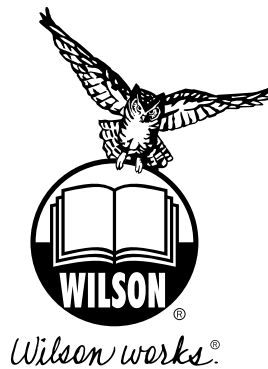


Progress Monitoring Level K Teacher's Guide



SECOND EDITION

WILSON LANGUAGE TRAINING CORPORATION

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**Foundations® Progress Monitoring Level K / Teacher's Guide
(Second Edition)**

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Level K Progress Monitoring Teacher’s Guide (Second Edition)

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SECTION I: GETTING STARTED

General Description

Progress monitoring is used to measure what students know compared to the skills taught in the curriculum. The Foundations® Level K Progress Monitoring (Second Edition) specifically measures skills introduced in the Foundations Level K curriculum.

Progress monitoring can be used with all students, but it is particularly helpful for students in a Foundations Second Edition Tier 2 Double Dose group. Progress monitoring can begin as soon as Tier 2 instruction is underway.

In Level K the following measures are used to monitor a student's progress throughout the year. The instructional year is divided into Beginning-Mid and Mid-End Year. The measures correspond with the content presented in the Foundations Second Edition curriculum during that time frame.

BEGINNING-MID YEAR MEASURES

These measures are implemented during the *first* half of the school year. Each measure is administered individually for one (1) minute each.

MEASURE	PURPOSE	MID-YEAR BENCHMARK
Letter Naming	This provides a measure of a student's proficiency in naming lower-and upper-case letters.	52 letters
Letter Sound Automaticity	This provides a measure of a student's proficiency in letter-sound correspondence.	25 sounds
Sound Identification	This provides a measure of a student's proficiency in sound-letter correspondence.	letters

MID-END YEAR MEASURES

These measures are implemented during the *second* half of the school year. Each measure is administered individually for one (1) minute each.

MEASURE	PURPOSE	END-YEAR BENCHMARK
Word Identification	This provides a measure of a student's knowledge of letter-sound correspondence and ability to blend sounds in CVC real words.	44 correct letter sounds 7 whole words read
Nonsense Word Fluency	This provides a measure of a student's knowledge of letter-sound correspondence and the ability to blend sounds in CVC nonsense words.	44 correct letter sounds 7 whole words read
Phoneme Segmentation	This provides a measure of a student's ability to segment a word into individual phonemes.	40 sounds
Sight Word Fluency	This provides a measure of a student's ability to read Trick Words taught in the curriculum.	27 words

FUNDATIONS UNIT TESTS

The Foundations Unit Tests measure a student's knowledge of concepts that are taught in a *specific* Foundations unit. In Level K, the tests are administered individually.

Test scores for Tier 2 students can be transferred to the student's individual Student Record to assist with progress monitoring. The benchmark is 8 out of 10 or 4 out of 5 for each subtest. Students who are significantly below benchmark or who are consistently below benchmark should be considered for additional in-class support to master the unit's concepts.

Progress Monitoring Materials

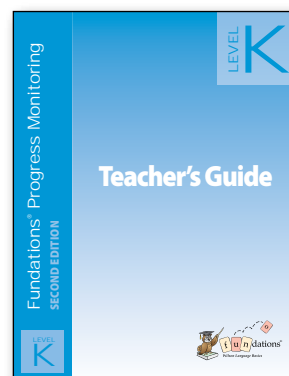
The Foundations Progress Monitoring Tool includes the following components:

Teacher's Guide

Provides an overview of Progress Monitoring.

Provides instructions on how to administer each measure implemented in Level K.

Provides guidelines for additional support.



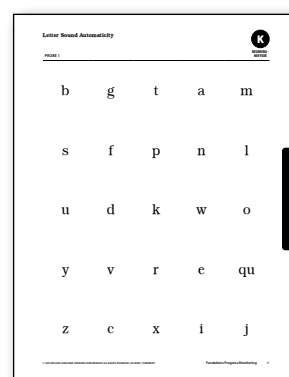
Student Probes

Provides the material that is needed for the student.

Student Probe Packets are provided for:

- Beginning-Mid Year
- Mid-End Year

This material can be reused by students.



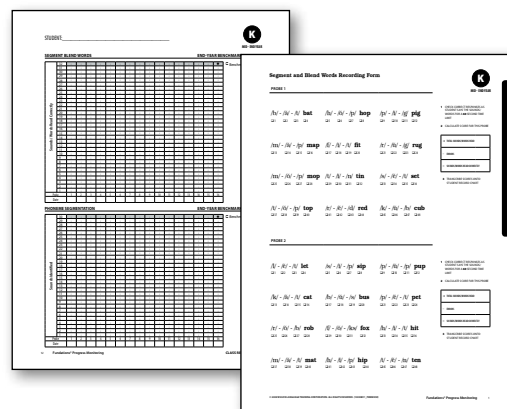
Student Record and Recording Forms (Tally Sheets)

RECORD: Provides graphs to chart progress for each measure. Copies can be made for each student.

RECORDING FORMS: Teacher uses to record student performance on individual probes.

Online Version - Print out Record and Recording Form for each student

Kit Version - Includes laminated Recording Forms for multiple use

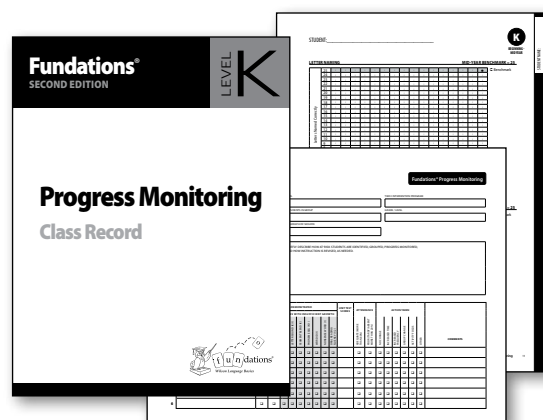


Class Record

Provides a booklet for data collection for up to six students for the entire year.

Includes:

- Tier 2 Progress Report
- Attendance Sheet
- Records / Graphs to track students (graphs to chart progress on each measure) for beginning to mid and mid to end



Progress Monitoring Steps

Overview of Steps:

1. Determine Measures and Baseline Probe
2. Obtain Baseline Score and Plot the Aim Line
3. Plot and Monitor Progress
4. Use Data to Inform instruction

STEP 1 DETERMINE MEASURES AND BASELINE PROBE

Determine what measures you will use to monitor progress. If you are currently in the first half of the school year, use the measures outlined for the Beginning – Mid Year. If you are in the second half of the year, use measures that are identified as Mid-End Year.

