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| **Most Recent Assessment** | **IF** | **THEN, based on FAIR data, determine appropriate placement in** |
| FCAT | Level 1  | * Reading Endorsed or Reading Certified teacher
* Intensive reading, minimum 90 minutes
 |
| FCAT | Level 2 | * or Reading Endorsed or Reading Certified teacher
* Intensive reading, minimum 45
 |
| FAIR (Florida Assessments for Instruction in Reading) | FSP 85% or above | No further FAIR assessment needed for placement purposes.Placement in Intensive Reading, minimum 45 minutes |
| FAIR (Florida Assessments for Instruction in Reading) | FSP 84% or below | Administer Targeted Diagnostic Inventory (TDI) See placement information below. |

**PLACEMENT INFORMATION for students at FCAT Levels 1 and 2:**

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| **Content Area Reading OPTION FOR 11th/12 th GRADES ONLY: Content area class: emphasis on reading strategies taught by a** **NGCAR-PD/CAR-PD or Reading Endorsed teacher** [course number to be followed by **R**] |
| FCAT 2 | RC percentile is at/above **46** |  |  |  |
| FCAT 2 | RC percentile is at/below **45** | ***and*** | Maze percentile is at/above **16** |  |
| FCAT 2 | RC percentile is at/below **45** | ***and*** | Maze percentile is at/below **15** | If more data is needed, give paper/pencil MAZE Score: **Moderate** or **Low** **Risk** |
| **Intensive Reading, minimum 45 minutes Courses: 1000400 Intensive Language Arts; 1000410 Intensive Reading** |
| FCAT 1 or 2 | RC percentile is at/above **46** |  |  |  |
| FCAT 1 or 2 | RC percentile is at/below **45** | ***and*** | Maze percentile is at/above **16** |  |
| FCAT 1 or 2 | RC percentile is at/below **45** | ***and*** | Maze percentile is at/below **15** | If more data is needed, give paper/pencil MAZE Score: **Moderate** or **Low** **Risk** |
| **Intensive Reading, minimum 90 minutes Courses: 1000400 Intensive Language Arts; 1000410 Intensive Reading** |
| FCAT 1 or 2 | RC percentile is at/below **45** | ***and*** | Maze percentile is at/below **15** | If more data is needed, give paper/pencil MAZE Score: **High** **Risk** |

**Students with less than one year in ESOL**

|  |  |  |
| --- | --- | --- |
| **CELLA** Beginning Level or no CELLA score available and/or based on programmatic assessment and/or decided by ELL Committee Meeting | FCAT Level 1 or N/A | *In addition to English Through ESOL*Required placement in a minimum of 45 minutes daily Developmental Language Arts (DLA 1002380)  |

**Students with 2 years or less in ESOL**

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| --- | --- | --- |
| **IF no CELLA score available or CELLA Reading Level** | **AND** | **THEN** |
| Beginning, Low Intermediate or no CELLA score available | FCAT Level 1 or N/A or decided by ELL Committee Meeting | *In addition to English Through ESOL* A minimum of 45 minutes daily of Developmental Language Arts-ESOL Reading (DLA-R 1002381) |

Pursuant with 6A-1.09432(5) F.A.C., an LEP committee shall be convened whenever substantive changes in an individual LEP student plan are required.

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| ***NOTE:*** Administer **FAIR** three times per year to monitor progress of students scoring at Level 1 or Level 2 on FCAT, and for schools in Correct 2 of the DA Model, to Level 3 students with DSS scores below the recommended cut scores. |
| **Assessments** | **Date** | **IF** | **THEN examine** data profiles to guide in | **EXAMPLES of materials/programs** **(not an inclusive list)**  |
| **FAIR**1st assessment**FAIR**2nd assessment**FAIR**3rd assessment**Assessments** | Assessment Period 1Assessment Period 2Assessment Period 3Date | FSP is 85% and above(Green success zone-Box 1)FSP is 84% and below(Yellow or RedSuccess Zone)  IF(continued)FSP is 84% and below(Yellow or RedSuccess Zone) | **Continue to serve student in reading intervention**.**Green Success 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.\*Consider the use of Maze, Ongoing Progress Monitoring tasks and the Informal Diagnostic Toolkit to further assist in determining instructional needs.**Continue to serve student in reading intervention;** **determine if student is properly placed by** **monitoring fluency status through the use of** **Maze scores.** **Use the appropriate guidelines for instructional** **focus below for each score.****Maze score is within Box 2**Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.**THEN examine** data profiles to guide instruction**Maze score is within Box 3**Have student orally read a passage monitoring fluency (rate, accuracy, expression)* If the student reads fluently, then work on comprehension strategies.
* If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).

**Word Analysis score is within Box 4**Provide *enhanced* instruction in the high-levelreasoning skills, vocabulary, and readingcomprehension strategies required to meet grade level standards.**Word Analysis score is within Box 5**Use Informal Diagnostic Tool Kit - Phonics Inventory to help identify specific areas of need.* If student struggles with Phonological or

Orthographic errors provide instruction in phonics (letter/sound patterns, syllable types* If student struggles with morphological errors, provide instruction in base/root words, prefixes/suffixes; consider diagnostic tool kit.
 | **Green Success Zone Box 1\***OCPS Reading Adopted Comprehensive and Supplemental Intervention materials. **If scores fall in boxes 2+4:** OCPS Reading Adopted Comprehensive and Supplemental Intervention materials. **EXAMPLES of materials/programs** **(not an inclusive list)****If scores fall in boxes 2+5:** OCPS Reading Adopted Comprehensive and Supplemental Intervention materials. **If scores fall in boxes 3+4:** OCPS Reading Adopted Comprehensive and Supplemental Intervention materials. **If scores fall in boxes 3+5:** OCPS Reading Adopted Comprehensive and Supplemental Intervention materials.  |
| Note: For students who have not responded to a specific reading intervention delivered with fidelity, or have shown significant growth based on student data and teacher recommendation, instruction and/or materials will be changed. |