



EXTENDED READING INTERVENTION PROGRAM

SCHOOL ADMINISTRATOR'S INFORMATION PACKET

FOR QUESTIONS OR CONCERNS CONTACT:

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Extended Reading Intervention Program

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Extended Reading Intervention link:

<http://apps.sde.idaho.gov/ERI/Home/Home>

Extended Reading Intervention Program

Idaho Code §33-1615

*EXTENDED YEAR READING INTERVENTION PROGRAM. The board of trustees of each school district shall establish an extended year state board approved reading program for students identified as **below grade level** on reading assessments in kindergarten through grade three (3). **The program shall be the equivalent of forty (40) hours of instruction.** Subject to an amount appropriated, instructional costs of the extended year reading intervention program shall be reimbursed by the state, with the exception of transportation which shall be reimbursed at an amount not to exceed thirty dollars (\$30.00) per student per session. For the purpose of program reimbursement, the state department of education shall adopt reporting forms, establish reporting dates, and adopt such additional guidelines and standards as necessary to accomplish the program goals that every child will read fluently and comprehend printed text on grade level by the end of the third grade. Districts shall apply for an intervention program reimbursement based on a reporting procedure developed and administered by the state department of education. Intervention program participation and effectiveness by school and district shall be presented annually to the state board, the legislature and the governor.*

Overview - Step 1

Extended Reading Intervention Program

Reporting Growth for the Extended Reading Intervention Program

Reporting growth in the area of reading will be determined by the data received through Fall IRI benchmark assessment. If a school or district provides intervention during the school year or during the summer, they will report the gains made by all students receiving intervention at each specific grade level. *(Students that have moved out of the school/district from the previous year will not be counted on Step 2.)* This will again be determined by reporting student growth using the previous year's Fall IRI scores and comparing them to the following year's Fall IRI scores. To accommodate using the fall scores the deadline for completing Step 2 of the Extended Reading Intervention program has been moved back to the last Friday in October, so Fall IRI data from the beginning of the school year can be compared to the Fall IRI data from the previous year.

To assess the growth of our third grade students we will use the grade four progress monitoring passages the fall of a student's fourth grade year. Benchmark level will be a score of 101 correct words per minute (the national normed score required to reach benchmark at the fall benchmark of fourth grade) from the median score received from reading 3 passages selected from the fourth grade progress monitoring passages. The list of the actual fourth grade progress monitoring passages to be used for the fall fourth grade assessment will be listed on the Step 2 application form and only accessible with a password.

Students Who Qualify for Intervention

Students taking part in the intervention should be students scoring a "1" on the fall IRI. When your school or district begins to offer intervention to K-3 students, those students that scored a "1" on the most recent IRI would be the first to receive intervention assistance. Fall scores are used to determine funding, but it does not determine those students will receive intervention. Listed below are the criteria to establish the need for intervention:

1. Score of "1" on the Idaho Reading Indicator (IRI). All students scoring a "1" on the regular IRI at the time of intervention are entitled to receive reading intervention services.
2. Teacher recommendation based on student's reading performance. Recommendations may include, but are not limited to the following:
 - a. results of additional testing;
 - b. taped recording(s) of child's oral reading;
 - c. results of selected subtest(s) of the Woodcock Diagnostic Reading Battery (WDRB);
 - d. anecdotal record(s);
 - e. portfolio indicating student progress;
 - f. work sample(s);
 - g. other knowledgeable professionals' recommendations;
 - h. check-list of student needs.
3. Parent approval of participation.
4. Based on an RTI model and due to the ability for the new IRI to offer "interim" assessments, known as Progress Monitoring, the Idaho State Department of Education is asking districts to gather progress monitoring data on the students included in interventions. The state acknowledges the need to provide interventions for students scoring "2" or "Strategic", as well. To determine the amount of hours a school will be providing intervention to identified students a school uses the number of students scoring a 1 on the Fall IRI and multiplies that by 40.

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Example: School A has 25 (# of Fall IRI 1's) X 40 = 1,000 hours.

Then 1,000 hours would be the number of hours this school will receive intervention funds for and will be the amount of hours required for intervention. Remember these hours are then divided up by working in small groups of no more than 10 students and in most cases would require more than one interventionist based on the number of students. Districts have the responsibility to qualify which students will participate in the extended reading program. IRI scores, teacher recommendation based on the student's reading performance, and parental permission should all be considered when placing students in intervention. Students scoring a "1" on the IRI at the time of intervention must be offered services; however, the Idaho State Department of Education will allow flexibility in these services. Using progress monitoring a child's growth must be tracked and documented. Once a child has reached his or her targeted growth, and maintained that level of achievement for an acceptable time (three data points is suggested), the child can be exited from the intervention and continue to receive services in their core reading program, as long as this child continues to be monitored strategically once a month. Other students that are of concern and meet the qualifications can be entered into the program, as needed.

