Really Great Reading’s
Recommended Assessment Timeline and Flowcharts

Kindergarten THROUGH 12th Grade

reallygreatreading.com
Toll Free 866.401.7323 | Fax 240.465.0478 | P.O. Box 46, Cabin John, MD 20818
<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd–12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Benchmark</td>
<td>FSSK Form BOYKa</td>
<td>FSS1 Form BOY1a &amp; Grade Level ORF Measure *Optional SWS: 2nd Grade</td>
<td>BDS Form A &amp; Grade Level ORF Measure *Optional SWS: 3rd Grade</td>
<td>BDS &amp; ADS Form A &amp; Grade Level ORF Measure *Optional SWS: 3rd Grade</td>
</tr>
<tr>
<td></td>
<td>*Optional for students who were strong on the BOYKa</td>
<td>*Optional for students who were strong on the BOY1a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Fall Progress Monitor</td>
<td>FSSK Form BOYKb</td>
<td>FSS1 Form BOY1b &amp; ORF Progress Monitoring at Instructional Level *Optional for students who were strong on the BOY1a</td>
<td>BDS &amp; ADS Form B &amp; ORF Progress Monitoring at Instructional Level</td>
<td>BDS &amp; ADS Form B &amp; ORF Progress Monitoring at Instructional Level</td>
</tr>
<tr>
<td></td>
<td>*Optional for students who were strong on the BOYKa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Benchmark</td>
<td>FSSK Form MOYKa</td>
<td>FSS1 Form MOY1a &amp; Grade Level ORF Measure *Optional = SWS: 1st Grade</td>
<td>BDS &amp; ADS Form C &amp; Grade Level ORF Measure *Optional SWS: 2nd Grade</td>
<td>BDS &amp; ADS Form C &amp; Grade Level ORF Measure *Optional SWS: 3rd Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Optional = SWS: 1st Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Winter Progress Monitor</td>
<td>FSSK Form MOYKb</td>
<td>FSS1 Form MOY1b &amp; ORF Progress Monitoring at Instructional Level *Optional for students who were strong on the MOY1a</td>
<td>BDS &amp; ADS Form D &amp; ORF Progress Monitoring at Instructional Level</td>
<td>BDS &amp; ADS Form D &amp; ORF Progress Monitoring at Instructional Level</td>
</tr>
<tr>
<td></td>
<td>*Optional for students who were strong on the MOYKa</td>
<td>*Optional for students who were strong on the MOY1a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Benchmark</td>
<td>FSSK Form EOYKa</td>
<td>FSS1 Form EOY1a &amp; Grade Level ORF Measure *Optional = SWS: 1st Grade</td>
<td>BDS &amp; ADS Form E &amp; Grade Level ORF Measure *Optional SWS: 2nd Grade</td>
<td>BDS &amp; ADS Form E &amp; Grade Level ORF Measure *Optional SWS: 3rd Grade</td>
</tr>
<tr>
<td></td>
<td>*Optional = SWS: 1st Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late Spring Progress Monitor</td>
<td>FSSK Form EOYKb</td>
<td>FSS1 Form EOY1b &amp; ORF Progress Monitoring at Instructional Level *Optional for students who were strong on the EOY1a</td>
<td>BDS &amp; ADS Form F &amp; ORF Progress Monitoring at Instructional Level</td>
<td>BDS &amp; ADS Form F &amp; ORF Progress Monitoring at Instructional Level</td>
</tr>
<tr>
<td></td>
<td>*Optional for students who were strong on the EOYKa</td>
<td>*Optional for students who were strong on the EOY1a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY**  
FSSK = Kindergarten Foundational Skills Survey  
FSS1 = 1st Grade Foundational Skills Survey  
BDS = Beginning Decoding Survey  
ADS = Advanced Decoding Survey  
LKS = Letter Knowledge Survey  
ORF = Oral Reading Fluency  
MOY = Middle of Year  
EOY = End of Year  
WCPM = Words Correct Per Minute  
BOY = Beginning of Year  
SWS = Sight Word Survey  
ADS+ = Advanced Decoding Survey Plus

You can download most of the above-mentioned assessments from the Really Great Reading website [https://www.reallygreatreading.com/diagnostics](https://www.reallygreatreading.com/diagnostics).  
Using the FSSK in Kindergarten

BOY

Administer the FSSK Form BOYKa.

Enter the results into the Grouping Matrix.

For students who score Emerging or Low in any of the 5 skill categories, we recommend progress monitoring with forms BOYkb, MOYKb, EOYKb after delivering direct, explicit instruction focused on building up the specific skill categories they scored poorly on.

MOY & EOY

Administer the FSSK Form MOYKa or EOYKa.

Enter the results into the Grouping Matrix.

If students score Emerging or Low in Letter Knowledge, use the LKS for diagnostic purposes to identify which letter names and/or sounds are still not mastered.

UTILIZING THE DATA

Enter the data from the appropriate assessments listed here into The Grouping Matrix (www.groupingmatrix.com) to get an in-depth look at your students’ decoding strengths and weaknesses, decoding levels, group sizes and instructional recommendations.

