

# STRIVE'S FOCUS FOLDER FLOWCHARTS







## *ISIP*

K-6th Bundle  
Fall to Winter &  
Winter to Spring



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







<b>Kindergarten Flow Chart</b> <b>Fall to Winter- ISIP</b>				
<b>Step 1</b>	<b>Write each student's name on a sticky note indicating the tier based on the composite score</b> (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
<b>If...</b>	<b>227 and below</b> Pink sticky note	<b>228-253</b> Yellow sticky note	<b>254-276</b> Green sticky note	<b>277 and above</b> Blue sticky note
<b>Step 2</b>	<b>Sort Sticky Notes by LK</b> <i>Any student that has a 235 or above on LK is sorted into the first pile, which stays on the right side of the bold line. The students that have a 234 or below on LK 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 259 or above on PA are placed in Group D and students with a score of 258 or below on PA are placed in Group C. Students in the pile on the left side with a 234 or above on PA are placed in Group B. Students with a 233 or below on PA are placed in Group A.</i>			
	<b>LK 234 and Below</b> 		<b>LK 235 and Above</b> 	
<b>Step 3</b>	<b>PA 233 and Below</b>  <b>Group A</b>	<b>PA 234 and above</b>  <b>Group B</b>	<b>PA 258 and below</b>  <b>Group C</b>	<b>PA 259 and above</b>  <b>Group D</b>
Note: There is a significant amount of "gray area" when sorting kindergarten data. Teachers might need to use best judgment on students who don't align neatly with the numbers. Progress monitoring will indicate movement very quickly for Kindergarten students if strategies from the focus sheet are used.				

LK- Letter Knowledge

PA- Phonemic Awareness

Updated: 9-3-22

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<b>Kindergarten Flow Chart</b> <b>Winter to Spring- ISIP</b>				
<b>Step 1</b>	<b>Write each student's name on a sticky note indicating the tier based on the composite score</b> (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
<b>If...</b>	<b>272 and below</b> Pink sticky note	<b>273-300</b> Yellow sticky note	<b>301-323</b> Green sticky note	<b>324 and above</b> Blue sticky note
<b>Step 2</b>	<b>Sort Sticky Notes by LK</b> <i>Any student that has a 290 or above on LK is sorted into the first pile, which stays on the right side of the bold line. The students that have a 289 or below on LK 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 278 or above on AD are placed in Group D and students with a score of 277 or below on AD are placed in Group C. Students in the pile on the left side with a 296 or above on PA are placed in Group B. Students with a 295 or below on PA are placed in Group A.</i>			
	<b>LK 289 and Below</b> 		<b>LK 290 and Above</b> 	
<b>Step 3</b>	<b>PA 295 and Below</b>  <b>Group A</b>	<b>PA 296 and above</b>  <b>Group B</b>	<b>AD 277 and below</b>  <b>Group C</b>	<b>AD 278 and above</b>  <b>Group D</b>
Note: There is a significant amount of "gray area" when sorting kindergarten data. Teachers might need to use best judgment on students who don't align neatly with the numbers. Progress monitoring will indicate movement very quickly for Kindergarten students if strategies from the focus sheet are used.				







**LK-** Letter Knowledge

**PA-** Phonemic Awareness

**AD-** Alphabetic Decoding

Updated: 12-14-22

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<b>1<sup>st</sup> Grade Flow Chart</b> <b>Fall to Winter- ISIP</b>				
<b>Step 1</b>	<b>Write each student's name on a sticky note indicating the tier based on the composite score</b> (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
<b>If...</b>	<b>297 and below</b> Pink sticky note	<b>298-322</b> Yellow sticky note	<b>323-344</b> Green sticky note	<b>345 and above</b> Blue sticky note
<b>Step 2</b>	<b>Sort Sticky Notes by AD</b> <i>Any student that has a 320 or above on AD is sorted into the first pile, which stays on the right side of the bold line. The students that have a 319 or below on AD 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 343 or above on SPL are placed in Group D and students with a score of 342 or below on SPL are placed in Group C. Students in the pile on the left side with a 322 or above on PA are placed in Group B. Students with a 321 or below on PA are placed in Group A.</i>			
	<b>AD 319 and below</b> 		<b>AD 320 and above</b> 	
<b>Step 3</b>	<b>PA 321 or below</b>  <b>Group A</b>	<b>PA 322 and above</b>  <b>Group B</b>	<b>SPL 342 and below</b>  <b>Group C</b>	<b>SPL 343 or above</b>  <b>Group D</b>
	These are guidelines for using ISIP data. In addition, use your professional judgement, other data sources, and the targeted activities to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with, and then use other data to determine where to place each sticky note. For example: If a student is strategic (yellow) with their overall reading score and has a score of 322 on AD, you would place the student on the right side of the chart. Then, if the student has a 319 on PA and a 335 on SPL, you will still place them in Group C because their AD was high enough to keep them on the right side of the folder. However, use other data to determine possible movement to another group.			







