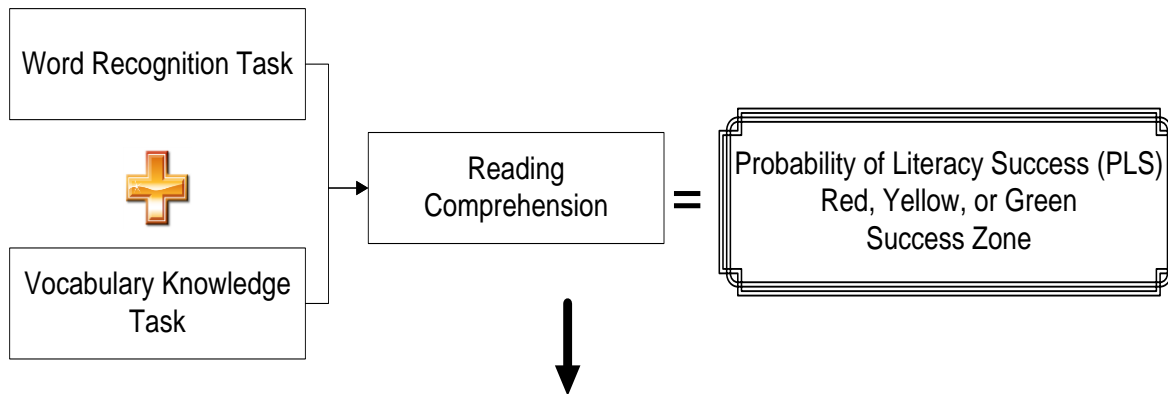


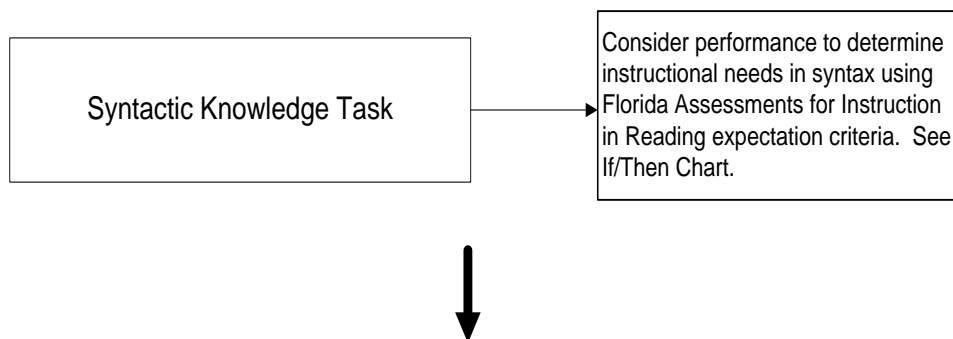
Grades 3-10 Assessment/Curriculum Decision Tree

FAIR-FS Screening (Administered 3 times per year)



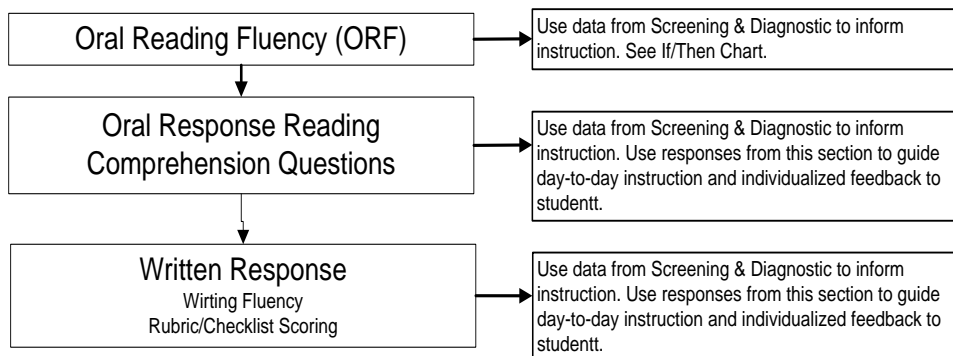
Diagnostic Task

(Students scoring in Red or Yellow Success Zone-may be administered 3 times per year)



Optional Open Response Diagnostic Tasks

(Optional for students scoring in Red, Yellow, or Green Success Zone)



Consider using the ELA Formative Assessment System to monitor progress in each of the targeted skills and standards between Assessment Periods.

