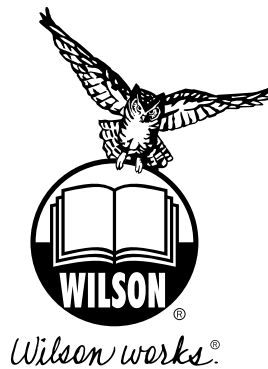


# Progress Monitoring

## Level 1 Teacher's Guide



**SECOND EDITION**

WILSON LANGUAGE TRAINING CORPORATION

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(Second Edition)**

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February 2013

**Level 1 Progress Monitoring Teacher’s Guide (Second Edition)**

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## SECTION I: GETTING STARTED

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### General Description

Progress monitoring is used to measure what students know compared to the skills taught in the curriculum. The Foundations Level 1 Progress Monitoring specifically measures skills introduced in the Foundations Level 1 curriculum.

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

In Level 1 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 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
Word Identification	Measures a student's ability to accurately decode real words and read high-frequency / sight words (Trick Words).	25 words
Nonsense Word Fluency	Measures a student's ability to segment and blend sounds in CVC nonsense words.	70 correct letter sounds 21 whole words read
Phoneme Segmentation	Measures a student's ability to hear and segment three separate sounds when dictated a three-sound word.	45 sounds

### 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 (optional)	Measures a student's ability to accurately decode real words and read high-frequency / sight words (Trick Words).	50 words
Nonsense Word Fluency	Measures a student's ability to segment and blend sounds in CVC nonsense words.	96 correct letter sounds 30 whole words read
Oral Reading Fluency	Measures a student's ability to accurately and fluently read words in connected text.	69 words/min

### FUNDATIONS UNIT TESTS

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The Foundations Unit Tests measure a student's knowledge of concepts that are taught in a **specific** Foundations unit. Foundations Unit Tests are group administered to the whole class during the standard lesson in Tier 1.

Test scores for Tier 2 students can be transferred to the student's individual Student Record to assist with progress monitoring. The benchmark is 80% for each test. 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

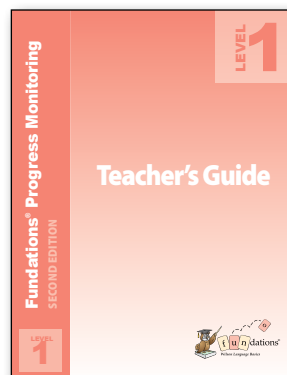
The Foundations Progress Monitoring Tool includes the following components:

### Teacher's Guide

Provides overview of Progress Monitoring.

Provides instructions on how to administer each measure implemented in Level 1.

Provides guidelines for additional instruction and 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.



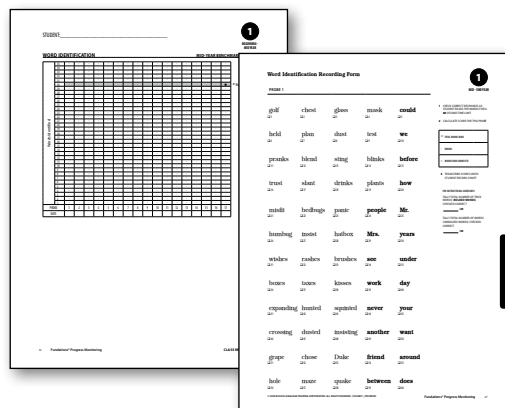
### Student Record and Recording Forms (Tally Sheets)

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

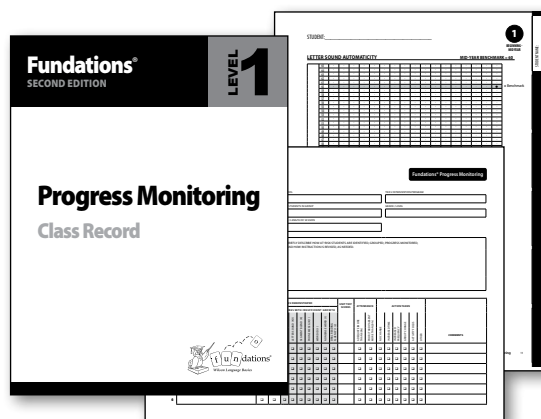


### Class Record

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"><li>• Word Identification</li><li>• Nonsense Word Fluency</li><li>• Phoneme Segmentation</li></ul>	MEASURES: <ul style="list-style-type: none"><li>• Word Identification (optional)</li><li>• Nonsense Word Fluency</li><li>• Oral Reading Fluency</li></ul>

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 17 (total number of probes).