BEGINNING – MID YEAR	MID-END YEAR
MEASURES: <ul style="list-style-type: none">• Letter Naming• Letter Sound Automaticity• Sound Identification	MEASURES: <ul style="list-style-type: none">• Word Identification• Nonsense Word Fluency• Phoneme Segmentation• Sight Word Fluency

Determine the Probe that will be used to plot the baseline score for each measure.

1. First, determine the number of weeks of instruction until the mid-point or the end of year in the school calendar. (Holidays should be considered.)
2. Subtract the number of weeks of instruction from 16 (total number of probes).

EXAMPLE A

10 weeks of instruction left

16 probes – 10 more weeks of instruction = 6

Use Probe 6 to plot your baseline score.

EXAMPLE B

5 weeks of instruction left

16 probes – 5 more weeks of instruction = 11

Use Probe 11 to plot your baseline score.

Probe	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
-------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

🔗 Example A, if you have ten weeks of instruction left, you need 10 probes. Use Probe 6 to get baseline

🔗 Example B, if you have five weeks of instruction left, you need 5 probes. Use Probe 11 to get baseline 5

QUICK REFERENCE CHART: Once you determine how many weeks of instruction are left until the mid- or end-year point, use the quick reference below to determine the baseline probes and subsequent probes to be used if monitoring weekly or bi-weekly.

Number of weeks <i>left</i> for instruction	Probe to use as Baseline Probe	Probes you should use if conducting Progress Monitoring weekly	Probes you should use if conducting Progress Monitoring bi-weekly
16	1	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	3, 5, 7, 9, 11, 13, 15*
15	1	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	3, 5, 7, 9, 11, 13, 15*
14	2	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	4, 6, 8, 10, 12, 14, 16
13	3	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	5, 7, 9, 11, 13, 15*
12	4	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	6, 8, 10, 12, 14, 16
11	5	6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	7, 9, 11, 13, 15*
10	6	7, 8, 9, 10, 11, 12, 13, 14, 15, 16	8, 10, 12, 14, 16
9	7	8, 9, 10, 11, 12, 13, 14, 15, 16	9, 11, 13, 15*
8	8	9, 10, 11, 12, 13, 14, 15, 16	10, 12, 14, 16
7	9	10, 11, 12, 13, 14, 15, 16	11, 13, 15*
6	10	11, 12, 13, 14, 15, 16	12, 14, 16
5	11	12, 13, 14, 15, 16	13, 15*

*The final Probe 16 should be conducted if needed. The schedule may require that the last Probe be conducted a week early.

STEP 2 – OBTAIN BASELINE SCORE AND PLOT THE AIM LINE

The baseline score should be obtained at the beginning of the Tier 2 instruction. This could be conducted on your first lesson.

1. Using the probe that was determined in Step 1, administer the measure to obtain the score. This is the baseline score.
2. Plot this score on the graph.
3. Draw a line from the baseline score to the benchmark score. *This is the aim line.* An aim line shows what kind of progress will be necessary to achieve benchmark by mid- or end-year.

Example A:

Probe 6 was given as the baseline assessment. The student correctly named 19 sounds – 19 is the baseline score. The aim line is drawn from 19 to 52 (benchmark).

In this example, if progress monitoring is done weekly, when probe 7 is administered, the goal is 22 correct letters.

If doing progress monitoring bi-weekly, Probe 8 is the first probe administered and the goal is 25 correct letters.

Example B:

Probe 11 was given in this baseline assessment. The student correctly named 19 sounds – 19 is the baseline score. The aim line is drawn from 19 to 52 (benchmark).

In this example, if progress monitoring is done weekly, when probe 12 is administered, the goal is 26 correct letters.

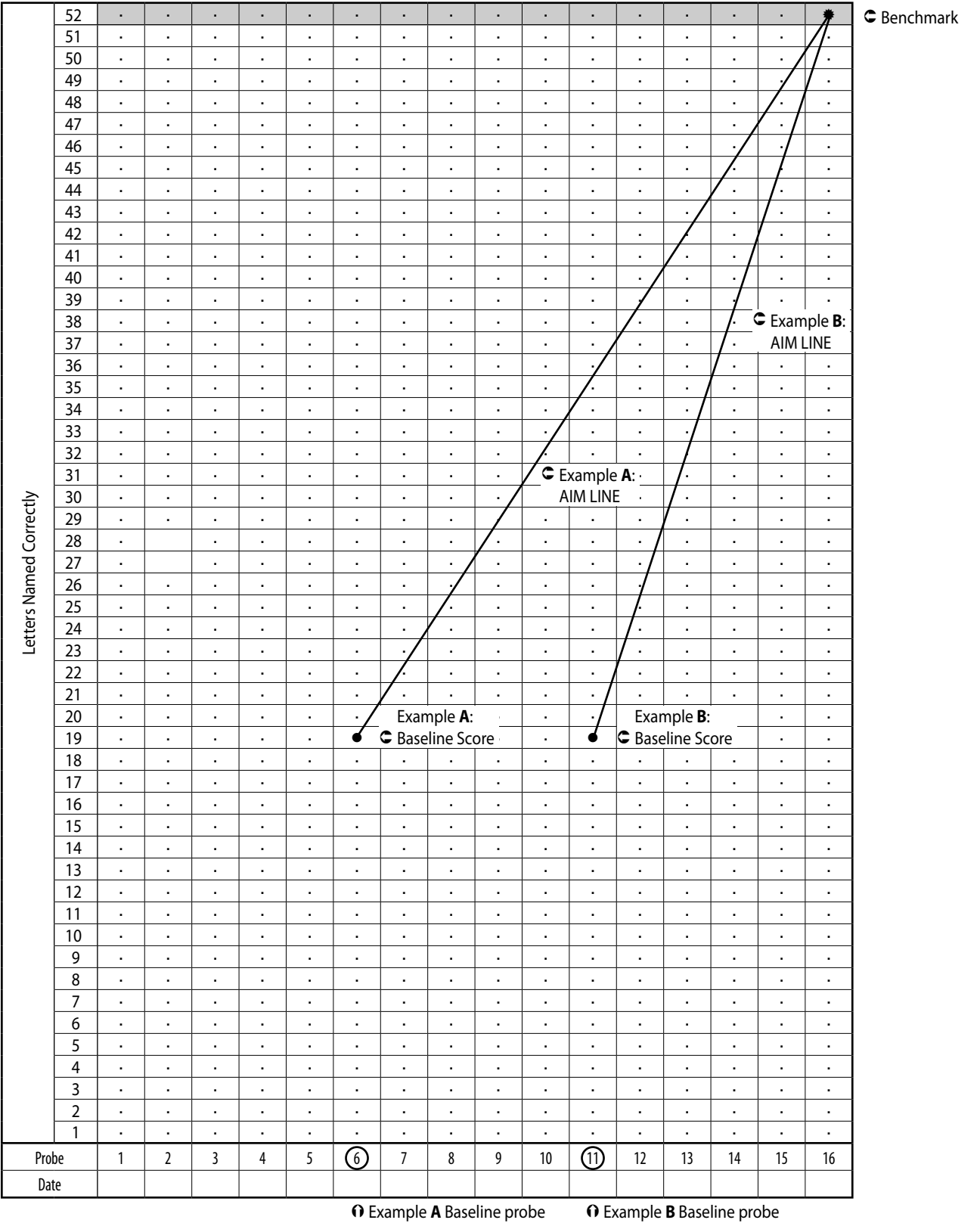
If doing progress monitoring bi-weekly, Probe 13 is the first probe administered and the goal is 31 correct letters.