Chart D2 - 3-5(6) Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading (Sample)

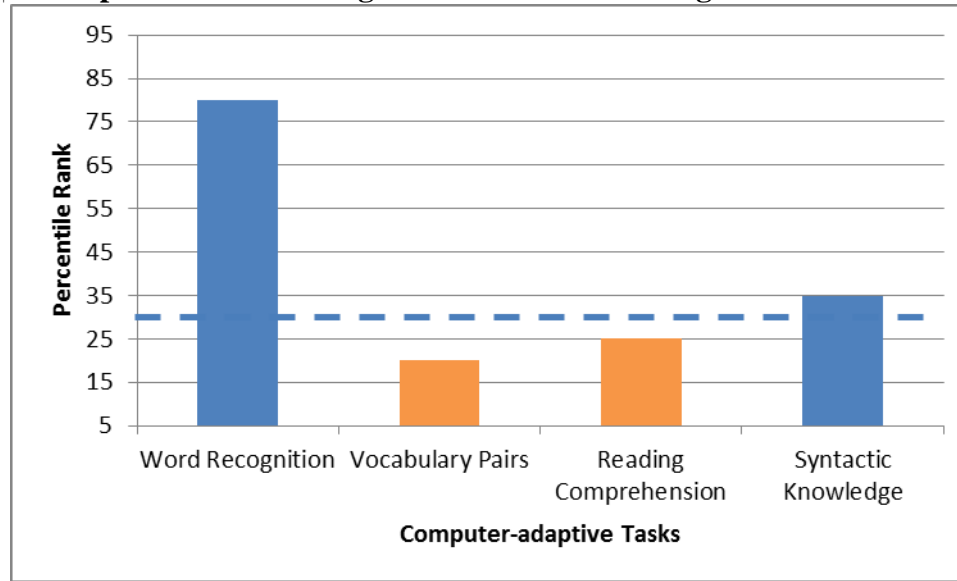
Continued

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 3 Administer FAIR-FS to students who have been identified with a reading deficiency as determined by district selected assessment criteria.</p> <p>Grades 4-10 Administer FAIR-FS for students scoring below expectations on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2014</p> <p>Assessment Period 2: January 2015</p> <p>Assessment Period 3: April 2015</p>	<p>Student's Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)</p>	<p>Green Success Zone*</p> <ul style="list-style-type: none"> • Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards <ul style="list-style-type: none"> ○ What programs/strategies do we have available to address these needs? 	<p>Green Success Zone</p> <p>List programs/strategies available in the district to address these needs.</p>
		<p>Student's Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)</p>	<p>Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate programs/materials/strategies to meet student needs.</p> <p>WRT, VKT, SKT scores are above 30th percentile Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT).</p> <p>List programs/strategies available in the district to address these needs.</p>

			<p>WRT is below 30th percentile</p> <ul style="list-style-type: none"> Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). If the student has a high error rate, provide instruction in basic phonics (letter/sound patterns, syllable types, etc.) <p>VKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide instruction in base/root words and prefixes/suffixes. Provide other intensive vocabulary instruction. <p>SKT is below 30th percentile</p> <ul style="list-style-type: none"> Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text. <p>*Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.</p> <p>**Note: The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.</p>	<p>If a student's scores indicate difficulties with word recognition (WRT, fluency) only. List programs/strategies available in the district to address these needs.</p> <p>If a student's scores indicate difficulties with oral language (VKT, SKT) only. List programs/strategies available in the district to address these needs.</p> <p>If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT). List programs/strategies available in the district to address these needs.</p> <p>*Use Ongoing Progress Monitoring (OPM) or the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p>
--	--	--	--	---

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

† Example Profile of Strengths and Weaknesses on grades 3-12 FAIR-FS



**Materials/Activities Chart
Grades 3-10**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
PHONOLOGICAL AWARENESS			
PHONICS			
FLUENCY			

**Materials/Activities Chart
Grades 3-10**

	PROGRAMS/MATERIALS	ACTIVITIES	REFERENCES
VOCABULARY			
COMPREHENSION			

Chart D2 – 3-10 Assessment/Curriculum Decision Tree (Sample)

Continued