

STRIVE'S FOCUS FOLDER FLOWCHARTS

STAR

K-6th Bundle







Updated 11/10/22 w/Lexile Levels



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- STAR Early Literacy

| | | | | |
|---------------|---|--|---|---|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Scaled Score (SS) <i>(pink for intensive, yellow for strategic, green for benchmark, and blue for advanced).</i> <i>If a student has a SS of 742 or above, write his or her name on a blue sticky note. If a student has a SS between 690 and 741, write his or her name on a green sticky, and so on for yellow and pink. Write each student's scale score and all other relevant Star Early Literacy test scores on the sticky note and then move onto step 2.</i> | | | |
| If... | 663 SS and below Pink sticky note | 664-689 SS Yellow sticky note | 690-741 SS Green sticky note | 742 SS and above Blue sticky note |
| Step 2 | Sort Sticky Notes by Phonemic Awareness <i>Any student that has a 51 or above on Phonemic Awareness is sorted into the first pile, which stays on the right side of the bold line. The students that have a 50 or below on Phonemic Awareness 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 51 or above on Phonics are placed in Group D and students with a score of 50 or below on Phonics are placed in Group C. Students in the pile on the left side with a 51 or above on Alphabetic Principle are placed in Group B. Students with a 50 or below on Alphabetic Principle are placed in Group A.</i> | | | |
| Step 3 | PA 50 or below | | PA 51 or above | |
| |  | |  | |
| | 50 or below on AP  Group A | 51 or above on AP  Group B | PH is 50 or below  Group C | PH is 51 or above  Group D |
| | These are guidelines for using STAR Early Literacy 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 yellow (strategic) based on a SS of 670 and has a PA score of 53 you would place the student on the right side of the flow chart. However, if you think the student is struggling with AP and has a low PH score, you may place them in group B. For Group C and D check additional assessments such as unit tests and work completion. | | | |







SS- Scaled Score

PH- Phonics

PA-Phonemic Awareness

AP- Alphabetic Principle

Updated: 11-8-22
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| Kindergarten Flow Chart Winter to Spring- STAR Early Literacy | | | | |
|--|--|--|---|---|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Scaled Score (SS) <i>(pink for intensive, yellow for strategic, green for benchmark, and blue for advanced).</i> <i>If a student has a SS of 785 or above, write his or her name on a blue sticky note. If a student has a SS between 730 and 784, write his or her name on a green sticky, and so on for yellow and pink. Write each student's scale score and all other relevant Star Early Literacy test scores on the sticky note and then move onto step 2.</i> | | | |
| If... | 703 SS and below Pink sticky note | 704-729 SS Yellow sticky note | 730-784 SS Green sticky note | 785 SS and above Blue sticky note |
| Step 2 | Sort Sticky Notes by Phonics <i>Any student that has a 51 or above on Phonics is sorted into the first pile, which stays on the right side of the bold line. The students that have a 50 or below on Phonics are sorted into the second pile, which stays on the left side of the bold line. Then, the students are sorted again. Students in the pile on the right side with a 76 or above on Phonics are placed in Group D and students with a score of 75 or below on Phonics are placed in Group C. Students in the pile on the left side with a 51 or above on Phonemic Awareness are placed in Group B. Students with a 50 or below on Phonemic Awareness are placed in Group A.</i> | | | |
| Step 3 | PH 50 or below  | | PH 51 or above  | |
| | 50 or below on PA  Group A | 51 or above on PA  Group B | PH is 75 or below  Group C | PH is 76 or above  Group D |
| | These are guidelines for using STAR Early Literacy 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) based on a SS of 720 and has a PH score of 53 you would place the student on the right side of the flow chart. However, if you think the student is struggling with PH and has a low PA score, you may place them in group B. For Group C and D check additional assessments such as unit tests and work completion. | | | |

