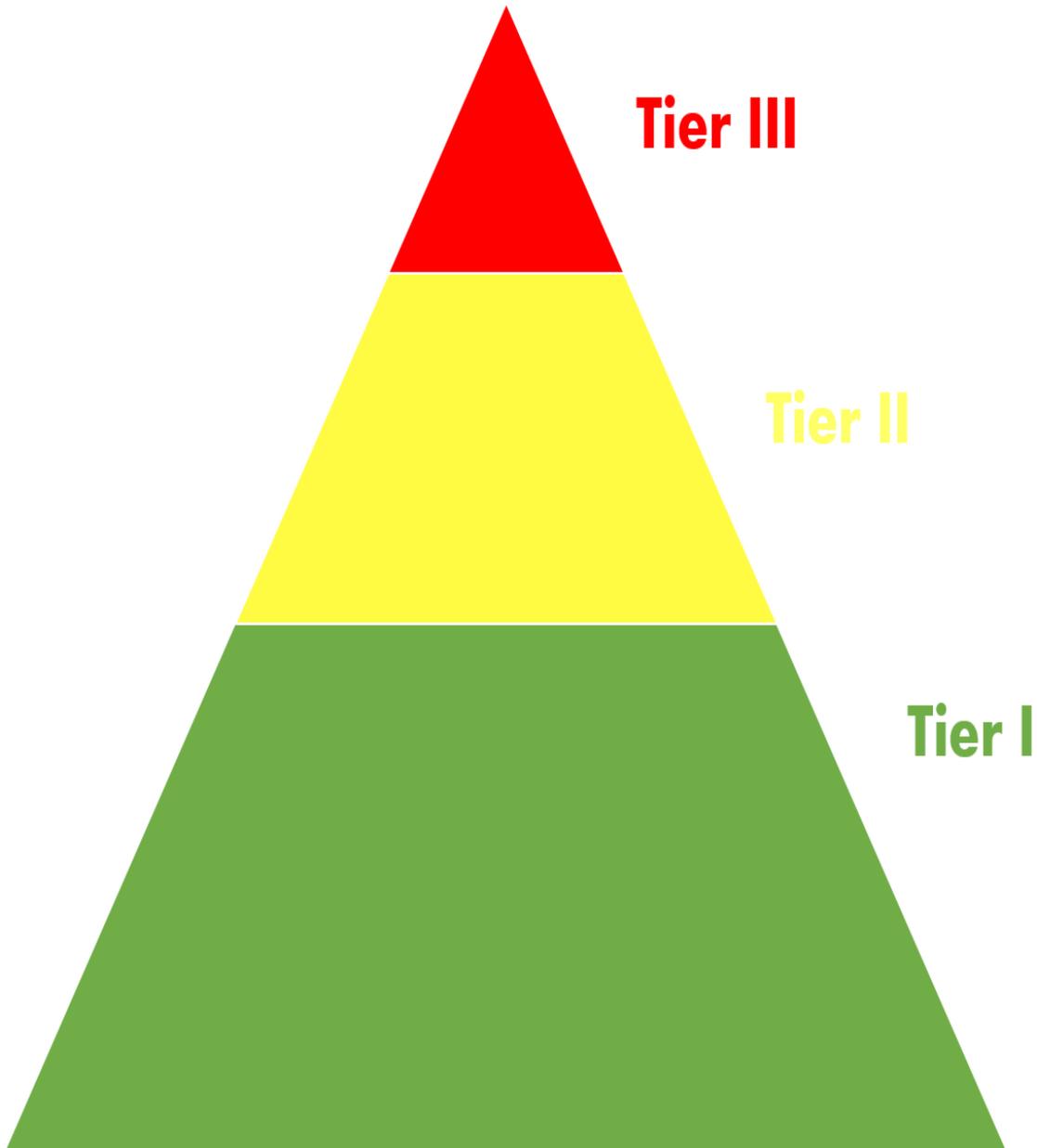


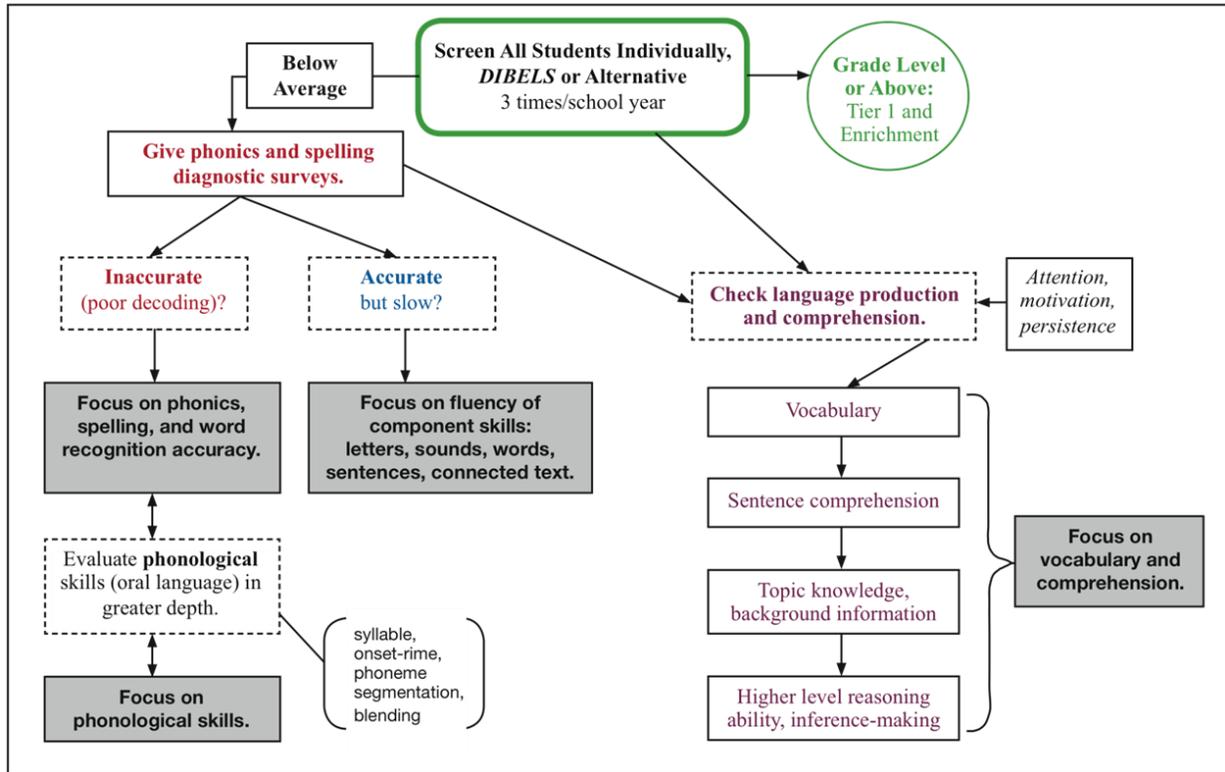
# Multi-Tiered System of Support



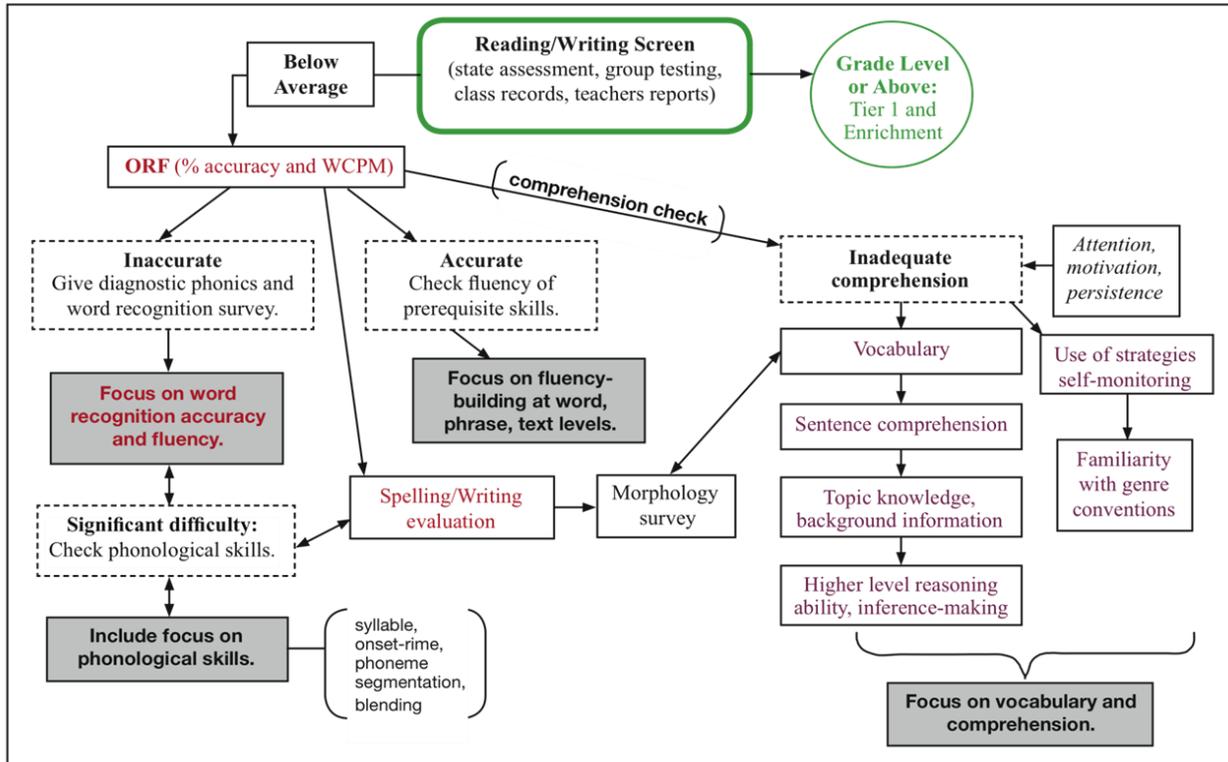
**“Distinguishing Formative Assessment From Other Educational Assessment Labels”, prepared by the Formative Assessment for Students and Teachers (FAST) SCASS**

Summative	
Universal Screener/ Benchmark	
Diagnostic	
Progress Monitoring	
Formative	

