

Which Sheet for Which Skill

The skill the group is working on tells you which sheet takes the data point. Match it once, write the page number on the roster, and stop deciding.

IF THE GROUP IS WORKING ON	USE	WHERE
Phonemic awareness — rhyming, first sound, blending, segmenting, deleting, substituting; no print involved	Phonemic Awareness Data Sheet: a plus or minus per item, a percent per session	Page 7
Phonics — letter sounds, spelling patterns, reading words by pattern	Phonics Skills Data Sheet: the patterns typed down, correct over given per session	Page 8
Sight words — a list the student is learning to read on sight	Sight Word Tracker: sixty word cells, a date beside each, a count line	Page 9
Fluency — words correct per minute, accuracy, prosody on a timed passage	Fluency Data Sheet, then the Fluency Graph the same day	Pages 10, 11
Vocabulary and comprehension — questions answered about a text, words in context	Vocabulary and Comprehension Data Sheet: questions asked, correct, percent	Page 12
Text reading with a running record — accuracy, self-corrections, which cues the errors used	Running Record Summary Log: one line per record	Page 13

What this file is not

Not a program, not a set of probes, and not a curriculum. It does not say which skill to teach next or what score means a student is done; your program and your team say that, and every sheet that needs a threshold has a blank for it, as your program specifies. The sheets make sure the number gets written down the same way every session.

The three habits the file assumes

- ☐ One data point per student per session, on the sheet named above, before the group leaves the table.
- ☐ The score goes onto the weekly summary (page 14) every Friday, and onto the fluency graph (page 11) when the skill is fluency.
- ☐ Any change to what the group does goes on the change log (page 15) with the date, the same week.

The weekly loop

STEP	WHAT HAPPENS
1 Teach	The lesson plan and log (page 6) holds the objective, the materials and what was actually done, for five sessions
2 Take one data point	On the skill sheet the chooser names (pages 7 to 13); tick the box on the lesson log so a missing point is visible
3 Plot	Fluency goes on the graph (page 11); everything else goes as a number onto the weekly summary (page 14)
4 Decide	Friday: keep, change, exit or move, by the rules on page 14; a change is dated on page 15, an exit or move on page 18

Phonemic Awareness Data Sheet

Six tasks down, eight sessions across. A plus or minus per item, a percent per session, and the date each task met the line your program specifies.

STUDENT

TASK WORDING (SAY IT THE SAME WAY EVERY SESSION) ITEMS PER SESSION

TASK	S1	S2	S3	S4	S5	S6	S7	S8	MET THE LINE (DATE)
Date									—
Rhyming + / – per item									
Rhyming — %									—
First sound + / – per item									
First sound — %									—
Blending + / – per item									
Blending — %									—
Segmenting + / – per item									
Segmenting — %									—
Deleting + / – per item									
Deleting — %									—
Substituting + / – per item									
Substituting — %									—

Marking

+ correct on the first try · – incorrect or prompted.
Percent = pluses ÷ items given, not ÷ 10. Say the task the same way every session; a different prompt makes a different number. The date column is filled when a task meets the line at the right, and that task stops being drilled.

Task order as your program specifies, and the line you are using: ____ % on ____ sessions in a row

.....

.....

.....

.....

.....

.....

STUDENT	PASSAGE LEVEL / SET	GOAL WCPM (AS YOUR PROGRAM SPECIFIES)	TIMING (MINUTES)
.....			

[illegible]

WCPM = words read in one minute – errors; if you timed two minutes, divide by two. **Accuracy** = $\text{WCPM} \div \text{words read, as a percent}$. Plot the WCPM on the graph (page 11) the same day. A cold read of a passage the student has not seen is a different number from a hot read; write which it was in the last column.

