and the time of year of testing, with 95% accuracy for 1<sup>st</sup> - 2<sup>nd</sup> grade and 98% accuracy for 3<sup>rd</sup> grade and above.
5. Make sure the student's instructional level is one grade level higher.
6. Once student reaches the end of year 25 %ile with appropriate accuracy, increase progress monitoring to the next grade level.
7. Once student reaches grade level (8<sup>th</sup> grade level for high school) continue to progress monitor at their grade level until they reach end of year target score and accuracy for their grade level.

\*Use the instructional level for instructional materials and progress monitoring.

# DIBELS Next Backwards Testing Worksheet DORF

Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

ORF/R-CBM	Words Correct	Errors	Accuracy	Fall DIBELS Next Words Correct Score	Fall DIBELS Next Accuracy Percent	Winter DIBELS Next Words Correct Score	Winter DIBELS Next Accuracy Percent	Spring DIBELS Next Words Correct Score	Spring DIBELS Next Accuracy Percent
<b>6<sup>th</sup> Grade</b>				107+	97%	109+	97%	120+	98%+
<b>5<sup>th</sup> Grade</b>				111+	98%	120+	98%	130+	99%+
<b>4<sup>th</sup> Grade</b>				90+	96%	103+	97%	115+	98%
<b>3<sup>rd</sup> Grade</b>				70+	95%-100%	86+	96%-100%	100+	97%-100%
<b>2<sup>nd</sup> Grade</b>				52+	90%-100%	72+	90%-100%	87+	97%-100%
<b>1<sup>st</sup> Grade</b>	See Winter Norms on Winter Backwards Testing Worksheet					23+	78%-100%	47+	90%-100%

Collaborative teams will need to take the following steps to determine instructional level of oral reading fluency:

1. Use the appropriate time of year Backwards Testing Worksheet.
2. Test down (using progress monitoring probes) one grade level at a time.
3. Find the level at which the student reaches Benchmark with appropriate accuracy and fluency.
4. Make sure the student's instructional level is one grade level higher.
5. Once student reaches the end of year Benchmark with appropriate accuracy, increase progress monitoring to the next grade level.
6. Once student reaches grade level, continue to progress monitor at their grade level until they reach end of year Benchmark score and accuracy for their grade level.

\*Use the instructional level for instructional materials and progress monitoring.

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## **Step 10: Review Progress Monitoring Data For Instructional Decision-Making**

As soon as progress monitoring data are collected, the information should be added to each student's progress monitoring chart. It is important for each Collaborative Team to establish a regular routine for examining progress monitoring graphs for accuracy. The team will look to confirm that:

- The correct skills were progress monitored at the correct level.
- Sufficient data have been collected to make decisions according to the established decision rules.
- The data were correctly graphed.

Looking for and thinking about these issues provides a basic fidelity check of the process and helps ensure that decisions about instructional adjustments are accurate. The Collaborative Teams will need to determine whether individual students receiving intervention are making progress or whether adjustments are needed to the intervention instruction. This decision is made by reviewing the data points on the progress monitoring charts and following the decision rules determined during structuring.

In the examples below, a 3-data-point decision rule is used. If the local system uses a 4-data-point rule, the same process applies with just a modification of the number of data points.

### **Three or More Consecutive Data Points Above Aim-Line**

Once a student has at least six data points to establish a trend, examine the last three consecutive scores to determine instructional success. If a student has three or more data points consecutively above the aim-line, the intervention is having a positive impact and progress is being made. The intervention needs to continue until the student meets criteria based on the decision rule determined during structuring. The Collaborative Teams will need to ensure that the decision rule is followed. Once the criteria for the decision rule are met, options include:

- Regroup to work on another intervention skill.
- Exit the supplemental intervention and continue core with periodic progress monitoring.

### **Three Or More Consecutive Data Points Below the Aim-Line**

Once a student has at least six data points to establish a trend, examine the last three consecutive scores to determine instructional success. If three or more consecutive data points are below the aim-line, an adjustment to the intervention is needed. Many things can influence whether a student makes progress, so it is important to have

a systematic process for analyzing the cause, starting with the most basic and easiest adjustment.

### **How to Adjust an Intervention**

In analyzing lack of progress, the team must look into each of the following adjustments in sequence:

