**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 spring  Strategic: At least once a month  Intensive: At least once every two weeks | Phonological Awareness Skills Screener  Zoophonics Letter Name/Letter Sound  Quick Phonics Screener  Running Records  DRA2 |
| **First** | MAP Skills Checklist  MAP | DRA 2 Benchmark/Progress Monitoring  **Frequency of administration:**  Core: Benchmark in Fall and Spring  Strategic: Progress monitor every two weeks  Intensive: Progress monitor at least once a week | Phonological Awareness Skills Screener  Zoophonics Letter Name/Letter Sound  Quick Phonics Screener  Running Records  DRA2 |
| **Second** | MAP Skills Checklist  MAP | DRA 2 Benchmark/Progress Monitoring  **Frequency of administration:**  Core: Benchmark in Fall and Spring  Strategic: Progress monitor every two weeks  Intensive: Progress monitor at least once a week | Phonological Awareness Skills Screener  Quick Phonics Screener  Running Records  DRA2 |
| **Third** | MAP | DRA 2 Benchmark/Progress Monitoring  **Frequency of administration:**  Core: Benchmark in Fall and Spring  Strategic: Progress monitor every two weeks  Intensive: Progress monitor at least once a week | Phonological Awareness Skills Screener  Quick Phonics Screener  Running Records  DRA2 |

2016-2017 K-3 Grade Level IRP/GRP

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| Grade Level | 1st Quarter-Fall  Tag Date 10/7/2016  Exit Date 10/14/2016 | 2nd Quarter | 3rd Quarter-Winter  Tag Date 2/13/2017 | 4th Quarter-Spring  Tag Date 5/15/2017  Exit 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