Revised 9/2/2020

Minor revisions highlighted in yellow 10/6/2020

Clarifications to Auto; grades 4-8 on 10/19/2020

MTSS-A Guide

Universal Screening Big Ideas

- **Every student in Franklin Pierce Schools will participate in universal screening.**
- **Universal screening is intended to:**
    - **Identify students that may need additional instructional support**
    - **Measure growth over time**

Reminders

- **All staff participating in screening will be certified in FastBridge.**
- **Teams will administer assessments following standardized directions available in FastBridge.**
- **Teams will calibrate (with 95% or greater consistency) each season prior to screening.**

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** ***CBM-Reading - A score must be entered for ALL students.** • **In the fall, administer Sentence Reading and CBM-Reading to all grade 1 students. Use the discontinue rule as needed.** • **It is imperative all students have a score. If students are not able to read the Sentence Reading or CBM-Reading passages, please make certain the score of "0" appears or is entered by hand.**		
Word Segmenting Nonsense Words Sight Words (150) Sentence Reading CBM-Reading*	Word Segmenting Nonsense Words Sight Words (150) CBM-Reading*	Word Segmenting Nonsense Words Sight Words (150) CBM-Reading*
Grades 2-8 **Administration Time: CBM-Reading, 5 minutes per student**		
CBM-Reading (3 passages)	CBM-Reading (3 passages)	CBM-Reading (3 passages)
Grades 9-12		
Targeted-can use AUTO reading 9th-12th	Targeted	Targeted

MATH SCREENING MEASURES		
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); 5 minutes per class (Automaticity)** **Measures in Early Math include all but Automaticity**		
Numeral Identification Number Sequence Decomposing Automaticity* (GOM)	Number Sequence Decomposing Place Value Automaticity* (GOM)	Decomposing Place Value Visual Story Problems Automaticity* (GOM)
Grades 2-3 **Administration Time:** 20 minutes per class. ****Automaticity – Grades 2 and 3 ONLY**		
CBM Math CAP Automaticity** (GOM)	CBM Math CAP Automaticity** (GOM)	CBM Math CAP Automaticity** (GOM)
	Grades 4-5 **Administration Time: 30 minutes per class (CBM Math CAP)**	
CBM Math CAP Automaticity***	CBM Math CAP	CBM Math CAP
Grades 6-8 **Administration Time: 30 minutes per class (CBM Math CAP)**		
CBM Math CAP Automaticity***	CBM Math CAP	CBM Math CAP
	Grades 9-12	
Targeted CBM Math CAP	Targeted	Targeted

***Auto is OPTIONAL at grades 4-8. May be used for students with low scores on CAP, LAP from the previous year, resource room, etc.

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: 5 minutes per student**		
Letter Names Letter Sounds	Letter Sounds **Nonsense Words**	Letter Sounds 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 CBM-Reading* Spanish	Syllable Reading Fluency Word Segmenting Sight Words (150) CBM-Reading*	Syllable Reading Fluency Word Segmenting Sight Words (150) CBM-Reading*
Grade 1 / ENGLISH **Administration Time: 8 minutes per student**		
Nonsense Words Sight Words (150) CBM-Reading*	Nonsense Words Sight Words (150) CBM-Reading*	Nonsense Words Sight Words (150) CBM-Reading*
Grade 2/3 / SPANISH **Administration Time: 5 minutes per student**		
CBM-Reading	CBM-Reading	CBM-Reading
Grade 2/3/ ENGLISH **Administration Time: 5 minutes per student**		
CBM-Reading	CBM-Reading	CBM-Reading

DUAL LANGUAGE MATH SCREENING MEASURES		
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); 5 minutes per class (Automaticity)** **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*
Grade 2/3 **Administration Time: 20 minutes per class (CBM Math CAP); 5 minutes per class (Automaticity)**		
CBM-Math CAP Automaticity	CBM-Math CAP Automaticity	CBM-Math CAP Automaticity
Note: Math screening will be administered in student's home language. Student responses will be accepted in either language, or in a combination.		

Use the Franklin Pierce MTSS Guidelines

Franklin Pierce MTSS Guidelines		
Exceeding Benchmark		76th percentile & above
Benchmark	Tier 1	50th – 75th percentiles
Approaching Benchmark	Tier 1.5	26th - 49th percentiles
Strategic	Tier 2	11th - 25th percentiles
Intensive	Tier 3	10th percentile & below

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

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

FastBridge National Norms

(Taken from 2018-2019 National Norms based on percentiles determined by Franklin Pierce MTSS-A decision rules)

Early Reading: Kindergarten

	Performance Level	Fall	Winter	Spring
Kindergarten **Early Reading** **Composite Scaled Score**	Exceeding 76th + percentiles	39 - 44+	58 - 65+	75 - 88+
	Benchmark 50th -75th percentiles	34 - 38	52 - 57	66 - 74
	Approaching Benchmark 26th – 49th percentiles	31 - 33	47 - 51	60 - 65
	Strategic 11th-25th percentiles	28 - 30	40 - 46	54 - 59
	Intensive 0-10th percentiles	0 - 27	0 - 39	0 - 53

	Performance Level	Fall	Winter	Spring
Kindergarten **Concepts of Print** *Included in fall screening & composite*	Exceeding 76th + percentiles	11 - 12	12	
	Benchmark 50th -75th percentiles	8 - 10	11	
	Approaching Benchmark 26th – 49th percentiles	6 - 7	10	
	Strategic 11th-25th percentiles	5	9	
	Intensive 0-10th percentiles	3 - 4	7 - 8	

	Performance Level	Fall	Winter	Spring
Kindergarten **Onset Sounds** *Included in fall & winter screening & composite*	Exceeding 76th + percentiles	16	16	
	Benchmark 50th -75th percentiles	13 - 15	16	
	Approaching Benchmark 26th – 49th percentiles	9 - 12	15	
	Strategic 11th-25th percentiles	5 - 8	12 - 14	
	Intensive 0-10th percentiles	0 - 4	0 - 11	

	Performance Level	Fall	Winter	Spring
Kindergarten **Letter Names** *Included in fall screening & composite*	Exceeding 76th + percentiles	35 - 52+	56 - 67+	63 - 73+
	Benchmark 50th -75th percentiles	20 - 34	44 - 55	53 - 62
	Approaching Benchmark 26th – 49th percentiles	7 - 19	35 - 43	43 - 52
	Strategic 11th-25th percentiles	2 - 6	26 - 34	34 - 42
	Intensive 0-10th percentiles	0 - 1	0 - 25	0 - 33

	Performance Level	Fall	Winter	Spring
Kindergarten **Letter Sounds** *Included in fall, winter, & spring screening & composite*	Exceeding 76th + percentiles	15 - 30+	42 - 58+	56 - 72+
	Benchmark 50th -75th percentiles	5 - 14	29 - 41	45 - 55
	Approaching Benchmark 26th – 49th percentiles	2 - 4	21 - 28	34 - 44
	Strategic 11th-25th percentiles	1	10 - 20	23 - 33
	Intensive 0-10th percentiles	0	0 - 9	0 - 22

	Performance Level	Fall	Winter	Spring
Kindergarten **Word Segmenting** *Included in winter & spring screening & composite*	Exceeding 76th + percentiles	19 - 26+	31 - 34+	34+
	Benchmark 50th -75th percentiles	7 - 18	27 - 30	30 - 33
	Approaching Benchmark 26th – 49th percentiles	0 - 6	18 - 26	28 - 29
	Strategic 11th-25th percentiles	0	8 - 17	20 - 27
	Intensive 0-10th percentiles	0	0 - 7	0 - 19

	Performance Level	Fall	Winter	Spring
Kindergarten **Nonsense Words** *Included in winter & spring screening & composite*	Exceeding 76th + percentiles		14-20+	20-32
	Benchmark 50th -75th percentiles		8-13	14-19
	Approaching Benchmark 26th – 49th percentiles		5-7	10-13
	Strategic 11th-25th percentiles		2-4	5-9
	Intensive 0-10th percentiles		0-1	0-4

	Performance Level	Fall	Winter	Spring
Kindergarten **Sight Words (50)** *Included in spring screening & composite*	Exceeding 76th + percentiles		27 - 53+	43 - 79+
	Benchmark 50th -75th percentiles		11 - 26	18 - 42
	Approaching Benchmark 26th – 49th percentiles		7 - 10	8 - 17
	Strategic 11th-25th percentiles		4 - 6	3 - 7
	Intensive 0-10th percentiles		0 - 3	0 - 2

Early Reading: Grade 1

	Performance Level	Fall	Winter	Spring
Grade 1 **Early Reading** **Composite Scaled Score**	Exceeding 76th + percentiles	54 - 82+	78 - 106+	93 - 120+
	Benchmark 50th -75th percentiles	37 - 53	58 - 77	72 - 92
	Approaching Benchmark 26th – 49th percentiles	29 - 36	44 - 57	55 - 71
	Strategic 11th-25th percentiles	25 - 28	32 - 43	38 - 54
	Intensive 0-10th percentiles	0 - 24	0 - 31	0 - 37

	Performance Level	Fall	Winter	Spring
Grade 1 **Word Segmenting** *Included in fall, winter, spring screening & composite*	Exceeding 76th + percentiles	33 - 34	34	34
	Benchmark 50th -75th percentiles	30 - 32	32 - 33	33
	Approaching Benchmark 26th – 49th percentiles	27 - 29	30 - 31	31 - 32
	Strategic 11th-25th percentiles	20 - 26	27 - 29	28 - 30
	Intensive 0-10th percentiles	0 - 19	0 - 26	0 -27

	Performance Level	Fall	Winter	Spring
Grade 1 **Nonsense Words** *Included in fall, winter, spring screening & composite*	Exceeding 76th + percentiles	19 - 38+	30 - 50+	38 - 57+
	Benchmark 50th -75th percentiles	12 -18	19 - 29	25 - 37
	Approaching Benchmark 26th – 49th percentiles	8 - 11	14 - 18	18 - 24
	Strategic 11th-25th percentiles	4 - 7	10 - 13	12 - 17
	Intensive 0-10th percentiles	0 - 3	0 - 9	0 - 11

	Performance Level	Fall	Winter	Spring
Grade 1 **Sight Words (150)** *Included in fall, winter, & spring screening & composite*	Exceeding 76th + percentiles	51 - 78+	74 - 99+	88 - 108+
	Benchmark 50th -75th percentiles	25 - 50	55 - 73	71 - 87
	Approaching Benchmark 26th – 49th percentiles	9 - 24	35 - 54	54 - 70
	Strategic 11th-25th percentiles	4 - 8	13 - 34	31 - 53
	Intensive 0-10th percentiles	0 - 3	0 - 12	0 - 30

