

MTSS Updated Guidelines

10/1/2018

READING SCREENING MEASURES

READING SCREENING MEASURES		
Fall	Winter	Spring
Pre-Kindergarten Administration Time: 10 minutes per student These are all early Reading measures		
Concepts of Print Onset Sounds Letter Names Letter Sounds	Concepts of Print Onset Sounds Letter Names Letter Sounds	Concepts of Print Onset Sounds Letter Names Letter Sounds
Kindergarten Administration Time: 10 minutes per student These are all early Reading measures		
Concepts of Print Onset Sounds Letter Names Letter Sounds	Onset Sounds Letter Sounds Word Segmenting Nonsense Words	Letter Sounds Word Segmenting Nonsense Words Sight Words (50)
Grade 1 Administration Time: 12 minutes per student Measures in early Reading include all but Reading CBM*		
Word Segmenting Nonsense Words Sight Words (150) Sentence Reading Reading CBM*	Word Segmenting Nonsense Words Sight Words (150) Reading CBM*	Word Segmenting Nonsense Words Sight Words (150) Reading CBM*
Grades 2-8 Administration Time: Reading CBM 5 minutes per student; Comprehension Efficiency 7-12 minutes per student		
Reading CBM Comprehension Efficiency	Reading CBM Comprehension Efficiency	Reading CBM Comprehension Efficiency
Reading CBM Comprehension Efficiency	Reading CBM Comprehension Efficiency	Reading CBM Comprehension Efficiency
Grades 9-12		
Targeted	Targeted	Targeted

MATH SCREENING		
Fall	Winter	Spring
Pre-Kindergarten Administration Time: 6 minutes per student These are all early Math measures		
Numeral Identification Match Quantity Number Sequence	Numeral Identification Match Quantity Number Sequence	Numeral Identification Match Quantity Number Sequence
Kindergarten Administration Time: 6 minutes per student These are all early Math measures		
Numeral Identification Match Quantity Number Sequence	Numeral Identification Number Sequence Decomposing	Numeral Identification Number Sequence Decomposing
Grade 1 Administration Time: 6 minutes per student (early Math); Automaticity 5 minutes per class Measures in early Math include all but Automaticity*		
Numeral Identification Number Sequence Decomposing Automaticity*	Number Sequence Decomposing Place Value Automaticity*	Decomposing Place Value Visual Story Problems Automaticity*
Grades 2-5 Administration Time: 20 minutes per class. **Automaticity: Grades 2-3 ONLY		
CBM Math CAP Automaticity**	CBM Math CAP Automaticity**	CBM Math CAP Automaticity**
Grades 6-8 Administration Time: 30 minutes per class.		
CBM Math CAP	CBM Math CAP	CBM Math CAP
Grades 9-12		
Targeted	Targeted	Targeted

DUAL LANGUAGE READING SCREENING MEASURES		
Fall	Winter	Spring
Kindergarten/SPANISH Administration Time: 10 minutes per student These are all early Reading measures		
Concepts of Print Onset Sounds Letter Sounds Syllable Reading Fluency	Onset Sounds Letter Sounds Syllable Reading Fluency Word Segmentation	Letter Sounds Syllable Reading Fluency Word Segmentation Sight Words
Kindergarten/ENGLISH Administration Time: 10 minutes per student These are all early Reading measures		
Concepts of Print Onset Sounds Letter Names Letter Sounds	Onset Sounds Letter Sounds Word Segmenting Nonsense Words	Letter Sounds Word Segmenting Nonsense Words Sight Words (50)
Grade 1/SPANISH Administration Time: 12 minutes per student Measures in early Reading include all but Reading CBM*		
Word Segmenting Sight Words (150) Syllable Reading Fluency Sentence Reading Reading CBM* Spanish	Syllable Reading Fluency Word Segmenting Sight Words (150) Reading CBM*	Syllable Reading Fluency Word Segmenting Sight Words (150) Reading CBM*
Grade 1/ENGLISH Administration Time: 12 minutes per student Measures in early Reading include all but Reading CBM*		
Word Segmenting Nonsense Words Sight Words (150) Sentence Reading Reading CBM*	Word Segmenting Nonsense Words Sight Words (150) Reading CBM*	Word Segmenting Nonsense Words Sight Words (150) Reading CBM*

DUAL LANGUAGE MATH SCREENING		
Fall	Winter	Spring
Kindergarten Administration Time: 6 minutes per student These are all early Math measures		
Numeral Identification Match Quantity Number Sequence	Numeral Identification Number Sequence Decomposing	Numeral Identification Number Sequence Decomposing
Grade 1 Administration Time: 6 minutes per student (early Math); Automaticity 5 minutes per class Measures in early Math include all but Automaticity*		
Numeral Identification Number Sequence Decomposing Automaticity*	Number Sequence Decomposing Place Value Automaticity*	Decomposing Place Value Visual Story Problems Automaticity*
***Math screening will be administered in student's home language. Student responses will be accepted in either language, or a combination. ***		

Franklin Pierce MTSS Guidelines	
Exceeding Benchmark	76 th percentile & above
Benchmark	50 th – 75 th percentiles
Approaching Benchmark	26 th -49 th percentiles
Strategic	11 th - 25 th percentiles
Intensive	10 th percentile & below

FastBridge Report / Norms	
Blue	85 th percentile & above
Green	31 st – 85 th percentiles
Orange	21 st – 30 th percentiles
Dark Orange	20 th percentile & below

FastBridge Report / Benchmark	
Low Risk	41 st percentile & above
Some Risk !	16 th – 40 th percentiles
High Risk !!	15 th percentile & below

Early Reading: Kindergarten

	Performance Level	Fall	Winter	Spring
Early Reading Composite Scaled Score Kinder	Exceeding 76 TH + percentiles	40-43+	59-64+	75-83+
	Benchmark 50 th - 75 th Percentiles	35-39	54-58	67-74
	Approaching Benchmark (26 th – 49 th percentiles)	33-34	50-53	63-66
	Strategic (11 th -25 th percentiles)	30-32	45-49	58-62
	Intensive (0-10 th percentiles)	0-29	0-44	0-57

	Performance Level	Fall	Winter	Spring
Concepts of Print – Kinder <i>(Not included in winter or spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	10	12	
	Benchmark 50 th - 75 th Percentiles	8-9	11	
	Approaching Benchmark (26 th – 49 th percentiles)	7	10	
	Strategic (11 th -25 th percentiles)	6	9	
	Intensive (0-10 th percentiles)	0-5	0-8	

	Performance Level	Fall	Winter	Spring
Onset Sounds – Kinder <i>(Not included in spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	16	16	16
	Benchmark 50 th - 75 th Percentiles	13-15	16	16
	Approaching Benchmark (26 th – 49 th percentiles)	10-12	16	16
	Strategic (11 th -25 th percentiles)	7-9	13-15	16
	Intensive (0-10 th percentiles)	0-6	0-12	0-15

	Performance Level	Fall	Winter	Spring
Letter Names – Kinder <i>(Not included in winter or spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	36-48+	56-67+	63-73+
	Benchmark 50 th - 75 th Percentiles	24-35	44-55	53-62
	Approaching Benchmark (26 th – 49 th percentiles)	13-23	35-43	43-52
	Strategic (11 th -25 th percentiles)	6-12	26-34	34-42
	Intensive (0-10 th percentiles)	0-5	0-25	0-33

	Performance Level	Fall	Winter	Spring
Letter Sounds – Kinder <i>(Not included in fall screening or composite scores)</i>	Exceeding 76 TH + percentiles	16-25+	44-55+	55-66+
	Benchmark 50 th - 75 th Percentiles	7-15	33-43	44-54
	Approaching Benchmark (26 th – 49 th percentiles)	3-6	24-32	29-43
	Strategic (11 th -25 th percentiles)	1-2	16-23	28-35
	Intensive (0-10 th percentiles)	0-1	0-15	0-27

	Performance Level	Fall	Winter	Spring
Word Segmenting Kinder <i>(Not included in fall screening or composite scores)</i>	Exceeding 76 TH + percentiles	19-26+	31-33+	34+
	Benchmark 50 th - 75 th Percentiles	7-18	28-30	31-33
	Approaching Benchmark (26 th – 49 th percentiles)	0-6	23-28	29-31
	Strategic (11 th -25 th percentiles)	0	14-22	25-28
	Intensive (0-10 th percentiles)	0	0-13	0-24

	Performance Level	Fall	Winter	Spring
Nonsense Word - Kinder <i>(Not included in fall screening or composite scores)</i>	Exceeding 76 TH + percentiles		14-18+	19-26+
	Benchmark 50 th - 75 th Percentiles		9-13	14-18
	Approaching Benchmark (26 th – 49 th percentiles)		6-8	11-13
	Strategic (11 th -25 th percentiles)		3-5	8-10
	Intensive (0-10 th percentiles)		0-2	0-7

	Performance Level	Fall	Winter	Spring
Sight Words (50) Kinder <i>(Not included in fall or winter screening or composite scores)</i>	Exceeding 76 TH + percentiles		27-53+	48-67+
	Benchmark 50 th - 75 th Percentiles		11-26	26-47
	Approaching Benchmark (26 th – 49 th percentiles)		7-10	13-25
	Strategic (11 th -25 th percentiles)		4-6	6-12
	Intensive (0-10 th percentiles)		0-3	0-5

