

Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading

If student's FSP score on Broad Screen = 85% or higher (Green Zone) (Box 1)

- Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
- What programs or strategies do we have available to address these needs?

If student's FSP score on Broad Screen = 84% or lower (Yellow or Red Zone) and...

Maze score is above 30th percentile (Box 2)

Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

WA score is above 30th percentile (Box 4)

Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

Maze score is below 30th percentile (Box 3)

Have student orally read a passage monitoring fluency (rate, accuracy, expression)

If the student reads fluently, then work on comprehension strategies.

- What programs or strategies do we have available to address these needs?

If the student struggles with reading fluently, then work on strategies. addressing fluency (rate and accuracy)

- What programs or strategies do we have available to address these needs?

WA score is below 30th percentile (Box 5)

Use Error Analysis Guide and Phonics Inventory to help identify specific areas of need.

If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.).

- What programs or strategies do we have available to address these needs?

If student struggles with morphological errors provide instruction in base/root words and prefixes/suffixes.

- What programs or strategies do we have available to address these needs?

If a student's score falls in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

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.

If a student's scores fall in Box 2 + 5, then the student might have a specific weakness in spelling that does not impact reading; provide instruction in basic orthographic patterns and affixes/roots.

If a student's scores fall in Box 3 + 4, then work on text reading efficiency (comprehension and fluency); automaticity at the phrase, sentence and paragraph level, practice with repeated readings, teach using a comprehension focus.

If a student's score fall in Box 3 + 5, then provide intensive instruction in word study/recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies.

****Note:** The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated after the third assessment window in spring 2009.