



Montezuma Community Schools

504 N 4th Street
Montezuma, IA 50171
Phone: 641.623.5129

Fax: 641.623.5733

Hello everyone,

Recently, I shared information regarding Iowa's literacy goals and Project ELI. Project ELI was developed in response to Iowa Code 279.68 and ensures a process be established to help students continue to move towards the established growth goals. This concept is not new to Montezuma, as we have already established a process to provide additional supports to students who may be approaching areas of support at all academic areas.

The FAST assessments are a screening tool designed to be used three times over the course of a school year. Each assessment period has a pre-determined benchmark, which were shared in last week's letter, to determine proficiency and depending on how the student scores he or she will follow the Early Literacy Progression. The progression is shared below:

1.) Adequately Progressing

- a. Learners are 'Adequately Progressing' when they meet one of the following:
 - i. FAST Oral Reading Assessment
 - ii. aReading Assessment – This assessment is a comprehension assessment, and is completed on the computer. The assessment is similar to MAP. However, aReading is an independent evaluation and the benchmark scores at not based on MAP norms.

2.) At-Risk

- a. Learners are 'At-Risk' when one of the following scenarios occurs:
 - i. The student scored below benchmark on BOTH FAST and aReading during a universal screening period for the first time.
 - ii. The student can also be classified 'At-Risk' if he/she were 'Persistently At-Risk on BOTH FAST and aReading assessments during the previous screening assessment and met the benchmark during the current universal screening period.

3.) Persistently At-Risk

- a. Learners are 'Persistently At-Risk' when one of the following scenarios occurs:
 - i. A learner is 'Persistently At-Risk' if he/she scores below benchmark on both the FAST and aReading assessment during a testing period after a screening period in which they were considered 'At-Risk'.
 - ii. A learner is 'Persistently At-Risk' if he/she scores below benchmark on both the FAST and aReading assessment for two consecutive screening periods.

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The following table provides examples of the Early Literacy Progression after each assessment period:

Universal Screening Period 1 Fall	Universal Screening Period 2 Winter	Universal Screening Period 3 Spring	Universal Screening Period 4 Fall
Meets Benchmark Score Adequately Progressing	Meets Benchmark Score Adequately Progressing	Meets Benchmark Score Adequately Progressing	Meets Benchmark Score Adequately Progressing
Meets Benchmark Score Adequately Progressing	Below Benchmark Score At-risk	Meets Benchmark Score Adequately Progressing	Below Benchmark Score At-risk
Meets Benchmark Score Adequately Progressing	Below Benchmark Score At-risk	Below Benchmark Score Persistently At-Risk	Meets Benchmark Score At-Risk
Below Benchmark Score At-risk	Meets Benchmark Score Adequately Progressing	Meets Benchmark Score Adequately Progressing	Meets Benchmark Score Adequately Progressing
Below Benchmark Score At-risk	Below Benchmark Score Persistently At-Risk	Meets Benchmark Score At-risk	Meets Benchmark Score Adequately Progressing
Below Benchmark Score At-risk	Meets Benchmark Score Adequately Progressing	Below Benchmark Score At-risk	Below Benchmark Score Persistently At-Risk
Below Benchmark Score At-risk	Below Benchmark Score Persistently At-Risk	Below Benchmark Score Persistently At-Risk	Below Benchmark Score Persistently At-Risk

If you have any questions, please feel free to visit with us.

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