

STRIVE'S FOCUS FOLDER FLOWCHARTS

AimsWeb

K-5th Bundle









STRIVE Consulting

SUPPORTING teachers in improving teaching and learning by: building TRUSTING relationships | being RESPONSIVE to teacher needs, using solutions oriented INNOVATIVE thinking | VALIDATING achievement and progress for teachers and students | ENGAGING with teachers in their hard work

Kindergarten Flow Chart

Fall to Winter- Aimsweb Early Literacy

Step 1	Write each student's name on a sticky note indicating the tier based on the composite score (pink-well below average, yellow-below average, green-average, blue-above average and well above average). Write in all subtest scores, including Lexile, that are provided by the report.			
If...	8 and below Pink sticky note	9-21 Yellow sticky note	22-58 Green sticky note	59 and above Blue sticky note
Step 2	Sort Sticky Notes by LNF <i>Any student that has a 19 or above on LNF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 18 or below on LNF are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students in the pile on the right side with a 17 or above on LWSF are placed in group D and students with a LWSF score of 16 or below are placed in group C. Students in the pile on the left side with a 4 or above on IS are placed in group B. Students with a 3 or below on IS are placed in group A.</i>			
	18 or Below on Letter Naming Fluency 		19 or Above on Letter Naming Fluency 	
Step 3	3 or below on Initial Sound  Group A	4 or above on Initial Sound  Group B	16 or below on Letter Word Sound Fluency  Group C	17 or above on Letter Word Sound Fluency  Group D
Note: The composite score simply indicates a level of risk based on the students' LNF and LWSF scores. In order to diagnose students' needs and provide targeted instruction STRIVE recommends administering the Initial Sound measure to diagnose the students' level of phonemic awareness and the Nonsense Word Fluency measure to diagnose the students' ability to blend sounds in words.				

LNF- Letter Naming Fluency

LWSF- Letter Word Sound Fluency

IS- Initial Sound







Updated: 12-10-22

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This resource comes from the book: STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups.







Kindergarten Flow Chart

Winter to Spring- Aimsweb Early Literacy

Step 1	Write each student's name on a sticky note indicating the tier based on the composite score (pink-well below average, yellow-below average, green-average, blue-above average and well above average). Write in all subtest scores, including Lexile, that are provided by the report.			
If...	39 and below Pink sticky note	40-59 Yellow sticky note	60-98 Green sticky note	99 and above Blue sticky note
Step 2	Sort Sticky Notes by LWSF <i>Any student that has a 24 or above on LWSF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 23 or below on LWSF are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students in the pile on the right side with a 15 or above on NWF are placed in group D and students with a NWF score of 14 or below are placed in group C. Students in the pile on the left side with a 13 or above on PS are placed in group B. Students with a 12 or below on PS are placed in group A.</i>			
	23 or Below on Letter Word Sound Fluency 		24 or Above on Letter Word Sound Fluency 	
Step 3	12 or below on Phoneme Segmentation  Group A	13 or above on Phoneme Segmentation  Group B	14 or below on Nonsense Word Fluency  Group C	15 or above on Nonsense Word Fluency  Group D
Note: The composite score simply indicates a level of risk based on the students' LNF and LWSF scores. In order to diagnose students' needs and provide targeted instruction STRIVE recommends administering the Phoneme Segmentation measure to diagnose the students' level of phonemic awareness and the Nonsense Word Fluency measure to diagnose the students' ability to blend sounds in words.				

LWSF- Letter Word Sound Fluency **NWF-** Nonsense Word Fluency **PS-** Phoneme Segmentation Updated: 12-10-22 www.strivetlc.com

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1st Grade Flow Chart Fall to Winter- Aimsweb Early Literacy				
Step 1	Write each student's name on a sticky note indicating the tier based on the composite score (pink-well below average, yellow-below average, green-average, blue-above average and well above average). Write in all subtest scores, including Lexile, that are provided by the report.			
If...	11 and below Pink sticky note	12-18 Yellow sticky note	19-54 Green sticky note	55 and above Blue sticky note
Step 2	Sort Sticky Notes by ORF <i>Any student that has a 19 or above on ORF is sorted into the first pile, which stays on the right side of the bold line. The students that have an 18 or below on ORF are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students in the pile on the right side with a 55 or above on ORF are placed in group D and students with a ORF score of 19-54 are placed in group C. Students in the pile on the left side with a 13 or above on NWF are placed in group B. Students with a 12 or below on NWF are placed in group A.</i>			
	18 or Below on Oral Reading Fluency 		19 or Above on Oral Reading Fluency 	
Step 3	12 or below on Nonsense Word Fluency  Group A	13 or above on Nonsense Word Fluency  Group B	19-54 on Oral Reading Fluency  Group C	55 or above on Oral Reading Fluency  Group D

ORF- Oral Reading Fluency

NWF- Nonsense Word Fluency

Updated: 12-10-22







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Note: The composite score simply indicates a level of risk based on the students' ORF scores. In order to diagnose students' needs and provide targeted instruction STRIVE recommends administering the Nonsense Word Fluency measure to diagnose the students' ability to blend sounds in words.