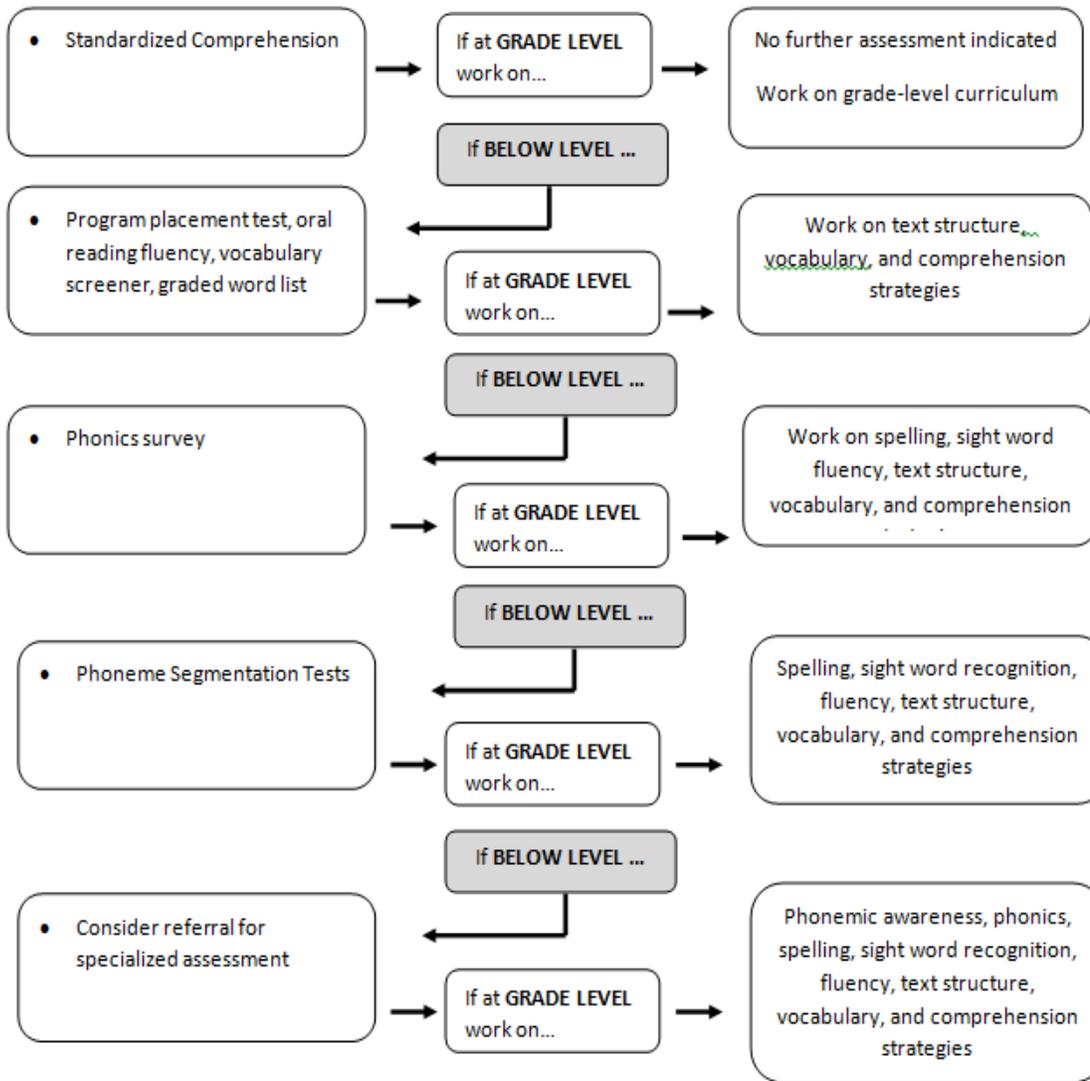
Assessment K-1



Assessment 2-3



## Assessment 4-12



### ***Progress Monitoring