

Campbell County School District Reading Assessment Plan

K-3 Universal Screening Tool administered in the fall for grades K-2 and any third grader new to the district is used for reporting on the WDE-626 (highlight one):

DIBELS (All screening is done at grade level. *Students 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 and designated DRA level)

Grade Level	Secondary Screening Tool/s Used as Needed	Progress Monitoring Tool/s	Diagnostic Tool/s Used as Needed
K	Alternative form of DIBELS MAP Skills Checklist	DIBELS <u>Frequency of administration:</u> Core: Fall and winter Strategic: At least once a month Intensive: At least once every two weeks	Triumphs Quick Phonics Screener Treasures Assessments (placement test, weekly test, unit test) Running Records DRA2
First	Alternative form of DIBELS MAP Skills Checklist MAP	DIBELS <u>Frequency of administration:</u> Core: Fall Strategic: At least once a month Intensive: At least once every two weeks	Triumphs Quick Phonics Screener Treasures Assessments (placement test, weekly test, unit test) Running Records DRA2
Second	Alternative form of DIBELS MAP Skills Checklist MAP	DIBELS <u>Frequency of administration:</u> Core: Fall Strategic: At least once a month Intensive: At least once every two weeks	Triumphs Quick Phonics Screener Treasures Assessments (placement test, weekly test, unit test) Running Records DRA2
Third	Alternative form of DIBELS MAP	DRA2 (Running Records) <u>Frequency of administration:</u> Core: Only if new to the district Strategic: At least once a month Intensive: At least once every two weeks	Triumphs Quick Phonics Screener Treasures Assessments (placement test, weekly test, unit test) Running Records DRA2

Cut Scores

This assessment is administered by classroom teachers, tutors, instructional facilitators, and classified staff. All staff that administers DIBELS Next has attended two full days of intensive DIBELS Next training.

Deadlines

October 28, 2015 IRP/GRP forms are completed for students K-3 who are not core, and fall below the MAP RIT cut score in the fall.



K-3 Grade Level IRP/GRP Recommendations

Grade Level	1st Quarter-Fall	2nd Quarter	3rd Quarter-Winter	4th Quarter-Spring
Kindergarten	<p>Fall MAP-Below 141 GRP Range 141-134 IRP Range 133-0 Dibels- Benchmark all students</p> <p><i>P/M-IRP/GRP- Dibels</i></p>	<p><i>P/M- IRP/GRP- Dibels/ Running Records</i></p>	<p>Winter MAP Target-151 Dibels-Benchmark all</p> <p><i>P/M- Dibels/ Running Records</i></p>	<p>Spring MAP 161 (EXIT) DRA Level 4 (Report Card) *Record DRA independent level no higher than level 6</p> <p><i>P/M- Dibels/ Running Records</i></p>
First Grade	<p>Fall MAP-Below 161 GRP Range 161-154 IRP Range 153-0</p> <p>DRA-Report Card Dibels- Benchmark all students</p> <p><i>P/M- IRP/GRP- Dibels/ Running Records</i></p>	<p>DRA- Report Card</p> <p><i>P/M- IRP/GRP- Dibels Running Records</i></p>	<p>Winter MAP Target-172 DRA-Report Card</p> <p><i>P/M- Running Records</i></p>	<p>Spring MAP 180 (EXIT) DRA Level 18 (Report Card) *Record DRA independent level no higher than level 20</p> <p><i>P/M- Running Records</i></p>
Second Grade	<p>Fall MAP- Below 175 GRP Range 175-167 IRP Range 166-0</p> <p>DRA- Report Card Dibels-Benchmark all students</p> <p><i>P/M- IRP/GRP- Dibels</i> <i>P/M- Running Records</i></p>	<p>DRA-Report Card</p> <p><i>P/M- IRP/GRP- Dibels</i> <i>P/M- Running Records</i></p>	<p>Winter MAP Target-184 DRA-Report Card</p> <p><i>P/M- Running Records</i></p>	<p>Spring MAP 191(EXIT) DRA Level 28 (Report Card) *Record DRA independent level no higher than level 30</p> <p><i>P/M- Running Records</i></p>
Third Grade	<p>Fall MAP- Below 188 GRP Range 188-180 IRP Range 179-0 DRA- IRP/GRP Dibels- New students</p> <p><i>P/M- Running Records</i></p>	<p>DRA-IRP/GRP</p> <p><i>P/M- Running Records</i></p>	<p>Winter MAP Target-196 DRA-IRP/GRP</p> <p><i>P/M- Running Records</i></p>	<p>Spring MAP 200 (EXIT) DRA Level 38 (Report Card) *Record DRA independent level</p> <p><i>P/M- Running Records</i></p>