Early Reading: Grade 1

	Performance Level	Fall	Winter	Spring
Early Reading Composite Scaled Score Grade 1	Exceeding 76 TH + percentiles	50-67+	75-93+	89-108+
	Benchmark 50 th - 75 th Percentiles	37-49	60-74	74-88
	Approaching Benchmark (26 th – 49 th percentiles)	31-36	49-59	61-73
	Strategic (11 th -25 th percentiles)	27-30	40-48	50-60
	Intensive (0-10 th percentiles)	0-26	0-39	0-49

	Performance Level	Fall	Winter	Spring
Word Segmenting - Grade 1	Exceeding 76 TH + percentiles	32-33+	34+	34+
	Benchmark 50 th - 75 th Percentiles	28-31	32-34	33-34
	Approaching Benchmark (26 th – 49 th percentiles)	26-27	30-31	31-32
	Strategic (11 th -25 th percentiles)	21-25	27-29	29-30
	Intensive (0-10 th percentiles)	0-20	0-26	0-28

	Performance Level	Fall	Winter	Spring
Nonsense Word - Grade 1	Exceeding 76 TH + percentiles	16-25+	27-40+	35-48+
	Benchmark 50 th - 75 th Percentiles	11-15	18-26	24-34
	Approaching Benchmark (26 th – 49 th percentiles)	8-10	14-17	18-23
	Strategic (11 th -25 th percentiles)	5-7	11-13	14-17
	Intensive (0-10 th percentiles)	0-4	0-10	0-13

	Performance Level	Fall	Winter	Spring
Sight Words (150) - Grade 1	Exceeding 76 TH + percentiles	48-65+	72-88+	85-100+
	Benchmark 50 th - 75 th Percentiles	25-47	56-71	72-84

	Approaching Benchmark (26 th – 49 th percentiles)	11-24	42-55	59-71
	Strategic (11 th -25 th percentiles)	6-10	26-41	47-58
	Intensive (0-10 th percentiles)	0-5	0-25	0-46

	Performance Level	Fall	Winter	Spring
Sentence Reading - Grade 1 <i>(Not included in winter or spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	41-76+		
	Benchmark 50 th - 75 th Percentiles	18-40		
	Approaching Benchmark (26 th – 49 th percentiles)	11-17		
	Strategic (11 th -25 th percentiles)	7-10		
	Intensive (0-10 th percentiles)	0-6		

Early Reading Spanish: Kindergarten

	Performance Level	Fall	Winter	Spring
Early Reading Spanish Composite Scaled Score Kinder	Exceeding 76 TH + percentiles	42-45+	54-58+	77-84+
	Benchmark 50 th - 75 th Percentiles	38-41	49-53	71-76
	Approaching Benchmark (26 th – 49 th percentiles)	36-37	47-48	65-70
	Strategic (11 th -25 th percentiles)	34-35	43-46	60-64
	Intensive (0-10 th percentiles)	0-33	0-42	0-59

	Performance Level	Fall	Winter	Spring
Concepts of Print – Spanish Kinder <i>(Not included in winter or spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	11-12+		
	Benchmark 50 th - 75 th Percentiles	9-10		
	Approaching Benchmark (26 th – 49 th percentiles)	8		
	Strategic (11 th -25 th percentiles)	5-7		
	Intensive (0-10 th percentiles)	0-4		

	Performance Level	Fall	Winter	Spring
Onset Sounds – Spanish Kinder <i>(Not included in spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	15-16+	16+	16
	Benchmark 50 th - 75 th Percentiles	11-14	14-16	16
	Approaching Benchmark (26 th – 49 th percentiles)	9-10	12-13	16
	Strategic (11 th -25 th percentiles)	5-8	9-11	14-15
	Intensive (0-10 th percentiles)	0-4	0-8	0-13

	Performance Level	Fall	Winter	Spring
Letter Sounds – Spanish Kinder	Exceeding 76 TH + percentiles	16-24+	34-45+	46-58+
	Benchmark 50 th - 75 th Percentiles	11-15	25-33	35-45

<i>(Not included in winter or spring screening or composite scores)</i>	Approaching Benchmark (26 th – 49 th percentiles)	7-10	20-24	27-34
	Strategic (11 th -25 th percentiles)	4-6	15-19	20-26
	Intensive (0-10 th percentiles)	0-3	0-14	0-19

	Performance Level	Fall	Winter	Spring
Syllable Reading Fluency – Spanish Kinder	Exceeding 76 TH + percentiles	5-13+	23-33+	38-47+
	Benchmark 50 th - 75 th Percentiles	2-4	14-22	26-37
	Approaching Benchmark (26 th – 49 th percentiles)	1	8-13	18-25
	Strategic (11 th -25 th percentiles)	0	3-7	11-17
	Intensive (0-10 th percentiles)	0	0-2	0-10

	Performance Level	Fall	Winter	Spring
Word Segmenting Spanish Kinder <i>(Not included in fall screening or composite scores)</i>	Exceeding 76 TH + percentiles	15-26+	30-34+	35+
	Benchmark 50 th - 75 th Percentiles	5-14	20-29	32-35
	Approaching Benchmark (26 th – 49 th percentiles)	3-4	11-19	27-31
	Strategic (11 th -25 th percentiles)	2	6-10	19-26
	Intensive (0-10 th percentiles)	0-1	0-5	0-18

	Performance Level	Fall	Winter	Spring
Sight Words (50) Spanish Kinder <i>(Not included in fall or winter screening or composite scores)</i>	Exceeding 76 TH + percentiles		18-35+	36-55+
	Benchmark 50 th - 75 th Percentiles		11-17	21-35
	Approaching Benchmark (26 th – 49 th percentiles)		7-10	10-20
	Strategic (11 th -25 th percentiles)		4-6	5-9
	Intensive (0-10 th percentiles)		0-3	0-4

Early Reading Spanish: 1st Grade

	Performance Level	Fall	Winter	Spring
Early Reading Spanish Composite 1 st Grade	Exceeding 76 TH + percentiles	40-47+	47-53+	63-72+
	Benchmark 50 th - 75 th Percentiles	33-39	43-46	55-62
	Approaching Benchmark (26 th – 49 th percentiles)	29-32	39-42	48-54
	Strategic (11 th -25 th percentiles)	26-28	34-38	42-47
	Intensive (0-10 th percentiles)	0-25	0-33	0-41

	Performance Level	Fall	Winter	Spring
Syllable Reading Fluency 1 st Grade	Exceeding 76 TH + percentiles	36-45+	60-75+	78-93+
	Benchmark 50 th - 75 th Percentiles	24-35	45-59	63-77
	Approaching Benchmark (26 th – 49 th percentiles)	15-23	36-44	52-62
	Strategic (11 th -25 th percentiles)	10-14	24-35	43-51
	Intensive (0-10 th percentiles)	0-9	0-23	0-42

	Performance Level	Fall	Winter	Spring
Word Segmentation Spanish 1 st Grade	Exceeding 76 TH + percentiles	35+	35+	35+
	Benchmark 50 th - 75 th Percentiles	31-34	30-34	34-35
	Approaching Benchmark (26 th – 49 th percentiles)	27-30	24-29	31-33
	Strategic (11 th -25 th percentiles)	23-26	17-23	29-30
	Intensive (0-10 th percentiles)	0-22	0-16	0-28

	Performance Level	Fall	Winter	Spring
Sight Words Spanish 1 st Grade	Exceeding 76 TH + percentiles	35-55+	64-81+	83-99+
	Benchmark 50 th - 75 th Percentiles	18-34	49-63	67-82
	Approaching Benchmark (26 th – 49 th percentiles)	9-17	28-48	59-66
	Strategic (11 th -25 th percentiles)	5-8	13-27	47-58
	Intensive (0-10 th percentiles)	0-4	0-12	0-46

Reading CBM Spanish: 1st Grade

	Performance Level	Fall	Winter	Spring
CBM Spanish 1 st Grade (Norms not available for fall)	Exceeding 76 TH + percentiles		68-87+	91-116+
	Benchmark 50 th - 75 th Percentiles		47-67	75-91
	Approaching Benchmark (26 th – 49 th percentiles)		26-46	63-74
	Strategic (11 th -25 th percentiles)		13-24	45-62
	Intensive (0-10 th percentiles)		0-12	0-44

Reading CBM: Grades 1-5

	Performance Level	Fall	Winter	Spring
CBM – Reading Grade 1	Exceeding 76 TH + percentiles	40-76+	80-111+	102-135+
	Benchmark 50 th - 75 th Percentiles	18-39	53-79	79-101
	Approaching Benchmark (26 th – 49 th percentiles)	11-17	31-52	59-78
	Strategic (11 th -25 th percentiles)	7-10	20-30	39-58
	Intensive (0-10 th percentiles)	0-6	0-19	0-38

	Performance Level	Fall	Winter	Spring
CBM – Reading Grade 2	Exceeding 76 TH + percentiles	91-123+	121-147+	136-163+
	Benchmark 50 th - 75 th Percentiles	67-90	96-120	114-135
	Approaching Benchmark (26 th – 49 th percentiles)	43-66	74-95	92-113
	Strategic (11 th -25 th percentiles)	24-42	53-73	70-91
	Intensive (0-10 th percentiles)	0-23	0-52	0-69

