

K-3 Reading Foundational Skills
Assessment Flow Chart
Tri County Area Schools



Michigan State Standards “Foundational Skills” Grades K-5

Standard	Kindergarten	First Grade	Second Grade	Third Grade
Print Concepts	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
Phonological awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
Phonics & Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
Fluency	Read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[Link to State Standards](#)

GUIDING INSTRUCTION: K-3



Foundational Skills Assessment

MAP Foundational Skills (Fall, Winter, Spring)

[Planning Tool](#) (link)

[Data Collection Tool](#) (link)



Grade Level or Above Benchmark



Approaching Benchmark
and/or
Below Benchmark



Comprehension & Fluency Assessment
F&P Running Record



Determine What You Are Hoping to Discover &
Choose The Appropriate Assessment &
Documentation Tool



TIER 1 Instruction



[Informal Decoding
Inventory](#) (link)



[Phonological Awareness](#)
(link)



Small Group Instruction
Comprehension, Vocabulary, Fluency



TIER 1 & 2 (pages 13+)
[Small Group Instruction Plan](#)



3 - 4 Week Progress Monitor
MAP Progress Monitor, Informal Decoding Inventory

Foundations for Literacy Instruction

In order to implement the guidance in this flow chart, the following need to be in place at the classroom and school level:

1. Systems to allow for independent learning
2. Systems to allow for small group learning
3. Scheduled literacy block that allows for Tier 1 and Tier II instruction
4. Scheduled time for Tier III intervention that does not conflict with core instruction

TRI COUNTY ELEMENTARY READING ASSESSMENT PLAN

Reading Data and Identification Process

GRADE	ASSESSMENT	DATE
Kindergarten	Complete the Primary NWEA benchmark on all students using the K-1 assessment, including the Foundational Skills checklist assessment.	Fall (September 1-10) Winter (January 10-14) Spring (May 10-17)
	<ul style="list-style-type: none">Use the Haggerty Phonics & Phonemic Awareness Assessment Data Collection Tool and the Haggerty Phonological Awareness Tools with any student not at grade level expectation OR if you wish to gain more information.With students reading at a level “A” or above, complete an F & P Benchmark AssessmentComplete an F&P Benchmark Assessment for all students to determine an independent level starting in Feb.	End of September, February, and May depend on students' reading capabilities at the time.
	Complete an iRip with any student below the 45th percentile on NWEA who was not able to pass TCPA and PAST (Fall) and/or the on-level F&P Benchmark Assessment using the data (Winter and Spring) <ul style="list-style-type: none">Create plan and present to parents as part of their conference (within the first 30 days of school per state statute)Progress Monitoring using TCPA and PAST OR Easy CBM oral reading fluency passages	No later than the last week in September or anytime the student falls below the 45th percentile. First 30 days of school per state statute On-Going (every 2-3 weeks)

GRADE	ASSESSMENT	DATE
First Grade	Complete the Primary NWEA benchmark on all students using the K-1 assessment.	Fall (September 1-10) Winter (January 10-14) Spring (May 10-17)
	Complete an F&P Benchmark Assessment to determine an independent reading level for all students. Determine Level, accuracy, self-correction, fluency, and comprehension for all students reading at a level F or above.	End of September End of February End of May
	With students scoring in the 60th percentile or below administer Foundational Skills checklist assessment and/or the use the Haggerty Phonics & Phonemic Awareness Assessment Data Collection Tool and the Haggerty Phonological Awareness Tools with any student not at grade level expectation OR if you wish to gain more information.	End of September
	Complete an iRip with any student below the 45th percentile on NWEA who was not able to pass the on-level F&P Benchmark Assessment using the data. <ul style="list-style-type: none">Create plan and present to parents as part of their conference (within the first 30 days of school per state statute)Progress Monitoring using TCPA and PAST OR Easy CBM oral reading fluency passages	No later than the last week in September or anytime the student falls below the 45th percentile First 30 days of school per state statute On-Going (every 2-3 weeks)