With fewer weeks of instruction remaining, the trajectory is much steeper.

EXAMPLE

LETTER NAMING

MID-YEAR BENCHMARK = 52



STEP 3 - MONITOR PROGRESS

Determine the next probe to be used. After initial probe is determined, probes should be used in sequence as follows:

- If you are monitoring progress every week, use every probe in sequence (5, 6, 7, 8, 9, etc.)
- If you are monitoring progress every other week (bi-weekly), use every other probe in sequence (5, 7, 9, etc.)
(See Quick Reference Chart on page 6 of this guide.)

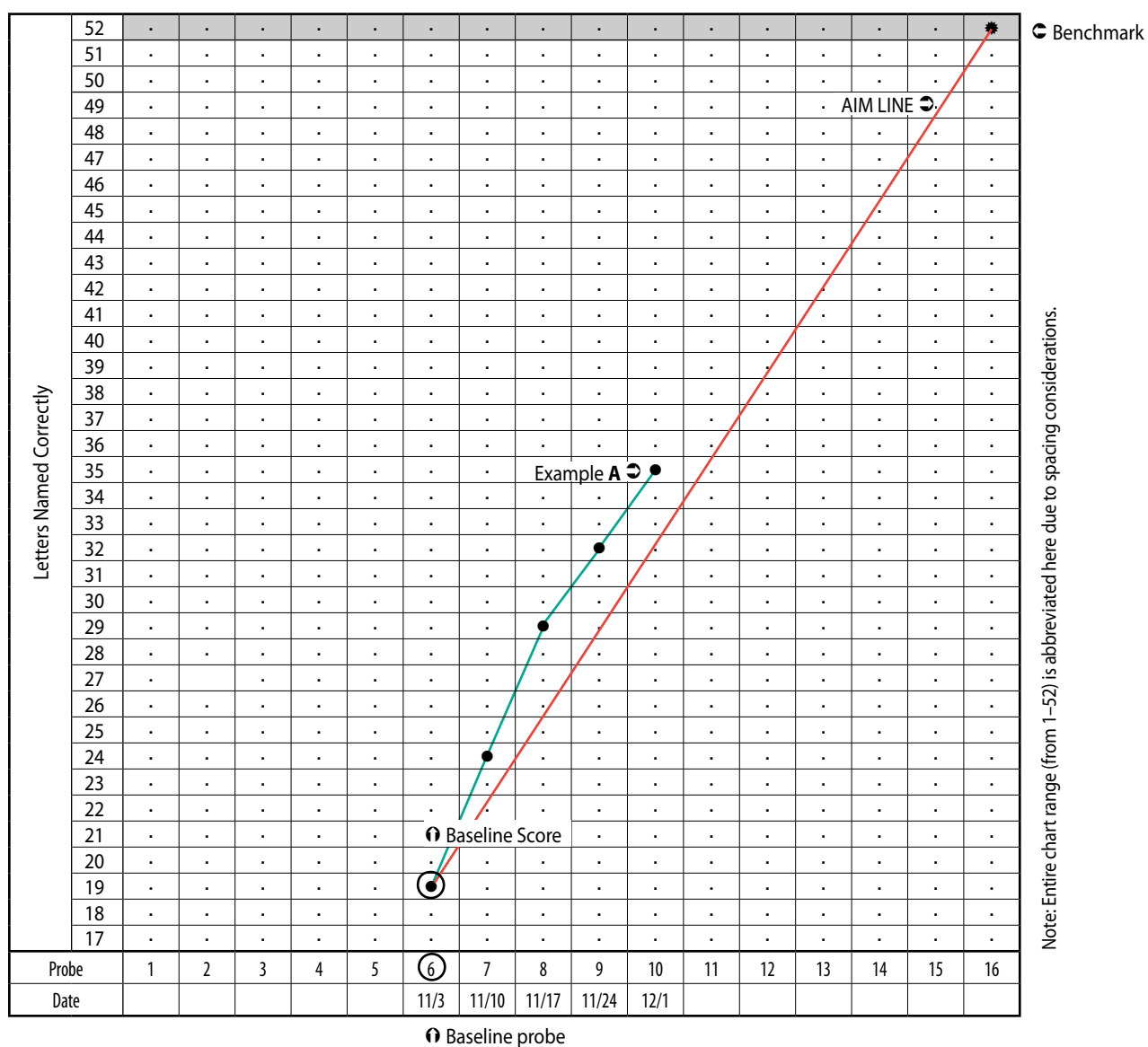
Plot the score for each probe when given. It is recommended that you use a different pen color than the aim line to plot and track progress.

There are 16 probes for each measure. Depending upon when you begin and how frequently (weekly or bi-weekly) you monitor progress, you may or may not use each of the probes.

EXAMPLE

LETTER NAMING

MID-YEAR BENCHMARK = 52



STEP 4 – USE THE DATA TO INFORM INSTRUCTION

After you have completed 3-4 probes with your student, you will be able to evaluate progress.

