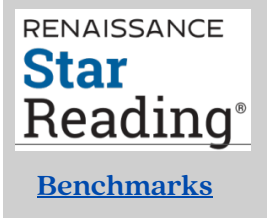




# 6th-8th Grade Reading Diagnostic Plan

Start



At/Above  
Benchmark

Continue with Tier 1 Instruction,  
Assess again at next benchmark period (Fall, Winter, Spring) according  
to Assessment Calendar

STAR: Below 50th  
Percentile  
(Red/Yellow)

DIBELS®

Assess Oral Reading Fluency with DIBELS: Collect Rate (WPM),  
Accuracy (ACC.) Enter data into Educlimber. Sort students into four  
categories using the 4-Box Strategy (BELOW) and Grade Level ORF  
Benchmarks. Use this information to **match to targeted Reading  
Intervention**.

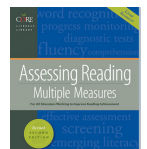
## Accurate & Fluent

>159 wpm, 95% Accuracy

- Teach Vocabulary and comprehension skills. Resources [HERE](#)

*\*Comprehension Check: For students reading 100 wpm or more consider prosody and asking for retell of the passage. Rubric [HERE](#).*

- [Vocab Screener](#)

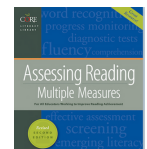


## Accurate & Low Rate

<159 wpm, >95% Accuracy

- Teach [fluency](#) and comprehension skills
  - Decodables & Fluency Passages [HERE](#)
- If reading below 120 wpm:

- [Phonics Survey](#)
- [HFW Survey](#)

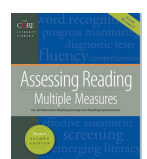


## Low Accuracy & Low Rate

<159 wpm, <95% Accuracy

- Teach decoding and high frequency words. Resources [HERE](#).

- [Phonics Survey](#)
- [HFW Survey](#)

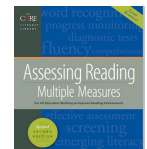


## Low Accuracy & High Rate

>159 wpm, <95% Accuracy

- Teach self correcting (example [HERE](#))
- If student cannot self-correct errors assess Phonics and HFW.

- [Phonics Survey](#)
- [HFW Survey](#)



2. Set End of Year Goals for Students based on Grade Level Expectations.

3. Progress Monitor using DIBELS every 3 weeks (or more for higher intensity needs).

### If Progress Monitoring data from six weeks of intervention shows little to no growth:

- Is the intervention being implemented with Fidelity?
- Is the intervention well matched to the needs?
- Does there need to be an adjustment in intensity?