

# Decision Making for Literacy 3<sup>rd</sup>- 8<sup>th</sup> Grade Students

1: COMPREHENSION MEASURES	Yes/No
<p style="text-align: center;"><b>ISAT</b></p> <p style="text-align: center;">Was the student proficient on the ISAT?</p>	
<p style="text-align: center;"><b>MAZE</b></p> <p style="text-align: center;">Was the student proficient on the MAZE?</p>	
<p style="text-align: center;"><b>Lexile- MAZE</b></p> <p style="text-align: center;">Was the student within the expected Lexile band?</p>	

- If the student was proficient on two of the three comprehension measures, continue supporting the student with high quality instruction.
- If the student was not proficient on one or no comprehension measure, analyze fluency data.

2: FLUENCY	Yes/No
<p style="text-align: center;"><b>RCBM</b></p> <p style="text-align: center;">Did the student meet the Fluency Target?</p>	
<p style="text-align: center;"><b>RCBM</b></p> <p style="text-align: center;">Did the student meet 97% Accuracy?</p>	

- Complete the Quadrant Analysis
- Determine which type of support the student needs:
  - Low Fluency: Fluency Intervention
  - Low Accuracy/Low Fluency: Administer Diagnostic

3: ATTENDANCE	Yes/No
<p style="text-align: center;"><b>Attendance</b></p> <p style="text-align: center;">Was the student <u>on time</u> to class enough to rule out an impact on academic performance?</p>	
<p style="text-align: center;"><b>Attendance</b></p> <p style="text-align: center;">Was the student present at least 92% of the time?</p>	

- If attendance appears to be a contributor, examine further data in the DART system and consider a behavioral intervention plan.

4. OTHER DATA: Program data, Classroom, End of Chapter, etc.	Yes/No
<p style="text-align: center;"><b><u>Program Data:</u></b></p> <p style="text-align: center;">Do daily/weekly/quarterly data indicate potential risk?</p>	
<p style="text-align: center;"><b><u>Grades</u></b></p> <p style="text-align: center;">Do grades indicate potential risk?</p>	

- Examine program data from core program to verify strengths and weaknesses.
- If Program data and/or Grades indicate potential risk, cross-reference them with behavior data and academic screening data to verify likely issue.

The contents of this topic area were developed under a grant from the US Department of Education, #H323A120009. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jennifer Coffey.