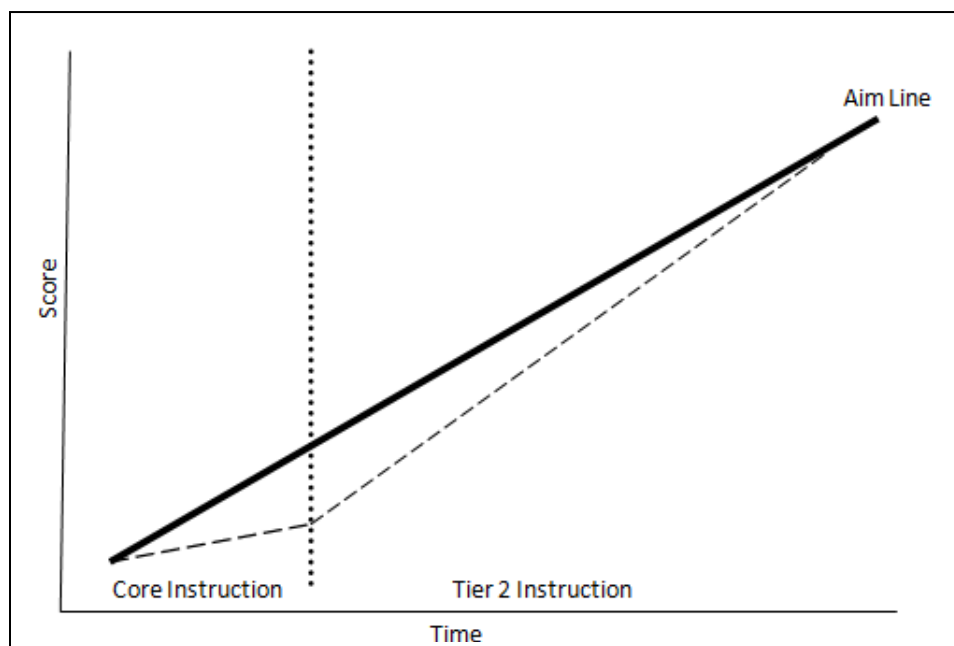
1. First check to ensure that the skill being progress monitored is the same as the instructional focus (what is being taught).
2. If the skill and the progress monitoring measure are consistent, check fidelity of instruction.
3. If both the previous are happening, next consider increasing the pace of instruction. Often teachers respond to the student having difficulty in learning by slowing the pace of instruction, when in fact they need to increase it. Slowing the pace of instruction can result in lower levels of student attention and motivation, while a faster pace can keep students engaged. The pace of instruction is related to the number of student-teacher interactions per minute. For intensive intervention with groups of three or fewer, students should be expected to provide five correct responses per minute (via choral or individual responses).
4. Next, consider modifying the pace of intervention. For example, the pace of intervention can be slowed by reducing the number of new skills introduced each week. If new skills are being introduced at the rate of five per week, consider introducing only 3 per week and providing a greater amount of practice on each skill before moving to the next skill.
5. Ensure that the programs align. Teams need to make sure that vocabulary is used the same way in both core and interventions. Consider moving the student to a different group with a different instructional focus.
6. Adjust the instructional materials. Examples include:
  - a) Add manipulatives.
  - b) Use decodable text until ready for authentic text.
  - c) Change the intervention program.
7. Move the student to a different intervention group.

## **Sufficient Progress – Continue the Intervention**

The analysis of progress monitoring data is a two-step process: (a) determine whether the student is making progress and (b) determine whether the rate of growth is sufficient to close the achievement gap. The most valid means of defining progress is through analysis of slope and level (Fuchs & Deshler, 2007). When analyzing slope, the team determines whether the student is making progress by comparing the student's current level of performance to the identified goal. When looking at level, the team is determining whether the student's progress is sufficient to close the achievement gap by comparing the student's current performance to the final desired level of performance, which is typically the grade level benchmark. Thus, the analysis involves two steps: (a) determine whether progress is being achieved (slope) and (b) determine whether the achievement gap is closing (level).

The ultimate goal for students in intervention is to close the achievement gap between where the student is currently performing and the grade level performance of peers. The chart of a student who is closing the gap will show a trend line that will intersect with the goal line before the end of the year (or other monitoring period of time).

### **Positive Response by Level and Slope (Growth in Performance and Growth Rate)**

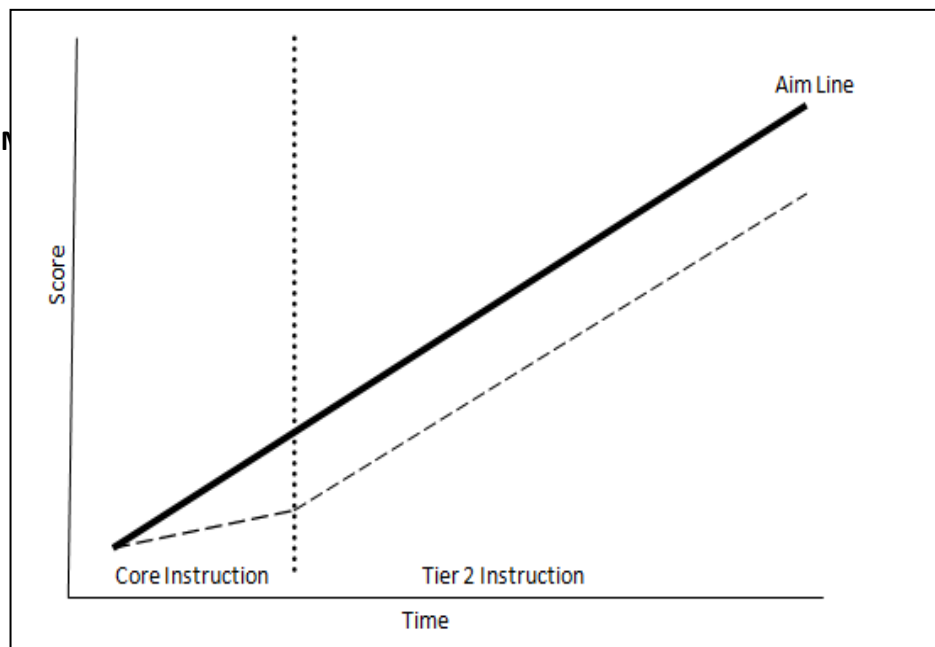




The graph above shows an example of growth in performance and growth rate by displaying a positive response by level and slope. The Tier 2 intervention is working for this student and by continuing the intervention the student should reach the benchmark goal by the end of the year.

## **Insufficient Progress – Intensify the Intervention**

If the graph of student performance shows a line parallel to but below the aim line, then a student is improving, but at a rate that is insufficient to close the achievement gap with peers.



If the team determines the student is showing growth, but at an insufficient rate to close the achievement gap, then the team needs to determine how to increase the intensity of the current instruction (see below).

