

Zion Classical Academy Intervention Manual



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MATERIALS USED FOR INTERVENTION

The following are building-approved interventions for use in grades K-6:

Intervention	Content area	Grade level(s) & for whom	Expected dosage (Instructional Time - transitions not included)	Group Sizes	Who can provide the intervention	Pacing guidelines
EIR K with systematic modifications (Skip Odd levels)	Reading	K	25-30 minutes/5 days per week	3-5	Teachers & paraeducators (general education, special education, Title I)	1.5 lessons/day
Heggerty	Reading	K	10 minutes/5 days per week	3-8		3-5 activities/day
Reading Mastery	Reading	3-6	40-50 Minutes per day (replace small group instruction with RM if possible)	3-5		1 lesson/day
EIR 1	Reading	1	45 minutes a day/5 days per week	3-5		1 lesson/day
UFLI Foundations	Reading	K - 4	15 - 30 minutes/5 days per week	3-5		Lessons / Skills selected based on student need and mastery
Phonics for Reading	Reading	1-2	30-40 minutes a day/5 days per week	3-8		1 lesson/day
Corrective Reading-Decoding A, B1, B2, C	Reading	2nd - 6th Grade	50-60 minutes a day/5 days per week	5-10		1 lesson/day
6 Minute Solutions	Reading	4th - 6th Grade	10 Minutes a day/5 days a week	2 students per pair		1 to 2 Prompts/week

Expectations for use of Materials

- Use only designated, approved materials for interventions.

Decisions about selecting intervention materials

- Materials must go through the administration and reading team. Materials must be approved before using a new intervention. The implementation team should be able to find data demonstrating the intervention's effectiveness for the intended students.

Adapting interventions

- The Intervention Team will decide upon modifications and adaptations. Rationale for the modification, description of the modification, and appropriate data to support the adaptation/modification will need to be presented before approval.

Ordering and Distributing Materials

The principal and the special education leader will allocate money and distribute materials by department. (SPED, Title, etc.)

INTERVENTION SCHEDULE and DOSAGE

Starting Interventions

- Interventions should begin by Tuesday after Labor Day (at the latest) for the Fall. Interventions for Kindergarten students should begin no later than the second week of September
- For students identified at the Winter screening period as needing intervention, intervention should begin when school starts back in January

Lesson Pacing and Dosage

- Refer to the “Materials Used for Intervention” table above for specific guidelines on pacing and dosage for each intervention.
- Individual school schedules and grade-level needs will determine dosage and pacing.
- The goal of the intervention is to get students to grade-level goals as soon as possible so they can exit the intervention. Teams should consider how much lesson progress students need to complete a program at mastery and “catch up.”
 - Students may need additional time outside the intervention block to make adequate progress.
 - Requests for Homework Club time may only be made by the Title I teacher or the Principal, in partnership with families of students who are targeted after school.

INTERVENTION DOCUMENTATION

Required Forms for Intervention Documentation

- All interventionists will use the following forms to record the implementation of interventions and student performance on in-program assessments.
- Intervention tracking of all students: [Intervention Tracking 26-27](#)
- [Core Phonics Survey](#) for light diagnostic

Intervention	Documentation
EIR K	SAMPLE completed Lesson Progress & Mastery Form
EIR 1	SAMPLE completed Lesson Progress & Mastery Form
UFLI	UFLI Mastery Sheet Checklist
Phonics for Reading	Phonics for Reading Lesson Progress & Mastery Form
Corrective Reading	Corrective Reading Lesson Progress Form Corrective Reading Assessment Summary Forms

Expectations for Completing Intervention Documentation

- Lesson progress forms will be completed each day, and student test summaries will be completed following each in-program assessment and/or check-out
- Yearly, the team will determine if intervention documentation will be done electronically or paper/pencil

How Intervention Documentation will be used

- Intervention data will be reviewed weekly/bi-weekly by the Title Person/Team to identify any potential dosage concerns (attendance, duration of lessons, lesson progress, student placement in interventions, behavior, etc.), develop a plan to address the concerns, and review progress on any previous plans.
- Enter data from reviews of lesson progress and student mastery consistently for the first quarter until meeting 90% consistency, then move to bi-weekly.