SS- Scaled Score

PH- Phonics

PA-Phonemic Awareness

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| 1st Grade Flow Chart Fall to Winter- STAR Early Literacy | | | | |
|---|--|---|--|--|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Scaled Score (SS) <i>(pink for intensive, yellow for strategic, green for benchmark, and blue for advanced).</i> <i>If a student has a SS of 820 or above, write his or her name on a blue sticky note. If a student has a SS between 752 and 819, write his or her name on a green sticky, and so on for yellow and pink. Write each student's scale score and all other relevant Star Early Literacy test scores on the sticky note and then move onto step 2.</i> | | | |
| If... | 730 SS and below Pink sticky note | 731-751 SS Yellow sticky note | 752-819 SS Green sticky note | 820 SS and above Blue sticky note |
| Step 2 | Sort Sticky Notes by Phonics <i>Any student that has a 51 or above on Phonics is sorted into the first pile, which stays on the right side of the bold line. The students that have a 50 or below on Phonics 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 EST ORF are placed in Group D and students with a score of 16 or below on EST ORF are placed in Group C. Students in the pile on the left side with a 51% or above on all skill sets in PA are placed in Group B. Students with a 50% or below in on all skill sets on PA are placed in Group A. Pay especially close attention to initial and final sounds and segmentation.</i> | | | |
| Step 3 | PH 50 or below  | | PH 51 or above  | |
| | 50% or below on PA  Group A | 51% or above on PA  Group B | ORF is 16 or below  Group C | ORF is 17 or above  Group D |
| | These are guidelines for using STAR Early Literacy 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) based on a SS of 740 and has a phonics score of 53 you would place the student on the right side of the flow chart. However, if you think the student is struggling with phonics and has a low EST ORF, you may place them in group B. For Group C and D check additional assessments such as unit tests and work completion. | | | |







SS- Scaled Score

PH- Phonics

PA-Phonemic Awareness

ORF- Oral Reading Fluency

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| 1st Grade Flow Chart | | | | | |
|--|--|---|--|--|------------------|
| Winter to Spring- STAR Early Literacy and STAR Reading | | | | | |
| Step 1 | Write each student’s name on a sticky note indicating his or her level based upon the Scaled Score (SS) (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced). If a student has a SS of 857 or above, write his or her name on a blue sticky note. If a student has a SS between 790 and 856, write his or her name on a green sticky, and so on for yellow and pink. Write each student’s scale score and all other relevant Star Early Literacy test scores on the sticky note and then move onto step 2. | | | | |
| If... | 765 SS or below Pink sticky note | 766-789 SS Yellow sticky note | 790-856 SS Green sticky note | 857 SS and above Blue sticky note | |
| Step 2 | Sort Sticky Notes by Phonics Any student that has a 51 or above on Phonics is sorted into the first pile, which stays on the right side of the bold line. The students that have a 50 or below on Phonics 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 29 or above on EST ORF are placed in Group D and students with a score of 28 or below on EST ORF are placed in Group C. Students in the pile on the left side with a 51% or above on all skill sets in PA are placed in Group B. Students with a 50% or below in on all skill sets on PA are placed in Group A. Pay especially close attention to initial and final sounds and segmentation. | | | | |
| | PH 50 or below  | | PH 51 or above  | | |
| Step 3 | 50% or below on PA  Group A | 51% or above on PA  Group B | ORF is 28 or below  Group C | ORF is 29 or above  Group D | |
| | These are guidelines for using STAR Early Literacy 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) based on a SS of 772 and has a phonics score of 53 you would place the student on the right side of the flow chart. However, if you think the student is struggling with phonics and has a low EST ORF, you may place them in group B. For Group C and D check additional assessments such as unit tests and work completion. | | | | D1: 29-58 on ORF |







SS- Scaled Score **PH-** Phonics **PA-**Phonemic Awareness **ORF-** Oral Reading Fluency