### **How to Intensify Instruction**

- Increase the number of student responses in a minute by reducing group size.
- Increase the number of questions and error corrections the student receives in a minute.
- Increase the scaffolding by breaking the task down more or providing more structure so that the student can succeed.
- Spend more time modeling the “I do” and “We do” guided practice before the student practices independently.
- Increase the number of repetition cycles on each skill before moving on to determine whether mastery is achieved with more practice.
- Use a more systematic curriculum so that skills are taught in a prescribed manner, with the teacher asking questions and cueing with the same language for each routine.

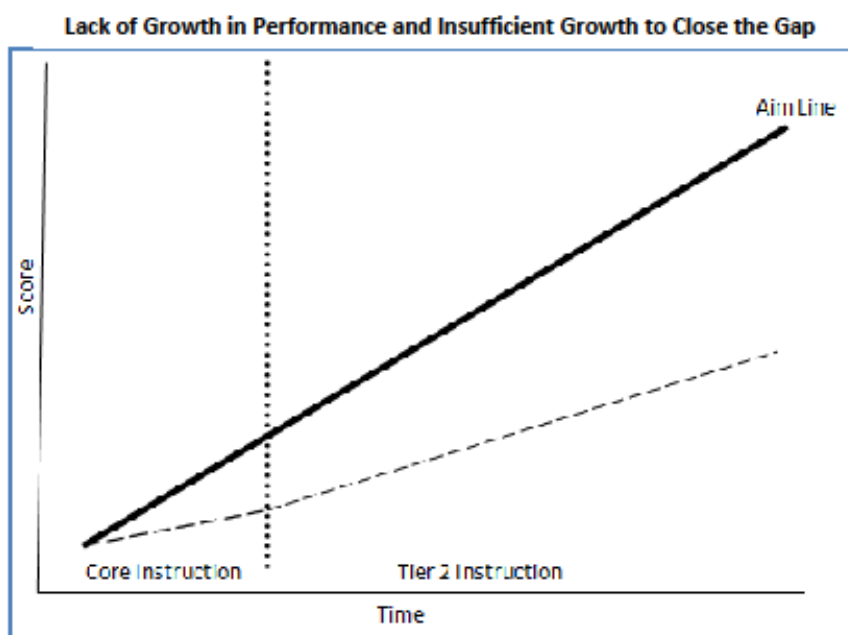
(Hall, 2008)

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## **What to Do If a Student Is Not Making Progress – Use Problem Solving to Customize the Intervention**

When a student receiving intervention fails to show progress, teams should consider issues related to the instruction, curriculum, setting, and the individual when reviewing student progress monitoring data. The research-based practices tool offers a way for teams to discuss underlying causes of the student's lack of progress.

If the graph of student performance reveals a nonresponse by level and slope, then teams should consider customizing the intervention.



When a student receiving intensive services fails to show progress despite data-based adjustments to the intervention being provided, teams should consider the need for individual student problem solving to customize the intervention provided to the student.

### **How to Customize an Intervention**

1. Ensure that the student is receiving an intensive protocol intervention with fidelity.
2. Determine whether a revision to the program is needed to boost the student's rate of improvement.
3. Add one researched instructional practice to the protocol intervention.
4. Analyze the progress monitoring data on the added instructional practice before adding another instructional practice.

## Research Based Instructional Practices

<b>Instruction</b>	<b>Curriculum</b>
<ul style="list-style-type: none"> <li>• Fidelity of instruction</li> <li>• Modeling and guided practice prior to independent practice (I Do, We Do, You Do)</li> <li>• Explicit teaching</li> <li>• Pace of instruction</li> <li>• Opportunities to respond</li> <li>• Time allocated                             <ul style="list-style-type: none"> <li>○ Intervention in addition to core</li> <li>○ Intervention time (daily)</li> <li>○ More intervention time needed</li> </ul> </li> <li>• Sufficient questioning, checks for understanding</li> <li>• Clear directions</li> <li>• Sufficient practice, application, and review</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate match between learner and intervention                             <ul style="list-style-type: none"> <li>○ Accuracy, fluency, or comprehension</li> </ul> </li> <li>• Appropriate rate of progress to reach goal/benchmark</li> <li>• Most important instructional focus for time of year/grade</li> <li>• Progress monitored on the appropriate skill:                             <ul style="list-style-type: none"> <li>○ What is being taught?</li> <li>○ NWF? ORF?</li> </ul> </li> <li>• Relation to post-school outcomes and student interests</li> <li>• Variety of activities</li> <li>• Skills taught to mastery</li> <li>• Explicit approach to teaching</li> <li>• Appropriate independent work activities</li> </ul>
<b>Environment</b>	<b>Learner</b>
<ul style="list-style-type: none"> <li>• Classroom routines and behavior management designed to support learning</li> <li>• Appropriate person teaching the intervention group</li> <li>• Group arrangements for instruction:                             <ul style="list-style-type: none"> <li>○ Size of group</li> <li>○ Student placed in appropriate group</li> <li>○ Movement to group using decision rules</li> </ul> </li> <li>• Infrequent interruptions to class</li> <li>• High academic learning time</li> <li>• Short and brief transitions</li> <li>• Time devoted to homework with monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Task persistence</li> <li>• Social skills/peer relationships</li> <li>• Commitment to school</li> <li>• Self-efficacy</li> <li>• Attendance</li> <li>• Learning strengths</li> <li>• Pattern of performance errors reflects skill deficits</li> <li>• Connection with school, community, adults, and family</li> <li>• Home-based literacy activities (no new learning, e.g., sight word practice)</li> </ul>

## **Determine the Short-Term Goals for Students Not Making Progress**

The goal for a student who is behind multiple grade levels should be the end-of-year benchmark (or for AIMSweb the 25<sup>th</sup> percentile on end-of-year norms) of the grade level at which the student is being progress monitored. Most universal screening assessment systems (e.g., DIBELS, AIMSweb) provide end-of-year benchmarks for the primary reading skill being assessed at that grade level. The norms for the universal screening assessment administered within a building should be used to set the end-of-year benchmark goals for students. Once a student meets the end-of-year norm, instruction and progress monitoring can be increased to the next grade level. The determination about how many times a student needs to attain that goal before increasing it to the next grade level will be the responsibility of the Building Leadership Team.