**AD-** Alphabetic Decoding

**SPL-** Spelling

**PA-** Phonemic Awareness

Updated: 10-10-22

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1 <sup>st</sup> Grade Flow Chart Winter to Spring- ISIP					
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 that are provided by the report.				
If...	322 and below Pink sticky note	323-352 Yellow sticky note	353-378 Green sticky note	379 and above Blue sticky note	
Step 2	Sort Sticky Notes by AD <i>Any student that has a 348 or above on AD is sorted into the first pile, which stays on the right side of the bold line. The students that have a 347 or below on AD 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 349 or above on SPL are placed in Group D and students with a score of 348 or below on SPL are placed in Group C. Students in the pile on the left side with a 283 or above on LK are placed in Group B. Students with a 282 or below on LK are placed in Group A.</i>				
	AD 347 and below 		AD 348 and above 		
Step 3	LK 282 or below  Group A**	LK 283 and above  Group B**	SPL 348 and below  Group C	SPL 349 or above  Group D	
	** Note: For Groups A & B, also check Phonemic Awareness scores. Group B is below grade level on AD and on grade level for LK, so a decoding deficit may be due to a deficit in PA. These are guidelines for using ISIP data. In addition, use your professional judgement, other data sources, and the targeted activities to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with, and then use other data to determine where to place each sticky note. For example: If a student is strategic (yellow) with their overall reading score and has a score of 349 on AD, you would place the student on the right side of the chart. Then, if the student has a 284 on LK and a 335 on SPL, you will still place them in Group C because their ability in AD.			D1: SPL 349-376  OR ORF 24-39	D2: SPL 377 and above  OR ORF 40 and above

**AD-** Alphabetic Decoding







**SPL-** Spelling

**LK-** Letter Knowledge

**ORF-** Oral Reading Fluency

Updated: 12-14-22

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2 <sup>nd</sup> Grade Flow Chart Fall to Winter- ISIP					
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 that are provided by the report.				
If...	357 and below Pink sticky note	358-391 Yellow sticky note	392-420 Green sticky note	421 and above Blue sticky note	
Step 2	Sort Sticky Notes by CMP <i>Any student that has a 396 or above on CMP is sorted into the first pile, which stays on the right side of the bold line. The students that have a 395 or below on CMP 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 31 or above on TF are placed in Group D and students with a score of 30 or below on TF are placed in Group C. Group D can be sorted again into D1 and D2 using TF. Students in the pile on the left side with a 387 or above on SPL are placed in Group B. Students with a 386 or below on SPL are placed in Group A.</i>				
	CMP 395 or below 		CMP 396 or above 		
Step 3	SPL 386 or below  Group A	SPL 387 or above  Group B	TF 30 or below  Group C	TF 31 or above  Group D	
	These are guidelines for using ISIP data. Use your professional judgement, other data sources and Group Focus to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has a score of 419 on CMP, you would place the student on the right side of the chart. Then, if the student has a 360 on SPL and a 27 on TF, you will still place them in Group C because their CMP was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to another group.			D1: TF 31-45	D2: TF 46 and above







**CMP-** Reading Comprehension

**TF-** Text Fluency

**SPL-** Spelling

Updated: 9-3-22

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2 <sup>nd</sup> Grade Flow Chart Winter to Spring- ISIP					
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 that are provided by the report.				
If...	380 and below Pink sticky note	381-416 Yellow sticky note	417-445 Green sticky note	446 and above Blue sticky note	
Step 2	Sort Sticky Notes by CMP <i>Any student that has a 421 or above on CMP is sorted into the first pile, which stays on the right side of the bold line. The students that have a 420 or below on CMP 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 38 or above on TF are placed in Group D and students with a score of 37 or below on TF are placed in Group C. Group D can be sorted again into D1 and D2 using TF. Students in the pile on the left side with a 406 or above on SPL are placed in Group B. Students with a 405 or below on SPL are placed in Group A.</i>				
	CMP 420 or below 		CMP 421 or above 		
Step 3	SPL 405 or below  Group A	SPL 406 or above  Group B	TF 37 or below  Group C	TF 38 or above  Group D	
	These are guidelines for using ISIP data. Use your professional judgement, other data sources and Group Focus to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has a score of 423 on CMP, you would place the student on the right side of the chart. Then, if the student has a 400 on SPL and a 35 on TF, you will still place them in Group C because their CMP was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to another group.			D1: TF 38-53	D2: TF 54 and above







