❒ ESL ❒OT
❒Speech ❒Repeated__
❒Title 1/Literacy ❒BIP
❒Spec. Ed./504 ❒_____

Reading: Progress Monitoring & Intervention Alignment

Otter Talk Discussion & Documentation Form: Lake Myra Elementary - 2nd Grade

Student:_____ Teacher:_____ Romp Talk[3] Date:____ StARS ❒ Otter Talk Date 1st:____ 2nd:____ 3rd:____

Digging Deeper Data Analysis

most foundational skills ← → least foundational skills

AIMSweb Benchmarks
(use most current scores)

R-CBM Fluency
Correct _____ Errors_____

Benchmark	F	W	S
Reading-ORF	59	84	100
Reading-MAZE	4	6	8

Reading-MAZE
Correct _____ Errors_____

PAST
Phonological Awareness Skills Test

7. Phoneme Isolation (initial sounds) ___/6
8. Phoneme Isolation(final sounds) ___/6
9. Phoneme Blending ___/6
10. Phoneme Segmentation ___/6
11. Phoneme Deletion (initial sounds) ___/6
12. Phoneme Deletion (final sounds) ___/6
13. Phoneme Deletion(initial blends) ___/6
14. Phoneme Substitution ____/6

Letter Name ID ____/54
Letter Sound ID ____/54

Early Names Test
Initial consonants _____/50
Ending consonants _____/50
Consonant blends _____/14
Consonant digraphs ____/10
Short vowels _____/47
Long vowels (VCe) _____/7
Vowel digraph _____/3
Rime _____/60

High Frequency Word List
# of words_____

Reading Level
From informal running record:
taken during guided reading

Level _____@_____%

From formal Running Record:
Level_____@_____%
SC:_____ Retell:_____

The Intervention

The Most Foundational Deficit:

Targeted Area of Need :

_____ will receive intervention in the reading area of _____ to focus on the skill of _____. Mr./Ms._____ will use the intervention strategies of _____ to target this deficit skill, in a group with _____ other students, _____ days a week for _____ minutes per session.

Monitoring the Intervention

To determine the appropriate grade level for Progress Monitoring, use the AIMSweb Aggregate Norm Table for the CBM with which you will be Progress Monitoring. The grade level at which the student's current score is at the 50th %ile is the grade level that should be used for Progress Monitoring. Use Norm Table ROI to determine goal & aimline.

If reading at level 15/16 or below, use:
❒ Nonsense Word Fluency for a Phonics Deficit
❒ Phoneme Segmentation Fluency for Phonemic Awareness Deficit

If reading at level 17/18 or above, use:
❒ R-CBM for a Phonics, Fluency or Comprehension Deficit

❒1st Parent Contact on_____ ❒ 2nd Parent Contact on_____ SST Scheduled ❒yes ❒no
Parent/Teacher Retention Conference ❒yes ❒no If yes, obtain parent signature.

Parent Signature:_____ Date:_____

Progress Monitoring CBM:							PM Level:
	Baseline Score:	Week 1 Date: Score:	Week 2 Date: Score:	Week 3 Date: Score:	Week 4 Date: Score:	Week 5 Date: Score:	Week 6 Date: Score:

If progress is not made after 3 weeks, a Case Manager will be assigned to assist the teacher.