This process is repeated by increasing the level of materials based on progress monitoring results until the student's progress has closed the achievement gap with peers. Once the student closes this gap, decreasing the amount of support provided to the student should be considered. Continued progress monitoring will indicate whether decreased support is sufficient for student growth to continue. Once the team has determined whether the student is on track, the team will follow the previously determined decision rules on how to decrease student support.

For students who are below benchmark in reading skills and not making sufficient progress, it is beneficial to set short-term goals. Teams may want to refer to the table below when setting short-term goals for oral reading fluency. Appropriate goals for weekly improvement on first readings can be estimated on the basis of curriculum-based measurement research (Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993).

Expected Rate of WCPM Increase by Week

Grade Level	Realistic Goals	Ambitious Goals
1	2.0	3.0
2	1.5	2.0
3	1.0	1.5
4	.85	1.1
5	.5	.8
6	.3	.65

When setting goals, it is more effective to involve students in setting their own goals and in monitoring their own progress (Chappuis, 2005). Research has indicated that ambitious goals produce better results than lower goals (McCook, 2006). Without ambitious goals,

students in interventions can make progress, but continue to lag behind grade level without closing the achievement gap between themselves and their peers who are receiving high-quality interventions. It is appropriate to expect more than a year's growth in a year's time, even if the student has not achieved that rate of growth in the past. Fuchs, Fuchs, and Deno (1985) found that when teachers and students set high goals and increased them based on data, student progress was more rapid than for students who had lower performance goals that remained fixed.

The collaboration log is beneficial for establishing short-term goals and tracking student information. Information regarding the student progress monitoring data and short-term goals can be documented in the Reading Intervention Collaboration Log.

Example of Setting a Short-Term Goal:

- *Johnny is a 6<sup>th</sup> grade student.*
- *His current instructional level is 4<sup>th</sup> grade. He read 92 wcpm in the fall on a 4<sup>th</sup> grade passage.*
- *In order to accelerate growth, Johnny's mid-year goal is the spring 25<sup>th</sup> percentile of 4<sup>th</sup> grade.*
- *Fourth grade ambitious goals include a 1.1 wcpm increase in a week.*
- *Mid-year goal is 18 weeks  $\times$  1.1 = 19.8 wcpm.*
- *92 wcpm + 19.8 wcpm increase = end-of-year goal of 111.8 wcpm.*
- *3-week short-term goal is  $92 + 3.3 = 95.3$  wcpm.*

# Reading Intervention Collaboration Log

Adapted from ©2007 University of Texas System

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Baseline/Current Reading Assessment	Instructional Focus	Core Reading Instruction	Tier II/Tier III Instruction	
Instrument: _____ Date: _____ State Assessment: _____ Comp: _____ Vocabulary: _____ Fluency: _____ Phonics: _____ Phon. Awareness: _____ QPS: 1,2,3,4,5,6,7,8,9a, 9b, 9c, 10	Focus: _____  Intervention Exit Criteria:	Program: _____  Teacher: _____  Amount of Time: _____  Time of Day: _____  ____ daily other: _____	Tier II: ____ Tier III: ____  Intervention Setting: _____  Amount of Time: ____ Time of Day: ____  Daily: ____ Other: ____	
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
_____ <i>(dates)</i> _____ <i>(schedule)</i> <b>Progress Goals</b> CO ____ VO ____ FL ____ PH ____ PA ____				(score/benchmark/status)  CO ____/____/____ VO ____/____/____ FL ____/____/____ PH ____/____/____ PA ____/____/____  _____ team review needed
Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
_____ <i>(dates)</i> _____ <i>(schedule)</i> <b>Progress Goals</b> CO ____ VO ____ FL ____ PH ____ PA ____				(score/benchmark/status)  CO ____/____/____ VO ____/____/____ FL ____/____/____ PH ____/____/____ PA ____/____/____  _____ team review needed



Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<hr/> <p>(dates)</p> <hr/> <p>(schedule)</p> <p><b>Progress Goals</b>            CO ___ VO ___            FL _____            PH ___ PA ___</p>				<p>(score/benchmark/status)</p> CO ___/___/___ VO ___/___/___ FL ___/___/___ PH ___/___/___ PA ___/___/___ _____ team review needed
<hr/> <p>(dates)</p> <hr/> <p>(schedule)</p> <p><b>Progress Goals</b>            CO ___ VO ___            FL _____            PH ___ PA ___</p>				<p>(score/benchmark/status)</p> CO ___/___/___ VO ___/___/___ FL ___/___/___ PH ___/___/___ PA ___/___/___ _____ team review needed
<hr/> <p>(dates)</p> <hr/> <p>(schedule)</p> <p><b>Progress Goals</b>            CO ___ VO ___            FL _____            PH ___ PA ___</p>				<p>(score/benchmark/status)</p> CO ___/___/___ VO ___/___/___ FL ___/___/___ PH ___/___/___ PA ___/___/___ _____ team review needed



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## **Step 11: Update Student Intervention/Collaboration Logs**

Once any instructional adjustments have been completed, instruction and progress monitoring of student skill growth continues as described in previous steps. The student intervention/collaboration log and the progress monitoring graph need to be consistently updated so that an accurate record of the interventions and their results can be maintained. It is critical for teachers to document both the instruction that they are providing and the intervention sessions that each student actually attends. This documentation is critical as a source of information when analyzing student growth. This cycle of assessment, adjustment, and adding to the graph or log continues as long as a student requires intervention. To summarize, all students in intervention need:

- An accurate record of interventions.
- An accurate record of actual student participation in intervention instruction.
- An accurate record of progress monitoring results.
- Ongoing regular data review meetings with instructional adjustments made according to decision rules.

