

Natrona County School District Reading Assessment Plan

K-4 Universal Screening Tool administered in the fall and spring and used for reporting on the WDE-626 (highlight one): DIBELS **MAP**

Classroom teachers and tutors will administer universal and secondary screening assessments to students. All students who do not screen proficient in reading (having a RIT score below the established cut scores on MAP) will receive supplemental/intervention reading instruction and be placed on an Individualized Reading Plan (IRP) or Group Reading Plan (GRP). The GRP is implemented for students somewhat below grade level with similar instructional needs. The established cuts scores for MAP are:

Grade	Beginning of Year	Middle of Year	End of Year
K	145	154	161
1	163	173	180
2	177	185	191
3	191	195	200

Grade Level	Secondary Screening/Diagnostics Tools	Ongoing Individual Skill Assessment	Diagnostic Tool/s
K	Literacy First Skills Assessments for Phonological Awareness, and Phonics;	AimsWeb, Literacy First Assessments; <u>Frequency of administration: Tier 1: Ongoing Tier 2: Bi-Weekly, Tier 3: Weekly;</u>	Literacy First Skills Assessments for Phonological Awareness, and Phonics
First	Ongoing Literacy First Skills Assessments based on the continuums for Phonological Awareness, and Phonics;	AimsWeb, Literacy First Assessments; <u>Frequency of administration: Tier 1: Ongoing, Tier 2: Bi-Weekly, Tier 3: Weekly;</u>	Ongoing Literacy First Skills Assessments based on the continuums for Phonological Awareness, and Phonics
Second	Ongoing Literacy First Skills Assessments based on the continuums for Phonological Awareness, Phonics, and Fluency;	AimsWeb, Literacy First Assessments; <u>Frequency of administration: Tier 1:Ongoing, Tier 2: Bi-Weekly, Tier 3: Weekly;</u>	Ongoing Literacy First Skills Assessments based on the continuums for Phonological Awareness, Phonics, and Fluency
Third	Ongoing Literacy First Skills Assessments based on the continuums for Phonological Awareness, Phonics, and Fluency;	AimsWeb, Literacy First Assessments; <u>Frequency of administration: Tier 1:Ongoing, Tier 2: Bi-Weekly, Tier 3: Weekly;</u>	Ongoing Literacy First Skills Assessments based on the continuums for Phonological Awareness, Phonics, and Fluency
Fourth	Ongoing Literacy First Skills Assessments based on the continuums for Phonological Awareness, Phonics, and Fluency;	AimsWeb, Literacy First Assessments; <u>Frequency of administration: Tier 1:Ongoing, Tier 2: Bi-Weekly, Tier 3: Weekly;</u>	Ongoing Literacy First Skills Assessments based on the continuums for Phonological Awareness, Phonics, and Fluency

NCSD Early Literacy Plan 2015-2016

Differentiated Reading Instruction Based on Student Assessment Data	
<p style="text-align: center;"><u>Instructional Time</u></p> <p>All K-3 students MUST receive at least 90 minutes of daily reading instruction. All K-3 students MUST participate in Universal Screening using the NWEA Map Test and district reading assessments.</p> <p style="text-align: center;"><u>Screening Process</u></p> <p>All K-3 students MUST participate in the district universal screening process, which must include a review by the principal and teacher and, if appropriate, tutor and/or special education teacher. The team shall review each student's longitudinal NWEA test results (which includes literary text, reading foundational skills, informational text, vocabulary acquisition and use, and comprehension), as well as each student's performance on district Literacy First assessments (which may include Phonological Awareness, Phonics, Fluency and Word Work) to determine trends in the student's learning. Based on the outcome of the longitudinal data review, the team will determine how to differentiate for each student.</p>	<p style="text-align: center;"><u>Student Always or Almost Always at or Above Grade Level on the NWEA Test</u></p> <p>If during the review, the student has always or almost always been at or above grade level on the NWEA, the student will receive differentiated reading instruction during Tier 1 reading time.</p> <p style="text-align: center;"><u>Student Rarely or Never Above Grade Level on the NWEA Test</u></p> <p>If during the review, the student has rarely (once) or never been at grade level, the student will receive differentiated reading instruction during Tier 1 reading time AND 30 minutes daily of a Tier 2 reading intervention, documentation and progress monitoring. The intervention will be determined by diagnostic assessments. A Group Reading Plan (GRP) will be created for groups of 3 – 5 students with similar needs. These interventions may be provided by a classroom teacher or a tutor. Progress monitoring will be completed every other week. Documentation will be uploaded into Infinite Campus. Families will be notified. The At-Risk team will review the student's progress every 8 weeks. If learning outcomes improve the student may return to Tier 1 only or continue in Tier 2. If learning outcomes fail to improve, the At-Risk team may recommend Tier 3.</p> <p style="text-align: center;"><u>Student never above the 16th percentile on the NWEA Test</u></p> <p>If during the review, the student has never been above the 16th percentile, the student will receive differentiated reading instruction during the Tier 1 reading time AND 30 minutes daily of a Tier 2 reading intervention AND may be considered for Tier 3. Additional diagnostic assessment should be considered and the student may move to a Tier 3 Intensive Reading Intervention and identified as At-Risk. The NCSD At-Risk process would be followed and families would be involved in the process. A tutor will create an Individual Reading Plan (IRP) and provide intervention according to the plan. Typically 5% of students perform in this percentile range. Progress monitoring will be completed weekly. Documentation will be uploaded into Infinite Campus. The At-Risk Team will review the student's progress every 8 weeks. If learning outcomes improve the At-Risk Team may suggest moving the student back to a GRP in a Tier 2 group. If learning outcomes fail to improve, the At-Risk team may refer the student for special education evaluation.</p>