

Clay County 3rd – 5th Grade Decision Tree

Administer **Performance Matters** Assessment to all students

Dates: AP1 – August-October

AP2 – November-January

AP3 – April-May

If: Performance meets or exceeds Standard	If: Performance is close to Standard	If: Performance is At Risk
<p>Then:</p> <ul style="list-style-type: none"> ▪ Provide appropriate level of instruction in high level reasoning skills, vocabulary, and close reading of complex text required to meet grade level standards. ▪ Provide differentiated small group instruction. ▪ Consider using additional formal and/or informal assessments to further assist in determining instructional needs for selected students. • Provide opportunities for students to practice skills learned, either alone or in social cooperative groups. • Guide and engage students in structured academic conversation. 	<p>Then: Administer screening assessments to determine instructional needs in decoding and text reading efficiency.</p> <ul style="list-style-type: none"> • Ensure an appropriate level of support is provided in instruction of high level reasoning skills, vocabulary, and close reading of complex text to meet grade level standards. • Provide differentiated small group instruction. • Explicitly teach new concepts. • Provide opportunities for students to practice skills learned, either alone or in social cooperative groups. • Provide immediate corrective feedback as needed for student understanding. • Guide and engage students in structured academic conversation. • Determine intensity of intervention and frequency of progress monitoring based on response to intervention (RtI). • Provide iii within 150-minute literacy block for selected students as determined by multiple data points (3rd-5th grades). 	<p>Then: Administer screening assessments to determine instructional needs in decoding and text reading efficiency.</p> <ul style="list-style-type: none"> • Increase explicit instructional delivery • Ensure an appropriate level of support is provided in instruction of high level reasoning skills, vocabulary, and close reading of complex text to meet grade level standards. • Provide differentiated small group instruction(word study/phonics should be one focus of instruction). • Provide opportunities for students to practice skills learned, either alone or in social cooperative groups. • Provide immediate corrective feedback as needed for student understanding. • Guide and engage students in structured academic conversation. • Determine intensity of intervention and frequency of progress monitoring based on response to intervention (RtI). • Provide daily iii within 150-minute literacy block (3rd-5th grades).
<p>Programs and Materials:</p> <ul style="list-style-type: none"> ○ <i>Making Meaning</i> ○ Variety of appropriate On/Beyond Level texts ○ Increased percentage of complex informational text 	<p>Programs and Materials:</p> <ul style="list-style-type: none"> ○ <i>Making Meaning</i> ○ Variety of appropriate On Level text ○ Increased percentage of complex informational text 	<p>Programs and Materials:</p> <ul style="list-style-type: none"> ○ <i>Making Meaning</i> ○ Variety of appropriate On / Approaching Level text, including informational text.