

Middle School

Pyramid of Language Arts Classes and Reading Interventions

Flow chart: Learning Stage Options

MAP Link to Proficiency

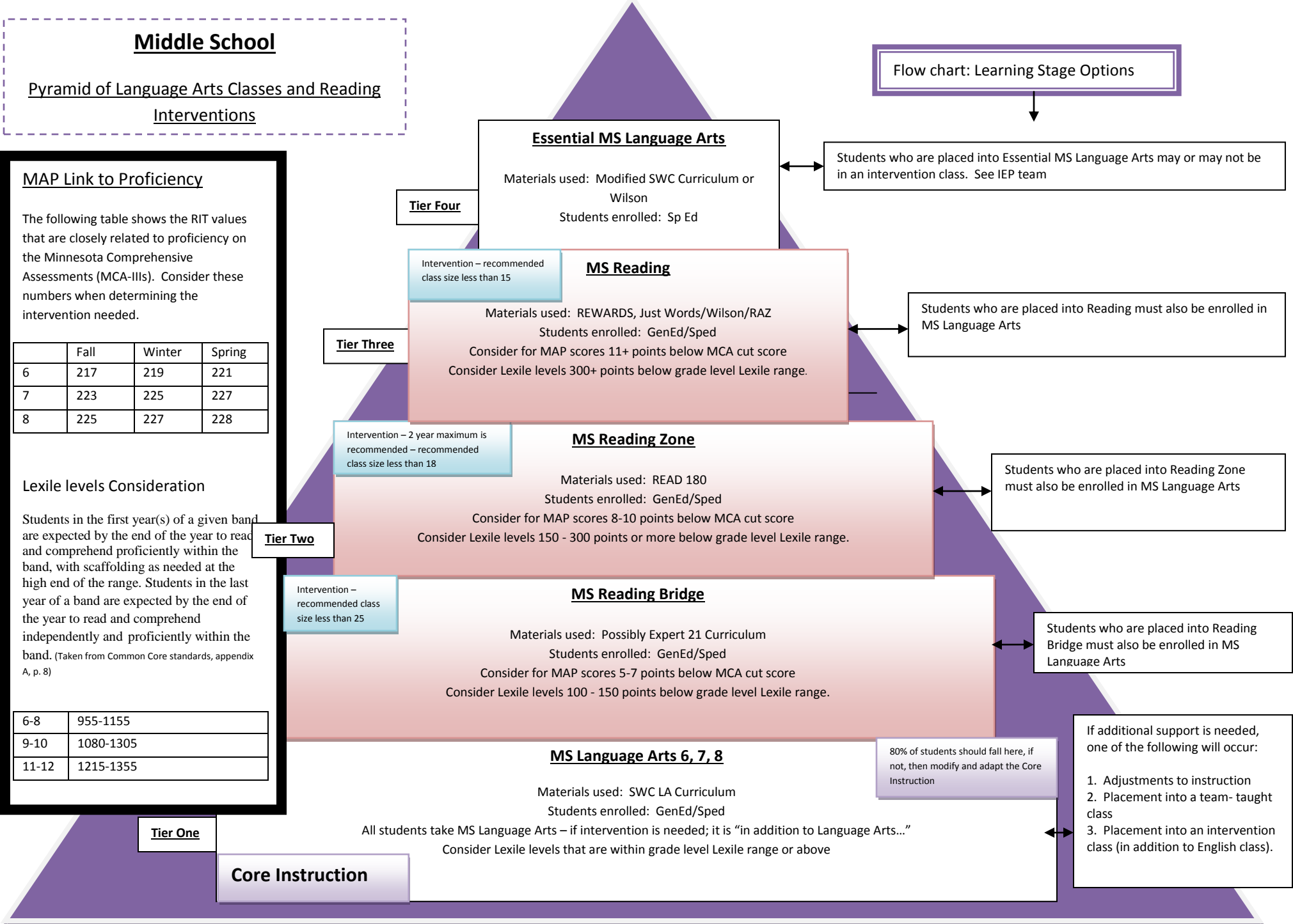
The following table shows the RIT values that are closely related to proficiency on the Minnesota Comprehensive Assessments (MCA-IIIs). Consider these numbers when determining the intervention needed.

	Fall	Winter	Spring
6	217	219	221
7	223	225	227
8	225	227	228

Lexile levels Consideration

Students in the first year(s) of a given band are expected by the end of the year to read and comprehend proficiently within the band, with scaffolding as needed at the high end of the range. Students in the last year of a band are expected by the end of the year to read and comprehend independently and proficiently within the band. (Taken from Common Core standards, appendix A, p. 8)

6-8	955-1155
9-10	1080-1305
11-12	1215-1355



In order to close achievement gaps, it's important to accelerate growth beyond a typical one year growth target, such as growth of 1.5 beyond "typical." Intervention classes are designed to exit students who have mastered required skills.