Really Great Reading’s
Recommended Assessment Timeline and Flowcharts

Kindergarten THROUGH 12th Grade
## Really Great Reading's Recommended Assessment Timeline

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### KEY

- FSSK = Kindergarten Foundational Skills Survey
- FSS1 = 1st Grade Foundational Skills Survey
- BDS = Beginning Decoding Survey
- BDS+ = Advanced Decoding Survey Plus
- ADS = Advanced Decoding Survey
- WCPM = Words Correct Per Minute
- BOY = Beginning of Year
- MOY = Middle of Year
- EOY = End of Year
- LKS = Letter Knowledge Survey

Using the FSSK in Kindergarten

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.
Using the FSS1 in 1st Grade

**BOY**

**Administer the FSS1 Form BOY1a.**

*Optional SWS: Pre-Primmer & Primer*

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

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.

**MOY & EOY**

**Administer the FSS1 Form MOY1a or EOY1a & a grade level ORF measure (DIBELS, AIMSWeb, EasyCBM, etc.).**

*Optional SWS: 1st Grade*

**Enter the following assessment data into the Grouping Matrix:**

FSS1 + ORF (WCPM & Acc%)

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.

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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

Enter the following assessment data into the Grouping Matrix:

BDS + 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.

**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 + ADS + ORF (WCPM & Acc%)

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.

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Using the BDS & ADS in 3rd–12th Grade

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.

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%)

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.

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