

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 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.

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.

Quadrant Analysis Worksheet

Accurate & Fluent Reader

Accurate & Slow Reader

Inaccurate & Slow Reader

Inaccurate & Fluent Reader

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