

Literacy Assessment Protocol Handbook Regional School Unit No. 13 Grades K – 7

Cushing Community School, Guilford Butler School, Lura Libby School,
Owls Head Central School, St. George School, South School,
Rockland District Middle School, Thomaston Grammar School

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Background Information:

In the summer of 2011, the RSU 13 Administrative Team identified three planning priorities that will serve to guide the work of the district in creating positive school culture, identifying and using unified learning targets, and improved data and research informed decision making. The final of these three priorities is at the center of what follows within this Literacy Assessment Protocol Planning Handbook within the vision that - *in the next five years RSU 13 will expand its capacity and capabilities in capturing, organizing, and using meaningful data. A unified, yet dynamic, data system will be in place and all administrative and faculty members will demonstrate the necessary skill set that will allow them to input data, extract and analyze data, and use data as one important factor in decision making, guiding instructional practice, and engaging in action research. When local data does not yet exist, research from other districts and sources will be considered. Our data systems will efficiently support access to student information as well as historical performance & achievement data for core academic skills and student behavior. This **standard of practice** for data informed decision making will apply to all aspects of programming and services within RSU 13.*

Guiding Notes and Instructions:

1. The district's administrative team has outlined the following assessment protocols and process steps – intended for phased implementation with the beginning of the 2011 – 2012 academic year. The motivation for this work was to assist regular classroom teachers in 'streamlining' assessments as much as possible by indicating differing levels and intensity of assessment flowing from DIBELS or screening results. Within this framework, DIBELS screening and attained developmental benchmarks constitute the starting point for decision-making regarding which additional assessments may be necessary for effective evaluation and educational planning for students in grades K – 2.
2. In grades 3-7 fall screening will consist of review of NWEA RIT scores in reading from the previous spring. Using the NWEA Grade Level Norms (2011) cut scores, students who score close to suggested cut-offs should be assessed in areas where they score in the low or low average range on the NWEA Student Progress Report (accessed through Class Roster).
3. **These protocols should be considered as guidelines** to assist teachers and instructional teams as they triage assessments, but are certainly not intended to be hard and fast rules mandating a specific course of action. Teacher judgment, professional deliberations within the instructional team, and determining what data and information is needed for effective instructional planning should always play the more prominent role in this student-centered process. Teachers and instructional teams will always be urged to err on the side of gathering more information than may be suggested within these protocols while at the same time minimizing unnecessary testing.
4. Additionally, these protocols and process steps are intended to fully integrate the procedures for Response to Intervention (RTI) classroom-based interventions (Tier 1) – into the regular assessment and planning routines of the district. This level of intervention will be indicated for students identified in grades K-2 via DIBELS screening as scoring with 'at risk or deficit' scores unless additional testing contraindicates, or any student scoring with two or more 'some risk/emerging' scores & teacher/team judgment confirming the need for Tier 1 intervention. NWEA data will serve to indicate areas of concern suggesting further assessment and possible intervention for students in grades 3-7.
5. In respect to the above criteria and prescribed RTI process steps, individual situations may arise where a student's performance is sufficiently deficient – arguing that an exception should be made that allows a student to move directly to Tier 2 interventions or to a special education referral. In any such instances, teachers should review specific cases with the school principal and pursue a formal review process via the Student Intervention Team (SIT), with the school principal serving as the SIT chair.
6. The timelines referenced in this handbook are intended to provide a general indication of the likely flow and sequence of process steps, and are not intended to mandate that they occur in this order. In fact, these steps are more correctly seen as a '*dynamic process*' where multiple things are occurring simultaneously. As has been the case in the past, more detailed timelines and expectations will be contained within the district's Professional Development & Assessment Calendar that will be distributed at the beginning of the school year.

