

FASTBridge 6th-12th

Individual Student Decision-Making

Step 1: Administer FASTtrack Reading (aReading and AUTOREading)

Step 2: Validate the scores (compare to course grades, state assessments, standardized tests, attendance, etc.) and determine which students need a CBMReading assessment using the following scenarios.

<p><u>Benchmark</u> on aReading AND AUTOREading?</p> <p>Proceed to Group 1.</p>	<p><u>Below benchmark</u> on aReading AND AUTOREading?</p> <p>Administer CBM and determine group based on results.</p>	<p><u>Benchmark</u> on aReading, BUT <u>below benchmark</u> on AUTOREading?</p> <p>Validate the aReading score (compare to course grades, state assessments, etc)</p> <p>IF VALID: proceed to Group 4. IF UNABLE TO VALIDATE: administer CBM and determine group based on results.</p>	<p><u>Below benchmark</u> on aReading, BUT <u>benchmark</u> on AUTOREading?</p> <p>Proceed to Group 4.</p>
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Step 3: Place students in appropriate groups based on assessments.

Group 1:

Focus on:

Continue with quality core instruction.

Group 2:

Below benchmark on CBM, but 95% + accuracy

Focus on:

fluency, vocabulary, and/or background knowledge.

Group 3:

Below benchmark on CBM AND less than 95% accuracy

Focus on:

phonics deficiencies (use a phonics and/or phonological screener to identify), use targeted decoding intervention. Focus on improving both accuracy and rate.

Group 4:

Focus on:

comprehension and vocabulary. Use an intervention that develops background knowledge, oral language, and vocabulary.

**Students who take a CBM but score at benchmark and demonstrate 95% + accuracy would also be in this group*