#### EXAMPLE A

10 weeks of instruction left

17 probes – 10 more weeks of instruction = 7

Use Probe 7 to plot your baseline score.

#### EXAMPLE B

5 weeks of instruction left

17 probes – 5 more weeks of instruction = 12

Use Probe 12 to plot your baseline score.

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

❶ Example A, if you have ten weeks of instruction left, you need 10 probes. Use Probe 7 to get baseline

❶ Example B, if you have five weeks of instruction left, you need 5 probes. Use Probe 12 to get baseline

**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 on a weekly or bi-weekly basis.

Number of weeks <i>left</i> for instruction	Probe to use as Baseline Probe	Probes you should use if conducting Progress Monitoring <i>weekly</i>	Probes you should use if conducting Progress Monitoring <i>bi-weekly</i>
17	1	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	3, 5, 7, 9, 11, 13, 15, 17
16	1	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	3, 5, 7, 9, 11, 13, 15, 17
15	2	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	4, 6, 8, 10, 12, 14, 16*
14	3	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	5, 7, 9, 11, 13, 15, 17
13	4	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	6, 8, 10, 12, 14, 16*
12	5	6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	7, 9, 11, 13, 15, 17
11	6	7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	8, 10, 12, 14, 16*
10	7	8, 9, 10, 11, 12, 13, 14, 15, 16, 17	9, 11, 13, 15, 17
9	8	9, 10, 11, 12, 13, 14, 15, 16, 17	10, 12, 14, 16*
8	9	10, 11, 12, 13, 14, 15, 16, 17	11, 13, 15, 17
7	10	11, 12, 13, 14, 15, 16, 17	12, 14, 16*
6	11	12, 13, 14, 15, 16, 17	13, 15, 17
5	12	13, 14, 15, 16, 17	14, 16*

\*The final Probe 17 should be conducted if need as well. The schedule may require that the last Probe be conducted a week early.

**QUICK REFERENCE CHART FOR ORAL READING FLUENCY PROBES**

Oral Reading Fluency should be measured only bi-weekly (every other week). Since there are only 9 probes, use the probes in order (2, 3, 4, etc), every other week.

Number of weeks <i>left</i> for instruction	Probe to use as Baseline Probe	Probes used to measure ORF bi-weekly
17	1	2, 3, 4, 5, 6, 7, 8, 9
16	1	2, 3, 4, 5, 6, 7, 8, 9*
15	2	3, 4, 5, 6, 7, 8, 9
14	2	3, 4, 5, 6, 7, 8, 9*
13	3	4, 5, 6, 7, 8, 9
12	3	4, 5, 6, 7, 8, 9*
11	4	5, 6, 7, 8, 9
10	4	5, 6, 7, 8, 9*
9	5	6, 7, 8, 9
8	5	6, 7, 8, 9*
7	6	7, 8, 9
5	6	7, 8, 9*

\*The schedule may require that the last Probe be conducted a week early.