**CMP-** Reading Comprehension

**TF-** Text Fluency

**SPL-** Spelling

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<b>3<sup>rd</sup> Grade Flow Chart</b> <b>Fall to Winter- ISIP</b>				
<b>Step 1</b>	<b>Write each student's name on a sticky note indicating the tier based on the composite score</b> (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
<b>If...</b>	<b>408 and below</b> Pink sticky note	<b>409-441</b> Yellow sticky note	<b>442-467</b> Green sticky note	<b>468 and above</b> Blue sticky note
<b>Step 2</b>	<b>Sort Sticky Notes by CMP</b> <i>Any student that has a 444 or above on CMP is sorted into the first pile, which stays on the right side of the bold line. The students that have a 443 or below on CMP 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 48 or above on TF are placed in Group D and students with a score of 47 or below on TF are placed in Group C. Students in the pile on the left side with a 430 or above on SPL are placed in Group B. Students with a 429 or below on SPL are placed in Group A. Group A can be sorted again into A1 and A2 using SPL.</i>			
	<b>CMP 443 and below</b> 		<b>CMP 444 and above</b> 	
<b>Step 3</b>	<b>SPL 429 and below</b>  <b>Group A</b>	<b>SPL 430 and above</b>  <b>Group B</b>	<b>TF 47 and below</b>  <b>Group C</b>	<b>TF 48 and above</b>  <b>Group D</b>
	<b>A1: SPL 395 and below</b>	<b>A2: SPL 396-429</b>	These are guidelines for using ISIP data. Use your professional judgement and other data sources to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has a score of 430 on CMP, you would place the student on the right side of the chart. Then, if the student has a 417 on SPL and a 46 on TF, you would still place them in Group C because their CMP was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to the group you know best meets their needs.	

**CMP-** Reading Comprehension







**TF-** Text Fluency

**SPL-** Spelling

Updated: 9-3-22

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<b>3<sup>rd</sup> Grade Flow Chart</b> <b>Winter to Spring- ISIP</b>				
<b>Step 1</b>	<b>Write each student's name on a sticky note indicating the tier based on the composite score</b> (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
<b>If...</b>	<b>424 and below</b> Pink sticky note	<b>425-460</b> Yellow sticky note	<b>461-489</b> Green sticky note	<b>490 and above</b> Blue sticky note
<b>Step 2</b>	<b>Sort Sticky Notes by CMP</b> <i>Any student that has a 461 or above on CMP is sorted into the first pile, which stays on the right side of the bold line. The students that have a 460 or below on CMP 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 56 or above on TF are placed in Group D and students with a score of 55 or below on TF are placed in Group C. Students in the pile on the left side with a 444 or above on SPL are placed in Group B. Students with a 443 or below on SPL are placed in Group A. Group A can be sorted again into A1 and A2 using SPL.</i>			
	<b>CMP 460 and below</b> 		<b>CMP 461 and above</b> 	
<b>Step 3</b>	<b>SPL 443 and below</b>  <b>Group A</b>	<b>SPL 444 and above</b>  <b>Group B</b>	<b>TF 55 and below</b>  <b>Group C</b>	<b>TF 56 and above</b>  <b>Group D</b>
	<b>A1: SPL 408 and below</b>	<b>A2: SPL 409-443</b>	These are guidelines for using ISIP data. Use your professional judgement and other data sources to place your students in groups that best meet their needs. For step 2, follow the sort on the left or right to begin with. For example: If a student is strategic (yellow) with their overall reading score and has a score of 464 on CMP, you would place the student on the right side of the chart. Then, if the student has a 440 on SPL and a 46 on TF, you would still place them in Group C because their CMP was high enough to keep them on the right side of the folder. However, use other data, such as Lexile scores and the vocabulary subtest to determine possible movement to the group you know best meets their needs.	







