

RAPID[™] K-2 Instructional Pathways

Performance Score Interpretation

Lexia[®] RAPID[™] Assessment Performance Scores for each required screening task allow educators to monitor student skill development within and across years.

The following charts show examples of the knowledge and skills students can demonstrate, based on their Performance Scores for each task. Educators can use this information to understand students' current performance, identify next steps for instruction, and select targeted instructional materials.

How to use these Instructional Pathway charts:

1. For each task, find the row that corresponds to your student's Performance Score (*Column 1*).
2. Read across the row to understand the kinds of skills the student is able to demonstrate (*Column 2**). The following column indicates what they are ready to learn next (*Column 3*), and the last column recommends instructional materials (Lexia[®] Connections) for targeting those skills (*Column 4*).
3. Each Performance Score range contains three suggested Lexia Connections for entry points on the specific skill sequence (lower, middle, higher). Use the student's Performance Score to guide where you choose to begin instruction.
4. Lexia Connections suggested may overlap with the prior range. This allows flexibility to ensure that students have mastered the skills necessary to advance to the next level of instruction in the sequence.

For quick navigation, the RAPID Scope and Sequence table on the following page contains internal hyperlinks to the specific task charts.

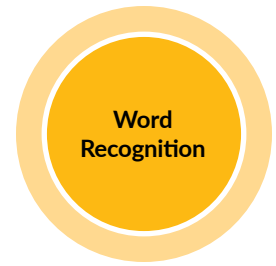
*Each RAPID task has its own scale, so score ranges are not the same across all tasks. Example items are for illustrative purposes only; therefore, alignment to the RAPID Performance Score ranges are approximations.

RAPID K-2 Scope and Sequence

			Kindergarten	Grade 1	Grade 2
Word Recognition	Phonological Awareness (Blending)	Fall/Winter/Spring			
	Letter Sounds	Fall/Winter			
	Word Reading	Spring	Fall/Winter/Spring	Fall/Winter/Spring	
	Spelling			Fall/Winter/Spring	
Academic Language	Vocabulary Pairs	Fall/Winter/Spring	Fall/Winter/Spring	Fall/Winter/Spring	
	Following Directions		Fall/Winter/Spring	Fall/Winter/Spring	
Reading Comprehension	Sentence Comprehension* (Listening)	Fall/Winter			
	Passage Comprehension** (Reading)	Spring	Fall/Winter/Spring	Fall/Winter/Spring	

*Sentence Comprehension is not a required screening task, so no chart is available.

**Passage Comprehension is a descriptive task and Performance Scores are not provided; no chart is available



Phonological Awareness *(K, all year)*

measures how your student hears and uses the sounds in spoken words

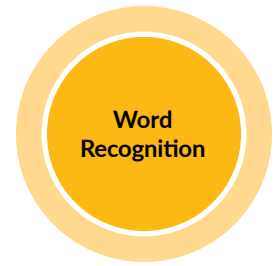
Performance Score Range	What is the student likely to be able to do?	What is the student ready to learn next?	What Lexia Connections will help target instruction?
200 and below	<ul style="list-style-type: none"> Blend two words into a compound word (<i>/rain/.../bow/ = rainbow</i>) 	<ul style="list-style-type: none"> Phonological awareness skills like syllable and sentence awareness, including segmenting words into syllables (<i>winter = /win/.../ter/</i>) 	<p>Lower Range: Rhyming and Alliteration</p> <p>Middle Range: Segmenting Sentences into Words</p> <p>Higher Range: Segmenting Words into Syllables</p>
201-300	<ul style="list-style-type: none"> Blend 2-3 sounds into a word (<i>/m/.../e/ = me</i>) Blend the onset (beginning sound) and rime (remaining part of word) (<i>/ch/.../air/ = chair</i>) 	<ul style="list-style-type: none"> Phonemic awareness skills, including identifying beginning sounds in words (<i>me starts with /m/ sound</i>) 	<p>Lower Range: Segmenting Words into Syllables</p> <p>Middle Range: Beginning Sounds</p> <p>Higher Range: Blending Sounds into Words</p>
301-450	<ul style="list-style-type: none"> Blend 3 to 4 sounds into a word (<i>/d/.../i/.../p/.../s/ = dips</i>) 	<ul style="list-style-type: none"> Phonemic awareness skills, including blending and segmenting words with 4 to 5 sounds (<i>trust = /t/.../r/.../u/.../s/.../t/</i>) 	<p>Lower Range: Blending Sounds into Words</p> <p>Middle Range: Segmenting Words into Sounds</p> <p>Higher Range: Ending Sounds</p>
Above 450	<ul style="list-style-type: none"> Blend 4 to 5 sounds into a word (<i>/t/.../r/.../u/.../s/.../t/= trust</i>) 	<ul style="list-style-type: none"> Advanced phonemic awareness skills, including deleting and substituting sounds (<i>party without the /y/ is part</i>) 	<p>Lower Range: Segmenting Words into Sounds</p> <p>Middle Range: Ending Sounds</p> <p>Higher Range: Sound Manipulation</p>



