Reading Worksheet

# Purpose

The purpose of this worksheet is to document that a student has received appropriate instruction and intervention in reading. Educators should ensure that sufficient data exists to paint a meaningful picture of a student’s needs to set up the rest of the Evaluation Process for success, but lack of access to that data or completion of any intervention prior to referral is not a rationale for delaying a student evaluation.

Specific learning disabilities in the area of reading might be identified as impacting basic reading skills, reading fluency skills, and/or reading comprehension. Basic reading skills encompass one’s ability to use sound/symbol associations to learn phonics in order to comprehend the text. Reading Fluency Skills encompass one’s ability to read and process a text with appropriate rate and accuracy. Reading comprehension encompasses one’s ability to understand the meaning of written language (based in child’s native language).

This checklist is traditionally completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability in the basic skill area of basic reading skills, reading fluency skills, and reading comprehension.

# Core General Education Language Arts Instruction (Tier 1)

[ ]  The student has participated in daily general education reading/language arts instruction using evidence-based practices provided to the entire class by the general education teacher. Please visit the [Levels of Evidence and Research-Based Practices](https://education.vermont.gov/documents/levels-of-evidence-and-research-based-practices) guidance document when considering expectations related to research-based practices and special education eligibility.

Description of Instruction Provided: General education instruction should involve a comprehensive, districtwide reading curriculum that addresses state standards and the five areas of reading (e.g., through read-aloud; systematic phonics instruction; word study and structural analysis; fluency-building activities; explicit vocabulary instruction; literature think-aloud; comprehension strategy instruction):

# Differentiated Instruction by General Education Teacher (Tier I)

[ ]  The student has participated in small group, differentiated reading instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials at the student’s instructional level (90-95% word accuracy and at least 75-80% comprehension) have been used for a minimum of four days per week.

Description – How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

# Progress Monitoring Assessments (Tier I)

[ ]  Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.

In the table below, describe, provide source of Evidence of Progress Monitoring.

| Assessment(e.g., curriculum-based measurement, curriculum-based assessments, diagnostic assessments) | Skills/Competencies Targeted(e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension) | Dates |
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[ ]  Results attached.

# Supplemental evidence-based interventions (Tier II – targeted interventions; Tier III – more targeted and intensive interventions)

[ ]  Interventions have been implemented based on specific student needs in one or more of the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.

[ ]  Appropriately qualified and trained staff has provided the interventions, which have been implemented with fidelity (i.e., delivered in the way they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

[ ]  The teachers have systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

## a. If decoding skills have been identified as an area of weakness:

[ ]  The student’s phonemic awareness has been evaluated and if warranted, targeted interventions have been provided.

[ ]  The student has been provided with systematic, explicit phonics instruction.

[ ]  The student has been provided with regular opportunities to practice learned decoding skills in texts.

[ ]  The teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

## b. If a student’s oral reading fluency has been identified as an area of weakness:

[ ]  The student’s phonics skills have been evaluated and if warranted, targeted interventions have been provided.

[ ]  The student has been provided with regular opportunities to practice reading a variety of text at his/her independent level (at least 96% word accuracy and 90% comprehension).

[ ]  The student has been provided with teacher-directed fluency interventions focused specifically on improving oral reading fluency with connected text.

[ ]  The teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

## c. If a student’s reading comprehension skills have been identified as an area of weakness beyond what can be accounted for by identified decoding and/or reading fluency deficits:

[ ]  The student’s vocabulary skills have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.

[ ]  The student’s broad oral language skills (e.g., listening comprehension) have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.

[ ]  The student has been provided with explicit comprehension interventions (e.g., additional instruction in research-based comprehension strategies such as summarization and use of graphic organizers; additional building of background knowledge and/or knowledge of text structure) to address his/her specific comprehension needs.

[ ]  The teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

# Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

[ ]  The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize, and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) AND complete chart below:

| Evidence-based interventions used as supplemental and/or intensive interventionsThese interventions are in addition to what is provided for all students (i.e., Tier I) | Student’s response to interventionsBaseline plus at least four additional progress monitoring measurements for each intervention (Curriculum-Based Measurement (CBM) or other appropriate measure) | Datesof intervention implementation |
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Teacher Date

Person(s) responsible for item #5 Date