

A phonemic awareness data sheet, a phonics skills data sheet, a sixty-word sight word tracker, a fluency data sheet with the WCPM arithmetic on the page, and a weekly summary with the decision rules written in advance. Print and go.

READING DATA

How to Use These Five Pages

Ninety seconds. Which sheet takes the longest time for which skill, the marks every sheet uses, and the Friday habit that turns a number of scores into a decision.

Which sheet takes the point

IN THE GROUP IS WORKING ON

Phonemic awareness — phrasing, first sound, blending
segmenting, deleting, substituting, not in print

Phonics — letter sounds, spelling patterns, reading words by
sight

Sight words — a list of the skills is learning to read on sight

Fluency — words correct per minute, accuracy, prosody on a
timed passage

Every Friday, whichever sheet was used

USE

Phonemic Awareness Data Sheet

Phonics Skills Data Sheet

Sight Word Tracker

Fluency Data Sheet

Weekly Progress Monitoring Summary

PAGE

4

5

6

7

8

1. Write the headers first: the task wording, the patterns in your program's order, the word list, the passage set, and the line number (what percent of _____ percent on _____ sessions in a row, as your program specifies). Nothing on these sheets is what that line should be.

2. Pick the sheet the table names [above]. One skill, one sheet, the same sheet every session, and one data point per student per minute; before the group leaves the table.

3. Friday, ten minutes: the latest score from each sheet on the Weekly Progress Monitoring Summary (page 8), beside last week's, then the trend and one of four words: keep, change, exit, or move.

The marks, sheet by sheet

1. Phonemic awareness: correct on the first try or incorrect or prompted, percent + pluses = gains in 712 points correct over given in each session call, the letter-sound game in the last column. Data sheets: correct a data beside in what only it meets the goal, any words on the top. **WCPI:** WPM: words read in one minute = errors, two minutes: trend, divide by four. **Accuracy:** WPM: words read, as a percent, possibly 1 to 4 as your program defines each level.

Say the task the same way every session, a different

The weekly habit, and the four rules

The sheet is filed at the table, the summary is filed on Friday from the sheet. Three data points are in a row below or above the line: change something and date it. Three in a row or above the line your program specifies; tail the team this week. No data point: the student's failed, not the student; write the gap with the number. A jump between two program's number: check the passage, the timing and the score first. The rules are printed on page 8.

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

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STUDENT / GROUP

LINE (AS YOUR PROGRAM SPECIFIES):
 ____ % OVER ____ SESSIONS

[illegible]

Each session cell holds correct over given, 7/10. The latest percent goes in the last column and onto the weekly summary (page 8). A pattern has met the line when it reaches the percent and the sessions you wrote at the top, as your program specifies; write the date and stop drilling it. Twelve rows is one sheet; print another for the next set.

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, with the date, in the card beside this one.
- ☐ Three data points in a row at or above the line your program specifies: tell the team this week, as your school's process says; 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; changes made, with the date; what the team needs to hear