## STEP 2 – OBTAIN BASELINE SCORE AND PLOT THE AIM LINE

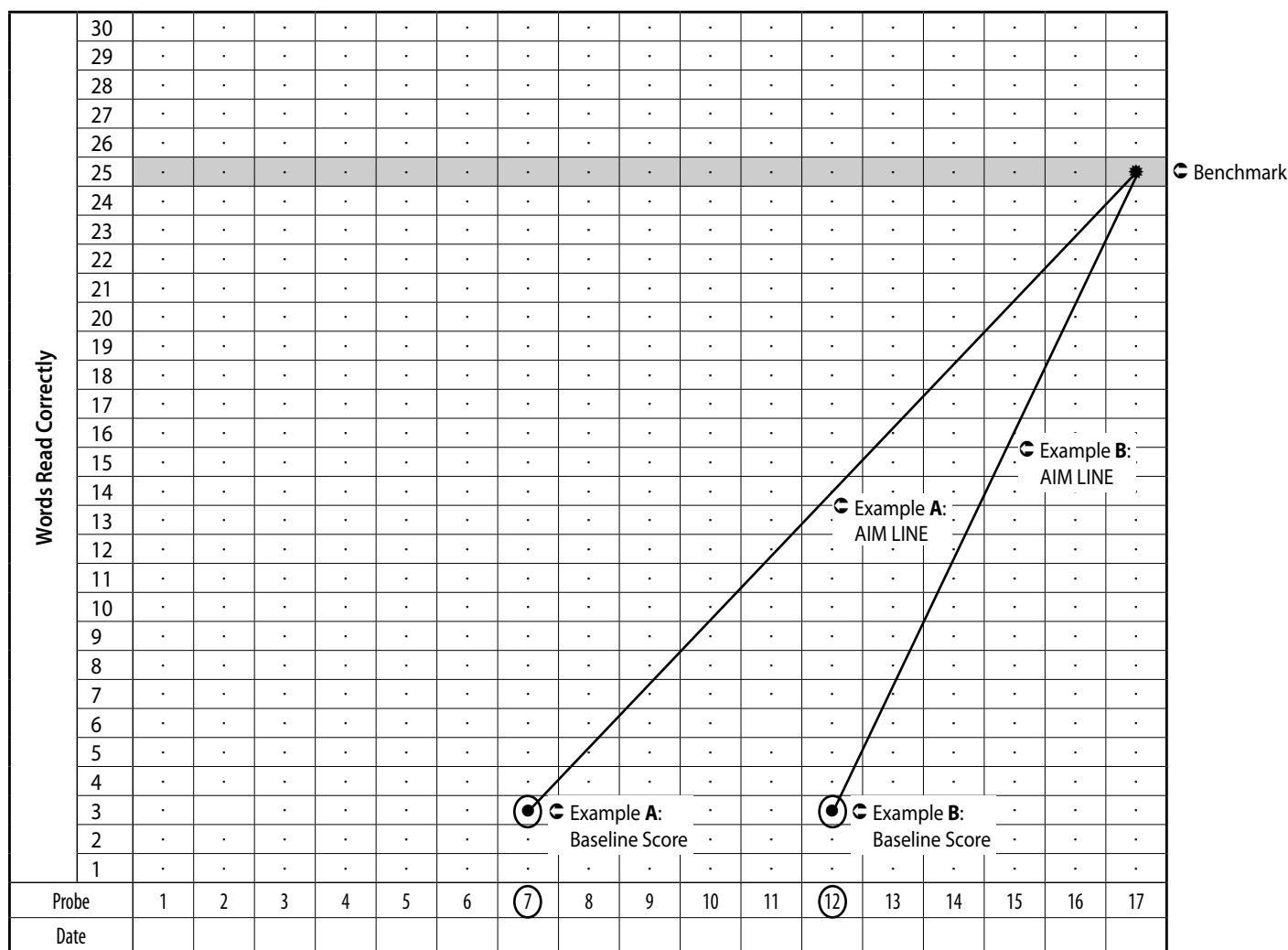
The baseline score should be obtained at the beginning of the Tier 2 instruction. This could be conducted on your first lesson.

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.

### EXAMPLES

#### WORD IDENTIFICATION

MID-YEAR BENCHMARK = 25



Example A Baseline probe

Example B Baseline probe

#### Example A:

Probe 7 was given in this baseline assessment. The student correctly named 3 sounds – 3 is the baseline score. The aim line is drawn from 3 to 30 (benchmark).

In this example, if progress monitoring is done weekly, when Probe 8 is administered, the aim is 6 correct.