Kindergarten Assessment Protocol

Step # 1 Spring K Screening – DIAL 4 (completed during spring kindergarten registration)

Beginning of the Year – Fall Process & Protocol – Kindergarten:

Step # 2. Kindergarten Screening – to be scheduled within the first two weeks of school - inclusive of DIBELS

Step # 3 . Teacher completes Kindergarten Screening Documentation

Step # 4. Late September – writing assessment all students – collaborative scoring in early October

Step # 5. Analyze assessment data, identify instructional priorities & needed informal interventions

KINDERGARTEN FALL SCREENING STANDARDS

*Speech and OT will advise of levels.

Area	Skills exceed age expectations	Skills appear age appropriate	Skills seem to be emerging	Area of concern
Reading Readiness (average 4 items below—50% rounds to lower level)				
1. Language Processing Assessment	A-D (4+ levels)	C (or 3 levels)	2 levels	1 levels or less
2. Initial Sound Fluency via DIBELS	9 and above	8	4-7	0-3
3. Letter Naming Fluency via DIBELS	9 and above	8	2-7	0-1
4. Concepts of Print	6+	5	2-4	1 or below
Math Readiness (average 3 items below)				
1. Rote Counting	13+	8-12	4-7	3 or below
2. 1:1 correspondence	8+	4-8	1-3	0
3. Number Recognition	7+	4-6	1-3	0

Possible Action Steps As A Result of beginning 1st Trimester K Screening Deficits:

The typical response for skills being assessed at 'emerging or area of concern' will be to provide targeted instruction and monitor student progress - unless otherwise indicated via review and action by the school's Student Intervention Team (SIT) for a direct referral to RTI Tier 2 or special education interventions (see guiding notes & instructions # 4).

Classroom-based RTI/Tier I – planning and interventions will not typically be considered until 2nd trimester DIBELS screening is completed.

Beginning of the 2nd Trimester Process & Protocol – Kindergarten

- Step # 1.** Early to mid January - DIBELS screening – all students
- Step #2.** Pursue additional assessments as per K assessment protocol
- Step #3.** Planning & documentation period for RTI Tier I – Step 1Plans – All plans completed, submitted electronically, and initiated by mid-January
- Tier I – Step I intervention plans for students newly identified by DIBELS screening; students scoring with ‘at risk or deficit’ scores unless additional testing contraindicates & students scoring with two or more ‘some risk/emerging’ scores, and/or data review & teacher/team judgment
 - Tier I plan completed electronically and sent to school principal
- Step # 4.** All RTI Tier I – Step 1 plans completed by early March.
- Step # 5.** Summative review period for 2nd Trimester RTI Tier 1 outcomes – completed by mid-March
- Step # 6.** Print complete RTI Tier 1- Step 1 plan & file in student cumulative record
- Step # 7.** Dismiss from RTI Tier 1 or plan & initiate RTI Tier 1 – Step 2 intervention plan

DIBELS Assessment Kindergarten Beginning second trimester	At Risk or Deficit Scores Additional Assessments:	Some Risk or Emerging Scores - Additional Assessments:	Low Risk or Established Scores Additional Assessments:
Initial Sound Fluency: (ISF)	<ul style="list-style-type: none"> • Sound/Symbol 	<ul style="list-style-type: none"> • Sound/ Symbol 	<ul style="list-style-type: none"> • None indicated
Letter Naming Fluency: (LNF)	<ul style="list-style-type: none"> • Letter ID 	<ul style="list-style-type: none"> • Letter ID 	<ul style="list-style-type: none"> • None indicated
Phonemic Segmentation Fluency: (PSF)	<ul style="list-style-type: none"> • LPA • Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> • LPA • Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> • DRA or Fountas and Pinnell • Words Their Way • Dolch/High Frequency
Nonsense Word Fluency (NWF)	<ul style="list-style-type: none"> • Sound Symbol 	<ul style="list-style-type: none"> • Sound Symbol 	<ul style="list-style-type: none"> • DRA or Fountas and Pinnell • Words Their Way • Dolch/ High Frequency
Should Reading Comprehension be assessed for students in these categories? If ‘yes’ indicate possible assessment strategies/tools.	Yes ____ No __X__ Tools	Yes ____ No __X__ Tools	Yes _X___ No ____ Tools <ul style="list-style-type: none"> • DRA or Fountas and Pinnell Re-tell

Beginning of the 3rd Trimester Process & Protocol – Kindergarten

Step # 1. Early to mid March - DIBELS screening – all students.