SCREENING, IN-PROGRAM, AND PROGRESS MONITORING ASSESSMENTS

SCREENING

Assessments used for screening

- [DIBELS 8th Edition](#) will be used for early literacy and reading screening
- All individuals administering and scoring DIBELS screening will receive initial training by a DIBELS mentor before conducting the assessment and booster training annually.

Reliability checks for screening

- Following initial training and each year following the booster training, reliability checks will be conducted for all individuals who will be administering DIBELS. Checks will occur through shadow scoring. The individual will conduct the assessment with a student while the Title Teacher or Principal observes.
- Individuals must reach 100% adherence to administration and scoring guidelines and 95% inter-rater reliability before conducting assessments individually.

Screening windows

- Fall screening will occur during the first full week of school. Kindergarten screening should occur the week after Labor Day or earlier.
- Winter screening will occur the second full week of December.
- Spring screening will occur the first full week of May.

Validations

- Validations will use two grade-level progress monitoring passages. These will be completed within 1-2 days of each other, but not on the same day.

Mid-benchmarking period check-up

The purpose of the dipstick is to check in with students who were previously at/above the benchmark to ensure they are making adequate growth. Do not use data to determine intervention groups; however, you may use it for Tier 1 discussion and small-group decision-making.

The passage chosen for non-progress-monitored students should coincide with the passage used for students currently being progress monitored.

- Second full week of October.
 - Kindergarten (all students)
 - NWF - CLS & WRC
 - First (all students) & Second through Third Grade (those who are not being progress monitored)
 - ORF on grade level
- Second/ Third week of March
 - Kindergarten (those who are not being progress monitored)
 - NWF - CLS & WRC
 - First through Third Grade (those who are not being progress monitored)
 - ORF on grade level

Administration and Scoring Guidelines

- All individuals administering and scoring the DIBELS assessment will follow the ***DIBELS Administration and Assessment Manual***.

Who administers the DIBELS 8th edition assessments?

- School Benchmark Screening Team
 - At least 2 people
 - SPED, Title, Principal, EL, and paras (SPED, Title, EL)
- Mid-benchmark Assessment and Progress Monitoring
 - SPED, Title, Principal, EL, and paras (SPED, Title, EL)
 - Classroom Teachers once trained

Who is assessed?

- Attempt DIBELS testing with all students, provided they have the verbal skills.
 - Students may be exempted based on decisions made by the school reading team.

How screening data are used

- DIBELS screening data will be used:
 - To identify which students need intervention
 - To group students for small group instruction in the classroom

IN-PROGRAM ASSESSMENTS

- Interventionists will administer all in-program assessments and checkouts included with each intervention.
- Interventionists will administer in-program assessments using the program directions and at the frequency outlined by the intervention program.

PROGRESS MONITORING

- All students receiving reading intervention will be progress monitored *weekly*. The teams will identify the appropriate measure to use for progress monitoring.
- Classroom teachers will conduct the progress monitoring assessments (Goal 27-28). If more than 25% of students in a class require progress monitoring, the teacher will receive additional progress-monitoring support.
- DIBELS progress-monitoring probes will be used.
- If students are performing two or more levels below grade level, they may be progress monitored out of grade level following survey level assessment using SLA guidelines.

