**Kindergarten**

|  |  |
| --- | --- |
| ***Classroom Program*** | ***Purpose*** |
| STAR Early Literacy | Identifies students for Title I Reading servicesShows growthShows instructional level & skill gaps |
| ESGI Software | Identifies students for RTI Math / Title 1 ReadingShows growthData tracking |
| SAM Books | Tracks students’ progress on books as they begin to read. Students move from SAM books to AR books. |
| Accelerated Reader | Tracks amount of reading students are doing, comprehension and independent reading levels |
| IXL Math | Tracks grade level skills in math |
| Rocket Math | Tracks math fact fluency for students based on individual goals. Program begins in Kindergarten with number writing fluency, from there the program continues to addition, subtraction, multiplication and division. |
| Lexia CORE5 Reading | Tracks students’ reading skills in 6 areas: Phonological Awareness, Phonics, Fluency, Vocabulary, Structure and Comprehension. Lexia allows us to monitor student growth. |
| Sight Words | Track students’ sight words weekly and move students progressively through grade level lists. |

**Kindergarten**

|  |  |
| --- | --- |
| ***Rti/Title Program*** | ***Purpose*** |
| Letters/Sounds Identification Assessment | Main foundational skill taught in kindergarten titleAssesses foundational skills for short-term progress  |
| Blending Assessments (auditory and visual) | Assesses foundational skills for short-term progress |
| Sight Word Assessment | Assesses foundational reading skills for short-term progress |
| 95% Group Phonological Awareness Screener for Intervention (PASI) | Monitor short-term progress* Words in a Sentence
* Syllables
* Onset/Rime Rhyming
* Isolation
* Final Sound Isolation
* Identification/Categories
* Blending
* Segmenting
* Additions
* Deletions
* Substitutions
 |
| AIMS 10 | Identifies RtI students and monitors short-term progress* Oral Counting 1-100
* Number Identification 1-10
* Quantitative Discrimination 1-10 (which number is bigger)
* Identify Missing Number in a Three Digit Sequence
 |

**1st Grade**

|  |  |
| --- | --- |
| ***Classroom Program*** | ***Purpose*** |
| STAR Early Literacy | Identifies students for Title I Reading servicesShows growthShows instructional level & skill gaps |
| STAR Reading | Identifies students for Title I Reading servicesProgress monitors Title studentsProvides a list of target skills, which aids in setting instructional objectivesCharts progressShows growthShows instructional level & skill gaps |
| STAR Math | Identifies students for RtICharts progress of national normsShows growthShows instructional level & skill gaps |
| SAM Books | Tracks students’ progress on books as they begin to read. Students move from SAM books to AR books. |
| ESGI Software | Identifies students for RTI Math / Title 1 ReadingShows growthData tracking |
| Accelerated Reader | Tracks amount of reading students are doing, comprehension and independent reading levels. |
| IXL Math | Tracks grade level skills in math |
| Rocket Math | Tracks math fact fluency for students based on individual goals. Program begins in Kindergarten with number writing fluency, from there the program continues to addition, subtraction, multiplication and division. |
| Lexia CORE5 Reading | Tracks students’ reading skills in 6 areas: Phonological Awareness, Phonics, Fluency, Vocabulary, Structure and Comprehension. Lexia allows us to monitor student growth. |
| Sight Words | Teachers track students’ sight words weekly and move students progressively through grade level lists. |

**1st Grade**

|  |  |
| --- | --- |
| ***Rti/Title Programs*** | ***Purpose*** |
| Sight Word Test | One of the main foundational skills taught in TitleAssesses for short-term progress |
| CBM’s | Assesses short-term reading progress for fluency and accuracy |
| Fountas and Pinnell Benchmark Assessment System | Demonstrates overall growth for reading (accuracy, comprehension, rate, fluency, writing)Provides teachers with more information on mid-year referrals  |
| 95% Group Phonological Awareness Screener for Intervention (PASI) | Monitor short-term progress* Words in a Sentence
* Syllables
* Onset/Rime Rhyming
* Isolation
* Final Sound Isolation
* Identification/Categories
* Blending
* Segmenting
* Additions
* Deletions
* Substitutions
 |
| 95% Group Phonics Screener for Intervention (PSI) | Monitor short-term progress* Letter Names and Sounds
* VC/CVC
* Consonant Blends
* Consonant Digraphs
* Silent-e
* Vowel Team Spellings with Predictable Pronunciations
* Vowel Team Spellings with Multiple Pronunciations
* Vowel-r
* Complex Consonant Patterns
* Two Syllable Words
* Three Syllable Words
* Four Syllable Words
* Grade Level Word Lists
 |
| AIMS 10 | Monitors short-term progress* Oral Counting 1-100
* Number Identification 1-20
* Quantitative Discrimination 1-20 (which number is bigger)
* Identify Missing Number in a Three Digit Sequence
 |
| AIMS MComposition | Monitors short-term progressComputation (mostly adding and subtracting) |

