



## BCSI Reading Summary Worksheet

Student:		Grade:	
Class/Teacher Name:		Date:	

### 1. Documentation of Screenings

- Vision, Hearing, Speech and Motor Screenings - *results attached.*

### 2. Universal Language Arts Instruction (Tier I)

- Student has participated in daily, highly effective, culturally responsive, reading/language arts instruction using evidence-based practices provided to all students in the general education classroom.

**Description of Instruction Provided:** General education instruction should involve a comprehensive, district-wide reading curriculum that addresses state standards and the five areas of reading (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):


### 3. Differentiated Instruction in General Education (Tier I)

- Student has participated in differentiated reading instruction as part of Tier I general education instruction (i.e., for all students).

**Description –How Core Curriculum was Differentiated to Meet Individual Student Needs:**


**4. 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.

**Description/Source of Evidence of Progress Monitoring:**  **Results attached**

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

**5. 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.
- Interventions have been implemented with fidelity by trained staff (i.e., delivered in the manner in which they were designed and intended to be used). Documentation is listed on this form or attached.

**a. If decoding 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 texts.
- 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:**

- 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 his/her 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.

***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:***

- 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 his/her 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.

***6. Lack of sufficient progress to meet benchmark skill/grade level expectations (Tiers II/III)***

- The student has had non-responsive progress in the instructional intervention(s) implemented above despite attempts to improve, individualize and intensify the intervention.

***Source of Evidence:*** Attach teacher support and/or student focus team meeting minutes **AND** Student Proficiency Plan chart **AND** complete chart below