Graph Review Question***

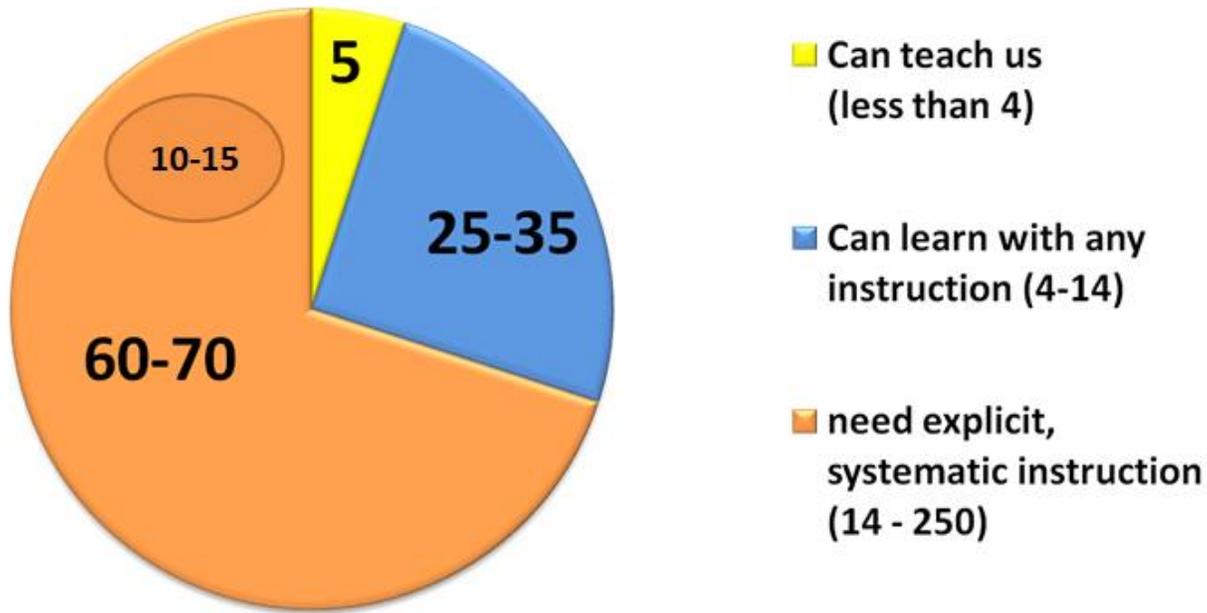
**Look at the most recent 3-5 consecutive data points.**