GRADE	ASSESSMENT	DATE
Second Grade	Complete the Primary NWEA benchmark on all students using the 2-5 assessment for Fall, Winter, and Spring	Fall (September 1-10) Winter (January 10-14) Spring (May 10-17)
	Complete an F&P Benchmark Assessment to determine an independent reading level for all students Determine Level, accuracy, self-correction, fluency, and comprehension for all students	End of September End of February End of May
	With students scoring in the 60th percentile or below administer Foundational Skills checklist assessment and/or the use the Haggerty Phonics & Phonemic Awareness Assessment Data Collection Tool and the Haggerty Phonological Awareness Tools with any student not at grade level expectation OR if you wish to gain more information.	End of September
	Complete an iRip with any student below the 45th percentile on NWEA who was not able to pass the on-level F&P Benchmark Assessment using the data. <ul style="list-style-type: none">Create plan and present to parents as part of their conference (within the first 30 days of school per state statute)Progress Monitoring using Easy CBM oral reading fluency passages and various classroom formative assessment practices	No later than the last week in September or anytime the student falls below the 45th percentile. First 30 days of school per state statute On-Going (every 2-3 weeks)

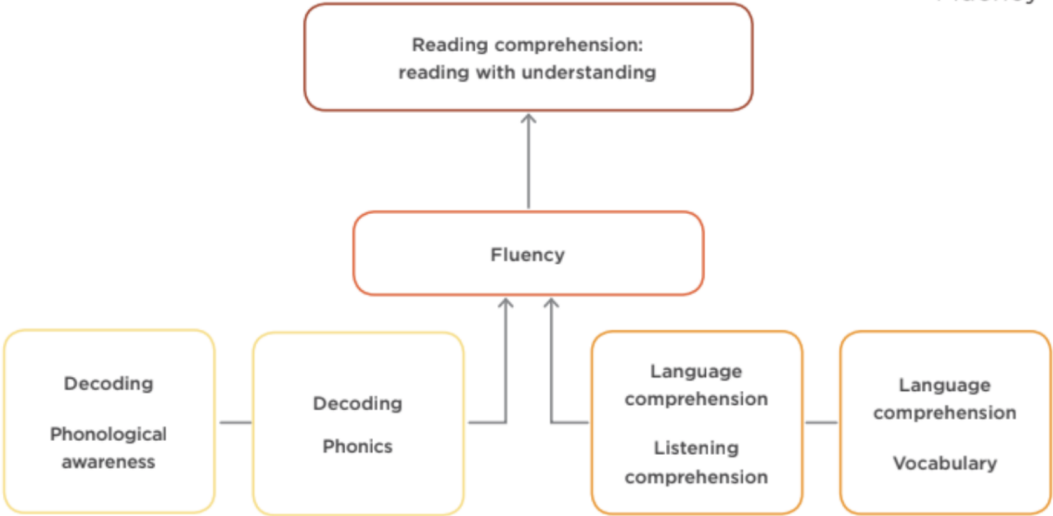
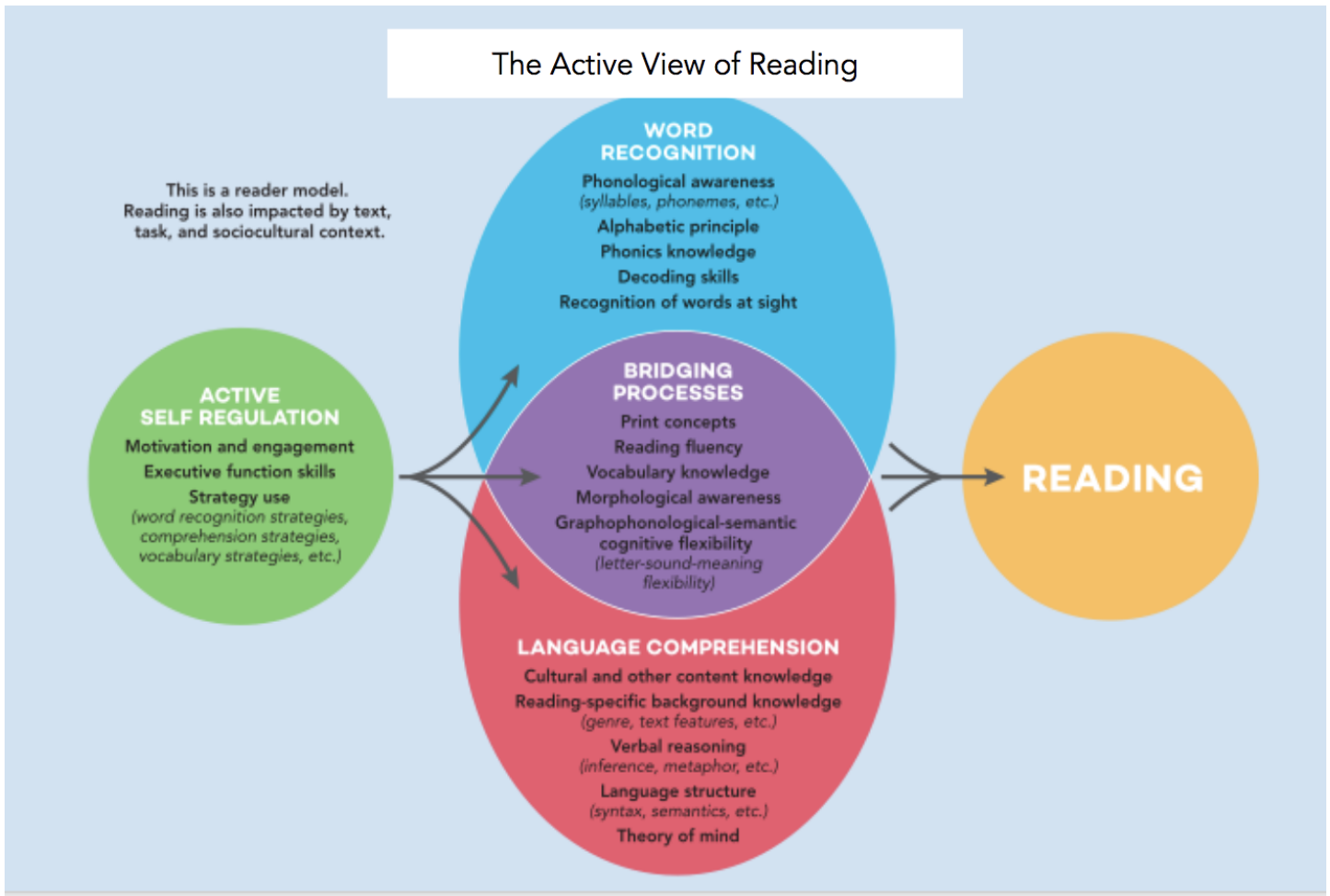
GRADE	ASSESSMENT	DATE
Third Grade Fourth Grade Fifth Grade	Complete the Primary NWEA benchmark on all students using the 2-5 assessment.	Fall (September 1-10) Winter (January 10-14) Spring (May 10-17)
	Complete an F&P Benchmark Assessment with any student below the 45th percentile to determine an instructional reading level. Determine Level, accuracy, self-correction, fluency, and comprehension students	End of September End of February End of May
	Complete an easyCBM for reading fluency and accuracy.	End of September End of February End of May
	Complete Spelling Stage Inventory on all students to determine grouping for tier one/two WTW	End of September
	Complete an iRip with any student below the 45th percentile on NWEA who was not able to pass the on-level F&P Benchmark Assessment using the data. <ul style="list-style-type: none">Create OR maintain plan and present to parents as part of their conference (within the first 30 days of school per state statute)Progress Monitoring using Easy CBM oral reading fluency passages and various classroom formative assessment practices	No later than the last week in September or anytime the student falls below the 45th percentile throughout the school year.. First 30 days of school per state statute. On-Going (3-4 weeks)

