

Pasco County Assessment Decision Tree and Placement Chart for Middle Schools  
2014-15 School Year

Due to changes in legislation, we are recommending the following flexibility for scheduling students who have not shown proficiency on the 2014 FCAT 2.0 Reading assessment. The document was created to outline the new options for supporting these students. The “**if**” statement **has changed** as shown below; in addition, the “**then**” statement **has changed** as shown below. Curriculum options for Reading and Intensive Reading classes are fully defined below with each course code. **NOTE: The intensive reading waiver is no longer an option for students at the middle school level.**

6<sup>th</sup> grade students (Levels 1-3) are scheduled for M/J Reading 1 1008010 utilizing Treasures & Other Available Supplemental Material on Canvas.

6<sup>th</sup> Grade students (Level 4-5) scheduled for M/J Advance Reading 1 1008020 utilizing Advance Curriculum Available on Canvas.

**Grade 6**

Screening Assessments	2014-2015 If	2014-2015 (ESE and ESOL) Then	2014-2015 Then
<b>FCAT 2.0; DE data</b>	Student scores in Achievement Level 2 on FCAT 2.0 with a developmental scale scores of 214-221 <b>AND</b> at least a level 2 or higher on the 4 <sup>th</sup> DE ELA Benchmark Assessment in <u>all</u> of the areas (literature, information, writing, language).	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Students who receive speech/language or support facilitation should receive push-in services during developmental reading.</li> <li>ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and reading teacher.</li> <li>ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the ELA and/or developmental reading teacher.</li> </ul>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Developmental Reading (50 minutes) – 1008010 utilizing Treasures MMH <b>and</b> supplemental resources available on Canvas with guided small group differentiated instruction with an elementary certified K-6 teacher. Suggested class size 18-22 students.</li> </ul>
<b>FCAT 2.0; DE data</b>	<p>Student scores in Achievement Level 2 on FCAT 2.0 with a developmental scale scores of 207-213 <b>AND</b> at least a level 2 or higher on the 4<sup>th</sup> DE ELA Benchmark Assessment in at least <u>two</u> of the areas (literature, information, writing, language).</p> <p>Student scores in Achievement Level 1 on FCAT 2.0 with a developmental scale scores of 186-206 <b>AND</b> at least a level 2 or higher on the 4<sup>th</sup> DE ELA Benchmark Assessment in at least <u>two</u> of the areas (literature, information, writing, language).</p>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Students who receive speech/language or support facilitation should receive push-in services during developmental reading.</li> <li>ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and reading teacher.</li> <li>ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the ELA and/or developmental reading teacher.</li> <li>Foundational skills should be assessed to determine needs for differentiated instruction.</li> </ul>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Developmental Reading (50 minutes) – 1008010 utilizing Treasures MMH <b>and</b> supplemental resources available on Canvas with guided small group differentiated instruction with a RE or RC teacher. Suggested class size 18-22 students.</li> </ul> <p><b>AND ONE ADDITIONAL OPTION</b></p> <ul style="list-style-type: none"> <li>Option 1: Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Option 2: Single period of Social Studies <b>or</b> Science with the reading teacher pushing-in as support facilitation (T suffix) where the RC/RE teacher plans with the content area teachers and works together to increase access to complex text, academic vocabulary (tier 2), comprehension skills, and disciplinary literacy strategies.</li> </ul>