The Use of Progress Monitoring

Progress monitoring will be required during the intervention. Extended Reading Intervention (ERI) funds can be used to cover the cost of the time spent progress monitoring students during intervention. The ERI program will require progress monitoring of students taking part in intervention with a minimum of monthly progress monitoring schedules. The use of progress monitoring will address the change in our ERI Program, which will now allow students to move in and out of intervention related to the growth or need seen through the results of their progress monitoring scores. The state understands that all districts are at different levels of progress monitoring, therefore; it will be up to the district to determine an acceptable process to use for progress monitoring. Acceptable designs would be using systems that assess the same specific skills as addressed by the Early Literacy and R-CBM benchmark assessment on the IRI, such as DIBELS, district or school created Curriculum-Based Measures, or using AIMSweb progress monitoring passages and graphing by hand. As schools grow in their use and knowledge of progress monitoring their designs may change and be modified. This is a data driven decision making model that will be useful for planning interventions and monitoring the effectiveness of each program.

Extended Reading Intervention Program Schedule

The state has collected research over the past several years on the effectiveness of the ERI Program; it has been compiled and summarized by Frank Gallant, Ph. D., which shows that Extended Day and a combination of Extended Day, Extended Year, and Intercession are the most successful programs in raising student reading levels. For schools that exceed the 450 hours for kindergarten or 810 hours in grades first through third, intervention is allowed to take place during the school day; in other words schools whose normal schedule extends beyond the minimum number of hours required by the state can offer interventions during the school day. The intervention must supplement, rather than supplant the reading instruction the students would normally receive. Many districts are working on a model that provides reading instruction during the 90 minute block and then a 20-30 minute skill based intervention time, where larger groups of grade level readers and above grade level readers work on higher level reading skills with teachers and paraprofessionals, and the at risk readers work in smaller groups with teachers and paraprofessionals on specific targeted skills they need direct

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instruction based on. As long as these minutes go beyond the state required minutes, extended reading intervention funds may be used to support this intervention during the regular school day. The state does recommend documenting and informing parents that their child is receiving these services within the school day to keep parents informed and involved in their child's reading progress. It will also serve as documentation the service was provided by the district, as required by the state statute.

Funding

School districts and Independent Charter Schools (LEA) may receive state reimbursements with a minimum amount of **\$90.00 - \$95.00** for those students that scored a "1" during the fall benchmark period. Districts and Independent Charter Schools (LEA) with less than 10 eligible students may receive **a minimum amount of \$900 - \$950.00 or 10 times the budgeted amount.**

Reimbursed instructional costs may include costs associated with:

- Instruction and administrative expenses;
- Purchase of instructional materials;
- Administration of Progress Monitoring probes;
- Progress monitoring programs (AIMSweb, Intervention Central, Reading Resource – DIBELS, etc.)

In addition to the above reimbursement, districts may also receive up to \$24.00 per eligible student for transportation costs.

Note: Reimbursement for ERI funds will be sent to districts at the end of June or beginning of July for that current school year.

Student Eligibility

To determine the number of eligible students *for funding purposes*, the State Department of Education uses the number of students that score a "1" **on the fall IRI**. A district fund distribution list, indicating the maximum reimbursement amount for each district and independent charter school will be announced after Step 1 bussing numbers are compiled. Once we have this total we will know how much each district or independent charter school will receive.

In determining whether a student is eligible for *participation* in the reading intervention program, the State Department of Education established the following criteria:

5. Score of "1" on the Idaho Reading Indicator (IRI). All students scoring a "1" on the regular IRI **at the time of intervention** are entitled to receive reading intervention services.
6. Teacher recommendation based on student's reading performance. Recommendations **may** include, but are not limited to the following:
 - a. results of the Progress Monitoring;
 - b. results of additional testing;
 - c. taped recording of child's oral reading;
 - d. selected subtests of the Wood Cock Johnson Diagnostic Reading Battery;
 - e. anecdotal record;
 - f. portfolio indicating student progress;
 - g. work sample;
 - h. other professional's recommendation;
 - i. checklist of student needs.

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7. Parent approval of reading intervention program participation.
8. Based on an RTI, the Idaho State Department of Education is asking districts to gather progress monitoring data at least monthly on the students they have included in their interventions. The state acknowledges the need to provide interventions for students scoring a “2” or “Strategic”, as well. To determine the amount of hours a school will be providing intervention to identified students a school uses the number of students scoring a 1 on the Fall IRI and multiplies that by 40.

Example: $35 \times 40 = 1400$ hours of intervention.

Districts have the responsibility to qualify which students will participate in the Extended Reading Intervention Program. IRI scores, teacher recommendation, and parental permission should all be considered when placing students in intervention. Students scoring a “1” on the IRI at the time of intervention must be offered services; however, the Idaho State Department of Education will allow flexibility in these services. Using progress monitoring a child’s growth must be tracked and documented. Once a child has reached his or her targeted growth, and maintained that level of achievement, can continue to receive services in their core reading program, and be monitored strategically once a month.

Program Staffing

For accountability purposes, the State Department of Education requires that districts have *at least 1 certified teacher* to supervise all Extended Reading Intervention Programs. Educational assistants may be used to provide reading intervention instruction under the supervision of the certified teacher. *Instruction shall be provided at a maximum teacher-student ratio of one to ten.*

Program Approval and Reimbursement

At the discretion of the local school board, Extended Reading Intervention Programs may be provided before and/or after school (Extended Day); during the summer (Extended Year) or intercession (year-round school track breaks); on weekends or during the regular school day (Other). Local administrators have the responsibility to determine which program type would best serve their students.