NWEA Information and Links

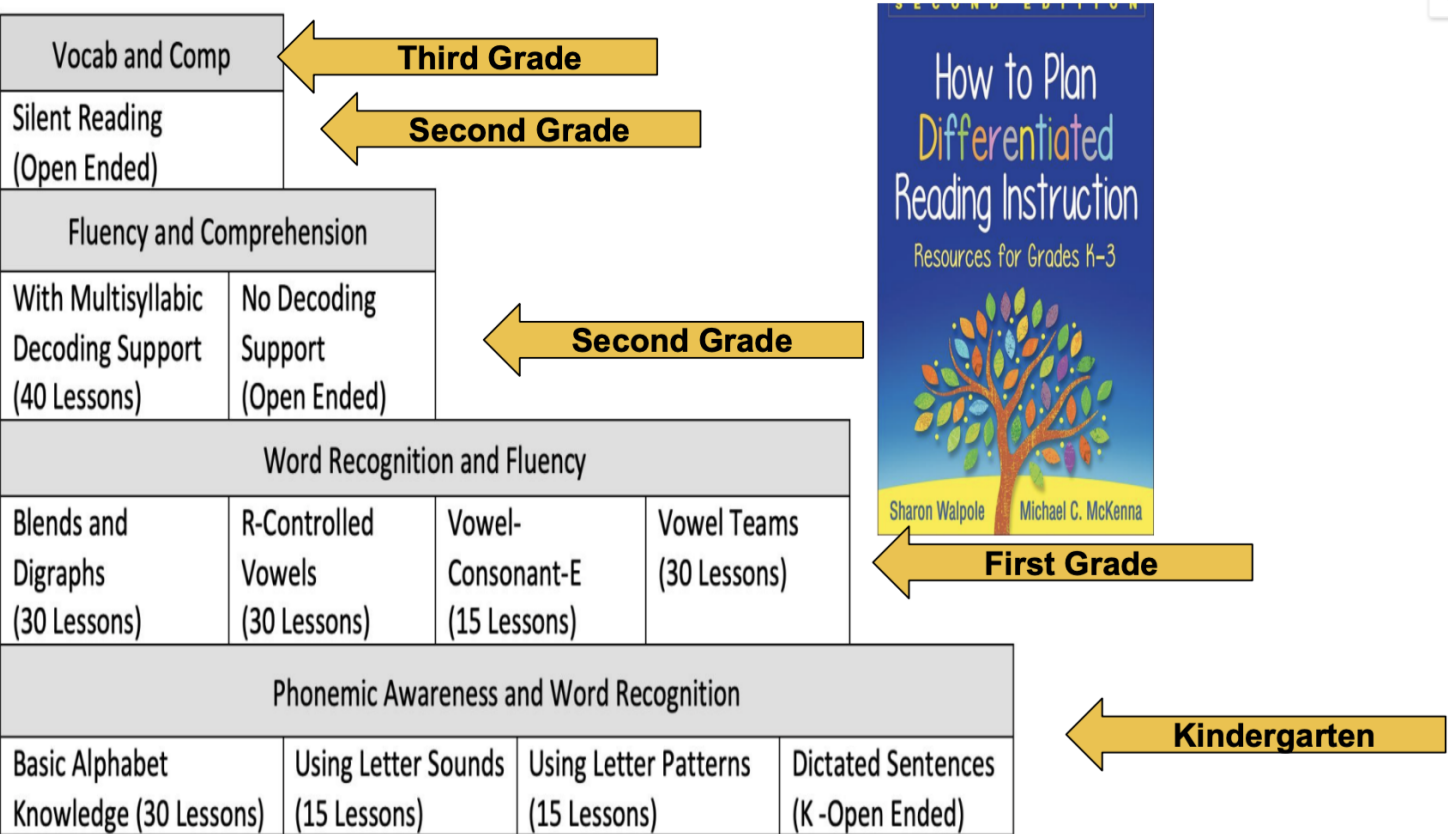
- Proctor Quick Start: https://teach.mapnwea.org/assist/help_map/Content/AboutMAP/VideoBrowse/TestingOverviewVideo.htm
- Setup Testing Session Video: (they'll only need to pay attention to the Test My Class option)
https://teach.mapnwea.org/assist/help_map/Content/AboutMAP/VideoBrowse/TestingSetupVideo.htm
- Interrupt/Continue Testing Video: https://teach.mapnwea.org/assist/help_map/Content/AboutMAP/VideoBrowse/TestingInterruptVideo.htm
- Make-Up Testing Video: https://teach.mapnwea.org/assist/help_map/Content/AboutMAP/VideoBrowse/TestingMakeupVideo.htm