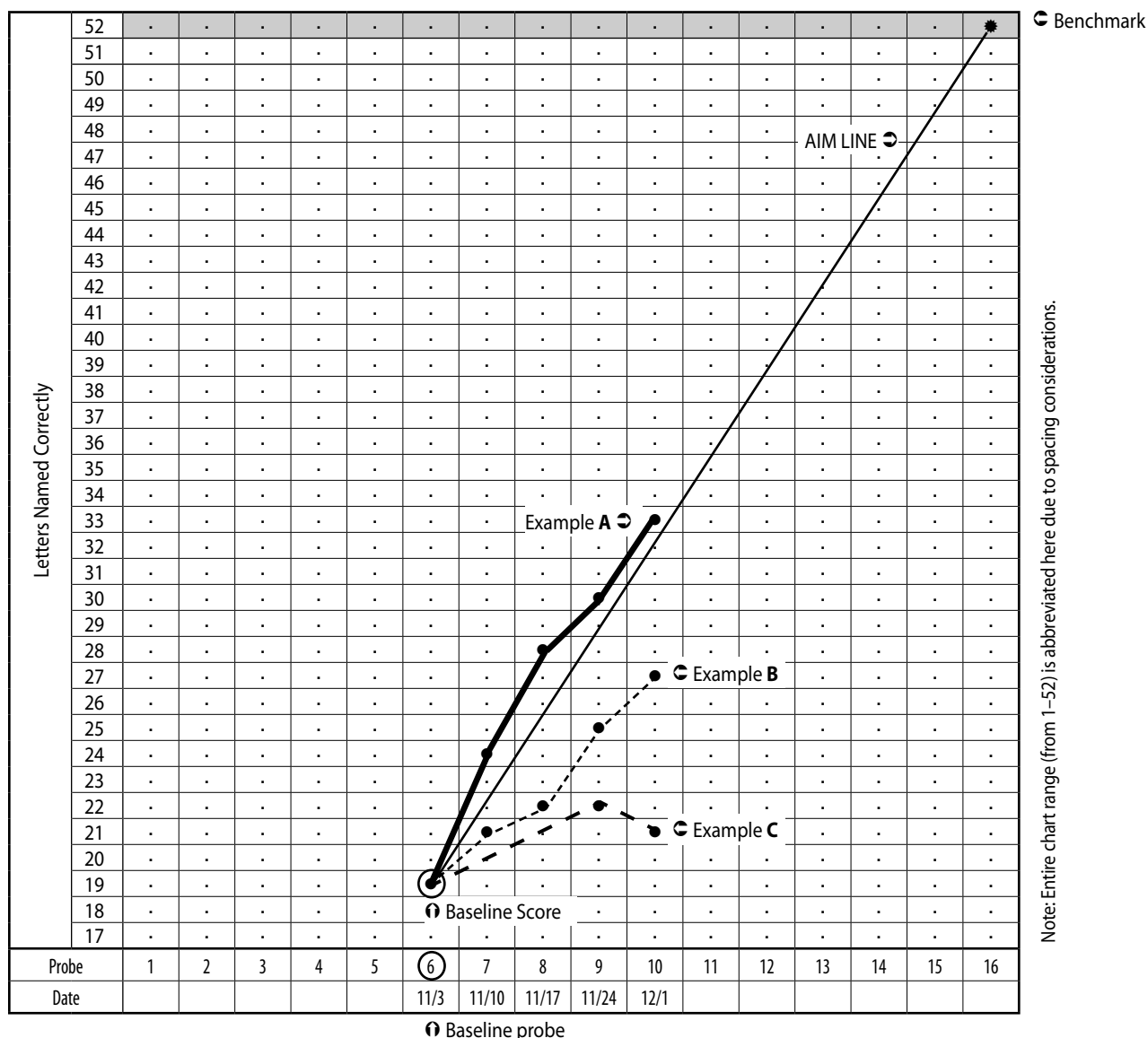
- If a student is improving, continue with Double Dose instruction.
- If a student is below the aim line but is parallel to the aim line, monitor closely and add instruction if needed.
- If progress does not begin to accelerate with additional activities, convene a meeting to determine new strategy/ plan.

Errors on the probes can help to inform instruction. However, it is important to **only** practice skills that have been directly introduced in accordance with the Foundations Scope and Sequence. See the Section III Additional Activities/ Support for guidelines.

EXAMPLE

LETTER NAMING

MID-YEAR BENCHMARK = 52



Example A: ————
This student is improving. Continue with Double Dose instruction.

Example B: - - - - -
This student is below the aim line but is parallel to the aim line. Monitor closely and add instruction if needed. (See additional activities to target specific skill.)

Example C:
This student is well below the aim line. Determine additional or new strategy / plan. (See additional activities to target specific skill.) If progress does not begin to accelerate with additional activities, convene a meeting to determine new strategy / plan.

Monitoring Unit Tests (Beginning-Mid Year)

Fundations Unit Tests are administered to the whole class during the standard lesson in Tier 1. Level K Unit Tests do not begin until after Week 12 has been completed. When the Unit 1 test is given, you can transfer the student's score onto their individual Student Record to assist with progress monitoring. For Unit 1 and Unit 2 tests, the benchmark is 8 out of 10 or 4 out of 5 for each subtest given. Any score below benchmark indicates the student may need additional help in that area.

EXAMPLE

Unit 1 Date: _____	Identify Lower-Case Letters									9	10	
	Give Sounds									10		
	Identify Letters Corresponding to Sounds									8	9	10
	Form Lower-Case Letters									9	10	
Unit 2 Date: _____	Blend Sounds to Form Words	1	2	3	4	5						
	Read CVC Words	1	2	3	4	5	6	7	8	9	10	
	Form Upper-Case Letters	1	2	3	4	5	6	7	8	9	10	
	Student Names Letters in ABC Order	Y	N									

Monitoring Unit Tests (Mid-End Year)

Unit Tests for Units 3-5 are conducted in the mid-end of year. The benchmark for each subtest is 8 out of 10 or 4 out of 5 provided (see shaded area). Students who are significantly below benchmark or who are consistently below benchmark should be considered for additional in-class support to master the unit's concepts.

