

# 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**

\* 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)?**

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

- ***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](#)

**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