Fluency Graph

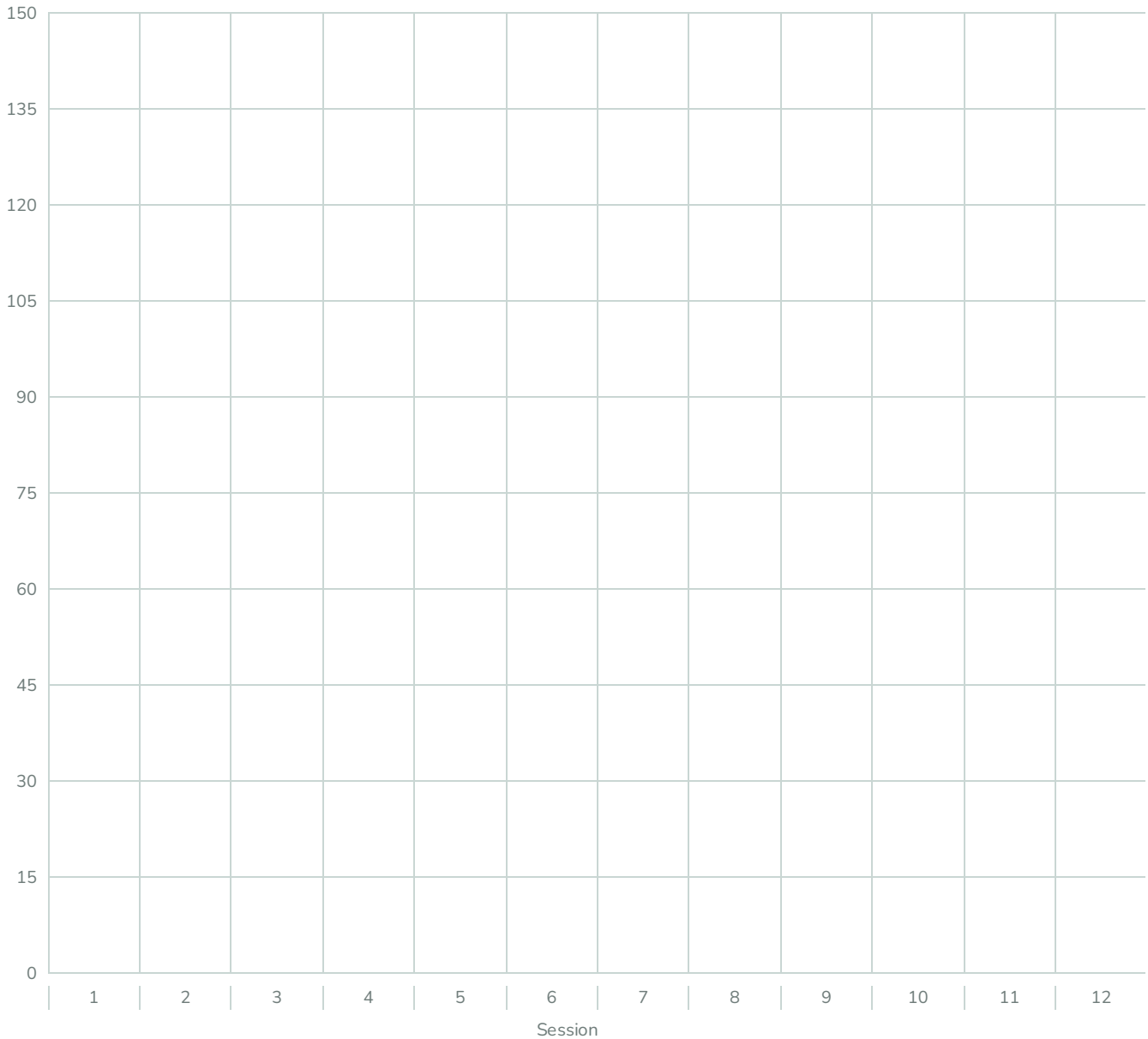
Words correct per minute, 0 to 150, twelve sessions. Draw the aim line first from the goal on the student's plan. Three points below it in a row is a decision (page 14), not a longer wait.