	Performance Level	Fall	Winter	Spring
Grade 1 **Sentence Reading** *Included in fall screening & composite*	Exceeding 76th + percentiles	41 - 87		
	Benchmark 50th -75th percentiles	15 - 40		
	Approaching Benchmark 26th – 49th percentiles	9 - 14		
	Strategic 11th-25th percentiles	4 - 8		
	Intensive 0-10th percentiles	0 - 3		

Early Reading Spanish: Kindergarten

	Performance Level	Fall	Winter	Spring
Kindergarten Spanish **Early Reading** **Composite Scaled Score**	Exceeding 76th + percentiles	42 - 45+	54 - 58+	77 - 84+
	Benchmark 50th -75th percentiles	38 - 41	49 - 53	70 - 76
	Approaching Benchmark 26th – 49th percentiles	36 - 37	47 - 48	66 - 69
	Strategic 11th-25th percentiles	34 - 35	43 - 46	60 - 65
	Intensive 0-10th percentiles	0 - 33	0 - 42	0 - 59

	Performance Level	Fall	Winter	Spring
Kindergarten Spanish **Concepts of Print**	Exceeding 76th + percentiles	11 - 12		
	Benchmark 50th -75th percentiles	9 - 10		
	Approaching Benchmark 26th – 49th percentiles	8		
	Strategic 11th-25th percentiles	5 - 7		
	Intensive 0-10th percentiles	0 - 4		

	Performance Level	Fall	Winter	Spring
Kindergarten Spanish **Onset Sounds**	Exceeding 76th + percentiles	15 - 16	16	16
	Benchmark 50th -75th percentiles	11 - 14	14 - 16	16
	Approaching Benchmark 26th – 49th percentiles	9 - 10	12 - 13	15
	Strategic 11th-25th percentiles	5 - 8	9 - 11	14 - 15
	Intensive 0-10th percentiles	0 - 4	0 - 8	0 - 13

	Performance Level	Fall	Winter	Spring
Kindergarten Spanish **Letter Sounds**	Exceeding 76th + percentiles	16 - 24+	34 - 45+	46 - 58+
	Benchmark 50th -75th percentiles	11 - 15	25 - 33	35 - 45
	Approaching Benchmark 26th – 49th percentiles	7 - 10	20 - 24	27 - 34
	Strategic 11th-25th percentiles	4 - 6	15 - 19	20 - 26
	Intensive 0-10th percentiles	0 - 3	0 - 14	0 - 19

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

	Performance Level	Fall	Winter	Spring
Kindergarten Spanish **Word Segmenting**	Exceeding 76th + percentiles	15 - 26+	30 - 34+	35
	Benchmark 50th -75th percentiles	5 - 14	20 - 29	32 - 34
	Approaching Benchmark 26th – 49th percentiles	3 - 4	11 - 19	27 - 31
	Strategic 11th-25th percentiles	2	6 - 10	19 - 26
	Intensive 0-10th percentiles	0 - 1	0 - 5	0 - 18

	Performance Level	Fall	Winter	Spring
Kindergarten Spanish **Sight Words (50)**	Exceeding 76th + percentiles		18 - 35+	36 - 55+
	Benchmark 50th -75th percentiles		11 - 17	21 - 35
	Approaching Benchmark 26th – 49th percentiles		7 - 10	10 - 20
	Strategic 11th-25th percentiles		4 - 6	5 - 9
	Intensive 0-10th percentiles		0 - 3	0 - 4

Early Reading Spanish: 1st Grade

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

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

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

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

CBM-Reading - Spanish: Grades 1-2

	Performance Level	Fall	Winter	Spring
Grade 1 **CBM-Reading Spanish** *Norms not available for fall.* *(National, updated)*	Exceeding 76th + percentiles		68 - 87+	92 - 116+
	Benchmark 50th -75th percentiles		47 - 67	75 - 91
	Approaching Benchmark 26th – 49th percentiles		27 - 46	63 - 74
	Strategic 11th-25th percentiles		13 - 26	45 - 62
	Intensive 0-10th percentiles		0 - 12	0 - 44

	Performance Level	Fall	Winter	Spring
Grade 2 **CBM-Reading Spanish** *(National, updated)*	Exceeding 76th + percentiles	73 - 93+	97 - 119+	110 - 129+
	Benchmark 50th -75th percentiles	57 - 72	80 - 96	91 - 109
	Approaching Benchmark 26th – 49th percentiles	42 - 56	63 - 79	77 - 90
	Strategic 11th-25th percentiles	31 - 41	49 - 62	66 - 76
	Intensive 0-10th percentiles	0 - 30	0 - 48	0 - 65

	Performance Level	Fall	Winter	Spring
Grade 3 **CBM-Reading Spanish** *(National, updated)*	Exceeding 76th + percentiles	78 - 97+	97 - 116+	110 - 125+
	Benchmark 50th -75th percentiles	65 - 77	84 - 96	97 - 109
	Approaching Benchmark 26th – 49th percentiles	54 - 64	69 - 83	83 - 96
	Strategic 11th-25th percentiles	48 - 53	61 - 68	68 - 82
	Intensive 0-10th percentiles	0 – 47	0 - 60	0 - 67

CBM-Reading: Grades 1-5

	Performance Level	Fall	Winter	Spring
Grade 1 **CBM-Reading**	Exceeding 76th + percentiles	54+	82+	105+
	Benchmark 50th -75th percentiles	20 - 53	48 - 81	76 - 104
	Approaching Benchmark 26th – 49th percentiles	10 - 19	25 - 47	46 - 75
	Strategic 11th-25th percentiles	5 - 9	13 - 24	23 - 45
	Intensive 0-10th percentiles	0 - 4	0 - 12	0 - 22

	Performance Level	Fall	Winter	Spring
Grade 2 **CBM-Reading**	Exceeding 76th + percentiles	95+	122+	137+
	Benchmark 50th -75th percentiles	66 - 94	93 - 121	112 - 136
	Approaching Benchmark 26th – 49th percentiles	37 - 65	67 - 92	84 - 111
	Strategic 11th-25th percentiles	16 - 36	34 - 66	54 - 83
	Intensive 0-10th percentiles	0 - 15	0 - 33	0 - 53

	Performance Level	Fall	Winter	Spring
Grade 3 **CBM-Reading**	Exceeding 76th + percentiles	125+	144+	158+
	Benchmark 50th -75th percentiles	97 - 124	120 - 143	134 - 157
	Approaching Benchmark 26th – 49th percentiles	69 - 96	94 - 119	107 - 133
	Strategic 11th-25th percentiles	38 - 68	60 - 93	76 - 106
	Intensive 0-10th percentiles	0 - 37	0 - 59	0 - 75

	Performance Level	Fall	Winter	Spring
Grade 4 **CBM-Reading**	Exceeding 76th + percentiles	152+	167+	181+
	Benchmark 50th -75th percentiles	125 - 151	142 - 166	156 - 180
	Approaching Benchmark 26th – 49th percentiles	99 - 124	117 - 141	131 - 155
	Strategic 11th-25th percentiles	74 - 98	91 - 116	103 - 130
	Intensive 0-10th percentiles	0 - 73	0 - 90	0 - 102

	Performance Level	Fall	Winter	Spring
Grade 5 **CBM-Reading**	Exceeding 76th + percentiles	169+	186+	199+
	Benchmark 50th -75th percentiles	142 - 168	158 - 185	172 - 198
	Approaching Benchmark 26th – 49th percentiles	116 - 141	131 - 157	145 - 171
	Strategic 11th-25th percentiles	90 -115	105 -130	116 - 144
	Intensive 0-10th percentiles	0 - 89	0 - 104	0 -115

	Performance Level	Fall	Winter	Spring
Grade 6 **CBM-Reading**	Exceeding 76th + percentiles	180+	195+	207+
	Benchmark 50th -75th percentiles	155 - 179	168 - 194	180 - 206
	Approaching Benchmark 26th – 49th percentiles	126 – 154	142 - 167	155 - 179
	Strategic 11th-25th percentiles	97 -125	111 -141	123 - 154
	Intensive 0-10th percentiles	0 - 96	0 - 110	0 -122

	Performance Level	Fall	Winter	Spring
Grade 7 **CBM-Reading**	Exceeding 76th + percentiles	202+	212+	225+
	Benchmark 50th -75th percentiles	176 - 201	186 - 211	198 - 224
	Approaching Benchmark 26th – 49th percentiles	148 – 175	158 - 185	169 - 197
	Strategic 11th-25th percentiles	124 -147	131 -157	138 - 168
	Intensive	0 - 123	0 - 130	0 -137

	0-10th percentiles			

	Performance Level	Fall	Winter	Spring
Grade 8 **CBM-Reading**	Exceeding 76th + percentiles	191+	196+	213+
	Benchmark 50th -75th percentiles	165 - 190	170 - 195	188 - 212
	Approaching Benchmark 26th – 49th percentiles	139 - 164	144 - 169	162 - 187
	Strategic 11th-25th percentiles	112 -138	111 - 143	136 - 161
	Intensive 0-10th percentiles	0 - 111	0 - 110	0 -135

Auto Reading Grades: 9 - 12

	Performance Level	Fall	Winter	Spring
Grade 9 **Auto Reading**	Exceeding 76th + percentiles	543+	544+	550+
	Benchmark 50th -75th percentiles	533 - 542	537 - 543	540 - 549
	Approaching Benchmark 26th – 49th percentiles	521 - 532	526 - 536	531 - 540
	Strategic 11th-25th percentiles	507 - 520	515 - 525	512 - 530
	Intensive 0-10th percentiles	0 - 506	0 - 514	0 -511

	Performance Level	Fall	Winter	Spring
Grade 10 **Auto Reading**	Exceeding 76th + percentiles	547+	545+	551+
	Benchmark 50th -75th percentiles	537 - 546	537 - 544	542 - 550
	Approaching Benchmark 26th – 49th percentiles	525 - 536	532 - 536	532 - 541
	Strategic 11th-25th percentiles	511 - 524	514 - 531	518 - 531
	Intensive 0-10th percentiles	0 - 510	0 - 513	0 -517