Steps 1 through 11 will be repeated during this year and the following years as the leadership team and collaborative teams continue to collect and analyze data for the Kansas MTSS implementation for reading. Teams will become more adept at the process with practice, but it is important to periodically review the process as described in the leadership team guide and collaborative team workbook to maintain fidelity to the process.

Once any instructional adjustments have been completed, instruction and progress monitoring of student skill growth continues as described earlier. The student collaboration log and the progress monitoring graph need to be consistently updated to reflect an accurate record of the interventions and their results. This cycle continues as long as the student requires intervention.

### **Individual Student Problem Solving**

When a student receiving intensive services fails to show progress despite data-based adjustments to the intervention, teams should consider the need for individual student problem solving to customize the intervention provided to the student. Teams will need to analyze all the data available regarding the student and develop hypotheses about the underlying causes of the student's lack of progress, so that a more individually customized intervention plan can be developed and implemented.

The individual student problem-solving process is what schools have traditionally used for general education interventions, often conducted by Student Improvement Teams (also known as SITs, SATs, TATs, CARE teams, etc.). Within the Kansas MTSS model, the Collaborative Teams conduct the work of the General Education Intervention or Student Improvement Team (SIT). The Collaborative Team working to customize intervention for a student may decide that the data indicate that the student needs to be referred for evaluation for special education services.

At any time when the Collaborative Team suspects a student may have an exceptionality, it must refer the student for an initial evaluation. Any parent request for a special education evaluation must be reported to the building administrator or to the appropriate staff person, as designated by district special education procedures. The Kansas MTSS should not delay a student from receiving a special education evaluation. A student does not have to move through all the tiers before a referral for a special education evaluation is made. Conversely, having received all tiers of instruction or needing Tier 3 instruction does not indicate in and of itself that a student should be referred for a special education evaluation.

