

Campbell County School District Reading Assessment Plan

(Students in 1st-3rd Grade are placed on an IRP/GRP according to the Fall grade level DRA2 or MAP RIT percentile range.

Students can be exited only at Spring Benchmarks based on the DRA2 or MAP RIT cut score)

Grade Level	Secondary Screening Tool/s Used as Needed	Progress Monitoring Tool/s	Diagnostic Tool/s Used as Needed
K	DRA2 MAP Skills Checklist	CPAA DRA2 Guided Reading Running Records <u>Frequency of administration:</u> Core: Fall, winter, and spring Strategic: At least once a month Intensive: At least once every two weeks	Phonological Awareness Skills Screener Zoophonics Letter Name/Letter Sound Quick Phonics Screener Running Records DRA2
First	DRA2 MAP Skills Checklist MAP	DRA 2 Benchmark/Progress Monitoring Guided Reading Running Records <u>Frequency of administration:</u> Core: Benchmark in Fall and Spring Strategic: Progress monitor every two weeks Intensive: Progress monitor at least once a week	Phonological Awareness Skills Screener Words Their Way Spelling Inventory Quick Phonics Screener Running Records DRA2
Second	DRA2 MAP Skills Checklist MAP	DRA 2 Benchmark/Progress Monitoring Guided Reading Running Records <u>Frequency of administration:</u> Core: Benchmark in Fall and Spring Strategic: Progress monitor every two weeks Intensive: Progress monitor at least once a week	Phonological Awareness Skills Screener Words Their Way Spelling Inventory Quick Phonics Screener Running Records DRA2
Third	DRA2 MAP	DRA 2 Benchmark/Progress Monitoring Guided Reading Running Records <u>Frequency of administration:</u> Core: Benchmark in Fall and Spring Strategic: Progress monitor every two weeks Intensive: Progress monitor at least once a week	Phonological Awareness Skills Screener Words Their Way Spelling Inventory Quick Phonics Screener Running Records DRA2

2017-2018 K-3 Grade Level IRP/GRP

Grade Level	1st Quarter-Fall *Tag Date 10/9/2017 Exit Date 10/16/2017	2nd Quarter	3rd Quarter-Winter *Tag Date 2/14/2018	4th Quarter-Spring *Tag Date 5/16/2018 Exit Date 5/16/2018
Kindergarten <i>*The expectation is that during Guided Reading students are regularly progress monitored with running records.</i>	CPAA- Benchmark all students P/M- CPAA/ Zoophonics	CPAA- Benchmark all students (CPAA Pre-K window of testing: November 1-15 for R4L and JK) P/M- CPAA/ Zoophonics	CPAA-Benchmark all students *DRA2 Expectation - 2 GRP- Below 2 P/M- CPAA/ Zoophonics/ Running Records	CPAA-Benchmark all students *DRA--Benchmark Level 4 (Report on Report Card) *Record DRA independent level no higher than level 6 P/M- CPAA/ Zoophonics/ Running Records
First Grade <i>*The expectation is that during Guided Reading students are regularly progress monitored with running records.</i>	Fall MAP-Below 161 GRP Range 160-154 IRP Range 153-0 OR *DRA2 Expectation – 3 GRP Range – 2 IRP Range – Below 2 End of Quarter Expectation – 4 (Report on Report Card) DRA--Benchmark-IRP/GRP P/M- Running Records	End of Quarter Expectation – 10 (Report on Report Card) DRA--Progress Monitor (Report on Report Card) P/M- Running Records	Winter MAP Target-172 GRP Range 171-164 IRP Range 163-0 OR *DRA2 Expectation – 12 GRP Range – 10 IRP Range – Below 10 DRA--Progress Monitor (Report on Report Card) End of Quarter Expectation – 14 (Report on Report Card) P/M- Running Records	Spring MAP 180 (EXIT) GRP Range 170-179 OR *DRA--Benchmark Level 18 (Report on Report Card) *Record DRA independent level no higher than level 20 P/M- Running Records
Second Grade <i>*The expectation is that during Guided Reading students are regularly progress monitored with running records.</i>	Fall MAP- Below 175 GRP Range 174-167 IRP Range 166-0 OR *DRA2 Expectation – 16 GRP Range – 14 IRP Range – Below 14 End of Quarter Expectation – 18 (Report on Report Card) DRA--Benchmark-IRP/GRP P/M- Running Records	End of Quarter Expectation – 20 (Report on Report Card) DRA--Progress Monitor (Report on Report Card) P/M- Running Records	Winter MAP Target-184 GRP Range 183-176 IRP Range 175-0 OR *DRA2 Expectation – 24 GRP Range – 20 IRP Range – Below 20 End of Quarter Expectation – 24 (Report on Report Card) DRA--Progress Monitor (Report on Report Card) P/M- Running Records	Spring MAP 191(EXIT) GRP Range 181-190 OR *DRA--Benchmark Level 28 (Report on Report Card) *Record DRA independent level no higher than level 30 P/M- Running Records