This resource comes from the book: STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups.

1st Grade Flow Chart

Winter to Spring- Aimsweb Early Literacy

Step 1	Write each student's name on a sticky note indicating the tier based on the composite score (pink-well below average, yellow-below average, green-average, blue-above average and well above average). Write in all subtest scores, including Lexile, that are provided by the report.			
If...	22 and below Pink sticky note	23-35 Yellow sticky note	36-79 Green sticky note	80 and above Blue sticky note
Step 2	Sort Sticky Notes by ORF <i>Any student that has a 36 or above on ORF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 35 or below on ORF are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students in the pile on the right side with an 80 or above on ORF are placed in group D and students with a ORF score of 36-79 are placed in group C. Students in the pile on the left side with a 31 or above on NWF are placed in group B. Students with a 30 or below on NWF are placed in group A.</i>			
	35 or Below on Oral Reading Fluency 		36 or Above on Oral Reading Fluency 	
Step 3	30 or below on Nonsense Word Fluency  Group A	31 or above on Nonsense Word Fluency  Group B	36-79 on Oral Reading Fluency  Group C	80 or above on Oral Reading Fluency  Group D

ORF- Oral reading Fluency

NWF- Nonsense Word Fluency

Updated: 12-11-22







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Note: The composite score simply indicates a level of risk based on the students' LNF and LWSF scores. In order to diagnose students' needs and provide targeted instruction STRIVE recommends administering the Nonsense Word Fluency measure to diagnose the students' ability to blend sounds in words.

This resource comes from the book: STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups.

2nd Grade Flow Chart







Fall to Winter- Aimsweb Reading

Step 1	Write each student's name on a sticky note indicating the tier based on the composite score (pink-well below average, yellow-below average, green-average, blue-above average and well above average). Write in all subtest scores, including Lexile, that are provided by the report.			
If...	255 and below Pink sticky note	256-291 Yellow sticky note	292-386 Green sticky note	387 and above Blue sticky note
Step 2	Sort Sticky Notes by Oral Reading Fluency <i>Any student that has a 46 or above on ORF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 45 or below on ORF are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students in the pile on the right side with a 176 or above on Vocab are placed in group D and students with a Vocab score of 175 or below are placed in group C. Students in the pile on the left side with a 21-45 on ORF are placed in group B. Students with a 20 or below on ORF are placed in group A.</i>			
	45 or Below on Oral Reading Fluency 		46 or Above on Oral Reading Fluency 	
Step 3	20 or below on Oral Reading Fluency  Group A	21-45 on Oral Reading Fluency  Group B	175 or below on Vocabulary  Group C	176 or above on Vocabulary  Group D
			D1: ORF 97-116	D2: ORF 117 and above

RC- Reading Comprehension ORF- Oral Reading Fluency Vocab- Vocabulary

Updated: 1-14-23 www.strivetlc.com







This resource comes from the book: STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups.







2nd Grade Flow Chart Winter to Spring- Aimsweb Reading					
Step 1	Write each student's name on a sticky note indicating the tier based on the composite score (pink-well below average, yellow-below average, green-average, blue-above average and well above average). Write in all subtest scores, including Lexile, that are provided by the report.				
If...	290 and below Pink sticky note	291-330 Yellow sticky note	331-410 Green sticky note	411 and above Blue sticky note	
Step 2	Sort Sticky Notes by Oral Reading Fluency <i>Any student that has a 61 or above on ORF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 60 or below on ORF are sorted into the second pile, which stays on the left side of the bold line. Don't cross the bold line after step 2. Then, the students are sorted again in step 3. Students in the pile on the right side with a 182 or above on Vocab are placed in group D and students with a Vocab score of 181 or below are placed in group C. Students in the pile on the left side with a 39-60 on ORF are placed in group B. Students with a 38 or below on ORF are placed in group A.</i>				
	60 or Below on Oral Reading Fluency 		61 or Above on Oral Reading Fluency 		
Step 3	38 or below on Oral Reading Fluency  Group A	39-60 on Oral Reading Fluency  Group B	181 or below on Vocabulary  Group C	182 or above on Vocabulary  Group D	
				D1: ORF 115-136	D2: ORF 137 and above







RC- Reading Comprehension **ORF**- Oral Reading Fluency **Vocab**- Vocabulary







Updated: 1-14-23 www.strivetlc.com







This resource comes from the book: STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups.