**Notes:**

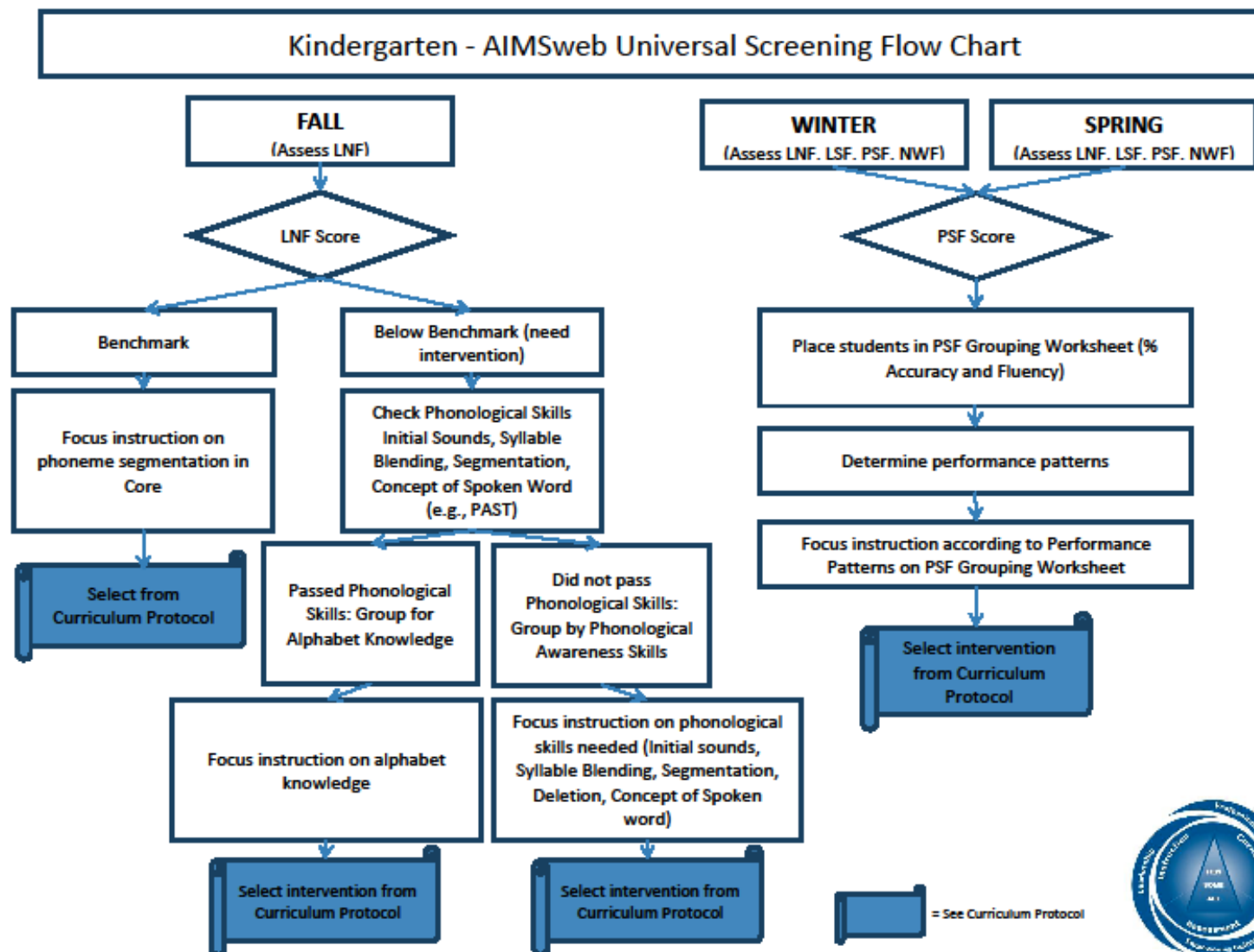
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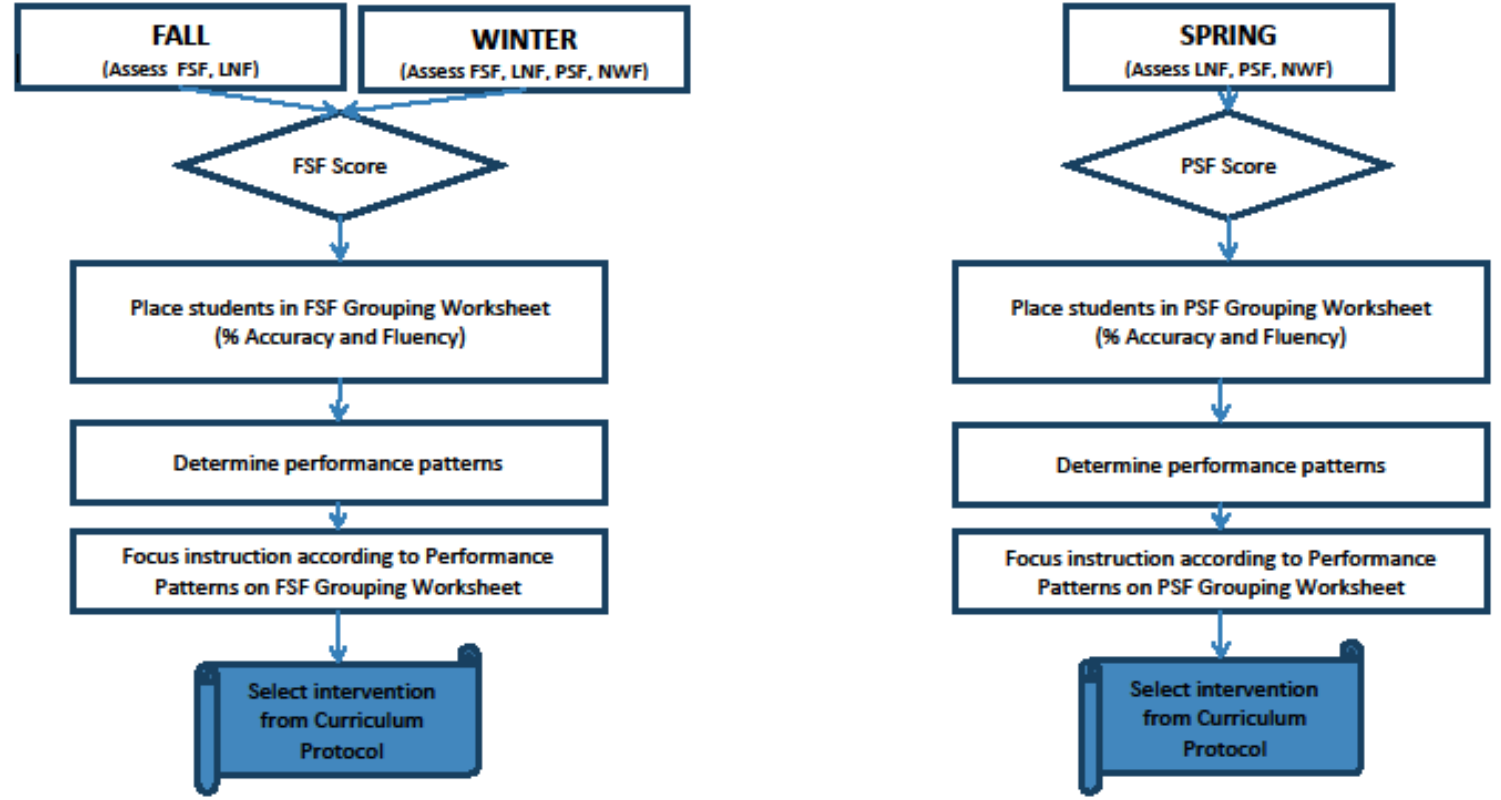
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# Appendices



