



Student Reading Progress Monitoring Maps Examples and Templates

November 2014
(updated December 2014)

ERIA School: Literacy Intervention

Core

Tier 1

At or above grade level

- Prentice Hall (PH)
- Reading Counts
- 6 Minute Solution

Strategic

Tier 2

Minimum of 90 minutes in core + a minimum of 30 minutes in a scientifically based, intensive, small group, literacy intervention

20-30% of the students

LA Opportunities entrance: Basic on CST and weakness in reading comprehension or reading fluency

LA Opportunities exit: At grade level

Read 180 entrance: 1-2 years below grade level and basic on CST

Read 180 exit: level 3/4 90% > and teacher recommendation

- Language Arts Opportunities
- Read 180 (1 period, 6th grade)

Intensive

Tier 3

Minimum of 90 minutes of a replacement core with intensive, scientifically based instruction focused on the fundamental elements of reading

5-10% of students

Read 180 entrance: 2 years below grade level, below basic on CST

Read 180 exit: level 3/4 90% > and teacher recommendation

Language! Entrance: 3 or more years below grade level and below or Far below Basic on CST

Language! Exit: 2 years below grade level, below basic on CST

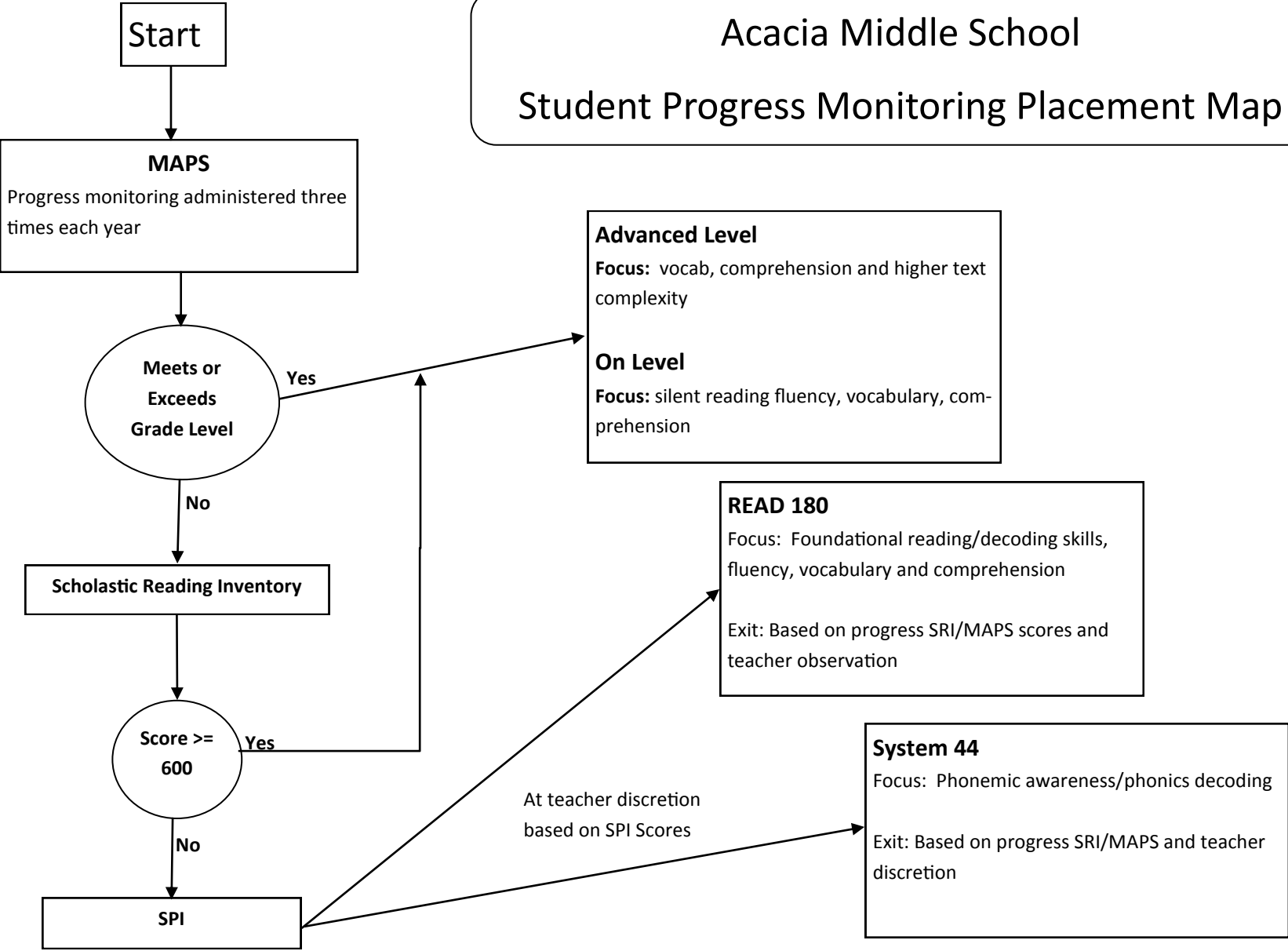
High Point Entrance: 3 or more years below grade level, below or Far below Basic, CELDT