	Performance Level	Fall	Winter	Spring
CBM – Reading Grade 3	Exceeding 76 TH + percentiles	124-151+	146-171+	160-186+
	Benchmark 50 th - 75 th Percentiles	98-123	124-145	138-159
	Approaching Benchmark (26 th – 49 th percentiles)	76-97	102-123	118-137
	Strategic (11 th -25 th percentiles)	55-75	80-101	96-117
	Intensive (0-10 th percentiles)	0-54	0-79	0-95

	Performance Level	Fall	Winter	Spring
CBM – Reading Grade 4	Exceeding 76 TH + percentiles	149-175+	167-192+	180-206+
	Benchmark 50 th - 75 th Percentiles	125-148	144-166	158-179
	Approaching Benchmark (26 th – 49 th percentiles)	104-124	123-143	136-157
	Strategic (11 th -25 th percentiles)	86-103	103-122	115-135
	Intensive (0-10 th percentiles)	0-85	0-102	0-114

	Performance Level	Fall	Winter	Spring
CBM – Reading Grade 5	Exceeding 76 TH + percentiles	164-189+	180-207+	194-223+
	Benchmark 50 th - 75 th Percentiles	142-163	158-179	170-193
	Approaching Benchmark (26 th – 49 th percentiles)	120-141	137-157	151-169
	Strategic (11 th -25 th percentiles)	101-119	117-136	129-150
	Intensive (0-10 th percentiles)	0-100	0-116	0-128

Comprehension Efficiency: Grade 2-5

	Performance Level	Fall	Winter	Spring
Comprehension Efficiency - Grade 2	Exceeding 76 TH + percentiles	69-76+	78+	96+
	Benchmark 50 th - 75 th Percentiles	60-68	74-78	88-96
	Approaching Benchmark (26 th – 49 th percentiles)	49-59	66-73	80-87
	Strategic (11 th -25 th percentiles)	41-48	58-65	68-79
	Intensive (0-10 th percentiles)	0-40	0-57	0-67

	Performance Level	Fall	Winter	Spring
Comprehension Efficiency - Grade 3	Exceeding 76 TH + percentiles	81-85+	74-83+	96-100+
	Benchmark 50 th - 75 th Percentiles	76-81	70-74	92-96
	Approaching Benchmark (26 th – 49 th percentiles)	65-75	66-69	89-91
	Strategic (11 th -25 th percentiles)	51-64	58-65	80-88
	Intensive (0-10 th percentiles)	0-50	0-57	0-79

	Performance Level	Fall	Winter	Spring
Comprehension Efficiency - Grade 4	Exceeding 76 TH + percentiles	74-76+	72-75+	94-97+
	Benchmark 50 th - 75 th Percentiles	71-74	66-72	84-94
	Approaching Benchmark (26 th – 49 th percentiles)	69-70	64-65	73-83
	Strategic (11 th -25 th percentiles)	60-68	57-63	66-72
	Intensive (0-10 th percentiles)	0-59	0-56	0-65

	Performance Level	Fall	Winter	Spring
Comprehension Efficiency - Grade 5	Exceeding 76 TH + percentiles	69-83+	77-84+	93-100+
	Benchmark 50 th - 75 th Percentiles	61-68	71-77	87-93
	Approaching Benchmark (26 th – 49 th percentiles)	59-60	62-70	81-86
	Strategic (11 th -25 th percentiles)	51-58	56-61	74-80
	Intensive (0-10 th percentiles)	0-50	0-55	0-73

Early Math: Grade K

	Performance Level	Fall	Winter	Spring
Early Math Composite Scaled Score Kinder	Exceeding 76 TH + percentiles	46-57+	71-81+	84-91+
	Benchmark 50 th - 75 th Percentiles	36-45	59-70	74-83
	Approaching Benchmark (26 th – 49 th percentiles)	29-35	49-58	64-73
	Strategic (11 th -25 th percentiles)	22-28	40-48	54-63
	Intensive (0-10 th percentiles)	0-21	0-39	0-53

	Performance Level	Fall	Winter	Spring
Number ID Kinder	Exceeding 76 TH + percentiles	21-32+	38-50+	50-59+
	Benchmark 50 th - 75 th Percentiles	14-20	29-37	40-49
	Approaching Benchmark (26 th – 49 th percentiles)	11-13	21-28	33-39
	Strategic (11 th -25 th percentiles)	7-10	15-20	24-32
	Intensive (0-10 th percentiles)	0-6	0-14	0-23

	Performance Level	Fall	Winter	Spring
Match Quantity Kinder <i>(*Not included in winter or spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	11-13	14-16	17-19
	Benchmark 50 th - 75 th Percentiles	8-10	12-13	13-16
	Approaching Benchmark (26 th – 49 th percentiles)	7	10-11	12
	Strategic (11 th -25 th percentiles)	6	9	10-11
	Intensive (0-10 th percentiles)	0-5	0-8	0-9

	Performance Level	Fall	Winter	Spring
Number Sequence Kinder	Exceeding 76 TH + percentiles	9-10+	12-13+	13+
	Benchmark 50 th - 75 th Percentiles	6-8	9-11	11-12
	Approaching Benchmark (26 th – 49 th percentiles)	4-5	8	10
	Strategic (11 th -25 th percentiles)	3	6-7	8-9
	Intensive (0-10 th percentiles)	0-2	0-5	0-7

	Performance Level	Fall	Winter	Spring
Decomposing Kinder <i>(*Not included in winter or spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	6-7+	8+	8+
	Benchmark 50 th - 75 th Percentiles	5	5-7	7-8
	Approaching Benchmark (26 th – 49 th percentiles)			
	Strategic (11 th -25 th percentiles)	3-4	3-4	5-6
	Intensive (0-10 th percentiles)	0-2	0-2	0-4

Early Math: Grade 1

	Performance Level	Fall	Winter	Spring
Early Math Composite Scaled Score Grade 1	Exceeding 76 TH + percentiles	64-85+	74-87+	78-90+
	Benchmark 50 th - 75 th Percentiles	44-63	62-73	67-77
	Approaching Benchmark (26 th – 49 th percentiles)	27-43	49-61	57-66
	Strategic (11 th -25 th percentiles)	13-26	35-48	46-56
	Intensive (0-10 th percentiles)	0-12	0-34	0-45

	Performance Level	Fall	Winter	Spring
Number ID Grade 1 <i>(*Not included in winter or spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	36-42+	48-55+	50-56+
	Benchmark 50 th - 75 th Percentiles	31-35	40-47	44-49
	Approaching Benchmark (26 th – 49 th percentiles)	25-30	36-39	40-43
	Strategic (11 th -25 th percentiles)	18-24	32-35	36-39
	Intensive (0-10 th percentiles)	0-17	0-31	0-35

	Performance Level	Fall	Winter	Spring
Number Sequence Grade 1 <i>(*Not included in winter or spring screening or composite scores)</i>	Exceeding 76 TH + percentiles	10-12+	14+	14+
	Benchmark 50 th - 75 th Percentiles	6-9	11-13	12-13
	Approaching Benchmark (26 th – 49 th percentiles)	5	9-10	10-11
	Strategic (11 th -25 th percentiles)	4	7-8	8-9
	Intensive (0-10 th percentiles)	0-3	0-6	0-7

	Performance Level	Fall	Winter	Spring
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Decomposing Grade 1	Exceeding 76 TH + percentiles	8-9+	11-14+	13-16+
	Benchmark 50 th - 75 th Percentiles	5-7	8-10	10-12
	Approaching Benchmark (26 th – 49 th percentiles)	3-4	7	9
	Strategic (11 th -25 th percentiles)	2	5-6	7-8
	Intensive (0-10 th percentiles)	0-1	0-4	0-6

	Performance Level	Fall	Winter	Spring
Place Value Grade 1	Exceeding 76 TH + percentiles		5+	6-7+
	Benchmark 50 th - 75 th Percentiles		3-4	4-5
	Approaching Benchmark (26 th – 49 th percentiles)			
	Strategic (11 th -25 th percentiles)			
	Intensive (0-10 th percentiles)		0-2	0-3

	Performance Level	Fall	Winter	Spring
Story Problems Grade 1 (*Not included in winter or spring screening or composite scores)	Exceeding 76 TH + percentiles		6+	6+
	Benchmark 50 th - 75 th Percentiles		5-6	5-6
	Approaching Benchmark (26 th – 49 th percentiles)			
	Strategic (11 th -25 th percentiles)		4	4
	Intensive (0-10 th percentiles)		0-3	0-3

CBM Math Automaticity: Grades 1-3

	Performance Level	Fall	Winter	Spring
CBM Math Automaticity Grade 1	Exceeding 76 TH + percentiles	24-35+	46-65+	62-85+
	Benchmark 50 th - 75 th Percentiles	13-23	30-45	45-61
	Approaching Benchmark (26 th – 49 th percentiles)	9-12	21-29	31-44
	Strategic (11 th -25 th percentiles)	4-8	14-20	21-30
	Intensive (0-10 th percentiles)	0-3	0-13	0-20