	Performance Level	Fall	Winter	Spring
Grade 11 **Auto Reading**	Exceeding 76th + percentiles	547+	549+	558+
	Benchmark 50th -75th percentiles	538 - 546	540 - 548	546 - 557
	Approaching Benchmark 26th – 49th percentiles	525 - 537	532 - 539	541 - 545
	Strategic 11th-25th percentiles	513 - 524	521 - 531	529 – 540
	Intensive 0-10th percentiles	0 - 512	0 - 520	0 -528

	Performance Level	Fall	Winter	Spring
Grade 12 **Auto Reading**	Exceeding 76th + percentiles	566+	568+	573+
	Benchmark 50th -75th percentiles	554 - 565	556 - 567	561 - 572
	Approaching Benchmark 26th – 49th percentiles	544 - 553	546 - 555	551 - 560
	Strategic 11th-25th percentiles	534 - 543	536 - 545	541 – 550
	Intensive 0-10th percentiles	0 - 533	0 - 535	0 -540

Early Math: Grade K

	Performance Level	Fall	Winter	Spring
Kindergarten **Early Math** **Composite Scaled Score**	Exceeding 76th + percentiles	43 - 58+	68 - 83+	82 - 92+
	Benchmark 50th -75th percentiles	33 - 42	54 - 67	70 - 81
	Approaching Benchmark 26th – 49th percentiles	25 - 32	43 - 53	57 - 69
	Strategic 11th-25th percentiles	15 - 24	32 - 42	45 - 56
	Intensive 0-10th percentiles	0 - 14	0 - 31	0 - 44

	Performance Level	Fall	Winter	Spring
Kindergarten **Number Identification** *Included in fall, winter, & spring screening & composite*	Exceeding 76th + percentiles	22 - 35+	36 - 52+	48 - 61+
	Benchmark 50th -75th percentiles	13 - 21	25 - 35	36 - 47
	Approaching Benchmark 26th – 49th percentiles	9 - 12	18 - 24	27 - 35
	Strategic 11th-25th percentiles	4 - 8	13 - 17	19 - 26
	Intensive 0-10th percentiles	0 - 3	0 - 12	0 - 18

	Performance Level	Fall	Winter	Spring
Kindergarten **Match Quantity** *Included in fall screening & composite*	Exceeding 76th + percentiles	11 - 14+	14 - 16+	17 - 19+
	Benchmark 50th -75th percentiles	8 - 10	12 - 13	13 - 16
	Approaching Benchmark 26th – 49th percentiles	7	10 - 11	11 - 12
	Strategic 11th-25th percentiles	4 - 6	9	10 - 11
	Intensive 0-10th percentiles	0 - 3	0 - 8	0 - 9

	Performance Level	Fall	Winter	Spring
Kindergarten **Number Sequence** *Included in fall, winter, & spring screening & composite*	Exceeding 76th + percentiles	8 - 11+	11 - 13+	13
	Benchmark 50th -75th percentiles	5 - 7	8 - 10	10 - 12
	Approaching Benchmark 26th – 49th percentiles	3 - 4	7	9
	Strategic 11th-25th percentiles	1 - 2	5 - 6	7 - 8
	Intensive 0-10th percentiles	0	0 - 4	0 - 6

	Performance Level	Fall	Winter	Spring
Kindergarten **Decomposing** *Included in winter & spring screening & composite*	Exceeding 76th + percentiles	6 - 7+	8+	8+
	Benchmark 50th -75th percentiles	5	5 - 7	7
	Approaching Benchmark 26th – 49th percentiles	4	4	6
	Strategic 11th-25th percentiles	3	2 - 3	4 - 5
	Intensive 0-10th percentiles	0 - 2	0 - 1	0 -3

Early Math: Grade 1

	Performance Level	Fall	Winter	Spring
Grade 1 **Early Math** **Composite Scaled Score**	Exceeding 76th + percentiles	62 - 94+	73 - 91+	78 - 92+
	Benchmark 50th -75th percentiles	38 - 61	57 - 72	65 - 77
	Approaching Benchmark 26th – 49th percentiles	16 - 37	40 - 56	52 - 64
	Strategic 11th-25th percentiles	1 - 15	24 - 39	34 - 51
	Intensive 0-10th percentiles	0	0 - 23	0 - 33

	Performance Level	Fall	Winter	Spring
Grade 1 **Number Identification** *Included in fall screening & composite*	Exceeding 76th + percentiles	36 - 45+	48 - 55+	50 - 56+
	Benchmark 50th -75th percentiles	29 - 35	40 - 47	44 - 49
	Approaching Benchmark 26th – 49th percentiles	22 - 28	36 - 39	40 - 43
	Strategic 11th-25th percentiles	15 - 21	32 - 35	36 - 39
	Intensive 0-10th percentiles	0 - 14	0 - 31	0 - 35

	Performance Level	Fall	Winter	Spring
Grade 1 **Number Sequence** *Included in fall & winter screening & composite*	Exceeding 76th + percentiles	10 -13+	13 - 14+	13 - 14+
	Benchmark 50th -75th percentiles	6 - 9	10 - 12	12
	Approaching Benchmark 26th – 49th percentiles	4 - 5	7 - 9	10 - 11
	Strategic 11th-25th percentiles	3	5 - 6	8 - 9
	Intensive 0-10th percentiles	0 - 2	0 - 4	0 - 7

	Performance Level	Fall	Winter	Spring
Grade 1 **Decomposing** *Included in fall, winter, & spring screening & composite*	Exceeding 76th + percentiles	8 - 10+	11 - 15+	13 - 17+
	Benchmark 50th -75th percentiles	4 - 7	8 - 10	9 -12
	Approaching Benchmark 26th – 49th percentiles	3	6 - 7	8
	Strategic 11th-25th percentiles	1 - 2	3 - 5	5 - 7
	Intensive 0-10th percentiles	0	0 - 2	0 - 4

	Performance Level	Fall	Winter	Spring
Grade 1 **Place Value** *Included in winter & spring screening & composite*	Exceeding 76th + percentiles		5	6
	Benchmark 50th -75th percentiles		3 - 4	5
	Approaching Benchmark 26th – 49th percentiles		2	4
	Strategic 11th-25th percentiles			3
	Intensive 0-10th percentiles		0 - 1	0 - 2

	Performance Level	Fall	Winter	Spring
Grade 1 **Story Problems** *Included in spring screening & composite*	Exceeding 76th + percentiles		6	6
	Benchmark 50th -75th percentiles		5	5
	Approaching Benchmark 26th – 49th percentiles		4	4
	Strategic 11th-25th percentiles		3	3
	Intensive 0-10th percentiles		0 - 3	0 - 2

CBM-Math Automaticity: Grades 1-5

	Performance Level	Fall	Winter	Spring
Grade 1 CBM-Math Automaticity	Exceeding 76th + percentiles	24+	53+	66+
	Benchmark 50th -75th percentiles	13 - 23	35 - 52	45 - 65
	Approaching Benchmark 26th – 49th percentiles	6 - 12	21 - 34	29 - 44
	Strategic 11th-25th percentiles	1 - 5	11 - 20	16 - 28
	Intensive 0-10th percentiles	0	0 - 10	0 -15

	Performance Level	Fall	Winter	Spring
Grade 2 CBM-Math Automaticity	Exceeding 76th + percentiles	29+	46+	59+
	Benchmark 50th -75th percentiles	15 - 28	30 - 45	38 - 58
	Approaching Benchmark 26th – 49th percentiles	9 - 14	19 - 29	24 - 37
	Strategic 11th-25th percentiles	4 - 8	9 - 18	13 - 23
	Intensive 0-10th percentiles	0 - 3	0 - 8	0 -12

	Performance Level	Fall	Winter	Spring
Grade 3 CBM-Math Automaticity	Exceeding 76th + percentiles	21+	44+	51+
	Benchmark 50th -75th percentiles	10 - 20	28 - 43	33 - 50
	Approaching Benchmark 26th – 49th percentiles	6 - 9	19 - 27	21 - 32
	Strategic 11th-25th percentiles	4 - 5	9 -18	11 - 20
	Intensive 0-10th percentiles	0 - 3	0 - 8	0 - 10

	Performance Level	Fall	Winter	Spring
Grade 4 **CBM-Math** **Automaticity (optional)**	Exceeding 76th + percentiles	44+	64+	76+
	Benchmark 50th -75th percentiles	26-44	43-64	51-76
	Approaching Benchmark 26th – 49th percentiles	15-25	25-42	30-50
	Strategic 11th-25th percentiles	7-14	15-24	22-29
	Intensive 0-10th percentiles	0 – 6	0-14	0-16

	Performance Level	Fall	Winter	Spring
Grade 5 **CBM-Math** **Automaticity (optional)**	Exceeding 76th + percentiles	70+	90+	103+
	Benchmark 50th -75th percentiles	46-70	64-90	73-103
	Approaching Benchmark 26th – 49th percentiles	28-45	41-63	47-72
	Strategic 11th-25th percentiles	15-27	25-40	36-46
	Intensive 0-10th percentiles	0-14	0-24	0-29

CBM-Math CAP: Grades 2-5

	Performance Level	Fall	Winter	Spring
Grade 2 CBM-Math CAP	Exceeding 76th + percentiles	7.1+	9.1+	11.1+
	Benchmark 50th -75th percentiles	6.0 - 7.0	8.0 - 9.0	9.0 - 11.0
	Approaching Benchmark 26th – 49th percentiles	4.1 - 5.9	6.1 - 7.9	7.1 - 8.9
	Strategic 11th-25th percentiles	3.1 - 4.0	5.1 - 6.0	5.1 - 7.0
	Intensive 0-10th percentiles	0 - 3.0	0 - 5.0	0 - 5.0

	Performance Level	Fall	Winter	Spring
Grade 3 CBM-Math CAP	Exceeding 76th + percentiles	7.1+	9.1+	11.1+
	Benchmark 50th -75th percentiles	5.0 - 7.0	7.0 - 9.0	9.0 - 11.0
	Approaching Benchmark 26th – 49th percentiles	4.1 - 4.9	5.1 - 6.9	7.1 - 8.9
	Strategic 11th-25th percentiles	3.1 - 4.0	4.1 - 5.0	5.1 - 7.0
	Intensive 0-10th percentiles	0 - 3.0	0 - 4.0	0 - 5.0

	Performance Level	Fall	Winter	Spring
Grade 4 CBM-Math CAP	Exceeding 76th + percentiles	5.1+	6.1+	8.1+
	Benchmark 50th -75th percentiles	3.0 - 5.0	4.0 - 6.0	6.0 - 8.0
	Approaching Benchmark 26th – 49th percentiles	2.1 - 2.9	3.1 - 3.9	4.1 - 5.9
	Strategic 11th-25th percentiles	1.1 - 2.0	2.1 - 3.0	2.1 - 4.0
	Intensive 0-10th percentiles	0 - 1.0	0 - 2.0	0 - 2.0

	Performance Level	Fall	Winter	Spring
Grade 5 **CBM-Math** **CAP**	Exceeding 76th + percentiles	5.1+	6.1+	7.1+
	Benchmark 50th -75th percentiles	4.0 - 5.0	4.0 - 6.0	5.0 - 7.0
	Approaching Benchmark 26th – 49th percentiles	3.1 - 3.9	3.1 - 3.9	4.1 - 4.9
	Strategic 11th-25th percentiles	2.1 - 3.0	2.1 - 3.0	3.1 - 4.0
	Intensive 0-10th percentiles	0 - 2.0	0 - 2.0	0 - 3.0

Intervention Big Ideas

- The goal of Franklin Pierce's MTSS is for students to return to and participate in core instruction. Collaboration among staff, programs, and differentiation strategies will improve students' transitions from intervention programs into core.
- The goal of interventions is to teach students the skills needed to participate and progress in core instruction.
- Interventions will match student needs.
- Intensity and pacing will increase based on performance discrepancy.