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2nd Grade Flow Chart

Fall to Winter- STAR Reading

| | | | | |
|---|--|--|--|--|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced). If a student has an instructional reading level 3.0 or above, write his or her name on a blue sticky note. If a student has an IRL between 2.0 and 2.9, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and EST. ORF on the sticky note and then move onto step 2. | | | |
| If... | IRL 1.4 and below Pink sticky note | IRL 1.5-1.9 Yellow sticky note | IRL 2.0-2.9 Green sticky note | IRL 3.0 and above Blue sticky note |
| Step 2 | Sort Sticky Notes by IRL Any student that has an IRL of 2.0 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 1.9 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 84 or above are placed in Group D and students with an EST. ORF score of 83 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 37 or above are placed in Group B and students with an EST. ORF score of 36 or below are placed in Group A. | | | |
| | IRL 1.9 below  | | IRL 2.0 or above  | |
| Step 3 | ORF 36 or below  Group A | ORF 37 and above  *Group B (see note) | ORF is 83 or below  Group C | ORF is 84 or above  Group D |
| | Use a Phonological Awareness survey to determine gaps in PA. | *Note: If students have a true ORF score of 50wpm or higher, they are at the 50 th percentile for the fall based on Hasbrouck and Tindal norms and may need to go into group C. | | D1: Lexile 480 or below (75 th) D2: Lexile 481 or above or ORF 111+ |
| These are guidelines for using STAR 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 has an IRL of 2.2, you would place the student on the right side of the flow chart. However, if you think the student is struggling with decoding, you may give them a phonics survey and based on results place them in group B, especially if they are struggling with blending long vowels. For Group C and D check additional assessment such as unit tests, work completion. | | | | |







IRL- Instructional Reading Level

ORF- Oral Reading Fluency

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2nd Grade Flow Chart Winter to Spring- STAR Reading

| | | | | |
|---|---|--|---|---|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced). <i>If a student has an instructional reading level 3.5 or above, write his or her name on a blue sticky note. If a student has an IRL between 2.5 and 3.4, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and EST. ORF on the sticky note and then move onto step 2.</i> | | | |
| If... | IRL 1.7 and below Pink sticky note | IRL 1.8-2.4 Yellow sticky note | IRL 2.5-3.4 Green sticky note | IRL 3.5 and above Blue sticky note |
| Step 2 | Sort Sticky Notes by IRL <i>Any student that has a IRL of 2.5 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 2.4 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 109 or above are placed in Group D and students with an EST. ORF score of 108 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 60 or above are placed in Group B and students with an EST. ORF score of 59 or below are placed in Group A.</i> | | | |
| | IRL 2.4 or below  | | IRL 2.5 or above  | |
| Step 3 | ORF 59 or below  Group A | ORF 60 and above  *Group B (see note) | ORF is 108 or below  Group C | ORF is 109 or above  Group D |
| | Use a Phonological Awareness survey to determine gaps in PA. | <i>*Note: If students have a true ORF score of 84wpm or higher, they are at the 50th percentile for the winter based on Hasbrouck and Tindal norms and may need to go into group C.</i> | D1: Lexile 545 or below (75th) | D2: Lexile 546 or above or ORF 131+ |
| These are guidelines for using STAR 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 has an IRL or 2.7, you will place the student on the right side of the flow chart. However, if you think the student is struggling with decoding, you may give them a phonics survey and based on results place them in group B, especially if they are struggling blending long vowels. For Group C and D check additional assessment such as unit tests, work completion. | | | | |







IRL- Instructional Reading Level

ORF- Oral Reading Fluency

Updated: 11-8-22

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3rd Grade Flow Chart Fall to Winter- STAR Reading

| | | | | |
|---|---|--|---|--|
| Step 1 | <p>Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced).</p> <p><i>If a student has an instructional reading level 4.0 or above, write his or her name on a blue sticky note. If a student has an IRL between 3.0 and 3.9, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and EST. ORF on the sticky note and then move onto step 2.</i></p> | | | |
| If... | IRL 2.4 and below Pink sticky note | IRL 2.5-2.9 Yellow sticky note | IRL 3.0-3.9 Green sticky note | IRL 4.0 and above Blue sticky note |
| Step 2 | <p style="text-align: center;">Sort Sticky Notes by IRL</p> <p><i>Any student that has an IRL of 3.0 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 2.9 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 104 or above are placed in Group D and students with an EST. ORF score of 103 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 60 or above are placed in Group B and students with an EST. ORF score of 59 or below are placed in Group A. Use a Phonics Survey to determine the needs of A1 and A2.</i></p> | | | |
| | <p style="text-align: center;">IRL 2.9 or below</p>  | | <p style="text-align: center;">IRL 3.0 or above</p>  | |
| Step 3 | <p style="text-align: center;">ORF 59 or below</p>  <p style="text-align: center;">Group A</p> | | <p style="text-align: center;">ORF 60 or above</p>  <p style="text-align: center;">*Group B (see note)</p> | |
| | A1: ORF ≤ 40 | A2: ORF 41-59 | <p>*Note: If students have a true ORF score of 83wpm or higher, they are at the 50th percentile for the fall based on Hasbrouck and Tindal norms and may need to go into group C.</p> | |
| | | | <p style="text-align: center;">ORF is 103 or below</p>  <p style="text-align: center;">Group C</p> | <p style="text-align: center;">ORF is 104 or above</p>  <p style="text-align: center;">Group D</p> |
| | | | D1: Lexile 705 or below (75 th) | D2: Lexile 706 or above or ORF 134+ |
| <p>These are guidelines for using STAR 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 has an IRL of 3.2, you will place the student on the right side of the flow chart. However, if you think the student is struggling with decoding, you may give them a phonics survey and based on results place them in group B, especially if they are struggling with multisyllabic word reading. For Group C and D check additional assessment such as unit tests, work completion.</p> | | | | |