	Performance Level	Fall	Winter	Spring
CBM Math Automaticity Grade 2	Exceeding 76 TH + percentiles	26-40+	46-68+	56-80+
	Benchmark 50 th - 75 th Percentiles	15-25	30-45	40-55
	Approaching Benchmark (26 th – 49 th percentiles)	9-14	19-29	26-39
	Strategic (11 th -25 th percentiles)	4-8	11-18	16-25
	Intensive (0-10 th percentiles)	0-3	0-10	0-15

	Performance Level	Fall	Winter	Spring
CBM Math Automaticity Grade 3	Exceeding 76 TH + percentiles	19-30+	39-60+	51-75+
	Benchmark 50 th - 75 th Percentiles	10-18	25-38	35-50
	Approaching Benchmark (26 th – 49 th percentiles)	6-9	16-24	24-34
	Strategic (11 th -25 th percentiles)	4-5	11-15	16-23
	Intensive (0-10 th percentiles)	0-3	0-10	0-15

CBM Math CAP: Grades 2-5

	Performance Level	Fall	Winter	Spring
CBM Math CAP Grade 2	Exceeding 76 TH + percentiles	8-9+	10-11+	11+
	Benchmark 50 th - 75 th Percentiles	5-7	7-9	9-10
	Approaching Benchmark (26 th – 49 th percentiles)		6	8
	Strategic (11 th -25 th percentiles)	4	5	6-7
	Intensive (0-10 th percentiles)	0-3	0-4	0-5

	Performance Level	Fall	Winter	Spring
CBM Math CAP Grade 3	Exceeding 76 TH + percentiles	8-9+	10-11+	12+
	Benchmark 50 th - 75 th Percentiles	5-7	7-9	9-11
	Approaching Benchmark (26 th – 49 th percentiles)		6	8
	Strategic (11 th -25 th percentiles)	4	5	6-7
	Intensive (0-10 th percentiles)	0-3	0-4	0-5

	Performance Level	Fall	Winter	Spring
CBM Math CAP Grade 4	Exceeding 76 TH + percentiles	5+	6-7+	8-9+
	Benchmark 50 th - 75 th Percentiles	3-4	3-5	5-7
	Approaching Benchmark (26 th – 49 th percentiles)			
	Strategic (11 th -25 th percentiles)			3-4
	Intensive (0-10 th percentiles)	0-2	0-2	0-2

	Performance Level	Fall	Winter	Spring
CBM Math CAP Grade 5	Exceeding 76 TH + percentiles	6+	6-7+	7-8+
	Benchmark 50 th - 75 th Percentiles	4-5	4-5	5-6

	Approaching Benchmark (26 th – 49 th percentiles)			4
	Strategic (11 th -25 th percentiles)	3	3	3
	Intensive (0-10 th percentiles)	0-2	0-2	0-2

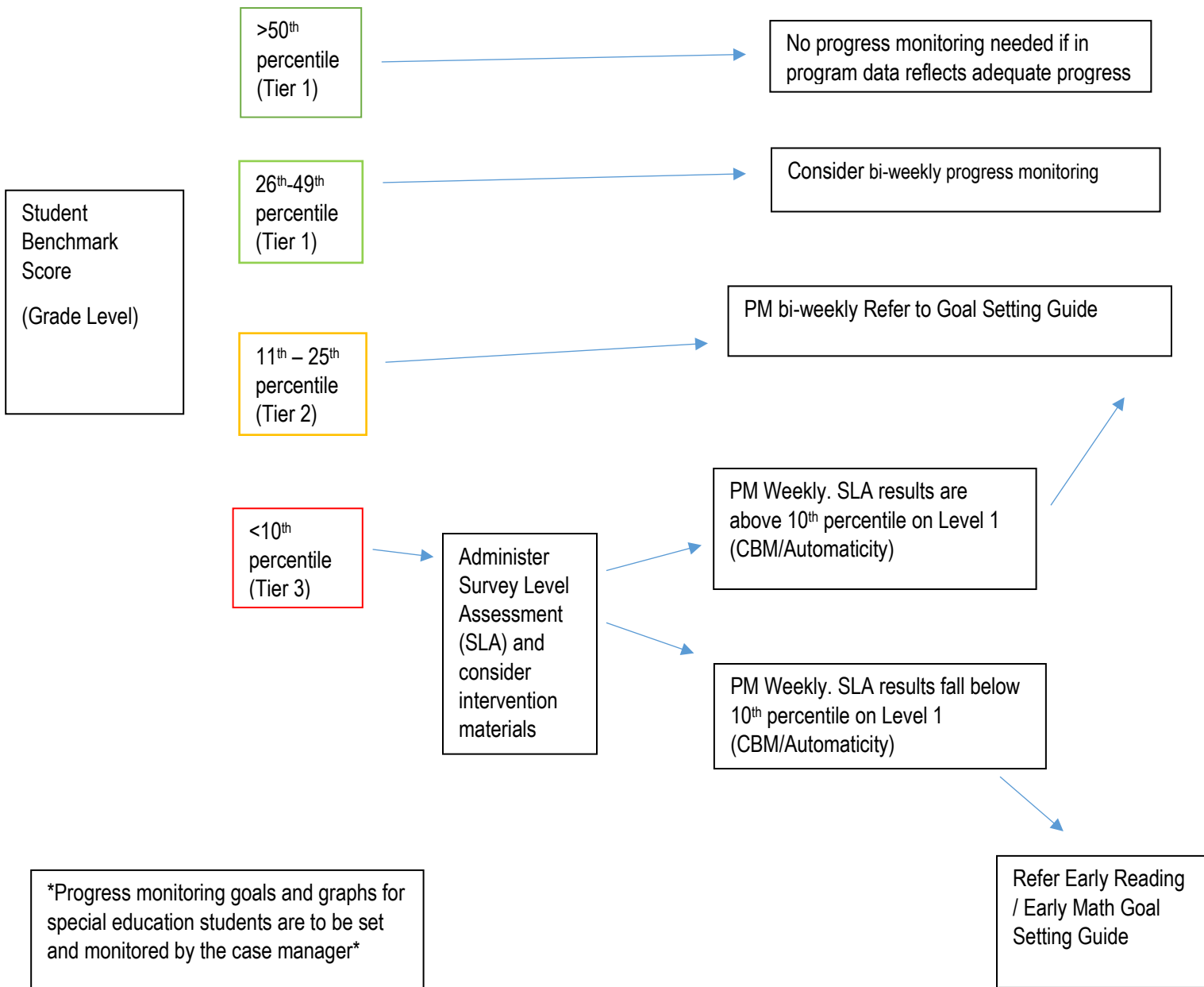
ELA Interventions	Tier 1	Tier 2	Tier 3
	ALL STUDENTS With Tier 1 interventions as needed.	STRATEGIC Tier 2 interventions	INTENSIVE Tier 3 interventions
Data	Benchmark, in program assessments,	Benchmark, in program assessments, progress monitoring and lesson gains	Benchmark, in program assessments, progress monitoring and lesson gains
Delivery	Wonders + Differentiation using Wonders and evidence-based instructional strategies.	In addition to Benchmark column: 30-45 minutes small group intervention using evidence-based instructional strategies	Consider 60 - 90 minutes of small group, alternate core instruction, matched to needs. Emphasis on Teacher-Directed Instruction
Materials	Wonders	Evidence-Based Intervention Program <ul style="list-style-type: none"> • Six Minute Solutions: Grades K-5 <ul style="list-style-type: none"> ➤ Sound, sight word, and passage fluency ➤ 24 Lessons per Level; 6-10 minutes • REWARDS: Grades 4-5 <ul style="list-style-type: none"> ➤ Review of vowel sounds and fluency of multisyllabic words ➤ 25 lessons; ~45 minute lessons • Read Naturally: Grades 1-5 <ul style="list-style-type: none"> ➤ Review and practice of sounds – fluency, comprehension ➤ 20 lessons per level; ~45 minute lessons • PALS 	Evidence-Based Intervention Program <ul style="list-style-type: none"> • Reading Mastery: Grades K-5 <ul style="list-style-type: none"> ➤ Phonemic awareness, phonics, decoding, fluency vocabulary and comprehension. ➤ 160 Lessons (K) ➤ 145 Lessons (1+) ➤ ~30-90 minutes depending on level • Corrective Reading: Grades 3-5 <ul style="list-style-type: none"> • Phonics and sight words – improves accuracy, fluency and decoding skills • 65 lessons per level; ~45 minutes
Instruction Provided by:	<ul style="list-style-type: none"> • Classroom Teacher 	<ul style="list-style-type: none"> • Classroom Teacher • Reading Specialist • LAP Staff • ELL 	<ul style="list-style-type: none"> • Reading Specialist • LAP Staff • SPED Staff
Duration of Intervention	Adjust intervention if needed, based on; 4+ data points on progress monitoring graph and in program data (mastery tests and lesson gains).		
Small Group Size Guidelines	Differentiation Group Size: Ideal 7	Intervention Group Size: Ideal 6	Alt Core Group Size: Ideal 4
Benchmark/ Screening	Fastbridge Assessments 3 times a year	Fastbridge Assessments 3 times a year	Fastbridge Assessments 3 times a year
Assessments Resource	<ul style="list-style-type: none"> • Core Assessments 	<ul style="list-style-type: none"> • Fastbridge • Core Assessments • Error Analysis of Progress monitoring • In Program Assessments 	<ul style="list-style-type: none"> • Fastbridge • In Program Assessments and lesson gains • Error Analysis of Progress monitoring
Progress Monitoring	<ul style="list-style-type: none"> • Follow Pacing Goals • Unit Assessments – extra differentiation for those who need 	<ul style="list-style-type: none"> • Fastbridge Minimum every two weeks at instructional level	<ul style="list-style-type: none"> • Fastbridge Weekly or biweekly at instructional level

