**Campbell County School District Reading Assessment Plan**

**(*Students in 1st-3rd Grade are placed on an IRP/GRP according to the Fall grade level MAP RIT percentile range*.**

**Students can be exited only at Spring Benchmarks based on the MAP RIT cut score)**

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| **Grade Level** | **Secondary Screening Tool/s Used as Needed** | **Progress Monitoring Tool/s** | **Diagnostic Tool/s Used as Needed** |
| **K** | MAP Skills Checklist | CPAA**Frequency of administration:**Core: Fall, winter, and springStrategic: At least once a monthIntensive: At least once every two weeks | Phonological Awareness Skills ScreenerZoophonics Letter Name/Letter SoundQuick Phonics ScreenerRunning RecordsDRA2 |
| **First** | MAP Skills ChecklistMAP | DRA 2 Benchmark/Progress Monitoring**Frequency of administration:**Core: Benchmark in Fall and SpringStrategic: Progress monitor every two weeksIntensive: Progress monitor at least once a week | Phonological Awareness Skills ScreenerZoophonics Letter Name/Letter SoundQuick Phonics ScreenerRunning RecordsDRA2 |
| **Second** | MAP Skills ChecklistMAP | DRA 2 Benchmark/Progress Monitoring**Frequency of administration:**Core: Benchmark in Fall and SpringStrategic: Progress monitor every two weeksIntensive: Progress monitor at least once a week | Phonological Awareness Skills ScreenerQuick Phonics ScreenerRunning RecordsDRA2 |
| **Third** | MAP | DRA 2 Benchmark/Progress Monitoring**Frequency of administration:**Core: Benchmark in Fall and SpringStrategic: Progress monitor every two weeksIntensive: Progress monitor at least once a week | Phonological Awareness Skills ScreenerQuick Phonics ScreenerRunning RecordsDRA2 |

2016-2017 K-3 Grade Level IRP/GRP

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| Grade Level  | 1st Quarter-FallTag Date 10/7/2016Exit Date 10/14/2016 | 2nd Quarter | 3rd Quarter-WinterTag Date 2/13/2017 | 4th Quarter-SpringTag Date 5/15/2017Exit Date 5/15/2017 |
| Kindergarten*\*The expectation is that during Guided Reading students are regularly progressed monitored with running records.* | **CPAA- Benchmark all students***P/M- CPAA/ Zoophonics* | **CPAA- Benchmark all students****(CPAA window of testing: November 7-23)***P/M- CPAA/ Zoophonics* | **CPAA-Benchmark all students*****IRP/GRP based on students overall Winter composite score:*****IRP-  Below/ Appr Expect- 4 areas****GRP-Below/ Appr Expect- 3 areas***P/M- CPAA/ Zoophonics/ Running Records* | **CPAA-Benchmark all students**DRA--Benchmark Level 4 (Report on Report Card)\*Record DRA independent level no higher than level 6*P/M- CPAA/ Zoophonics/ Running Records* |
| First Grade*\*The expectation is that during Guided Reading students are regularly progressed monitored with running records.* | Fall MAP-**Below 161****GRP Range 160-154****IRP Range 153-0**DRA--Benchmark(Report on Report Card)*P/M- Running Records* | DRA--Progress Monitor (Report on Report Card)*P/M- Running Records* | Winter MAP Target-172**GRP Range 171-164****IRP Range 163-0**DRA--Progress Monitor (Report on Report Card)*P/M- Running Records* | Spring MAP **180 (EXIT)****GRP Range 170-179**DRA--Benchmark Level 18 (Report on Report Card)\*Record DRA independent level no higher than level 20*P/M- Running Records* |
| Second Grade*\*The expectation is that during Guided Reading students are regularly progressed monitored with running records.* | Fall MAP- **Below 175****GRP Range 174-167****IRP Range 166-0**DRA--Benchmark (Report on Report Card) *P/M- Running Records* | DRA--Progress Monitor (Report on Report Card) *P/M- Running Records* | Winter MAP Target-184**GRP Range 183-176****IRP Range 175-0**DRA--Progress Monitor (Report on Report Card)*P/M- Running Records* | Spring MAP **191(EXIT)****GRP Range 181-190**DRA--Benchmark Level 28 (Report on Report Card)\*Record DRA independent level no higher than level 30*P/M- Running Records* |
| Third Grade*\*The expectation is that during Guided Reading students are regularly progressed monitored with running records.* | Fall MAP- **Below 188****GRP Range 187-180****IRP Range 179-0**DRA--Benchmark-IRP/GRP*P/M- Running Records* | DRA--Progress Monitor (IRP/GRP)*P/M- Running Records* | Winter MAP Target-196**GRP Range 195-188****IRP Range 187-0**DRA--Progress Monitor (IRP/GRP)*P/M- Running Records* | Spring MAP **200 (EXIT)****GRP Range 191-199** DRA--Benchmark Level 38 (Report on Report Card)\*Record DRA independent level *P/M- Running Records* |