Reminders

- Use multiple data sources when making intervention placement decisions.
- Data sources to consider:
    - Universal screening scores
    - Accuracy
    - Error analysis
    - Survey Level Assessments
    - Diagnostic assessments
    - Program placement test
    - Progress monitoring
    - Historical screening and progress monitoring data
    - Historical intervention and core in-program data
    - SBA score
    - Teacher input
- If fewer than 80% of all students meet or exceed benchmark (Tier 1, 50th percentile or higher), the team should consider utilizing evidence-based strategies to support core instruction rather than meeting students' needs primarily through intervention support.
- Reading – grades 2 and up: If additional information is needed for individual students following CBM-Reading universal screening, teams may consider administering targeted assessments, such as diagnostic assessments and error analysis. Resources may include: Wonders Diagnostic Assessments; CBM-Reading progress monitoring; CBM-Reading Comprehension progress monitoring.
- Math - grades 4 and up: If teams decide that additional information is needed following CBM-Math CAP universal screening, teams may also consider administering targeted assessments (Tiers 2 and 3), such as diagnostic assessments (i3 diagnostic assessments) and/or error analysis.

ELA **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, and lesson gains	Benchmark, in-program assessments, pr monitoring, and lesson gains
Delivery	**Wonders +** Differentiation using **Wonders** and evidence-based instructional strategies	In addition to Tier 1 / Benchmark column: 30 - 45 minutes small group intervention using evidence-based instructional programs and strategies	Emphasis on Teacher-Directed Instructio 60 - 90 minutes of small group, alternate instruction, matched to needs Grades K & 1 minimum of 60 minutes Grades 2-5 minimum of 90 minutes
Materials	**Wonders**	Evidence-Based Intervention Program • **Six Minute Solutions: Grades K-5** ➢ Sound, sight word, and passage fluency ➢ 24 Lessons per Level; ➢ 6-10 minutes per lesson • **REWARDS**: **Grades 4-5** ➢ Review of vowel sounds and fluency of multisyllabic words ➢ 25 lessons ➢ 45 minutes per lesson • **Read Naturally**: **Grades 1-5** ➢ Review and practice of sounds, fluency, comprehension ➢ 20 lessons per level ➢ 45 minutes per lesson • **Phonics for Reading**, ➢ 30-45 minutes per lesson ➢ **First Level:** short vowels, double consonants, consonant blends, consonant digraphs ~ 30 lessons ➢ **Second Level:** long vowels, vowel combinations, CVCe words, word endings, r-controlled vowel sounds ~ 32 lessons ➢ **Third Level:** letter/vowel combinations, prefixes and suffixes, minor sounds of c and g, minor sounds of vowel combinations ~ 36 lessons • **PALS**	Evidence-Based Intervention Program • **Reading Mastery: Grades K-5** ➢ Phonemic awareness, phonics decoding, fluency, vocabulary comprehension. ➢ 160 Lessons (K) ➢ 145 Lessons (1+) ➢ 30-90 minutes per lesson, dep on text-level • **Corrective Reading: Grades 3-5** • Phonics and sight words – imp accuracy, fluency and decodin • 65 lessons per level • 45-minutes per lesson
Instruction Provided by:	• Classroom Teacher	• Classroom Teacher • Reading Specialist • LAP Staff • ELL	• 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		

Small Group Size Guidelines	Differentiation Group Size: Ideal – 7 students	Intervention Group Size: Ideal – 6 students	Alternate Core Group Size: Ideal – 4 students
Benchmark/ Screening	FastBridge Assessments 3 times a year	FastBridge Assessments 3 times a year	FastBridge Assessments 3 times a year
Assessments Resource	• Core Assessments (Wonders)	• Core Assessments (Wonders) • FastBridge • Error analysis of progress monitoring • In-program assessments	• FastBridge • Error analysis of progress monitorin • In-program assessments and lesso charts
Progress Monitoring	• Follow Pacing Goals • Unit Assessments – extra differentiation for those in need	• FastBridge Bi-weekly at instructional level	• FastBridge Weekly at instructional level
For a complete list of district approved curricula please see the Franklin Pierce Instructional Materials Matrix, please note the Matrix has not been updated 2016; most Tier 2 and Tier 3 materials continue to be appropriate. https://resources.finalsite.net/images/v1554396997/fpschoolsorg/arlkmyaabr67zlxd7wjk/InstructionalMatrixMay29FPSchoo			

	Tier 1	Tier 2	Tier 3

MATH Interventions	**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	**envision Math** Differentiation using envision Math and evidence-based instructional strategies	In addition to Tier 1 / Benchmark column: 20 - 45 minutes small group intervention using evidence-based instructional programs and strategies	Emphasis on teacher-directed instruction Alternate Core – 60 minutes of small group instruction
Materials	enVision Math – core	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 minutes per lesson **Corrective Math** ➢ 7 areas: addition, subtraction, multiplication, division, fractions, decimals, percent, ratios, and equations ➢ 64 lessons; 45 minutes per lesson **Fraction Face-Off:** Grades 4 - 5 ➢ Understanding numerator and denominator, ordering and comparing fractions, placing fractions on a number line ➢ 36 lessons; 45 minutes per lesson	Evidence-based intervention program **Connecting Math Concepts** ➢ Facts, procedures, conceptual understanding, applications, and problem-solving skills ➢ CMC-A: Kindergarten level, 30 – 45 minutes per lesson ➢ CMC-B: Grade 1 level, 30 – 45 minutes per lesson ➢ CMC-C: Grade 2 ➢ CMC-D: Grade 3 ➢ CMC-E: Grade 4 ➢ CMC-F: Grade 4, 60 minutes per lesson **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 students	Intervention Group Size: Ideal – 6 students	Alternate Core Group Size: Ideal – 4 students
Benchmark/ Screening	FastBridge Assessments 3 times per year	FastBridge Assessments 3 times per year	FastBridge Assessments 3 times per year
Assessments Resource	Core Assessments (Math Expressions)	• Core Assessments • FastBridge • Error analysis of progress monitoring • In-program assessments	• FastBridge • Error analysis of progress monitoring • In-program assessments
Progress Monitoring	Follow pacing goals Unit assessments – extra differentiation for those in need	FastBridge Minimum every two weeks at instructional level	FastBridge Weekly at instructional level

For a complete list of district approved curricula please see the Franklin Pierce Instructional Materials Matrix, please note the Matrix has not been updated since 2016; most Tier 2 and Tier 3 materials continue to be appropriate.
https://resources.finalsite.net/images/v1554396997/fpschoolsorg/arlkmyaabr67zlxd7wjk/InstructionalMatrixMay29FPSchool

Progress Monitoring Big Ideas

- The purpose is to monitor how much progress a student makes in response to an intervention.
- General Outcome Measures (GOMs) are to be used for progress monitoring.
- Intervention level, intensity, and pace will be considered when choosing a progress monitoring measure and goal.

Reminders

- Refer to the Progress Monitoring Progression Charts (pp. 31-32) for recommended measures at each grade level.
- Student progress monitoring graphs should be "checked" at least monthly.
- Staff administering progress monitoring will be certified in FastBridge and will consistently follow standardized administration procedures.
- Progress monitoring itself is not instruction nor an intervention.
- Progress monitoring must be administered via computer or scores may be hand-entered in FastBridge within the week. The system does not allow for backdating of student data.
- "Whole class" progress monitoring is NOT recommended for grades 1 and up.

Progress Monitoring Guidelines, *except for Kindergarten, September - December*

Tier	Progress Monitoring Recommendation
Exceeding Benchmark 75th percentile and above	No progress monitoring
Benchmark - Tier 1 50th – 75th percentile	No progress monitoring
Approaching Benchmark - Tier 1.5 26th – 49th percentile	Optional monthly progress monitoring only if supported by other data points (i.e. in-program assessments, accuracy, transitioning from core-replacement to core)
Strategic - Tier 2 11th – 25th percentile	Bi-weekly progress monitoring
Intensive - Tier 3 10th percentile and below	Weekly progress monitoring • For CBM-Reading only, follow Survey Level Assessment (SLA) Directions on page 32 to identify the best-fit reading level. Consider error analysis AND intervention to ensure appropriate measure and best-fit level.

Kindergarten Progression Chart -- Screening and Progress Monitoring

Timeframe	Screening	Progress Monitoring
August September	Fall Universal Screening	
October – December		• Letter Sound Fluency • Number Identification • ALL kindergarten students • Monthly
January	Winter Universal Screening	
January – June		• Continue individual progress monitoring as needed for Letter Sounds and/or Number Identification. • Begin monthly progress monitoring for ALL students using Nonsense Words and Number Sequence. • Align with Progress Monitoring Progression Charts. See below.