SCREENING DECISION RULES AND GUIDELINES FOR PROGRESS MONITORING AND GOAL-SETTING

Guidelines for Applying Screening Decision Rules

- The team will review the DIBELS data and determine who needs intervention within 5 days of screening.
- The teams will use the [Criteria for Identifying and Placing Students for Intervention](#) to determine which students will receive intervention and match students to interventions.
- Decision rules are applied for:
 - Students who have previously been at benchmark (**Note: For students who are receiving intervention and for whom progress monitoring data are being collected, the Intervention Progress Decision Rules are applied*)
 - All Kindergarten and 1st-grade students in the Winter

Process for validating data when needed

- Validation occurs only for students who were previously at benchmark on a specific measure and are no longer at benchmark on that measure. This does not include when the critical benchmark measure changes during the year (e.g., does not include Kindergarten in Winter when there is a shift from PSF to NWF or 1st grade in the Winter when ORF is added) *Only for students that usually make benchmark, and something doesn't look right. *
- Consider progress monitoring data when determining validation.

Process for reviewing data for new students to determine if intervention is needed

- New students entering within the DIBELS benchmark windows will be assessed using the appropriate Benchmark assessment within a week of enrollment. Data are entered as benchmark data.
- New students entering within the 1st quarter are assessed using the fall measures within one week of enrollment using probes from DIBELS progress monitoring. Enter data as progress monitoring data.
- New students entering within the 2nd or 3rd quarter are assessed using the winter measures within one week of enrollment using probes from DIBELS progress monitoring. Enter data as progress monitoring data.

Criteria for Identifying and Placing students for intervention and planning for progress monitoring			
FALL: Use the following criteria to determine if the student will receive intervention supports <i>*Students who received intervention the previous year and haven't exited per the intervention progress decision rules will continue to receive intervention</i>			
Grade Level	Assessment & Criteria	Instructional Support and Materials	Progress Monitoring & Goal Setting
K	At or above local core-instruction cutoff on PSF (≥ 15) and NWF-CLS (≥ 6)	Core Instruction	No PM needed
	PSF ≥ 15 and NWF-CLS 3–5	UFLI Foundations. Focus: letter-sound automaticity and beginning blending.	PM NWF-CLS weekly
	PSF 1–14 and NWF-CLS ≥ 6	Heggerty. Focus: phoneme segmentation.	PM PSF weekly
	PSF 1–14 and NWF-CLS 3–5	Heggerty + UFLI Foundations. Focus: phoneme segmentation, letter sounds, and blending.	PM PSF and NWF-CLS weekly
	PSF =0 OR NWF-CLS ≤ 2	Placement test for EIR K	PM PSF weekly
1	At or above local core-instruction cutoff on NWF-CLS (≥ 18) and NWF-WRC (≥ 2)	Core Instruction	No PM needed
	NWF-CLS 10–17, at any WRC score OR NWF-CLS ≥ 18 and NWF-WRC 0–1	UFLI Foundations intervention placement test. Begin at the recommended starting lesson. Initial focus: short vowels, CVC words, and digraphs.	PM NWF-CLS/WRC weekly
	NWF-CLS 3–9, at any WRC score	Placement test for EIR 1	PM NWF-CLS/WRC weekly
	NWF-CLS ≤ 2 , at any WRC score	Placement test for Phonics for Reading	PM NWF-CLS/WRC weekly
2	At or above local core-instruction cutoff on ORF-WRC (≥ 32 and $\geq 79\%$ accuracy)	Core Instruction	No PM needed
	ORF-WRC 18–31 and $\geq 96\%$ accuracy	Decodable repeated reading and fluency practice from core instruction. 10–15-minute dosage.	PM grade-level ORF weekly