Group Reading Plan ([GRP form](https://drive.google.com/a/ccsd1schools.net/file/d/0B9LzoMAvZV8OOHBXa0hYa1MtX1k/view?usp=sharing))- Moderately at risk students- 30-49 percentile

* Progress monitor every two to three weeks with running record.
* Provide supplemental and/or intensive literacy instruction beyond the core instruction designed specifically to meet the individual needs of students

Individual Reading Plan ([IRP form](https://drive.google.com/a/ccsd1schools.net/file/d/0B9LzoMAvZV8OcWotN2Z1cF9mcUU/view?usp=sharing))- Most at risk students- 29th percentile and below

* Most at risk readers must be given a running record weekly to check progress and monitor teaching.
* Provide supplemental and/or intensive literacy instruction beyond the core instruction designed specifically to meet the individual needs of students

***Running records are more than a tool to determine text level and an accuracy rate. The running record must be analyzed in order to understand the students reading behaviors.***

**K-3 Teachers will use the DRA2 Benchmark or Progress Monitoring to assess reading performance throughout the year. Students must be assessed with DRA Benchmark upon entering the current grade level.**

**Group Reading Plan (GRP)**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Initial Date of Group Reading Plan (GRP): \_\_\_\_\_\_\_\_**

**Definition of Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Instructional Goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Method to evaluate individual student performance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supplements/Interventions Used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Student Names** | **Benchmark Data** | **Progress Monitoring Date/Results** | **Student Exit Date** | **Comments**  |
|   | **F** | **W** | **S** |   |  |  |  |  |  |   |  |
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**For Below Benchmark (Strategic) students only**

Individualized Reading Plan

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Classroom Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_

Screening Assessment: DIBELS (see attached benchmark results)

 Progress Monitor 2x’s/mo. minimum (see attached results)

Area of Concern: Phonemic Awareness \*\*Review plan as needed (minimum of

 Phonics once every quarter

 Fluency

 Comprehension

 Vocabulary

 Other

|  |  |
| --- | --- |
| IRP \_\_\_\_\_\_\_\_\_\_ GRP \_\_\_\_\_\_\_\_\_\_IRP/GRP Goal (area for instruction):Intervention Plan: (who, what, when, duration)Plan of action & person responsible for progress monitoring:Principal Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | IRP \_\_\_\_\_\_\_\_\_\_ GRP \_\_\_\_\_\_\_\_\_\_IRP/GRP Goal (area for instruction):Intervention Plan: (who, what, when, duration)Plan of action & person responsible for progress monitoring: IF Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| IRP \_\_\_\_\_\_\_\_\_\_ GRP \_\_\_\_\_\_\_\_\_\_IRP/GRP Goal (area for instruction):Intervention Plan: (who, what, when, duration)Plan of action & person responsible for progress monitoring: IF Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | IRP \_\_\_\_\_\_\_\_\_\_ GRP \_\_\_\_\_\_\_\_\_\_IRP/GRP Goal (area for instruction):Intervention Plan: (who, what, when, duration)Plan of action & person responsible for progress monitoring: IF Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

To be completed at the end of the school year:

\_\_\_\_\_ student meets the IRP goal and the exit criteria and is dismissed from the IRP

\_\_\_\_\_ student meets the GRP goal and the exit criteria and is dismissed from the GRP

\_\_\_\_\_ student continues on the IRP

\_\_\_\_\_ student continues on the GRP

\_\_\_\_\_ student has been transferred to an IEP and will be serviced in the Resource Room

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Principal date Classroom teacher date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instruction Facilitator date

IRP/GRP Areas for Instruction

Use the list below to help determine IRP/GRP goals for individual reading plans. Choose no more than 3

Phonemic Awareness: Segmentation, blending, rhyming

Phonics: Letter/Sound correspondence

 Decoding – CVC, -CVCe, -CVVC, VR

 Word analysis

Fluency: Accuracy

 Punctuation, phrasing, expression

 Monitoring and self-correcting

Vocabulary: Tier 2 vocabulary

 Tier 3 vocabulary

 Sight words

Comprehension: Listening

 Retelling (sequence & story elements)

 Main ideas and supporting details

 Making connections

 Visualizing

 Inferring

 Generating questions

 Summarizing/synthesis

 Non-fiction text structure

 Determining importance

 Monitoring comprehension

Concepts of Print: K-1