Math Interventions	Tier 1 ALL STUDENTS With Tier 1 interventions as needed.	Tier 2 STRATEGIC Tier 2 interventions	Tier 3 INTENSIVE Tier 3 interventions
Data	Benchmark, in program assessments	Benchmark, in program assessments, progress monitoring, lesson gains	Benchmark, in program assessments, progress monitoring and lesson gains
Delivery	Math Expressions + Differentiation using Math Expressions and evidence-based instructional strategies.	In addition to Benchmark column: 20-45 minutes small group (3-7) intervention using evidence-based instructional strategies	Alternate Core 60 minutes of small group intervention Emphasis on Teacher-Directed Instruction
Materials	Math Expressions	Evidence-Based Intervention program • Early Numeracy Intervention (ENI): Grades K-2 ➤ Ordering and comparing numbers, understanding place value, using strategies to solve story problems ➤ 138 Lessons; ~20 minute lessons • Corrective Math ➤ 7 areas: Addition, Subtraction, Multiplication, Division, fractions, decimals, percent, ratios and equations ➤ 64 lessons; ~45 minute lessons • Fraction Face Off: Grades 4-5 ➤ Understanding numerator and denominator, ordering and comparing fractions, placing fractions on a number line ➤ 36 lessons; ~45 minute lessons	Evidence-Based Intervention program • Connecting Math Concepts ➤ Facts, procedures, conceptual understanding, applications and problem solving skills. ➤ CMC-A: K CMC-B: 1 st ➤ CMC A & B: 30-45 minutes ➤ CMC-C: 2 nd CMC-D: 3 rd ➤ CMC-E: 4 th CMC-F: 4 th ➤ CMC C-F, 60 minutes • Touch Math
Instruction Provided by:	• Classroom Teacher	• Classroom Teacher • Math Specialist • LAP Staff • ELL	• Math Specialist • LAP Staff • SPED Staff
Duration of Intervention	Adjust intervention if needed, based on; 4+ data points on progress monitoring graph and in program data (mastery tests and lesson gains).		
Small Group Size Guidelines	Differentiation Group Size: Ideal 7	Intervention Group Size: Ideal 6	Alt Core Group Size: Ideal 4
Benchmark/ Screening	Fastbridge Assessments 3 times a year	Fastbridge Assessments 3 times a year	Fastbridge Assessments 3 times a year
Assessments Resource	• Core Assessments	• Fastbridge • Core Assessments • Error Analysis of Progress monitoring • In Program Assessments	• Fastbridge • In Program Assessments • Error Analysis of Progress monitoring
Progress Monitoring	• Follow Pacing Goals • Unit Assessments – extra differentiation for those who need	• Fastbridge Minimum every two weeks at instructional level	• Fastbridge Weekly at instructional level
For a complete list of district approved curricula please see Franklin Pierce Materials Matrix http://fpschools.org/common/pages/DisplayFile.aspx?itemId=28117547			

Progress Monitoring Big Ideas and Reminders

- The purpose is to monitor a student's progress made in response to an intervention
- Measures selected should be aligned to the intervention in place and sensitive enough to show growth
- Student graphs should be reviewed regularly
- Standardized administration procedures should always be followed
- Progress monitoring is not instruction or an intervention
- Progress monitoring must be administered via computer or scores entered in Fastbridge within the week. The system does not allow for backdating of student data.

Progress Monitoring Goal Setting Chart Reading/Math



How to administer a SLA

BEGIN WITH STUDENT'S GRADE LEVEL BENCHMARK SCORE. IF SCORE IS <10TH PERCENTILE ADMINISTER 3 PROBES FOR CBM OR 1 PROBE FOR ALL OTHER MEASURES, ONE GRADE LEVEL BELOW. IF RCBM, CALCULATE THE MEDIAN SCORE OF THOSE PROBES. IF STUDENT BETWEEN 25TH – 75TH PERCENTILES, THIS IS SUCCESS LEVEL AND APPROPRIATE FOR GOAL. IF SCORE IS BELOW THE 25TH PERCENTILE, DROP DOWN ANOTHER GRADE REPEAT PROCESS UNTIL STUDENT IS SUCCESSFUL.

Reading Recommended Progression:	
Letter sound fluency → Nonsense word fluency → CBM	
Measure	Recommended for
CBM Reading	Students grades 1-8, except those with a baseline score below 10 th percentile on Level 1 on CBM
Early Reading (LSF, NWF)	Students in any grade with a baseline score below 10 th percentile on Level 1
*Other measures are available and may be used as needed determined by student and intervention data.	

Math Recommended Progression:	
Number ID → Decomposing → Automaticity → CBM Math CAP	
Measure	Recommended for
CBM Math CAP	Students grades 2-8, with baseline scores above the 25 th percentile
CBM Math Automaticity	Students grades 1-8 with baseline scores below the 25 th percentile
Early Math (Number ID, Decomposing)	Students in any grade with a baseline score below 10 th percentile on level 1 CBM Math Automaticity
*Other measures are available and may be used as needed determined by student and intervention data.	

Kindergarten recommendation- rather than individual PM graphs, consider monthly administration of early reading and math probes (suggested=Letter Sound and Number Identification). This way staff can see which students are/are not responding to instruction and make data-based decisions without individual progress monitoring individual students. After winter benchmarking, move to individual graphs.

CBM Goal Setting Guide				
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 8	Approaching Benchmark (26 th – 49 th percentiles)	128-152	176	193
	Strategic (11 th -25 th percentiles)	106-127	132	155
	Intensive (0-10 th percentiles)	0-105	Administer SLA and consider intervention to determine appropriate level	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 7	Approaching Benchmark (26 th – 49 th percentiles)	129-149	169	176
	Strategic (11 th -25 th percentiles)	105-128	141	157
	Intensive (0-10 th percentiles)	0-104	Administer SLA and consider intervention to determine appropriate level	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 6	Approaching Benchmark (26 th – 49 th percentiles)	129-150	163	176
	Strategic (11 th -25 th percentiles)	109-128	144	159
	Intensive (0-10 th percentiles)	0-108	Administer SLA and consider intervention to determine appropriate level	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 5	Approaching Benchmark (26 th – 49 th percentiles)	120-141	158	175
	Strategic (11 th -25 th percentiles)	101-119	137	160
	Intensive (0-10 th percentiles)	0-100	Administer SLA and consider intervention to determine appropriate level	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 4	Approaching Benchmark (26 th – 49 th percentiles)	104-124	144	158
	Strategic (11 th -25 th percentiles)	86-103	124	140
	Intensive (0-10 th percentiles)	0-85	Administer SLA and consider intervention to determine appropriate level	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 3	Approaching Benchmark (26 th – 49 th percentiles)	76-97	125	139
	Strategic (11 th -25 th percentiles)	55-75	102	118
	Intensive (0-10 th percentiles)	0-54	Administer SLA and consider intervention to determine appropriate level	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal

CBM- Reading Level 2	Approaching Benchmark (26 th – 49 th percentiles)	43-66	100	118
	Strategic (11 th -25 th percentiles)	24-42	79	96
	Intensive (0-10 th percentiles)	0-23	Administer SLA and consider intervention to determine appropriate level	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM- Reading Level 1	Approaching Benchmark (26 th – 49 th percentiles)	11-17	53	79
	Strategic (11 th -25 th percentiles)	7-10	34	63
	Intensive (0-10 th percentiles)	0-6	Administer SLA and consider intervention to determine appropriate level	

Early Reading Progress Monitoring Guide for students with baseline scores below 10th percentile on Level 1 CBM

Step 1/Select Measure: teams should use initial benchmark scores, knowledge of intervention and professional judgement to select which measure within the recommended sequence will be most appropriate for that student.

Letter Sound Fluency → Nonsense Word Fluency → CBM

Step 3/Set a goal: Short term goals (6-10 weeks) with an ambitious ROI (1.5/week or higher) are recommended.

*Other measures are available and may be used as needed determined by student and intervention data.