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<p><b>FCAT 2.0; DE data</b></p>	<p>Student scores in Achievement Level 1 with a developmental scale scores of 167-185 <b>AND</b> has a level 1 on the 4<sup>th</sup> DE ELA Benchmark Assessment in <u>all</u> of the areas (literature, information, writing, language).</p>	<p><b>Student should be scheduled into:</b></p> <ul style="list-style-type: none"> <li>• Students who receive speech/language or support facilitation should receive push-in services during developmental reading.</li> <li>• ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and reading teacher.</li> <li>• ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the ELA and/or developmental reading teacher.</li> <li>• Foundational skills and/or decoding skills should be assessed to determine needs for differentiated instruction provided in small group instruction and adjusted based on the response of the learner.</li> </ul>	<p><b>Student should be scheduled into:</b></p> <ul style="list-style-type: none"> <li>• Developmental Reading (50 minutes) – 1008010 utilizing Treasures MMH <b>and</b> supplemental resources available on Canvas with guided small group differentiated instruction with a RE or RC teacher. Suggested class size 18-22 students.</li> </ul> <p><b>AND ONE ADDITIONAL OPTION</b></p> <ul style="list-style-type: none"> <li>• Option 1: Single period of intensive reading (50 minutes) – 1000010Z utilizing Triumphs <b>and</b> other supplemental resources on Canvas <b>and</b> a focus on foundational skills with a RE or RC teacher. Suggested class size 16-20 students.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Option 2: Single period of Social Studies <b>or</b> Science with the reading teacher pushing-in as support facilitation (T suffix) where the RC/RE teacher plans with the content area teachers and works together to increase access to complex text, academic vocabulary (tier 2), comprehension skills, and disciplinary literacy strategies.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Option 3: Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Option 4: ESOL Developmental Language Arts (DLA 1002180) utilizing Longman Keystone Text, Hello-Hello online English Program and other supplemental resources available on Canvas; (only for students scoring beginning to low intermediate in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA).)</li> </ul> <p><i>This does not need to be back-to-back</i></p>
<p>By law, any student who scores in Achievement Level 1 must take Intensive Reading (6A-6.054). The interventions described above have intentional overlaps in placement criteria in order to give school-based professionals the opportunity to exercise professional judgment as to what is in any particular student's best interest (i.e., consider grades, attendance, behavior, teacher recommendation).</p> <p>-Progress monitoring must occur 4 times a year (beginning, middle and end) using Discovery Education (informational, literature, writing, and language) for all 6<sup>th</sup> grade students with achievement levels 1-5.</p> <p>-Progress monitoring must occur 3 times a year (beginning, middle and end) using Oral Reading Fluency (ORF- <a href="http://www.fcrr.org/forf_mazes/forf10-11.shtml">http://www.fcrr.org/forf_mazes/forf10-11.shtml</a>) or DAR (Fluency and Word Analysis) for all 6<sup>th</sup> grade students with achievement levels 1-2.</p> <p>-ESOL resources for teaching, learning and assessment are available on Canvas.</p> <p style="text-align: center;"><b>Do not mix grade levels into one class, with the exception of ESOL DLA, because they are working on mastering a different set of ELA standards.</b></p>			

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<b>Grade 7</b>			
Screening Assessments	2014-2015 If	2014-2015 (ESE and ESOL) Then	2014-2015 Then
<b>FCAT 2.0; DE data</b>	Student scores in Achievement Level 2 on FCAT 2.0 with a developmental scale scores of 220-227 <b>AND</b> at least a level 2 or higher on the 4 <sup>th</sup> DE ELA Benchmark Assessment in <u>all</u> of the areas (literature, information, writing, language).	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Students who receive speech/language or support facilitation should receive push-in services during intervention time.</li> <li>ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and reading teacher.</li> <li>ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the ELA and/or reading teacher.</li> </ul>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602).</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>Single period of Intensive Reading (50 minutes)- 1000010Z utilizing Edge, Level B (blue) with guided small group differentiated instruction. Suggested class size 19-21 students.</li> </ul>
<b>FCAT 2.0; DE data</b>	<p>Student scores in Achievement Level 2 on FCAT 2.0 with a developmental scale scores of 213-219 <b>AND</b> at least a level 2 or higher on the 4<sup>th</sup> DE ELA Benchmark Assessment in at least <u>two</u> of the areas (literature, information, writing, language).</p> <p>Student scores in Achievement Level 1 on FCAT 2.0 with a developmental scale scores of 191-212 <b>AND</b> at least a level 2 or higher on the 4<sup>th</sup> DE ELA Benchmark Assessment in at least <u>two</u> of the areas (literature, information, writing, language).</p>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Students who receive speech/language or support facilitation should receive push-in services during intervention time.</li> <li>ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and reading teacher.</li> <li>ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the ELA and/or reading teacher.</li> <li>Foundational skills should be assessed to determine needs for differentiated instruction.</li> </ul>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Single period of Intensive Reading (50 minutes)- 1000010Z utilizing Edge, Level B (blue) with guided small group differentiated instruction. Suggested class size 19-21 students.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>Single period of Intensive Reading and Career Planning (50 minutes) – 1000020Z utilizing Edge, Level B (blue) <b>AND</b> CTE supplemental material on Canvas with guided small group differentiated instruction. Suggested class size 19-21 students.</li> </ul>
<b>FCAT 2.0; DE data</b>	Student scores in Achievement Level 1 on FCAT 2.0 with a developmental scale scores of 171-190 <b>AND</b> has a level 1 on the 4 <sup>th</sup> DE ELA Benchmark Assessment in <u>all</u> of the areas (literature, information, writing, language).	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Students who receive speech/language or support facilitation should receive push-in services during intervention time.</li> <li>ESOL students should receive supplemental English instruction, ESL instructional strategies,</li> </ul>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Double block (100 minutes) of intensive reading utilizing AMP Volume 1 - 10000101 &amp; 10000102 <b>OR</b> utilizing Read 180 Stage C - 10000104 &amp; 10000105 with guided small group differentiated</li> </ul>