Criteria for Identifying and Placing students for intervention and planning for progress monitoring			
FALL: Use the following criteria to determine if the student will receive intervention supports <i>*Students who received intervention the previous year and haven't exited per the intervention progress decision rules will continue to receive intervention</i>			
Grade Level	Assessment & Criteria	Instructional Support and Materials	Progress Monitoring & Goal Setting
	ORF-WRC ≥ 32 and $\leq 78\%$ accuracy OR ORF-WRC 18–31 and $\leq 95\%$ accuracy OR ORF-WRC 8–17, at any accuracy	UFLI intervention placement test. Initial BOY skill check: through Lesson 62. If gaps are identified, begin UFLI at the recommended starting lesson. If all assessed UFLI skill sets are passed, administer the Corrective Reading Decoding placement test.	PM ORF weekly. If targeting foundational decoding skills, include NWF-CLS/WRC. For ORF-WRC ≤ 7 : PM the targeted decoding skill weekly and grade-level ORF monthly.
	ORF-WRC ≤ 7 , at any accuracy	Placement test for Phonics for Reading	
3	At or above local core-instruction cutoff on ORF-WRC (≥ 63 and $\geq 94\%$ accuracy)	Core Instruction	No PM needed
	ORF-WRC 40–62 and $\geq 98\%$ accuracy	Decodable repeated reading and fluency practice from core instruction. 10–15-minute dosage.	PM grade-level ORF weekly
	ORF-WRC ≥ 63 and $\leq 93\%$ accuracy OR ORF-WRC 40–62 and $\leq 97\%$ accuracy or ORF-WRC 12–39, at any accuracy	UFLI intervention placement test. Assess foundational skills through Lesson 128. If gaps are identified, begin UFLI at the recommended starting lesson. If all assessed UFLI skill sets are passed, administer the Corrective Reading Decoding placement test.	PM ORF weekly. For Reading Mastery, also PM the targeted decoding skill weekly. If ORF-WRC < 19 , conduct Survey Level Assessment following the procedures below . If SLA identifies second grade as the monitoring level, monitor at third grade instead. If monitoring off grade level, monitor grade-level ORF monthly.
	ORF-WRC ≤ 11 , at any accuracy	Placement test for Reading Mastery	
4	At or above local core-instruction cutoff on ORF-WRC (≥ 83 and $\geq 96\%$ accuracy)	Core instruction	No PM needed
	ORF-WRC 66–82 and $\geq 98\%$ accuracy	6-minute solutions and repeated readings	PM grade-level ORF weekly

Criteria for Identifying and Placing students for intervention and planning for progress monitoring			
FALL: Use the following criteria to determine if the student will receive intervention supports <i>*Students who received intervention the previous year and haven't exited per the intervention progress decision rules will continue to receive intervention</i>			
Grade Level	Assessment & Criteria	Instructional Support and Materials	Progress Monitoring & Goal Setting
	ORF-WRC ≥ 83 and $\leq 95\%$ accuracy OR ORF-WRC 66–82 and $\leq 97\%$ accuracy OR ORF-WRC 35–65, at any accuracy	UFLI intervention placement test. Assess foundational skills through Lesson 128. If gaps are identified, begin UFLI at the recommended starting lesson. If all assessed UFLI skill sets are passed, administer the Corrective Reading Decoding placement test.	PM ORF weekly. For Reading Mastery, also PM the targeted decoding skill weekly. If below 41 wcpm, conduct Survey Level Assessment as outlined below . If SLA finds 3rd grade as the level, monitor at 4th instead. If monitoring off grade level, monitor grade-level ORF monthly.
	ORF-WRC ≤ 34 , at any accuracy	Reading Mastery placement test	
5	At or above local core-instruction cutoff on ORF-WRC (≥ 94 and $\geq 96\%$ accuracy)	Core instruction	No PM needed
	ORF-WRC 68–93 and $\geq 98\%$ accuracy	6-minute solutions and repeated readings	PM grade-level ORF weekly
	ORF-WRC ≥ 94 and $\leq 95\%$ accuracy OR ORF-WRC 68–93 and $\leq 97\%$ accuracy OR ORF-WRC 33–67, at any accuracy	Placement test for Corrective Reading	PM ORF weekly. For Reading Mastery, also PM the targeted decoding skill weekly. If below 53 wcpm, conduct Survey Level Assessment as outlined below . If SLA finds 4th grade as the level, monitor at 5th instead. If monitoring off grade level, monitor grade-level ORF monthly.
	ORF-WRC ≤ 32 , at any accuracy	Reading Mastery placement test	
6	At or above local core-instruction cutoff on ORF-WRC (≥ 105 and $\geq 97\%$ accuracy)	Core instruction	No PM needed
	ORF-WRC 83–104 and $\geq 98\%$ accuracy	6-minute solutions and repeated readings	PM grade-level ORF weekly
	ORF-WRC ≥ 105 and $\leq 96\%$ accuracy OR ORF-WRC 83–104 and $\leq 97\%$ accuracy OR ORF-WRC 51–82, at any accuracy	Placement test for Corrective Reading	PM ORF weekly. For Reading Mastery, also PM the targeted decoding skill weekly. If below 77 wcpm, conduct Survey Level Assessment as outlined below . If SLA finds 5th grade as the level, monitor at 6th instead. If monitoring off grade level, monitor grade-level ORF monthly.
	ORF-WRC ≤ 50 , at any accuracy	Reading Mastery placement test	

