

Title One Criteria

2020-2021

Reading/Math- Kindergarten:

- Kindergarten Readiness Assessment Tool (KRAT)
- FAST below 20%
- Teacher Recommendation

Progress Monitoring:

- Classroom teacher will track student progress through ESGI and running records.

Reading- Grade 1:

- FAST below 20%
- Teacher Recommendation based on lack of foundational reading skills
- Previously in Title One

Progress Monitoring:

- Classroom teacher will track student progress.
- Running record should be obtained every two weeks.
- Progress in foundational skills must be recorded and tracked.

Foundational Skills:

- Letter and letter sound identification
- Beginning Sound Isolation (phoneme or grapheme)
- Ending Sound Isolation (phoneme or grapheme)
- Manipulating Sounds (phoneme or grapheme)
- Blending Words
- Segmenting Words

Math- Grades 1/2:

- FAST at or below 20%
- Teacher Recommendation
- Previously in Title One

Reading/Grades 2-5:

- Student assessed at 2 or more years below grade level on the *10 Month Fountas & Pinnell Instructional Text Reading Level* Chart.
- Teacher Recommendation
- Previously in Title One

Progress Monitoring:

- Classroom teacher will track student progress.
- Running record should be obtained every two weeks.

Math/Grades 3-5:

- Star Math at or below 20%
- Inability to pass multiple Bridges unit assessments
- Teacher Recommendation
- Previously in Title 1

Progress Monitoring:

- Use Bridges Intervention Kit and record on Bridges Student Progress Monitoring Record form.

10-Month Progress Monitoring by Instructional Text Reading Level chart



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Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1 SEP	2 OCT	3 NOV	4 DEC	5 JAN	6 FEB	7 MAR	8 APR	9 MAY	10 JUN
K	—	A	B	B	C	C	C	D	D	D
1	D	E	F	F	G	H	H	I	I	J
2	J	K	K	K	L	L	L	M	M	M
3	M	N	N	N	O	O	O	P	P	P
4	P	Q	Q	Q	R	R	R	S	S	S
5	S	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	Y	Y	Y
7-8	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z

- The Progress Monitoring by Instructional Text Reading Level chart is intended to provide reasonable expectations for 10 months of the school year. School districts should adjust the expectations to align with their school/district requirements and professional teacher judgment.
- Each level indicates the instructional level; that is, the level that he or she can read with instructional support (e.g., text introduction). At levels A–K, the instructional level is the highest level a student can read with 90–94% accuracy and excellent or satisfactory comprehension, or 95–100% accuracy with limited comprehension. At levels L–Z, the instructional level is the highest level a student can read with 95–97% accuracy and excellent or satisfactory comprehension, or 98–100% accuracy with limited comprehension.
- The student's independent reading level will be one or two levels lower. The independent level is one at which the student can read without teacher support.
- If the student's instructional level matches the indicated level at the particular point in time, the student can be considered to be reading on grade level. If the student's level is higher, then the student can be considered to be reading above grade level. In this case, the student may be reading independently at the level.
- If a student's instructional level is lower than that indicated at the point in time, the student will need intervention. If the student is one to three levels lower, a Tier 2 intervention is needed. If the student is three+ levels lower, a Tier 3 intervention may be needed.
- At some points in time, students may be transitioning from one level to another (for example, Y/Z in month 5 of grade 7). That means the student is reading mostly at the lower level but taking on some texts at the higher level with success. For purposes of analyzing data, consider the lower level Y as reading on grade level.

