

Priority Enrollment in Reading Camp (Level 1 and Level 2)							
Middle of Year (MOY)				End of Year (EOY)			
	ISIP ER Overall Score		Reading Comprehension Subtest		ISIP ER Overall Score		Reading Comprehension Subtest
First Grade	210 and below	OR	BR65L and below	First Grade	218 and below	OR	65L and below
Second Grade	226 and below	OR	200L and below	Second Grade	231 and below	OR	280L and below
Students in third grade who do not meet any of the following pathways: BOG, State Board Approved Alternative Assessment, Read to Achieve Reading Portfolio, Read to Achieve Assessment, Good Cause Exemption, EOG, EOG Retest, or ISIP ER (EOY = 258 on ISIP ER overall OR 725L on Reading Comprehension Subtest)							
Consider as Eligible for Enrollment in Reading Camp (Level 3)							
Middle of Year (MOY)				End of Year (EOY)			
	ISIP ER Overall Score		Reading Comprehension Subtest		ISIP ER Overall Score		Reading Comprehension Subtest
First Grade	219 and below	OR	85L and below	First Grade	228 and below	OR	230L and below
Second Grade	237 and below	OR	380L and below	Second Grade	241 and below	OR	445L and below

Please NOTE the following:

- Students demonstrating Level 1, Level 2, or Level 3 are eligible to attend reading camp. Priority enrollment in the reading camp is for students scoring in Level 1 and Level 2.
- Parents or guardians shall make the final decision regarding a student's reading camp attendance.
- Istation's Indicators of Progress – Early Reading (ISIP-ER) is available monthly, so students can now demonstrate reading proficiency by obtaining the EOY score requirement during ANY month of the school year. This does not include On Demand Assessments.
- Educators can now use the overall score OR the Lexile based on the comprehension subtest.

Differentiated Instructional Levels - Lexile Score Ranges and ISIP ER Overall Score
END OF YEAR

	Level 1	Level 2	Level 3	Level 4	Level 5
Percentile Range	≤ 20	21 - 40	41 - 60	61 - 80	> 80
<i>Kindergarten</i>					
ISIP Overall Score	< 192	192 – 201	202 – 209	210 – 218	>218
<i>Lexile Range based on Comprehension Subtest</i>	<i>BR400L – BR375L</i>	<i>BR374L – BR210L</i>	<i>BR209L – BR80L</i>	<i>BR79L – 65L</i>	<i>>65L</i>
<i>First Grade</i>					
ISIP Overall Score	< 207	207 – 218	219 – 228	229 – 239	>239
<i>Lexile Range based on Comprehension Subtest</i>	<i>BR400L – BR115L</i>	<i>BR114L – 65L</i>	<i>66L – 230L</i>	<i>231L – 410L</i>	<i>>410L</i>
<i>Second Grade</i>					
ISIP Overall Score	< 220	220 – 231	232 – 241	242 – 252	>252
<i>Lexile Range based on Comprehension Subtest</i>	<i>BR400L – 99L</i>	<i>100L – 280L</i>	<i>281L – 445L</i>	<i>446L – 625L</i>	<i>>625L</i>
<i>Third Grade</i>					
ISIP Overall Score	< 232	232 – 243	244 – 253	254 – 264	>264
<i>Lexile Range based on Comprehension Subtest</i>	<i>BR400L – 280L</i>	<i>281L – 475L</i>	<i>476L – 640L</i>	<i>641L – 820L</i>	<i>>820L</i>

Differentiated Instructional Levels - Lexile Score Ranges and ISIP ER Overall Score
MIDDLE OF YEAR

	Level 1	Level 2	Level 3	Level 4	Level 5
Percentile Range	≤ 20	21 - 40	41 - 60	61 - 80	> 80
<i>Kindergarten</i>					
ISIP Overall Score	< 184	184 – 193	194 – 201	202 – 210	>210
<i>Lexile Range based on Comprehension Subtest</i>	< BR400L	BR400L - BR345L	BR344L - BR210L	BR209L – BR65L	>BR65L
<i>First Grade</i>					
ISIP Overall Score	< 200	200 – 210	211– 219	220 – 229	>229
<i>Lexile Range based on Comprehension Subtest</i>	< BR230L	BR230L – BR65L	BR64L – 85L	86L – 245L	>245L
<i>Second Grade</i>					
ISIP Overall Score	< 214	214 – 226	227– 237	238 – 249	>249
<i>Lexile Range based on Comprehension Subtest</i>	< 0L	0L-200L	201L – 380L	381L – 575L	>575L
<i>Third Grade</i>					
ISIP Overall Score	< 228	228 – 239	240 – 249	250 – 260	>260
<i>Lexile Range based on Comprehension Subtest</i>	< 230L	230L -410L	411L – 575L	576L – 755L	>755L

Note: MOY information is included to assist districts in logistical planning and informing parents of Reading Camp opportunities. EOY information is the standard districts should use to determine priority enrollment and eligibility.

Levels

Levels - Each level indicates a degree of risk and offers the opportunity to show granularity in data in relation to the level of risk. This gives educators the ability to focus on the highest priority.

The levels of instruction are based on percentile ranges, divided into quintiles. Levels 1 and 2 are equivalent to the Tier 3 and Tier 2 groupings from the Response to Intervention model. Levels 3 – 5 are equivalent to what was known as Tier 1, but now it is divided into three groupings to make it easier for teachers to differentiate instruction.

Level 1: Students are at **high risk** of reading failure and in need of intensive intervention in small groups or one-on-one instruction to achieve success.

Level 2: Students are at **moderately high risk** of reading failure and in need of targeted instruction or small group instruction to achieve success.

Level 3: Students are at **moderate risk** of reading failure. These are the students that may get overlooked in the classroom as they appear to be on pace; however, they may have patterns of strengths and weaknesses that indicate some differentiated instruction is required to help them achieve success.

Level 4: Students are at **moderately low risk** of reading failure. They may need occasional intervention in specific areas of weakness as well as opportunities to challenge themselves.

Level 5: Students are at **low risk** of reading failure. They need differentiated instruction that includes challenging assignments and opportunities to excel to stay engaged in the classroom.

Instructional level groupings indicate the intensity of instruction a student might need to reach the end of year expectations. Data can be used to inform core instruction and identify where core supports and interventions are needed.

