

Screen Shots of the *Decision Rules Flowchart* Application

Context: These screen shots are designed to refresh your memory from the *Decision Rules Flowchart* application demonstration. Please use this document in combination with the information shared during the presentation to provide feedback on the application functions and content.

(1) Identifying each student's performance on a specific section of the district's literacy screener.

Is the student at benchmark for First Sound Fluency (FSF)?

Well Below Benchmark Below Benchmark At Benchmark Above Benchmark

(2) Guidance provided in the application to support educators' appropriate selection and use of instructional planning assessments.

Choose one instructional planning assessment from the following list to administer with your student.

If it is your first time administering the tool, please take time to review the administration and scoring guide associated with the instructional planning assessment. Practice the assessment on a colleague before using it with students.

(3) Instructional planning assessments included in the application as options from which educators can select to use with the student. When clicked, the "more information" links take users to the assessment's website, which includes the free assessment along with its administrative and scoring guides.

Heggerty Phonemic Awareness Assessment
More Information

Phonological Awareness Cool Tool
More Information

Access to Literacy Assessment System Phonological Awareness (ATLAS-PA)
More Information

(4) Response options of on-track or not on track for each selected assessment.

Phonological Awareness Cool Tool
More Information
 Not on Track On Track

(5) Skill selection options for the phonemic awareness instructional planning assessment.

Analyze the results of the instructional planning assessment and select the skills that the student has mastered.

- Syllables
- Alliteration
- Onset Rime
- Phoneme Counting
- Phoneme Blending
- Phoneme Segmentation
- Phoneme Deletion
- Phoneme Substitution
- Phoneme Reversal
- No skills mastered yet

(6) Intervention options for students from which educators can select for each student.

Based on the data, this student shows a need in this area. The following interventions have been shown to improve these skills. Given your knowledge of the student, select the intervention(s) you would like to implement.

- Explicit Intervention in Communication/Language
- Explicit Intervention in Phonemic Awareness
Some description here
- Multi-Modal Approach to Structured Literacy
- Summer Structured Literacy Program

(7) Decision Rules Flowchart Report (see next page)

First Sound Fluency

Student Name: Classroom 2 Student 1

Student ID: 124ABD

Is the student at benchmark for First Sound Fluency (FSF)?

Below Benchmark

Phonological Awareness Cool Tool

Not on Track ([More Information](#))

Skills Mastered

- Syllables
- Alliteration
- Onset Rime
- Phoneme Counting
- Phoneme Blending

Skills Not Yet Mastered

- Phoneme Segmentation
- Phoneme Deletion
- Phoneme Substitution
- Phoneme Reversal
- No skills mastered yet

Selected Interventions

- Explicit Intervention in Communication/Language
- Summer Structured Literacy Program

Progress Monitoring

Administer the First Sound Fluency/Phoneme Segmentation Fluency progress monitoring measure once a month to ensure adequate growth and progress with classroom instruction. Diagnostic surveys can be re-administered if in-depth analysis of progress monitoring data are insufficient to inform how to differentiate or intensify the intervention or instruction.

High-Quality Core Instruction

Continue high-quality core instruction and consider need for Tier 2 intervention, focusing instruction on improving skills that directly impact reading development (e.g., phonemic awareness, letter/sound correspondence, decoding, fluency vocabulary). Use explicit instructional practices (clear & concise language, step-by-step demonstration, guided practice, independent practice, cumulative practice, active engagement strategies, frequent feedback, logical sequencing of skills).

If more than 20% of your students need tier 2 and/ or tier 3 interventions, this indicates that your district's teacher-based teams, building leadership team, and district leadership team may need to intensify their focus on improving core literacy instruction. [Watch one of our Ohio literacy leads, Michelle Elia](#), describe why, "You can't intervene your way out of a tier 1 problem".

To help improve the quality of your core literacy instruction, start here:

- With your Building Leadership Team, complete [The Reading League's Curriculum Evaluation Tool](#) to identify the strengths and gaps with your core literacy instruction.
- Based on the gaps you identified using the Curriculum Evaluation Tool, collaborate in your district's team structures to review [these free resources from Achieve the Core](#) for additional support in strengthening your core literacy instruction. [hyperlink Achieve the Core's free Resources](#),

Additional Resources

- Heggerty (grade level below, PreK or K books)
- Countdown - RGR Segmenting / Blending (Stretch the Sounds, Count the Sounds)
- Multisensory PA interventions
- Phoneme Articulation (like Kid Lips)
- UFLI Resources for Phonological Awareness
- FreeReading Early Phonological Awareness Activities