

Whole Group Instruction

Small Group Instruction

INTERVAL:
Fall: 09/05/2024 - 11/14/20...

K

Students On Track: Met Low Risk Benchmark



earlyReading English -
Onset Sounds
PHONEMIC AWARENESS



earlyReading English -
Letter Sounds
PHONICS & FLUENCY



earlyReading English
GENERAL READING

Grade-Wide Recommendation



On Track

Continue current whole-group instruction

Go to plan

Next Steps

- Grade Wide recommendation is determined by the needs of most students in the class
- Examine Grade-Wide recommended plan and interventions to adjust group instruction
- Review plans for individual students to inform small group and individual instruction

☐ Student Name

Phonemic
Awareness

Phonics &
Fluency

General
Reading

Read.
Program

ESTIMATED I

Plan



!! 0

! 5

8

! 31

NA

0.2: Phonemic Awareness &
Phonics

! 10

7

32

NA

0.2: Phonemic Awareness &
Phonics

11

! 1

! 31

NA

0.2: Phonemic Awareness &
Phonics

12

20

34

NA

On Track

13

! 2

32

NA

0.2: Phonemic Awareness &
Phonics

14

! 1

33

NA

0.2: Phonemic Awareness &
Phonics

14

! 2

32

NA

0.2: Phonemic Awareness &
Phonics

14

! 2

32

NA

0.2: Phonemic Awareness &
Phonics

14

6

33

NA

On Track

Student Name

Phonemic
AwarenessPhonics &
FluencyGeneral
ReadingRead.
Program

Plan



15	12	35	NA	On Track
15	21	36	NA	On Track
15	4	34	NA	On Track
16	10	40	NA	On Track
16	7	33	NA	On Track
16	17	37	NA	On Track
16	19	42	BR	On Track
16	! 2	34	NA	0.2: Phonemic Awareness & Phonics
16	! 2	35	NA	0.2: Phonemic Awareness & Phonics
16	! 1	35	NA	0.2: Phonemic Awareness & Phonics
16	19	39	NA	On Track
16	22	39	NA	On Track
16	! 2	34	NA	0.2: Phonemic Awareness & Phonics
16	24	44	BR	On Track

!! high risk ! some risk below goal line at goal line above goal line

Estimates of Reading Program levels (i.e., Estimated Lexile, ATOS, GRL, DRA, etc.) from earlyReading (K & 1st grade) and aReading (2nd - 12th grade) performances are based on data analysis and research by leading educational researchers. These initial results should be considered approximations pending final validation. Our research team welcomes feedback via email at help@fastbridge.org

* Phonemic Awareness risk levels for grades 2-12 are based on estimated Word Segmenting scores. The risk indicators for grades 2-12 correspond to Word Segmenting Grade 1 spring benchmarks. Student performance estimates are based on aReading scores that equate to these performance benchmarks. More information can be found in our Knowledge Base.

Whole Group Instruction

Small Group Instruction

INTERVAL:
Fall: 09/05/2024 - 11/14/20... ▾

gnl

Students On Track: Met Low Risk Benchmark

71%
17/24

earlyReading English -
Word Segmenting
PHONEMIC AWARENESS


50%
12/24

earlyReading English -
Sentence Reading
PHONICS & FLUENCY

38%
9/24

earlyReading English
GENERAL READING

Grade-Wide Recommendation



0.2: Phonemic
Awareness & Phonics

Build skills identified in this plan
during whole group instruction

Go to plan

Next Steps

→ Grade Wide recommendation is determined by the needs of most students in the class

→ Examine Grade-Wide recommended plan and interventions to adjust group instruction

→ Review plans for individual students to inform small group and individual instruction