Step # 2. Pursue additional assessments as per K assessment protocol.

Step #3. **Planning & documentation period for RTI Tier I - Step 1 or 2 plans – plans completed & initiated by early April.**

- Tier I – Step 1 or 2 intervention plans for students continuing or newly identified by DIBELS screening; students scoring with ‘at risk or deficit’ scores unless additional testing contraindicates, students scoring with two or more ‘some risk/emerging’ scores, and/or data review & teacher/team judgment.
- Tier I plan completed electronically and sent to school principal.

Step # 4. All RTI Tier I plans completed by end of May .

Step # 5. Summative review period for 3rd Trimester RTI Tier 1 outcomes – completed by early June .

Step # 6. Print complete RTI Tier 1- plan & file in student cumulative record.

Step # 7. Administer DRA/FP to all students late May – early June (DIBELS at teacher discretion – not required)

Step # 8. Dismiss from RTI Tier 1, notify grade 1 teacher of continuing need, or SIT referral for Tier II consideration.

DIBELS Assessment Kindergarten Beginning third trimester	At Risk or Deficit Scores Additional Assessments:	Some Risk or Emerging Scores - Additional Assessments:	Low Risk or Established Scores Additional Assessments
Initial Sound Fluency: (ISF)	Not administered unless data needed	Not administered unless data needed	Not administered
Letter Naming Fluency: (LNF)	<ul style="list-style-type: none"> • Letter ID 	<ul style="list-style-type: none"> • Letter ID 	<ul style="list-style-type: none"> • None indicated
Phonemic Segmentation Fluency: (PSF)	<ul style="list-style-type: none"> • LPA • Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> • LPA • Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> • DRA/Fountas and Pinnell • Words Their Way • Dolch/High Frequency
Nonsense Word Fluency (NWF)	<ul style="list-style-type: none"> • Sound Symbol 	<ul style="list-style-type: none"> • Sound Symbol 	<ul style="list-style-type: none"> • DRA/Fountas and Pinnell • Words Their Way • Dolch/High Frequency
<i>Should Reading Comprehension be assessed for students in these categories? If 'yes' indicate possible assessment strategies/tools.</i>	<p>Yes <u>X</u> No _____</p> <p>Tools/Strategies:</p> <ul style="list-style-type: none"> • DRA /Fountas and Pinnell Re-tell 	<p>Yes <u>X</u> No _____</p> <p>Tools/Strategies</p> <ul style="list-style-type: none"> • DRA/ /Fountas and Pinnell Re-tell Re-tell 	<p>Yes <u>X</u> No _____</p> <p>Tools/Strategies</p> <ul style="list-style-type: none"> • DRA//Fountas and Pinnell Re-tell Re-tell

Grades 1 – 2 Literacy Assessment Process Overview

Process Timeline:	Grade 1 Process Steps:	Grade 2 Process Steps:
Sept.	<ul style="list-style-type: none"> Confirm previous grade spring DRA/ Fountas and Pinnell (FP) 	...(same as grade 1)...
Late Sept.	<ul style="list-style-type: none"> DIBELS screening – all students DRA/FP – all students Pursue additional assessments as per protocol
Early Oct.	<ul style="list-style-type: none"> Writing assessment – all students
Mid Nov.	<ul style="list-style-type: none"> Score writing assessments RTI Tier I Plans documented, electronically, sent to school principal & implemented,
Late Nov.	<ul style="list-style-type: none"> RTI Tier I Plans completed, begin summative review <p>End of 1st Trimester</p>	Practice Assessment NWEA
Dec. thru Early Jan.	<ul style="list-style-type: none"> Summative review of RTI Tier I Plans completed Print completed RTI Tier I plans for student records Complete SIT referral for RTI Tier 2 via Title IA (current interventions remain in place pending referral action)
Mid-Late Jan.	<ul style="list-style-type: none"> Mid-year DIBELS screening all students Pursue additional assessments as per protocol 	NWEA Assessment
Early March	<ul style="list-style-type: none"> New and continuing RTI Tier I Plans documented, implemented, shared with school principal. RTI Tier I Plans completed, begin summative review <p>End of 2nd Trimester</p>	Rescreen (DIBELS) at risk/low risk from fall screening or low scoring NWEA