CBM Math CAP Goal Setting Guide				
CBM Math CAP Goals for students Grades 6-8- Use the following formula				
ROI x # of weeks + baseline score = Goal				
Consider selected intervention				
Set an 8-12 week goal with an ROI of 0.2 or greater				
*Note that CBM Math CAP has a slower ROI than other measures				
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM Math CAP Level 5	Approaching Benchmark (26 th – 49 th percentiles)	4 * (4 is the 50 th percentile)	5	6
	Strategic (11 th -25 th percentiles)	3	Consider using Automaticity and intervention details to determine appropriate measures and level	
	Intensive (0-10 th percentiles)	0-2		
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM Math CAP Level 4	Approaching Benchmark (26 th – 49 th percentiles)	3* (50 th percentile)	5	7
	Strategic (11 th -25 th percentiles)	2	Consider using Automaticity and intervention details to determine appropriate measures and level	
	Intensive (0-10 th percentiles)	0-2		
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM Math CAP Level 3	Approaching Benchmark (26 th – 49 th percentiles)	5* (50 th percentile)	8	10
	Strategic (11 th -25 th percentiles)	4	Consider using Automaticity and intervention details to determine appropriate measures and level	
	Intensive (0-10 th percentiles)	0-3		
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM Math CAP Level 2	Approaching Benchmark (26 th – 49 th percentiles)	5* (50 th percentile)	9	10
	Strategic (11 th -25 th percentiles)	4	Consider using Automaticity and intervention details to determine appropriate measures and level	
	Intensive (0-10 th percentiles)	0-3		
Teams may also elect to set a goal based off ROI				
ROI x # of weeks + baseline score = Goal				

CBM Math Automaticity Goal Setting Guide				
CBM Automaticity Goals for students Grades 4-8- Use the following formula				
ROI x # of weeks + baseline score = Goal				
Consider selected intervention				
Set a short-term goal (4-8 weeks) with an ROI of 0.6 or greater				
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM Math Automaticity Level 3	Approaching Benchmark (26 th – 49 th percentiles)	6-9	28	38
	Strategic (11 th -25 th percentiles)	4-5	20	28
	Intensive (0-10 th percentiles)	0-3	SLA	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM Math Automaticity Level 2	Approaching Benchmark (26 th – 49 th percentiles)	9-14	33	43
	Strategic (11 th -25 th percentiles)	4-8	28	38
	Intensive (0-10 th percentiles)	0-3	SLA	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM Math Automaticity Level 1	Approaching Benchmark (26 th – 49 th percentiles)	9-12	30	45
	Strategic (11 th -25 th percentiles)	4-8	24	34
	Intensive (0-10 th percentiles)	0-3	SLA	
*Teams should use their professional judgement of student and intervention to set goals that will close the gap				

Early Math Progress Monitoring Guide for students with baseline scores below 10th percentile on Level 1 Automaticity
<p>Step 1/Select Measure: teams should use initial benchmark scores, knowledge of intervention and professional judgement to select which measure within the recommended sequence will be most appropriate for that student.</p> <p style="text-align: center;">Number ID → Decomposing → Automaticity</p> <p>Step 3/Set a goal: Short term goals (6-10 weeks) with an ambitious ROI (1.5/week or higher) are recommended.</p>
*Other measures are available and may be used as needed determined by student and intervention data.

How to set up Progress Monitoring in FastBridge

Setting up Monitoring

FastBridge Learning

Teacher Training & Resources Screening **Progress Monitoring** Reports

New PM Group

Behavior PM Groups

View Available Progress Monitoring Groups

10 PM groups per page Search:

Name	Assessment	Start Week	Occasions	Created By	School
No progress monitoring groups available.					
Name	Assessment	Start Week	Occasions	Created By	School

Showing 0 to 0 of 0 entries Previous Next

Select Students

- Click on a student's name to move it to the top section



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Create Progress Monitoring Group

New PM Group Behavior PM Add to group

Selected Students

Clear All

Show 10 entries

Student Name	School	Teacher Name	Grade	aMath	CBMMATH Automaticity	CBMMATH CAP	CBMMATH Process	CBMR-English	CBMR-Spanish	Comprehension Efficiency
Please select students from the table below.										
Showing 0 to 0 of 0 entries										

Previous Next

Available Students

Select a school... Change School Select all View Options Search:

Show 10 entries

Student Name	School	Teacher Name	Grade	aMath	CBMMATH Automaticity	CBMMATH CAP	CBMMATH Process	CBMR-English	CBMR-Spanish	Comprehension Efficiency
Doa, Jane	Lincoln Elementary	Brown, Rachel	KG							
Middleton, Kate	Lincoln Elementary	Brown, Rachel	KG							

Create New PM Group

(*) Required

Starting Week * 05/01/2016 Ending in School Year: This Year

Include Summer? *

Assessment Type * ☒ Reading ☐ Math

* The 2015-16 recommendations for weekly growth and end of year (EOY) performance for Math are preliminary estimates. Research and development is ongoing during this first year of implementation of the new Math assessments. Please provide feedback.

Group Name * Rachel P10

Number of occasions * ☒ 1 Per Week ☐ 2 Per Week ☐ 3 Per Week ☐ 4 Per Week ☐ 5 Per Week
☐ 1 Every 2 weeks ☐ 1 Every 3 weeks ☐ 1 Every 4 weeks

Student	Screening	Starting Week	Start	Level	Weekly Gain	EOY			Prior Data?*	Interventions	Student
						Date	Goal	Benchmark			
Adams, John Q.	N/A	05/01/2016	0	G3				N/A	Yes		Adams, John Q.
Graham, Tanisha	N/A	05/01/2016	0	G3				N/A	Yes		Graham, Tanisha

* If the student has been part of a progress monitoring group before, would you like to include the prior progress monitoring data in the student's current progress monitoring graph?

Interventions

Create New Intervention

Save assessment group » Go back Clear All

Possible Reading Progress Measures

English	Spanish	AUTOReading	AUTOReading Skills
<input type="radio"/> CBMR-English	<input type="radio"/> CBMR-Spanish	<input type="radio"/> Letter Names	<input type="radio"/> Letter Names
<input type="radio"/> Letter Names	<input type="radio"/> Letter Names Spanish	<input type="radio"/> Letter Sounds	<input type="radio"/> Letter Sounds
<input type="radio"/> Letter Sounds	<input type="radio"/> Letter Sounds Spanish	<input type="radio"/> Matching Synonyms	<input type="radio"/> Vocabulary
<input type="radio"/> Sight Words	<input type="radio"/> Sight Words Spanish	<input type="radio"/> Vocabulary	<input type="radio"/> Decoding
<input type="radio"/> Onset Sounds	<input type="radio"/> Onset Sounds Spanish	<input type="radio"/> Decoding	<input type="radio"/> Encoding
<input type="radio"/> Decodable Real Words	<input type="radio"/> Decodable Real Words Spanish	<input type="radio"/> Encoding	<input type="radio"/> Identification
<input type="radio"/> Nonsense Words	<input type="radio"/> Syllable Reading Spanish	<input type="radio"/> Identification	
<input type="radio"/> Word Blending	<input type="radio"/> Word Blending Spanish	<input type="radio"/> Morphology	
<input type="radio"/> Word Segmenting	<input type="radio"/> Word Segmenting Spanish		

Possible Math Progress Measures

➤ Be sure to select the right grade level

Assessment Type * ☐ Reading ☒ Math

* The 2015-16 recommendations for weekly growth and end of year (EOY) performance for Math are preliminary estimates. Research and development is ongoing during this first year of implementation of the new Math assessments. Please provide feedback.

Assessment * Grade: THREE ↓

aMath

☐ aMath PM

Automaticity

☐ Multiply to 12

☐ 2x1 Divide from 100

☐ Multiply and Divide

☐ Add, Subs, Multiply and Divide

Process

☐ 3x2 and 3x3 Add to 1000

☐ 3x2 and 3x3 Subs from 1000

☐ 3x2 and 3x3 Add and Subs

Group Name * P11

➤ Give the group a name

Create New PM Group

(*) Required

Starting Week * Ending in School Year: This Year ↓

Include Summer? * ☐

Assessment Type * ☐ Reading ☒ Math

* The 2015-16 recommendations for weekly growth and end of year (EOY) performance for Math are preliminary estimates. Research and development is ongoing during this first year of implementation of the new Math assessments. Please provide feedback.

Group Name * P10

Number of occasions * ☒ 1 Per Week ☐ 2 Per Week ☐ 3 Per Week ☐ 4 Per Week ☐ 5 Per Week

☐ 1 Every 2 weeks ☐ 1 Every 3 weeks ☐ 1 Every 4 weeks

Monitoring Schedule

Click on the button for monitoring frequency

Student	Screening	Starting Week	Start	Level	Weekly Gain	EOY			Prior Data?*	Interventions	Student
						Date	Goal	Benchmark			
Adams, John Q.	N/A	05/01/2016	0	G3				N/A	Yes		Adams, John Q.
Graham, Tanisha	N/A	05/01/2016	0	G3				N/A	Yes		Graham, Tanisha

* If the student has been part of a progress monitoring group before, would you like to include the prior progress monitoring data in the students current progress monitoring graph?

