

Clay County Reading Intervention Placement and Instructional Guide – 9th – 12th Grades

Administer Florida Assessments for Instruction in Reading on computer. (9 th , 10 th all students) (11 th , 12 th Levels 1-3)			
Dates: AP1 – August-October 2010		AP2 – November-January 2011	AP3 – April-May 2011
If: FCAT Levels 1, 2	If: FCAT Levels 1, 2	If: FCAT Levels 1, 2	If: FCAT Level 2*
And: RC percentile is <30	And: RC percentile is < 30	And: RC percentile is 30-84	And: RC percentile is >= 85
And: student's scores fall in Box 3+5	And: student's scores fall in Box 2+5 or Box 3+4	Or: RC percentile <30 and student's scores fall in Box 2+4	Or: FCAT scale score is 300-326
Then: Place in Double Block (9th grade) or Extended Block (Tier3)	Then: Place in Extended Block (Tier 3)	Then: Place in Single Block (Tier 2)	Then: Place with CAR-PD trained teacher
Program and Materials: READ 180 (9th grade) Actual placement will depend upon # of licenses available Hampton Brown	Programs and Materials: Hampton Brown Edge Appropriate placement within program is required	Programs and Materials: Hampton Brown Edge Appropriate placement within program is required	Programs and Materials: Content specific materials

*Only level 2 students are eligible for CAR-PD. In the event a Level 1 student scores above the 84th percentile in reading comprehension, placement must be in a single block using Hampton Brown Edge.

❖ Use boxes 2 – 5 to determine instructional needs and intensity of intervention	
❖ (Box 2) Maze Score ❖ is > 30 th Percentile	❖ (Box 4) Word Analysis Score ❖ is > 30 th Percentile
❖ (Box 3) Maze Score ❖ is < 30 th Percentile	❖ (Box 5) Word Analysis Score ❖ is < 30 th Percentile
<ul style="list-style-type: none"> ❖ If a student's scores fall in Box 2 + 4 ❖ Then provide enhanced instruction in the high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. ❖ Provide differentiated small group instruction during reading block. 	<ul style="list-style-type: none"> ❖ If a student's scores fall in Box 2 + 5 ❖ Then student might have a specific weakness in spelling that doesn't impact reading. Provide targeted instruction in basic spelling patterns and affixes and roots in small group. ❖ Determine intensity of intervention and frequency of ongoing progress monitoring (OPM) based on RtI. ❖ Administer Phonics Screening Inventory in Diagnostic Toolkit. ❖ Provide differentiated small group instruction.
<ul style="list-style-type: none"> ❖ If a student's scores fall in Box 3 + 4 ❖ Then work on text reading efficiency (comprehension and fluency). ❖ Assess fluency (ORF) using passages in Toolkit ❖ If not fluent (accuracy or rate), practice with repeated readings, cued phrases, etc. ❖ If reading is fluent, then teach using a comprehension focus. ❖ Provide differentiated small group instruction. ❖ Determine intensity of intervention and frequency of progress monitoring based on RtI. Graph data for ORF 	<ul style="list-style-type: none"> ❖ If a student's scores fall in Box 3+ 5 ❖ Then provide intensive instruction in word study/ word recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies. ❖ Administer Phonics Screening Inventory in Diagnostic Toolkit. ❖ Provide differentiated small group instruction. ❖ Determine intensity of intervention and frequency of progress monitoring (OPM) based on RtI. Graph data.

