

Reading Intervention Decision Process
Grades 7 - 8

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 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)