High Point Exit: completion of level B and/ or basic on CST

- Read 180 (6-8th)
- Language! (need based)
- High Point (need based)

Acacia Middle School

Student Progress Monitoring Placement Map

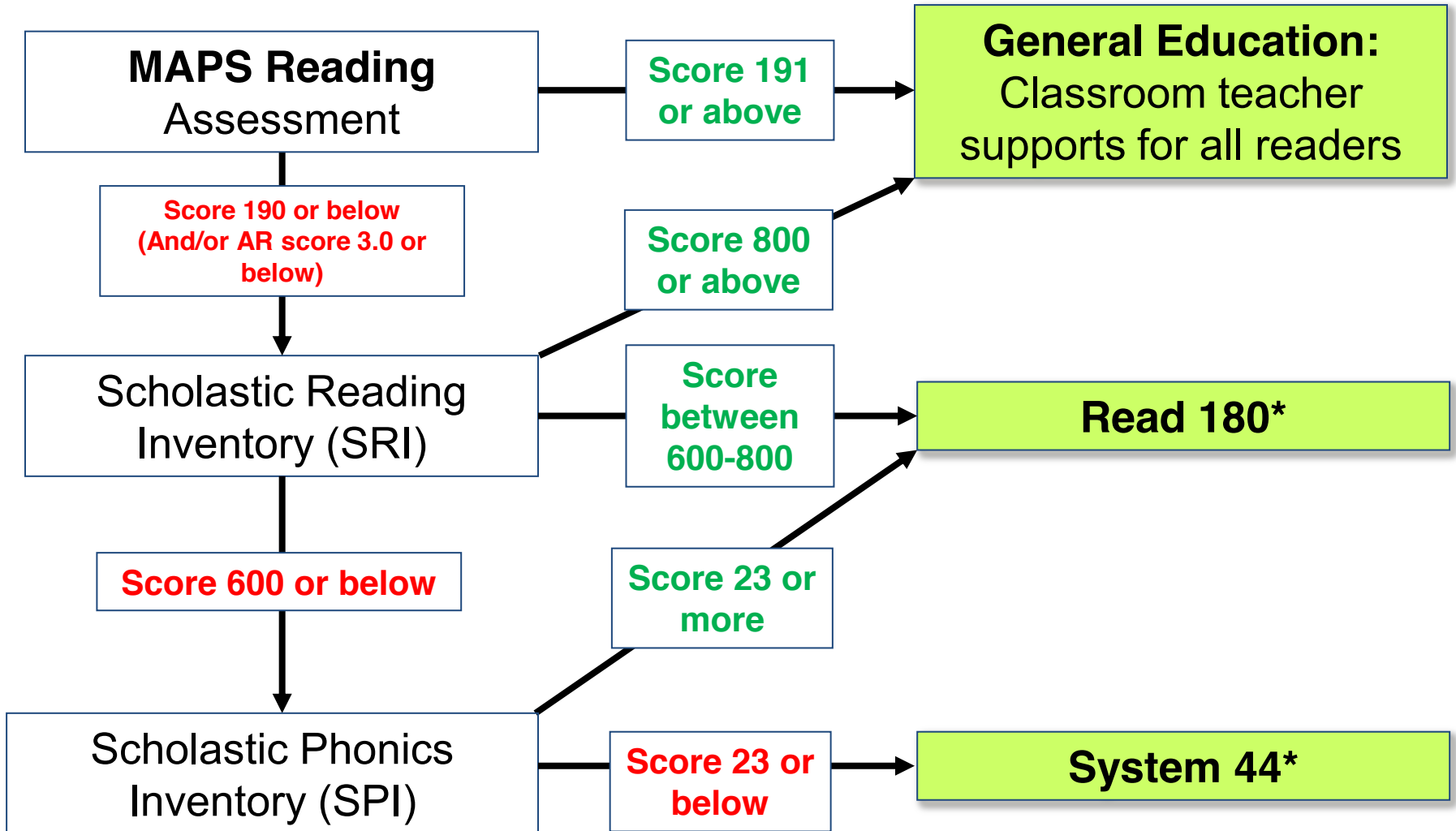


Special Education Students: (ELL and Non ELL)

To be determine by a student study team and/or Special Education placement, replacement, or stand alone program to take place during the reading block. Intensive students placed in groups according to placement data.