Grades 1 - 8 Progression Chart -- Early Reading & CBM-Reading Progress Monitoring

Reading/English: Letter Sound Fluency → Nonsense Word Fluency → CBM-Reading	
Measure	**Recommended for**
Early Reading • Letter Sounds • Nonsense Words	Students in any grade with a baseline score below the 10th percentile on Level 1 (Grade 1)
CBM-Reading	Students in grades 1 - 8, except those with a baseline score below the 10th percentile on Level 1 (Grade 1)
**Other measures are available and may be used as needed determined by student and intervention data.*	

Reading/Spanish: Letter Sound Fluency → Syllable Reading Fluency → CBM-Reading
Recommended for:
Students grades 1-8, except those with a baseline score below 10th percentile on Level 1 (Grade 1)
Students in any grade with a baseline score below 10th percentile on Level 1 (Grade 1)
**Other measures are available and may be used as needed determined by student and intervention data.*

Grades 1 - 8 Progression Chart -- Early Math & Math GOMs Progress Monitoring

Number ID → Decomposing → Automaticity → CBM Math CAP	
Measure	**Recommended for:**
CBM Math CAP	Students grades 2-8, with baseline scores between the 25th and 49th percentiles
CBM Math Automaticity	Students grades 1-8 with baseline scores below the 25th percentile **Only GOMs, not SSMs, are to be used for progress monitoring*
Early Math • Number Identification • Decomposing	Students in any grade with a baseline score below 10th percentile on Level 1 (Grade Level 1) CBM Math Automaticity
**Other measures are available and may be used as needed determined by student and intervention data.*	

Information to Consider When Selecting a Progress Monitoring Measure and Level

- Student screening score and accuracy.
- Progress Monitoring Guidelines (p. 30).
- Progress Monitoring Progression Charts (pp. 31 - 32).
- Survey Level Assessment results (CBM-Reading only).
  If scores are similar between levels, use the forms closest to the student's grade level.
- Administering Survey Level Assessments is not available for math measures; however, students may be progress monitored for math using off-level forms.
- Intervention/Instruction- skills being taught, intensity, and pace of the intervention.
- Historical information - screening, progress monitoring, and intervention data.

Survey Level Assessment Directions - *Recommended for CBM-Reading Only*

To be used for students who scored at or below the 10th percentile on grade-level CBM-Reading universal screening.

1. Student screening score is at or below 10th percentile.
2. Download and print the screening forms from the grade level below. Administer the CBM-Reading assessment per standardized directions. Be sure to administer all three screening forms, count the number of words read correctly per minute and the number of errors made per minute. Identify the median (middle) scores.
3. If the score is between the 25th and 75th percentiles this is likely the appropriate level. If the score is below the 25th percentile, drop down another level and repeat until the median score falls between the 25th and 75th percentiles.

Progress Monitoring Instructional Weeks Calendar 2020-21

Sept 6 Week 1	**Sept 13** Week 2	**Sept 20** Week 3	**Sept 27** Week 4
Oct 4 Week 5	**Oct 11** Week 6	**Oct 18** Week 7	**Oct 25** Week 8
Nov 1 Week 9	**Nov 8** Week 10	**Nov 15** Week 11	**Nov 22** Week 12
Nov 29 Week 13	**Dec 6** Week 14	**Dec 13** Week 15	
Jan 3 Week 16	**Jan 10** Week 17	**Jan 17** Week 18	**Jan 24** Week 19
Jan 31 Week 20	**Feb 7** Week 21	**Feb 14** Week 22	**Feb 21** Week 23
Feb 28 Week 24	**Mar 7** Week 25	**Mar 14** Week 26	**Mar 21** Week 27
Mar 28 Week 28		**Apr 11** Week 29	**Apr 18** Week 30
Apr 25 Week 31	**May 2** Week 32	**May 9** Week 33	**May 16** Week 34
May 23 Week 35	**May 30** Week 36	**Jun 6** Week 37	**Jun 13** Week 38
Jun 20 Week 39			

Note:

- The Instructional Weeks Calendar is pre-set in FastBridge.
- Each week starts on a Sunday and ends on Saturday.
- When setting the start date, use the date (Sunday) from the instructional week prior to when you want to start administering progress monitoring. For example, if a teacher wants to start progress monitoring during the week of September 22, then the teacher would use September 15th as the start date.

- At the beginning of the school year, be sure to start progress monitoring on a date that occurs after benchmark testing. This will allow the benchmark score to automatically fill in as the start score.
- Special Education will need to start progress monitoring at the beginning of the school year

Setting Progress Monitoring Goals

When Initial Scores Place in Tier 1.5 or Tier 2
For students whose initial scores place in tier 1.5 or tier 2 and are being progress monitored using on-grade-level forms, use the spring benchmark target as the year-end goal.

When Initial Scores Place in Tier 3
For students whose scores place in tier 3 and will be progress monitored using off-grade-level forms, remember:

- Goals should be set ambitious enough to close the gap, but they should also be realistic based on available data (i.e. norms, ROI, intervention, pace).
- Generally, the more intensive the intervention, the more ambitious the goal.
- Information to be considered when setting goals:
    - Goal Setting Guides (pp. 35 - 38) may be used to create ambitious, yet realistic, goals for some students as appropriate per the student's need.
    - ROI (rate of improvement).
    - Student's performance compared to peers.
    - Intensity of intervention, pacing, and instructional level.

CBM-Reading Progress Monitoring
When setting up **CBM-Reading progress monitoring records**, select "**Standard Goal**." Do **not** use **"**FAST Goal (recommended)**."**

Once Progress Monitoring Goals are Met

When a student meets a goal, end it, and then create a new goal on a new progress monitoring record.

When setting progress monitoring goals for students with tier 3 scores, consider using the Goal Setting Guides to create ambitious, yet realistic, goals (see p. 34).

CBM-Reading Goal-Setting Guide

	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 8	Approaching Benchmark 26th – 49th percentiles	139 - 164	190	205
	Strategic 11th - 25th percentiles	112 - 138	155	170
	Intensive 0 - 10th percentiles	0 - 111	Consider accuracy, SLA, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 7	Approaching Benchmark 26th – 49th percentiles	148 - 176	185	200
	Strategic 11th - 25th percentiles	124 - 147	165	180
	Intensive 0 - 10th percentiles	0 - 123	Consider accuracy, SLA, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 6	Approaching Benchmark 26th – 49th percentiles	126 - 154	168	195
	Strategic 11th - 25th percentiles	97 - 125	150	165
	Intensive 0 - 10th percentiles	0 - 96	Consider accuracy, SLA, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 5	Approaching Benchmark 26th – 49th percentiles	116 - 141	150	172
	Strategic 11th - 25th percentiles	90 - 115	135	165
	Intensive 0 - 10th percentiles	0 - 89	Consider accuracy, SLA, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 4	Approaching Benchmark 26th – 49th percentiles	99 - 124	142	156
	Strategic 11th - 25th percentiles	74 - 98	117	150
	Intensive 0 - 10th percentiles	0 - 73	Consider accuracy, SLA, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Reading Level 3	Approaching Benchmark 26th – 49th percentiles	69 - 96	120	150
	Strategic	38 - 68	94	122

	11th - 25th percentiles			
	Intensive 0 - 10th percentiles	0 - 37	Consider accuracy, SLA, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM- Reading Level 2	Approaching Benchmark 26th – 49th percentiles	37 - 65	93	112
	Strategic 11th - 25th percentiles	16 - 36	67	88 - 110
	Intensive 0 - 10th percentiles	0 - 15	Consider accuracy, SLA, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM- Reading Level 1	Approaching Benchmark 26th – 49th percentiles	10 - 19	48	100
	Strategic 11th - 25th percentiles	5 - 9	34	70
	Intensive 0 - 10th percentiles	0 - 4	Consider accuracy, SLA, historical information and intervention details before progress monitoring at this level.	
Teams may elect to set a goal based off ROI			**ROI x # of weeks + baseline score = Goal**	

Early Reading – Selecting a Measure and Setting a Goal Guide

For students with baseline scores at or below the 10th percentile on Level 1 (Grade 1) CBM-Reading:

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-Reading

2) Set a goal: short term goals (6-10 weeks) with an ambitious ROI (1.5 wcpm/week or higher) is recommended.

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

When setting progress monitoring goals for students with tier 3 scores, consider using the Goal Setting Guides to create ambitious, yet realistic, goals (see p. 34).

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 to 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 26th – 49th percentiles	3.1 - 3.9 (4 is the 50th percentile)	5.0	6.0
	Strategic 11th - 25th percentiles	2.1 - 3.0	3.2	4.5
	Intensive 0 - 10th percentiles	0 - 2.0	Consider accuracy, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Math CAP Level 4	Approaching Benchmark 26th – 49th percentiles	2.1 - 2.9	5.0	7.0
	Strategic 11th - 25th percentiles	1.1 - 2.0	3.5	5.0
	Intensive 0 - 10th percentiles	0 - 1.0	Consider accuracy, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Math CAP Level 3	Approaching Benchmark 26th – 49th percentiles	4.1 - 4.9	7.0	10.0
	Strategic 11th - 25th percentiles	3.1 - 4.0	5.1	8.0
	Intensive 0 - 10th percentiles	0 - 3.0	Consider accuracy, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Math CAP	Approaching Benchmark 26th – 49th percentiles	4.1 - 5.9	8.0	10.0

Level 2	Strategic 11th - 25th percentiles	3.1 - 4.0	6.1	8.0
	Intensive 0 - 10th percentiles	0 - 3.0	Consider accuracy, historical information and intervention details before progress monitoring at this level.	
Teams may elect to set a goal based off ROI			**ROI x # of weeks + baseline score = Goal**	

When setting progress monitoring goals for students with tier 3 scores, consider using the Goal Setting Guides to create ambitious, yet realistic, goals (see p. 34).

Early Math – Selecting a Measure and Setting a Goal Guide

For students with baseline scores below 10th percentile on Level 1 Automaticity

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.