If doing progress monitoring bi-weekly, Probe 9 is the first probe administered and the aim is 9 correct.

#### Example B:

Probe 12 was given in this baseline assessment. The student correctly named 3 sounds – 3 is the baseline score. The aim line is drawn from 3 to 30 (benchmark).

In this example, if progress monitoring is done weekly, when Probe 13 is administered, the aim is 9 correct.

If doing progress monitoring bi-weekly, Probe 14 is the first probe administered and the aim is 14 correct.

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



### 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), then use every other probe in sequence (5, 7, 9, etc.)

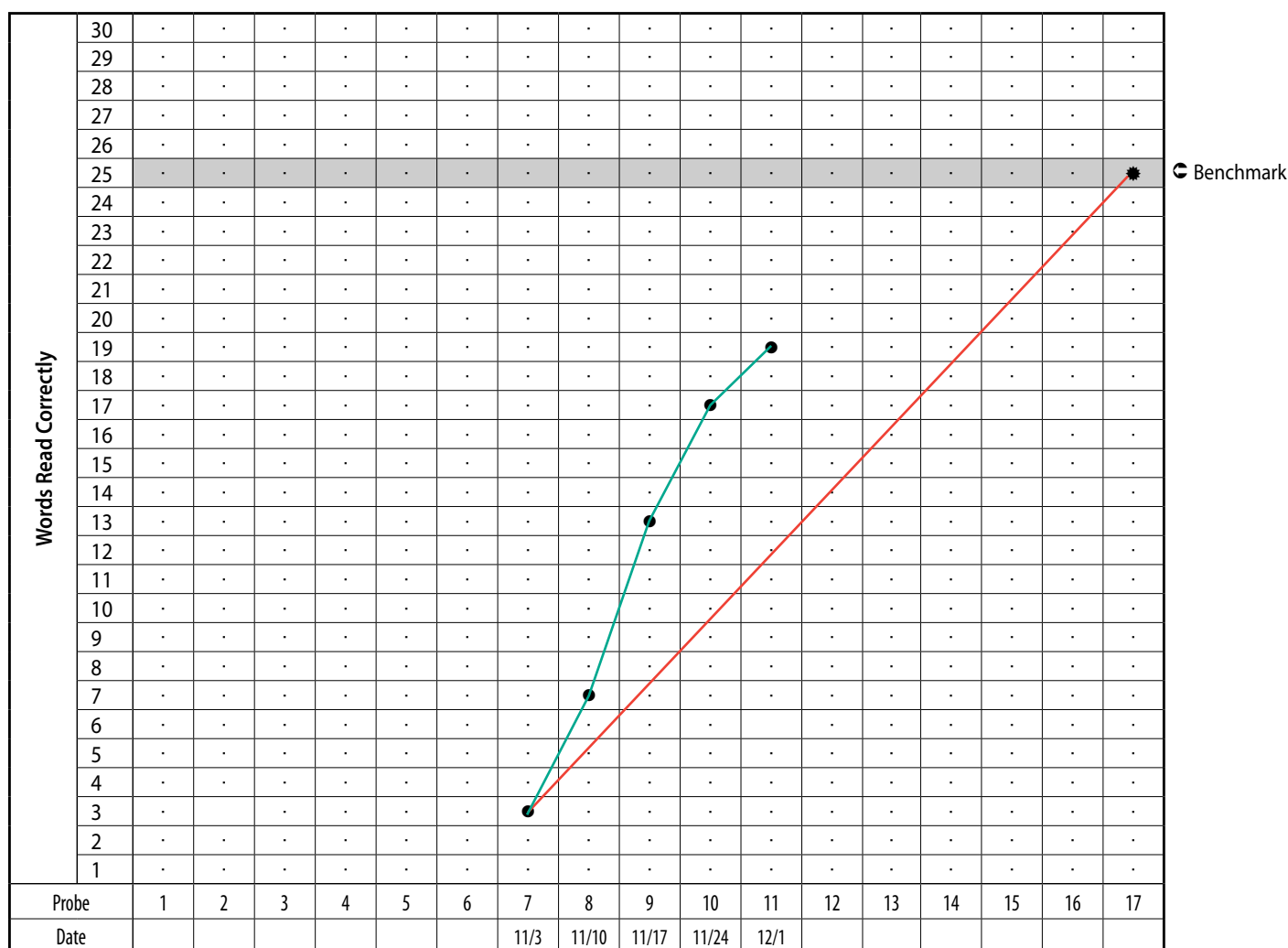
Plot the score for each probe when given. It is recommended that you use a different pen color than the aim line to plot and track progress.