ELL Students will be grouped homogenously by language level and will receive insgruction during the literacy block using English 3D

Decision Chart for Implementation Support



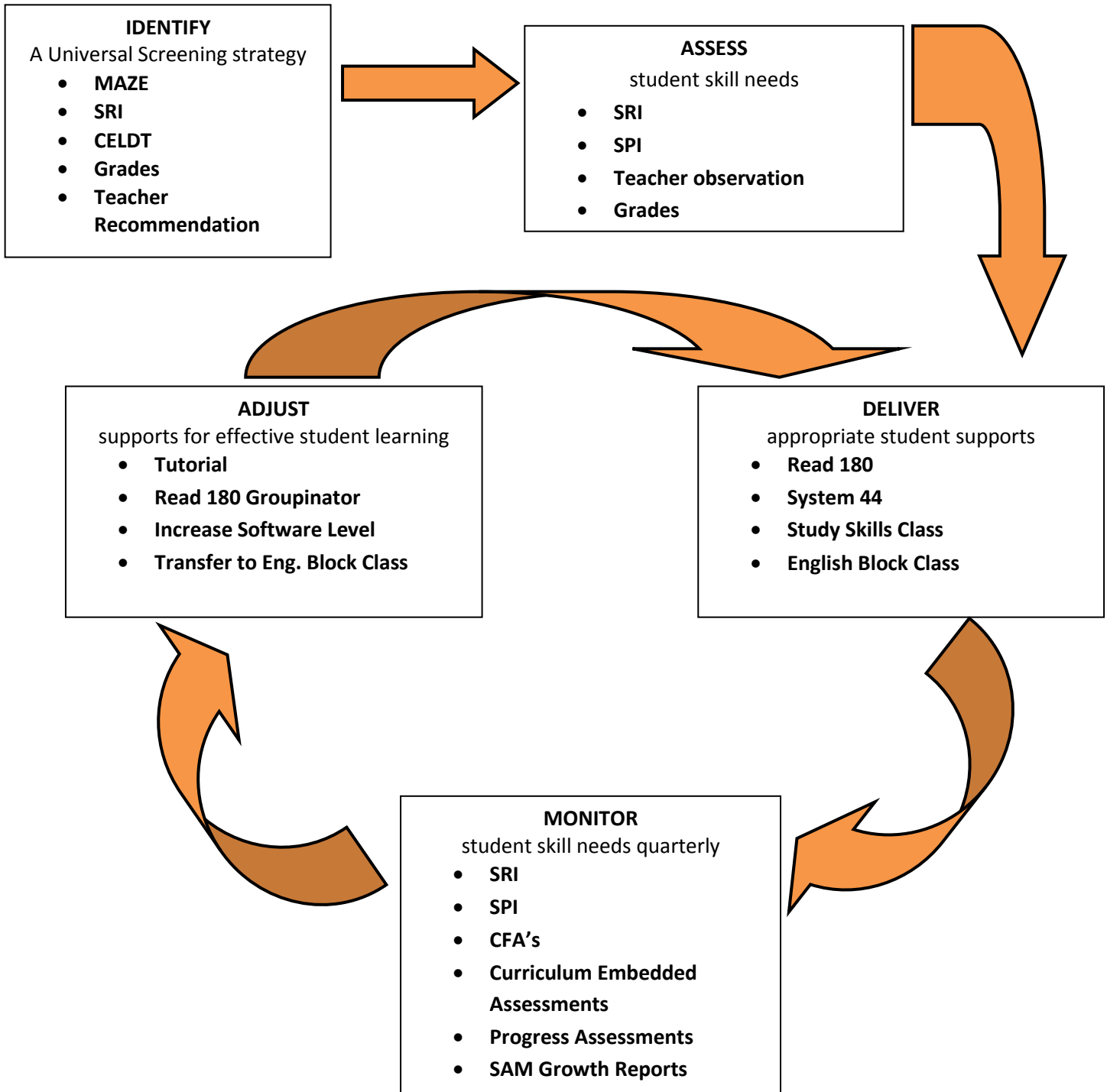
*Disclaimer: Students meeting academic requirements must also meet attendance and behavior requirements

Badger Springs Middle School
Student Placement in Language Arts
Entry and Exit Criteria for Intensive and Strategic Instructional Programs

