

## Reading Quadrant Directions: Winter 2017-2018

Completed by Grades 1-5

In the Winter, place students from each class onto separate quadrants.

- 1) On the table provided, list first and last names of all students given the FAST\* for the class. It will be helpful to list students in ascending order as this is how names should be ordered on the quadrants to help determine who is “most urgent.” Ascending order = low to high Correct Words Per Minute (CWPM) scores
  - \* Students given FAST= Students who scored 40% and below on STAR Reading and/or are currently in intervention.
  
- 2) On the table provided, record the following pieces of data for each student:
  - CWPM: Correct Words Per Minute is found on the FAST report
  - Accuracy %: Percentage of words read correctly is found on the FAST report
    - If no accuracy score is given, the student scored above 95%, record 95%
  - STAR %: STAR Reading percentile is found on the STAR report
  - BRL: Benchmark Reading Level as determined by most recent F&P or running record
  
- 3) Transfer each student’s name and data from the table onto the quadrant sheet. Placement in the quadrants is based on FAST accuracy and fluency.
  - Accurate= Accuracy 95% and above vs. Inaccurate= Accuracy below 95%
  - Fluent=CWPM at or above Target score\* vs. Slow= CWPM below Target score\*
    - \*Target Score is found in each quadrant listed as Fall, Winter, or Spring
  - Recommendation: Work through one quadrant at a time (E.g. Quadrant 1 = Which students read at or above spring target and at 95%+ accuracy? Of those, which had the lowest CWPM? Transfer that student’s name and data first.)
  
- 4) Circle names of students who are identified as MOST URGENT based on scores and teacher input
  
- 5) If time, look over results and the list of possible interventions in each quadrant. Reflect on data listed, other classroom data, and what you know about the student to determine a recommendation of the most appropriate intervention for each student.
  
- 6) Turn a copy into principal’s mailbox today

## Early Reading Tree Map Directions: Winter 2017-2018

**Completed by Grades K-1**

**In the Winter, place students from each class onto separate Tree Maps.**

- 1) On the Tree Map provided, list first and last name and scores of students given the FAST\* for the class. List in ascending order (lowest score to highest score beginning at the top) only those students who fall below the spring target score as this will help determine those who are “most urgent.”  
\* Students given FAST= Non-sped students who scored 40% and below on STAR Early Literacy and those already in intervention.
- 2) Please list each student’s current benchmark reading level next to their name along with each FAST score.
  - LS (K only): Letter Sounds—correct letter sounds per minute
  - OS (K only): Onset Sounds—correct sounds per minute
  - NW: Nonsense Words—correct “words” read per minute
  - WS: Word Segmenting—correct sounds
  - SW: Sight Words—test of 50 (K) or 150 (1<sup>st</sup> gr) common sight words
- 3) Circle names of students who are identified as MOST URGENT based on scores and teacher input
- 4) If time, look over the list and discuss with your team, what interventions might be appropriate for each student who falls below the target scores. Reflect on data listed, other classroom data, and what you know about the student to determine a recommendation of the most appropriate intervention for each student.
- 5) Turn a copy into principal’s mailbox today.