3rd Grade Flow Chart Fall to Winter Aims Web				
Step 1	Write each student's name on a sticky note indicating the student's TIER based upon his/her READ-B score (pink-well below average, yellow-below average, green-average, blue-above average and well above average (75 th percentile and above).			
If...	317 or below Pink sticky note	318-344 Yellow sticky note	345-435 Green sticky note	436 or above 467+ (90 th percentile+) Blue sticky note
Step 2	Sort Sticky Notes by Reading Comprehension <i>Any student that has a 147 or above on R Comp is sorted into the first pile, which stays with the data on the right side of the bold line. Then, all of those students are sorted again. Students having a vocabulary score of 189 or above are placed into group D and students with a vocabulary score of 188 or below that also had a R Comp score of 147 or above are placed in group C. The students that have a 146 or below on R Comp are sorted into the second pile, which stays with the data on the left side of the bold line. Students having a ORF between 45-67 are placed into group B. The students that have a ORF between 23-44 are placed into group A2 and students with a ORF of 22 or below are placed in to A1.</i>			
	R Comp is 146 or Below 		R Comp is 147 or Above 	
Step 3	ORF 44 (10th percentile) or below wcpm  Group A	ORF (25th percentile) 45-67 wcpm  Group B	Vocabulary is 188 or below  Group C	Vocabulary is 189 and above  Group D
	A1 0-22 (ORF)	A2 23-44 (ORF)	Cross check with additional assessments. 1) Lexile score. 2) weekly assessments (80% or above for Group D).	
	Note: Can use Core Phonics Survey if placement is in question BUT not for all students. ORF is a strong indicator for gaps in decoding.		Note: Double check accuracy and vocabulary if you think a student should be in group A or C.	

3rd Grade Flow Chart Winter to Spring Aims Web					
Step 1	Write each student's name on a sticky note indicating the student's TIER based upon his/her READ-B score (pink-well below average, yellow-below average, green-average, blue-above average and well above average (75 th percentile and above).				
If...	335 or below 354 or below (spring) Pink sticky note	336-366 355-387 (spring) Yellow sticky note	367-452 388-467 (spring) Green sticky note	453 or above 483+ (90 th percentile+ winter) 468+ (spring READB) 501 (90 th percentile+ spring) Blue sticky note	
Step 2	Sort Sticky Notes by Reading Comprehension <i>Any student that has a 154 or above on R Comp is sorted into the first pile, which stays with the data on the right side of the bold line. Then, all of those students are sorted again. Students having a vocabulary score of 193 or above are placed into group D and students with a vocabulary score of 192 or below that also had a R Comp score of 154 or above are placed in group C. The students that have a 153 or below on R Comp are sorted into the second pile, which stays with the data on the left side of the bold line. Students having a ORF between 63-85 are placed into group B. The students that have a ORF between 32-62 are placed into group A2 and students with a ORF of 31 or below are placed in to A1.</i>				
	R Comp is 153 or Below 		R Comp is 154 or Above 		
	ORF 62 (10th percentile) or below wcpm  Group A		Vocabulary is 192 or below  Group C		
Step 3	ORF (25th percentile) 63-85 wcpm  Group B		Vocabulary is 193 and above  Group D		
	A1 0-31 (ORF)	A2 32-62 (ORF)	Cross check with additional assessments. 1) Lexile score. 2) weekly assessments (80% or above for Group D).		
	Note: Can use Core Phonics Survey if placement is in question BUT not for all students. ORF is a strong indicator for gaps in decoding.		Note: Double check accuracy and vocabulary if you think a student should be in group A or C.		