Interventions

Create New Intervention ← Click on Create New Intervention

Save assessment group » Go back Clear All

Goal Setting

EOY										
Student	Screening	Starting Week	Start	Level	Weekly Gain	Date	Goal	Benchmark	Prior Data?	Interventions
Adams, Abigail	13.0	04/03/2016	13.0	Gx	1.0 - Realistic	05/01/2016	17.0	0	Yes	R1 * +

- The question mark (?) bubbles provide linked information about the purpose of that column, including:
 - ✓ **Screening:** student's most recent universal screening score on the target measure
 - ✓ **Start:** the student's PM starting score (usually the screening score)
 - ✓ **Level:** grade level of PM material; this will be Gx (grade level) unless changed
 - ✓ **Weekly gain:** the number of measured units of gain per week (e.g., words read correctly)
 - ✓ **Goal:** the student's score goal for the next screening assessment
 - ✓ **Benchmark:** the district benchmark screening score goal (if there is one)
 - ✓ **Prior data:** if prior data from another FAST measure exist, it will be indicated here

Goal Example

EOY										
Student	Screening	Starting Week	Start	Level	Weekly Gain	Date	Goal	Benchmark	Prior Data?	Interventions
Adams, Abigail	13.0	04/03/2016	13.0	Gx	1.0 - Realistic	05/01/2016	17.0	0	Yes	R1 * +

- In the above example, Abigail scored 13 words read correctly (WRC) per minute at screening
- The problem solving team set a goal for Abigail to master 1 new WRC per week over 4 weeks
 - ✓ Strong readers can gain 2 WRC per week in grades 1-5 so this goal is ambitious but reasonable
- After 4 weeks of intervention, it was expected that Abigail would have a WRC score of 17
- The above PM schedule shows that Abigail did have prior PM data from another intervention

Intervention Details

Create New Intervention **R1**

Name: *	<input type="text"/>	Start date: *	<input type="text" value="05/02/2016"/>				
Type: *	<input type="text" value="Reading"/>	Follow-up in: *	<input type="text" value=""/> weeks				
Procedure: *	<input type="text"/>	Intervention Schedule (in minutes): *					
Interventionist: *	<input type="text"/>						
P. monitoring: *	<input type="text"/>						
		M	Tu	W	Th	F	
		AM	0	0	0	0	0
		PM	0	0	0	0	0

Create

Create And Apply To All

Cancel

When complete, click on Create

Save Group

- After you create the group and set goals, you will return to the detail page

Interventions	Create New Intervention		
Edit	Apply to all	Tier 3 Reading	R1
Save assessment group »	Go back	Clear All	

- Click on Save assessment group and then Go Back
- You will return to the Progress Monitoring page

Conducting Progress Monitoring

- Click on the clock icon to start the assessment

The screenshot shows a software interface titled "PG Corrective Reading". At the top, there are buttons for "Release Students", "Edit Group", and "Progress Graph", along with "Go back" and "Delete a score". Below these is a table with the following columns: "Student Name", "Level", "Start (Equated)", and "Occasion 1". The table contains one row for "Adams, Abigail" at level "Gx" with a start date of "01-May-16". A red circle with the number "13" is next to the student's name. A clock icon in the "Occasion 1" column is highlighted with an orange box.

Student Name	Level	Start (Equated)	Occasion 1
Adams, Abigail	Gx	01-May-16	

Instructional Weeks Chart

Quick Guide and Links to Franklin Pierce Decision Making Rules

(Franklin Pierce MTSS-A Guidelines)

- Review of core instruction is necessary when less than 80% of all students are meeting learning targets.
- Students not making adequate progress are provided targeted evidence-based interventions based upon screening results using a triage approach.
- Small group or individual instruction changes:
 - Progress Monitoring data are below the aimline on 4 consecutive data points or at least 9 data points produce a flat or decreasing trend line, school staff should change or intensify the intervention.
- Tier 3 instruction begins when a student fails to progress after two Tier 2 interventions/programs, or when data indicates significant need.

Decision Making Rules: Two questions to guide decisions based on student data: 1. What is the student's goal? 2. How well are they are making progress toward their goal (4 Point Rule)?

	Should an instructional program be modified?	Should an instructional program change be made entirely?	Should there be no instructional program change?	Should there be a less intensive instructional program?
--	--	--	--	---

Progress Monitoring	Student's trend line or last 4 consecutive data points are below the goal line for the past 6 weeks.	Student's trend line or last 4 consecutive data points are below the goal line for the past 6 weeks, and when the student was checked 6 weeks prior	Student's trend line or last 4 consecutive data points are even with the goal line.	Student's trend line or last 4 consecutive data points are above the goal line. If appropriate, consider increasing the goal before moving to less intensive tier.
Classroom/In Program Data	Classroom work samples and assessment data indicate that the student is making progress, but not at the expected rate.	Classroom work samples and assessment data indicate that the student is not making progress in the current instructional tier, even after a change has been made.	Classroom work samples and assessment data indicate that the student is making adequate or expected progress.	Classroom work samples and assessment data indicate that the student is making progress above their goal and it does not appear that the current intervention is needed or the goal needs to be increased

ICEL/RIOT Problem-Solving Protocol

I. Instruction: Instruction is how curriculum is taught. This includes instructional decision making regarding materials and curriculum level. Progress monitoring and the ability to control success rate are also included. Examples of other instructional variables include giving clear directions, communicating expectations and criteria for success, direct instruction with explanations and cues, sequencing lesson designs to promote success and offering a variety of activities and experiences for practice and application. Once an appropriate curriculum is implemented, instruction should be examined for effectiveness starting with the whole group. This can be determined by asking the following questions:

- Have the research-based practices been shown to increase student performance?
- Have effective practices have been implemented with fidelity in ways that students will benefit?
- Do materials have documented efficacy?
- Has a sufficient amount of instructional time been allotted for curriculum implementation?
- Is instruction tailored to meet students' current levels of knowledge? Is instruction organized so that pre-requisite skills are taught sequentially?

II. Curriculum:

Curriculum refers to what is taught. This includes the long range direction, intent, and stated outcomes of the course of study. It also includes the content arrangement, and pace of steps leading to the outcomes. Before instruction can be aligned with student needs, an appropriate curriculum that has been carefully selected should be in place. To assure curriculum alignment you need to:

- Make sure that the curriculum is aligned and matches appropriate state and district standards and benchmarks.
- Be certain that core components are introduced and reinforced at appropriate levels within the curriculum.

See that the curriculum is taught consistently and explicitly in all of the classrooms.

III. Environment: The environment is where the instruction takes place. This includes all aspects of the classroom setting such as physical arrangement, rules, management plans, routines, and expectations. It may also include out of class variables such as peer and family influence, and job pressure for students at

the secondary level. Environmental considerations cover a wide range of factors. The setting, routines and rules should be closely scrutinized. This includes:

- Making sure that the physical environment (seating arrangement, lighting and noise level) are appropriate; and
- Determining if routines and behavior management plans are conducive to learning.

IV. Learner: The learner is who is being taught. The most important learner variable is his or her current knowledge, sometimes referred to as 'prior knowledge' of the task that they need to learn. This is the last point to consider when planning interventions. Before the student's skills and motivation are called into question, it should be confirmed that the curriculum and instruction are appropriate and the environment positive. Interventions in the student learner domain are not likely to be successful if problems in the other domains are not adequately addressed. Fixed, or unalterable, traits such as a student's 'ability', race, gender or family history are the last domain to consider when planning interventions.

Review/Interview/Observation/Test: RIOT

The Franklin Pierce School District encourages the requirement to collect additional information and assessment data be addressed through what is commonly called the RIOT (Record review, Interviews, Observation, and Testing) process, which is typically an integral part of the early intervening period. Below are examples of data sources and evaluation tools in each of these four categories that might be included in a full and individual evaluation. The collection of this information and data may occur during the MTSS/RTI process and/or after the special education evaluation period begins.

- Record Review: Student work samples, grades, office referrals, etc.
- Interviews: Of teachers, parents, counselors, the student, and others involved in the student's education
- Observation: Of the student in specific, relevant settings and of the learning environment
- Testing: Universal screening, CBMs (depending on tier), classroom tests, district-wide and state tests, functional behavior assessments, etc.

Please refer to website for full decision making guidelines

http://fpschools.org/departments/learning_support_services/mtssresources/franklin_pierce_mtss_guidelines/

MTSS Terminology

Universal Screening/Benchmarking: the process of administering brief measures (probes) to ALL students in a grade at the beginning, middle and end of the school year. The same or parallel probes are used at each administration and the measures are always at the students' grade-placement level. (Introductory guide). Purpose: to identify students that may be at risk in reading/math, and in need of additional support.

Tier 1 (Benchmark): Students who should be able to access general education instruction based on universal screening results. 26th percentile and above for screening purposes. (~80% of students)

Tier 2 (Strategic): Students who may be at-risk, and in need of additional support beyond, or in order to access general education instruction, based on universal screening results. 11th – 25th percentiles. This may be through differentiation or small group instruction. (~15% of students)

Tier 3 (Intensive): Students who may be in need of intensive and/or more individualized instruction. 10th percentile and below. Small group/individualized instruction, likely core replacement. (~5% of students)

Progress Monitoring: More frequent administration of probes parallel to those used during universal screening. Purpose: to determine the effectiveness of the intervention put in place. Typically this is done weekly for Tier 3 students, bi-weekly for Tier 2 students. Tier 1 students do not need to be progress monitored. See PM memo for procedures including goal setting.

Goal: the score you want the student to reach, by a particular goal date.

Trendline: Is a good indicate of whether or not a student is on track to reach their goal. This will be calculated in Aimsweb after at least three progress monitoring scores have been entered.

Rate of Improvement (ROI): This is the student's rate of change, expressed in terms of the average number of score points gained per week. For example, a ROI of 0.8 on RCBM would mean that the student is increasing by an average of 0.8 words read correctly, per week based on existing progress monitoring scores.

Benchmark/Criterion Referenced: comparison of a student's score with designated scores that indicate a good likelihood of academic success.

Norm Referenced: comparison of a student's score with the scores of other students in a local or national reference group of students in the same grade tested on the same measure, at the same time of year. Typically, this is what we will use to determine tiers.

Cut Scores: indicate the break points between the tiers. Typically, in Franklin Pierce they are as follows: Tier 1=26th percentile and above, Tier 2=11-25th percentiles, Tier 3=10th percentile and below, norm referenced.

