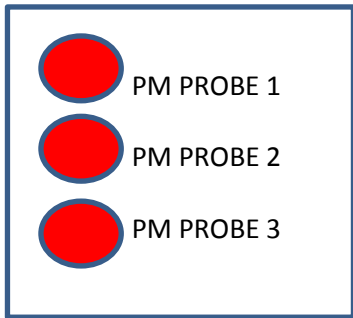


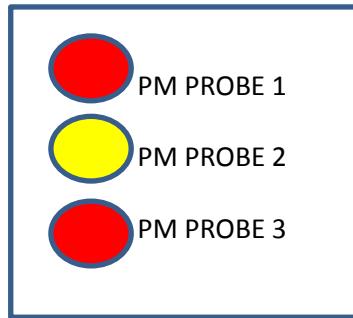
Confirming SRD and Progress Monitoring Probes

By following the paths below, schools still fall within the 60 instructional days to identify SRD while at the same time quickly responding to the instructional needs of students. In order to identify a student with a Significant Reading Deficiency, the student must first be given the DIBELS benchmark assessment and a composite score must be calculated. If the student falls below the cut score you must confirm that the student has an SRD with a progress monitoring probe (not another composite score). Intervention and progress monitoring (every 5 days for intensive students) should begin as soon as the composite score is calculated, therefore the scenarios below will provide guidance on how to interpret multiple progress monitoring probes in order to distinguish between students who are truly SRD and those who are benefiting from the intervention and demonstrating growth toward goals.

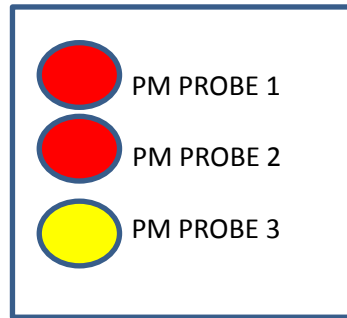
Scenario #1



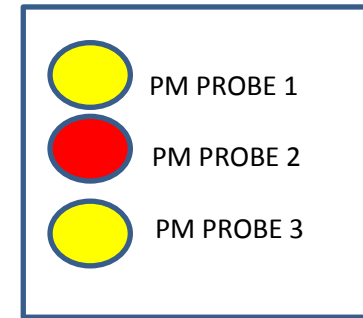
Scenario #2



Scenario #3



Scenario #4



4th PROBE NEEDED

4th PROBE NEEDED



1. Confirmation of SRD
2. Instructional change is needed immediately
3. Give the BURST diagnostic assessment
4. Create READ Plan

1. Confirmation of SRD
2. Instructional change is needed
3. Give the BURST diagnostic assessment
4. Create READ Plan

Take 5 more instructional days to determine SRD

SRD Confirmed
 CHANGE instruction
 Give the BURST diagnostic assessment
 Create READ Plan

Not SRD but still needs monitoring to ensure growth toward proficiency
 Continue to PM every 5 instructional days
 Follow with RTI



CONSIDERATIONS:

- ❖ Confirmation of SRD must occur **with a grade level progress monitor probe(s)** that is (are) appropriate for time of year and grade level student.
- ❖ Progress monitoring for instructional purposes may be off grade level.