4th Grade Flow Chart Fall to Winter Aims Web				
Step 1	Write each student's name on a sticky note indicating the student's TIER based upon his/her READ-B score (pink-well below average, yellow-below average, green-average, blue-above average and well above average (75 th percentile and above).			
If...	365 or below Pink sticky note	366-396 Yellow sticky note	397-467 Green sticky note	486 or above 495+ (90 th percentile+) Blue sticky note
Step 2	Sort Sticky Notes by Reading Comprehension <i>Any student that has a 163 or above on R Comp is sorted into the first pile, which stays with the data on the right side of the bold line. Then, all of those students are sorted again. Students having a vocabulary score of 199 or above are placed into group D and students with a vocabulary score of 198 or below that also had a R Comp score of 163 or above are placed in group C. The students that have a 162 or below on R Comp are sorted into the second pile, which stays with the data on the left side of the bold line. Students having a ORF between 72-91 are placed into group B. The students that have a ORF between 41-71 are placed into group A2 and students with a ORF of 40 or below are placed in to A1.</i>			
	R Comp is 162 or Below 		R Comp is 163 or Above 	
Step 3	ORF 71 (10th percentile) or below wcpm  Group A	ORF (25th percentile) 72-91 wcpm  Group B	Vocabulary is 198 or below  Group C	Vocabulary is 199 and above  Group D
	A1 0-40 (ORF)	A2 41-71 (ORF)	Cross check with additional assessments. 1) Lexile score. 2) weekly assessments (80% or above for Group D). 3) SRF (96-149-average) if you think a student should go down or up a group.	
	Note: Can use Core Phonics Survey if placement is in question BUT not for all students. ORF is a strong indicator for gaps in decoding.		Note: Double check accuracy and vocabulary if you think a student should be in group A or C.	

4th Grade Flow Chart Winter to Spring Aims Web				
Step 1	Write each student's name on a sticky note indicating the student's TIER based upon his/her READ-B score (pink-well below average, yellow-below average, green-average, blue-above average and well above average (75 th percentile and above).			
If...	373 or below 381 or below (spring) Pink sticky note	374-402 382-410 (spring) Yellow sticky note	403-475 411-486 (spring) Green sticky note	476 or above 511+ (90 th percentile+ winter) 487+ (spring READB) 523 (90 th percentile+ spring) Blue sticky note
Step 2	Sort Sticky Notes by Reading Comprehension <i>Any student that has a 168 or above on R Comp is sorted into the first pile, which stays with the data on the right side of the bold line. Then, all of those students are sorted again. Students having a vocabulary score of 203 or above are placed into group D and students with a vocabulary score of 202 or below that also had a R Comp score of 168 or above are placed in group C. The students that have a 167 or below on R Comp are sorted into the second pile, which stays with the data on the left side of the bold line. Students having a ORF between 87-103 are placed into group B. The students that have a ORF between 44-86 are placed into group A2 and students with a ORF of 43 or below are placed in to A1.</i>			
	R Comp is 167 or Below 		R Comp is 168 or Above 	
Step 3	ORF 86 (10th percentile) or below wcpm  Group A	ORF (25th percentile) 87-103 wcpm  Group B	Vocabulary is 202 or below  Group C	Vocabulary is 203 and above  Group D
	A1 0-43 (ORF)	A2 44-86 (ORF)	Cross check with additional assessments. 1) Lexile score. 2) weekly assessments (80% or above for Group D). 3) SRF (102-163-average) if you think a student should go down or up a group.	
	Note: Can use Core Phonics Survey if placement is in question BUT not for all students. ORF is a strong indicator for gaps in decoding.		Note: Double check accuracy and vocabulary if you think a student should be in group A or C.	

5 th Grade Flow Chart Fall to Winter Aims Web				
Step 1	Write each student's name on a sticky note indicating the student's TIER based upon his/her READ-B score (pink-well below average, yellow-below average, green-average, blue-above average and well above average (75 th percentile and above).			
If...	388 or below Pink sticky note	389-420 Yellow sticky note	421-493 Green sticky note	494 or above 524+ (90 th percentile+) Blue sticky note
Step 2	Sort Sticky Notes by Reading Comprehension <i>Any student that has a 174 or above on R Comp is sorted into the first pile, which stays with the data on the right side of the bold line. Then, all of those students are sorted again. Students having a vocabulary score of 208 or above are placed into group D and students with a vocabulary score of 207 or below that also had a R Comp score of 174 or above are placed in group C. The students that have a 173 or below on R Comp are sorted into the second pile, which stays with the data on the left side of the bold line. Students having a ORF between 82-103 are placed into group B. The students that have a ORF between 41-81 are placed into group A2 and students with a ORF of 40 or below are placed in to A1.</i>			
	R Comp is 173 or Below 		R Comp is 174 or Above 	
Step 3	ORF 81 (10th percentile) or below wcpm  Group A	ORF (25th percentile) 82-103 wcpm  Group B	Vocabulary is 207 or below  Group C	Vocabulary is 208 and above  Group D
	A1 0-40 (ORF)	A2 41-81 (ORF)	Cross check with additional assessments. 1) Lexile score. 2) weekly assessments (80% or above for Group D). 3) SRF (100-162-average) if you think a student should go down or up a group.	
	Note: Can use Core Phonics Survey if placement is in question BUT not for all students. ORF is a strong indicator for gaps in decoding.		Note: Double check accuracy and vocabulary if you think a student should be in group A or C.	