**2nd Grade**

|  |  |
| --- | --- |
| ***Classroom Programs*** | ***Purpose*** |
| STAR Reading | Identifies students for Title I Reading servicesProgress monitors Title studentsProvides a list of target skills, which aids in setting instructional objectivesCharts progressShows growthShows instructional level & skill gaps |
| STAR Math | Identifies students for RtICharts progress of national normsShows growthShows instructional level & skill gaps |
| Accelerated Reader | Tracks amount of reading students are doing, comprehension and independent reading levels |
| IXL Math | Tracks grade level skills in math |
| Rocket Math | Tracks math fact fluency for students based on individual goals. Program begins in Kindergarten with number writing fluency, from there the program continues to addition, subtraction, multiplication and division. |
| Lexia CORE5 Reading | Tracks students’ reading skills in 6 areas: Phonological Awareness, Phonics, Fluency, Vocabulary, Structure and Comprehension. Lexia allows us to monitor student growth. |
| Sight Words | Teachers track students’ sight words weekly and move students progressively through grade level lists. |

**2nd Grade**

|  |  |
| --- | --- |
| ***Rti/Title Programs*** | ***Purpose*** |
| Fountas and Pinnell Benchmark Assessment System | Demonstrates overall growth for reading (accuracy, comprehension, rate, fluency, writing)Provides teachers with more information on mid-year referrals  |
| CBM’s | Assesses short-term reading progress for fluency and accuracy |
| 95% Group Phonological Awareness Screener for Intervention (PASI) | Monitor short-term progress* Words in a Sentence
* Syllables
* Onset/Rime Rhyming
* Isolation
* Final Sound Isolation
* Identification/Categories
* Blending
* Segmenting
* Additions
* Deletions
* Substitutions
 |
| 95% Group Phonics Screener for Intervention (PSI) | Monitor short-term progress* Letter Names and Sounds
* VC/CVC
* Consonant Blends
* Consonant Digraphs
* Silent-e
* Vowel Team Spellings with Predictable Pronunciations
* Vowel Team Spellings with Multiple Pronunciations
* Vowel-r
* Complex Consonant Patterns
* Two Syllable Words
* Three Syllable Words
* Four Syllable Words
* Grade Level Word Lists
 |
| AIMSWeb Math | Short-Term Progress Monitoring* Computation
* MCAP (Quantitative)
 |

**3rd Grade**

|  |  |
| --- | --- |
| ***Classroom Programs*** | ***Purpose*** |
| STAR Reading | Identifies students for Title I Reading servicesProgress monitors Title studentsProvides a list of target skills, which aids in setting instructional objectivesCharts progressShows growthShows instructional level & skill gaps |
| STAR Math | Identifies students for RtICharts progress of national normsShows growthShows instructional level & skill gaps |
| Accelerated Reader | Tracks amount of reading students are doing, comprehension and independent reading levels |
| IXL Math | Tracks grade level skills in math |
| Rocket Math | Tracks math fact fluency for students based on individual goals. Program begins in Kindergarten with number writing fluency, from there the program continues to addition, subtraction, multiplication and division. |
| Lexia CORE5 Reading | Tracks students’ reading skills in 6 areas: Phonological Awareness, Phonics, Fluency, Vocabulary, Structure and Comprehension. Lexia allows us to monitor student growth. |
| Spelling Words | Teachers track students’ spelling words weekly and move students progressively through grade level lists. |

**3rd Grade**

|  |  |
| --- | --- |
| ***Rti/Title Programs*** | ***Purpose*** |
| Fountas and Pinnell Benchmark Assessment System | Demonstrate overall growth for reading (accuracy, comprehension, rate, fluency, writing)Provides teachers with more information on mid-year referrals  |
| CBM’s | Short-term reading progress monitoring for fluency and accuracy |
| 95% Group Phonics Screener for Intervention (PSI) | Monitor short-term progress* Letter Names and Sounds
* VC/CVC
* Consonant Blends
* Consonant Digraphs
* Silent-e
* Vowel Team Spellings with Predictable Pronunciations
* Vowel Team Spellings with Multiple Pronunciations
* Vowel-r
* Complex Consonant Patterns
* Two Syllable Words
* Three Syllable Words
* Four Syllable Words
* Grade Level Word Lists
 |
| AIMSWeb Math | Short-Term Progress Monitoring* Computation
* MCAP (Quantitative)
 |