EXAMPLE

Unit 3 Date: _____	Segment Words into Sounds											9	10
	Tap and Read Words												
	Tap and Spell Words												
	Student Retells a Story	●	N										
Unit 4 Date: _____	Give Sounds for Vowels/ Digraphs	1	2	3	4	5	6	7	8	9	10		
	Tap and Read Words	1	2	3	4	5							
	Identify Trick Words	1	2	3	4	5	6	7	8	9	10		
	Tap and Spell Words	1	2	3	4	5							
Unit 5 Date: _____	Dictate Sounds	1	2	3	4	5							
	Dictate Words	1	2	3	4	5							
	Dictate a Sentence	1	2	3	4	5							
	Identify Trick Words	1	2	3	4	5							
	Read a Sentence	1	2	3	4	5							

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SECTION II: ADMINISTRATION GUIDELINES

LETTER NAMING: ADMINISTRATION GUIDELINES

Purpose:	Measures a student's proficiency in naming lower- and upper-case letters.
Administered:	Beginning-Mid Year
Mid-Year Benchmark:	52 letter-names
Teacher Materials:	• Student Record • Pencil or pen, clipboard • Timer, or clock with a second-hand
Student Materials:	• Student Probes: Copy of Letter Naming Probe to be administered

PROCESS:

1. Determine the probe to be used. (See steps of Progress Monitoring to determine first probe.) After initial probe is determined, probes should be used in order. (Use every other probe if monitoring progress bi-weekly.)
2. Explain to the student:

"I am going to show you some letters. I would like you tell me the NAME of the letter. Let me show you."

Demonstrate with the sample on the following page. You do all the letters. Then have the student practice naming letters. Be sure the student knows how to perform the task correctly.

3. Place the student copy of the probe in front of the student. Put the corresponding Student Recording Form on a clipboard. Then say,

"When I say begin, you are going to tell me the names of as many letters as you can. Point to each letter and tell me the name. You will start here (point to first letter) and go across (demonstrate) and keep going. Do your best, if you don't know the name of the letter that is okay. Put your finger under the first letter (help if needed). Are you ready? When I say begin you can start."

4. Say "begin" and start the timer.
5. Time the student for 1 minute.
6. Check off correct responses as the student names letters.
7. If the student provides the sound rather than the letter name, say,

"That is the sound of the letter, I want you to give the letter name."

If the student says both, you can check as correct.

8. If a student struggles for more than 3 seconds, tell them the letter and do not check as a correct response, pointing to next letter to move student along.
9. If a student makes an error, but corrects it within 3 seconds, check it off as a correct response.
10. After the 1 minute mark, say "stop" and circle the last letter read.
11. To calculate the number of letters named correctly, subtract the total number of errors from the total number of letters read in the 1 minute time frame.
12. Plot this score on the student's progress monitoring chart, which you will find in the Student Record.

LETTER NAMING: PRACTICE

TEACHER DEMONSTRATION:

n T b j r

STUDENT PRACTICE:

f m t c b

LETTER SOUND AUTOMATICITY: ADMINISTRATION GUIDELINES

Purpose:	Measures a student's proficiency in letter-sound correspondence.
Administered:	Beginning-Mid Year
Mid-Year Benchmark:	25 sounds
Teacher Materials:	<ul style="list-style-type: none"> • Student Record • Pencil or pen, clipboard • Timer, or clock with a second-hand
Student Materials:	<ul style="list-style-type: none"> • Student Probes: Copy of Letter Sound Probe to be administered

PROCESS:

1. Determine the probe to be used. (See steps of Progress Monitoring to determine first probe.) After initial probe is determined, probes should be used in order. (Use every other probe if monitoring progress bi-weekly.)

2. Explain to the student:

"I am going to show you some letters. I would like you tell me just the SOUND of the letter. Let me show you."

Demonstrate with the sample on the following page by just giving the sound. You do all the letters. Then have the student practice the sounds. Be sure the student knows how to perform the task correctly.

Note: Foundations students will likely want to say the letter, keyword, and sound (m - man - /m/). Encourage them to just give the sound (/m/), but if they give the whole story it is still correct.

3. Place the student copy of the probe in front of the student. Put the corresponding Student Recording Form on a clipboard. Then say,

"When I say begin, you are going to tell me the sounds of as many letters as you can. Point to each letter and tell me the sound. You will start here (point to first letter) and go across (demonstrate) and keep going. Do your best, if you don't know the sound of the letter that is okay. Put your finger under the first letter (help if needed). Are you ready? When I say begin you can start."

4. Say "begin" and start the timer.
5. Time the student for 1 minute.
6. Check off correct responses as the student names letter sounds.
7. If the student provides the letter name rather than the sound, say

"That is the name of the letter, I want you to give the sound that letter makes."

If the student says both, you can check as correct.

8. If a student struggles for more than 3 seconds, tell them the letter and do not check as a correct response, pointing to the next letter to move student along.
9. If a student makes an error, but corrects it within 3 seconds, check it off as a correct response.
10. After the 1 minute mark, say "stop" and circle the last letter correctly read.
11. To calculate the number of correct responses, subtract the total number of errors from the total number of sounds given in the 1 minute time frame.
12. Plot this score on the student's progress monitoring chart, which you will find in the Student Record.

LETTER SOUND AUTOMATICITY: PRACTICE

TEACHER DEMONSTRATION:

m t v f l

STUDENT PRACTICE:

n c t b f

SOUND IDENTIFICATION: ADMINISTRATION GUIDELINES

Purpose:	Measures a student's proficiency in sound-letter correspondence.
Administered:	Beginning-Mid Year
Mid-Year Benchmark:	letters
Teacher Materials:	• Student Record • Pencil or pen, clipboard • Timer, or clock with a second-hand
Student Materials:	• Copy of the a-z grid for students

PROCESS:

1. Determine the probe to be used. (See steps of Progress Monitoring to determine first probe.) After initial probe is determined, probes should be used in order. (Use every other probe if monitoring progress bi-weekly.)
2. Explain to the student:

I am going to say some letter sounds. I would like you to tell me the LETTERS that make those sounds. Let me show you.

3. Place the a-z grid in front of the student. Demonstrate by saying the sounds listed on the following page. Say: "What says /m/?" Point to the letter **m** on the grid and say the letter name. You can tell the student that if they cannot find the letter on the grid, they can just say the letter name. Demonstrate all of the teacher demonstration sounds. Then, have the student practice by providing the letters that correspond to the student practice sounds. Be sure the student knows how to perform the task correctly.
4. Put the Student Recording Form on a clipboard. Say,

"When I say a sound, point to the letter and tell me the name of the letter. Do your best. If you cannot find the letter on the grid, you can just tell me the letter if you know it. If you don't know which letter goes with a sound, it is okay. Are you ready?"

