

Intervention Plan for X

Sentence Repeat Updated May 1, 2012

Sentence Repeat Technique (Singh, 1990)

1. X will start by reading a selected passage aloud.
2. The necessary materials (e.g, student reading materials, intervention instructions, and recording form) and instructions were prepared and provided.
3. Instructions will be as follows: "If you come to a word that you do not know, I will help you with it. I will tell you the correct word while you listen and point to the word in the book. After that, I want you to repeat the word and then read the rest of the sentence. Than I want you to read the sentence again. Try your best not to make mistakes. You will have one minute. This will occur three times."
4. At the end of the minute, each passage is scored for fluency (words read correctly per minute – WRC) and accuracy (percentage of words read correctly), calculated with total number of words divided by words read correctly. The median score is recorded.
5. Errors, omissions, hesitations, and substitutions within 5 seconds of the error being made were corrected.
6. When an error occurred, X was directed to repeat the correct word.
7. When an error occurred, X was directed to reread the entire sentence.
8. When an error was repeated, X's error was corrected and he was prompted to reread the word.
9. The errors were recorded on a recording form.
10. The errors were identified and reviewed for any patterns or consistent errors.
11. X's minor errors were not corrected (e.g., words such as a, the, suffices).
12. X's Nonsense Word Fluency will be monitored, created by AIMSweb. All CBM probes were obtained from AIMSweb, an online formative assessment system. The results are a good representation of X's skills tested.
 - a. Curriculum-based measurement is a formative evaluation method to assess student progress in specific academic domains, including reading, mathematics, written expression, and spelling. Grade-based scores are used so that direct comparisons to other tests can be made. CBMs can be used to universally screen and monitor the progress of students at-risk and to aid in diagnostic and/or intervention decisions. CBMs can be administered individually and within a group setting. Scores within the 25th and 50th percentile for each CBM is considered average. AIMSweb is a progress monitoring system that provides its users with CBM materials and the ability to organize and report student performance data. The results are reported to students, parents, teachers and administrators to enable evidence-based evaluation and data-driven instruction. X's performance on the CBM tests illustrated his challenges in reading from selected passages presented to him.
 - b. Survey Level Assessments (SLA) were previously used to determine X's reading fluency instructional level until February 2, 2012. SLA is a process of using brief, standardized reading curriculum-based measures (R-CBM) to determine students' independent, instructional, and frustrational reading levels. R-CBMs are

also good measures of comprehension and decoding skills. R-CBMs are comprehensive reading measures that can be used to document progress over time. A student's instructional level is pertinent information for teachers, school psychologists, and the problem-solving teams, which contribute to an identification of an individual student's reading ability, documenting progress over time, and individualizing classroom instruction. On the R-CBM, X was required to read aloud for one minute from *Reading Assessment Passages* of meaningful, connected text, after hearing standardized directions.

X's progress was monitored using Reading Curriculum Based-Measurements and is currently monitored using scored passages for fluency (words read correctly per minute – WRC) and accuracy (percentage of words read correctly), calculated with total number of words divided by words read correctly. The median score is recorded.

The initial goal is for X to be at the Kindergarten level with 46 words read correctly, with an accuracy of 95% accuracy (Instructional Level) in twelve weeks. The goal for X's reading intervention at the end of the 2011-2012 academic year will be for him to read at the third grade level with 98 words read correctly with an accuracy of at least 95% accuracy (Instructional Level).

X's goal was reassessed once surpassing his initial goal of 46 words read correctly, and changed to 68 words read correctly, with an accuracy of 95% accuracy (Instructional Level) in twelve weeks.

Progress/Results Monitored Previously

Reading Curriculum-Based Measurements (R-CBM) administered to X showed scores falling in the Below Average or Frustrational Range for first grade level passages. X will require additional support through additional intervention to normally progress in his development and growth.

Based on results, X was initially reading kindergarten level passages on September 22, 2011 with a median WRC of 33/4 (33 words correct, 4 errors), which means that he was reading better than 75 to 90 kindergarten level students out of 100 on kindergarten level material. X's accuracy was at 89% indicating that these passages were at the Frustrational level. He may have reached the Instructional level had his accuracy been at 90-95%. An ongoing reading intervention, exceeding 12 weeks, has been provided to X to improve his reading ability. Based on an R-CBM administered on April 16, 2012, X is currently reading 2nd grade passages with a median WRC of 54/7 (54 words correct, 7 errors), which means that he is reading better than 10 to 25 second grade level students out of 100 on second grade level material. However, X's accuracy was still at 89%, indicating that these passages were still at the Frustrational Level.

	Reading Curriculum-Based Measurements (R-CBM)	Score Median Score of Words Read Correctly (WRC) / Errors	Accuracy	% Rank	Descriptive
B	Grade 4 (9/22/11)	16/13	55%	<10%	Frustrational
B	Grade 3 (9/22/11)	23/12	66%	<10%	Frustrational
B	Grade 2 (9/22/11)	25/8	78%	10-25%	Frustrational
B	Grade 1 (9/22/11)	29/6	81%	50-75%	Frustrational
B(1)	Kindergarten (9/22/11)	33/4	89%	75-90%	Frustrational
2	Kindergarten (10/13/11)	21/7	67%	50-75%	Frustrational
3	Kindergarten (10/17/11)	57/7	89%	75-90%	Frustrational
4	Kindergarten (10/25/11)	37/7	84%	75-90%	Frustrational
5	Kindergarten (11/1/11)	51/8	88%	75-90%	Frustrational
6	Kindergarten (11/7/11)	45/5	90%	75-90%	Instructional
7	Kindergarten (11/14/11)	50/8	85%	75-90%	Frustrational
8	Kindergarten (11/21/11)	31/9	78%	75-90%	Frustrational
9	Grade 1 (12/5/11)	46/8	87%	75-90%	Frustrational
10	Grade 1 (12/12/11)	46/8	85%	75-90%	Frustrational
11	Grade 1 (1/2/12)	41/8	84%	75-90%	Frustrational
12	Grade 1 (1/9/12)	40/6	87%	75-90%	Frustrational
13	Grade 1 (1/17/12)	55/7	90%	75-90%	Instructional
14	Grade 2 (1/24/12) (Moved to Grade 2 as per available text used in class, as advised by Teacher of Record) ** Changes Following Case Conference Committee Decisions to Use Class Relevant Texts for X	48/9	81%	75-90%	Frustrational
15	Grade 2 (2/6/12)	47/9	79%	10-25%	Frustrational
16	Grade 2 (2/13/12)	31/7	86%	>10%	Frustrational
17	Grade 2 (2/23/12)	51/9	86%	10-25%	Frustrational
18	Grade 2 (2/27/12)	44/7	86%	10-25%	Frustrational
19	Grade 2 (3/5/12)	39/9	81%	10-25%	Frustrational
20	Grade 2 (3/12/12)	39/8	82%	10-25%	Frustrational
21	Grade 2 (3/20/12)	32/10	76%	>10%	Frustrational
22	Grade 2 (3/26/12)	52/9	85%	10-25%	Frustrational
23	Grade 2 (4/9/12)	50/9	88%	10-25%	Frustrational
24	Grade 2 (4/16/12)	54/7	89%	10-25%	Frustrational
25	Grade 2 (4/23/12)	56/6	92%	25-50%	Instructional
26	Grade 2 (5/1/12)	56/4	93%	25-50%	Instructional

