

Diagnostic Assessment Protocol and Suggested Interventions

If standard protocol interventions have not been successful, the diagnostic batteries of assessments indicated below should be administered. Based on the results of these assessments and on PLC discussion and decisions regarding the student, a new intervention plan can be developed.

Kindergarten – Diagnostic Assessment Protocol and Suggested Interventions

Kindergarten - Fall	
Diagnostic Assessments Required:	Action Required if need is indicated:
Begin administering Tasks 1 – 8 of the PAST. Stop when the student misses 3 items in a task. (If more information is desired, the Jerry Johns BRI Early Literacy Assessments may be administered.)	Implement intervention for Phonological Awareness if indicated by the PAST beginning at the first skill in which the student scores 4 points or below. If student scores 5 or 6 points on areas 1 – 8 of the PAST (indicating adequate PA skills), implement a Letter Naming or Letter Sound intervention (or another intervention indicated by the BRI) instead.

Kindergarten - Winter	
Diagnostic Assessments Required:	Action Required if need is indicated:
Begin administering parts 1 – 8 of the PAST, stopping when the student misses 3 items in a task. (If more information is desired, the Jerry Johns BRI Early Literacy Assessments may be administered.)	Implement intervention for Phonological Awareness if indicated by the PAST beginning at the first skill in which the student scores 4 points or below. If student scores 5 or 6 points on areas 1 – 8 of the PAST (indicating adequate PA skills), implement a Letter Naming or Letter Sound intervention (or another intervention indicated by the BRI) instead. (If Tier 3, may implement 2 concurrent interventions.)

Kindergarten - Spring	
Diagnostic Assessments Required:	Action Required if need is indicated:
Begin administering parts 1 – 9 of the PAST, stopping when the student misses 3 items in a task. (If more information is desired, the Jerry Johns BRI Early Literacy Assessments may be administered.)	Implement intervention for Phonological Awareness if indicated by the PAST beginning at the first skill in which the student scores 4 points or below. If student scores 5 or 6 points on areas 1 – 9 of the PAST (indicating adequate PA skills), implement a Letter Naming or Letter Sound intervention (or another intervention indicated by the BRI) instead. (If Tier 3, may implement 2 concurrent interventions.)

Grade 1 - Diagnostic Assessment Protocol and Suggested Interventions

Grade 1 - Fall	
Diagnostic Assessments Required:	Action Required if need is indicated:
Administer the Observation Survey if the student is being considered for Reading Recovery; and/or begin administering parts 1 – 13 of the PAST, stopping when the student misses 3 items in a task. If student scores 5 or 6 points on areas 1 – 13 of the PAST (indicating adequate PA skills), administer parts 1 of the QPS (letters and sounds) or another letters/sounds assessment.	Implement Reading Recovery if the student qualifies, or implement an intervention for Phonological Awareness if indicated by the PAST beginning at the first skill in which the student scores 4 points or below. If adequate Phonological Awareness skills are indicated on the PAST, implement a Letter Naming or Letter Sound intervention as indicated by scores on the QPS, Part 1, or other Letters/Sounds assessment.

Grade 1 - Winter	
Diagnostic Assessments Required:	Action Required when need is indicated:
<p>Administer the Observation Survey if the student is being considered for Reading Recovery. If not, begin administering parts 1 – 13 of the PAST, stopping when the student misses 3 items in a task. If student scores 5 or 6 points on areas 1 – 13 of the PAST (indicating adequate PA skills), administer the Quick Phonics Screener (QPS), stopping when student becomes frustrated (as indicated by assessment directions). If the student scores at or above 80% on Tasks 1, 2, and 3 of the QPS (indicating appropriate phonics skills), administer one of the following groups of assessments to get a deeper look at the student’s need:</p> <p>Group 1: Fountas and Pinnell Benchmarking Assessment (word accuracy with error analysis, WCPM, fluency rating, comprehension) and the San Diego Quick Assessment; or</p> <p>Group 2: Individual Reading Inventory (i.e. Jerry Johns BRI, with word recognition lists, word accuracy with error analysis, WCPM, fluency rating, & comprehension)</p>	Implement Reading Recovery if the student qualifies, or implement an intervention for Phonological Awareness if indicated by the PAST beginning at the first skill in which the student scores 4 points or below. If skills are adequate in Phonological Awareness, but the QPS indicates an area of need in Tasks 1, 2, or 3, implement an intervention beginning at the first task in which the student scored less than 80%. If the QPS (Parts 1, 2, and 3) does not indicate an area of need, implement an intervention (sight words, fluency, vocabulary, comprehension, etc.) based on the results of the Group 1 or 2 assessment.