IRL- Instructional Reading Level

ORF- Oral Reading Fluency

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3rd Grade Flow Chart Winter to Spring- STAR Reading

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced). If a student has an instructional reading level 4.5 or above, write his or her name on a blue sticky note. If a student has an IRL between 3.5 and 4.4, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and EST. ORF on the sticky note and then move onto step 2. | | | | | | | |
| If... | IRL 2.7 and below Pink sticky note | | IRL 2.8-3.4 Yellow sticky note | | IRL 3.5-4.4 Green sticky note | | IRL 4.5 and above Blue sticky note | |
| Step 2 | Sort Sticky Notes by IRL Any student that has an IRL of 3.5 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 3.4 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 137 or above are placed in Group D and students with an EST. ORF score of 136 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 80 or above are placed in Group B and students with an EST. ORF score of 79 or below are placed in Group A. Use a Phonics Survey to determine the needs of A1 and A2. | | | | | | | |
| | IRL 3.4 or below  | | | | IRL 3.5 or above  | | | |
| Step 3 | ORF 79 and below  Group A | | ORF 80 and above  *Group B (see note) | | ORF is 136 or below  Group C | | ORF is 137 or above  Group D | |
| | A1: ORF ≤ 62 | | A2: ORF 63-79 | | *Note: If students have a true ORF score of 97wpm or higher, they are at the 50 th percentile for the winter based on Hasbrouck and Tindal norms and may need to go into group C. | | D1: Lexile 760 or below (75 th) D2: Lexile 761 or above or ORF 161+ | |
| These are guidelines for using STAR 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 has an IRL of 3.7, you would place the student on the right side of the flow chart. However, if you think the student is struggling with decoding, you may give them a phonics survey and based on results place them in group B, especially if they are struggling with multisyllabic word reading. For Group C and D check additional assessment such as unit tests, work completion. | | | | | | | | |







IRL- Instructional Reading Level

ORF- Oral Reading Fluency

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4th Grade Flow Chart Fall to Winter- STAR Reading







| | | | | |
|---|---|--|--|--|
| Step 1 | <p>Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced).</p> <p><i>If a student has an instructional reading level 5.0 or above, write his or her name on a blue sticky note. If a student has an IRL between 4.0 and 4.9, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and EST. ORF on the sticky note and then move onto step 2.</i></p> | | | |
| If... | IRL 3.4 and below Pink sticky note | IRL 3.5-3.9 Yellow sticky note | IRL 4.0-4.9 Green sticky note | IRL 5.0 and above Blue sticky note |
| Step 2 | <p style="text-align: center;">Sort Sticky Notes by IRL</p> <p><i>Any student that has an IRL of 4.0 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 3.9 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 125 or above are placed in Group D and students with an EST. ORF score of 124 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 76 or above are placed in Group B and students with an EST. ORF score of 75 or below are placed in Group A. Use a Phonics Survey to determine the needs of A1 and A2.</i></p> | | | |
| | <p style="text-align: center;">IRL 3.9 or below</p>  | | <p style="text-align: center;">IRL 4.0 or above</p>  | |
| Step 3 | <p style="text-align: center;">ORF is 75 or below</p>  <p style="text-align: center;">Group A</p> | | <p style="text-align: center;">ORF is 76 or above</p>  <p style="text-align: center;">*Group B (see note)</p> | |
| | A1: ORF ≤ 60 | A2: ORF 61-75 | <p>*Note: If students have a true ORF score of 94wpm or higher, they are at the 50th percentile for the fall based on Hasbrouck and Tindal norms and may need to go into group C. If the SS is a lot lower than 457, students may need to stay in Group B.</p> | |
| | | | <p style="text-align: center;">ORF is 124 or below</p>  <p style="text-align: center;">Group C</p> | |
| | | | | <p style="text-align: center;">ORF is 125 or above</p>  <p style="text-align: center;">Group D</p> |
| | | | | <p>D1: Lexile 895 or below (75th)</p> <p>D2: Lexile 896 or above or ORF 153+</p> |
| <p>These are guidelines for using STAR 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 has an IRL of 4.2, you will place the student on the right side of the flow chart. However, if the student has an ORF score of 80 WCPM you may place them in group B, especially if they are struggling with accuracy and reading multisyllabic words. For Group C and D check additional assessment such as unit tests, work completion, etc.</p> | | | | |