5. Start the timer. Say "What says / /?" for each sound.
6. Time the student for one minute.
7. Check off correct responses as the student names the correct letters.
8. If the student provides the letter sound rather than the letter name, say

"That is the letter sound. I want you to tell me the letter name."

If the student says both the sound and letter name, you can mark this as correct. If the student either locates the letter or names the letter, mark as correct.

9. If the student struggles for more than three seconds, ask them if they know the name of the letter. If not, dictate next sound.
10. If the student makes an error, but corrects it within three seconds, mark this as a correct response.
11. After the one minute mark, say "stop" and circle the last sound correctly identified.
12. To calculate the number of correct responses, subtract the total number of errors from the total number of letters given in the one minute time frame. Also indicate if students had difficulty with locating or naming the letter.
13. Plot this score on the student's progress monitoring chart, which you will find in the Student Record.

SOUND IDENTIFICATION: PRACTICE

TEACHER DEMONSTRATION:

/m/ /t/ /r/ /o/ /l/

STUDENT PRACTICE:

/b/ /c/ /f/ /t/ /a/

WORD IDENTIFICATION: ADMINISTRATION GUIDELINES

Purpose:	Measures a student's knowledge of letter-sound correspondence and ability to blend sounds in CVC real words.
Administered:	Mid-End Year
End-Year Benchmark:	44 correct letter sounds 7 whole words read
Teacher Materials:	• Student Record • Pencil or pen, clipboard • Timer, or clock with a second-hand
Student Materials:	• Student Probes: Copy of Word Identification Probe to be administered

PROCESS:

1. Determine the probe to be used. (See Steps of Progress Monitoring to determine first probe.) After initial probe is determined, probes should be used in sequence. (Use every other probe if monitoring progress bi-weekly.)
2. Explain to the student:

"I am going to show you some words. I would like you to read the word. If you need to tap it out you can do so, but try to just read the word if you can. Let me show you."

Demonstrate with the sample on the following page by reading the words. Also demonstrate an example of tapping the sounds. Example: /c/ /ă/ /t/ - cat.

You do all the teacher demonstration words. Then have the student practice reading words (and tapping if needed). Be sure the student knows how to perform the task correctly.

3. Place the student copy of the probe in front of the student. Put the corresponding Student Recording Form on a clipboard. Then say,

"When I say begin, you are going to read as many words as you can. Remember you can tap it out if you need to. You will start here (point to first word) and go across (demonstrate) and keep going. Do your best, if you don't know the word or the sound of the letters that is okay. Are you ready? When I say begin you can start."

4. Say "begin" and start the timer.
5. Time the student for 1 minute.
6. Check off correct responses as the student reads words or taps out sounds.
7. If the student reads the word without tapping and reads the word correctly, check off the word and also give credit for all three sounds. For example, if the student correctly reads the word "cat" without tapping:

/c/ /ă/ /t/ cat

☒ 1 ☒ 2 ☒ 3 | ☒

8. If the student reads the word incorrectly without tapping, give credit for only those sounds that are correct. For example, if the word is tab, and the student reads the word as tib, it would be marked as follows:

/t/ /ă/ /b/ tab

☒ 1 ☐ 2 ☒ 3 | ☐

9. If the student taps and reads the word, only give credit for the sounds tapped out correctly. Do not give credit for the whole word read. For example, if the student taps out /f/ /ö/ /g/ - fog.

/f/ /ö/ /g/ fog

☒ 1 ☒ 2 ☒ 3 | ☐

10. If a student struggles for more than 3 seconds, tell them the word and check only correct sounds already given, pointing to the next word to move student along.
11. If a student makes an error, but corrects it within 3 seconds, check it off as a correct response.
12. After the 1 minute mark, say "stop" and circle the last sound tapped or word read correctly.
13. There are two scores: correct letter sounds and whole words read. To calculate the number of correct sounds, subtract the total number of errors from the total number of sounds given in the 1 minute time frame. To calculate the number of words read, count up the total words read.

Example: /c/ /ă/ /t/ cat /t/ /ă/ /b/ tab /f/ /ŏ/ /g/ fog
 ☒ 1 ☒ 2 ☒ 3 | ☒ ☒ 4 ☐ 5 ☒ 6 | ☐ ☒ 7 ☒ 8 ☒ 9 | ☐

9 sounds minus 1 error = 8 correct letter sounds

1 whole word read

14. Plot this score on the student's progress monitoring chart, which you will find in the Student Record.

WORD IDENTIFICATION: PRACTICE

TEACHER DEMONSTRATION:

cat	sip	tug	fog
-----	-----	-----	-----

STUDENT PRACTICE:

sat	log	tip	bug
-----	-----	-----	-----

NONSENSE WORD FLUENCY: ADMINISTRATION GUIDELINES

Purpose:	Measures a student's knowledge of letter-sound correspondence and the blend sounds in CVC nonsense words.
Administered:	Mid-End Year
End-Year Benchmark:	44 correct letter sounds 7 whole words read
Teacher Materials:	<ul style="list-style-type: none"> • Student Record • Pencil or pen, clipboard • Timer, or clock with a second-hand
Student Materials:	<ul style="list-style-type: none"> • Student Probes: Copy of Nonsense Word Fluency Probe to be administered

PROCESS:

1. Determine the probe to be used. (See Steps of Progress Monitoring to determine first probe.) After initial probe is determined, probes should be used in order. (Use every other probe if monitoring progress bi-weekly.)
2. Explain to the student:

"I am going to show you some make-believe or nonsense words. I would like you to read the word. If you need to tap it out you can do so, but try to read the word if you can." Let me show you.

Demonstrate with the sample on the following page by reading the words. Also demonstrate an example of tapping out the sounds. Example: /c/ /ă/ /g/ - cag.

You do all the teacher demonstration nonsense words. Then have the student practice reading (and tapping if needed) the nonsense words. Be sure the student knows how to perform the task correctly.

3. Place the student copy of the probe in front of the student. Put the corresponding Student Recording Form on a clipboard. Then say,

"When I say begin, you are going to read as many words as you can. Remember you can tap it out if you need to. You will start here (point to first word) and go across (demonstrate) and keep going. Do your best, if you don't know the word or the sound of the letters that is okay. Are you ready? When I say begin you can start."

