**General Recommendations 2nd-12th**

**Individual Student Decision-Making**

**Step 1: Administer Screening Assessment(s)**
Oral Reading Fluency (ORF) and/or Comprehension Measure

**Step 2: Validate the scores**
(compare to course grades, state assessments, standardized tests, attendance, etc.)
Note: Students in Grades 7-12 with a validated below benchmark comprehension score will need an ORF administered.

**Step 3: Place students in appropriate groups based on assessments.**

<table>
<thead>
<tr>
<th>GROUP 1:</th>
<th>GROUP 2:</th>
<th>GROUP 3:</th>
<th>GROUP 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or above ORF AND comprehension benchmark criteria.</td>
<td>Below ORF benchmark criterion, BUT has equal to or greater than 95% accuracy.</td>
<td>Below ORF benchmark criterion AND less than 95% accuracy.</td>
<td>At or above ORF benchmark criterion, BUT below comprehension benchmark criterion.</td>
</tr>
</tbody>
</table>

**Group 1:**
LOW RISK
Focus on:
Continue with quality core instruction.

**Group 2:**
FLUENCY
Focus on:
fluency intervention. Include vocabulary, and/or background knowledge.

**Group 3:**
PHONICS
Focus on:
phonics deficiencies (use a phonics and/or phonological screener to identify), use targeted decoding intervention. Focus on improving both accuracy and rate.

**Group 4:**
COMPREHENSION
Focus on:
comprehension and vocabulary. Use an intervention that develops background knowledge, oral language, and vocabulary.

Adapted from PRESS Intervention Manual, 2019
Rev. 12/14/21

Kansas Multi-Tier System of Supports and Alignment