

Florida Assessments for Instruction in Reading Class Status Report Worksheet for Grades K-2

Teacher: _____ Assessment Period #: _____ Date: _____ Grade: _____

STEP 1. The Broad Screen (BS) data, who needs extra support? Using your Class Status Report and the pie chart at the bottom of the second column, write the percentage of students you have in each success zone. Students who are in the high success zone (85% or higher) = low risk, moderate success zone (16 – 84%) = moderate risk and low success zone (15% or lower) = high risk.

Students in High Success Zone (low risk) =	Students in Moderate Success Zone (moderate risk) =	Students in Low Success Zone (high risk) =
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STEP 2. The Broad Screen (BS), Broad Diagnostic Inventory (BDI) and Targeted Diagnostic Inventory (TDI) Data, where do I find all of the data on my students? Line up your Class Status Report and Class TDI Report both sorted alphabetically. When these two reports are placed next to each other, you have the full data picture for your whole class. In the chart on page 2, there are some questions to help guide you as you begin to think about forming your groups. Use the chart on page 2 in conjunction with the Class Status Report and Class TDI Report to fill in the student's data as you answer the questions.

STEP 3. Using all of the data (BS, BDI, TDI) and looking at profiles and patterns, how should groups be formed? It is VERY important not to just glance at the Probability of Reading Success (PRS) column and group students according to their corresponding color zones. Remember, students who are at high risk need to be placed in the smallest instructional groups while working at the teacher-led center. It is also important to remember that there is not ONE right answer as to how small groups should be formed and not ONE correct number of groups. This is just an example with four groups. Use the chart from Step 2 to begin to identify patterns and profiles within your class data.

STEP 4. Which specific skills will be emphasized within each group? We need to analyze the skills assessed by the Broad Diagnostic Inventory (BDI) and Targeted Diagnostic Inventory (TDI) to determine which skills need to be emphasized for each group. Based on the answers to questions in Step 2, determine which skills would be beneficial for this particular group of students. What critical skills should be developed at this point in the year? What skills have already been taught? Where do the skills appear in my scope and sequence? Which components are areas of weakness for this group of students?

STEP 5. What are some resources to use with my groups and where can I go to find them?

Think about the resources available to you at your school. Another source for resources is the search tool located at www.fcrr.org/SCASearch. This tool will locate instructional resources that will support instruction for the identified area of need. These resources can also be accessed through the Class Status Report, Class TDI and Class Detail TDI Reports in the PMRN by clicking on the column header corresponding to the area of need.

Phonemic Awareness	Phonics	Fluency (Rate & Accuracy)	Vocabulary	Comprehension
<ul style="list-style-type: none"> ▪ Alliteration ▪ Onset Rime ▪ Phoneme Blending ▪ Phoneme Isolating ▪ Phoneme Manipulating ▪ Phoneme Matching ▪ Phoneme Segmenting ▪ Rhyme ▪ Sentence Segmenting ▪ Syllables ▪ Word Awareness 	<ul style="list-style-type: none"> ▪ High Frequency Words ▪ Letter Recognition ▪ Letter/Sound Correspondences ▪ Morpheme Structures ▪ Onset Rime ▪ Syllable Patterns ▪ Variant Correspondences ▪ Word Study 	<ul style="list-style-type: none"> ▪ Chunked Text ▪ Connected Text ▪ High Frequency Words ▪ Letter recognition ▪ Letter/Sound Correspondence ▪ Oral Reading ▪ Phrases ▪ Word Parts ▪ Words 	<ul style="list-style-type: none"> ▪ Morphemic Elements ▪ Word Knowledge ▪ Words in context ▪ Word Analysis ▪ Word Meaning 	<ul style="list-style-type: none"> ▪ Expository Text Structure ▪ Narrative Text Structure ▪ Main Idea/ Summarizing ▪ Monitoring for Understanding ▪ Monitoring for Meaning ▪ Story Structure ▪ Text Analysis

Florida Assessments for Instruction in Reading Class Status Report Worksheet for Grades K-2 (continued)

STEP 2. The Broad Screen (BS), Broad Diagnostic Inventory (BDI) and Targeted Diagnostic Inventory (TDI) Data, where do I find all of the data on my students?

Questions	Student	Student	Student	Student
If student took Reading Comprehension (RC)				
What is the student's PRS score?				
What passage number did the student read?				
Is the student reading at or above the benchmark passage for that assessment period (AP)?				
Is the accuracy score at or above 95%?				
Is the fluency score (wcpm) progressing toward the end of the year target goal (60 wcpm in 1 st and 90 wcpm in 2 nd)?				
Did the student get 4 or more comprehension questions correct and if less than 4 correct, what was the break down of explicit/implicit?				
If less than 4 correct, does comprehension appear to be impacted by:				
○ Rate/automaticity (is the fluency score progressing toward the end of the year target?)				
○ Accuracy (is % accuracy higher than 95? If at grade 2, look at the spelling percentile score, is it below 40 th percentile?)				
○ Language (look at vocabulary percentile, is it above or below 40 th percentile?)				
If it appears to be accuracy – also look at the TDI to determine where on the PA/Phonics continuum the student's skills are below expectations (BE)? Have these skills been taught? Is the student keeping pace with the developmental expectations?				
○ Was the student BE on Letter Sound Knowledge?				
○ Was the student BE on any of the phoneme level tasks?				
○ Was the student BE on the word building tasks?				
○ Was the student BE on the Multisyllabic Word Reading task (Grade 2)?				
If student took Listening Comprehension (LC)				
What is the student's PRS score?				
Did the student get 4 or more comprehension questions correct? If less than 4 correct, what was the breakdown of explicit and implicit?				
What was the vocabulary percentile (above or below 40 th percentile)?				
Was the student below expectations (BE) on the TDI tasks? Have these skills been taught? Is the student keeping pace with the developmental expectations?				
○ Was the student BE on the Print Awareness task - Kindergarten?				
○ Was the student BE on Letter Name Knowledge?				
○ Was the student BE on phoneme tasks?				
○ Was the student BE on Letter Sound Connections?				
○ Was the student BE on word building tasks?				



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Group 1	Group 2	Group 3	Group 4

STEP 4. Which specific skills will be emphasized within each group? We need to analyze the skills assessed by the Broad Diagnostic Inventory (BDI) and Targeted Diagnostic Inventory (TDI) to determine which skills need to be emphasized for each group. Based on the answers to questions in Step 2, determine which skills would be beneficial for this particular group of students. What critical skills should be developed at this point in the year? What skills have already been taught? Where do the skills appear in my scope and sequence? Which components are areas of weakness for this group of students?

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Focus of Instruction and Resources for Group 1	Focus of Instruction and Resources for Group 2	Focus of Instruction and Resources for Group 3	Focus of Instruction and Resources for Group 4