

Volusia County Schools
Suggested Classroom Assessments and Reading Interventions for Elementary classrooms (K-5)

A Multi-Tiered System of Supports (MTSS) is a framework which provides students and educators with targeted supports along the continuum of need. The following evidenced-based interventions and strategies, with accompanying progress monitoring tools, are suggested for students needing support beyond core instruction. For questions, contact your school's Academic Coach, ELA/SS Regional Resource Teacher, PST Chair, or School Psychologist. This document will be updated as needed.

Grade(s)	Core Instruction
K	SIPPS: Beginning Level (Initial Foundational Skills Instruction) and ELA Modules and Treasures (Vocabulary, Comprehension, Oral Language, Writing)
1	SIPPS: Extension Level (Initial Foundational Skills Instruction) and ELA Modules and Treasures (Vocabulary, Comprehension, Oral Language, Writing)
2	SIPPS: Challenge Level (Initial Foundational Skills Instruction), ELA Modules and Treasures (Vocabulary, Comprehension, Oral Language) and Ready Writing (Writing)
3-5	ELA Modules and Treasures (Foundational Skills, Vocabulary, Comprehension, Oral Language) and Ready Writing (Writing)

Universal Screeners and Diagnostic Assessments	
Screeners and diagnostic assessments are typically conducted in the fall, winter, and spring. They may also be administered for new students, to obtain additional information regarding the student's skill acquisition, or as necessary.	<ul style="list-style-type: none"> • Letter naming/knowledge, Letter sounds • QPA-Quick Phonics Assessment • PAST-phonological awareness • SIPPS placement test • San Diego Quick Assessment-Word Recognition • DIBELS Next-Oral reading fluency • DRA 2-reading engagement, oral reading fluency, comprehension • FAIR (Florida Assessments in Reading)-phonemic awareness, phonics, fluency, vocabulary, comprehension

Basic Reading Skills (Foundational Skills)	
Progress Monitoring Tools	Interventions: Tiered Supports
Letter Name and Sound Identification Assessment: can give every two to three weeks	<p style="text-align: center;">Supplemental to core</p> <ul style="list-style-type: none"> • SIPPS: K- 2nd (available at all schools); SIPPS Plus: 3rd-5th (available through school purchase) • Waterford: K-2nd (available at Title I schools) • SuccessMaker (available at Title I schools) • Guided Reading Routine • FCRR Center Activities: used as teacher directed instruction and matched to specific area of concern (free materials at www.fcrr.org) <p style="text-align: center;">More Intensive &/or Explicit Intervention</p> <ul style="list-style-type: none"> • SIPPS: K- 2nd (available at all schools); SIPPS Plus: 3rd-5th (available through school purchase) • Road to the Code
PAST Tasks 5 and 6: can give every two to three weeks	
SIPPS Mastery Tests	

Reading Fluency/Decoding	
Progress Monitoring Tools	Interventions: Tiered Supports
SIPPS High Frequency Words: can give every two weeks	<p style="text-align: center;">Supplemental to core</p> <ul style="list-style-type: none"> • SIPPS: for K-2nd (available at all schools); 3rd-5th (available through school purchase) • Waterford: for K-2nd (available at Title I schools) • SuccessMaker (available at Title I schools) • Guided Reading Routine • Build-Up/Spiral-Up: for 1st-5th (available at all schools) <p style="text-align: center;">More Intensive &/or Explicit Intervention</p> <ul style="list-style-type: none"> • SIPPS: for K-2nd (available at all schools); SIPPS Plus: for 3rd-5th (available through school purchase) • Leveled Literacy Intervention (LLI): for K-5th (available through school purchase) • i-Ready: for 3rd-5th (web-based instruction available through Title I STAR afterschool tutoring in conjunction with direct instruction from a tutor) • Early Reading Tutor (SRA): for 1st & 2nd (ESE teachers only) • Phonics for Reading: for 2nd & 3rd (ESE teachers only) • REWARDS: for 4th & 5th (available through school purchase)
SIPPS* Mastery Tests	
Quick Phonics Assessment* (QPA)-Tasks 2-5 (first grade): can give every two to three weeks	
Quick Phonics Assessment* (QPA)-Tasks 2-9a (second grade): can give every two to three weeks	
Quick Phonics Assessment* (QPA)-Tasks 2-10 (third grade and higher): can give every two to three weeks	
DIBELS Next Oral Reading Fluency: can give weekly	

Reading Comprehension	
Progress Monitoring Tools	Interventions: Tiered Supports

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<p>easyCBM: www.easycbm.com: (free) can give every two to three weeks</p>	<p style="text-align: center;">Supplemental to core</p> <ul style="list-style-type: none"> • SuccessMaker (available at Title I schools) • Ready Reading: for 2nd-5th • Ready Toolbox: for 2nd-5th • English Language Arts Formative Assessment System- ELFAS • Reciprocal Teaching • Guided Reading Routine (small group routine) • Making Connections: for 2nd-5th (available through school purchase) • Making Meaning: for K-5th (available through school purchase) <p style="text-align: center;">More Intensive &/or Explicit Intervention</p> <ul style="list-style-type: none"> • Ready Reading: for 2nd-5th • Leveled Literacy Intervention (LLI): for K-5th (available through school purchase) • i-Ready: for 3rd-5th (web-based instruction available through Title I STAR afterschool tutoring in conjunction with direct instruction from a tutor) • Reciprocal Teaching
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*SIPPS Mastery Tests should be used for K-2 and QPA should be used for grade 3-5

WHO: This document can be used by classroom teachers, instructional coaches, intervention teachers, Problem Solving Teams, PLCs, and any other educator using data to investigate the need for additional supports for struggling students.

WHAT: This is a working document that provides a standard protocol of reading interventions linked to ongoing progress monitoring tools based on the student’s area of difficulty in reading.

WHEN: This resource should be used when data analysis reveals that a student and/or students would benefit from further supports.

WHERE: This resource can be used individually by classroom teachers or within PLC, PST, and Data meetings.

WHY: Teachers often request further guidance on what intervention(s) would have the greatest likelihood of supporting the student(s) and how to effectively monitor the progress of the student(s) within the intervention.

HOW: This working document was developed collaboratively by representatives of the ELA, Exceptional Student Education, and School Psychology departments. It is intended to be used as a guide for interventions in a multi-tiered system of supports.

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