**LCPS Grades 2-5 MAP Growth Reading Decision Tree for use During Distance Learning Revised 09-18-20**

**1a. Did the student’s overall MAP Growth score meet or exceed the 40%tile?\***

**AND**

**1b.** Is the **student on/above grade level per other data**? Is he/she **projected to pass this year’s English SOL**

(MAP Classroom Breakdown by Projected Proficiency Report, Grades 3-5)?

**YES**

**Tier 1 Universal Instruction Differentiate or personalize Tier 1 core instruction**. Reinforce, develop and introduce areas identified by the MAP Learning Continuum report. Progress

\* Students who perform between the 30%tile and the 40%tile on MAP Growth may be placed on “monitor” status in Tier 1 receiving high quality personalized learning with less frequent progress monitoring to ensure student is on track to meet his/her goal. If progress towards grade level expectations is not made, student should be moved to Tier 2.

**NO**

**2.** If using FAST for progress monitoring, administer CBM-R to check student’s fluency**. Did the student meet the grade level WRC benchmark and did the student’s accuracy meet 95% or higher?** If not using FAST, administer the DRA2 to check student’s fluency.

**Did the student meet the instructional level benchmarks for oral reading fluency (expression, phrasing, rate and accuracy)?**

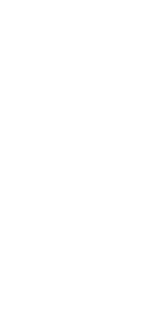
monitor using MAP Growth in winter and spring.

**For students whose PALS score doesn’t meet the benchmark,** subtest data & recommendations should be considered when matching intervention to need.

If the student is an English Learner (EL), compare the student’s ACCESS score from last year to this year using **this table** to determine student’s language development needs.

**Tier 2 Targeted Intervention**

**3a: Word Analysis/Phonics**

Administer one of the following phonics inventories: DSA, OG Phonics Inventory, or CORE Phonics Survey to provide targeted or intensive intervention matched to student needs. **If student participated in PALS,** subtest data and PALS 

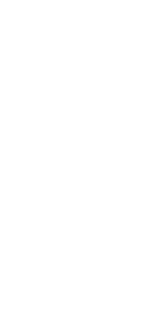
recommendations should also be considered**.**

***In addition to, differentiated core instruction,*** provide targeted or intensive intervention in areas that support word analysis phonics. Provide specialized reading instruction to students with reading related disabilities.

If language / comprehension at the intervention level are also a concern, then a program addressing word analysis / phonics AND language / comprehension should be used.

Progress monitor using FAST CBM-R*.*

****3b: Language/Comprehension**

Administer the DRA2 or QRI-5 to identify specific comprehension difficulties. **Did student meet the grade-level target on the** 

**additional assessment?**

**Yes: Differentiate or personalize core instruction**.

**No: *In addition to differentiated core instruction,*** provide

intervention in areas that support language / comprehension as identified by administered assessments. Provide specialized reading instruction to students with Reading related disabilities. Progress monitor using

• TCRWP running records • Next Step Guided Reading Assessment

• DRA2 progress monitoring

• ***In addition to high quality, differentiated core instruction*** • small group (3-5)

• Approximately 40-60 minutes weekly

• Progress Monitoring occurs at least every two weeks.

**Tier 3 Intensive Intervention** • ***In addition to high quality, differentiated core instruction*** • Tier 2 intervention is

intensified when Tier 3 support is warranted

• Smaller group (1-3) or

individualized intervention

• Approximately 80-100 minutes weekly

• Progress Monitoring occurs weekly.

If a disability is suspected, the student should be referred to the Child Study Team

**Specialized Reading Data Collection Tools during In-Person or Virtual Instruction**

**Dually Identified English Learners LCPS Decision Tree Glossary**

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