**Winter Map Target is based on 50th percentile on 2015 NWEA Norm Study*

- Students in grades four through six will discontinue the use of Dibels.
- Proficient readers are given a running record every six to eight weeks

NWEA Research/ 2015 Comparative Data

READING															
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile	
	CCR (Smarter Balanced Level 3*)	Spring			203	209	214	219	222	223			226	56-62	
	CCR (ACT ≥ 22)	Spring					215	220	224	227	230			59-69	
	CCR (ACT ≥ 24)	Spring					218	223	227	230	233			66-75	
 Higher Achievement Lower Achievement 	NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
	NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
	NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
	NWEA Median	Fall	141	161	175	188	198	206	211	214	217	220	220	223	50
	NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
	NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
	NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7

*Please note that the Smarter Balanced preliminary cut score values are field-test only and subject to change.

Group Reading Plan (GRP)- Moderately at risk students- 50-31 percentile

- Progress monitor every two to three weeks with Dibels
- Moderately at risk readers are given a running record every two weeks.
- Additional minutes per day for targeted supplemental/intervention instruction: **30 minutes**

Individual Reading Plan (IRP)- Most at risk students- Below the 31 percentile

- Progress monitor weekly or every two weeks with Dibels
- Most at risk readers must be given a running record weekly to check progress and monitor teaching.
- Additional minutes per day for targeted supplemental/intervention instruction: **60 minutes**.

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 to assess reading performance throughout the year. Students must be assessed with DRA upon entering the current grade level.

****October 28,2015 is the deadline for IRPs to be completed in Powerschool**

Instructional Differentiation Plan for Reading

Grade Level: K

School District: Campbell County School District

Student Group	At or Above Benchmark (Grade Level)	Below Benchmark (Strategic)	Well Below Benchmark (Intensive)	
<p>Core Instruction <i>(Evidence-based, scientifically validated)</i></p>	<p>Core: Macmillian/McGraw Treasures</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: Macmillian/McGraw Treasures</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: Macmillian/McGraw Treasures</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: Triumphs Reading Mastery</p> <p>Length of daily reading block: 90 minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(Evidence-based, scientifically validated)</i></p> <p><i>The classroom teacher, tutor, or classified staff member provides instruction.</i></p>	<p><i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i></p>	<p>Supplements/Interventions: Leveled Literacy Intervention* Triumphs Read Naturally (phonics section only) Compass Learning</p> <p>Target Group Size: 3-6 students</p> <p>Additional minutes per day for targeted supplemental/intervention instruction: 30 minutes</p>	<p>Supplements/Interventions: Leveled Literacy Intervention* Reading Mastery Compass Learning</p> <p>Target Group Size: 1-4 students</p> <p>Additional minutes per day for targeted supplemental/intervention instruction: 60 minutes</p>	<p>Supplements/Interventions: Reading Mastery Lindamood Bell * Compass Learning</p> <p>Target Group Size: 1-4 students</p> <p>Additional minutes per day for targeted supplemental/intervention instruction: 60 minutes</p>