4. Say "begin" and start the timer.
5. Time the student for 1 minute.
6. Check off correct responses as the student reads words.
7. If the student reads the word without tapping, and reads the word correctly, check off the word and give credit for all three sounds. For example, if the student correctly reads the nonsense word "cag" without tapping:

/c/ /ă/ /g/ cag

☒ 1 ☒ 2 ☒ 3 | ☒

8. If the student reads the word incorrectly without tapping, give credit for only those sounds that are correct. For example, if the nonsense word is teb, and the student reads the word as tab, it would be marked as follows:

/t/ /ě/ /b/ teb

☒ 1 ☐ 2 ☒ 3 | ☐

9. If the student taps and reads the word, only give credit for the sounds tapped out correctly. Do not give credit for the whole word read. For example, if the student taps /l/ /ă/ /z/ - laz.

/l/ /ă/ /z/ laz

☒ 1 ☒ 2 ☒ 3 | ☐

10. If a student struggles for more than 3 seconds, tell them the word and check only correct sounds already given, pointing to the next word to move student along.
11. If a student makes an error, but corrects it within 3 seconds, check it off as a correct response.
12. After the 1 minute mark, say “stop” and circle the last sound tapped or word read correctly.
13. There are two scores: correct letter sounds and whole words read. To calculate the number of correct sounds, subtract the total number of errors from the total number of sound given in the 1 minute time frame. To calculate the number of words read, count up the total words read.

Example: /c/ /ă/ /g/ cag /t/ /ě/ /b/ teb /l/ /ă/ /z/ laz
 ☒ 1 ☒ 2 ☒ 3 | ☒ ☒ 4 ☐ 5 ☒ 6 | ☐ ☒ 7 ☒ 8 ☒ 9 | ☐

9 sounds minus 1 error = 8 correct letter sounds.

1 whole word read

14. Plot this score on the student’s progress monitoring chart, which you will find in the Student Record.

NONSENSE WORD FLUENCY: PRACTICE

TEACHER DEMONSTRATION:

cag	teb	lish
-----	-----	------

STUDENT PRACTICE:

mib	laz	det
-----	-----	-----

PHONEME SEGMENTATION: ADMINISTRATION GUIDELINES

Purpose:	Measures a student's ability to hear and segment three separate sounds when dictated a three-sound word.
Administered:	Mid-End Year
End-Year Benchmark:	40 sounds
Teacher Materials:	<ul style="list-style-type: none"> • Student Record • Pencil or pen, clipboard • Timer, or clock with a second-hand
Student Materials:	<ul style="list-style-type: none"> • None

PROCESS:

1. Determine the probe to be used. (See steps of Progress Monitoring to determine first probe.) After initial probe is determined, probes should be used in sequence. (Use every other probe if monitoring progress bi-weekly.)
2. Explain to the student:

"I am going to say a word. After I say it, I would like you to tap out the SOUNDS in the word. If I say mat, you would say /m/ /ă/ /t/."

Demonstrate tapping each sound: tap your index finger to thumb while saying /m/, middle finger to thumb while saying /ă/ and ring finger to thumb while saying /t/.

3. Say:

"Let's try one. Tell me the sounds in bat."

The student should respond, /b/ /ă/ /t/. If the student gives you a correct response, you can begin the administration of the test. If the student gives an incorrect response, work with the student to tap out the sounds /b/ /ă/ /t/ and give another example word, sip.

Note: Since Foundations students have been directly taught to repeat the word before segmenting the sounds, it is fine if they do this. However, repeating the words are not scored. So if a student simply provides the segmented sounds without repeating the word, this is also correct.

4. Give the student the first word and start the timer.
5. Time the student for 1 minute.
6. Present each word clearly. Check off correct responses as the student produces sounds.
7. If a student does not say the sound in 3 seconds, give the student the next word.
8. If a student makes an error, but corrects it within 3 seconds, check it off as a correct response.
9. After the 1 minute mark, stop and circle the last sound produced correctly.
10. To calculate the number of correct sounds, subtract the total number of errors from the total number of sounds given in the 1 minute time frame.
11. Plot this score on the student's progress monitoring chart, which you will find in the Student Record.

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SIGHT WORD FLUENCY: ADMINISTRATION GUIDELINES

Purpose:	Measures a student's ability to accurately decode Trick Words taught in the curriculum.
Administered:	Mid-End Year
End-Year Benchmark:	27 words read correctly
Teacher Materials:	<ul style="list-style-type: none"> • Student Record • Pencil or pen, clipboard • Timer, or clock with a second-hand
Student Materials:	<ul style="list-style-type: none"> • Student Probes: Copy of Sight Word Fluency Probe to be administered

PROCESS:

1. This measure is optional. You may conduct this measure every other time you progress monitor.
2. Explain to the student:

"I am going to show you some words. These words are Trick Words. I would like you to read the words without tapping. Let me show you."

Demonstrate with the sample on the following page. You do all the teacher demonstration words. Then have the student practice the words. Be sure the student knows how to perform the task correctly.

3. Place the student copy of the probe in front of the student. Put the corresponding Student Recording Form on a clipboard. Then say,

"When I say begin, you are going to read as many words as you can. Point to each word and read the word without tapping. You will start here (point to first word) and go across (demonstrate) and keep going. Do your best reading. If you don't know the word, that is okay. Put your finger under the first word (help if needed). Are you ready? When I say begin you can start."

4. Say "begin" and start the timer.
5. Time the student for 1 minute.
6. Check off correct responses as the student reads words.
7. If a student struggles for more than 3 seconds, tell them the word and do not check as a correct response. Point to the next word to move student along.
8. If a student makes an error, but corrects it within 3 seconds, check it off as a correct response.
9. If a student is not able to read more than three words consecutively, stop the measure: Ask the student:

"Are there any words on this page you can read to me? If yes, read those words to me now."

10. After the 1 minute mark, say "stop" and circle the last word read correctly.
11. To calculate the number of correct words, subtract the total number of errors from the total number of words read in the 1 minute time frame.

SIGHT WORD FLUENCY: PRACTICE

TEACHER DEMONSTRATION:

was

they

have

STUDENT PRACTICE:

the

a

and

SECTION III: ADDITIONAL SUPPORT ACTIVITIES / PROGRESS REPORT

Guidelines on Double Dose lesson planning are posted to the Prevention Learning Community.

Additional Activities to Target Specific Skills

If a student is not showing adequate progress along the aim line to reach the benchmark, see below for suggested additional Foundations activities. These should be incorporated into the Double Dose lesson plan and may need to be done in a smaller group or 1:1 to target specific skills as needed. Also, see Foundations Home Support packet for additional reinforcement activities. Follow the Foundations Scope and Sequence for instruction.