**CMP-** Reading Comprehension

**TF-** Text Fluency

**SPL-** Spelling

Updated: 12-14-22

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<b>4<sup>th</sup> Grade Flow Chart</b> <b>Fall to Winter- ISIP</b>				
<b>Step 1</b>	<b>Write each student's name on a sticky note indicating the tier based on the composite score</b> (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
<b>If...</b>	<b>453 and below</b> Pink sticky note	<b>454-486</b> Yellow sticky note	<b>487-514</b> Green sticky note	<b>515 and above</b> Blue sticky note
<b>Step 2</b>	<b>Sort Sticky Notes by TF</b> <i>Any student that has a 97 or above on TF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 96 or below on TF 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 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 551 or above on CMP are placed in Group D and students with a score of 550 or below on CMP are placed in Group C. Students in the pile on the left side with a 458 or above on SPL are placed in Group B. Students with a 457 or below on SPL are placed in Group A. Group A can be sorted again into A1 and A2 using SPL.</i>			
	<b>TF 96 and below</b> 		<b>TF 97 and above</b> 	
<b>Step 3</b>	<b>SPL 457 and below</b>  <b>Group A</b>	<b>**SPL 458 and above</b>  <b>Group B</b>	<b>CMP 550 and below</b>  <b>Group C</b>	<b>CMP 551 and above</b>  <b>Group D</b>
	<b>A1:</b> SPL 429 or below (below BOY - 3 <sup>rd</sup> grade)	<b>A2:</b> SPL 430 or above (BOY -3 <sup>rd</sup> grade)	<b>** If SPL is 500 or above and/or their CMP is above 507, but TF is 96 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The band for 4<sup>th</sup> grade is 740-940 for on-target students.</b>	







TF- Text Fluency

CMP- Reading Comprehension

SPL- Word Analysis Spelling

Updated: 9-3-22

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<b>4<sup>th</sup> Grade Flow Chart</b> <b>Winter to Spring- ISIP</b>				
<b>Step 1</b>	<b>Write each student's name on a sticky note indicating the tier based on the composite score</b> (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
<b>If...</b>	<b>466 and below</b> Pink sticky note	<b>467-502</b> Yellow sticky note	<b>503-532</b> Green sticky note	<b>533 and above</b> Blue sticky note
<b>Step 2</b>	<b>Sort Sticky Notes by TF</b> <i>Any student that has a 108 or above on TF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 107 or below on TF 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 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 579 or above on CMP are placed in Group D and students with a score of 578 or below on CMP are placed in Group C. Students in the pile on the left side with a 478 or above on SPL are placed in Group B. Students with a 477 or below on SPL are placed in Group A. Group A can be sorted again into A1 and A2 using SPL.</i>			
	<b>TF 107 and below</b> 		<b>TF 108 and above</b> 	
<b>Step 3</b>	<b>SPL 477 and below</b>  <b>Group A</b>	<b>**SPL 478 and above</b>  <b>Group B</b>	<b>CMP 578 and below</b>  <b>Group C</b>	<b>CMP 579 and above</b>  <b>Group D</b>
	<b>A1:</b> SPL 443 or below (below MOY - 3 <sup>rd</sup> grade)	<b>A2:</b> SPL 444 or above (MOY -3 <sup>rd</sup> grade)	<b>** If SPL is 521 or above and/or their CMP is above 529, but TF is 107 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The band for 4<sup>th</sup> grade is 740-940 for on-target students.</b>	







TF- Text Fluency

CMP- Reading Comprehension

SPL- Word Analysis Spelling







Updated: 12-14-22







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<b>5<sup>th</sup> Grade Flow Chart</b> <b>Fall to Winter- ISIP</b>				
<b>Step 1</b>	<b>Write each student's name on a sticky note indicating the tier based on the composite score</b> (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
<b>If...</b>	<b>484 and below</b> Pink sticky note	<b>485-520</b> Yellow sticky note	<b>521-551</b> Green sticky note	<b>552 and above</b> Blue sticky note
<b>Step 2</b>	<b>Sort Sticky Notes by TF</b> <i>Any student that has a 123 or above on TF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 122 or below on TF 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 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 590 or above on CMP are placed in Group D and students with a score of 589 or below on CMP are placed in Group C. Students in the pile on the left side with a 494 or above on SPL are placed in Group B. Students with a 493 or below on SPL are placed in Group A. Group A can be sorted again into Groups A1 and A2 using SPL.</i>			
	<b>TF 122 or below</b> 		<b>TF 123 and above</b> 	
<b>Step 3</b>	<b>SPL 493 or below</b>  <b>Group A</b>	<b>**SPL 494 and above</b>  <b>Group B</b>	<b>CMP 589 or below</b>  <b>Group C</b>	<b>CMP 590 and above</b>  <b>Group D</b>
	<b>A1:</b> SPL 457 or below (Well below BOY- 4 <sup>th</sup> Grade)	<b>A2:</b> SPL 458-493 (Below BOY- 4 <sup>th</sup> Grade)	<b>** If SPL is 535 or above and/or their CMP is above 540, but TF is 122 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 5<sup>th</sup> Grade band is 830-1010 for on-target students.</b>	
<b>TF- Text Fluency</b>		<b>CMP- Reading Comprehension</b>		<b>SPL- Spelling</b>