1. If the student has 3-5 consecutive data points below the aim-line, consider the following:
  - a. Is the intervention being done with fidelity?
  - b. Has the student been present for the intervention minutes?
  - c. Have there been interruptions to the intervention time?
  - d. Is the student lacking motivation/engagement?
  - e. Is the intervention matched to the needs of the student?
    - i. Does the student need to back up in the learning progression to address weak and/or missing enabling skills? (Diagnostic assessment may be needed.)
  - f. Does the intervention need to be “intensified” through providing\_\_\_\_\_?:
    - i. More explicit instruction
    - ii. More systematic instruction
    - iii. More modeling by instructor
    - iv. More opportunities to respond
    - v. More feedback
    - vi. More judicious review
2. If the student has 3-5 consecutive data points above the aim-line, consider the following:
  - a. Should the student continue within the intervention as designed?
    - i. Consider whether adjustments are warranted to better meet the student’s needs
      1. Length of intervention
      2. Focus of intervention
      3. Amount of intensity etc.
  - b. If 2 of the data points are not only above the aim-line but also above the next benchmarking period’s goal, consider discontinuing the intervention.
3. If the student has some data points above and some below the aim-line, continue doing what you are doing or intensify the intervention to further accelerate the student’s skill development. Consider the following:
  - a. Is the intervention being done with fidelity?
  - b. Has the student been present for the intervention minutes?
  - c. Have there been interruptions to the intervention time?
  - d. Is the student lacking motivation/engagement?
  - e. Is the intervention matched to the needs of the student?
    - i. Does the student need to back up in the learning progression to address weak and/or missing enabling skills? (Diagnostic assessment may be needed.)
  - f. Does the intervention need to be “intensified” through providing\_\_\_\_\_?:
    - i. More explicit instruction
    - ii. More systematic instruction
    - iii. More modeling by instructor
    - iv. More opportunities to respond
    - v. More feedback
    - vi. More judicious review
4. Data consistently below the aim-line, but with a positive slope, consider staying with the intervention, and giving it time OR consider intensifying intervention. (see above f).

# MTSS - Assessment - Instruction

## Reading Analysis - Four Box Sorting/Matching Instruction to Need

<p><b>Quadrant 1</b> Accurate in Decoding and weak in Comprehension _____ %      _____ wcpm</p> <p><b>Plan of Action:</b></p> <ul style="list-style-type: none"><li>• Work on automaticity, but do not ignore making meaning.</li><li>• Repeated readings</li><li>• May need to do automaticity work at the word or phrase level in addition to passages</li><li>• Work on grouping words to make meaning, pacing punctuation</li><li>• Use narrative and informational texts</li><li>• Read for main idea, summary, or elements</li></ul> <p><b>Monitoring:</b> Oral reading fluency at least once a week - graph both accuracy and fluency</p> <p><b>Exit Criteria:</b> Oral reading fluency benchmark range for grade and time of year and/or proficient on district-wide assessments, and demonstrates grade level knowledge of vocabulary and comprehension.</p>	<p><b>Quadrant 2</b> Accurate in Decoding and strong in Comprehension _____ %      _____ wcpm</p> <p><b>Question:</b> Are student's comprehension and vocabulary skills on grade level? If yes, continue to provide strong initial instruction (<b>core</b>). If no, build comprehension and/or vocabulary skills.</p> <p><b>Plan of Action:</b></p> <ul style="list-style-type: none"><li>• Work on monitoring for meaning</li><li>• Work on identifying main ideas</li><li>• Instruction in self-monitoring and fix-up strategies and awareness of reading for understanding</li><li>• Teach important words directly and word-learning strategies</li></ul> <p><b>Monitoring:</b> Class-wide assessments, retell, strategy use, vocabulary knowledge rating scale</p> <p><b>Exit criteria:</b> Proficient on district-wide assessments and demonstrates grade level knowledge of vocabulary and comprehension.</p>
<p><b>Quadrant 3</b> Inaccurate in Decoding and weak in Comprehension _____ %      _____ wcpm</p> <p><b>Plan of Action:</b></p> <ul style="list-style-type: none"><li>• Work on missing decoding skills</li><li>• Work on missing sight words skills</li><li>• Work on applying skills to connected text at instructional level</li><li>• Work on fluency at independent level</li></ul> <p><b>Monitoring:</b> Oral reading fluency at least once a week - graph both accuracy and fluency, expect a change in accuracy before fluency.</p> <p><b>Exit Criteria:</b> Oral reading fluency score shows movement into Quadrant 1 or 2 and/or proficient on district-wide assessments and demonstrates grade level knowledge of vocabulary and comprehension.</p>	<p><b>Quadrant 4</b> Inaccurate in Decoding and strong in Comprehension _____ %      _____ wcpm</p> <p><b>Plan of Action:</b></p> <ul style="list-style-type: none"><li>• Table tap when student makes an error. This will help the student slow down and read more accurately.</li><li>• Challenge student to read a portion of the text with 2 or less errors</li><li>• Teach student to adjust rate of reading to type of text and purpose for reading</li></ul> <p><b>Monitoring:</b> Oral reading fluency at least once a week - graph both accuracy and fluency- looking for a change in accuracy.</p> <p><b>Exit Criteria:</b> Oral reading accuracy score shows movement into range for Quadrant 1 and/or proficient on district-wide assessments and demonstrates grade level knowledge of vocabulary and comprehension.</p>