There are 17 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

#### WORD IDENTIFICATION

**MID-YEAR BENCHMARK = 25**



## 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.

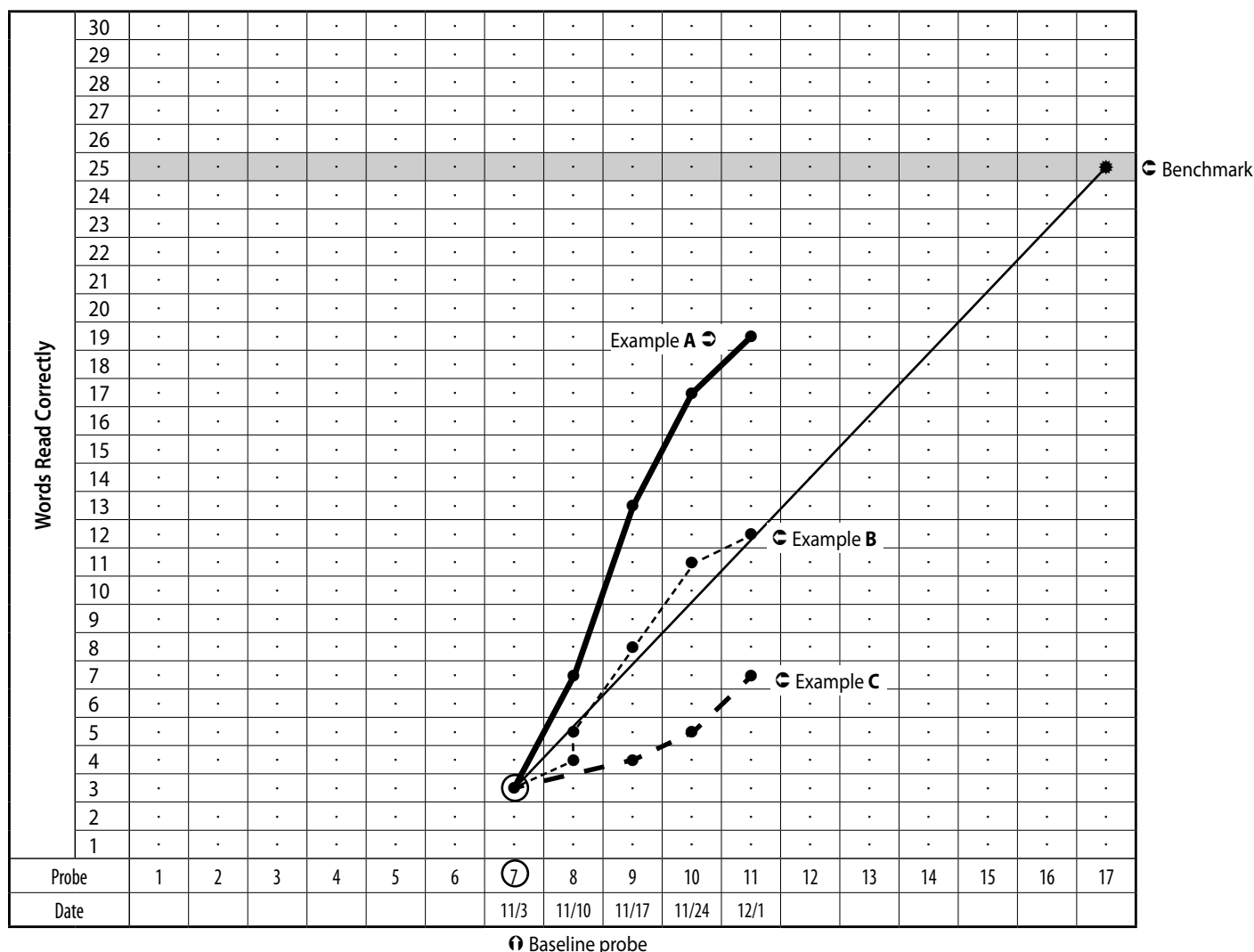
- If a student is improving, continue with Double Dose instruction.
- If a student is below the aim line but is parallel to the aim line, monitor closely and add instruction if needed.
- If progress does not begin to accelerate with additional activities, convene a meeting to determine new strategy/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