Grade 1 - Spring	
Diagnostic Assessments Required:	Action Required when need is indicated:
<p>Begin administering parts 1 – 13 of the PAST, stopping when the student misses 3 items in a task. If student scores 5 or 6 points on areas 1 – 13 of the PAST (indicating adequate PA skills), administer the Quick Phonics Screener (QPS), stopping when student becomes frustrated (as indicated by assessment directions). If the student scores at or above 80% on Tasks 1 through 4 (indicating appropriate phonics skills, administer one of the following groups of assessments to get a deeper look at the student’s need:</p> <p>Group 1: Fountas and Pinnell Benchmarking Assessment (word accuracy with error analysis, WCPM, fluency rating, comprehension) and the San Diego Quick Assessment; or</p> <p>Group 2: Individual Reading Inventory (i.e. Jerry Johns BRI, with word recognition lists, word accuracy with error analysis, WCPM, fluency rating, & comprehension)</p>	Implement intervention for Phonological Awareness if indicated by the PAST beginning at the first skill in which the student scores 4 points or below. If skills are adequate in Phonological Awareness, but the QPS indicates an area of need in Tasks 1 through 4, implement an intervention beginning at the first task in which the student scored less than 80%. If the QPS (Parts 1 – 4) does not indicate an area of need, implement an intervention (sight words, fluency, vocabulary, comprehension, etc.) based on the results of the Group 1 or 2 assessment.

Grade 2 - Diagnostic Assessment Protocol and Suggested Interventions

Grade 2 - Fall	
Diagnostic Assessments Required:	Action Required when need is indicated:
<p>(If the student's Phonological Awareness skills are suspect, the PAST may be administered before continuing with the following assessments.) Administer the Quick Phonics Screener (QPS), stopping when student becomes frustrated (as indicated by assessment directions). If the student scores at or above 80% on Tasks 1 through 5 (indicating appropriate phonics skills), administer one of the following groups of assessments to get a deeper look at the student's need:</p> <p><u>Group 1:</u> Fountas and Pinnell Benchmarking Assessment (word accuracy with error analysis, WCPM, fluency rating, comprehension) and the San Diego Quick Assessment; or</p> <p><u>Group 2:</u> Individual Reading Inventory (i.e. Jerry Johns, with word recognition lists, word accuracy with error analysis, WCPM, fluency rating, & comprehension).</p>	<p>If the PAST was administered and a need area determined from this assessment, implement intervention beginning at the first skill in which the student scores 4 points or below. If skills are adequate in Phonological Awareness, but the QPS indicates an area of need in Tasks 1 through 5, implement an intervention beginning at the first task in which the student scored less than 80%. If the QPS (Parts 1 – 5) does not indicate an area of need, implement an intervention (sight words, fluency, vocabulary, comprehension, etc.) based on the results of the Group 1 or 2 assessment.</p>