### Changing Emphasis of Big Ideas across K-12 literacy instruction

	K	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> - 12 <sup>th</sup> grade
Phonological Awareness	<i>Blending, Segmenting, Deleting, Manipulating</i>			
Alphabetic Principle	<i>Letter Sounds &amp; Combinations</i>		<i>Morphemes &amp; Advanced word study</i>	
Automaticity, Accuracy & Access to Meaning	<i>Letter/Letter Combination Fluency</i>		<i>Word Fluency</i>	
Vocabulary	<i>Listening</i>		<i>Reading</i>	
Comprehension/ Written Response	<i>Listening &amp; Speaking</i>		<i>Reading &amp; Writing</i>	
Oral Language				

5 Essential Components Summary Sheet (<http://reading.uoregon.edu/>)

Essential Component	Why	High Priority Skills	Scope and Sequence	Assessment
<b>Phonemic Awareness:</b> ability to hear and manipulate the sounds in spoken words	a strong predictor of children who experience early reading success	K-1: Blending 2 and 3 sounds to make spoken words. Segmenting spoken words into individual sounds Grades 2 and up Pre-requisite for: *multi-syllabic word decoding	Easier *Word Comparison * Rhyming *Sentence Segmenting *Syllable Segmenting * Onset-Rime * Blending & Segmenting Phonemes *Phoneme Deletion Manipulation More Difficult	Screening:  Diagnostic:  Formative:
<b>Phonics:</b> understanding that sounds are connected to letters, and can use letter and letter combinations to read and spell unfamiliar words.	our language is alphabetic, phonics is primary means of recognizing words.	<b>Accuracy:</b>  Sound out  Say whole word  Automaticity	Easier Regular Word Irregular Words  C VCe Vowel combinations  Multisyllabic Words More Difficult	Screening:  Diagnostic:  Formative:

Essential Component	Why	High Priority Skills	Scope and Sequence	Assessment
<b>Fluency:</b> ability to read words in text accurately with automaticity and with proper expression	freed cognitive resources to process meaning	use research to set appropriate fluency expectations for each grade level	Easier <i>Fluency Continuum</i> *Letter sounds * Word level *Phrase *Sentence * Connected Text More Difficult	Screening:  Diagnostic:  Formative:
<b>Vocabulary:</b> understanding and use of words to acquire and convey meanings (mental dictionary)	learning, as a language based activity is fundamentally and profoundly dependent on vocabulary knowledge	Learn and use wide range of unfamiliar words	Easier Names pictures Uses words to describe Learns and uses words taught <b>Vocabulary thru independent rdg.</b> More Difficult	Screening:  Diagnostic:  Formative:
<b>Comprehension:</b> active and intentional thinking while listening or reading	the essence of listening and reading	<b>asking/answering questions</b>  <b>retell and summarization</b>  <b>multiple strategy use</b>	Easier * Word level *Sentence *Paragraph * Section of Text Chapter/Book More Difficult	<b>Screening:</b>  <b>Diagnostic:</b>  <b>Formative:</b>