Letter Sounds *(K, fall/winter)*

measures your student's knowledge of letter sounds

Performance Score Range	What is the student likely to be able to do?	What is the student ready to learn next?	What Lexia Connections will help target instruction?
200 and below	<ul style="list-style-type: none"> Say the sound for some consonants 	<ul style="list-style-type: none"> Letter names and sounds for all consonants 	<p>Lower Range: Letter Matching</p> <p>Middle Range: Consonant Sounds</p> <p>Higher Range: Matching Sounds & Letters</p>
201-250	<ul style="list-style-type: none"> Say the sound for most consonants and some vowels 	<ul style="list-style-type: none"> Consonant sounds and short vowel sounds (/a/ in <i>cat</i>) 	<p>Lower Range: Matching Sounds & Letters</p> <p>Middle Range: Short Vowels Sounds</p> <p>Higher Range: Medial Vowels</p>
251-400	<ul style="list-style-type: none"> Say the sound for most consonants and vowels 	<ul style="list-style-type: none"> Reading words with consonants and short vowels (<i>sun, cap</i>) 	<p>Lower Range: Medial Vowels</p> <p>Middle Range: Reading CVC Words</p> <p>Higher Range: Consonant Digraphs</p>
Above 400	<ul style="list-style-type: none"> Say the sound for most consonants, vowels, and digraphs 	<ul style="list-style-type: none"> Reading words with long vowels (<i>bike, rope</i>) 	<p>Lower Range: Consonant Digraphs</p> <p>Middle Range: Building Words</p> <p>Higher Range: Long Vowel Sounds</p>



Word Reading (K, spring; 1,2)

measures your student's word reading skills

Performance Score Range	What is the student likely to be able to do?	What is the student ready to learn next?	What Lexia Connections will help target instruction?
300 and below	<ul style="list-style-type: none"> Know letter-sound correspondence Read CVC words (<i>cap</i>) Read high frequency and sight words (<i>said</i>) 	<ul style="list-style-type: none"> Short and long for all five vowels (<i>tap/tape; bet/bee; fin/fine; hop/hope; cub/cube</i>) 	<p>Lower Range: Reading CVC Words</p> <p>Middle Range: Building Words</p> <p>Higher Range: Long Vowel Sounds</p>
301-450	<ul style="list-style-type: none"> Know sounds for short and long vowels Read one-syllable words with blends (<i>stop</i>) and some long vowel teams (<i>peel</i>) 	<ul style="list-style-type: none"> Long vowel teams (<i>sail, boat</i>) Open and closed syllables (<i>open - me; closed - met</i>) 	<p>Lower Range: Long Vowel Sounds</p> <p>Middle Range: Word Families</p> <p>Higher Range: Long Vowel Teams</p>
451-600	<ul style="list-style-type: none"> Know sounds for some vowel teams and combinations Read one- and two-syllable words with different syllable types (<i>open - me; closed - met</i>) 	<ul style="list-style-type: none"> All six syllable types (<i>closed; open; vowel-consonant-e - cape; vowel team - sail; consonant+le - stable; r-controlled - barn</i>) Vowel combinations (<i>grow, eight</i>) 	<p>Lower Range: Long Vowel Teams</p> <p>Middle Range: Two Syllable Words</p> <p>Higher Range: Vowel Combinations</p>
Above 600	<ul style="list-style-type: none"> Read two or more syllable words containing six syllable types and spelling patterns (<i>dedicate</i>) 	<ul style="list-style-type: none"> Strategies for reading multi-syllable words, including syllable division and knowledge of affixes 	<p>Lower Range: Vowel Combinations</p> <p>Middle Range: Multi-Syllable Words</p> <p>Higher Range: Simple Suffixes</p>



Spelling (2)