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		<p>and lesson modifications at the appropriate level of English proficiency by the ELA and reading teacher.</p> <ul style="list-style-type: none"> <li>ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the ELA and/or reading teacher.</li> <li>Foundational skills and/or decoding skills should be assessed to determine needs for differentiated instruction provided in small group instruction and adjusted based on the response of the learner.</li> </ul>	<p>instruction <b>and</b> a focus on foundational skills. Suggested class size 15-18 students.</p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Single period of Intensive Reading (50 minutes)- 1000010Z utilizing Edge, Level B (blue) with guided small group differentiated instruction <b>and</b> a focus on foundational skills. Suggested class size 19-21 students.</li> </ul> <p><b>AND ONE ADDITIONAL OPTION</b></p> <ul style="list-style-type: none"> <li>Option 1: Single period of Social Studies <b>or</b> Science with the reading teacher pushing-in as support facilitation (T suffix) where the RC/RE teacher plans with the content area teachers and works together to increase access to complex text, academic vocabulary (tier 2), comprehension skills, and disciplinary literacy strategies.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Option 2: Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Option 3: ESOL Developmental Language Arts (DLA 1002180) utilizing Longman Keystone Text, Hello-Hello online English Program and other supplemental resources available on Canvas; (only for students scoring beginning to low intermediate in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA).)</li> </ul> <p><i>This does not need to be back-to-back</i></p>
<p>By law, any student who scores in Achievement Level 1 must take Intensive Reading (6A-6.054). The interventions described above have intentional overlaps in placement criteria in order to give school-based professionals the opportunity to exercise professional judgment as to what is in any particular student's best interest (i.e., consider grades, attendance, behavior, teacher recommendation).</p> <p>-Progress monitoring must occur 4 times a year (beginning, middle and end) using Discovery Education (informational, literature, writing, and language) for all 7<sup>th</sup> grade students with achievement levels 1-5.</p> <p>-Progress monitoring must occur 3 times a year (beginning, middle and end) using Oral Reading Fluency (ORF- <a href="http://www.fcrr.org/forf_mazes/forf10-11.shtml">http://www.fcrr.org/forf_mazes/forf10-11.shtml</a>) or DAR (Fluency and Word Analysis) or FAIR (Florida Assessments for Instruction in Reading) for all 7<sup>th</sup> grade students with achievement levels 1-2.</p> <p>-ESOL resources for teaching, learning and assessment are available on Canvas.</p> <p style="text-align: center;"><b>Do not mix grade levels into one class, with the exception of ESOL DLA, because they are working on mastering a different set of ELA standards.</b></p>			