<p>Mid March</p>	<ul style="list-style-type: none"> • Summative review of RTI Tier I Plans completed • Print completed RTI Tier I plans for student records • Complete SIT referral for RTI Tier 2 via Title IA (current interventions remain in place pending referral action) 	<p>.....</p> <p>.....</p> <p>.....</p>
<p>Late March</p>	<ul style="list-style-type: none"> • 3rd Trimester DIBELS screening all students • Pursue additional assessments as per protocol 	<p>Rescreen (DIBELS) at risk/low risk from mid-year screening or low scoring NWEA</p> <p>.....</p>
<p>Early April</p>	<ul style="list-style-type: none"> • New and continuing RTI Tier I Plans documented, implemented, and shared with school principal 	<p>.....</p>
<p>Mid April thru Mid May</p>	<ul style="list-style-type: none"> • Writing assessment – all students 	<p>.....</p>
<p>Mid - Late May</p>	<ul style="list-style-type: none"> • RTI Tier I Plans completed, begin summative review • End of year DRA/FP all students 	<p>NWEA Assessment</p> <p>.....</p> <p>.....</p>
<p>June</p>	<ul style="list-style-type: none"> • Summative review of RTI Tier I Plans completed • Print completed RTI Tier I plans for student records • Complete SIT referral for RTI Tier 2 via Title IA • Inform grade level above teachers of possible RTI/Tier 1 – Step 1 or Step 2 candidates for confirmation via fall screening of coming school year. <p>End of 3rd Trimester</p>	<p>.....</p> <p>.....</p> <p>.....</p>

Grades 1 – 2 Assessment Protocols:

The following pages contain the assessment protocols for grades one through two. They are organized by grade and sequentially for the beginning of the year, middle-year, and end of the year. As noted in the guiding notes and instructions at the beginning of this document:

“These protocols should be considered as **guidelines** to assist teachers and instructional teams as they triage assessments, but are certainly not intended to be hard and fast rules mandating a specific course of action. Teacher judgment, professional deliberations within the instructional team, and determining what data and information is needed for effective instructional planning should always play the more prominent role in this student-centered process. Teachers and instructional teams will always be urged to err on the side of gathering more information than may be suggested within these protocols while at the same time minimizing unnecessary testing.”

Grade One – Beginning of Year Assessment Protocol:

DIBELS Assessment Areas Beginning of Year Grade 1:	At Risk or Deficit Score Additional Assessments	Some Risk or Emerging Score Additional Assessments	Low Risk or Established Score Additional Assessments
Letter Naming Fluency: (LNF)	<ul style="list-style-type: none"> Letter ID 	<ul style="list-style-type: none"> Letter ID 	<ul style="list-style-type: none"> None indicated
Phonemic Segmentation Fluency: (PSF)	<ul style="list-style-type: none"> Sound Symbol Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> Sound Symbol Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> None indicated
Nonsense Word Fluency (NWF)	<ul style="list-style-type: none"> Sound Symbol Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> Sound Symbol Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> None indicated
Oral Reading Fluency (ORF)	Not administered	Not administered	<ul style="list-style-type: none"> Administer ORF
<i>Should Reading Comprehension be assessed for students in these categories? If 'yes' indicate possible assessment tools.</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <ul style="list-style-type: none"> DRA/Fountas and Pinnell Re-tell 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <ul style="list-style-type: none"> DRA/Fountas and Pinnell Re-tell 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <ul style="list-style-type: none"> DRA/Fountas and Pinnell Re-tell