Updated: 9-3-22







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5 <sup>th</sup> Grade Flow Chart Winter to Spring- ISIP				
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 that are provided by the report.			
If...	494 and below Pink sticky note	495-531 Yellow sticky note	532-563 Green sticky note	564 and above Blue sticky note
Step 2	Sort Sticky Notes by TF <i>Any student that has a 133 or above on TF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 132 or below on TF 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 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 611 or above on CMP are placed in Group D and students with a score of 610 or below on CMP are placed in Group C. Students in the pile on the left side with a 506 or above on SPL are placed in Group B. Students with a 505 or below on SPL are placed in Group A. Group A can be sorted again into Groups A1 and A2 using SPL.</i>			
	TF 132 or below 		TF 133 and above 	
Step 3	SPL 505 or below  Group A	**SPL 506 and above  Group B	CMP 610 or below  Group C	CMP 611 and above  Group D
	A1: SPL 477 or below (Well below MOY- 4 <sup>th</sup> Grade)	A2: SPL 478-505 (Below MOY- 4 <sup>th</sup> Grade)	** If SPL is 548 or above and/or their CMP is above 555, but TF is 132 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 5 <sup>th</sup> Grade band is 830-1010 for on-target students.	
TF- Text Fluency		CMP- Reading Comprehension		SPL- Spelling
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<b>6<sup>th</sup> Grade Flow Chart</b> <b>Fall to Winter- ISIP</b>				
<b>Step 1</b>	<b>Write each student's name on a sticky note indicating the tier based on the composite score</b> (pink-well below average, yellow-below average, green-average, blue-above average, and well above average). Write in all subtest scores that are provided by the report.			
<b>If...</b>	<b>500 and below</b> Pink sticky note	<b>501-538</b> Yellow sticky note	<b>539-570</b> Green sticky note	<b>571 and above</b> Blue sticky note
<b>Step 2</b>	<b>Sort Sticky Notes by TF</b> <i>Any student that has a 143 or above on TF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 142 or below on TF 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 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 610 or above on CMP are placed in Group D and students with a score of 609 or below on CMP are placed in Group C. Students in the pile on the left side with a 519 or above on SPL are placed in Group B. Students with a 518 or below on SPL are placed in Group A. Group A can be sorted again into Groups A1 and A2 using SPL.</i>			
	<b>TF 142 or below</b> 		<b>TF 143 and above</b> 	
<b>Step 3</b>	<b>SPL 518 or below</b>  <b>Group A</b>	<b>**SPL 519 and above</b>  <b>Group B</b>	<b>CMP 609 or below</b>  <b>Group C</b>	<b>CMP 610 and above</b>  <b>Group D</b>
	<b>A1:</b> SPL 493 or below (Well below BOY- 5 <sup>th</sup> Grade)	<b>A2:</b> SPL 494-519 (Below BOY- 5 <sup>th</sup> Grade)	<b>** If SPL is 555 or above and/or their CMP is above 556, but TF is 142 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 6<sup>th</sup> Grade band is 925-1070 for on-target students.</b>	
<b>TF- Text Fluency</b>		<b>CMP- Reading Comprehension</b>		<b>SPL- Spelling</b>