Lesson Gains: running record of intervention group including lessons taught, student/teacher absences, time in program, pace, group size and student/instructor movement.

General Outcome Measure (GOM): Unlike mastery measures, assessments that include a wide range of skills likely to be taught over the course of the year. GOMs are used to screen and measure general reading or math progress over time. Examples include RCBM, MAZE, MCOMP, MCAP, Tests of Early Literacy (TEL) and Tests of Early Numeracy (TEN)

Fastbridge Assessments

Progress Monitoring not available

Test Name	Screening	Progress Monitoring	Expected ROI	Test Description	Score Reporting
Concepts of Print	K (Fall)			Assesses a student's general understanding of how print is used so other reading skills can emerge. Students who have mastered it should be able to complete basic tasks such as proper page orientation, accurate print tracking, and locating the beginning and ending of sentences.	Total number correct items out of 12 as well as the accuracy percentage.
Nonsense Words	K(Spring)-1	1st, as needed	.75	This measure assesses whether students can recognize letter-sound correspondences and blend them fluently. It assesses whether students can decode strings of letters and read them fluently while controlling for potential familiarity that students may have when decoding real words.	Total number correct per minute
Letter Names	K (Fall)	K, as needed	1.7	The subtest assesses student's ability and automaticity naming uppercase and lowercase letters in isolation.	Total correct letter names in one minute
Letter Sounds	K	K, as needed	1.5	The subtest assesses student's ability and automaticity saying the sounds of lower-case letters in isolation.	Total correct letter sounds in one minute
Onset Sounds	K (Fall/ Winter)	K, as needed	.75	The subtest assesses a student's phonemic awareness, which is generally defined as the ability to identify and manipulate the smallest units of sound in spoken language. During the Onset Sound subtest, examiners ask the student to identify the first sound in a pictured word.	Items correct per minute
Sentence Reading	1			The subtest assesses student's reading rate and accuracy.	Words read correctly in one minute
Sight Words 50 and 150	K (50 Spring)-1(150)	150 only: 1st, as needed	2	The subtest assesses a student's ability to recognize 50 (kindergarten) or 150 (1st grade) of the most 'high-frequency' words.	Total correct sight words read in one minute
Word Segmenting	K(Spring)-1	K-1, as needed	K: 1.56 1: .34	The subtest assesses student's ability to separate a spoken word into individual sounds.	Total items correct per minute
CBM Reading	1-8	1-8, as needed	1.5	The subtest allows to screen and monitor student reading progress. A teacher listens to a student read aloud from a grade-level passage for 1 minute while recording student errors.	Words read correctly per minute
CompEfficiency	2-8	2-8, as needed	1.0 additional points on	Measure of reading comprehension. It is a self-paced computer administered and scored. Students read a narrative and informational text passages of 250 to 500 words sentence-by-sentence and are periodically interrupted three to four times per story to answer true/false questions about the sentences they have	The accuracy percentage of responses. Some reports include a number 1 to indicate accuracy was

			the total score	just read. These sentences were designed to measure reading comprehension processes (e.g., summarizing, connecting, bridging, elaborating). After they complete the reading, they respond to multiple choice questions.	calculated for 1 minute of reading.
Match Quantity	K(Fall)	K, as needed	.29	The subtest assesses a student's ability to correctly identify the symbol/numeral that represents a given quantity.	Number of items correct per minute
Number Sequence (NS) K and 1	K-1(Fall)	NS-K only, as needed	.29	The subtest assesses the student's understanding of the mental number line.	Number of items correct
Number Identification	K-1(Fall)	K-1, as needed	K:1.05 1: .79	The subtest assesses a student's ability to correctly identify the name of the symbol that represents a number.	Number of items correct
Decomposing (DC) K and 1	K-1	DC-1 only, as needed	.29	The subtest assesses the student's ability to put together and take apart numbers by using 'parts' and a 'whole'.	Number of items correct
CBM Math Automaticity	1-3 only	1-3, as needed	.6	It is a timed computer-based assessment of math fact mastery. It measures a student's automaticity with basic math facts (addition, subtraction, multiplication, and division) with both single-skill and mixed skill (i.e., General Outcome Measure or GOM) matched to the math skills typically taught in grades 1 through 3. Note that the assessment is timed at 4 minutes and prorated to a match a 10-minute interval.	The number answered correctly per 10 minutes.
CBM Math CAP	2-8	2-8, as needed	.1	A timed computer-based assessment of applied and multi-step mathematics skills. It consists of math problems aligned with the Common Core State Standards. Assessment times vary (15-30 minutes) by grade level. Note that the actual test may take more or less than 10 minutes, but the score will be prorated to match a 10-minute interval.	The number of problems that a student got correct in 10 minutes.

Goal Setting Reminder:

To calculate a more meaningful, sensitive goal use the Rate of Improvement (ROI) and follow the steps below:

$$\text{ROI} \times \frac{\text{Number of weeks in IEP (Academic Year= 36 weeks)}}{\text{Baseline Score}} = \text{Goal}$$

Benchmark Targets 2018-2019

Fastbridge National Norms

		ORF			COMP EFFICIENCY			MATH AUTOMATICITY			CBM MATH CAP		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
First	50%	18	53	79				13	30	45			
	25%	10	30	58				8	20	30			
	10%	6	19	38				3	13	20			
Second	50%	67	96	114	60	74	88	15	30	40	5	7	9
	25%	42	73	91	48	65	79	8	18	25	4	5	7
	10%	23	52	69	40	57	67	3	10	15	3	4	5
Third	50%	98	124	138	76	70	92	10	25	35	5	7	9
	25%	75	101	117	64	65	88	5	15	23	4	5	7
	10%	54	79	95	50	57	79	3	10	15	3	4	5
Fourth	50%	125	144	158	71	66	84				3	3	5
	25%	103	122	135	68	63	72						4
	10%	85	102	114	59	56	65				2	2	2
Fifth	50%	142	158	170	61	71	87				4	4	5
	25%	119	136	150	58	61	80				3	3	3
	10%	100	116	128	50	55	73				2	2	2

Benchmark Targets 2018-2019

Fastbridge National Norms

		ORF			COMP EFFICIENCY			CBM MATH CAP		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Sixth	50%	151	166	181		53	87	4	5	6
	25%	128	144	159		47	73	2	3	4
	10%	108	123	135		40	60	1	2	3
Seventh	50%	149	157	172		68		4		
	25%	128	130	144		57		2		
	10%	104	102	122		46		1		
Eighth	50%	152	153	172		72		4		
	25%	127	127	149		64		2		
	10%	105	102	128		52		1		

Benchmark Targets 2018-2019

Fastbridge National Norms 2018-2019

		EARLY MATH COMPOSITE			NUMBER ID			MATCH QUANTITY			NUMBER SEQUENCE		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Kinder	50%	36	59	74	14	29	40	8	12	13	6	9	11
	25%	28	48	63	10	20	32	6	9	11	3	7	9
	10%	21	39	53	6	14	23	5	8	9	2	5	7
		DECOMPOSING											
Kinder	50%	5	5	7									
	25%	4	4	6									
	10%	2	2	4									
		EARLY MATH COMPOSITE			NUMBER ID			NUMBER SEQUENCE			DECOMPOSING		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
First	50%	44	62	67	31	40	44	6	11	12	5	8	10
	25%	26	48	56	24	35	39	4	8	9	2	6	8
	10%	12	34	45	17	31	35	3	6	7	1	4	6
		PLACE VALUE			STORY PROBLEMS								
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring						
First	50%		3	4		5	5						
	25%					4	4						
	10%		2	3		3	3						

Benchmark Targets 2018-2019

Fastbridge National Norms 2018-2019

		EARLY READING COMPOSITE			CONCEPTS OF PRINT			ONSET SOUNDS			LETTER NAMES		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Kinder	50%	35	54	67	8	11		13	16	16	24	44	53
	25%	32	49	62	6	9		9	15	16	12	34	42
	10%	29	44	57	5	8		6	12	15	5	25	33
		LETTER SOUNDS			WORD SEGMENTING			NONSENSE WORD			SIGHT WORDS 50		
Kinder	50%	7	33	44	7	28	31		9	14		11	26
	25%	2	23	35	0	22	28		5	10		6	12
	10%	1	15	27	0	13	24		2	7		3	5
		EARLY READING COMPOSITE			WORD SEGMENTING			NONSENSE WORD			SIGHT WORDS 150		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
First	50%	37	60	74	28	32	33	11	18	24	25	56	72
	25%	30	48	60	25	29	30	7	13	17	10	41	58
	10%	26	39	49	20	26	28	4	10	13	5	25	46
		SENTENCE READING											
First	50%	18											
	25%	10											
	10%	6											

Progress Monitoring Calendar

Sept 9	Sept 16	Sept 23	Sept 30
Oct 7	Oct 14	Oct 21	Oct 28
Nov 4	Nov 11		Nov 25
Dec 2	Dec 9		Dec 30
Jan 6	Jan 13	Jan 20	Jan 27
Feb 3	Feb 10		Feb 24
Mar 3	Mar 10	Mar 17	Mar 24
Mar 31			
	Apr 14	Apr 21	Apr 28
May 5	May 12	May 19	May 26
June 2	June 9	June 16	