<input type="checkbox"/> Student Name	Phonemic Awareness	Phonics & Fluency	General Reading	Read. Program ESTIMATED I	Plan
	!! 12	!! 2	!! 21	BR	0.2: Phonemic Awareness & Phonics
	!! 13	!! 2	!! 20	BR	0.2: Phonemic Awareness & Phonics
	!! 19	! 7	! 26	BR	0.2: Phonemic Awareness & Phonics
	!! 21	! 5	!! 22	BR	0.2: Phonemic Awareness & Phonics
	!! 21	15	! 29	BR	0.2: Phonemic Awareness & Phonics
	! 22	!! 1	!! 21	BR	0.2: Phonemic Awareness & Phonics
	! 26	! 5	!! 23	BR	0.2: Phonemic Awareness & Phonics
	28	29	49	BR	On Track
	28	68	50	BR	On Track

Student Name	Phonemic Awareness	Phonics & Fluency	General Reading	Read. Program	Plan	⊕
	29	! 6	! 27	BR	0.2: Phonemic Awareness & Phonics	
	29	! 10	! 29	BR	0.2: Phonemic Awareness & Phonics	
	30	! 4	! 28	BR	0.2: Phonemic Awareness & Phonics	
	30	! 7	! 25	BR	0.2: Phonemic Awareness & Phonics	
	30	! 8	! 32	BR	0.2: Phonemic Awareness & Phonics	
	30	20	34	BR	On Track	
	30	29	38	BR	On Track	
	31	12	! 31	BR	1.1: Phonemic Awareness & Phonics	
	31	25	39	BR	On Track	
	31	100	91	511	On Track	
	32	! 4	! 26	BR	0.2: Phonemic Awareness & Phonics	
	32	16	33	BR	On Track	
	32	106	77	367	On Track	
	34	14	! 32	BR	1.1: Phonemic Awareness & Phonics	
	34	36	45	BR	On Track	

!! high risk ! some risk ▮ below goal line □ at goal line ▤ above goal line

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Whole Group Instruction

Small Group Instruction

INTERVAL:
Fall: 09/05/2024 - 11/14/2024

gr 2

Students On Track: Met Low Risk Benchmark

52%
13/25

earlyReading English - Word Segmenting *
PHONEMIC AWARENESS

52%
13/25

CBMreading English
PHONICS & FLUENCY

52%
13/25

aReading
GENERAL READING

Grade-Wide Recommendation

0.2: Phonemic Awareness & Phonics

Build skills identified in this plan during whole group instruction

Go to plan

Next Steps

Grade Wide recommendation is determined by the needs of most students in the class

Examine Grade-Wide recommended plan and interventions to adjust group instruction

Review plans for individual students to inform small group and individual instruction

<input type="checkbox"/> Student Name	Phonemic Awareness *	Phonics & Fluency	General Reading	Read. Program LEXILE ®	Plan
	! <32	! 47	! 461	BR55L	1.2: Phonics & Fluency
	! <32	!! 18	! 461	BR55L	1.1: Phonemic Awareness & Phonics
	! <32	70	! 460	BR70L	1.2: Phonics & Fluency
	! <32	! 26	! 466	25L	1.2: Phonics & Fluency
	! <32	! 51	! 465	10L	1.2: Phonics & Fluency
	!! <28	!! 6	!! 425	BR410L	0.2: Phonemic Awareness & Phonics INTENSE
	!! <28	!! 5	!! 437	BR305L	0.2: Phonemic Awareness & Phonics INTENSE
	!! <28	!! 9	!! 416	BR490L	0.2: Phonemic Awareness & Phonics INTENSE
	!! <28	!! 16	!! 433	BR340L	0.2: Phonemic Awareness & Phonics INTENSE
	!! <28	! 35	! 459	BR85L	1.1: Phonemic Awareness & Phonics

Student Name	Phonemic Awareness *	Phonics & Fluency	General Reading	Read. Program	Plan	+
	!! <28	!! 7	! 454	BR155L	1.1: Phonemic Awareness & Phonics	
	!! <28	!! 10	!! 428	BR385L	0.2: Phonemic Awareness & Phonics INTENSE	
	>=32	91	479	225L	On Track	
	>=32	! 45	476	180L	2.1: Phonics & Fluency	
	>=32	89	500	555L	On Track	
	>=32	94	480	240L	On Track	
	>=32	86	501	570L	On Track	
	>=32	115	477	195L	On Track	
	>=32	101	489	385L	On Track	
	>=32	58	496	490L	On Track	
	>=32	65	477	195L	On Track	
	>=32	112	506	650L	On Track	
	>=32	92	489	385L	On Track	
	>=32	128	494	460L	On Track	
	>=32	83	504	615L	On Track	

!! high risk ! some risk  below goal line  at goal line  above goal line

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Lexile®: Framework for Reading: A scientifically valid reading framework used to match students with reading materials. A Lexile reading measure is the numeric representation of a student's reading comprehension ability. A Lexile text measure is the numeric representation of the difficulty of the reading material.