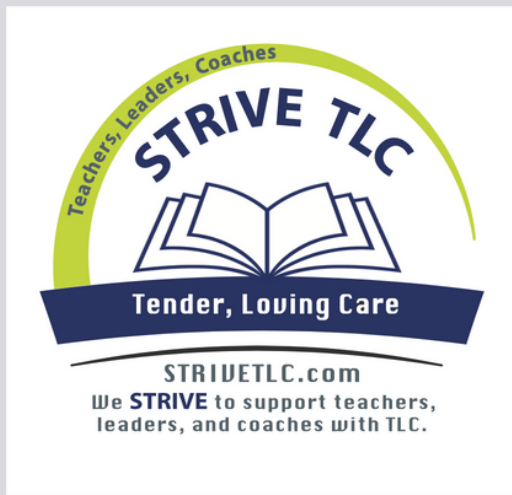
5 th Grade Flow Chart					
Winter to Spring Aims Web					
Step 1	Write each student's name on a sticky note indicating the student's TIER based upon his/her READ-B score (pink-well below average, yellow-below average, green-average, blue-above average and well above average (75 th percentile and above).				
If...	397 or below 405 or below (spring) Pink sticky note	398-428 406-437 (spring) Yellow sticky note	429-505 438-511 (spring) Green sticky note	506 or above 535+ (90 th percentile+ winter) 512+ (spring READB) 546 (90 th percentile+ spring) Blue sticky note	
Step 2	Sort Sticky Notes by Reading Comprehension <i>Any student that has a 179 or above on R Comp is sorted into the first pile, which stays with the data on the right side of the bold line. Then, all of those students are sorted again. Students having a vocabulary score of 211 or above are placed into group D and students with a vocabulary score of 210 or below that also had a R Comp score of 179 or above are placed in group C. The students that have a 178 or below on R Comp are sorted into the second pile, which stays with the data on the left side of the bold line. Students having a ORF between 100-121 are placed into group B. The students that have a ORF between 49-99 are placed into group A2 and students with a ORF of 48 or below are placed in to A1.</i>				
	R Comp is 178 or Below 		R Comp is 179 or Above 		
	ORF 99 (10th percentile) or below wcpm  Group A		Vocabulary is 210 or below  Group C		
Step 3	ORF (25th percentile) 100-121 wcpm  Group B		Vocabulary is 211 and above  Group D		
	A1 0-48 (ORF)	A2 49-99 (ORF)	Cross check with additional assessments. 1) Lexile score. 2) weekly assessments (80% or above for Group D). 3) SRF (117-178-average) if you think a student should go down or up a group.		
	Note: Can use Core Phonics Survey if placement is in question BUT not for all students. ORF is a strong indicator for gaps in decoding.		Note: Double check accuracy and vocabulary if you think a student should be in group A or C.		

Contact us

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For more information or to purchase - please visit:
<https://www.strivetlc.com/shop/data-system/>



We STRIVE to support teachers, leaders, and coaches through evidence-based practices and positive supporting relationships. We customize our support based on school needs to build capacity for improved learner outcomes.

We STRIVE to provide TLC (tender, loving, care) to teachers, leaders, and coaches through our nonprofit by giving back at least 10% of all STRIVE proceeds through consulting, scholarships, resources, and give-a-ways.

STRIVE services include professional development (virtual and in person), onsite consulting, customized development work, and proposal and grant writing. STRIVE's evidence-based models lay the foundation for supporting teachers, leaders, and coaches in their journey for improving learner outcomes. We take pride in customizing each module to meet the needs of each client.

STRIVE's Models:

- STRIVE's PreK Literacy
- STRIVE's Elementary Literacy
- STRIVE's Adolescent Literacy
- STRIVE's Data System: a how to on planning, teaching, and assessing reading groups
- STRIVE's Teams: a how-to on building effective teams with effective instructional leadership
- STRIVE's Coaching: a how-to on becoming an effective instructional coach