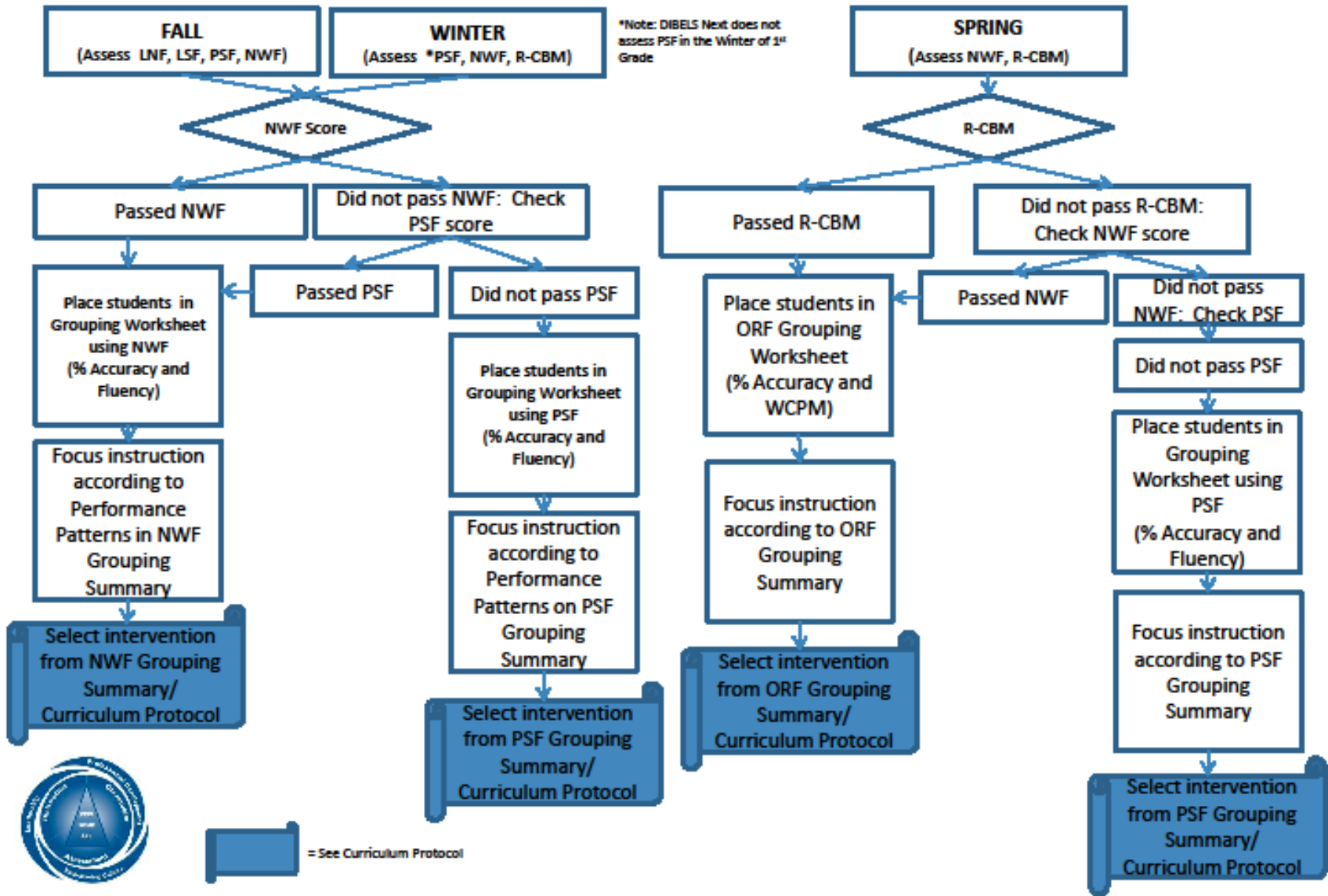


# Kindergarten – DIBELS Next Universal Screening Flow Chart



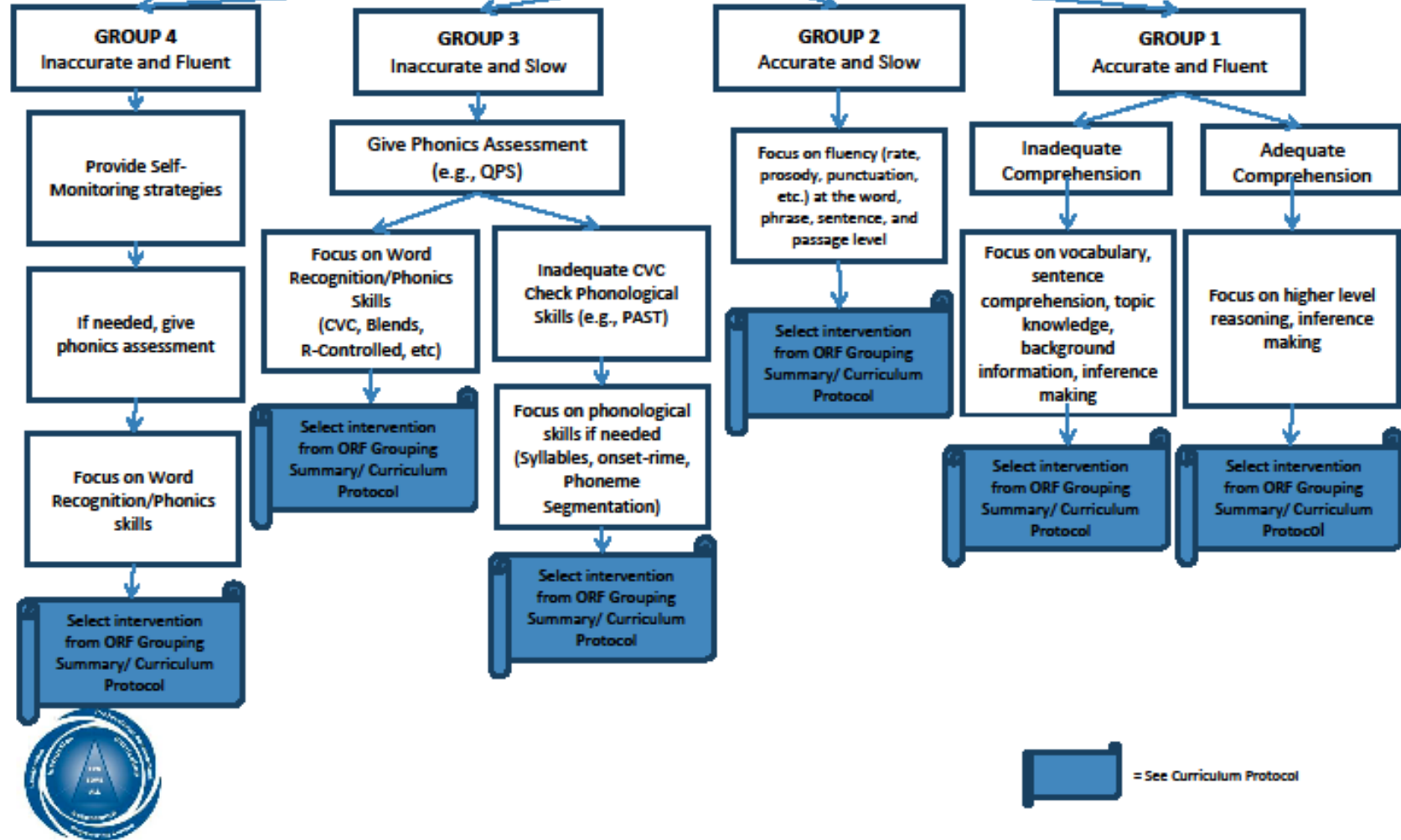
= See Curriculum Protocol

# 1<sup>st</sup> Grade – Universal Screening Flow Chart

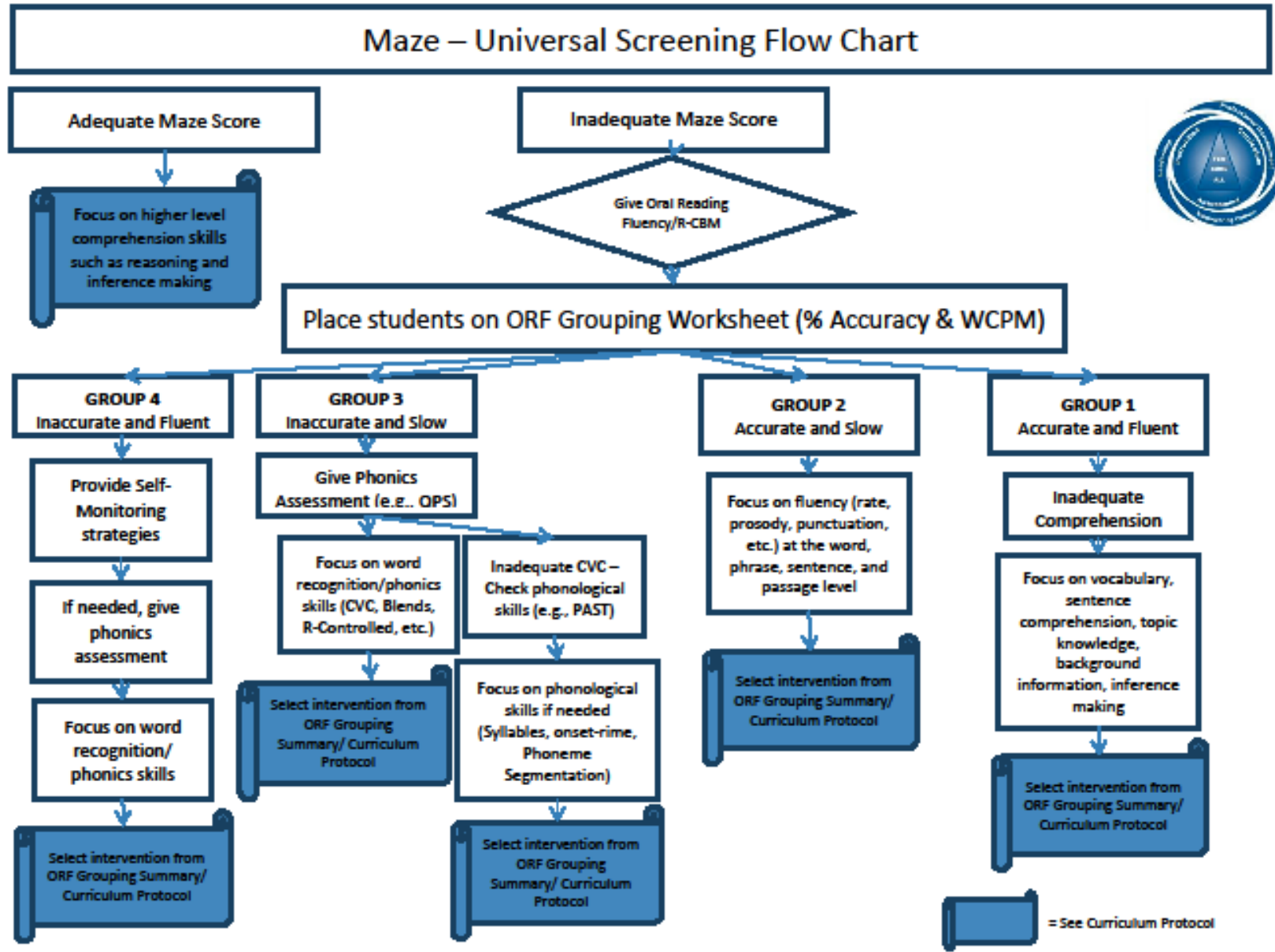


# Oral Reading Fluency – Universal Screening Flow Chart

Place students on ORF Grouping Worksheet (% Accuracy & WCPM)



# Maze – Universal Screening Flow Chart



# Secondary Level Universal Screening Flow Chart Grade Level Comprehension Assessment

