Standard Protocol Interventions

If there are large numbers of students scoring below the 25th percentile in a screening, it may not be feasible or possible to administer lengthy diagnostics assessments to them all. Depending on their needs, some students may not need to undergo a diagnostic assessment to do well on an intervention. Evidence-based interventions that have been shown to be effective with students having a wide variety of needs are called **standard protocol interventions.** When possible, teachers are encouraged to complete a quadrant analysis (Grades 1 and up) and implement standard protocol interventions as indicated in the tables below before completing a lengthy diagnostic assessment.

Teachers may, however, wish to administer a diagnostic assessment under these circumstances:

- The student is designated as "Tier 3" in the screening and is more than 1 year below grade level in several different areas of reading development.
- The student has already had one or two standard protocol interventions and has not been successful.

If a diagnostic assessment is warranted, it should be completed as soon as possible. Teachers should use the results of the diagnostic tests to determine a more fully individualized intervention for the student. (For a diagnostic assessment protocol and a list of diagnostic assessments, please see the "Diagnostic Assessment Protocol and Suggested Interventions" document.)

Kindergarten: If the student scores below the 25th percentile on 2 or more benchmarking assessments, engage in a PLC discussion regarding that student. Consult the table below to determine appropriate interventions. Complete an Intervention Plan on the student. Complete progress monitoring with appropriate probes at least twice monthly. Review student progress and revise intervention plan as needed at PLC meetings.

Kindergarten – Standard Protocol Interventions
1. Activities from the Phonological Awareness Kit 2. LLI (January & beyond, for general needs in concepts about print, vocabulary, comprehension, word work) 3. K-PALS (for students with general needs in Phonemic Awareness and the Alphabetic Principle) 4. Scott Foresman Early Reading Intervention Program (for students with general needs in Phonemic Awareness, Phonics, Letter Names and Sounds, and Beginning Word Reading) 5. Preteaching (for students who need more time with core instructional concepts) 6. Sound Boxes (Phonemic Awareness) 7. Blending Pathway (Phonemic Awareness) 8. Flashcard Procedure (Letter ID, Letter Sounds, or High-Frequency Words) (If Standard Protocol interventions are unsuccessful, complete a diagnostic assessment battery.)

Students in Grades 1 (Winter and Spring) through Grade 7: If the student scores below the 25th percentile on 2 or more benchmarking assessments, engage in a PLC discussion regarding that student. Complete the quadrant analysis below to help determine the needs of the student. In addition to the quadrant information, screenings, curriculum test scores, teacher observation, and teacher/PLC judgment may also be used in selecting an appropriate intervention. In some cases, a diagnostic assessment may be warranted before initiating an intervention, particularly in the case of students in Quadrant 4. (PLC members should consider this during their examination of the data.) Complete an Intervention Plan on the student. Complete progress monitoring with appropriate probes at least twice monthly. Review student progress and revise intervention plan as needed at PLC meetings.

The quadrant charts below will ask teachers to determine whether the student's rate of reading and reading accuracy are low or high. To make determinations regarding reading rate, consult the AIMSweb National Norms Table for Reading-Curriculum Based Measurement or the AIMSweb student reports. To make determinations regarding reading accuracy, consult the table below:

*Reading accuracy is considered to be high when it is at or above the following percentages:

Grade	Beginning of Year	Middle of Year	End of Year
1	NA	80%	90%
2	92%	95%	97%
3 through 12	97%	97%	97%

First Grade – Standard Protocol Interventions	
Quadrant 1 – High Rate, High Accuracy Students in this quadrant may not need intervention, but if reading curriculum tests and teacher observations indicate needs in vocabulary and/or comprehension, implement: 1. Leveled Literacy Intervention 2. Preteaching or Reteaching with "Journeys" intervention materials (i.e. the "Write-In Reader") (If unsuccessful, consider a diagnostic assessment.)	**Quadrant 3 – High Rate, Low Accuracy** If student can decode and self-correct but doesn't, implement: 1. Read, Cover, Remember, Retell If student does not decode well, or does not know sight words, implement: 1. PALS 2. Sound Boxes (Phonemic Awareness) 3. Blending Pathway (Phonemic Awareness) 4. Sound Boxes (Phonics) 5. Flashcard Procedure (Letter Sounds or Sight Words) (If unsuccessful, consider a Comprehension or Vocabulary intervention or a diagnostic assessment.)
Quadrant 2 – Low Rate, High Accuracy 1. Read Naturally (Winter: Student has low rate but at least 80% accuracy on R-CBM; Spring: Student has low rate by at least 90% accuracy on R-CBM) 2. Repeated Reading (for Fluency; See Fluency/Accuracy criteria in #1 above) 3. Paired Reading (for Fluency; See Fluency/Accuracy criteria in #1 above) (If unsuccessful, consider a Comprehension, Vocabulary, or Sight Word intervention, or a diagnostic assessment.)	**Quadrant 4 – Low Rate, Low Accuracy** 1. Leveled Literacy Intervention 2. Reading Recovery (as determined by program guidelines) 3. PALS 4. Scott Foresman Early Reading Intervention Program 5. Preteaching or Reteaching with "Journeys" intervention materials (i.e. the "Write-In Reader") (If unsuccessful, complete a diagnostic assessment battery—see attached.)