Grade One –beginning 2nd Trimester Protocol

DIBELS Assessment Areas Middle of Year Grade 1:	At Risk or Deficit Scores Additional Assessments:	Some Risk or Emerging Scores - Additional Assessments:	Low Risk or Established Scores Additional Assessments:
Letter Naming Fluency: (LNF)	Not administered unless data needed	Not administered unless data needed	Not administered
Phonemic Segmentation Fluency: (PSF)	<ul style="list-style-type: none"> • Sound Symbol • Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> • Sound Symbol • Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> • None indicated
Nonsense Word Fluency (NWF)	<ul style="list-style-type: none"> • Sound Symbol • Phonemic Segmenting & Blending • Words Their Way – identify patterns 	<ul style="list-style-type: none"> • Sound Symbol • Phonemic Segmenting & Blending • Words Their Way – identify patterns 	<ul style="list-style-type: none"> • None indicated
Oral Reading Fluency (ORF)	<ul style="list-style-type: none"> • DRA/FP • Weekly running record 	<ul style="list-style-type: none"> • DRA/FP • Weekly running record 	<ul style="list-style-type: none"> • Running Record with re-tell
<i>Should Reading Comprehension be assessed for students in these categories? If 'yes' indicate possible assessment /tools.</i>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • DRA/Fountas and Pinnell • Running Record with re-tell 	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • Running Record with re-tell 	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> • Running Record with re-tell

Grade One –beginning 3rd Trimester Assessment Protocol:

DIBELS Assessment Areas End of Year Grade 1:	At Risk or Deficit Scores Additional Assessments:	Some Risk or Emerging Scores - Additional Assessments:	Low Risk or Established Scores Additional Assessments
Letter Naming Fluency: (LNF)	Not administered unless data needed	Not administered unless data needed	Not administered
Phonemic Segmentation Fluency: (PSF)	<ul style="list-style-type: none"> • Sound Symbol • Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> • Sound Symbol • Phonemic Segmenting & Blending 	<ul style="list-style-type: none"> • None indicated
Nonsense Word Fluency (NWF)	<ul style="list-style-type: none"> • Sound Symbol • Phonemic Segmenting & Blending • Words Their Way – identify patterns 	<ul style="list-style-type: none"> • Sound Symbol • Phonemic Segmenting & Blending • Words Their Way – identify patterns 	<ul style="list-style-type: none"> • None indicated
Oral Reading Fluency (ORF)	<ul style="list-style-type: none"> • DRA/FP • Weekly running record 	<ul style="list-style-type: none"> • DRA/FP • Weekly running record 	<ul style="list-style-type: none"> • Running Record with re-tell
<i>Should Reading Comprehension be assessed for students in these categories? If 'yes' indicate possible assessment strategies/tools.</i>	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Tools/Strategies:</p> <ul style="list-style-type: none"> • DRA/Fountas and Pinnell • Running Record with re-tell 	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Tools/Strategies</p> <ul style="list-style-type: none"> • Running Record with re-tell 	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>Tools/Strategies</p> <ul style="list-style-type: none"> • Running Record with re-tell

Grade Two – Beginning of Year Assessment Protocol:

DIBELS Assessment Areas Beginning of Year Grade 2:	At Risk or Deficit Score Additional Assessments:	Some Risk or Emerging Score Additional Assessments:	Low Risk or Established Score Additional Assessments:
Phonemic Segmentation Fluency: (PSF)	Not administered unless data needed	Not administered unless data needed	Not administered
Nonsense Word Fluency (NWF)	<ul style="list-style-type: none"> • Sound Symbol 	<ul style="list-style-type: none"> • Sound Symbol or Words Their Way & identify features 	<ul style="list-style-type: none"> • None indicated
Oral Reading Fluency (ORF)	<ul style="list-style-type: none"> • DRA/FP • DOLCH/High Frequency • Weekly running record 	<ul style="list-style-type: none"> • Weekly Running Record 	<ul style="list-style-type: none"> • Teacher discretion
<i>Should Reading Comprehension be assessed for students in these categories? If 'yes' indicate possible assessment strategies/tools.</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <ul style="list-style-type: none"> • DRA/Fountas and Pinnell 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <ul style="list-style-type: none"> • DRA/Fountas and Pinnell 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <ul style="list-style-type: none"> • Teacher discretion
NWEA Survey for practice – all students – Mid to Late November			