To request complimentary access to the Grouping Matrix, please send your request to groupingmatrix@reallygreatreading.com.

https://www.reallygreatreading.com/diagnostics
Using the FSS1 in 1st Grade

**BOY**
- Administer the FSS1 Form BOY1a.
  - *Optional SWS: Pre-Primmer & Primer

**MOY & EOY**
- Administer the FSS1 Form MOY1a or EOY1a & a grade level ORF measure (DIBELS, AIMSWeb, EasyCBM, etc.).
  - *Optional SWS: 1st Grade

**Enter the results into the Grouping Matrix.**

**Enter the following assessment data into the Grouping Matrix:**
- FSS1 + ORF (WCPM & Acc%)

**Students who are unable to complete the BOY1a or who misread more than half the words are likely to have weaknesses in pre-decoding skills.** We recommend administering the FSSK BOYKa Form to gain a better understanding of the students pre-decoding skills.

**For students who miss 20 or more consonant sounds (initial and/or final), administer the LKS for more precise information. Enter the results into the Grouping Matrix to gain a better understanding of the student’s letter knowledge.**

**UTILIZING THE DATA**

Enter the data from the appropriate assessments listed here into The Grouping Matrix (www.groupingmatrix.com) to get an in-depth look at your students’ decoding strengths and weaknesses, decoding levels, group sizes and instructional recommendations.

To request complimentary access to the Grouping Matrix, please send your request to groupingmatrix@reallygreatreading.com.
Using the BDS & ADS in 2\textsuperscript{nd} Grade

**BOY**
- Administer the BDS AND a grade level ORF measure (DIBELS, AIMSWeb, EasyCBM, etc.)
  - *Optional SWS: 2\textsuperscript{nd} Grade

**MOY & EOY**
- Administer BOTH the BDS & ADS (found in the Diagnostic Decoding Survey packet) & a grade level ORF measure
  - *Optional SWS: 2\textsuperscript{nd} Grade

**Enter the following assessment data into the Grouping Matrix:**
- BDS + ORF (WCPM & Acc%)
- BDS + ADS + ORF (WCPM & Acc%)

If a student’s Decoding Level is Severe Decoding Deficit or Emerging and they read a lot of words sound by sound, please administer the Phonological Awareness Survey (previously part of the Pre-Decoding Surveys) and enter the results into the Grouping Matrix to better understand the student’s underlying pre-decoding skills.

If a student’s Decoding Level is Severe Decoding Deficits or Emerging and they struggled with initial and final consonant sounds, please administer the LKS. Enter the results into the Grouping Matrix to gain a better understanding of the student’s letter knowledge.

**UTILIZING THE DATA**

Enter the data from the appropriate assessments listed here into The Grouping Matrix (www.groupingmatrix.com) to get an in-depth look at your students’ decoding strengths and weaknesses, decoding levels, group sizes and instructional recommendations.

To request complimentary access to the Grouping Matrix, please send your request to groupingmatrix@reallygreatreading.com.
Using the BDS & ADS in 3rd–12th Grade

If a student’s Decoding Level is Severe Decoding Deficit or Emerging and they read a lot of words sound by sound, please administer the Phonological Awareness Survey (previously part of the Pre-Decoding Surveys) and enter the results into the Grouping Matrix to better understand the student’s underlying pre-decoding skills.

If a student’s Decoding Level is Severe Decoding Deficit or Emerging and they misread more than 3 of the sight words, consider administering the 3rd Grade SWS.

If the student is grouped, according to the Grouping Matrix, into a category called Specific Decoding Weakness, administering the ADS+ can confirm and refine your understanding of that student’s strengths and weaknesses.

Enter the following assessment data into the Grouping Matrix:
BDS + ADS + ORF (WCPM & Acc%)

BOY, MOY, & EOY

Screen students using a grade level ORF Measure (DIBELS, AIMSWeb, Easy CBM, etc.)

If a student’s Decoding Level is Severe Decoding Deficit or Emerging and they struggled with initial and final consonant sounds, please administer the LKS. Enter the results into the Grouping Matrix to gain a better understanding of the student’s letter knowledge.

If a student’s Decoding Level is Severe Decoding Deficit or Emerging and they read a lot of words sound by sound, please administer the Phonological Awareness Survey (previously part of the Pre-Decoding Surveys) and enter the results into the Grouping Matrix to better understand the student’s underlying pre-decoding skills.

If a student’s Decoding Level is Severe Decoding Deficit or Emerging and they misread more than 3 of the sight words, consider administering the 3rd Grade SWS.

Enter the following assessment data into the Grouping Matrix:
BDS + ADS + ORF (WCPM & Acc%)

UTILIZING THE DATA

Enter the data from the appropriate assessments listed here into The Grouping Matrix (www.groupingmatrix.com) to get an in-depth look at your students’ decoding strengths and weaknesses, decoding levels, group sizes and instructional recommendations.

To request complimentary access to the Grouping Matrix, please send your request to groupingmatrix@reallygreatreading.com.