#### WORD IDENTIFICATION

MID-YEAR BENCHMARK = 25



Example A: \_\_\_\_\_

This student is improving. Continue with Double Dose instruction. (See Double Dose Tier 2 Lesson Guidelines.

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

Foundations Unit Tests are administered to the whole class during the standard lesson in Tier 1. When the test is given you can transfer the student's score onto their individual Student Record to assist with progress monitoring. The benchmark is 80% for each test.

How to Score Level 1 Unit Tests (Units 3–14):

Sounds = 5 points: One point for each sound correctly identified.

Words\* = 5 points: One point for each word spelled correctly.

Marking\* = 5 points: One point for each word marked correctly. All marking elements must be correct to receive a point.

Sentences/Trick Words = 5 points: One point for each **bold** Trick Word spelled correctly.

Sentences/Phonetic Words = 5 points: One point for each *italicized* phonetic word spelled correctly.

*\*Unit 2 allows for 10 points for Words and does not include Marking.*

Mark the number of correct items in each section. Total the number of items correct.

### EXAMPLE

Unit Test	Date	Sounds (5)	Words (10)		Sentences / Trick Words (5)	Sentences / Phonetic Words (5)	Total Score (score x 4)	% (Score/100)
2	9/21	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	22 x 4 = 88	88%
Unit Test	Date	Sounds (5)	Words (5)	Marking (5)	Sentences / Trick Words (5)	Sentences / Phonetic Words (5)	Total Score (score x 4)	% (Score/100)
3	10/12	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	20 x 4 = 80	80%
4	10/26	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	23 x 4 = 92	92%
5		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%
6		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%
7		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%
8		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%
9		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%
10		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%
11		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%
12		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%
13		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%
14		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	__ x 4 = __	__%

## WORD IDENTIFICATION: ADMINISTRATION GUIDELINES

Purpose:	Measures a student's ability to accurately decode real words and read high-frequency / sight words.
Administered:	Beginning-Mid Year <i>and</i> Mid-End Year*
Mid-Year Benchmark:	25 words read correctly
End-Year Benchmark:	50 words read correctly (optional)*
Teacher Materials:	<ul style="list-style-type: none"> <li>• Student Record</li> <li>• Pencil or pen, clipboard</li> <li>• Timer, or clock with a second-hand</li> </ul>
Student Materials:	<ul style="list-style-type: none"> <li>• Student Probes: Copy of Word Identification Probe to be administered</li> </ul>

### 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. (There are only 8 probes for this measure. This measure can be conducted bi-weekly.)

2. Explain to the student:

"I am going to show you some words. Some of the words are circled. These are Trick Words. Read the circled Trick Words without tapping. I would also like you to read the other words without tapping, if you can. 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.

"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 if you can. 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 and want to try to tap it out, that is okay, but don't tap out the circled words. 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 the words.
7. If the student is tapping out each sound, say

"Try to read the word without tapping."

If the student taps and reads the word correctly, check as correct.

8. If a student struggles for more than 3 seconds, tell them the word 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 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. For instructional purposes, note the number of Trick Words (in bold) and the number of real words read correctly. This is to help you identify skill areas to address with your instruction.