Second Grade – Standard Protocol Interventions

Quadrant 1 – High Rate, High Accuracy	**Quadrant 3 – High Rate, Low Accuracy**
Students in this quadrant may not need intervention, but if reading MAP, MCA, curriculum tests, and/or teacher observations indicate needs in vocabulary and/or comprehension, implement: 1. Leveled Literacy Intervention 2. Preteaching or Reteaching with "Journeys" intervention materials (i.e. the "Write-In Reader") 3. "Four Square" or "Vocabulary Journal" (If unsuccessful, consider a diagnostic assessment.)	If student can decode and self-correct but doesn't, implement: 1. Read, Cover, Remember, Retell 2. Click or Clunk! If student does not decode well, or does not know sight words, implement: 1. PALS 2. Sound Boxes (Phonics) 3. Flashcard Procedure (Sight Words) (If unsuccessful, consider a Comprehension or Vocabulary intervention or a diagnostic assessment.)
Quadrant 2 – Low Rate, High Accuracy	**Quadrant 4 – Low Rate, Low Accuracy**
1. Read Naturally (Student has low rate but at least 92% accuracy in the fall, 95% accuracy in the winter, and at least 97% accuracy in the spring on R-CBM.) 2. Repeated Reading (for Fluency; See Fluency/Accuracy criteria in #1 above) 3. Paired Reading (for Fluency; See Fluency/Accuracy criteria in #1 above) (If unsuccessful, consider a Comprehension, Vocabulary, or Sight Word intervention or a diagnostic assessment.)	1. Leveled Literacy Intervention 2. PALS 3. Preteaching or Reteaching with "Journeys" intervention materials (i.e. the "Write-In Reader") (If unsuccessful, complete a diagnostic assessment battery—see attached.)

Third Grade – Standard Protocol Interventions	
Quadrant 1 – High Rate, High Accuracy Students in this quadrant may not need intervention, but if reading MAP, MCA, curriculum tests, and/or teacher observations indicate needs in vocabulary and/or comprehension, implement: 1. Leveled Literacy Intervention 2. Preteaching or Reteaching with "Journeys" intervention materials (i.e. the "Write-In Reader") 3. "Four Square" or "Vocabulary Journal" (If unsuccessful, consider a diagnostic assessment.)	**Quadrant 3 – High Rate, Low Accuracy** If student can decode and self-correct but doesn't, implement: 1. Read, Cover, Remember, Retell 2. Click or Clunk! If student does not decode well, or does not know sight words, implement: 1. PALS 2. Sound Boxes (Phonics) 3. Flashcard Procedure (Sight Words) 4. Words, Sentence, and Stories for Teaching Structural Analysis (If unsuccessful, consider a Comprehension or Vocabulary intervention or a diagnostic assessment.)
Quadrant 2 – Low Rate, High Accuracy 1. Read Naturally (Student has low rate but at least 97% accuracy on R-CBM.) 2. Repeated Reading (for Fluency; See Fluency/Accuracy criteria in #1 above) 3. Paired Reading (for Fluency; See Fluency/Accuracy criteria in #1 above) (If unsuccessful, consider a Comprehension, Vocabulary, or Sight Word intervention or a diagnostic assessment.)	**Quadrant 4 – Low Rate, Low Accuracy** 1. Leveled Literacy Intervention 2. PALS 3. Preteaching or Reteaching with "Journeys" intervention materials (i.e. the "Write-In Reader") (If unsuccessful, complete a diagnostic assessment battery—see attached.)

Fourth and Fifth Grades – Standard Protocol Interventions	
Quadrant 1 – High Rate, High Accuracy Students in this quadrant may not need intervention, but if reading MAP, MCA, curriculum tests, and/or teacher observations indicate needs in vocabulary and/or comprehension, implement: 1. Preteaching or Reteaching with "Journeys" intervention materials (i.e. the "Write-In Reader") 2. "Four Square" or "Vocabulary Journal" (If unsuccessful, consider a diagnostic assessment.)	**Quadrant 3 – High Rate, Low Accuracy** If student can decode and self-correct but doesn't, implement: 1. Read, Cover, Remember, Retell 2. Click or Clunk! If student does not decode well, or does not know sight words, implement: 1. PALS 2. Sound Boxes (Phonics) 3. Flashcard Procedure (Sight Words) 4. Words, Sentence, and Stories for Teaching Structural Analysis (If unsuccessful, consider a Comprehension or Vocabulary intervention or a diagnostic assessment.)
Quadrant 2 – Low Rate, High Accuracy 1. Read Naturally (Student has low rate but at least 97% accuracy on R-CBM.) 2. Repeated Reading (for Fluency; See Fluency/Accuracy criteria in #1 above) 3. Paired Reading (for Fluency; See Fluency/Accuracy criteria in #1 above) (If unsuccessful, consider a Comprehension, Vocabulary, or Sight Word intervention or a diagnostic assessment.)	**Quadrant 4 – Low Rate, Low Accuracy** 1. PALS 2. Preteaching or Reteaching with "Journeys" intervention materials (i.e. the "Write-In Reader") (If unsuccessful, complete a diagnostic assessment battery—see attached.)