WINTER: Use the following criteria to determine if students who were not previously receiving intervention will need to receive intervention supports
**Students who were already receiving intervention and haven't exited per the intervention progress decision rules will continue to receive intervention*

Grade Level	Assessment & Criteria	Instructional Support and Materials	Progress Monitoring & Goal Setting
K	At or above local core-instruction cutoff on NWF-CLS (≥ 25) and NWF-WRC (≥ 3)	Core Instruction	No PM needed
	Below Benchmark on PSF ≥ 29 , NWF-CLS 16–24, and/or NWF-WRC 0–2	UFLI Foundations Focus: letter-sound automaticity then blending/decoding	NWF-CLS (31) & NWF-WRC (7) (by EOY)
	Below Benchmark on PSF 23–28, NWF-CLS 15–24 and/or NWF-WRC 0–2	Heggerty + UFLI Foundations Heggerty focus: phoneme segmentation. UFLI focus: decoding/blending	NWF-CLS (31) & NWF-WRC (7) (by EOY)
	Well Below Benchmark on PSF < 23 , NWF-CLS < 15 and NWF-WRC = 0	EIR Level 1 Placement Test Supplement Heggerty if PSF > 13	NWF-CLS/WRC unless PSF > 13 , then PM PSF
1	At or above local core-instruction cutoff on ORF-WRC (≥ 23)	Core Instruction	No PM needed
	Below benchmark, ORF < 23 and NWF-CLS ≥ 44 and NWF-WRC ≥ 13	Decodable repeated reading and fluency practice from core instruction 10–15 Minute Dosage, 225–375 words read per session	PM ORF Weekly (goal 47 by EOY)
	Below benchmark, ORF < 23 and NWF-CLS 33–43 and/or NWF-WRC 7–12	UFLI Foundations	PM NWF-CLS/WRC & ORF
	Below benchmark, ORF < 23 , NWF-CLS 9–32 and/or NWF-WRC 1–6	EIR Level 1 Placement	PM NWF-CLS/WRC; ORF Bi-weekly
	Well below benchmark, ORF < 23 , NWF-CLS < 9 and NWF-WRC = 0	Phonics for Reading Placement Test	PM NWF-CLS/WRC; ORF Monthly
2	At or above local core-instruction cutoff on ORF (≥ 63 and $\geq 94\%$ accuracy)	Core Instruction	No PM needed
	Below benchmark on ORF (between 42–62 and $\geq 96\%$ accuracy)	Decodable repeated reading fluency practice from core instruction 10–15 Minute Dosage	PM ORF Weekly

WINTER: Use the following criteria to determine if students who were not previously receiving intervention will need to receive intervention supports
**Students who were already receiving intervention and haven't exited per the intervention progress decision rules will continue to receive intervention*