IRL- Instructional Reading Level **ORF-** Oral Reading Fluency

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4th Grade Flow Chart Winter to Spring- STAR Reading







| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced). If a student has an instructional reading level 5.5 or above, write his or her name on a blue sticky note. If a student has an IRL between 4.5 and 5.4, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and ORF on the sticky note and then move onto step 2. | | | | | | | |
| If... | IRL 3.7 and below Pink sticky note | | IRL 3.8-4.4 Yellow sticky note | | IRL 4.5-5.4 Green sticky note | | IRL 5.5 and above Blue sticky note | |
| Step 2 | Sort Sticky Notes by IRL Any student that has an IRL of 4.5 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 4.4 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 143 or above are placed in Group D and students with an EST. ORF score of 142 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 96 or above are placed in Group B and students with an EST. ORF score of 95 or below are placed in Group A. Use a Phonics Survey to determine the needs of A1 and A2. | | | | | | | |
| | IRL 4.4 or below  | | | | IRL 4.5 or above  | | | |
| Step 3 | ORF 95 or below  Group A | | ORF 96 or above  *Group B (see note) | | ORF is 142 or below  Group C | | ORF is 143 or above  Group D | |
| | A1: ORF ≤ 71 A2: ORF 72-95 | | *Note: If students have a true ORF score of 120wpm or higher, they are at the 50 th percentile for the winter based on Hasbrouck and Tindal norms and may need to go into group C. If the SS is a lot lower than 486, students may need to stay in Group B. | | D1: Lexile 950 or below (75 th) | | D2: Lexile 951 or above or ORF 168+ | |
| These are guidelines for using STAR 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 has an IRL of 4.7, you will place the student on the right side of the flow chart. However, if the student has an ORF score of 100 WCPM you may place them in group B, especially if they are struggling with accuracy and reading multisyllabic words. For Group C and D check additional assessment such as unit tests, work completion, etc. | | | | | | | | |

IRL- Instructional Reading Level **ORF-** Oral Reading Fluency

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5th Grade Flow Chart Fall to Winter- STAR Reading







| | | | | | | | | |
|--|--|--|--|--|--|--|---|--|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced). If a student has an instructional reading level 6.0 or above, write his or her name on a blue sticky note. If a student has an IRL between 5.0 and 5.9, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and ORF on the sticky note and then move onto step 2. | | | | | | | |
| If... | IRL 4.4 and below Pink sticky note | | IRL 4.5-4.9 Yellow sticky note | | IRL 5.0-5.9 Green sticky note | | IRL 6.0 and above Blue sticky note | |
| Step 2 | Sort Sticky Notes by IRL Any student that has an IRL of 5.0 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 4.9 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 153 or above are placed in Group D and students with an EST. ORF score of 152 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 88 or above are placed in Group B and students with an EST. ORF score of 87 or below are placed in Group A. Use a Phonics Survey to determine the needs of A1 and A2. | | | | | | | |
| | IRL 4.9 or below  | | | | IRL 5.0 or above  | | | |
| Step 3 | ORF 87 or below (25 th & below)  Group A | | ORF 88 or above (26 th and above)  *Group B (see note) | | ORF is 152 or below (74 th and below)  Group C | | ORF is 153 or above (75 th and above)  Group D | |
| | A1: ORF ≤ 64 (10 th and below) | | A2: ORF 65-87 (11 th -25 th) | | *Note: If students have a true ORF score of 121wpm or higher, they are at the 50 th percentile for the fall based on Hasbrouck and Tindal norms and may need to go into group C. If the SS is a lot lower than 559, students may need to stay in Group B. | | D1: Lexile 1050 or below (75 th and below) D2: Lexile 1051 (76 th and above) or above or ORF 179+ (90 th and above) | |
| These are guidelines for using STAR 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 has an IRL of 5.2, you will place the student on the right side of the flow chart. However, if the student is struggling with accuracy and reading multisyllabic words, Group B would be a better fit. For Group C and D check additional assessment such as unit tests, work completion, etc. | | | | | | | | |