STUDENT

PASSAGE LEVEL / SET

AIM: GOAL WCPM (AS YOUR PROGRAM SPECIFIES)

WORDS CORRECT PER MINUTE (WCPM), 0 TO 150 BY 15



SESSION	1	2	3	4	5	6	7	8	9	10	11	12
Date												
WCPM												
Aim line												

Weekly Progress Monitoring Summary

Friday, ten minutes. Each student's score this week beside last week's, the trend, and the decision: keep, change, exit, or move. The rules are printed so the decision is not a mood.

GROUP

WEEK OF

INTERVENTIONIST

STUDENT	SKILL AND SHEET (PAGE)	LAST WEEK	THIS WEEK	TREND (UP / FLAT / DOWN)	DECISION (KEEP / CHANGE / EXIT / MOVE)	WHY, IN ONE LINE

Decision rules, written in advance

- ☐ Three data points in a row flat or below the aim line: change something (the group size, the minutes, the materials, the skill) and write it on the change log (page 15) with the date.
- ☐ Three data points in a row at or above the line your program specifies: fill in the exit and move sheet (page 18) this week; do not wait for the review date.
- ☐ No data point this week: the schedule failed, not the student. Fix who takes it, and write the gap here with the reason.
- ☐ A score that moved more than ____ points in one week (write your program's number): check the passage, the timing and the scorer before deciding anything.

Gaps this week and why; what the team needs to hear

EXAMPLE

A Fluency Month, Filled In

Mateo is invented, and so is every number. Every WCPM is words read minus errors, every accuracy is WCPM over words read, and the Friday decision came from cells that were already written.

Fluency data sheet (page 10) — Mateo, grade 2, one-minute timing, goal WCPM 75 typed from his plan (invented)

DATE	PASSAGE	WORDS READ	ERRORS	WCPM	ACCURACY %	PROSODY	NOTES
9/8	Set 2, passage 1	58	6	52	90	2	cold read, Ms. Alvarez
9/10	Set 2, passage 2	61	5	56	92	2	cold read, Ms. Alvarez
9/15	Set 2, passage 3	63	5	58	92	2	cold read, Ms. Alvarez
9/17	Set 2, passage 4	60	7	53	88	2	cold read, Ms. Alvarez
9/22	Set 2, passage 5	67	4	63	94	3	cold read, Ms. Alvarez
9/24	Set 2, passage 6	70	3	67	96	3	cold read, Ms. Alvarez

Fluency graph (page 11), the data row under the grid

SESSION	1	2	3	4	5	6	7	8	9	10	11	12
Date	9/8	9/10	9/15	9/17	9/22	9/24	–	–	–	–	–	–
WCPM	52	56	58	53	63	67	–	–	–	–	–	–
Aim line	75	75	75	75	75	75	–	–	–	–	–	–

Six dots at 52, 56, 58, 53, 63, 67, all under the aim line at 75. The dip on 9/17 is one point; the rule on page 14 needs three.

Weekly summary row (page 14), week of 9/22, written Friday

STUDENT	SKILL AND SHEET	LAST WEEK	THIS WEEK	TREND	DECISION	WHY, IN ONE LINE
Mateo	Fluency (page 10)	53	67	up	keep	three points rising (53, 63, 67), under the aim line of 75; group, minutes and passage set unchanged

The score in each week column is the last session of that week: 9/17 for last week, 9/24 for this week.

What the numbers say, and what they do not

WCPM is words read minus errors: $58 - 6 = 52$ on 9/8, $70 - 3 = 67$ on 9/24. Accuracy is WCPM divided by words read: $52 \div 58 = 90$ percent, $67 \div 70 = 96$ percent. The aim line of 75 was typed from Mateo's plan; nothing on this page says what an aim should be, or what a second grader should read. Decision: keep. Check again on 10/6 against the exit line his program specifies, and put the prosody move from 2 to 3 in the parent note (page 16).