Number ID (K) → Number Sequence (K) / Decomposing (1) → Automaticity

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 Automaticity Goal Setting Guide

CBM-Math Automaticity Goals for students Grades 4-8, use the following formula:

ROI x # of weeks + baseline score = Goal

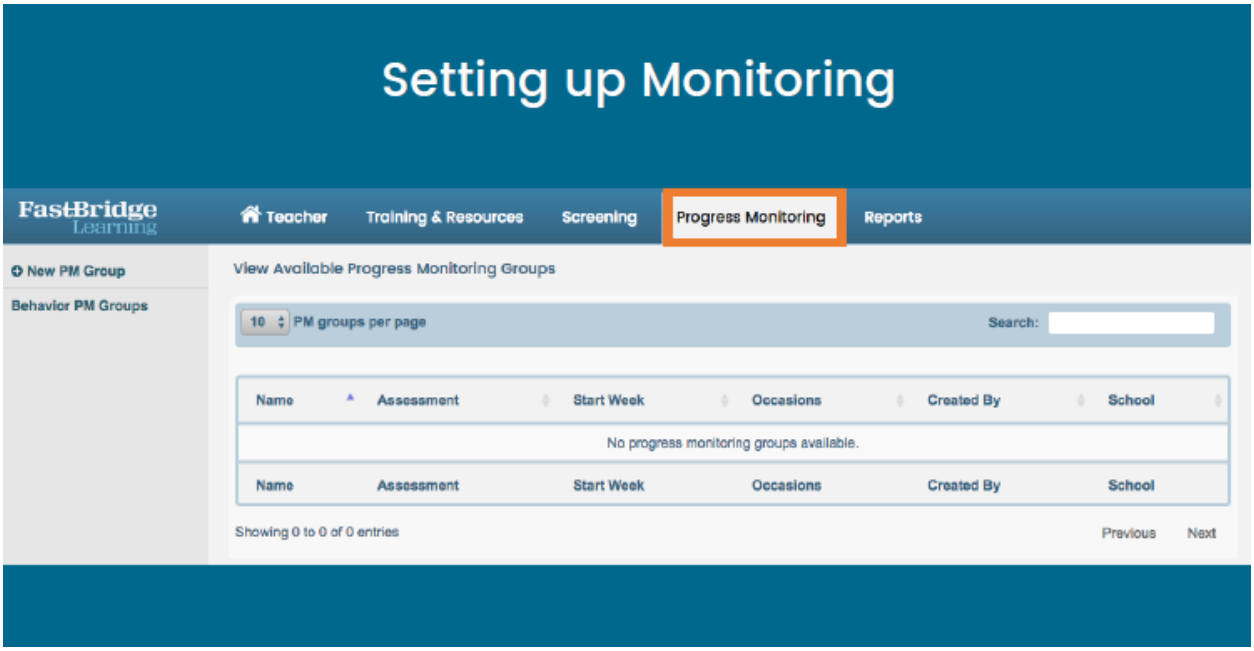
Consider selected intervention.
Set a short-term goal (4-8 weeks) with an ROI of 0.6 or greater.

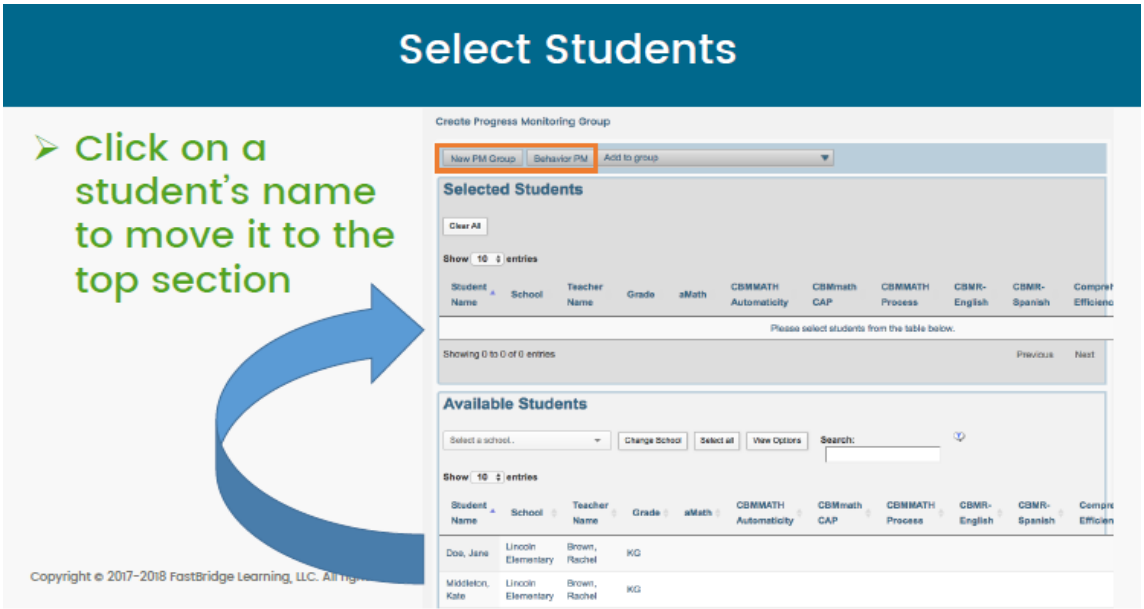
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Math Automaticity Level 3	Approaching Benchmark 26th – 49th percentiles	6 - 9	28	42
	Strategic 11th - 25th percentiles	4 - 5	20	27
	Intensive 0 - 10th percentiles	0 - 3	Consider accuracy, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Math Automaticity Level 2	Approaching Benchmark 26th – 49th percentiles	9 - 14	30	48
	Strategic 11th - 25th percentiles	4 - 8	20	30
	Intensive 0 - 10th percentiles	0 - 3	Consider accuracy, historical information and intervention details before progress monitoring at this level.	
	Performance Level	Fall Score	Mid-Year Goal	End of year Goal
CBM-Math Automaticity Level 1	Approaching Benchmark 26th – 49th percentiles	6 - 12	35	55
	Strategic 11th - 25th percentiles	1 - 5	21	35
	Intensive 0 - 10th percentiles	0	Consider accuracy, historical information and intervention details before progress monitoring at this level.	

**Teams should use their professional judgement of student and intervention to set goals that will close the gap.*

Teams may elect to set a goal based off ROI **ROI x # of weeks + baseline score = Goal**

How to Set-Up Progress Monitoring in FastBridge

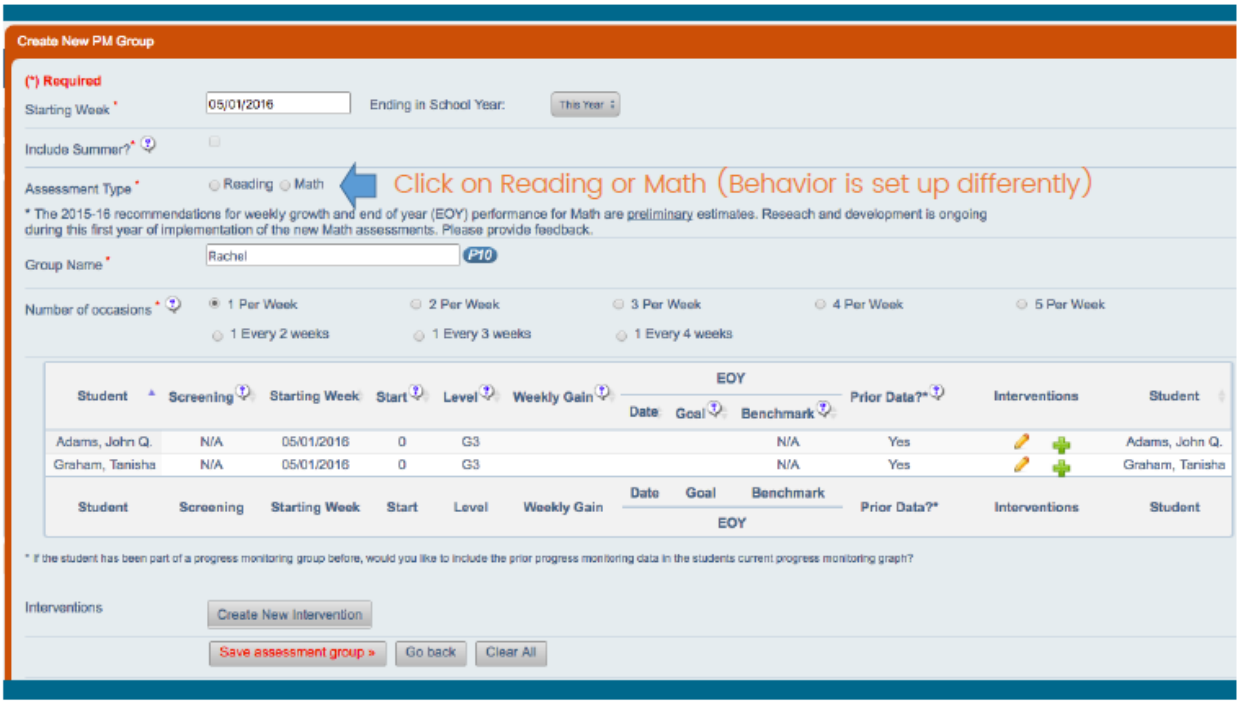




Select Starting Week and Assessment Type

- **Starting Week**: Select the Sunday date of the week prior to when you want progress monitoring to commence. If the date you choose is within the screening window, the screening score will automatically fill the Start Score cell.

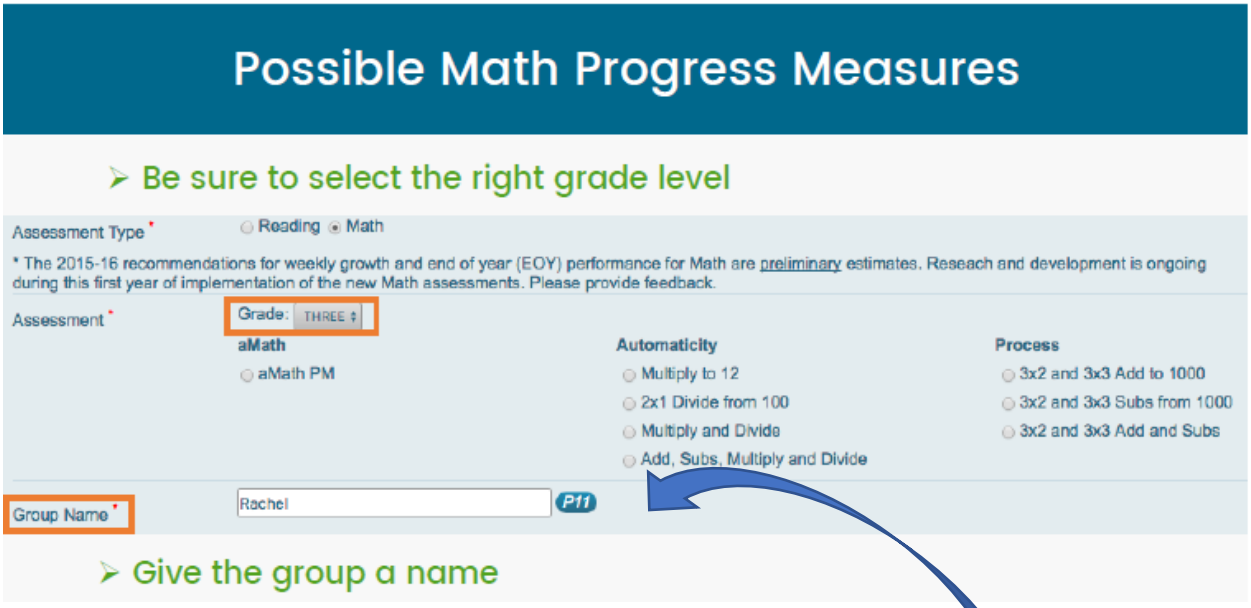
- **Assessment Type:** Select Reading OR Math



Because the above record is a math example.