12. Plot the total word score on the student's progress monitoring chart, which you will find in the Student Record.

\*Note: The end-year measure can be optional. Do the baseline probe so that this starting point is recorded. If you are concerned the student is struggling with word attack, the probes can be used to help plan diagnostically.

## WORD IDENTIFICATION PRACTICE

TEACHER DEMONSTRATION:

kit   bug   lad   fog   of

STUDENT PRACTICE:

hip   bat   fun   cop   the

## NONSENSE WORD FLUENCY: ADMINISTRATION GUIDELINES

Purpose:	Measures the student's ability to segment and blend sounds in CVC nonsense words.
Administered:	Beginning-Mid Year <i>and</i> Mid-End Year
Mid-Year Benchmark:	70 correct letter sounds 21 whole words read
End-Year Benchmark:	96 correct letter sounds 30 whole words read
Teacher Materials:	<ul style="list-style-type: none"> <li>• Student Record</li> <li>• Pencil or pen, clipboard</li> <li>• Timer, or clock with a second-hand</li> </ul>
Student Materials:	<ul style="list-style-type: none"> <li>• Student Probes: Copy of Nonsense Word Fluency Probe to be administered</li> </ul>

### 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/.

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 sounds 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/ /ĕ/ /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:	45 sounds
Teacher Materials:	<ul style="list-style-type: none"> <li>• Student Record</li> <li>• Pencil or pen, clipboard</li> <li>• Timer, or clock with a second-hand</li> </ul>
Student Materials:	<ul style="list-style-type: none"> <li>• None</li> </ul>

### 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 say the SOUNDS in the word. If I say mat, you would say /m/ /ă/ /t/."

Use the Wilson tapping procedure while saying the sounds.

Say:

"In Foundations, you are used to repeating the word before and after the sounds, like mat-/m/ /ă/ /t/- mat. For this exercise, I would like you just to give me the sounds. You can tap to help you."

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 or taps, do another word, sip.

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



## ORAL READING FLUENCY: ADMINISTRATION GUIDELINES

Purpose:	Measures a student's ability to accurately and fluently read words in connected text.
Administered:	Mid-End Year
End-Year Benchmark:	69 words read correctly
Teacher Materials:	• Student Record • Pencil or pen, clipboard • Timer, or clock with a second-hand
Student Materials:	• Student Probes: Copy of Oral Reading Fluency Probe to be administered

### PROCESS:

1. Determine the probe to be used. Since this measure is administered every other week, there are only 9 probes available. See the quick reference guide to help determine what probes to use.
2. Place the passage in front of the student. Ask the student to read the title and make predictions about the passage.
3. Direct the student to read the passage orally. Always encourage students to do their best reading, not their fastest reading. This helps to remind students that the goal is to read well, even if they are being timed. Say:

"When I say begin, start to read the story to me. If you come to a word you do not know, do your best to read it. I am going to time you while you read, but most importantly, read it well so that you can tell me all about it afterward. Are you ready? Begin."

(Timing is 1 minute.)

4. Time the student while he/she reads the passage and indicate miscues on the Student Record Form for corresponding passage. A miscue is any word that is omitted, mispronounced, or substituted for another word. These words are marked with a slash (/).

If a student hesitates for more than three seconds when reading a word, supply the word for the student and count it as an error with a slash (/).

It is not considered a miscue if the student inserts a word, repeats the word or self-corrects. If the student self-corrects a word, indicate this with a check mark (✓) above the word.

Error	Mark
omitted mispronounced substituted for another word	slash /
self corrected, not an error	check mark ✓

5. At the 1 minute mark, put a circle around the last word read.
6. Allow the student to finish reading the passage and continue to mark miscues, unless he/she is clearly reading a passage that is too difficult for him/her.

Let the student know that the next exercise will be to talk about the passage he/she just read. Allow the student time to review the passage, if needed. (If a student did not finish the passage initially, read the passage to the student.) Ask the student to retell the passage in his/her own words. Discuss elements that were not recalled adequately.

Please note that a rubric is associated with this retell. The objective is to be sure the student comprehends the passage, so that reading is meaningful, and for diagnostic purposes to help inform instruction.