IRL- Instructional Reading Level **ORF** - Oral Reading Fluency

Updated: 11-8-22

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5th Grade Flow Chart Winter to Spring- STAR Reading

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|---|---|---------------|--|--|---|--|---|--|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced). If a student has an instructional reading level 6.5 or above, write his or her name on a blue sticky note. If a student has an IRL between 5.5 and 6.4, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and ORF on the sticky note and then move onto step 2. | | | | | | | |
| If... | IRL 4.7 and below Pink sticky note | | IRL 4.8-5.4 Yellow sticky note | | IRL 5.5-6.4 Green sticky note | | IRL 6.5 and above Blue sticky note | |
| Step 2 | Sort Sticky Notes by IRL Any student that has an IRL of 5.5 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 5.4 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 160 or above are placed in Group D and students with an EST. ORF score of 159 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 110 or above are placed in Group B and students with an EST. ORF score of 109 or below are placed in Group A. Use a Phonics Survey to determine the needs of A1 and A2. | | | | | | | |
| | IRL 5.4 or below  | | | | IRL 5.5 or above  | | | |
| Step 3 | ORF 109 or below  Group A | | ORF 110 or above  *Group B (see note) | | ORF is 159 or below  Group C | | ORF is 160 or above  Group D | |
| | A1:ORF ≤ 84 | A2:ORF 85-109 | *Note: If students have a true ORF score of 133wpm or higher, they are at the 50 th percentile for the winter based on Hasbrouck and Tindal norms and may need to go into group C. If the SS is a lot lower than 591, students may need to stay in Group B. | | D1: Lexile 1075 or below (75 th) | | D2: Lexile 1076 or above or ORF 183+ | |
| These are guidelines for using STAR 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 has an IRL of 5.7, you will place the student on the right side of the flow chart. However, if the student has an ORF score of 114 WCPM you may place them in group B, especially if they are struggling with accuracy and reading multisyllabic words. For Group C and D check additional assessment such as unit tests, work completion, etc. | | | | | | | | |







IRL- Instructional Reading Level **ORF-** Oral Reading Fluency

Updated: 11-8-22

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6th Grade Flow Chart

Fall to Winter- STAR Reading







| | | | | | | | | |
|---|--|----------------------|---|--|--|--|--|--|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced). <i>If a student has an instructional reading level 7.0 or above, write his or her name on a blue sticky note. If a student has an IRL between 6.0 and 6.9, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and ORF on the sticky note and then move onto step 2.</i> | | | | | | | |
| If... | IRL 5.4 and below Pink sticky note | | IRL 5.5-5.9 Yellow sticky note | | IRL 6.0-6.9 Green sticky note | | IRL 7.0 and above Blue sticky note | |
| Step 2 | Sort Sticky Notes by IRL <i>Any student that has an IRL of 6.0 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 5.9 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 159 or above are placed in Group D and students with an EST. ORF score of 158 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 113 or above are placed in Group B and students with an EST. ORF score of 112 or below are placed in Group A. Use a Phonics Survey to determine the needs of A1 and A2.</i> | | | | | | | |
| | IRL 5.9 or below  | | | | IRL 6.0 or above  | | | |
| Step 3 | ORF 112 or below  Group A | | ORF 113 or above  *Group B (see note) | | ORF is 158 or below  Group C | | ORF is 159 or above  Group D | |
| | A1:ORF ≤ 89 | A2:ORF 90-112 | *Note: If students have a true ORF score of 132wcpm or higher, they are at the 50th percentile for the fall based on Hasbrouck and Tindal norms and may need to go into group C. If the SS is a lot lower than 670, students may need to stay in Group B. | | | | D1: Lexile 1140 or below (75th) | D2: Lexile 1141 or above or ORF is 185+ |
| These are guidelines for using STAR 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 has an IRL of 6.2 you would place the student on the right side of the flow chart. However, if the student has an ORF score of 115 WCPM you may place them in group B, especially if they are struggling with accuracy and reading multisyllabic words. For Group C and D check additional assessment such as unit tests, work completion, etc. | | | | | | | | |