Grade Level	Assessment & Criteria	Instructional Support and Materials	Progress Monitoring & Goal Setting
	Below benchmark ORF (42–62) and accuracy $\leq 95\%$ OR ORF ≥ 63 and $\leq 93\%$ accuracy OR ORF (15–41) at any accuracy	UFLI intervention placement test. If gaps occur through lesson 76, begin UFLI at the recommended starting lesson. If placement test is above UFLI 76, administer Corrective Reading Placement test for B1.	PM ORF Weekly If targeting UFLI concepts, include NWF-CLS/WRC
	Well below benchmark on ORF (≤ 14 WCPM)	Placement test for Phonics for Reading	PM NWF-CLS/WRC; ORF Monthly
3	At or above local core-instruction cutoff on ORF (≥ 90 and $\geq 98\%$ accuracy)	Core Instruction	No PM needed
	Below benchmark on ORF (between 71–89 and $\geq 98\%$ accuracy)	Decodable repeated reading fluency practice from core instruction 10–15 Minute Dosage	PM ORF Weekly
	ORF-WRC ≥ 71 and $\leq 97\%$ accuracy OR ORF-WRC (23–70) at any accuracy	UFLI intervention placement test. If gaps occur through lesson 128, begin UFLI at the recommended starting lesson. If the assessed UFLI sequence is mastered, administer the Corrective Reading Placement test for B1 or B2.	PM ORF Weekly Conduct SLA following procedures below. If SLA finds 2 nd grade as the level, monitor at 3 rd instead. If monitoring off grade level, monitor at grade level monthly
	ORF < 23	Placement test for Reading Mastery	PM CLS/WRC; ORF Monthly
4	At or above local core-instruction cutoff on ORF (≥ 118 and $\geq 98\%$ accuracy)	Core Instruction	No PM needed
	ORF-WRC 98–117 and $\geq 98\%$ accuracy	6-minute solutions and repeated readings	PM ORF Weekly

WINTER: Use the following criteria to determine if students who were not previously receiving intervention will need to receive intervention supports
**Students who were already receiving intervention and haven't exited per the intervention progress decision rules will continue to receive intervention*

Grade Level	Assessment & Criteria	Instructional Support and Materials	Progress Monitoring & Goal Setting
	ORF-WRC ≥ 98 and $\leq 97\%$ accuracy OR ORF-WRC 68–97 at any accuracy	UFLI intervention placement test. If gaps occur through lesson 128, begin UFLI at the recommended starting lesson. If the assessed UFLI sequence is mastered, administer the Corrective Reading Placement test for B1 or B2.	PM ORF Weekly If below ORF 68 Conduct SLA following procedures below . If SLA finds 3rd grade as the level, monitor at 4th instead. If monitoring off grade level, monitor at grade level monthly.
	ORF ≤ 68	Placement test for Reading Mastery	
5	At or above local core-instruction cutoff on ORF (≥ 112 and $\geq 98\%$ accuracy)	Core Instruction	No PM needed
	ORF-WRC 93–111 and $\geq 98\%$ accuracy	6-minute solutions and repeated readings	PM at grade level
	ORF-WRC ≥ 93 and $\leq 97\%$ accuracy OR ORF-WRC 70–92 at any accuracy	Placement test for Corrective Reading	PM ORF Weekly Conduct SLA following procedures below . If SLA finds 4th grade as the level, monitor at 5th instead. If monitoring off grade level, monitor at grade level monthly.
	ORF-WRC < 70	Placement test for Reading Mastery	
6	At or above local core-instruction cutoff on ORF-WRC (≥ 118 and $\geq 98\%$ accuracy)	Core Instruction	No PM needed
	ORF-WRC 70–117 and $\geq 98\%$ accuracy	6-minute solutions and repeated readings	PM ORF Weekly
	ORF-WRC ≥ 70 and $\leq 97\%$ accuracy	Placement test for Corrective Reading	PM ORF Weekly Conduct SLA following procedures below . If SLA finds 5th grade as the level, monitor at 6th instead. If monitoring off grade level, monitor at grade level monthly.
	ORF-WRC < 70	Placement test for Reading Mastery	

***NOTE:** These decision rules are guidelines that should work for most students.

Survey Level Assessment

Identifying an appropriate level for progress monitoring is important for making effective instructional and intervention decisions. DIBELS 8 refers to this process as determining whether **off-grade-level progress monitoring** is appropriate. In this manual, this process will continue to be called a **Survey Level Assessment (SLA)**.