Instructional Level	Entry Criteria: Students should meet at least 3 of the 5 Criteria	Exit Criteria: Students should meet at least 3 of the 5 Criteria
INTENSIVE Read 180	Read 180	Read 180
	1. SRI + CELDT Sub Scores (meets both): <ul style="list-style-type: none"> ○ Scholastic Reading Inventory (SRI) Lexile score of: <ul style="list-style-type: none"> • 5th going into 6th = 624 and below • 6th going into 7th = 719 and below • 7th going into 8th = 734 and below <p style="text-align: center;">– AND –</p> <ul style="list-style-type: none"> ○ CELDT sub scores of >3 listening & speaking, <3 reading & writing 	1. Attaining an SRI Lexile level of less than 2 grades below level at least twice : <ul style="list-style-type: none"> • 6th going into 7th = 745 or higher • 7th going into 8th = 835 or higher
	2. SBAC score of Far Below Basic	2. SBAC score greater than or equal to Below Basic
	3. CELDT Overall proficiency level of 1 or 2	3. CELDT Overall proficiency level of 3 or higher
	4. Report Card grades of D or F	4. Average ELA report card of C or higher
	5. Teacher recommendation for intensive intervention	5. Teacher recommendation for core placement with strategic intervention
Strategic Core + English 3D	1. <u>SRI</u> Entering 6 th 625 – 744 Entering 7 th 720 – 834 Entering 8 th 735 – 849	1. <u>SRI</u> Currently 6 th 924 or higher Currently 7 th 999 or higher Currently 8 th 1014 or higher
	2. SBAC score of Below Basic to Low Basic	2. SBAC scores of High Basic or higher
	3. CELDT scores (meets both): <ul style="list-style-type: none"> ○ CELDT overall proficiency level of 3 – 5 <p style="text-align: center;">– AND –</p> <ul style="list-style-type: none"> ○ CELDT sub scores in Reading & Writing of 1 – 3 	3. CELDT proficiency level in Reading & Writing of 4 – 5
	4. Report card grades of C or D	4. Average grade of C or higher on classroom ELA assessments such as tests, quizzes, and essays (i.e., NOT homework, practice activities, or “extra credit” assignments)
	5. Teacher recommendation for strategic intervention	5. Teacher recommendation for exiting strategic intervention



Student Reading Progress Monitoring Map



STUDENT READING PROGRESS MONITORING MAP

School Name

Date

IDENTIFY a Universal Screening Strategy

- STAR Reading Assessment



ASSESS student skill needs

- SRI
- READ 180 assessments
- Scholastic Reading Index
- Content Area assessments in H/SS, Sci.
- Primary Source assessments



DELIVER appropriate student supports

- Differentiated instruction
- Before and after school tutoring
- RtI Block (6 week cycle, 28 minutes a day)



MONITOR student needs quarterly

- STAR
- Second steps
- Common assessments



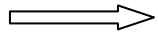
ADJUST supports for effective student learning

- Common assessments

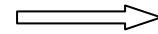
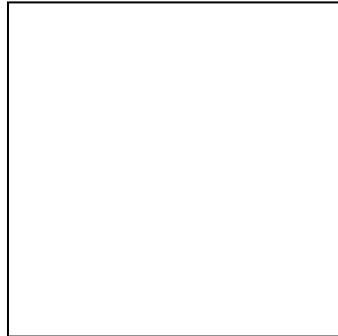


STUDENT READING PROGRESS MONITORING MAP

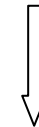
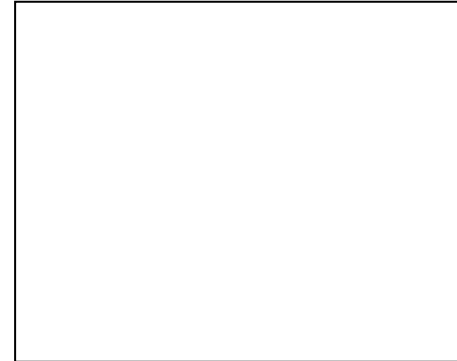
IDENTIFY a Universal Screening Strategy



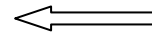
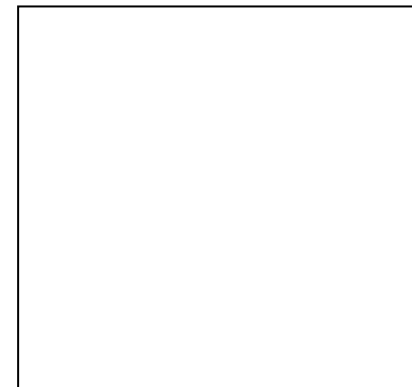
ASSESS student skill needs



DELIVER appropriate student supports



MONITOR student needs quarterly



ADJUST supports for effective student learning



Project READ Student Progress Monitoring Map Template

