## R-CBM/ORF Quadrant Analysis

### Strong Accuracy & High Fluency

**Question:**
Are student's comprehension and vocabulary skills on grade level?

If yes, continue to provide strong initial instruction (Tier 1). If no, determine instructional needs in the areas of comprehension and/or vocabulary

**Plan of Action:**
- Instruction on monitoring for meaning
- Instruction on determining main ideas
- Instruction on fix-up strategies
- Instruction on specific words and word learning strategies

**Monitoring:**
Informal classroom assessment (e.g., retell, strategy use, theme skills tests, end of unit tests, etc.)

**Exit Criteria:**
Proficient on universal screening and SBA, demonstrates grade level vocabulary and comprehension skills.

### Strong Accuracy & Low Fluency (lack automaticity)

**Question:**
If a student rereads a passage does fluency go up?

**Plan of Action:**
- Instruction on automaticity at the word, phrase, sentence and passage level.
- Repeated and assisted reading of passages
- Instruction on grouping words to make meaning, pacing and attention to punctuation
- Use both narrative and informational texts
- Instruct using a comprehension focus

**Monitoring:**
Oral reading fluency. Graph accuracy and fluency

**Exit Criteria:**
Oral reading fluency benchmark level for grade level and time of year and/or proficient on district-wide assessment and demonstrates grade level vocabulary and comprehension skills.

### Low Accuracy & Low Fluency

**Question:**
What are the missing decoding skills and/or sight words? Diagnostic assessment if necessary.

**Plan of Action:**
- Instruction on missing decoding a skills
- Instruction on missing sight words
- Work on applying skills to connected text at instructional level
- Work on fluent reading at independent level

**Monitoring:**
Oral reading fluency. Graph both accuracy and fluency; expect a change in accuracy before fluency.

**Exit Criteria:**
Oral reading fluency score shows movement into Quadrant 1 or Quadrant 2 and/or proficient on universal screening and SBA and demonstrates grade level vocabulary and comprehension skills.

### Low Accuracy & Strong Fluency

**Question:**
If cued to do best reading, does student's accuracy improve? If student is cued by a table tap after each error, does student self-correct 90-100% of the time?

**Plan of Action:**
- Cue (e.g., table tap) when student makes an error. This will help the student read more carefully and more accurately
- Challenge student to read a portion of the text with 2 or less errors.
- Teach student to adjust rate of reading to type of text and purpose for reading

**Monitoring:**
Oral reading fluency. Graph both accuracy and fluency.

**Exit Criteria:**
Oral reading accuracy score moves into range for Quadrant 1 and/or proficient on grade level knowledge of vocabulary and comprehension.
Quadrant Analysis Worksheet

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<thead>
<tr>
<th>Accurate &amp; Fluent Reader</th>
<th>Accurate &amp; Slow Reader</th>
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<th>Inaccurate &amp; Slow Reader</th>
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