measures your student's spelling skills

Performance Score Range	What is the student likely to be able to do?	What is the student ready to learn next?	What Lexia Connections will help target instruction?
500 and below	<ul style="list-style-type: none"> Spell high frequency words and sight words (<i>come</i>) Use letter-sound knowledge to spell one-syllable words with some short and long vowels (<i>run, fly</i>) 	<ul style="list-style-type: none"> Long and short sounds for all five vowels (<i>tap/tape; bet/bee; fin/fine; hop/hope; cub/cube</i>) Spelling with blends (<i>slid</i>) and digraphs (<i>chop</i>) 	<p>Lower Range: Building Words</p> <p>Middle Range: Long Vowel Sounds</p> <p>Higher Range: Silent E Construction</p>
501-600	<ul style="list-style-type: none"> Spell one syllable words with blends (<i>slid</i>) and digraphs (<i>chop</i>) Spell one syllable words with some long vowel teams (<i>pail</i>) 	<ul style="list-style-type: none"> Vowel teams and combinations (<i>boat, light</i>) Spelling two syllable words (<i>thunder</i>) 	<p>Lower Range: Silent E Construction</p> <p>Middle Range: Two Syllable Words</p> <p>Higher Range: Vowel Combinations</p>
601-700	<ul style="list-style-type: none"> Spell one- and two-syllable words with additional vowel teams and combinations (<i>r-controlled - short</i>) 	<ul style="list-style-type: none"> Spelling two syllable words containing spelling generalizations and rules (<i>dge rule - dodges</i>) 	<p>Lower Range: Vowel Combinations</p> <p>Middle Range: Multi-Syllable Words</p> <p>Higher Range: Spelling Generalizations and Rules</p>
Above 700	<ul style="list-style-type: none"> Spell contracted words (<i>hadn't</i>) Spell one and two-syllable words with additional vowel teams and combinations, spelling patterns, and rules 	<ul style="list-style-type: none"> Spelling two or more syllable words with suffixes and spelling changes (<i>drop→dropping</i>) 	<p>Lower Range: Spelling Generalizations and Rules</p> <p>Middle Range: Syllable Division</p> <p>Higher Range: Spelling Rules (Doubling & Drop E)</p>



Vocabulary Pairs (K, 1, 2)

measures your student's understanding of how word meanings are related

Performance Score Range	What is the student likely to be able to do?	What is the student ready to learn next?	What Lexia Connections will help target instruction?
350 and below	<ul style="list-style-type: none"> Understand word meanings and relationships typically understood by students in pre-kindergarten (<u>warm</u>, <u>sunshine</u>, <u>pants</u>) 	<ul style="list-style-type: none"> Foundational word meanings and relationships, including basic categories and concepts 	<p>Lower Range: Basic Categories</p> <p>Middle Range: Basic Concept Words</p> <p>Higher Range: Combining Adjectives</p>
351-500	<ul style="list-style-type: none"> Understand word meanings and relationships typically understood by students in grades K-1 (<u>classroom</u>, <u>present</u>, <u>gift</u>) 	<ul style="list-style-type: none"> Basic word meanings and relationship strategies, including categorization 	<p>Lower Range: Basic Concept Words</p> <p>Middle Range: Combining Adjectives</p> <p>Higher Range: Categorizing Words</p>
501-600	<ul style="list-style-type: none"> Understand word meanings and relationships typically understood by students in grades 1-2 (<u>past</u>, <u>answer</u>, <u>before</u>) 	<ul style="list-style-type: none"> Intermediate word meanings and relationships, including knowledge of multiple meaning words 	<p>Lower Range: Combining Adjectives</p> <p>Middle Range: Categorizing Words</p> <p>Higher Range: Multiple Meaning Words</p>
Above 600	<ul style="list-style-type: none"> Understand word meanings and relationships typically understood by students in grades 2 and up (<u>trustworthy</u>, <u>honest</u>, <u>hopeful</u>) 	<ul style="list-style-type: none"> Advanced word relationship meanings and strategies, including synonyms and antonyms 	<p>Lower Range: Categorizing Words</p> <p>Middle Range: Multiple Meaning Words</p> <p>Higher Range: Synonyms and Antonyms</p>

Following Directions (1, 2)

measures your student's understanding of spoken directions

Performance Score Range	What is the student likely to be able to do?	What is the student ready to learn next?	What Lexia Connections will help target instruction?
400 and below	<ul style="list-style-type: none"> Understand short, single step oral sentences when following directions and asking for help or information <i>(Click on the blue car.)</i> 	<ul style="list-style-type: none"> Foundational oral language comprehension skills, including describing words and picturing skills 	<p>Lower Range: Picturing Key Words</p> <p>Middle Range: Basic Concept Words</p> <p>Higher Range: Describing Words</p>
401-550	<ul style="list-style-type: none"> Understand two-step oral commands when following directions and asking for help or information <i>(Click on the first dog, then click on the last car.)</i> 	<ul style="list-style-type: none"> Phrase- and sentence-level comprehension 	<p>Lower Range: Describing Words</p> <p>Middle Range: Combining Adjectives</p> <p>Higher Range: Sentence Comprehension</p>
551-700	<ul style="list-style-type: none"> Understand oral directions in longer, multi-step commands when following directions and clarifying comprehension <i>(After you put the car at the beginning of the row, click on the biggest dog.)</i> 	<ul style="list-style-type: none"> Sentence-level comprehension and sequencing 	<p>Lower Range: Sentence Comprehension</p> <p>Middle Range: Sequencing Sentences</p> <p>Higher Range: Sentence Building</p>
Above 700	<ul style="list-style-type: none"> Understand oral directions in longer, multi-step commands when following directions and clarifying comprehension <i>(Before you put the smallest car to the right of the black dog, click on the white train in the third row.)</i> 	<ul style="list-style-type: none"> Building and expanding sentences 	<p>Lower Range: Sequencing Sentences</p> <p>Middle Range: Sentence Building</p> <p>Higher Range: Sentence Structure</p>