NOTE: Special circumstances allow intervention during the regular school day for those schools whose normal schedule extends beyond the minimum number of hours required by the state. However, intervention must supplement, rather than supplant the reading instruction the students would normally receive.

The Extended Reading Intervention Program application is established, reviewed, approved, and assured for compliance by the local school board and administrators. After local approval, the application is submitted, online, to the State Department of Education for final approval and reimbursement to the district office. All schools in a district must have a State approved application in order for the district to receive reimbursement.

Each building administrator is required to submit, online, the Extended Reading Intervention Program application for the students in their building. For intervention services, building administrators may choose to send their students to another building or a district-wide program, however, the building administrator is still required to submit an application and to evaluate the program’s effectiveness for their students.

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If a building administrator has students that are eligible for reading intervention, based on a fall IRI score, but will not be participating in the program, the first page of the application must include a comment as to why that student will not be served. Every student that qualifies for intervention services must be accounted for in the application process.

When all building applications in a school district have been received, and approved by the state reading coordinator, reimbursement for the school district will be sent to the district office. Districts with missing school site applications after the deadline will not receive reading intervention program funds for that school year.

Program Effectiveness and Reporting Procedures

The State Department of Education is required, by law, to report participation and effectiveness of the Extended Reading Intervention Programs, **by building and district.**

For evaluation purposes, Progress Monitoring will be administered prior and subsequent to intervention. Approved and adopted by the State Department of Education, Progress Monitoring will be a continuous assessment designed specifically for frequent assessment and monitoring for students at-risk. Progress Monitoring will provide powerful reports about students' current general needs and their progress ranging from daily, weekly to monthly intervals. To simplify the reporting process, each school will calculate the proficiency (skill) level (1, 2, and 3) for each grade level from Fall to Fall to the State Department of Education. These scores will provide the necessary data to evaluate program effectiveness. **You will not be recording Progress Monitoring scores, just IRI proficiency (skill) level.**

Each building administrator is required to evaluate the program effectiveness for their students. Using the program application, they evaluate and rate each of the program's components using a four-point scale. This information is compiled and presented to the state board of education, the legislature, and the governor. (Idaho Code §33-1615)

Please note: *If students attend an intervention program at a central district location, information regarding that intervention program must be forwarded to the student's school of origination. Program effectiveness, including Progress Monitoring scores for that student is reported by their building administrator and added to the students CUM file.*

Step 1 is due the first Friday in May and Step 2 is due the last Friday in October.

Application and Reporting – Data Collection

Step One (Program Application - must be submitted online by first Friday in May)

There are two steps to the application and reporting process for Extended Reading Intervention Programs.

Each school building administrator is responsible for applying and reporting on the program for the eligible students in his/her building.

Each building administrator is required to submit, online, the Extended Reading Intervention Program application for the eligible students in his/her building. Building administrators may choose to send their students to another building for the intervention program, or to a district-wide program, however, the building administrator is still required to submit an application for his/her students.

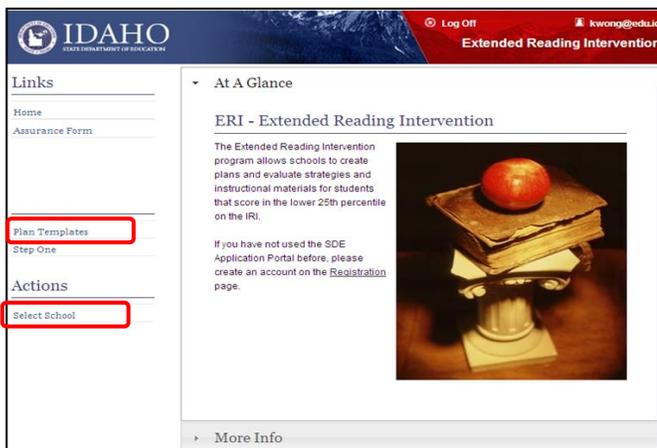
If eligible students will not be participating in an intervention program, the reason that the students are not being served must be reported by the students' building administrator on the school's online application.

The Extended Reading Intervention Program application is completed and submitted online at <http://apps.sde.idaho.gov/ERI/Home/Home>. If you do not have a username or password you will need to register. You can register on the registration page at <https://apps.sde.idaho.gov/Account/Register>. To ensure you have access to the ERI program for your school or district you will need to contact the District Administrator at your District Office to confirm or grant you permission. Once you have registered and logged in with your **own** username and password you will need to do the following: *(for assistance with your password please contact support@sde.idaho.gov)*

