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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**

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| **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 1  Assessment  Period 2  Assessment  Period 3  Date | FSP is 85% and above  (Green success zone-  Box 1)  FSP is 84% and below  (Yellow  or  Red  Success Zone)    IF  (continued)  FSP is 84% and below  (Yellow  or  Red  Success 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-level  reasoning skills, vocabulary, and reading  comprehension 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. | | | | |