Errors on the probes can help to inform instruction. However, it is important to **only** practice skills that have been directly introduced in accordance with the Foundations Scope and Sequence. For example, if a student makes an error naming the letter **t** on a probe, and letter **t** has been introduced during Foundations lessons, then **t** should be included in the letter naming activities during the Double Dose lesson. However, if a student makes an error naming the letter **z** on the probe, but this letter has not yet been introduced, then **z** should not be included as part of the Double Dose activities at that time.

LETTER NAMING AUTOMATICITY

The following Foundations activities assist with Letter Naming proficiency:

Drill Sounds and Echo / Find Letters	Student Notebook*
Echo / Letter Formation*	Alphabetical Order
Sky Write / Letter Formation*	Make it Fun (Unit 1)

LETTER SOUND AUTOMATICITY AND SOUND IDENTIFICATION

The following Foundations activities assist with letter-sound and sound-letter proficiency:

Drill Sounds and Echo / Find Letters	Vowel Extension
Echo / Letter Formation*	Keyword Puzzle
Sky Write / Letter Formation*	Make it Fun (Unit 1)
Student Notebook*	

*Throughout Unit 1, these three starred activities target letter naming automaticity, letter sound automaticity and letter formation. These activities are key as they emphasize all of these important skills in an integrated manner.

WORD IDENTIFICATION AND NONSENSE WORD FLUENCY

The following Foundations Activities will help with letter-sound correspondence and ability to blend sounds in CVC real or nonsense words:

Drill Sounds (for automaticity)	Word Play (include real and nonsense words)
Introduce New Concepts (Unit 2, 3)	Make it Fun (Unit 2)

PHONEME SEGMENTATION FLUENCY

The following Foundations Activities will help students hear and segment sounds in a word:

Echo / Find Words (Emphasis on tapping, teacher can pull down corresponding letters)	Make it Fun Activities including: Unit 1 – Weeks 1, 4, 5, 9, 10 Unit 2 – Let's Rhyme, Guess My Word Unit 3 – Sound Bingo, Kid Spelling, Sound a Word Unit 4 – Sound a Word
Dictation / Words (Dry Erase)	Word Play (Unit 3 - Listen for Sounds)

SIGHT WORD FLUENCY

The following Foundations Activities will help students with memorizing sight words:

Teach Trick Words	Practice Trick Words
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UNIT TEST

The Unit Test measures a student's knowledge of concepts taught in the specific unit. Students performing below expectations should receive Double Dose activities. If students are scoring below 80% in a specific component of the Unit Test, the following Foundations activities can be included in the Double Dose activities to help address that skill.

UNIT	COMPONENT OF TEST	DOUBLE DOSE ACTIVITIES
Unit 1	Identify Lower-Case Letters	See Letter Naming Automaticity Activities
	Give Sounds	See Letter Sound Automaticity Activities
	Identify Letters Corresponding to Sounds	See Sound Identification Activities
	Form Lower-Case Letters	Echo / Letter Formation Sky Write / Letter Formation Student Notebook Make it Fun Unit 1 Weeks 2, 3, 8, 10, 12
Unit 2	Blend Sounds to Form Words	See Word Identification Activities
	Read CVC Words	See Word Identification Activities
	Form Upper-Case Letters	Echo / Letter Formation Sky Write / Letter Formation Student Notebook Make it Fun – Pick a Letter
	Student Names Letters in ABC Order	Alphabetical Order
Unit 3	Segment Words into Sounds	See Phoneme Segmentation Activities
	Tap and Read Words	See Word Identification Activities
	Tap and Spell Words	Echo / Find Words Dictation / Words (Dry Erase)
	Student Retells a Story	Storytime, use other short stories and follow Storytime procedures
Unit 4	Give Sounds for Vowels/Digraphs	Echo / Find Letters and Words Word Play – Listen for Sounds Make it Fun – Digraph Detective
	Tap and Read Words	See Word Identification Activities
	Identify Trick Words	Teach Trick Words Trick Word Practice
	Tap and Spell Words	Echo Find / Words Dictation / Words (Dry Erase)
Unit 5	Dictate Sounds	Echo Find / Letters Dictation / Sounds (Dry Erase)
	Dictate Words	Echo Find / Words Dictation / Words (Dry Erase)
	Dictate a Sentence	Dictation / Sentence (Dry Erase) Word Play – Review Sentence Dictation Word Play – Write Sentences
	Identify Trick Words	Teach Trick Words Trick Words Practice

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Tier 2 Instruction and Progress Report

Fundations® Second Edition Progress Monitoring

TEACHER	SCHOOL	TIER 2 INTERVENTION PROGRAM
START DATE	# OF STUDENTS IN GROUP	GRADE / LEVEL
# OF SESSIONS PER WEEK	TIME / LENGTH OF SESSION	

BENCHMARK MEASURES: _____ BENCHMARK SCHEDULE: <input type="checkbox"/> FALL <input type="checkbox"/> WINTER <input type="checkbox"/> SPRING <input type="checkbox"/> OTHER _____ FUNDATIONS PROGRESS MONITORING MEASURES: LEVEL: _____ <input type="checkbox"/> BEGINNING – MID <input type="checkbox"/> MID – END FUNDATIONS PROGRESS MONITORING FREQUENCY: <input type="checkbox"/> WEEKLY <input type="checkbox"/> EVERY OTHER WEEK (BI-WEEKLY)	BRIEFLY DESCRIBE HOW AT-RISK STUDENTS ARE IDENTIFIED, GROUPED, PROGRESS MONITORED, AND HOW INSTRUCTION IS REVISED, AS NEEDED.
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PROGRESS MONITORING REVIEW DATE:		PROBES DEMONSTRATED										UNIT TEST SCORES	ATTENDANCE		ACTION TAKEN						COMMENTS
		PROBES WITH INSUFFICIENT GROWTH																			
		ADEQUATE GROWTH ALL PROBES	ADEQUATE GROWTH MOST PROBES	LETTER NAMING (K)	LETTER SOUND (K)	SOUND IDENTIFICATION (K)	SIGHT WORD FLUENCY (K)	PHONEME SEG (K/1)	WORD ID (K/1)	NONSENSE WORD (K/1)	ORAL READING FLUENCY (1/2)			ADEQUATE (MORE THAN 80%)	POOR (TARDY/ABSENT MORE THAN 20%)	NO CHANGE	INCREASED TIME	INCREASED FREQUENCY	GROUP CHANGE	ACTIVITY FOCUS	

Tier 2 Instruction and Progress Report

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