Possible Reading Progress Measures

English	Spanish	AUTOReading	AUTOReading Skills
CBMR-English	CBMR-Spanish	Letter Names	Letter Names
Letter Names	Letter Names Spanish	Letter Sounds	Letter Sounds
Letter Sounds	Letter Sounds Spanish	Matching Synonyms	Vocabulary
Sight Words	Sight Words Spanish	Vocabulary	Decoding
Onset Sounds	Onset Sounds Spanish	Decoding	Encoding
Decodable Real Words	Decodable Real Words Spanish	Encoding	Identification
Nonsense Words	Syllable Reading Spanish	Identification	
Word Blending	Word Blending Spanish	Morphology	
Word Segmenting	Word Segmenting Spanish		

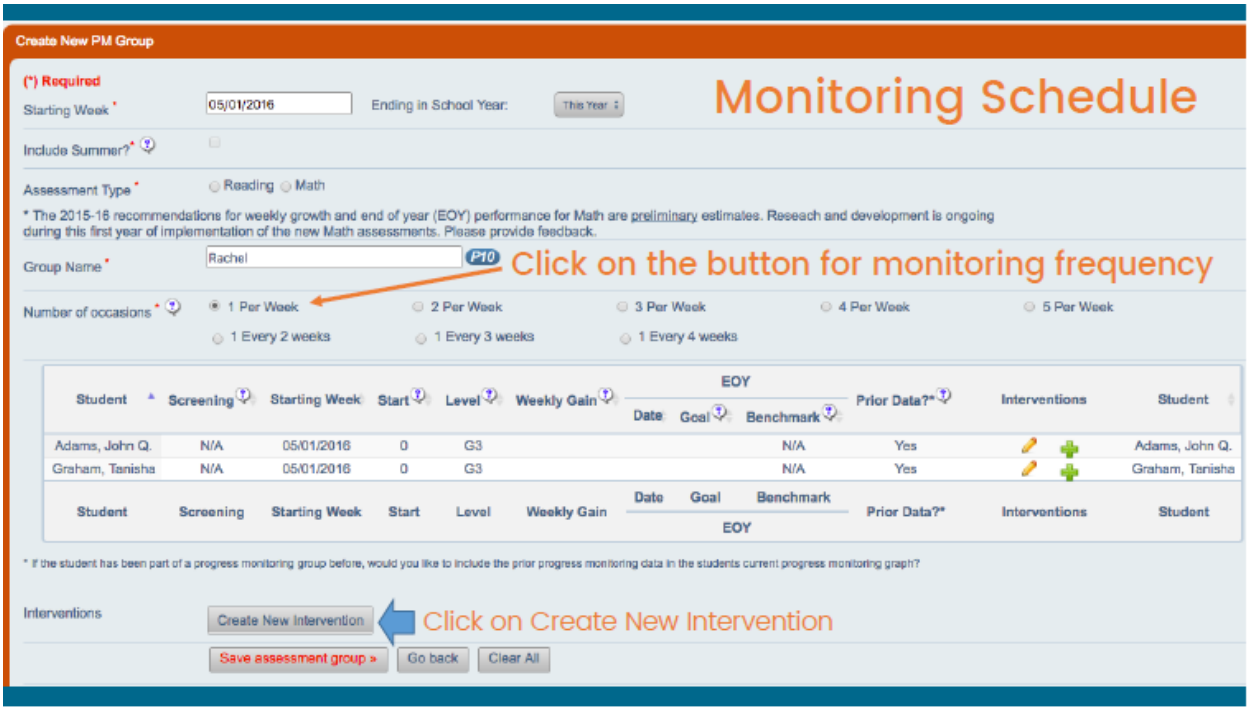


Assigning Names to Progress Monitoring Groups

- Determine a consistent name format to be used by all groups.
- **Optional Group Name Format:** TeacherLastName-MeasureGradeLevel-Frequency

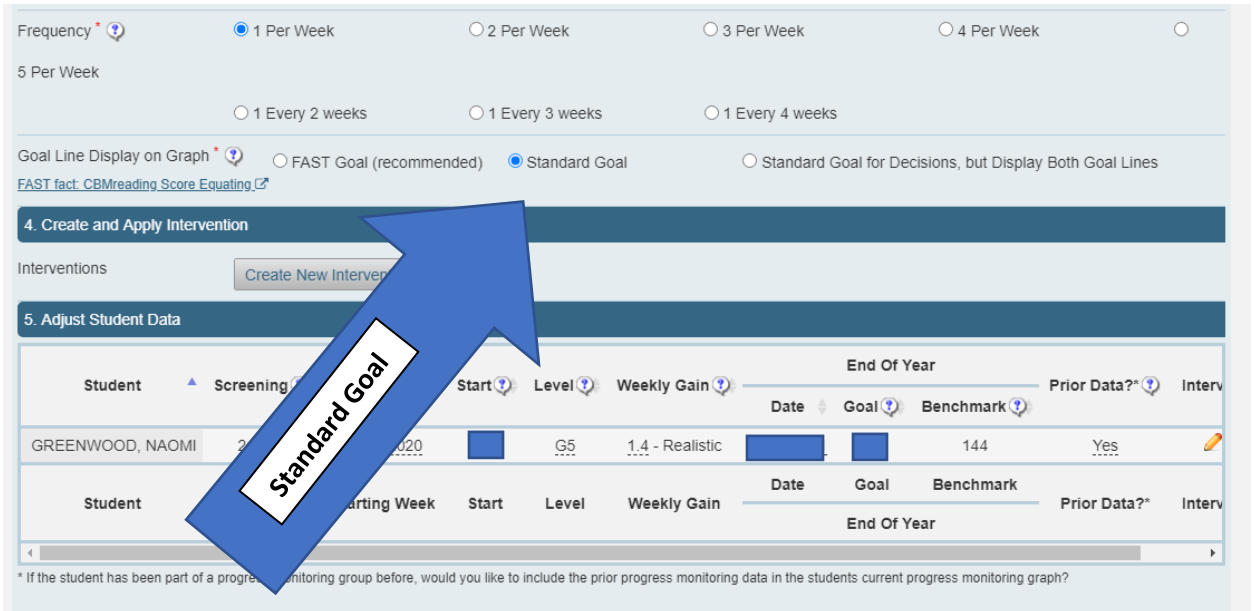
  Examples: Carey-MCapGr2-1x2Wks
  Floyd-AutoGr4-Weekly
  Nelson-CBMRdgGr5-Weekly

Select Frequency



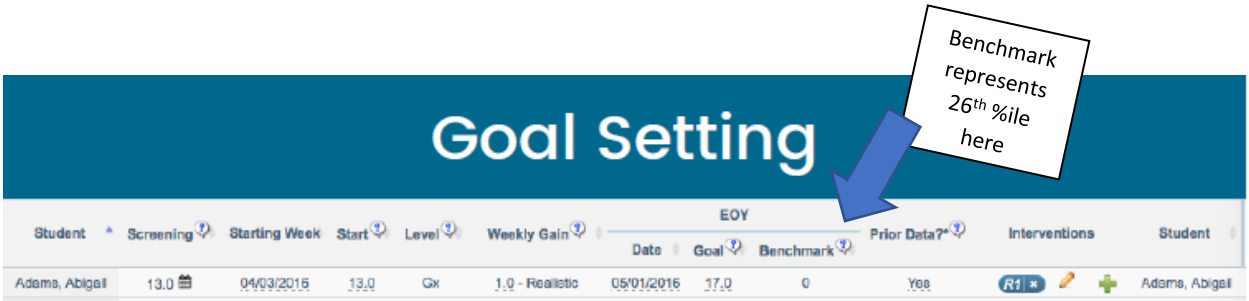
Because the above record is a math example, the option to select Standard Goal does not exist.

For **CBM-Reading,** select STANDARD GOAL



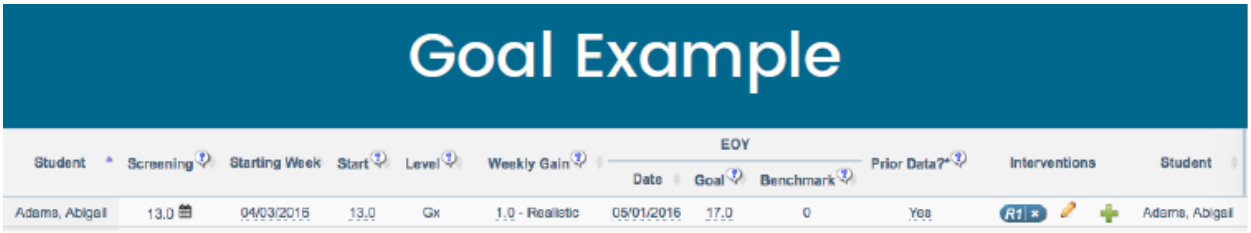
The above record is a CBM-Reading example, so select Standard Goal.