IRL- Instructional Reading Level **ORF-** Oral Reading Fluency

Updated: 11-8-22

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6th Grade Flow Chart Winter to Spring- STAR Reading

| | | | | | | | | |
|---|--|----------------------|---|--|--|--|--|---|
| Step 1 | Write each student's name on a sticky note indicating his or her level based upon the Instructional Reading Level (pink for intensive, yellow for strategic, green for benchmark, and blue for advanced). <i>If a student has an instructional reading level 7.5 or above, write his or her name on a blue sticky note. If a student has an IRL between 6.5 and 7.4, write his or her name on a green sticky, and so on for yellow and pink. Write each student's IRL, scale score, Lexile, and ORF on the sticky note and then move onto step 2.</i> | | | | | | | |
| If... | IRL 5.7 and below Pink sticky note | | IRL 5.8-6.4 Yellow sticky note | | IRL 6.5-7.4 Green sticky note | | IRL 7.5 and above Blue sticky note | |
| Step 2 | Sort Sticky Notes by IRL <i>Any student that has an IRL of 6.5 or above is sorted into the first pile, which stays on the right side of the bold line. The students that have an IRL of 6.4 or below 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 students are sorted again. Students in the pile on the right with an EST. ORF score of 166 or above are placed in Group D and students with an EST. ORF score of 165 or below are placed in Group C. Group D can be sorted again into Groups D1 and D2 using Lexile. Students in the pile on the left with an ORF score of 117 or above are placed in Group B and students with an EST. ORF score of 116 or below are placed in Group A. Use a Phonics Survey to determine the needs of A1 and A2.</i> | | | | | | | |
| | IRL 6.4 or below  | | | | IRL 6.5 or above  | | | |
| Step 3 | ORF 116 or below  Group A | | ORF 117 or above  *Group B (see note) | | ORF is 165 or below  Group C | | ORF is 166 or above  Group D | |
| | A1:ORF ≤ 91 | A2:ORF 92-116 | *Note: If students have a true ORF score of 145wcpm or higher, they are at the 50th percentile for the winter based on Hasbrouck and Tindal norms and may need to go into group C. If the SS is a lot lower than 715, students may need to stay in Group B. | | | | D1: Lexile 1160 or below (75th) | D2: Lexile 11601 or above or ORF is 195+ |
| These are guidelines for using STAR 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 has an IRL of 6.7, you will place the student on the right side of the flow chart. However, if the student has an ORF score of 120 WCPM you may place them in group B, especially if they are struggling with accuracy and reading multisyllabic words. For Group C and D check additional assessment such as unit tests, work completion, etc. | | | | | | | | |

IRL- Instructional Reading Level **ORF-** Oral Reading Fluency

Updated: 11-8-22

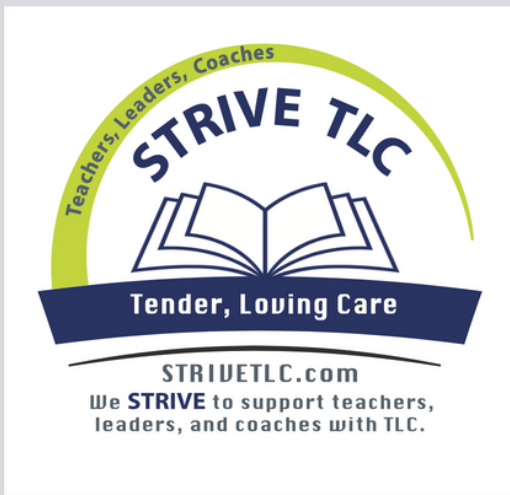
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We STRIVE to support teachers, leaders, and coaches through evidence-based practices and positive supporting relationships. We customize our support based on school needs to build capacity for improved learner outcomes.

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.

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