Grade Two –Beginning 2nd Trimester Assessment Protocol:

DIBELS Assessment Areas Middle of Year Grade 2:	At Risk or Deficit Scores Additional Assessments & Action Steps:	Some Risk or Emerging Scores - Additional Assessments & Action Steps:	Low Risk or Established Scores Additional Assessments & Action Steps:
Nonsense Word Fluency (NWF)	Not administered unless data needed	Not administered unless data needed	Not administered
Oral Reading Fluency (ORF)	<ul style="list-style-type: none"> • DRA/FP, if low – then: • Weekly running record 	<ul style="list-style-type: none"> • Weekly Running Record 	<ul style="list-style-type: none"> • None indicated
<i>Should Reading Comprehension be assessed for students in these categories? If 'yes' indicate possible assessment strategies/tools.</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <ul style="list-style-type: none"> • DRA/Fountas and Pinnell , if low – then: • Weekly running record with re-tell 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <ul style="list-style-type: none"> • Weekly Running Record with re-tell 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <ul style="list-style-type: none"> • Teacher discretion

Grade Two – Beginning 3rd Trimester Assessment Protocol:

DIBELS Assessment Areas End of Year Grade 2:	At Risk or Deficit Scores Additional Assessments:	Some Risk or Emerging Scores - Additional Assessments:	Low Risk or Established Scores Additional Assessments
Nonsense Word Fluency (NWF)	Not administered unless data needed	Not administered unless data needed	Not administered
Oral Reading Fluency (ORF)	<ul style="list-style-type: none"> • DRA/FP, if low – then: • Weekly running record 	<ul style="list-style-type: none"> • Weekly Running Record 	<ul style="list-style-type: none"> • None indicated
<i>Should Reading Comprehension be assessed for students in these categories? If 'yes' indicate possible assessment strategies/tools.</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <p>Tools/Strategies:</p> <ul style="list-style-type: none"> • DRA/FP, if low – then: • Weekly running record with re-tell 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <p>Tools/Strategies</p> <ul style="list-style-type: none"> • Weekly Running Record with re-tell 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <p>Tools/Strategies</p> <ul style="list-style-type: none"> • Teacher discretion

Grades 3-7 Literacy Assessment Process Overview

Process Timeline:	Grades 3-7 Process Steps:
Sept.	<ul style="list-style-type: none"> Confirm previous grade Spring screening results for possible RTI/Tier I interventions: <ul style="list-style-type: none"> ✓ Grade 3 – spring DRA/FP administration – end of 2nd grade ✓ Previous grade – spring NWEA cut score Pursue additional assessments as per grade level protocol; Reading Level Assessment (RLA), DRA, or Fountas & Pinnell (FP), other
Late Sept.	<ul style="list-style-type: none"> Writing assessment – all students
Early Oct.	<ul style="list-style-type: none"> Score writing assessments New & continuing RTI Tier I Plans documented & implemented – copy sent electronically to school principal.
Mid Nov.	<ul style="list-style-type: none"> RTI Tier I Plans completed, begin summative review
Late Nov.	End of 1st Trimester
Early Dec.	<ul style="list-style-type: none"> Summative review of RTI Tier I Plans completed Print completed RTI Tier I plans for student records Complete SIT referral for RTI Tier 2 via Title IA and/or regular education intervention services (current interventions remain in place pending referral action)
Mid-Dec.	
Mid Jan.	<ul style="list-style-type: none"> Mid-year NWEA Assessment, identify low scoring students via cut scores; pursue additional assessments as per grade level protocol.
Early Feb.	<ul style="list-style-type: none"> New and continuing RTI Tier I Plans documented & implemented – copy sent electronically to school principal.
Late March	<ul style="list-style-type: none"> RTI Tier 1 Plans completed, begin summative review
	End of 2nd Trimester
Late March	<ul style="list-style-type: none"> Summative review of RTI Tier I Plans completed Print completed RTI Tier I plans for student records Complete SIT referral for RTI Tier 2 via Title IA and/or regular education intervention services (current interventions remain in place pending referral action)
Early April	<ul style="list-style-type: none"> Continued screening of ‘high risk’ students based upon RTI summative reviews, teacher/instructional team judgment, student work review, etc. New and continuing RTI Tier I Plans documented & implemented – copy sent electronically to school principal.