Goal Setting Information for All Students, All Measures



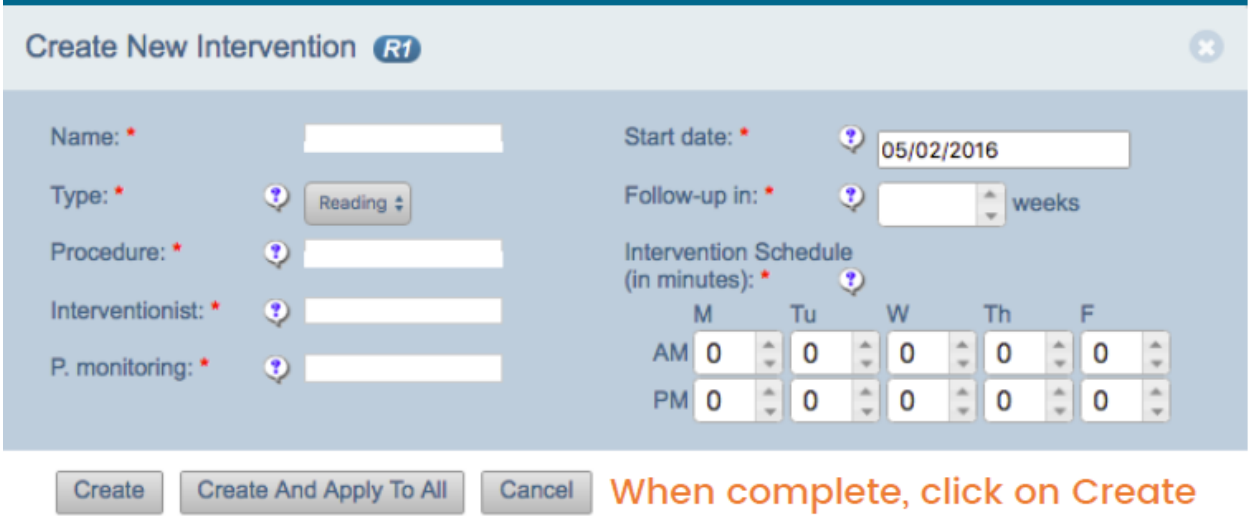
- The question mark (?) bubbles provide linked information about the purpose of that column, including:
  - ✓ Screening: student's most recent universal screening score on the target measure
  - ✓ Start: the student's PM starting score (usually the screening score)
  - ✓ Level: grade level of PM material; 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 Setting for Student with Tier 3 Scores – An Example



- 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

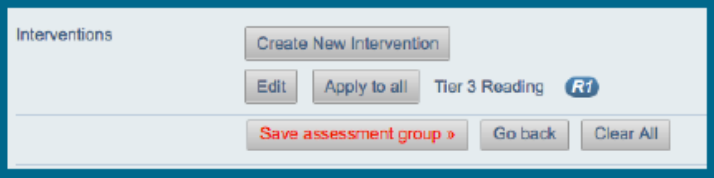
Intervention Details



When complete, click on Create

Save Group

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



- 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

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 goal line 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 is the student making progress toward his/her 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; therefore, the student no longer needs the current intervention and 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 enough 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 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.

V. 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** (Review, Interview, Observation, and Test) 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.

- 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/m_t_s_s_resources/franklin_pierce_m_t_s_s_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 need 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 and 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 indicator of whether or not a student is on track to reaching his/her goal. This will be calculated in FastBridge 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 CBM-Reading, CBM-Reading Comprehension, Early Reading Composite, CBM-Math CAP, Automaticity, Early Math.

FastBridge Assessments

Key: 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) 1st	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	1st			The subtest assesses student's reading rate and accuracy.	Words read correctly in one minute
Sight Words 50 Sight Words 150	K (50-Spring) 1st (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) 1st	K - 1st, as needed	K: 1.56 1st: .34	The subtest assesses student's ability to separate a spoken word into individual sounds.	Total items correct per minute
CBM-Reading	1st – 8th 9th-12th- Targeted	1st – 12th 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
CBM-Comprehension		1st – 8th, as needed		Measure of student's comprehension of a passage that was just read (RCBM) by using story retell and a series of 10 questions about the passage.	Number correct, displayed below CBMR fluency rate. R: Recall; Q: Questions
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 1st	K - 1st (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 - 1st (Fall)	K - 1st, as needed	K: 1.05 1st: .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 1st	K - 1st	DC-1st 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	1st -8th	1st – 8th 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	2nd – 12th	2nd – 12h, 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:

ROI X Number of weeks in IEP (Academic Year= 36 weeks) + Baseline Score = Goal

Benchmark Targets 2020-21

FastBridge National Norms

		CBM-Reading **(oral reading fluency)**			*Progress Monitoring, ONLY as needed* CBM - COMPREHENSION Recall / Question			CBM-MATH AUTOMATICITY			CBM-MATH CAP		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
First	**50%**	**20**	**48**	**76**	**3 / 6**	**4 / 6**	**6 / 7**	**13**	**35**	**45**			
	25%	9	24	45	0 / 4	2 / 4	3 / 5	5	20	28			
	10%	4	12	22	0 / 1	1 / 3	2 / 3	0	10	15			
Second	**50%**	**66**	**93**	**112**	**4 / 5**	**7 / 9**	**7 / 8**	**15**	**30**	**38**	**6**	**8**	**9**
	25%	36	66	83	3 / 3	4 / 7	5 / 6	8	18	23	4	6	7
	10%	15	33	53	1 / 2	3 / 4	3 / 5	3	8	12	3	5	5
Third	**50%**	**97**	**120**	**134**	**6 / 8**	**7 / 8**	**7 / 8**	**10**	**28**	**33**	**5**	**7**	**9**
	25%	68	93	106	4 / 7	5 / 7	5 / 7	5	18	20	4	5	7
	10%	37	59	75	2 / 4	3 / 5	3 / 6	3	8	10	3	4	5
Fourth	**50%**	**125**	**142**	**156**	**7 / 7**	**10 / 9**	**10 / 9**	26	43	51	**3**	**4**	**6**
	25%	98	116	130	5 / 5	7 / 8	8 / 8	14	25	30	2	3	4
	10%	73	90	102	3 / 3	4 / 6	5 / 6	6	14	16	1	2	2
Fifth	**50%**	**142**	**158**	**172**	**7 / 8**	**9 / 9**	**9 / 9**	46	64	73	**4**	**4**	**5**
	25%	115	130	144	5 / 6	6 / 8	7 / 8	27	40	46	3	3	4
	10%	89	104	115	3 / 4	5 / 6	5 / 7	14	24	29	2	2	3
Sixth	50%	155	168	180	9 / 8	9 / 8	10 / 9	63	76	89	4	5	6
	25%	125	141	154	7 / 7	7 / 7	8 / 8	38	48	57	3	4	4
	10%	96	110	122	4 / 5	5 / 6	5 / 7	21	29	33	2	2	3
Seventh	50%	176	185	198	6 / 8	8 / 8	10 / 9	63	76	89	4	4	5
	25%	147	157	168	4 / 7	5 / 7	7 / 8	38	48	57	2	3	3
	10%	123	130	137	3 / 6	3 / 6	5 / 6	21	29	33	2	2	2
Eighth	50%	165	170	188	9 / 9	9 / 8	7 / 9	63	76	89	3	4	4
	25%	138	143	161	7 / 8	6 / 7	5 / 8	38	48	57	2	3	3
	10%	111	110	135	5 / 8	3 / 4	4 / 7	21	29	33	2	2	2

Benchmark Targets 2020-2021 DUAL LANGUAGE READING											
		CBM-READING SPANISH									
	Percentile	Fall	Winter	Spring							
First	**50%**		**47**	**75**							
	25%		26	62							
	10%		12	44							
Second	**50%**	**57**	**80**	**91**							
	25%	41	62	76							
	10%	30	48	65							
Third	**50%**	65	84	97							
	25%	53	68	82							
	10%	47	60	67							

Benchmark Targets 2020-21

FastBridge National Norms

		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%**	**34**	**52**	**66**	**8**	**11**		**13**	**16**	**16**	**20**	**44**	**53**
	25%	30	46	59	6	10		8	14	16	6	34	42
	10%	27	39	53	4	8		4	11	16	1	25	33
		LETTER SOUNDS			WORD SEGMENTING			NONSENSE WORDS			SIGHT WORDS 50		
Kinder	**50%**	**5**	**29**	**45**	**7**	**27**	**30**		**8**	**14**		**11**	**18**
	25%	1	20	33	0	17	27		4	9		6	7
	10%	0	9	22	0	7	19		1	4		3	2
		EARLY READING COMPOSITE			WORD SEGMENTING			NONSENSE WORDS			SIGHT WORDS 150		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
First	**50%**	**37**	**58**	**72**	**30**	**32**	**33**	**12**	**19**	**25**	**25**	**55**	**71**
	25%	28	43	54	26	29	30	7	13	17	8	34	53
	10%	24	31	37	19	26	27	3	9	11	3	12	30
		SENTENCE READING											
First	**50%**	**15**											
	25%	8											
	10%	3											

Benchmark Targets 2020-21

FastBridge National Norms

		EARLY MATH COMPOSITE			NUMBER IDENTIFICATION			MATCH QUANTITY			NUMBER SEQUENCE		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Kinder	**50%**	**33**	**54**	**70**	**13**	**25**	**36**	**8**	**12**	**13**	**5**	**8**	**10**
	25%	24	42	56	8	17	26	6	9	11	2	6	8
	10%	14	31	44	3	12	18	3	8	9	0	4	6
		DECOMPOSING											
Kinder	**50%**	**5**	**5**	**7**									
	25%	4	3	5									
	10%	2	1	3									

		EARLY MATH COMPOSITE			NUMBER IDENTIFICATION			NUMBER SEQUENCE			DECOMPOSING		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
First	**50%**	**38**	**57**	**65**	**29**	**40**	**44**	**6**	**10**	**12**	**4**	**8**	**9**
	25%	15	39	51	21	35	39	3	6	9	2	5	7
	10%	0	23	33	14	31	35	2	4	7	0	2	4
		PLACE VALUE			**STORY PROBLEMS**								
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring						
First	**50%**		**3**	**5**		**5**	**5**						
	25%		2	4		4	4						
	10%		2	2		3	2						

Benchmark Targets 2020-21

FastBridge National Norms

DUAL LANGUAGE READING SCREENING MEASURES													
		EARLY READING COMPOSITE			CONCEPTS OF PRINT			ONSET SOUNDS			LETTER SOUNDS		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Kinder	**50%**	**38**	**49**	**70**	**9**			**11**	**14**	**16**	**11**	**25**	**35**
	25%	35	46	65	7			8	11	15	6	19	26
	10%	33	42	59	4			4	8	13	3	14	19
		SYLLABLE READING			WORD SEGMENTING			SIGHT WORDS 50					
Kinder	**50%**	**2**	**14**	**26**	**5**	**20**	**32**		**11**	**21**			
	25%	0	7	17	2	10	26		6	9			
	10%	0	2	10	1	5	18		3	4			
		EARLY READING COMPOSITE			WORD SEGMENTING			SIGHT WORDS 150			SYLLABLE READING		
	Percentile	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
First	**50%**	**33**	**43**	**55**	**31**	**30**	**34**	**18**	**49**	**67**	**24**	**45**	**63**
	25%	28	38	47	26	23	30	8	27	58	14	35	51
	10%	25	33	41	22	16	28	4	12	46	9	23	42
		SENTENCE READING											
First	**50%**	**19**											
	25%	9											
	10%	5											