FOUNDATIONAL SKILLS PROGRESSION ASSESSMENTS K-2

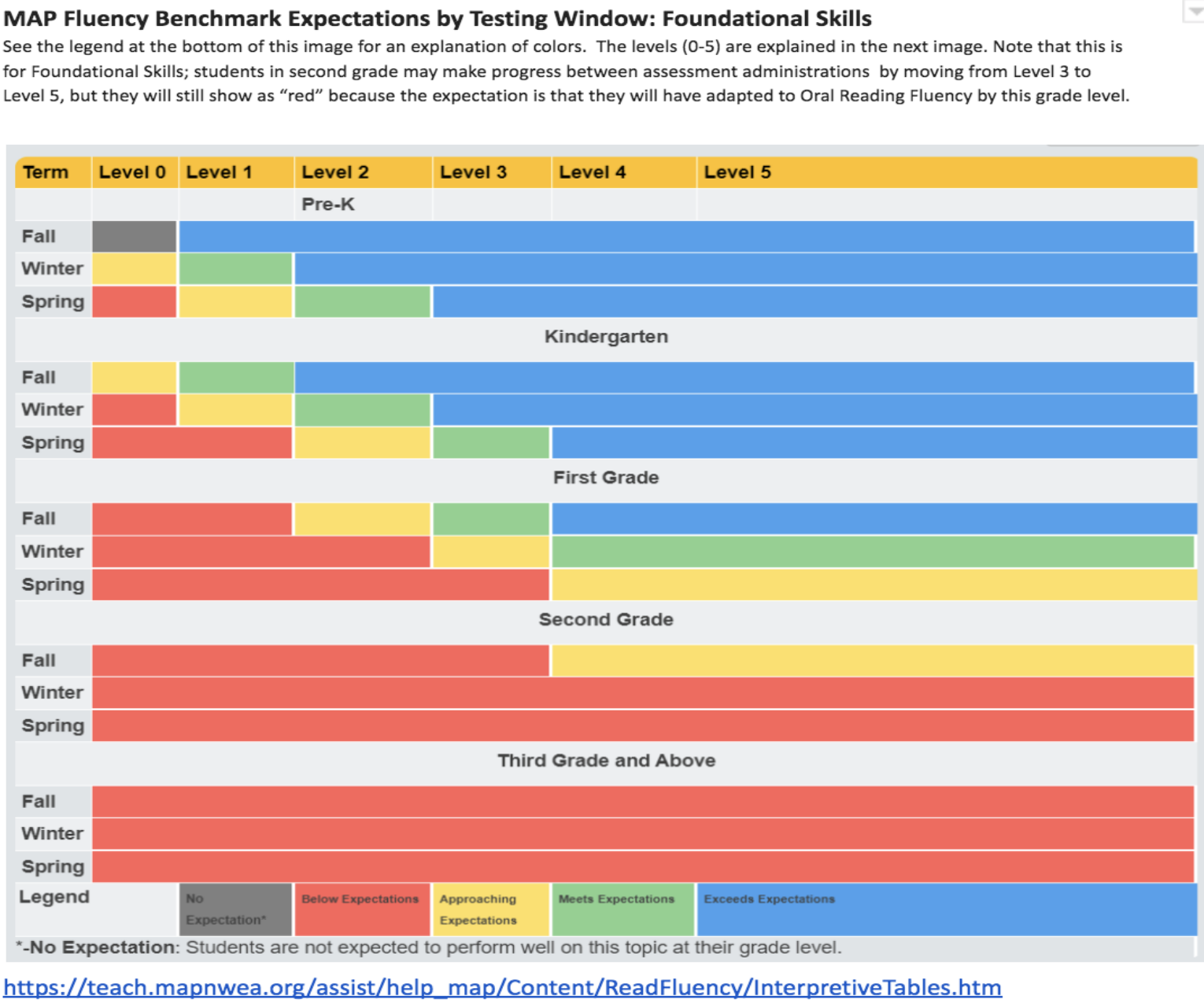
Guidance for utilizing literacy screener results to support learning



Formula and graphic based on Gough, Philip B., and William E. Tunmer. 1986. "Decoding, Reading, and Reading Disability." *RASE: Remedial & Special Education* 7: 6–10.



MAP Fluency Data Analysis Form



What do we mean by Tier I, II, III? (Definitions from p. 34 of [MA Dyslexia Guidance](#))

- **Tier I:** All students get universal research-based instruction (core instruction). *This will occur within the classroom, by the classroom teacher.*
- **Tier II:** Students with some risk also receive targeted support for focus skill development. *This may occur within the classroom by the classroom teacher or may be where reading specialists or other service providers come in to support instruction.*
- **Tier III:** Students with significant risk require intensive support for focus skill development. *This is likely to occur as a result of an IEP process as part of special education programming.*