*Available in some buildings

Instructional Differentiation Plan for Reading

Grade Level: First Grade

School District: Campbell County School District

Student Group	At or Above Benchmark (Grade Level)	Below Benchmark (Strategic)	Well Below Benchmark (Intensive)	
Core Instruction <i>(Evidence-based, scientifically validated)</i>	Core: Macmillian/McGraw Treasures Length of daily reading block: 90 minutes per day	Core: Macmillian/McGraw Treasures Length of daily reading block: 90 minutes per day	Core: Macmillian/McGraw Treasures Length of daily reading block: 90 minutes per day	Replacement Core: Triumphs Reading Mastery Length of daily reading block: 90 minutes per day
Targeted Supplemental/Intervention Options <i>(Evidence-based, scientifically validated)</i> <i>The classroom teacher, tutor, or classified staff member provides instruction.</i>	<i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i>	Supplements/Interventions: Leveled Literacy Intervention* Triumphs Read Naturally Accelerated Reader Compass Learning Target Group Size: 3-6 students Additional minutes per day for targeted supplemental/intervention instruction: 30 minutes	Supplements/Interventions: Reading Recovery Leveled Literacy Intervention* Reading Mastery Read Naturally Earobics* Compass Learning Target Group Size: 1-4 students Additional minutes per day for targeted supplemental/intervention instruction: 60 minutes	Supplements/Interventions: Reading Mastery Read Naturally Lindamood Bell* Compass Learning Target Group Size: 1-4 students Additional minutes per day for targeted supplemental/intervention instruction: 60 minutes

*Available in some buildings

Instructional Differentiation Plan for Reading

Grade Level: Second Grade

School District: Campbell County School District

Student Group	At or Above Benchmark (Grade Level)	Below Benchmark (Strategic)	Well Below Benchmark (Intensive)	
<p>Core Instruction <i>(Evidence-based, scientifically validated)</i></p>	<p>Core: Macmillian/McGraw Treasures</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: Macmillian/McGraw Treasures</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: Macmillian/McGraw Treasures</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: Triumphs Reading Mastery</p> <p>Length of daily reading block: 90 minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(Evidence-based, scientifically validated)</i></p> <p><i>The classroom teacher, tutor, or classified staff member provides instruction.</i></p>	<p><i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i></p>	<p>Supplements/Interventions: Leveled Literacy Intervention* Triumphs Read Naturally Accelerated Reader Compass Learning</p> <p>Target Group Size: 3-6 students</p> <p>Additional minutes per day for targeted supplemental/intervention instruction: 30 minutes</p>	<p>Supplements/Interventions: Leveled Literacy Intervention* Reading Mastery Read Naturally Compass Learning</p> <p>Target Group Size: 1-4 students</p> <p>Additional minutes per day for targeted supplemental/intervention instruction: 60 minutes</p>	<p>Supplements/Interventions: Reading Mastery Read Naturally Lindamood Bell* Compass Learning</p> <p>Target Group Size: 1-4 students</p> <p>Additional minutes per day for targeted supplemental/intervention instruction: 60 minutes</p>

*Available in some buildings

Instructional Differentiation Plan for Reading

Grade Level: Third Grade

School District: Campbell County School District

Student Group	At or Above Benchmark (Grade Level)	Below Benchmark (Strategic)	Well Below Benchmark (Intensive)	
Core Instruction <i>(Evidence-based, scientifically validated)</i>	Core: Macmillian/McGraw Treasures Length of daily reading block: 90 minutes per day	Core: Macmillian/McGraw Treasures Length of daily reading block: 90 minutes per day	Core: Macmillian/McGraw Treasures Length of daily reading block: 90 minutes per day	Replacement Core: Triumphs Reading Mastery Length of daily reading block: 90 minutes per day
Targeted Supplemental/Intervention Options <i>(Evidence-based, scientifically validated)</i> <i>The classroom teacher, tutor, or classified staff member provides instruction.</i>	<i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i>	Supplements/Interventions: Triumphs Read Naturally Accelerated Reader Compass Learning Target Group Size: 3-6 students Additional minutes per day for targeted supplemental/intervention instruction: 30 minutes	Supplements/Interventions: Reading Mastery Read Naturally Corrective Reading Compass Learning Target Group Size: 1-4 students Additional minutes per day for targeted supplemental/intervention instruction: 60 minutes	Supplements/Interventions: Reading Mastery Corrective Reading Read Naturally Lindamood Bell* Compass Learning Target Group Size: 1-4 students Additional minutes per day for targeted supplemental/intervention instruction: 60 minutes

*Available in some buildings

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: _____

Student Names	Benchmark Data			Progress Monitoring Date/Results					Student Exit Date	Comments
	F	W	S							

For Below Benchmark (Strategic) students only