



MCPS Considerations for Secondary Grading for READ 180

READ 180 is based on a blended instructional model that includes whole-group instruction and three small-group rotations: adaptive software, differentiated instruction and independent reading. Below you will find suggestions on how you could assess your students using the instructional model.

Computer Software					
Read 180 Software Progress	Middle School CCSC	High School CCSC	Zone	Reports	Category
Comprehension Score	RI 6-8.2	RI 9-12.2	Reading Zone (1 st question)	^Grading Report	Classwork
Vocabulary Score	RI 6-8.4	RI 9-12.4	Reading Zone (2 nd question)	^Grading Report	Classwork
*Word Fluency	Does not align with grade level CCSC		Word Zone	^Grading Report	Informal Feedback/No Grade
*Spelling			Spelling Zone	^Grading Report	Informal Feedback/No Grade
Context Passage	RI 6-8.2 RI 6-8.4	RI 9-12.2	Success Zone	^Grading Report	Formative
Final Fluency Recording	RI 6-8.10	RI 9-12.10	Success Zone	#Reading Progress Report	Formative

*Review the progress of your students in these zones; however do not assign a grade.

^Review this report every 2-3 weeks to determine how students are progressing on their independent level.

#Review this report after each student has successfully completed this component of the Success Zone.

Assessment	Middle School CCSC	High School CCSC	Frequency	Reports	Category
rSkills	Standards-Based Objectives vary throughout each workshop		After Workshops 2, 4, 6 & 8	Summary Skills (Class) Student Skills (Individual)	Summative

rBook						
Assignment	Middle School CCSC	High School CCSC	Instruction	Frequency	Category	
Vocabulary Builder	RL 6-8.4	RL 9-12.4	Whole/Small Group	Daily	Flexibility is provided in category selection <ul style="list-style-type: none"> • Assignment Completion • Participation • Classwork • Homework Practice & Prep 	
React Question	W 6-8.10	W 9-12.10	Whole Group	Daily		
Key Idea Questions	RL 6-8.9	RL 9-12.9	Whole/Small Group	Daily		
Vocabulary & Word Study	RL 6-8.4	RL 9-12.4	Whole/Small Group	Once per Workshop		
Writing (Brainstorming)	W 6-8.5	W 9-12.5	Whole/Small Group	Once per Workshop		
Writing (Plan/Draft)	W 6-8.5	W 9-12.5	Whole/Small Group	Once per Workshop		
Writing (Write-Revise/Final)	W 6-8.5	W 9-12.5	Individual/Small Group	Once per Workshop		
Writing and Grammar	Standards-Based Objectives vary throughout each workshop		Whole/Small Group	Once per Workshop		Informal Feedback/No Grade
Functional Literacy	Does not align with grade level CCSC		Whole/Small Group	Once per Workshop		Informal Feedback/No Grade
*Workshop Wrap-up Comprehension & Voc.	Standards-Based Objectives vary throughout each workshop		Individual	Once per Workshop	Summative	
^Workshop Wrap-Up Short Answer	Standards-Based Objectives vary throughout each workshop		Individual	Once per Workshop	Informal Feedback/ No Grade	

* Comprehension and vocabulary questions should be assigned a grade.

^Appropriately use as a reflection of the assigned workshop

Independent Reading					
Establish expectations for book completion as well as the frequency of assignments used to monitor progress on their independent level					
Assignment	Middle School CCSC	High School CCSC	Conference	Frequency	Category
*Reading Counts Quiz	RL 6-8.2	RL 9-12.2	^Bi-weekly	Monthly	Flexibility is provided in category selection <ul style="list-style-type: none"> • Assignment Completion • Participation • Classwork • Homework Practice & Prep
Reading Logs	W 6-8.10	W 9-12.10	^Daily Check-ins	Weekly	
Quick Writes	W 6-8.10	W 9-12.10	^Monthly	Weekly	
Book Talk/Book Report	W 6-8.10	W 9-12.10	Bi-weekly	Monthly	

* Computer software

^ Exceptions made for Workshop #1