<p>Third Grade</p> <p><i>*The expectation is that during Guided Reading students are regularly progress monitored with running records.</i></p>	<p>Fall MAP- Below 188 GRP Range 187-180 IRP Range 179-0 OR *DRA2 Expectation – 24 GRP Range – 20 IRP Range – Below 20</p> <p>End of Quarter Expectation – 28 (Report on Report Card)</p> <p>DRA--Benchmark-IRP/GRP</p> <p><i>P/M- Running Records</i></p>	<p>End of Quarter Expectation – 30 (Report on Report Card)</p> <p>DRA--Progress Monitor (Report on Report Card)</p> <p><i>P/M- Running Records</i></p>	<p>Winter MAP Target-196 GRP Range 195-188 IRP Range 187-0 OR *DRA2 Expectation – 34 GRP Range – 30 IRP Range – Below 30</p> <p>End of Quarter Expectation – 34 (Report on Report Card)</p> <p>DRA--Progress Monitor (Report on Report Card)</p> <p><i>P/M- Running Records</i></p>	<p>Spring MAP 200 (EXIT) GRP Range 191-199 OR *DRA--Benchmark Level 38 (Report on Report Card)</p> <p>*Record DRA independent level no higher than level 40</p> <p><i>P/M- Running Records</i></p>
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Group Reading Plan ([GRP form](#))- Moderately at risk students- 30-49 percentile on MAP or DRA2 cut score

- Progress monitor every two to three weeks with running record.
- Provide supplemental and/or intensive literacy instruction beyond the core instruction designed specifically to meet the individual needs of students

Individual Reading Plan ([IRP form](#))- Most at risk students- 29th percentile and below on MAP or DRA2 cut score

- Most at risk readers must be given a running record weekly to check progress and monitor teaching.
- Provide supplemental and/or intensive literacy instruction beyond the core instruction designed specifically to meet the individual needs of students

Running records are more than a tool to determine text level and an accuracy rate. The running record must be analyzed in order to understand the students reading behaviors.

K-3 Teachers will use the DRA2 Benchmark or DRA2 Progress Monitoring tool to assess reading performance throughout the year. Students must be assessed with DRA2 Benchmark upon entering the current grade level.

For Below Benchmark (Strategic) students only

Individualized Reading Plan

Student _____ Student ID _____ Date _____

Classroom Teacher _____ School _____ Grade _____

Screening Assessment: Guided Reading Running Records at least once a week or DRA2
 Progress Monitor at least every two weeks

Area of Concern: Phonemic Awareness
 Phonics
 Fluency
 Comprehension
 Vocabulary
 Other

**Review plan as needed (minimum of
 once every quarter

<p>IRP _____ GRP _____ IRP/GRP Goal (area for instruction):</p> <p>Intervention Plan: (who, what, when, duration)</p> <p>Plan of action & person responsible for progress monitoring:</p> <p>Principal Signature: _____ Teacher Signature: _____ Date of review: _____</p>	<p>IRP _____ GRP _____ IRP/GRP Goal (area for instruction):</p> <p>Intervention Plan: (who, what, when, duration)</p> <p>Plan of action & person responsible for progress monitoring:</p> <p>IF Signature: _____ Teacher Signature: _____ Date of review: _____</p>
<p>IRP _____ GRP _____ IRP/GRP Goal (area for instruction):</p> <p>Intervention Plan: (who, what, when, duration)</p> <p>Plan of action & person responsible for progress monitoring:</p> <p>IF Signature: _____ Teacher Signature: _____ Date of review: _____</p>	<p>IRP _____ GRP _____ IRP/GRP Goal (area for instruction):</p> <p>Intervention Plan: (who, what, when, duration)</p> <p>Plan of action & person responsible for progress monitoring:</p> <p>IF Signature: _____ Teacher Signature: _____ Date of review: _____</p>

IRP/GRP Areas for Instruction

Use the list below to help determine IRP/GRP goals for individual reading plans. Choose no more than 3

Phonemic Awareness: Segmentation, blending, rhyming

Phonics: Letter/Sound correspondence
Decoding – CVC, -CVCe, -CVVC, VR
Word analysis

Fluency: Accuracy
Punctuation, phrasing, expression
Monitoring and self-correcting

Vocabulary: Tier 2 vocabulary
Tier 3 vocabulary
Sight words

Comprehension: Listening
Retelling (sequence & story elements)
Main ideas and supporting details
Making connections
Visualizing
Inferring
Generating questions
Summarizing/synthesis
Non-fiction text structure
Determining importance
Monitoring comprehension

Concepts of Print: K-1