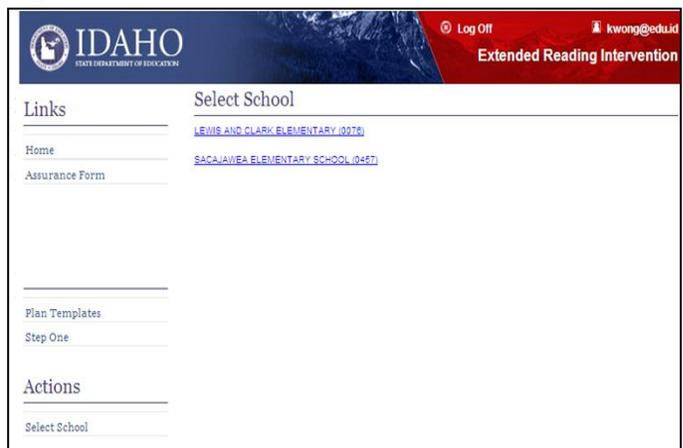
A successful log on will:

- 1) Display the name of the District or School that you have rights to view.
- 2) Ability to build Plan Templates
- 3) Select a school (if district level user)

1



2

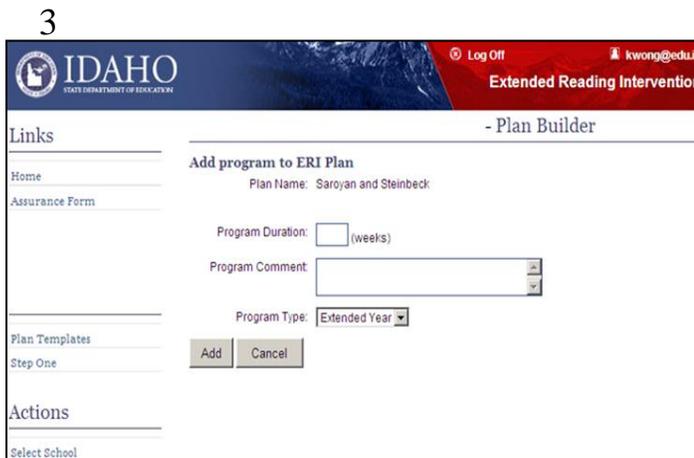


Creating a New Plan

Plans can be created by the school coordinator, or district coordinator (*please be sure you have the right permissions before starting the plan or you will not have access to the plan templates*)

To begin building a plan, left click on Plan Templates. (*New plan templates are not attached to a school or district.*)

- 1) Left click “Create New Plan” icon.
- 2) Enter plan name – (i.e Saturday’s kindergarten ERI Plan 20__)
- 3) Enter plan description (i.e duration, time, intervention, etc.)
- 4) Left click the icon Add Programs



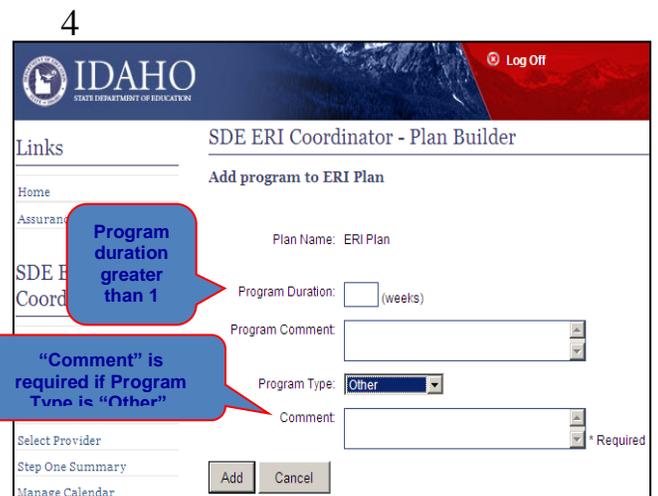
The program duration is measured in weeks.

There are four Program Types to select; **Extended Year, Extended Day, Intersession, and Other**. (*If “Other” is selected, then a Comment box will appear to allow type clarifying comments. Completion of the Comment field is required.*)

Rules - Duration must be a whole number
If the program type is “Other” then comments are required in the “Description” field.

Click “Add” to proceed.

The field “Program Duration” is a required field.



5

Click “Add” to continue.

Proceed through each component of the program.

Click on Add Staffing, Add Schedule, Add Notifications etc. to make additions.

Add Program Staffing

1

Staff must include at least **one** Certified Teacher or Building Administrator.

The number of Certified Teachers or Builder Administrators must be a **whole number**.

If a number is entered in the “Other” field, then a Staff Description must be entered.

Edit Program Schedule

1

Duration must be between 0 and 9 hours.

Options - Save Session, Save and Add Another Session, and/or Cancel

2

Program Notifications to Parents (Guardians)

1

The screenshot shows the 'Edit Program Notifications' interface. On the left, there are navigation links for Home, Assurance Form, Plan Templates, Step One, Actions, and Select School. The main area is titled 'Edit Program Notifications' and shows 'Plan Name: Sarojan and Steinbeck' and 'Program Type: Other'. Under 'Add Notification Methods', several options are listed with checkboxes. The 'Other' option is checked, and a text input field for 'Other method description (required)' is highlighted with a red box. Below the list is an 'Add Selected' button and a 'Cancel' button at the bottom.

A comment must be entered if Other is selected.