Updated: 9-3-22

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6 <sup>th</sup> Grade Flow Chart Winter to Spring- ISIP				
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 that are provided by the report.			
If...	513 and below Pink sticky note	514-552 Yellow sticky note	553-585 Green sticky note	586 and above Blue sticky note
Step 2	Sort Sticky Notes by TF <i>Any student that has a 156 or above on TF is sorted into the first pile, which stays on the right side of the bold line. The students that have a 155 or below on TF 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 (see note). Then, the students are sorted again in step 3. Students in the pile on the right side with a 625 or above on CMP are placed in Group D and students with a score of 624 or below on CMP are placed in Group C. Students in the pile on the left side with a 529 or above on SPL are placed in Group B. Students with a 528 or below on SPL are placed in Group A. Group A can be sorted again into Groups A1 and A2 using SPL.</i>			
	TF 155 or below 		TF 156 and above 	
Step 3	SPL 528 or below  Group A	**SPL 529 and above  Group B	CMP 624 or below  Group C	CMP 625 and above  Group D
	A1: SPL 505 or below (Well below MOY- 5 <sup>th</sup> Grade)	A2: SPL 506-528 (Below MOY- 5 <sup>th</sup> Grade)	** If SPL is 566 or above and/or their CMP is above 568, but TF is 155 or below, review the Group Focus for Groups B and C and other diagnostic data or subtests to decide which group will provide the most targeted instruction for the student. Also review Lexile level. The 6 <sup>th</sup> Grade band is 925-1070 for on-target students.	
TF- Text Fluency		CMP- Reading Comprehension		SPL- Spelling
				Updated: 12-14-22 www.strivetlc.com

## ISIP Flow Chart Rationale

Updated with 2022 Norms

Kindergarten Fall to Winter			
<b>Group A students are...</b> Below grade level on LK and well below grade level on PA	<b>Group B students are...</b> Below grade level on LK and below grade level on PA	<b>Group C students are...</b> On grade level on LK and below grade level on PA	<b>Group D students are...</b> On grade level on LK and on grade level on PA
<b>Rationale:</b> PA and LK are measurements that correlate with the stages of reading development and are therefore used to sort rather than vocabulary and listening comprehension.			

Kindergarten Winter to Spring			
<b>Group A students are...</b> Below grade level on LK below grade level on PA	<b>Group B students are...</b> Below grade level on LK on grade level on PA	<b>Group C students are...</b> On grade level on LK and below grade level on AD	<b>Group D students are...</b> On grade level on LK and on grade level on AD
<b>Rationale:</b> LK, PA and AD are measurements that correlate with the stages of reading development and are therefore used to sort rather than vocabulary and listening comprehension.			

1 <sup>st</sup> Grade Fall to Winter			
<b>Group A students are...</b> Below grade level on AD and below grade level on PA	<b>Group B students are...</b> Below grade level on AD and on grade level on PA	<b>Group C students are...</b> On grade level on AD and <u>on or below</u> grade level on SPL	<b>Group D students are...</b> On grade level on AD and above grade level on SPL
<b>Rationale:</b> If below level on decoding (AD), PA can be used to determine gaps in phonological skills for Groups A and B. On the right side of the folder, students are divided at the at and above level for SPL because otherwise Group D can get flooded. This way, students in Group D are above grade level.			

1 <sup>st</sup> Grade Winter to Spring			
<b>Group A students are...</b> Below grade level on AD and below grade level on LK	<b>Group B students are...</b> Below grade level on AD and on grade level on LK	<b>Group C students are...</b> On grade level on AD and below grade level on SPL	<b>Group D students are...</b> On grade level on AD and on grade level on SPL
			<b>D1:</b> At grade level on SPL or ORF <b>D2:</b> Above grade level on SPL or ORF
<b>Rationale:</b> If below level on decoding (AD), PA can be used to determine gaps in phonological skills for Groups A and B in addition to Letter Knowledge. On the right side of the folder, students are divided by SPL and D1 and D2 are divided at the at and above level for Spelling or ORF.			

2nd Grade Fall to Winter			
<b>Group A students are...</b> Below grade level on CMP and below grade level on SPL	<b>Group B students are...</b> Below grade level on CMP and on grade level on SPL	<b>Group C students are...</b> On grade level on CMP and below grade level on TF	<b>Group D students are...</b> On grade level on CMP and on grade level on TF



			<b>D1:</b> At grade level on TF	<b>D2:</b> Above grade level on TF
<b>Rationale:</b> Some students may come out on the right side because of CMP, but have a SPL score low enough for Group A. If this is the case, use other diagnostic data and subtests to determine best placement.				