Grade 2 - Winter	
Diagnostic Assessments Required:	Action Required when need is indicated:
<p>(If the student's Phonological Awareness skills are suspect, the PAST may be administered before continuing with the following assessments.) Administer the Quick Phonics Screener (QPS), stopping when student becomes frustrated (as indicated by assessment directions). If the student scores at or above 80% on Tasks 1 through 6 (indicating appropriate phonics skills), administer one of the following groups of assessments to get a deeper look at the student's need:</p> <p><u>Group 1:</u> Fountas and Pinnell Benchmarking Assessment (word accuracy with error analysis, WCPM, fluency rating, comprehension) and the San Diego Quick Assessment; or</p> <p><u>Group 2:</u> Individual Reading Inventory (i.e. Jerry Johns, with word recognition lists, word accuracy with error analysis, WCPM, fluency rating, & comprehension).</p>	<p>If the PAST was administered and a need area determined from this assessment, implement intervention beginning at the first skill in which the student scores 4 points or below. If skills are adequate in Phonological Awareness, but the QPS indicates an area of need in Tasks 1 through 6, implement an intervention beginning at the first task in which the student scored less than 80%. If the QPS (Parts 1 – 6) does not indicate an area of need, implement an intervention (sight words, fluency, vocabulary, comprehension, etc.) based on the results of the Group 1 or 2 assessment.</p>

Grade 2 - Spring	
Diagnostic Assessments Required:	Action Required when need is indicated:
<p>(If the student's Phonological Awareness skills are suspect, the PAST may be administered before continuing with the following assessments.) Administer the Quick Phonics Screener (QPS), stopping when student becomes frustrated (as indicated by assessment directions). If the student scores at or above 80% on Tasks 1 through 7 (indicating appropriate phonics skills), administer one of the following groups of assessments to get a deeper look at the student's need:</p> <p><u>Group 1:</u> Fountas and Pinnell Benchmarking Assessment (word accuracy with error analysis, WCPM, fluency rating, comprehension) and the San Diego Quick Assessment; or</p> <p><u>Group 2:</u> Individual Reading Inventory (i.e. Jerry Johns, with word recognition lists, word accuracy with error analysis, WCPM, fluency rating, & comprehension).</p>	<p>If the PAST was administered and a need area determined from this assessment, implement intervention beginning at the first skill in which the student scores 4 points or below. If skills are adequate in Phonological Awareness, but the QPS indicates an area of need in Tasks 1 through 7, implement an intervention beginning at the first task in which the student scored less than 80%. If the QPS (Parts 1 – 7) does not indicate an area of need, implement an intervention (sight words, fluency, vocabulary, comprehension, etc.) based on the results of the Group 1 or 2 assessment.</p>

Grade 3 - Diagnostic Assessment Protocol and Suggested Interventions

Grade 3 - Fall	
Diagnostic Assessments Required:	Action Required when need is indicated:
<p>(If the student's Phonological Awareness skills are suspect, the PAST may be administered before continuing with the following assessments.) Administer the Quick Phonics Screener (QPS), stopping when student becomes frustrated (as indicated by assessment directions). If the student scores at or above 80% on Tasks 1 through 7 (indicating appropriate phonics skills), administer one of the following groups of assessments to get a deeper look at the student's need:</p> <p>Group 1: Fountas and Pinnell Benchmarking Assessment (word accuracy with error analysis, WCPM, fluency rating, comprehension) and the San Diego Quick Assessment; or</p> <p>Group 2: Individual Reading Inventory (i.e. Jerry Johns, with word recognition lists, word accuracy with error analysis, WCPM, fluency rating, & comprehension).</p>	<p>If the PAST was administered and a need area determined from this assessment, implement intervention beginning at the first skill in which the student scores 4 points or below. If skills are adequate in Phonological Awareness, but the QPS indicates an area of need in Tasks 1 through 7, implement an intervention beginning at the first task in which the student scored less than 80%. If the QPS (Parts 1 – 7) does not indicate an area of need, implement an intervention (sight words, fluency, vocabulary, comprehension, etc.) based on the results of the Group 1 or 2 assessment.</p>