Edit Program Strategies

1

The screenshot shows the 'Add Strategies' interface. It features several categories with 'Show/Hide Strategies' links: Comprehension (0), Decoding/Phonics (explicit & systematic) - Linking sounds to letters (0), Fluency (0), Phonological Awareness - Oral Only (0), and Other (0). Under the Decoding/Phonics category, there are checkboxes for 'Blending words in sentences', 'Phonograms (word families/parts, onset/rhyme, etc.)', 'Sound-by-sound blending', 'Vowel-first blending', and 'Whole-word blending'. A note says 'Didn't find one of your strategies? You may add as many additional strategies, one at a time, as you need. Please be sure it is not already in the above list or in another category before you [click here](#).' The 'click here' link is circled in red. At the bottom is a 'Submit' button.

To list the strategies for each category, click on Show\Hide Strategies – Drop down list will appear - Click on box next to desired strategy.

To add a strategy, left click on the text “click here”. A box will appear. Enter strategy name in the box and left click “Submit”.

Edit Program Materials

1

The screenshot shows the 'Edit Program Materials' interface. At the top, it says 'Extended Reading Intervention'. The main area is titled 'Edit Program Materials' and shows 'Plan Name: Sarojan and Steinbeck' and 'Program Type: Other'. There is a search field for 'Add Materials' with the instruction 'Select material to add (type in name or publisher and select from list):'. Below this is a note: 'Didn't find one of your materials? You may add as many additional materials, one at a time, as you need. Please be sure it is not already in the above list before you [click here](#).' A 'Selected Materials' section lists two items: 'Primary Phonics-K-2-Educators Publishing' and 'Touchphonics-K-3-Educators Publishing', both marked as '* not saved'. Each item has a 'Remove' button. At the bottom, there are 'Save Changes' and 'Return to Plan' buttons, with 'Save Changes' highlighted by a red box.

Materials can be found by typing in the field “Add Materials”.

A scroll box will appear with a list of Materials. Highlight the desired material. Click button to add.

After adding the materials an icon will appear that says, “Save Changes”. Click the “Save Changes” icon to save and return to the Plan Builder screen.

Click “Remove” to delete the material from the plan. Click “Return to Plan”...materials are not saved and returned to the Plan Builder screen.

What you should see when you have completed a plan successfully.

The screenshot shows the 'Plan Builder' interface. The 'Plan Name' is 'Saroyan and Steinbeck' and the 'Plan Description' is 'Literature about the San Joaquin Valley in the 1930's'. Below this is a table of programs:

Program	Duration	Staffing	Schedule	Parent Notification	Strategies	Materials
Other (American society in Central California)	8 weeks	Total Staff = 3	Total Hours = 56.00	Notification Methods = 2	Strategies = 2	Materials = 2

Each cell in the table has an 'Edit' link. There are also 'Add Program' and 'Return to Plans' buttons.

This is an example of a completed Plan in the Plan Builder screen.

This concludes the section on building a plan. All columns have been completed as evidenced by "Edit" in all columns.

Adding plan to school (Step One - this is the process to connect a plan with a school)

The screenshot shows the 'At A Glance' section for 'ERI - Extended Reading Intervention'. The 'Step One' link in the left sidebar is circled in red, as is the 'Select School' link in the 'Actions' section.

First Select School

Select a school...
Then click on "Step One"

The screenshot shows the 'At A Glance' section for 'ERI - Extended Reading Intervention' with 'SACAJAWEA ELEMENTARY SCHOOL' selected in the 'Plan Templates' section. The 'Step One' link is also visible.

Complete each section of the school summary plan. Contacts, Student Counts, ERI Plans.

Step one - add contacts. All fields are required fields. The Contact Phone format is ### - ### - #####

Click "Save Contact" - The next screen that appears is to add another contact if desired. If not, left click on "Return".

The screenshot shows the 'Edit Contacts for SACAJAWEA ELEMENTARY SCHOOL' screen. The 'Add Contact' form is filled out with the following information:

- Contact Name: Seymour Skinner
- Contact Email: sskinner@springfield.edu
- Contact Phone: 703-555-1212

There is a 'Save Contact' button and a 'Return' button at the bottom.

Student Count and Bussing

Grade	Number of Students Reported with a Fall IRI Score of "1" (preliminary counts)	Number of Anticipated ERI Program Participants	Number of Anticipated participants requiring bussing
01	14	11	10
02	16	0	0
03	10	0	0
Totals	40	11	10

Business rule – Busing reimbursement **cannot exceed** the number of students with a Fall IRI score of 1.

Importing a plan

Select	Plan Name	Created By	Description	Status	Programs
<input type="radio"/>	plan View	CALDWELL DISTRICT	PD	Complete	Extended Year
<input type="radio"/>	Plan Name View	SDE	Plan Description	Incomplete	Other : Comment Other : Comment
<input checked="" type="radio"/>	Saroyan and Wright View	SDE	Compare and contrast The Human Comedy with Native Son.	Complete	Other : This a very specialised program for a very special students.
<input type="radio"/>	SDE Primary Plan View	SDE	Plan designed based on three years of evaluation results	Complete	Extended Year

Select plan by clicking on the desired radio box. Click on "Import Plan"

Grade	Plan Name	Plan Status
01	2009-2010 SACAJAWEA ELEMENTARY SCHOOL Grade 01	Complete
02	2009-2010 SACAJAWEA ELEMENTARY SCHOOL Grade 02	Complete
03	Select a Plan	No Plan Selected

Ready to Submit Plan to SDE

Have you printed a copy of your application for your files? If not, you can do so from [this link](#).