**4th Grade**

|  |  |
| --- | --- |
| ***Classroom Programs*** | ***Purpose*** |
| STAR Reading | Identifies students for Title I Reading servicesProgress monitors Title studentsProvides a list of target skills, which aids in setting instructional objectivesCharts progressShows growthShows instructional level & skill gaps |
| STAR Math | Identifies students for RtICharts progress of national normsShows growthShows instructional level & skill gaps |
| Accelerated Reader | Tracks amount of reading students are doing, comprehension and independent reading levels |
| IXL Math/ELA | Tracks grade level skills in math and ELA |
| Rocket Math | Tracks math fact fluency for students based on individual goals. Program begins in Kindergarten with number writing fluency, from there the program continues to addition, subtraction, multiplication and division. |

**4th Grade**

|  |  |
| --- | --- |
| ***Rti/Title Programs*** | ***Purpose*** |
| Fountas and Pinnell Benchmark Assessment System | Demonstrates overall growth for reading (accuracy, comprehension, rate, fluency, writing)Provides teachers with more information on mid-year referrals  |
| CBM’s | Short-term reading progress monitoring for fluency and accuracy |
| 95% Group Phonics Screener for Intervention (PSI) | Monitor short-term progress* Letter Names and Sounds
* VC/CVC
* Consonant Blends
* Consonant Digraphs
* Silent-e
* Vowel Team Spellings with Predictable Pronunciations
* Vowel Team Spellings with Multiple Pronunciations
* Vowel-r
* Complex Consonant Patterns
* Two Syllable Words
* Three Syllable Words
* Four Syllable Words
* Grade Level Word Lists
 |
| AIMSWeb Math | Short-Term Progress Monitoring* Computation
* MCAP (Quantitative)
 |

**5th Grade**

|  |  |
| --- | --- |
| ***Classroom Programs*** | ***Purpose*** |
| STAR Reading | Identifies students for Title I Reading servicesProgress monitors Title studentsProvides a list of target skills, which aids in setting instructional objectivesCharts progressShows growthShows instructional level & skill gaps |
| STAR Math | Identifies students for RtICharts progress of national normsShows growthShows instructional level & skill gaps |
| Accelerated Reader | Tracks amount of reading students are doing, comprehension and independent reading levels |
| IXL Math/ELA | Tracks grade level skills in math and ELA |
| Rocket Math | Tracks math fact fluency for students based on individual goals. Program begins in Kindergarten with number writing fluency, from there the program continues to addition, subtraction, multiplication and division. |

**5th Grade**

|  |  |
| --- | --- |
| ***Rti/Title Programs*** | ***Purpose*** |
| Fountas and Pinnell Benchmark Assessment System | Demonstrates overall growth for reading (accuracy, comprehension, rate, fluency, writing)Provides teachers with more information on mid-year referrals  |
| 95% Group Phonics Screener for Intervention (PSI) | Monitor short-term progress* Letter Names and Sounds
* VC/CVC
* Consonant Blends
* Consonant Digraphs
* Silent-e
* Vowel Team Spellings with Predictable Pronunciations
* Vowel Team Spellings with Multiple Pronunciations
* Vowel-r
* Complex Consonant Patterns
* Two Syllable Words
* Three Syllable Words
* Four Syllable Words
* Grade Level Word Lists
 |
| CBM’s | Assesses short-term reading progress for fluency and accuracy |
| AIMSWeb Math | Short-term progress monitoring* Computation
* MCAP (Quantitative)
 |

**6th – 8th Grade**

|  |  |
| --- | --- |
| ***Classroom Programs*** | ***Purpose*** |
| STAR Reading | Identifies students for Title I Reading servicesProgress monitors Title studentsProvides a list of target skills, which aids in setting instructional objectivesCharts progressShows growthShows instructional level & skill gaps |
| STAR Math | Identifies students for RtICharts progress of national normsShows growthShows instructional level & skill gaps |
| Accelerated Reader | Tracks amount of reading students are doing, comprehension and independent reading levels |
| IXL Math/ELA/Science | Tracks grade level skills in math, ELA and science |

**6th – 8th Grade**

|  |  |
| --- | --- |
| ***Rti/Title Programs*** | ***Purpose*** |
| Fountas and Pinnell Benchmark Assessment System | Demonstrates overall growth for reading (accuracy, comprehension, rate, fluency, writing)Provides teachers with more information on mid-year referrals  |
| 95% Group Phonics Screener for Intervention (PSI) | Monitor short-term progress* Letter Names and Sounds
* VC/CVC
* Consonant Blends
* Consonant Digraphs
* Silent-e
* Vowel Team Spellings with Predictable Pronunciations
* Vowel Team Spellings with Multiple Pronunciations
* Vowel-r
* Complex Consonant Patterns
* Two Syllable Words
* Three Syllable Words
* Four Syllable Words
* Grade Level Word Lists
 |
| CBM’s | Assesses short-term reading progress for fluency and accuracy |
| AIMSWeb Math | Short-term progress monitoring* Computation
* MCAP (Quantitative)
 |