2nd Grade Winter to Spring				
<b>Group A students are...</b> Below grade level on CMP and below grade level on SPL	<b>Group B students are...</b> Below grade level on CMP and on grade level on SPL	<b>Group C students are...</b> On grade level on CMP and below grade level on TF	<b>Group D students are...</b> On grade level on CMP and on grade level on TF	
			<b>D1:</b> At grade level on TF	<b>D2:</b> Above grade level on TF
<b>Rationale:</b> Some students may come out on the right side because of CMP, but have a SPL score low enough for Group A. If this is the case, use other diagnostic data and subtests to determine best placement.				

3rd Grade Fall to Winter				
<b>Group A students are...</b> Below grade level on CMP and below grade level on SPL	<b>Group B students are...</b> Below grade level on AD and on grade level on SPL	<b>Group C students are...</b> On grade level on CMP and below grade level on TF	<b>Group D students are...</b> On grade level on CMP and on grade level on TF	
<b>A1:</b> Well below grade level on SPL	<b>A2:</b> Below grade level on SPL			
<b>Rationale:</b> Some students may come out on the right side because of CMP, but have a SPL score low enough for Group A. If this is the case, use other diagnostic data and subtests to determine best placement.				

3rd Grade Winter to Spring				
<b>Group A students are...</b> Below grade level on CMP and below grade level on SPL	<b>Group B students are...</b> Below grade level on AD and on grade level on SPL	<b>Group C students are...</b> On grade level on CMP and below grade level on TF	<b>Group D students are...</b> On grade level on CMP and on grade level on TF	
<b>A1:</b> Well below grade level on SPL	<b>A2:</b> Below grade level on SPL			
<b>Rationale:</b> Some students may come out on the right side because of CMP, but have a SPL score low enough for Group A. If this is the case, use other diagnostic data and subtests to determine best placement.				

4th Grade Fall to Winter				
<b>Group A students are...</b> Below grade level on TF and well below grade level on SPL		<b>Group B students are...</b> Below grade level on TF and below/on grade level on SPL	<b>Group C students are...</b> On grade level on TF and on/below grade level on CMP	<b>Group D students are...</b> On grade level on TF and above grade level on CMP
<b>A1:</b> Below 3 <sup>rd</sup> grade level on SPL	<b>A2:</b> At 3 <sup>rd</sup> grade level on SPL			
<b>Rationale:</b> TF does not count toward a student's composite score and is like a second assessment to be used for sorting. CMP is not used as step 2 because too many Tier 3/Level one students end up on the right side. If a student is below on TF, SPL is used to identify an encoding/decoding gap. Some students may end up on the left because of TF but have a SPL score that is on grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C. On the right side, CMP is divided at grade level and above grade level because otherwise Group D gets flooded. A1 students have a score below the BOY 3 <sup>rd</sup> grade spelling score and need intensive blending and orthographic mapping instruction.				

4th Grade Winter to Spring				
<b>Group A students are...</b> Below grade level on TF and well below grade level on SPL		<b>Group B students are...</b> Below grade level on TF and below/on grade level on SPL	<b>Group C students are...</b> On grade level on TF and on/below grade level on CMP	<b>Group D students are...</b> On grade level on TF and above grade level on CMP
<b>A1:</b> Below 3 <sup>rd</sup> grade MOY level on SPL	<b>A2:</b> At 3 <sup>rd</sup> grade MOY level on SPL			
<b>Rationale:</b> TF does not count toward a student's composite score and is like a second assessment to be used for sorting. CMP is not used as step 2 because too many Tier 3/Level one students end up on the right side. If a student is below on TF, SPL is used to identify an encoding/decoding gap. Some students may end up on the left because of TF but have a SPL score that is on grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C. On the right side, CMP is divided at grade level and above grade level because otherwise Group D gets flooded. A1 students have a score below the MOY 3 <sup>rd</sup> grade spelling score and need intensive blending and orthographic mapping instruction.				

5th Grade Fall to Winter				
<b>Group A students are...</b> Below grade level on TF and well below grade level on SPL		<b>Group B students are...</b> Below grade level on TF and below/on grade level on SPL	<b>Group C students are...</b> On grade level on TF and on/below grade level on CMP	<b>Group D students are...</b> On grade level on TF and above grade level on CMP
<b>A1:</b> Well below 4 <sup>th</sup> grade level on SPL	<b>A2:</b> Below 4 <sup>th</sup> grade level on SPL			
<b>Rationale:</b> TF does not count toward a student's composite score and is like a second assessment to be used for sorting. CMP is not used as step 2 because too many Tier 3/Level one students end up on the right side. If a student is below on TF, SPL is used to identify an encoding/decoding gap. Some students may end up on the left because of TF but have a SPL score that is on grade level. Use other				

diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C. On the right side, CMP is divided at grade level and above grade level because otherwise Group D gets flooded. A1 students have a score well below the BOY 4<sup>th</sup> grade spelling score and need intensive blending and orthographic mapping instruction.