Has your Assurance Form been signed and faxed to the State Department of Education? If not, you can download a blank Assurance Form [here](#), and fax it to 208-334-2228 no later than May 7th.

Once ERI Plans for this school are submitted, no changes to them will be allowed. Please be sure your application information is correct before submitting.

School Plan Summary is completed. Action column – ready to submit to SDE.

Assurance Form is no longer required. Please disregard statement within application.

Click on Submit. Notice that the status has changed from "Submit" to "View".

School Name	Status	Contacts	Student Counts	ERI Plans	Action
SACAJAWEA ELEMENTARY SCHOOL	Submitted	Contacts = 1	Students = 11	Plans = 3	View

Click "View" to see the School Plan Summary.

NOTE: If you need to update your application or made an error please contact Stephanie Lee at lee@sde.idaho.gov and she will reset your application.

Funds will only be sent to the districts in which each school has an approved **Extended Reading Intervention program application on file by the step 1 deadline**. Districts **will NOT receive** Extended Reading Intervention funds if **any** of their schools do not have an approved application on file for that school year.

Step Two – Fall to Fall IRI Scores

Each student participating in an Extended Reading Intervention Program must be assessed, using the IRI scores before and at the conclusion of the intervention program.

1. The Fall IRI score will be used as the “pre intervention” score
2. The Fall IRI score from the following year will be used as the “post intervention” score

The school building administrator or district testing coordinator can review IRI data on either the IRI application or SchoolNet.

Extended Reading Intervention Step 2: Program Evaluation

Each building administrator is required to evaluate the program effectiveness for those students that completed the extending reading intervention. *(Some students may not have participated or finished the program do to moving or parental disapproval. Those students will not be counted towards the Actual number of students that participated.)*

The website for reporting the program evaluation is the same as the Step 1 application site: <http://apps.sde.idaho.gov/ERI/Home/Home>.

Logging into Step 2:



When you log-in, the site will check to see how many districts you have the ERI Editor role in. If it is more than one, then you will see the Select Provider link. If it is only one, it will be selected by default and you will see the Step Two link on the right hand side under Plan Templates.

After you have logged in, click on either *Select Provider* or *Step 2*; depending on your ERI Editor role.



You will need to enter your **ACTUAL** student counts. How many students you *actually had* attending the intervention.

School Name	Status	Contacts	Actual Student Counts	Evaluations	Action
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	
	No Students				
	No Students				
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	

Click on *Evaluation* for the school you will be filling out the evaluation form out for.

School Name	Status	Contacts	Actual Student Counts	Evaluations	Action
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	
	No Students				
	No Students				
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	
	Not Started	Contacts = 1 Edit	Edit	Evaluated Plans = 0 Evaluation	

Complete an evaluation form for each grade k-3

Links

2010-2011

Home

Assurance Form

Plan Templates

Step Two

Evaluate ERI Plans for WHITMAN ELEMENTARY SCHOOL

Grade	Plan Name	Evaluation Status
01	2010-2011 SCHOOL Grade 01	Evaluate
02	2010-2011 SCHOOL Grade 02	Evaluate
03	2010-2011 SCHOOL Grade 03	Evaluate
KG	2010-2011 SCHOOL Grade KG	Evaluate

Return

Evaluate each of the following Steps:

Note – if your plan/program changed between submitting Step 1 and implementation of intervention, you'll need to click on the edit links and edit your program. This way you are evaluating what you actually did.

Programs:

Program	Duration	Growth	Staffing	Schedule	Parent Notification	Strategies	Materials
Other (Small peer groups are used during the school day.) Edit	22 weeks	Evaluate	Edit Evaluate				

Return

Once you have completed the evaluations for each grade (k-3) and the steps under the program you will have the option to hit submit. Once the form has been submitted a generic email will be sent informing you your evaluation has been sent and completed.

Contact Stephanie Lee, slee@sde.idaho.gov, if you have any questions.

Support Materials

Enclosed are several items to assist your Extended Reading Intervention efforts:

Student Reading Intervention Record Form

Each student participating in a reading intervention program shall have a record of participation in his/her permanent file. This form is provided as a sample of what to include on the student record.

Sample Parent Information Letter – English

This sample letter is included for you to modify and use as needed to inform parents of the reading intervention program.

Student Registration / Parent Permission Form

This form will assist schools in gathering student information for those enrolled in the reading intervention program. Parent signature provides permission for student participation.

Sample Parent Information Letter in Spanish

This sample letter is included for you to modify and use as needed to inform Spanish-speaking parents of the reading intervention program.

Program Planning Questionnaire

This questionnaire was developed to assist schools in preparing an effective reading intervention program plan.

