

Reading Intervention Decision Process  
Grades 9 - 10

FCAT 2.0 Reading  
Level 1

FCAT 2.0 Reading  
Level 2

Student is placed in one period of Intensive Reading with extended time for reading opportunities

Administer:

- San Diego Quick Assessment of Reading Ability (decoding)
- FAIR Scaffolded Discussion Templates – grade level band (text reading efficiency)
- NAEP Oral Reading Fluency Rubric

Intensive Reading teachers are required to further assess students to diagnose specific reading deficiencies in decoding and text reading efficiency. Teachers will use results of assessments to drive instruction and progress monitoring.

Student scores below district established benchmarks on **ANY TWO** of the three screening assessments administered

Student scores at/above district established benchmarks on any two of the three screening assessments administered

Student is placed in one period of Intensive Reading with extended time for reading opportunities

Student is placed in content area reading intervention

**Benchmark Criteria**  
**San Diego Quick Assessment:** score  $\geq$  two years below current grade level  
**FAIR Scaffolded Discussion Template Comprehension:** 75% (6/8)  
**Fluency Rubric:** Fluent Range (Level 3 or 4)

Reading Intervention Decision Process  
Grades 11 - 12



FCAT Reading  
Level 1 and Level 2



Student is placed in one period of  
Intensive Reading with extended  
time for reading opportunities



Intensive Reading teachers are required to further assess students to diagnose specific reading deficiencies in decoding and text reading efficiency. Teachers will use results of assessments to drive instruction and progress monitoring.