Late April	
Mid May	<ul style="list-style-type: none"> • Writing assessment – all students
Late May	<ul style="list-style-type: none"> • End of year NWEA Assessment
	<ul style="list-style-type: none"> • RTI Tier I Plans completed, begin summative review • Summative review of RTI Tier I Plans completed • Print completed RTI Tier I plans for student records • Complete SIT referral for RTI Tier 2 via Title IA (current interventions remain in place pending referral action) • Inform grade level above teachers of possible RTI/Tier 1 – Step 1 or Step 2 candidates for confirmation via fall screening of coming school year.
June	<p>End of 3rd Trimester</p>

Grades 3-7 Assessment Protocols:

The following pages contain the assessment protocols for grades 3 through 7. They are organized by grade and sequentially for the beginning of the year, middle-year, end of the year. As noted in the guiding notes and instructions at the beginning of this document:

“These protocols should be considered as **guidelines** to assist teachers and instructional teams as they triage assessments, but are certainly not intended to be hard and fast rules mandating a specific course of action. Teacher judgment, professional deliberations within the instructional team, and determining what data and information is needed for effective instructional planning should always play the more prominent role in this student-centered process. Teachers and instructional teams will always be urged to err on the side of gathering more information than may be suggested within these protocols while at the same time minimizing unnecessary testing.”

Grades 3 -7– Beginning of Year Assessment Protocol:

Review previous spring NWEA	Students falling below RIT cut-score	Students above cut score but below grade level RIT norms. Some concerns.	Students at or above grade level RIT score norms.
Review NWEA Progress Report Reading Goals Performance	Determine specific areas in which students fall in Low or Low Average	Determine specific areas in which students fall in Low or Low Average	Determine areas of strengths – average & above average areas to inform instructional planning.
Administer Reading Level Assessment (RLA), DRA, or Fountas and Pinnell	Begin at level from previous year at which student scored 95% accuracy and 16 comprehension	Begin at level from previous year at which student scored 95% accuracy and 16 comprehension	
Additional Assessments (areas that are low on Student Progress Report); Foundations/Vocabulary Literature Informational Text	<ul style="list-style-type: none"> • DIBELS Nonsense Word Fluency • San Diego 	<ul style="list-style-type: none"> • DIBELS Nonsense Word Fluency • San Diego 	
	<ul style="list-style-type: none"> • Running record retell 	<ul style="list-style-type: none"> • Running record retell 	
	<ul style="list-style-type: none"> • DIBELS ORF • Running record wpm 	<ul style="list-style-type: none"> • DIBELS ORF • Running record wpm 	

Grades 3 -7– Beginning of 2nd & 3rd Trimester Assessment Protocol:

Review Winter NWEA	Students falling below RIT cut-score	Students above cut score but below grade level RIT norms. Some concerns.	Students at or above grade level RIT score norms – no concerns
Review NWEA Progress Report Reading Goals Performance	Determine specific areas in which students fall in Low or Low Average	Determine specific areas in which students fall in Low or Low Average	N/A
Administer Reading Level Assessment (RLA), DRA, or Fountas and Pinnell	Begin at level from previous year at which student scored 95% accuracy and 16 comprehension	Begin at level from previous year at which student scored 95% accuracy and 16 comprehension	N/A
Additional Assessments (areas that are low on Student Progress Report); Foundations/Vocabulary	<ul style="list-style-type: none"> • DIBELS Nonsense Word Fluency • San Diego 	<ul style="list-style-type: none"> • DIBELS Nonsense Word Fluency • San Diego 	N/A
Literature Informational Text	Running record retell	Running record retell	N/A
	<ul style="list-style-type: none"> • DIBELS ORF • Running record wpm 	<ul style="list-style-type: none"> • DIBELS ORF • Running record wpm 	N/A

NWEA
Grade Level Norms (2011)
&
Cut Scores for Tier I Consideration

Grade	Mean Score	Cut Score
1. Fall	160.3	142.5
Winter	170.7	151.0
Spring	176.9	157.7
2. Fall	175.9	160.3
Winter	183.6	170.7
Spring	189.6	176.9
3. Fall	189.9	175.9
Winter	194.6	183.6
Spring	199.2	189.6
4. Fall	199.8	189.9
Winter	203.2	194.6
Spring	206.7	199.2
5. Fall	207.1	199.8
Winter	209.8	203.2
Spring	212.3	206.7
6. Fall	212.3	207.1
Winter	214.3	209.8
Spring	216.4	212.3
7. Fall	216.3	212.3
Winter	218.2	214.3
Spring	219.7	216.4
8. Fall	219.3	216.3
Winter	221.2	218.2
Spring	222.4	219.7

KINDERGARTEN

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
Initial Sound Fluency (ISF)	0 - 3 4 - 7 8 and above	At risk Some risk Low risk	0 - 9 10 - 24 25 and above	Deficit Emerging Established	Not administered during this assessment period	
Letter Naming Fluency (LNF)	0 - 1 2 - 7 8 and above	At risk Some risk Low risk	0 - 14 15 - 26 27 and above	At risk Some risk Low risk	0 - 28 29 - 39 40 and above	At risk Some risk Low risk
Phoneme Segmentation Fluency (PSF)	Not administered during this assessment period		0 - 6 7 - 17 18 and above	At risk Some risk Low risk	0 - 9 10 - 34 35 and above	Deficit Emerging Established
Nonsense Word Word Fluency (NWF-CLS)	Not administered during this assessment period		0 - 4 5 - 12 13 and above	At risk Some risk Low risk	0 - 14 15 - 24 25 and above	At risk Some risk Low risk
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk.					

FIRST GRADE

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
Letter Naming Fluency (LNF)	0 - 24 25 - 36 37 and above	At risk Some risk Low risk	Not administered during this assessment period		Not administered during this assessment period	
Phoneme Segmentation Fluency (PSF)	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established
Nonsense Word Fluency (NWF-CLS)	0 - 12 13 - 23 24 and above	At risk Some risk Low risk	0 - 29 30 - 49 50 and above	Deficit Emerging Established	0 - 29 30 - 49 50 and above	Deficit Emerging Established
Oral Reading Fluency (ORF)	Not administered during this assessment period		0 - 7 8 - 19 20 and above	At risk Some risk Low risk	0 - 19 20 - 39 40 and above	At risk Some risk Low risk
Retell Fluency (RTF)	Not administered during this assessment period		BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.			
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk.					

SECOND GRADE	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
Nonsense Word Fluency (NWF-CLS)	0 - 29 30 - 49 50 and above	Deficit Emerging Established	Not administered during this assessment period		Not administered during this assessment period	
Oral Reading Fluency (ORF)	0 - 25 26 - 43 44 and above	At risk Some risk Low risk	0 - 51 52 - 67 68 and above	At risk Some risk Low risk	0 - 69 70 - 89 90 and above	At risk Some risk Low risk
Retell Fluency (RTF) ¹	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. ¹					
Word Use Fluency (WUF) ²	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. ²					

- 1: BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.
- 2: BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.