Idaho's Comprehensive Literacy Plan

The link to this plan has been included in this packet to assist schools in the planning and implementation of the reading intervention program. Materials, strategies and activities should align with Idaho's Comprehensive Literacy Plan.

http://www.sde.idaho.gov/site/teacher_certification/literacy.htm

After fall IRI scores are reported and compiled, the following is sent to schools and districts, and posted on the Reading Intervention website

http://www.sde.idaho.gov/site/reading_indicator/k_3.htm

Funding – District Distribution List

This list details the maximum reimbursement amount for each district for the current school year. This amount is calculated from the number of students that scored a “1” on the fall IRI.

Program Planning Question's to ask yourself, team, or school

These questions were created to assist schools in the preparation of an effective Extended Reading Intervention Program.

- Using the results of your school's Idaho Reading Indicator (IRI) that includes data from kindergarten through third grade, respond to the following:
 1. What strengths/weaknesses do you observe?
 2. Within specific populations (LEP, special education, etc.) what trends, such as improvements or digressions do you observe?
 3. What needs do you perceive to be of greatest priority in kindergarten; first grade; second grade; or third grade?

Student Reading Intervention Record

Complete a separate record form for each intervention program the student attends.

Student Name: _____ Grade Level: _____

Classroom Teacher: _____ School: _____

Date of Intervention Program: _____ Intervention Instructor: _____

Does Classroom Teacher concur with the need for Reading Intervention? Yes _____ No _____

Classroom Teacher's Recommendations / Comments: _____

Describe the Intervention Program type (Extended Year, Day, Intersession, Other):

Intervention Instructor's Comments: _____

Attachments

✓ Parent Permission Form

✓

Student Registration / Parent Permission

Please Print

Name: _____

Home Address: _____ Phone: _____

Age: _____ Birth date: _____ Grade: _____ Male: _____ Female: _____

Current School _____

Medication (What? Why? When?) _____

Custody issues or other important information: _____

Mother: _____ Father: _____

Daytime phone: _____ Daytime phone: _____

Place of work: _____ Place of work: _____

Sitter's Name: _____ Phone: _____

Sitter's Address: _____

Emergency contact: _____ Phone: _____

Emergency contact must be able to come and pick up your child if you are not available.

I give my permission for my child, named above, to participate in the Extended Reading Intervention Program.

Parent Signature

Date

(Sample)

EJEMPLO

EXTENDIENDO EL TIEMPO DE LEER

El distrito escolar #_____ esta ofreciendo extender el tiempo de lectura para mejorar las habilidades de leer en nuestros estudiantes. Nuestra meta es obtener que todos los estudiantes lean al nivel de su grado. La maestra de su niño/a ha recomendado que el / ella participe en este programa de lectura.

El horario y localidad de las clases es:

Escuela: _____

Dirección: _____

Numero do teléfono: _____

Fecha: _____

Días de la Semana: _____

Tiempo: _____

Información adicional:

Los niños que asisten a este programa podrán/ no podrán ser recogidos por autobuses en lugares asignados. Por favor contacte (nombre) al (numero de teléfono) y pregunte por (nombre) para que le digan el lugar asignado mas cercano de su casa.

Los estudiantes que participan en este programa pueden o no pueden obtener almuerzo con o sin costo a Ud.

A los padres se les ofrecerá una clase la cual ayudara adquirir ciertas maneras para que Ud. Pueda ayudar a su niño que lea mejor. Esperamos que aprovechen esta oportunidad. Estas clases serán conducidas en diferentes horas para que todos los padres puedan asistir. Por favor indique cual seria el mejor día(s) y horario para Ud.

L M M J V En la Mañana En la Tarde En la Noche

En el primer día de clases los estudiantes se reunirán en el salón de almuerzo, para obtener su horario de clase.

Si tiene alguna pregunta, por favor llame:

(Nombre)
Director del Programa de Leer Extendido
(Numero de teléfono)

Questions and Answers

Where did the Extended Reading Intervention Program originate?

Idaho Code §33-1615: *“The board of trustees of each school district shall establish an extended year state board approved reading program for students identified as below grade level on reading assessments in kindergarten through grade three (3). The program shall be the equivalent of forty hours of instruction.”*

How much will the state reimburse to districts to provide this required program?

School districts and Independent Charter Schools (LEA) may receive state reimbursements with a minimum of 90.00 to \$95.00 to pay for salary, benefits, preparation time, teaching materials, student supplies, and pre-and post-intervention testing. Districts and Independent Charter Schools (LEA) with less than 10 qualified students may receive a minimum of \$900.00 to \$950.00.

Is additional money available for busing students to and from Extended Reading Intervention?

The state will reimburse \$24.00 per child for transportation to the Extended Reading Intervention Programs. *“Subject to an amount appropriated, instructional costs of the extended year reading intervention program shall be reimbursed by the state, with the exception of transportation which shall be reimbursed at an amount not to exceed thirty dollars (30.00) per student per session”* (Idaho Code 33-1615).

How many times may a student participate in an Extended Reading Intervention Program?

The state will provide Extended Reading Intervention Program funds to reimburse forty hours of intervention one time per student during a particular school year.

Is it necessary to use only certified teachers for instruction in Extended Reading Intervention programs?

No. The state recommends that districts hire certified teachers to supervise all Extended Reading Intervention programs. Districts may use trained educational assistants to provide instruction with at **least one** certified teacher working closely with these assistants to model procedures and gather feedback on the progress of student performance and knowledge of skill.