7. To calculate the words correct per minute (WCPM) score, subtract the total number of errors from the total number of words read in one minute. Example:

→ Total Words Read	60
- Errors	8
= Words Read Correctly	52

8. Plot the total word score on the student's progress monitoring chart, which you will find in the Student Record.

## Comprehension Check

Comprehension is the ultimate goal of reading. A *Comprehension Check* will help to assess adequate retelling and the ability to extract meaning from text.

Conducting this Comprehension Check will reinforce to students the purpose of reading is for meaning, and not for speed.

DIRECTIONS:

1. After a minute, circle the last word read. Allow the student to finish reading the passage, unless he/she is clearly reading a passage that is too difficult for him/her. (If a student is unable to read the passage, read the passage to the student.)
2. Ask the student to make a movie in their head, allowing the student time to review the passage, as needed.
3. Say:

“Can you tell me what this story is all about?”

4. Use the Comprehension checklist on the Tally Sheet to check that elements of the passage are told. This checklist is provided as a guide, use your best judgment on the details retold.

Note: Students do not need to retell specific names. (They can say “the boy” rather than “Jack.”) The key is to check their cohesive understanding of the concepts.

5. Use the following rubric to rate a student’s retell from 1 (poor) to 4 (proficient).

1	Minimal story elements retold and lacks sequence.
2	Some story elements retold in a somewhat connected sequence.
3	Most story elements retold mostly in an appropriate order with a beginning, middle, and end.
4	All story elements retold in a logical sequence with a beginning, middle and end.

6. Be sure that the student thoroughly understands the passage. Guide student understanding with discussion of elements that were not recalled. Direct students back to the text. Use visualization techniques and draw rudimentary pictures to assist the students, as needed. Refer back to the text.

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## SECTION III: ADDITIONAL SUPPORT ACTIVITIES / PROGRESS REPORT

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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 Pack 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. Similarly, 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 SOUND AUTOMATICITY**

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This provides a measure of a student's proficiency in letter-sound correspondence. The following Foundations activities assist with letter-sound proficiency:

Drill Sounds

Echo Find / Sounds

Make it Fun

Letter – Keyword – Sound

Vowel Extension

Fluency Drills –sounds

### **WORD IDENTIFICATION**

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This provides a measure of a student's ability to accurately decode real words. The following Foundations activities assist with decoding:

Fluency Drills – phonetically regular words

Write current and review words in a list to practice reading without tapping

If student is having difficulty with high frequency / sight words, the following activities will assist with this skill:

Trick Words

Read Trick Word cards

Dictation / Trick Words

Fluency Drills - Trick Words

### **NONSENSE WORD FLUENCY**

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This provides a measure of a student's ability to segment and blend sounds in CVC nonsense words. The following Foundations activities assist with this skill:

Drill Sounds

Word Talk - make 4-5 nonsense words with standard cards, have students tap and read words; use the probes as resource for words

Letter – Keyword – Sound

Fluency Drills – nonsense words

### **PHONEME SEGMENTATION**

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

Echo/Find Words – Emphasis is on tapping; teacher can pull down corresponding letters

Foundations Level K - Make it Fun - Let's Rhyme, Guess My Word (Unit 3); Sound Bingo (Unit 4); Kid Spelling (Unit 4)

Dictation / Words

### **ORAL READING FLUENCY**

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The following Foundations Activities will help reading fluency.

Fluency Drills – phrases and stories

Previously read probes

Foundations Unit Stories

WILSON Fluency® Basic Kit

## Fundations® 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:

☐ FALL   ☐ WINTER   ☐ SPRING   ☐ OTHER \_\_\_\_\_

FUNDATIONS PROGRESS MONITORING MEASURES:

LEVEL: \_\_\_\_\_   ☐ BEGINNING – MID   ☐ MID – END

FUNDATIONS PROGRESS MONITORING FREQUENCY:

☐ WEEKLY   ☐ 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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## Tier 2 Instruction and Progress Report

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