# Essential Diagnostic Questions

## Kindergarten

Diagnostic questions if universal screening indicates phonemic awareness skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### Phonemic Awareness

- Can the student blend words into compound words?
- Can the student blend syllables into words?
- Can the student blend onsets and rimes into words?
- Can the student blend three sounds into words accurately?
- Can the student blend four sounds into words accurately?
- Can the student blend three and four sounds into words automatically?

- Can the student segment compound words into words?
- Can the student segment words into syllables?
- Can the student segment words into onset rimes?
- Can the student segment words into sounds accurately?
- Can the student segment words into sounds automatically?

Diagnostic questions if universal screening indicates alphabet knowledge skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### Alphabet Knowledge

- Can the student match letters?
- Can the student point to letters?
- Can the student name letters?

Diagnostic questions if universal screening indicates phonics/decoding skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### Phonics/Decoding

- Can the student say sounds for letters (consonants, short vowels) accurately?
- Can the student say sounds for letters (consonants, short vowels) automatically?
- Can the student say sounds consonants, short vowels) and blend them to words accurately?
- Can the student read decodable words accurately without saying sounds out loud?
- Can the student read decodable words automatically?

Diagnostic questions if universal screening indicates irregular word reading skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### Irregular Words (sight words)

- Can the student read irregular words accurately?

Can the student read irregular words automatically?

Diagnostic questions if screening indicates listening comprehension skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### **Listening Comprehension**

Can the student answer text dependent questions about the text accurately (character, setting, plot, conclusion)?

Can the student retell what happened in the text accurately?

## First Grade

Diagnostic questions if universal screening indicates phonemic awareness skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### Phonemic Awareness

Can the student blend words into compound words?

Can the student blend syllables into words?

Can the student blend onsets and rimes into words?

Can the student blend three sounds into words accurately?

Can the student blend four sounds into words accurately?

Can the student blend three and four sounds into words automatically?

Can the student segment compound words into words?

Can the student segment words into syllables?

Can the student segment words into onset rimes?

Can the student segment words into sounds accurately?

Can the student segment words into sounds automatically?

Diagnostic questions if universal screening indicates alphabet knowledge skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### Alphabet Knowledge

Can the student match letters?

Can the student point to letters?

Can the student name letters?

Diagnostic questions if universal screening indicates phonics/decoding skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### Phonics/Decoding

Can the student say sounds for letters (consonants, short vowels, digraphs, consonant blends, silent e) accurately?

Can the student say sounds for letters (consonant, short vowels, digraphs, consonant blends, silent e) automatically?

Can the student say sounds consonant, short vowels, digraphs, consonant blends, silent e) and blend them to words accurately?

Can the student read decodable words accurately without saying sounds out loud?

Can the student read decodable words automatically?

Can the student apply decodable words in sentences?

Diagnostic questions if universal screening indicates irregular word reading skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### Irregular Words (sight words)

Can the student read irregular words accurately?

Can the student read irregular words automatically?

Diagnostic questions if universal screening indicates accurate and fluent (automatic) reading of connected text is not adequate?

### **Accuracy**

Can the student read accurately at the sentence level?

Can the student read accurately in grade level connected text?

### **Automaticity**

Can the student read automatically at the sentence level?

Can the student read automatically in connected grade level text?

### **Quality**

Can the student read with phrasing?

Can the student read attending to ending punctuation?

Can the student read connected text smoothly?

Diagnostic questions if screening indicates listening comprehension skills are not adequate:

**Begin instruction at the point the answer to the question is no.**

### **Listening Comprehension**

Can the student answer text dependent questions about the text accurately (characters, setting, plot, resolution)?

Can the student retell the text including all major story components

### **Comprehension**

Can the student monitor for meaning (answer text dependent literal questions about the text)?

Can the student use common text structures to assist in comprehension (story grammar for narrative/fiction; informational text structures for non-fiction (descriptive, enumerative, cause-effect, problem/solutions, compare/contrast)?