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Whole Group Instruction

gr 3.

Small Group Instruction

INTERVAL:

Fall: 09/05/2024 - 11/14/20...

Students On Track: Met Low Risk Benchmark

88%

22/25

earlyReading English - Word Segmenting *

PHONEMIC AWARENESS

65%

15/23

CBMreading English

PHONICS & FLUENCY

72%

18/25

aReading

GENERAL READING

Grade-Wide Recommendation

On Track

Continue current whole-group instruction

Go to plan

Next Steps

Grade Wide recommendation is determined by the needs of most students in the class

Examine Grade-Wide recommended plan and interventions to adjust group instruction

Review plans for individual students to inform small group and individual instruction

<div><div><div></div><div>Student Name</div></div></div>	<div>Phonemic Awareness *</div>	<div>Phonics & Fluency</div>	<div>General Reading</div>	<div>Read. Program</div> <div>LEXILE®</div>	<div>Plan</div>	<div></div>
	<div>! <32</div>	<div>!! 15</div>	<div>!! 464</div>	<div>BR5L</div>	<div>1.1: Phonemic Awareness & Phonics</div> <div>INTENSE</div>	
	<div>!! <28</div>	<div>!! 15</div>	<div>!! 459</div>	<div>BR85L</div>	<div>0.2: Phonemic Awareness & Phonics</div> <div>INTENSE</div>	
	<div>!! <28</div>		<div>!! 406</div>	<div>BR580L</div>		
	<div>>=32</div>	<div>149</div>	<div>509</div>	<div>695L</div>	<div>On Track</div>	
	<div>>=32</div>	<div>! 86</div>	<div>492</div>	<div>430L</div>	<div>3.1: Phonics & Fluency</div>	
	<div>>=32</div>	<div>150</div>	<div>505</div>	<div>630L</div>	<div>On Track</div>	
	<div>>=32</div>	<div>112</div>	<div>514</div>	<div>775L</div>	<div>On Track</div>	
	<div>>=32</div>	<div>149</div>	<div>515</div>	<div>790L</div>	<div>On Track</div>	
	<div>>=32</div>	<div>! 61</div>	<div>! 485</div>	<div>320L</div>	<div>2.2: Phonics & Fluency</div>	
	<div>>=32</div>	<div>94</div>	<div>499</div>	<div>540L</div>	<div>On Track</div>	

72%

18/25

aReading

GENERAL READING

Student Name	Phonemic Awareness *	Phonics & Fluency	General Reading	Read. Program	Plan	⊕
	>=32	100	505	630L	On Track	
	>=32	! 75	519	850L	3.1: Phonics & Fluency	
	>=32	! 74	493	445L	3.1: Phonics & Fluency	
	>=32	173	554	1395L	On Track	
	>=32	! 78	498	525L	3.1: Phonics & Fluency	
	>=32	207	546	1270L	On Track	
	>=32	142	523	915L	On Track	
	>=32	95	! 488	365L	3.3: Vocabulary & Comprehension	
	>=32	95	497	505L	On Track	
	>=32		512	740L		
	>=32	120	509	695L	On Track	
	>=32	93	! 474	150L	3.3: Vocabulary & Comprehension	
	>=32	131	520	865L	On Track	
	>=32	! 57	494	460L	3.1: Phonics & Fluency	
	>=32	92	! 487	350L	3.3: Vocabulary & Comprehension	

!! high risk ! some risk ▣ below goal line □ at goal line ▢ above goal line

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