An SLA involves administering lower-grade benchmark materials to identify a level at which the assessment is sensitive enough to measure student growth. Off-grade-level progress monitoring may be appropriate when:

1. The student is receiving instruction in skills substantially below their enrolled grade level; or
2. The student's performance on grade-level materials is so low that the assessment does not provide enough information to measure growth reliably.

Off-grade-level progress monitoring does not replace universal benchmark screening. All students must continue to receive BOY, MOY, and EOY benchmark assessments using their **enrolled-grade materials**.

When should you consider a Survey Level Assessment?

DIBELS 8 recommends considering off-grade-level progress monitoring when:

1. **ORF**
 - A student in Grades 1–6 scores **at or below the 10th percentile on grade-level ORF-WRC**, particularly when the student is older or has an ongoing history of reading risk; or
 - The student has **three consecutive ORF progress-monitoring scores below the aimline**. The team should then consider changing the intervention, moving to off-grade-level progress monitoring, or both.

ORF-WRC scores representing the 10th percentile

Grade-level material	BOY	MOY	EOY
First grade	0	1	9
Second grade	6	11	22
Third grade	19	36	61
Fourth grade	35	68	65
Fifth grade	50	70	90
Sixth grade	66	70	78

2. **NWF**

- For students in kindergarten through third grade, consider NWF progress monitoring when the student demonstrates risk on **NWF-CLS or NWF-WRC** and the intervention addresses letter-sound correspondence, decoding, or blending.

- For students in Grades 4–6 with substantial decoding deficits, use third-grade NWF or WRF as a supplemental progress-monitoring measure in addition to ORF.
3. **PSF**
- For kindergarten or first-grade students, use PSF for progress monitoring when the student shows risk in phonemic segmentation and the intervention primarily addresses phonemic awareness.
 - Do not use PSF as the primary progress-monitoring measure when the intervention primarily addresses decoding or connected-text reading.

How do you find the appropriate ORF progress-monitoring level?

1. Begin with the student's enrolled-grade benchmark assessment.
2. If the student scores at or below the 10th percentile, administer a benchmark form **one grade level below** the student's enrolled grade.
3. Use a benchmark form from the **same testing period**:
 - Use a BOY form during BOY.
 - Use an MOY form during MOY.
 - Use an EOY form during EOY.
4. Compare the student's score with the 10th-percentile score for that grade and testing period.
5. If the student remains at or below the 10th percentile, move down one additional grade and repeat the process.
6. Select the **highest grade level at which the student scores above the 10th percentile** and can produce a score that is sensitive to growth.
7. If the appropriate level is only one grade below the student's enrolled grade and grade-level materials still produce usable scores, the team may choose to continue progress monitoring at the enrolled grade level.
8. While a student is monitored off grade level:
 - Continue universal benchmark testing at the enrolled grade level.
 - Administer an enrolled-grade progress-monitoring form approximately every **4 weeks**.
 - Move the student to a higher monitoring level when the student meets the EOY benchmark goal for the current off-grade level.
9. If the student cannot produce a meaningful score on first-grade ORF materials, assess the underlying skill and select the progress-monitoring measure aligned with the intervention:
 - **NWF** for letter-sound correspondence, decoding, and blending;
 - **PSF** for phonemic segmentation;
 - **WRF** for automatic word recognition when appropriate.