Can the student use prior knowledge (answer text dependent evaluative questions about the text) to comprehend the text?

Can the student retell the text including all major story components?

**Second Grade**

**Universal screening questions:**

**Can the student read grade level text accurately and automatically?**

Diagnostic questions if universal screening indicates students do not read grade level text accurately:

**Alphabetic Principle –**

Does the student know letter-sound correspondences expected for second grade (vowel teams, vowel + r combinations, ed, ing, s, ly)?

Can the student read these sounds automatically?

Can the student blend these sounds accurately to read words?

Can the student read words accurately (without sounding them out loud)?

Can the student read words automatically?

Begin instruction at point where the answer to the question is no.

**Irregular Words –**

Can the student read irregular words accurately?

Can the student read irregular words automatically?

Begin instruction at point where the answer to the question is no.

**Accurate and fluent reading of connected text**

Can the student read grade level text accurately?

Can the student decode words accurately in connected text?

Can the student read irregular words accurately in connected text?

If accurate, can the student read with sufficient automaticity to support meaning (use research-based automaticity level by grade and time of year)?

Can the student read with phrasing?

Can the student read attending to punctuation?

Can the student read with appropriate prosody?

Begin instruction at point where the answer to the question is no

**Comprehension**

Can the student monitor for meaning (answer text dependent questions)?

Can the student use common text structures to assist in comprehension (story grammar for fiction, informational text structures – problem-solution, cause-effect)?

Can the student use prior knowledge (answer text dependent evaluative questions)?

Can the student make logical predictions about the text?

Can the student ask clarifying questions about the text?

Can the student retell the text?

Can the student summarize the text?

**Third Grade**

**Universal screening questions:**

**Can the student read grade level text with accuracy and automaticity?**

If no,

**Diagnostic questions:**

**Phonics**

Can the students read common prefixes and suffixes accurately?

Can the student read common prefixes and suffixes accurately in words?

Can the student read common prefixes and suffixes with automaticity in words?

Can the student read 2-3 syllable words accurately in connected text?

Begin instruction at point where the answer to the question is no.

**Accurate and fluent reading of connected text**

Can the student read grade level text accurately?

Can the student decode words accurately in connected text?

Can the student read irregular words accurately in connected text?

If accurate, does the student read with sufficient rate to support meaning?

Can the student read with phrasing?

Can the student read attending to punctuation?

Can the student read with expression?

Begin instruction at point where the answer to the question is no

**Comprehension**

Can the student monitor for meaning (answer text dependent questions)?

Can the student use common text structures to assist in comprehension (story grammar for fiction, informational text structures – problem-solution, cause-effect)?

Can the student use prior knowledge (answer text dependent evaluative questions)?

Can the student make logical predictions about the text?

Can the student ask clarifying questions about the text?

Can the student retell the text?

Can the student summarize the text?

## Fourth Grade and Higher

### Universal screening questions:

**Can the student read grade level text with accuracy and automaticity?**

### Diagnostic questions:

Begin instruction at point where the answer to the question is no.

### Phonics

Can the student read 3-5 syllable words accurately?

If the student has difficulty applying vowel sounds in multisyllabic words, it may be necessary to check basic decoding skills in one-syllable words (vowels, vowel combinations, consonant blends)

Can the student read 3-5 syllable words automatically?

Can the student read 3-5 syllable words accurately in connected text?

Can the student read 3-5 syllable words automatically in connected text?

Begin instruction at point where the answer to the question is no.

### Accurate and fluent reading of connected text

Can the student read grade level text accurately?

Can the student read irregular words accurately in connected text?

If accurate, does the student read with sufficient rate to support meaning?

Can the student read with phrasing?

Can the student read attending to punctuation?

Can the student read with expression?

Begin instruction at point where the answer to the question is no.

### Comprehension

Can the student monitor for meaning (answer text dependent questions)?

Can the student use common text structures to assist in comprehension (story grammar for fiction, informational text structures – problem-solution, cause-effect)?

Can the student use prior knowledge (answer text dependent evaluative questions)?

Can the student make logical predictions about the text?

Can the student ask clarifying questions about the text?

Can the student retell the text?

Can the student summarize the text?