

Guide to Decision Making for ORF

	If a student scored...	Then you...
A	GREEN, as indicated by Spring Cut Points 47 wcpm + (1st grade) 96 wcpm + (2nd grade)	<ul style="list-style-type: none"> • Congratulate yourself for moving this child so far out of the red and building reading capacity. :)
B	GREEN, as indicated by Winter Cut Points 19-46 wcpm (1st grade) 76-95 wcpm (2nd Grade)	<ul style="list-style-type: none"> • Congratulate yourself for moving this child out of the red. • Calculate the number of minutes in a day/week the student practices fluent reading. <ul style="list-style-type: none"> ○ <i>How much of this time is spent with accurate reading? How do you know? Prosodic reading?</i> ○ <i>What are their opportunities for re-reading? Do you have fluency folders? How many times do they re-read each fluency passage or SIPPS story?</i> • Check for your integrity when doing the fluency components of SIPPS. • Every week, listen to the child read and monitor for accuracy. • Identify how to enhance Tier 1 embedded and explicit instruction.
C	YELLOW, as indicated by Winter Cut Points. 13-18 wcpm (1st grade) 55-75 wcpm (2nd grade)	<ul style="list-style-type: none"> • Acknowledge the progress • Calculate the number of minutes in a day/week the student practices fluent reading. <ul style="list-style-type: none"> ○ <i>How much of this time is spent with accurate reading? How do you know? Prosodic reading?</i> ○ <i>What are their opportunities for re-reading? How many times do they re-read each fluency passage or SIPPS story?</i> ○ Increase the accountability for fluency practice and consider options for increasing the time student practices. • Check for your integrity when doing the fluency components of SIPPS. • Every week, listen to the child read and monitor for accuracy. • Identify how to enhance Tier 1 embedded and explicit instruction.
D	RED as indicated by Winter Cut Points 12 or fewer wcpm (1st grade) 54 or fewer wcpm (2nd grade)	<ul style="list-style-type: none"> • Identify barriers to progress (eg. lack of time spent practicing, identified learning disability, etc.) • Calculate the number of minutes in a day/week the student practices fluent reading. <ul style="list-style-type: none"> ○ <i>How much of this time is spent with accurate reading? How do you know? Prosodic reading?</i> ○ <i>What are their opportunities for re-reading? How many times do they re-read each fluency passage or SIPPS story?</i> ○ Increase the accountability for fluency practice and consider options for increasing the time student practices. • Check for your integrity when doing the fluency components of SIPPS. • Every week, listen to the child read and monitor for accuracy. • Identify how to enhance Tier 1 embedded and explicit instruction.