

Reading: Progress Monitoring & Intervention Alignment
 Otter Talk Discussion & Documentation Form: Lake Myra Elementary - 2nd Grade

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

Student: _____ Teacher: _____ Romp Talk³ Date: _____ StARS Otter Talk Date 1st: _____ 2nd: _____ 3rd: _____

Digging Deeper Data Analysis

most foundational skills ←————→ least foundational skills

<p>AIMSweb Benchmarks (use most current scores)</p> <p>R-CBM Fluency Correct _____ Errors _____</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Benchmark</td> <td>F</td> <td>W</td> <td>S</td> </tr> <tr> <td>Reading-ORF</td> <td>59</td> <td>84</td> <td>100</td> </tr> <tr> <td>Reading-MAZE</td> <td>4</td> <td>6</td> <td>8</td> </tr> </table> <p>Reading-MAZE Correct _____ Errors _____</p>	Benchmark	F	W	S	Reading-ORF	59	84	100	Reading-MAZE	4	6	8	<p>PAST Phonological Awareness Skills Test</p> <p>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</p>	<p>Letter Name ID ___/54 Letter Sound ID ___/54</p> <p>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</p>	<p>High Frequency Word List # of words _____</p> <p>Reading Level From informal running record: taken during guided reading Level ___@___%</p> <p>From formal Running Record: Level ___@___% SC: _____ Retell: _____</p>
Benchmark	F	W	S												
Reading-ORF	59	84	100												
Reading-MAZE	4	6	8												

The Intervention

The Most Foundational Deficit:	_____ will receive intervention in the reading area of _____ to focus on the skill of _____.
Targeted Area of Need :	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

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:

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: _____

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