5th Grade Winter to Spring			
<b>Group A students are...</b> Below grade level on TF and well below grade level on SPL		<b>Group B students are...</b> Below grade level on TF and below/on grade level on SPL	<b>Group C students are...</b> On grade level on TF and on/below grade level on CMP
<b>A1:</b> Well below MOY 4 <sup>th</sup> grade level on SPL	<b>A2:</b> Below MOY 4 <sup>th</sup> grade level on SPL		<b>Group D students are...</b> On grade level on TF and above grade level on CMP
<b>Rationale:</b> TF does not count toward a student's composite score and is like a second assessment to be used for sorting. CMP is not used as step 2 because too many Tier 3/Level one students end up on the right side. If a student is below on TF, SPL is used to identify an encoding/decoding gap. Some students may end up on the left because of TF but have a SPL score that is on grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C. On the right side, CMP is divided at grade level and above grade level because otherwise Group D gets flooded. A1 students have a score well below the MOY 4 <sup>th</sup> grade spelling score and need intensive blending and orthographic mapping instruction.			

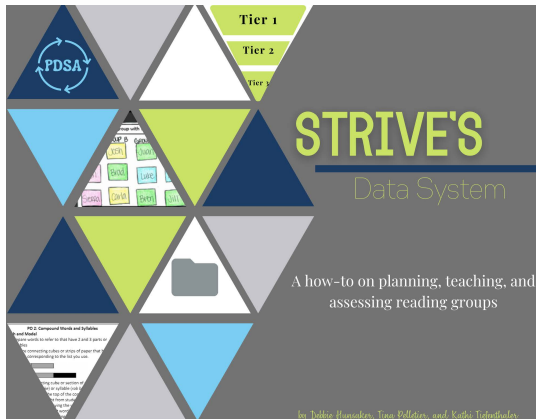
6th Grade Fall to Winter			
<b>Group A students are...</b> Below grade level on TF and well below grade level on SPL		<b>Group B students are...</b> Below grade level on TF and below/on grade level on SPL	<b>Group C students are...</b> On grade level on TF and on/below grade level on CMP
<b>A1:</b> Well below 5 <sup>th</sup> grade level on SPL	<b>A2:</b> Below 5 <sup>th</sup> grade level on SPL		<b>Group D students are...</b> On grade level on TF and above grade level on CMP
<b>Rationale:</b> TF does not count toward a student's composite score and is like a second assessment to be used for sorting. CMP is not used as step 2 because too many Tier 3/Level one students end up on the right side. If a student is below on TF, SPL is used to identify an encoding/decoding gap. Some students may end up on the left because of TF but have a SPL score that is on grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C. On the right side, CMP is divided at grade level and above grade level because otherwise Group D gets flooded. A1 students have a score well below the BOY 5 <sup>th</sup> grade spelling score and need intensive blending and orthographic mapping instruction.			

6th Grade Winter to Spring			
<b>Group A students are...</b> Below grade level on TF and well below grade level on SPL		<b>Group B students are...</b> Below grade level on TF and below/on grade level on SPL	<b>Group C students are...</b> On grade level on TF and on/below grade level on CMP
<b>A1:</b> Well below MOY 5 <sup>th</sup> grade level on SPL	<b>A2:</b> Below MOY 5 <sup>th</sup> grade level on SPL		<b>Group D students are...</b> On grade level on TF and above grade level on CMP

**Rationale:** TF does not count toward a student's composite score and is like a second assessment to be used for sorting. CMP is not used as step 2 because too many Tier 3/Level one students end up on the right side. If a student is below on TF, SPL is used to identify an encoding/decoding gap. Some students may end up on the left because of TF but have a SPL score that is on grade level. Use other diagnostic data, Lexile, subtests, and the Group Focus to determine placement in B or C. On the right side, CMP is divided at grade level and above grade level because otherwise Group D gets flooded. A1 students have a score well below the MOY 5<sup>th</sup> grade spelling score and need intensive blending and orthographic mapping instruction.

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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.

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- 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