Grade 3 - Winter	
Diagnostic Assessments Required:	Action Required when need is indicated:
<p>(If the student's Phonological Awareness skills are suspect, the PAST may be administered before continuing with the following assessments.) Administer the Quick Phonics Screener (QPS), stopping when student becomes frustrated (as indicated by assessment directions). If the student scores at or above 80% on Tasks 1 through 8 (indicating appropriate phonics skills), administer one of the following groups of assessments to get a deeper look at the student's need:</p> <p>Group 1: Fountas and Pinnell Benchmarking Assessment (word accuracy with error analysis, WCPM, fluency rating, comprehension) and the San Diego Quick Assessment; or</p> <p>Group 2: Individual Reading Inventory (i.e. Jerry Johns, with word recognition lists, word accuracy with error analysis, WCPM, fluency rating, & comprehension).</p>	<p>If the PAST was administered and a need area determined from this assessment, implement intervention beginning at the first skill in which the student scores 4 points or below. If skills are adequate in Phonological Awareness, but the QPS indicates an area of need in Tasks 1 through 8, implement an intervention beginning at the first task in which the student scored less than 80%. If the QPS (Parts 1 – 8) does not indicate an area of need, implement an intervention (sight words, fluency, vocabulary, comprehension, etc.) based on the results of the Group 1 or 2 assessment.</p>

Grade 3 - Spring	
Diagnostic Assessments Required:	Action Required when need is indicated:
<p>(If the student's Phonological Awareness skills are suspect, the PAST may be administered before continuing with the following assessments.) Administer the Quick Phonics Screener (QPS), stopping when student becomes frustrated (as indicated by assessment directions). If the student scores at or above 80% on Tasks 1 through 9a (indicating appropriate phonics skills), administer one of the following groups of assessments to get a deeper look at the student's need:</p> <p>Group 1: Fountas and Pinnell Benchmarking Assessment (word accuracy with error analysis, WCPM, fluency rating, comprehension) and the San Diego Quick Assessment; or</p> <p>Group 2: Individual Reading Inventory (i.e. Jerry Johns, with word recognition lists, word accuracy with error analysis, WCPM, fluency rating, & comprehension).</p>	<p>If the PAST was administered and a need area determined from this assessment, implement intervention beginning at the first skill in which the student scores 4 points or below. If skills are adequate in Phonological Awareness, but the QPS indicates an area of need in Tasks 1 through 9a, implement an intervention beginning at the first task in which the student scored less than 80%. If the QPS (Parts 1 – 9a) does not indicate an area of need, implement an intervention (sight words, fluency, vocabulary, comprehension, etc.) based on the results of the Group 1 or 2 assessment.</p>

Grades 4 and 5 - Diagnostic Assessment Protocol and Suggested Intervention

Grades 4 and 5 - Fall, Winter, or Spring

Diagnostic Assessments Required:	Action Required when need is indicated:
<p>(If the student's Phonological Awareness skills are suspect, the PAST may be administered before continuing with the following assessments.) Administer the Quick Phonics Screener (QPS), stopping when student becomes frustrated (as indicated by assessment directions). If the student scores at or above 80% on Tasks 1 through 9b (indicating appropriate phonics skills), administer one of the following groups of assessments to get a deeper look at the student's need:</p> <p><u>Group 1:</u> Fountas and Pinnell Benchmarking Assessment (word accuracy with error analysis, WCPM, fluency rating, comprehension) and the San Diego Quick Assessment; or</p> <p><u>Group 2:</u> Individual Reading Inventory (i.e. Jerry Johns, with word recognition lists, word accuracy with error analysis, WCPM, fluency rating, & comprehension).</p>	<p>If the PAST was administered and a need area determined from this assessment, implement intervention beginning at the first skill in which the student scores 4 points or below. If skills are adequate in Phonological Awareness, but the QPS indicates an area of need in Tasks 1 through 9b, implement an intervention beginning at the first task in which the student scored less than 80%. If the QPS (Parts 1 – 9b) does not indicate an area of need, implement an intervention (sight words, fluency, vocabulary, comprehension, etc.) based on the results of the Group 1 or 2 assessment.</p>