



## 2024-2025 Secondary Intensive Reading Placement Contextual Factors

Use these **Contextual Factors** along with **Secondary Reading Intervention Decision Chart** to help you understand the reading needs of your students and match them with the appropriate level of instruction and intervention. This helps educators see and understand the whole child. Part of the school's new student intake process should include determining if the student is in need of reading intervention using this process.

Academic Factors	Social, Emotional and Cultural Factors	Behavior, Health, and Psychological Factors
<p><b>Consider...</b></p> <ul style="list-style-type: none"> <li>• Response to the current intervention</li> <li>• Historic test scores</li> <li>• Class grades/GPA- current and historic</li> <li>• Course level- general, honors, advanced, AP, Magnet Program, Early Admissions</li> <li>• Current IEP goals or academic record</li> <li>• Progress on the IEP goals</li> <li>• ELL Status and prior education</li> <li>• LF progress monitoring reports (for exited ELLs only)</li> <li>• Characteristics of dyslexia</li> <li>• Student, teacher and parent input</li> </ul>	<p><b>Consider...</b></p> <ul style="list-style-type: none"> <li>• Relationships with teachers, staff, peers, family</li> <li>• Cultural competencies that the student brings from their home culture</li> <li>• Interests, strengths, and extra curriculars</li> <li>• Job-related skills</li> <li>• Family configuration and support</li> <li>• Family responsibilities</li> <li>• Communication skills</li> <li>• Social and Emotional Intelligence</li> <li>• Mindset</li> <li>• Student, teacher and parent input</li> </ul>	<p><b>Consider...</b></p> <ul style="list-style-type: none"> <li>• Attendance (based on student schedule)</li> <li>• Out of state/country student transcript</li> <li>• Transient students</li> <li>• Behavior in various classes and settings</li> <li>• Health, vision, speech, language, and hearing</li> <li>• Signs of anxiety and depression</li> <li>• Psychological assessments of working memory and executive functioning (as needed)</li> <li>• Guidance Counselor, School Psychologist, and Social worker input</li> <li>• Student, teacher and parent input</li> </ul>