[DIBELS 8 Administration and Scoring Guide](#) and [DIBELS 8 10th-percentile supplement](#).

INTERVENTION PLACEMENT AND GROUPING DECISION RULES

Placement testing for incoming kindergarten students and students in grades 1-6 who are newly identified to receive interventions in the fall or winter

- When students have been identified to receive intervention, a placement test should be done within one week of the testing window using the appropriate placement test as outlined in the [Criteria for identifying and placing students for intervention](#)
- Students are placed in intervention groups with other students at the same level and lesson number. If a student(s) does not fit into a group (i.e., only student at a particular lesson number), they will be placed with the next lowest group

Placement testing students who are already receiving interventions

- Throughout the year, monitor placement, and testing up and back may be needed to maintain appropriate placement. Interventions will be checked on: Duration, updated paperwork/notes, lesson progress, and student mastery.
- If students “finish a program,” but have not met their Progress Monitoring goal yet
 - If fidelity data show the intervention has been provided with fidelity and student mastery, a placement test for the subsequent intervention in the sequence will be administered.
 - If fidelity and/or student mastery are in question, conduct mastery testing back to determine the appropriate placement
- If students have not met their Progress Monitoring goals in the Spring, use the following to place them in intervention for the Fall:
 - If fidelity data show that intervention has been provided with fidelity and student mastery, back up 5 lessons
 - If fidelity and/or student mastery is in question, conduct mastery testing up or back to determine appropriate placement

Placement testing for students newly identified in the spring

- A placement test should be done within one week of screening, using the appropriate placement test
- Place the student in a group to begin the intervention in the fall

Criteria for Using Placement Test for Grouping

- Intervention group size should be 3-5.
- Be cautious of 1:1 intervention, and ensure fidelity in small groups.
- Place students with the most needs with the most qualified instructors.

Requesting Assistance for Intervention Placement Concerns

- Discuss with the Title team/teachers to place students into the correct intervention. Things to consider: attendance, previous interventions, behavior, trauma, fidelity of implementation, etc.

INTERVENTION TRACKING

Teams will use the [Intervention Tracking Spreadsheet](#) to keep track of intervention decisions.

INTERVENTION PROGRESS DECISION RULES

- Teams will discuss interventions after 8-10 weeks of intervention to examine student progress and determine next steps for intervention (e.g., continue as is, discontinue, intensify).
 - Continue Intervention if:
 - The student is growing at a rate that is higher than the trend line (converging) with the median of the last three progress monitoring scores
 - Fidelity of the intervention is not being maintained to completion (inconsistent implementation, errors in intervention length, and absenteeism).
 - For students who are progress monitored at a lower grade level, the median of the last three progress monitors should be convergent with the benchmark score at that grade level.
 - Intensify Intervention if:
 - The intervention fidelity is strong, and the student does not have a convergent median score with appropriate benchmarks.
 - Dosage expectations listed in the Materials for Intervention are below curriculum expectations, and student check-outs are meeting mastery.
 - Discontinue Intervention if:
 - Students have a median score of the last three, above the next benchmark.
 - Students are not making progress, with strong intervention fidelity, and check-outs are not meeting mastery. Re-evaluate placement of intervention. Backtracking may be necessary if missing skills were not mastered.

MOTIVATION/BEHAVIOR MANAGEMENT FOR ACADEMIC INTERVENTIONS

- Interventionists will use the Student/Teacher game to maintain a ratio of 5 positive to 1 negative. The game will be posted in a place where it is visible to all students
 - All intervention groups will use the Student/Teacher game for the first quarter. Beyond that, the decision on how and when to use the game will be made by each building team.
 - We will have a plan for addressing behavior issues that maximizes protecting intervention time (e.g., special education teachers are not pulled during intervention time).
 - Small group text to respond to problems or another plan determined by the building. (People available to help)
 - Choose one person building-wide who could respond (Para or principal)