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<b>Grade 8</b>			
Screening Assessments	2014-2015 If	2014-2015 (ESE and ESOL) Then	2014-2015 Then
<b>FCAT 2.0; DE data</b>	Student scores in Achievement Level 2 on FCAT 2.0 with a developmental scale scores of 226-234 <b>AND</b> at least a level 2 or higher on the 4 <sup>th</sup> DE ELA Benchmark Assessment in <u>all</u> of the areas (literature, information, writing, language).	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Students who receive speech/language or support facilitation should receive push-in services during intervention time.</li> <li>ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and reading teacher.</li> <li>ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the ELA and/or reading teacher.</li> </ul>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602)</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>Single period of Intensive Reading (50 minutes)- 1000010Z utilizing Edge, Level C (green) with guided small group differentiated instruction. Suggested class size 19-21 students.</li> </ul>
<b>FCAT 2.0; DE data</b>	<p>Student scores in Achievement Level 2 on FCAT 2.0 with a developmental scale scores of 218-225 <b>AND</b> at least a level 2 or higher on the 4<sup>th</sup> DE ELA Benchmark Assessment in at least <u>two</u> of the areas (literature, information, writing, language).</p> <p>Student scores in Achievement Level 1 on FCAT 2.0 with a developmental scale scores of 196-217 <b>AND</b> at least a level 2 or higher on the 4<sup>th</sup> DE ELA Benchmark Assessment in at least <u>two</u> of the areas (literature, information, writing, language).</p>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Students who receive speech/language or support facilitation should receive push-in services during intervention time.</li> <li>ESOL students should receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and reading teacher.</li> <li>ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the ELA and/or reading teacher.</li> <li>Foundational skills should be assessed to determine needs for differentiated instruction.</li> </ul>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Single period of Intensive Reading (50 minutes)- 1000010Z utilizing Edge, Level C (green) with guided small group differentiated instruction. Suggested class size 19-21 students.</li> </ul>
<b>FCAT 2.0; DE data</b>	Student scores in Achievement Level 1 on FCAT 2.0 with a developmental scale scores of 175-195 <b>AND</b> has a level 1 on the 4 <sup>th</sup> DE ELA Benchmark Assessment in <u>all</u> of the areas (literature, information, writing, language).	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Students who receive speech/language or support facilitation should receive push-in services during intensive reading.</li> <li>ESOL students should receive supplemental English instruction, ESL instructional strategies,</li> </ul>	<b>Student should be scheduled into:</b> <ul style="list-style-type: none"> <li>Double block of intensive reading utilizing AMP Volume 2 - 10000101 &amp; 10000102 <b>OR</b> utilizing Read 180 Flex - 10000104 &amp; 10000105 with guided small group differentiated instruction <b>and</b> a focus on</li> </ul>

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		<p>and lesson modifications at the appropriate level of English proficiency by the ELA and reading teacher.</p> <ul style="list-style-type: none"> <li>• ESOL Students scoring at the beginning level in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA) should receive push-in support from the ESOL IA under the direction of the ELA and/or the reading teacher.</li> <li>• Foundational skills and/or decoding skills should be assessed to determine needs for differentiated instruction provided in small group instruction and adjusted based on the response of the learner.</li> </ul>	<p>foundational skills. Suggested class size 15-18 students.</p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Single period of Intensive Reading (50 minutes)- 1000010Z utilizing Edge, Level B (blue) with guided small group differentiated instruction <b>and</b> a focus on foundational skills. Suggested class size 19-21 students.</li> </ul> <p><b>AND ONE ADDITIONAL OPTION</b></p> <ul style="list-style-type: none"> <li>• Option 1: Single period of Social Studies <b>or</b> Science with the reading teacher pushing-in as support facilitation (T suffix) where the RC/RE teacher plans with the content area teachers and works together to increase access to complex text, academic vocabulary (tier 2), comprehension skills, and disciplinary literacy strategies.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Option 2: Single period of content area reading intervention (Teacher with CAR-PD or NGCAR-PD completion flagged on S166 and coded on S602).</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Option 3: ESOL Developmental Language Arts (DLA 1002180) utilizing Longman Keystone Text, Hello-Hello online English Program and other supplemental resources available on Canvas; (only for students scoring beginning to low intermediate in listening/speaking on the annual Comprehensive English Language Learning Assessment (CELLA).)</li> </ul> <p><i>This does not need to be back-to-back</i></p>
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