

Example Secondary Reading Intervention Placement Procedure Process

Intended for use with the Secondary Literacy Intervention Readiness series content.

Example Secondary Reading Intervention Student Placement Procedure

Initial screening of 5th-grade students for middle school intervention considers the following:

- 5th Grade mid-year Acadience Reading K-6 (below 20th percentile local norms – red: 20-40th percentile – yellow)
- M-STEP ELA State assessment (1's: below proficient – red, 2's: partially proficient – yellow)
- NWEA MAP scores for reading (same as percentiles for Acadience Reading K-6)
- Teacher concerns

From this list, we rank order based on red and yellow flags and prioritize intervention capacity

Placement testing

Phonics for Reading Placement Test

- Scores at or below 80% on Level A or Level B start at the identified lesson in Level A in Phonics for Reading (PfR)
- Scores of 80% or higher on subtest A & B but less than 80% on subtest C: Start at Lesson One in Level B
- Scores of 80% or higher on subtest A, B, and C but less than 80% on subtest D: Start at Lesson Thirteen in Level B
- Scores of 80% or higher on subtest A, B, C, and D, but less than 80% on subtest E: Start at Lesson Twenty-One in the Level B
- Scores of 80% or higher on subtest A-E but less than 80% on subtest F: Start at Lesson 1 in Level C
- Scores of 80% or higher on subtest A-F but less than 80% on subtest G: Start at Lesson 13 in Level C
- Scores of 80% or higher on subtest A-G but less than 80% on subtest H: Start at Lesson 22 in Level C
- If above 80% on each of those, proceed to the REWARDS Secondary pretest

REWARDS Secondary Pretest

- Administer the Multisyllabic Word List

- Students who read between 20 - 60 words correctly would benefit from the strategies and skills taught in REWARDS Secondary for multisyllabic word decoding
- Administer Passage
 - If the Oral Reading Fluency (ORF) score is < 60 words correct per minute (wcpm), consider Phonics for Reading Level C, along with fluency practice
 - ORF scores between 60 – 120 wcpm are appropriate for REWARDS Secondary as indicated by word list results. If possible, use fluency, accuracy, and retell to appropriately group students for intervention
 - ORF > 120 at 98% accuracy or higher: Student still might benefit from the REWARDS Secondary strategy based on word list results but may be able to do so in an accelerated manner. If comprehension is a concern with global data and supported by retell information, consider intervention placement in Read to Achieve/REWARDS Plus.

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