

School District Name

Reading Worksheet

(To document that a student has received appropriate instruction and intervention in reading)

Document intended for internal use only—data must be entered in CT-SEDS

School:

Grade:

Student Name:

Date of Report:

Date of Birth:

The information on this Reading Worksheet must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects Reading to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under the Regulations of CT State Agencies §10-76d-7). (All boxes must be checked with appropriate documentation provided.)

Section 1: Core General Education Curriculum (Tier I)

1. Core General Education Reading Instruction (Tier I)

- Student has participated in daily general education reading/language arts instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide reading curriculum, aligned to Connecticut Core Standards, which addresses all important areas of reading including phonemic awareness, phonics, reading fluency, vocabulary, and comprehension (e.g., through read-alouds, systematic phonics instruction, word study and structural analysis, fluency-building activities, explicit vocabulary instruction, literature think-alouds, comprehension strategy instruction):

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

- Student has participated in small group, differentiated reading instruction by the classroom teacher as part of ongoing Tier I general education instruction (i.e., for all students, differentiated to meet students' needs). Appropriate materials, at the student's instructional level, have been used with integrity and sufficiency (i.e., consistently, over a period of time).

Description of how Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. 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.
- Progress monitoring results, in the form of a graph and in the form of a chart/table, have been included. The chart/table below may be used in place of a separate chart/table.

Description/Source of Evidence of Progress Monitoring:

| Skills/Competencies Targeted (e.g., phonemic awareness, phonics, reading fluency, vocabulary, comprehension) | Tier 1 Assessments (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments) | Student’s Baseline Data | | Student’s Target/ Benchmark/ Grade-level Expectation | Student’s Progress Monitoring Data | | Student’s Current Performance | |
|---|--|-------------------------|---------|--|------------------------------------|---------|-------------------------------|---------|
| | | Date | Results | | Date(s) | Results | Date | Results |
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Core General Education (Tier I) Teacher Name _____

Date Completed _____

**Section 2: Supplemental, Scientific Research-Based Interventions (SRBI) (Tier II and Tier III)
(Tier II – targeted interventions; Tier III – more targeted and intensive interventions)**

1. Supplemental/Intensive, Scientific Research-Based Interventions (Tier II and Tier III)

- Interventions have been implemented based on specific student needs in one or more of the important areas of reading including phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.

If a decision was made to refer a student prior to completion of Tier II or III interventions (e.g., because of factors such as a long prior history of intervention, risk factors for Specific Learning Disability (SLD) such as a significant family history of SLD, very low achievement, etc.), briefly explain below.

Description of Supplemental/Intensive Interventions Provided in one or more of the important areas of Reading:
Description should indicate tier/intensity, frequency, duration, location, group size, and type of intervention.

2. Fidelity of Supplemental/Intensive, Scientific Research-Based Interventions (Tier II and Tier III)

- Appropriately qualified and trained staff has provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used).

If interventions described above have not been implemented with fidelity, briefly explain below.

Description of Impact on Fidelity of Interventions:

3. Progress Monitoring Assessments (Tier II and Tier III)

- Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.
- Progress monitoring results, in the form of a graph and in the form of a chart/table, have been included. The chart/table below may be used in place of a separate chart/table.

Description/Source of Evidence of Progress Monitoring:

| Skills/Competencies Targeted (e.g., phonemic awareness, phonics, reading fluency, vocabulary, comprehension) | Tier 1 Assessments (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments) | Student’s Baseline Data | | Student’s Target/ Benchmark/ Grade-level Expectation | Student’s Progress Monitoring Data | | Student’s Current Performance | |
|---|--|-------------------------|---------|--|------------------------------------|---------|-------------------------------|---------|
| | | Date | Results | | Date(s) | Results | Date | Results |
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Section 3: Reading Skills

1. If basic reading skills (i.e., decoding and word recognition skills) have been identified as an area of weakness:

- Student’s phonemic awareness has been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with systematic, explicit phonics instruction.
- Student has been provided with regular opportunities to practice learned decoding skills in reading texts.
 - Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

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

- Student’s phonics skills have been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with regular opportunities to practice reading a variety of text at student’s independent level (at least 96% word accuracy and 90% comprehension).
- Student has been provided with teacher-directed fluency interventions focused specifically on improving oral reading fluency with connected text.
 - Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

3. If a student’s reading comprehension skills have been identified as a core area of weakness, beyond what can be accounted for by identified decoding and/or reading fluency weaknesses:

- Student’s vocabulary skills have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- 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.

- 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 student's specific comprehension needs.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

Section 4: Lack of Sufficient Progress to Meet Age or State-approved Grade-level Standards (Tier II and Tier III)

- The student has not made sufficient progress in the supplemental/intensive intervention(s) implemented above, that appropriately target their specific skill weaknesses. Despite attempts to improve, individualize, and intensify the intervention, the student is not on a trajectory to catch up.

Name of the Person(s) responsible for completing Section 4

Date Completed

DRAFT