

Teacher	Students	21-22 Fall LNF (26)	21-22 Fall LWSP (2)	21-22 Winter LNF (42)	21-22 Winter LWSP (32)	21-22 Winter Ph (33)	21-22 Winter RWSP (17)	LWSP Growth Fall-Winter	21-22 Spring LNF (56)	21-22 Spring LWSP (42)	21-22 Spring RWSP (32)	21-22 Spring Ph (26)
B		4	0	44	21	47		21				
B		31	8	53	45	48		37				
B		9	0	58	48	38		46				
B				28	10	29		10				
B		23	16	50	46	47		30				
B		19	14	36	24	44		10				
B		16	0	53	33	43		33				
B		34	42	54	63	45		21				
B		30	15	49	47	43		32				
B		21	17	28	35	41		18				
B		7	2	52	49	48		47				
B		15	9	36	28	44		19				
B		10	0	56	43	41		43				
B		52	48	47	58	43		10				
B		45	34	53	52	43		18				
B		36	25	60	40	47		15				
W		21	7	51	39	45		32				
W		18	0	48	37	44		37				
W		13	1	53	37	46		36				
W		9	1	44	44	47		45				
W		8	1	40	35	45		34				
W		31	24	49	38	45		14				
W		36	30	61	39	46		9				
W		35	21	62	50	45		29				
W		26	1	74	53	43		52				
W		38	21	50	45	47		24				
W		30	12	55	30	45		18				
W		41	29	40	64	45		42				
W		10	0	41	41	41		41				
W		28	27	58	48	45		21				
W		7	0	41	32	45		32				
W		40	35	62	54	45		19				
	total	31	31	32	32	32						
	number at or above	14	20	21	27	31						
	percentage	45%	65%	66%	84%	97%						
				Letter Naming Fluency	Letter word sound fluency	Phonemic Segmentation						

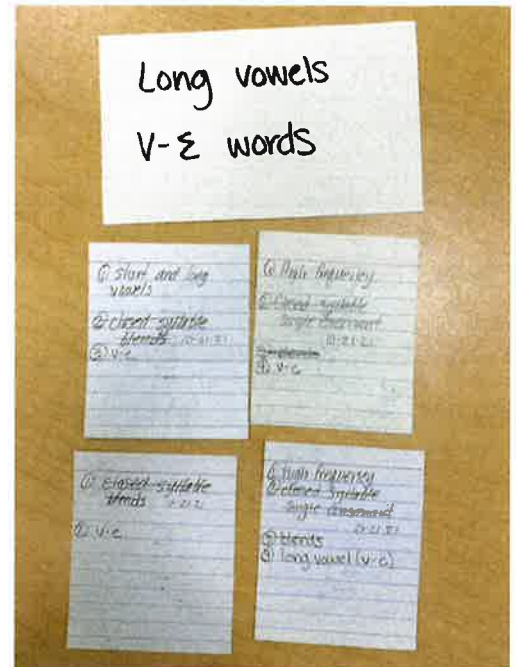
This is an example of our Aims Web data used to determine needs of students in terms of oral reading fluency in upper grades, letter naming fluency, letter-word-sound fluency and phonemic segmentation. This data is collected by the reading testing team and then the grade level teachers and reading specialists figure out what the student needs next in terms of assessment in order to pinpoint specific needs.

Below are examples of the Reading Intervention Teachers work with further assessment data.



After giving the Phonics and Word Reading Survey, and putting the students' scores into a spreadsheet, we can see where their decoding deficits are. Then we put each Title1 students' names on a small card, and on the back write the first intense skill deficit. This is where we will focus our instruction.

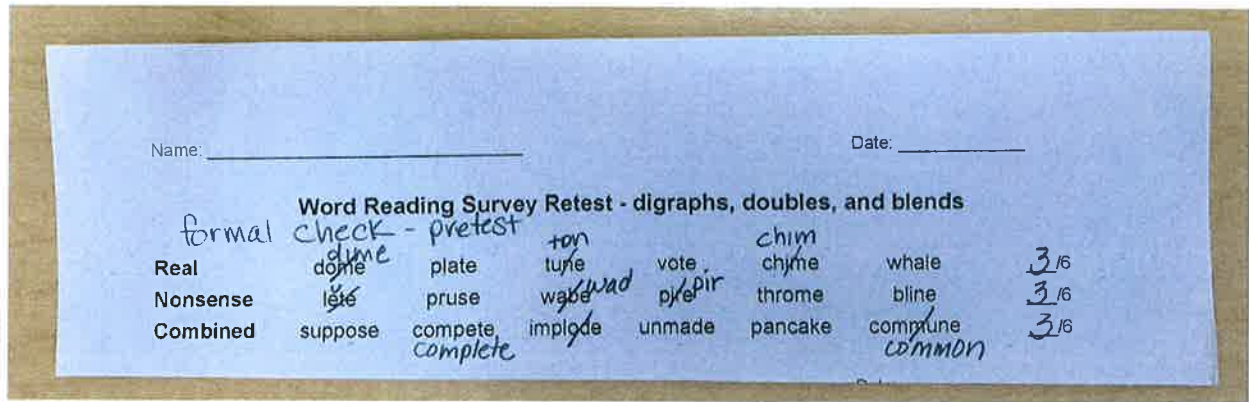
As you can see, we put the category from the Phonics and Word Reading Survey on a large index card, and the Student cards with decoding deficits under them. We keep these in a stack and as the student shows mastery of a skill we cross that skill out and write down the next skill focus.



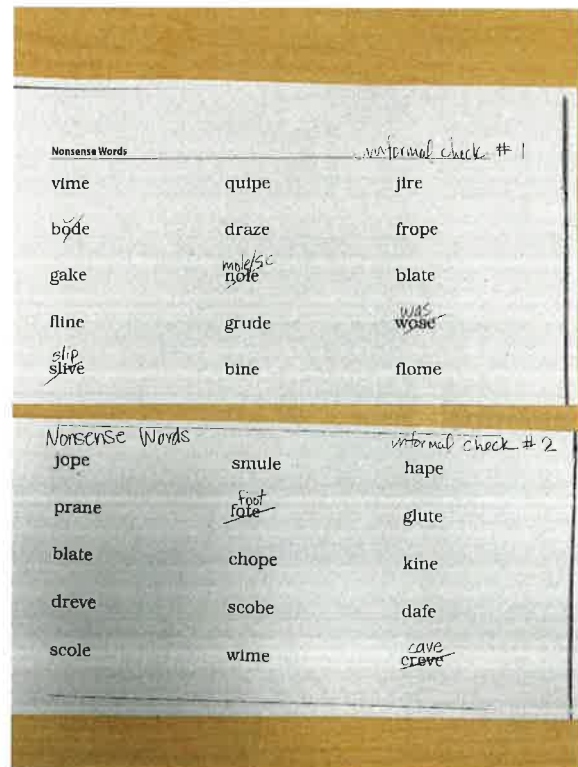
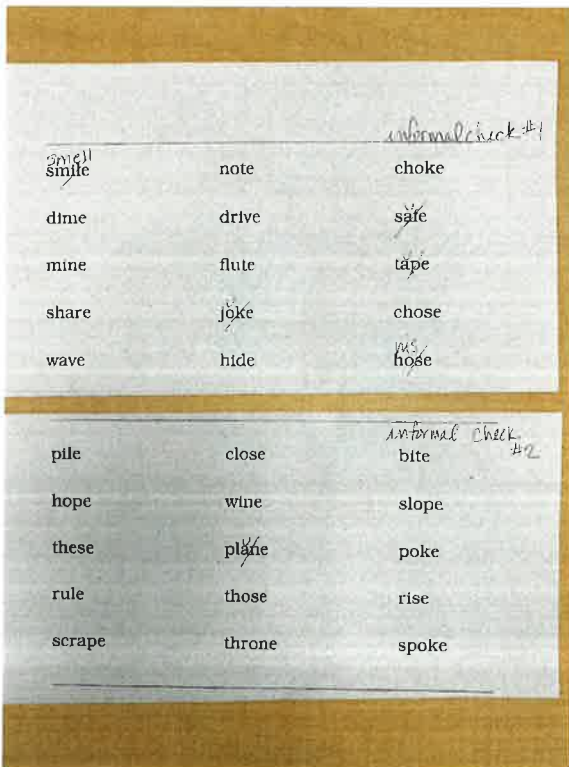
This is the spreadsheet we use to keep track of scores for the Phonics and Word Reading Survey. The students' names would be on the left side. The first red cell would be the first decoding deficit we would write on the small index card.

	Closed syllable single consonant s (18)	Closed syllable blends (24)	Long vowels V-E words (18)	Vowel-R Syllables (18)	Vowel Teams (18)	Complex Consonant Pattern (12)	Mixed Syllables -le (10)	Base words (10)	compound words (12)	Common prefixes (6)
Student 1	10	14	5	10	D/S					
Student 2	17	13	11	13	10	D/S				
Student 3	15	17	5	1	5	D/S				
Student 4	16	18	15	16	12	7	D/S	D/S	D/S	D/S
Student 5	18	17	14	18	15	10	10	9	12	4
Student 6	17	22	14	18	17	10	8	10	12	5
Student 7	18	24	16	18	18	9	10	10	12	6
Student 8	17	23	17	16	15	8	4	8	11	3
Student 9	14	18	16	15	10	7	7	9	12	4
Student 10	12	22	17	18	17	10	8	10	12	6
Student 11	18	23	18	17	17	10	8	10	11	5

Student 12	16	16	15	13	12	8	3	4	9	2
Student 13	16	19	13	15	11	8	5	7	11	3
Student 14	18	23	14	14	10	6	7	9	12	4
Student 15	12	22	12	17	13	6	5	7	10	4



We gave the student a pre-test based on the results of the Phonics and Word Reading Survey. This is the same section the student had trouble with initially.



After one week of focused instruction on vowel consonant e (v-e) words, we give an informal check to see if the student has improved, or needs more instruction. We decided the student needs more instruction on v-e words because the student missed 5 out of 15. We gave more instruction and at the end of the second week the student only missed one word. We also worked on nonsense words to see if the student truly understands and applies the rule for v-e. The first week the student missed 4, but self corrected on one. The second week the student only missed two.

Word Reading Survey Retest - digraphs, doubles, and blends							
<i>formal check - post test</i>							
Real	dome	plate	tune	vote	chime	whale	<u>6</u> /6
Nonsense	lete <i>let</i>	pruse	wabe	pire	throme	bline	<u>5</u> /6
Combined	suppose	complete <i>complete</i>	implode	unmade	pancake	commune	<u>5</u> /6

Here is the student's formal check after 2 weeks of instruction. As you can see, the student only missed 2. At the beginning, before any focused instruction, the student missed 9.