What teacher-pupil ratio does the state recommend for Extended Reading Intervention?

The state recommends that teachers work with groups of ten or fewer students.

Is it necessary to provide Extended Reading Intervention only during the summer?

Schools may opt to provide Extended Reading Intervention before and/or after school, on weekends, during summer or intercession breaks, and/or during the regular school day.

NOTE: *Intervention during the regular school day is only approved for those schools whose normal instructional hours exceed the state minimum. For these programs, it must be documented in the program application that instructional hours exceed the state required regular hours of instruction (450 for kindergarten; 810 for grades 1-3). Intervention must supplement, rather than supplant regular reading instruction received during the school day.*

Can districts use some of their Extended Reading Intervention funds to assist students who received a “2” on the Idaho Reading Indicator?

Yes. The state recognizes that not all students who score a “1” on the Idaho Reading Indicator will actually participate in the intervention program. Therefore, based on priority of need, districts may serve other students who read near grade-level with reading intervention program funds. Districts must, however, **offer students who receive a “1”** on the Idaho Reading Indicator the opportunity to receive Extended Reading Intervention prior to those who receive a “2.”

How much time does it take to Progress Monitor?

The probes for K-3 take 1 minute each. Some children may be progress monitored in more than one area.

Who can Progress Monitor?

Persons that have been adequately trained in Progress Monitoring.

I have lost or forgotten my ERI password.

Contact SDE support at support@sde.idaho.gov to obtain your password information. (Please make sure you have registered for a login at <http://apps.sde.idaho.gov/ERI/Home/Home>.)

How can persons receive training for Progress Monitoring?

The SDE recommends you use the “Train the Trainer” model to train on progress monitoring probes. Please find someone in your district or surrounding districts to help with training. Contact Stephanie Lee slee@sde.idaho.gov if you need assistance with trainings. (SDE also has a training DVD available.)

How do schools determine which kindergarten through third-grade students are eligible to participate in an Extended Reading Intervention Program?

In order to determine eligibility of students for an Extended Reading Intervention Program, the SDE requires districts to use all of the following criteria:

- a. Score of “1” on the fall or spring Idaho Reading Indicator
- b. Teacher recommendation
- c. Signed parent permission form
- d. See **Student Eligibility on page 4-5**

Is it necessary for all students who receive a “1” on the fall or spring Idaho Reading Indicator to be Progress Monitored?

Yes. It is strongly recommended that schools provide further diagnostic and survey level assessments to determine the rate at which students should receive intervention and be progress monitored. Scoring a “1” is an indicator this child’s reading growth should be monitored. If a parent opts not to allow the child to attend intervention outside of the school day or school year, that child should still be progress monitored.

Why is it necessary to Progress Monitor in addition to the Idaho Reading Indicator?

The Idaho Reading Indicator is simply an “indicator” of a student’s reading ability. Progress Monitoring allows documentation of the effect of the instruction or intervention, so instructional decisions can be made about the student’s response to intervention.

Why is it necessary to report the growth between Fall to Fall IRI scores for students at the conclusion of the Reading Intervention Program?

Idaho Code §33-1615 “*Intervention program participation and effectiveness by school and district shall be presented annually to the state board, the legislature, and the governor.*” In order for schools and districts to measure the effectiveness of their intervention programs, it is necessary to compare the difference in scores of a sensitive, reliable, and valid tool.

What is the state required number of instructional hours?

Each local school district sets the instructional hours for their students, using the state required minimum as a “base”. The state’s required minimum hours of instruction per school year are:

Kindergarten: 450 hours **Grades 1-3:** 810 hours

Must charter schools provide reading intervention for their kindergarten through third-grade students scoring “1” on the IRI?

Yes. As public schools, charter/online schools must provide a reading intervention program for qualified students.

When is the Extended Reading Intervention Program Application Step 1 due?

School applications must be submitted by the first Friday in May. School districts will receive their reimbursement after the SDE has approved the submitted applications from **all** the schools in the district.

When is the deadline for reporting the Extended Reading Intervention Program Evaluation Step 2?

Program evaluations, Fall to Fall IRI score differences must be submitted by the last Friday in October of the following school year.

Must schools provide Extended Reading Intervention to Title I, Migrant, Limited English Proficient, and Special Education students with scores of “1” on the IRI?

Yes. All students who score a “1” on the IRI and meet the criteria are entitled to receive Extended Reading Intervention provided with state funds. Schools must, therefore, offer forty hours of intervention to all Title I, Migrant, and Limited English Proficient students who score a “1” on the IRI.

Schools must also offer intervention to all Special Education students who participate in reading instruction during the regular school year and who score a “1” on the IRI. A student’s Individual Education Plan team must determine whether the school’s state-funded Extended Reading Intervention Program is appropriate for such students, or if instructional modifications and/or supports are needed to meet the student’s individual needs. Districts are not required to offer Extended Reading Intervention to Special Education students who do not participate in reading instruction during the regular school year. Such students are those who are exempt from taking the regular IRI, since they qualify for an alternate assessment.

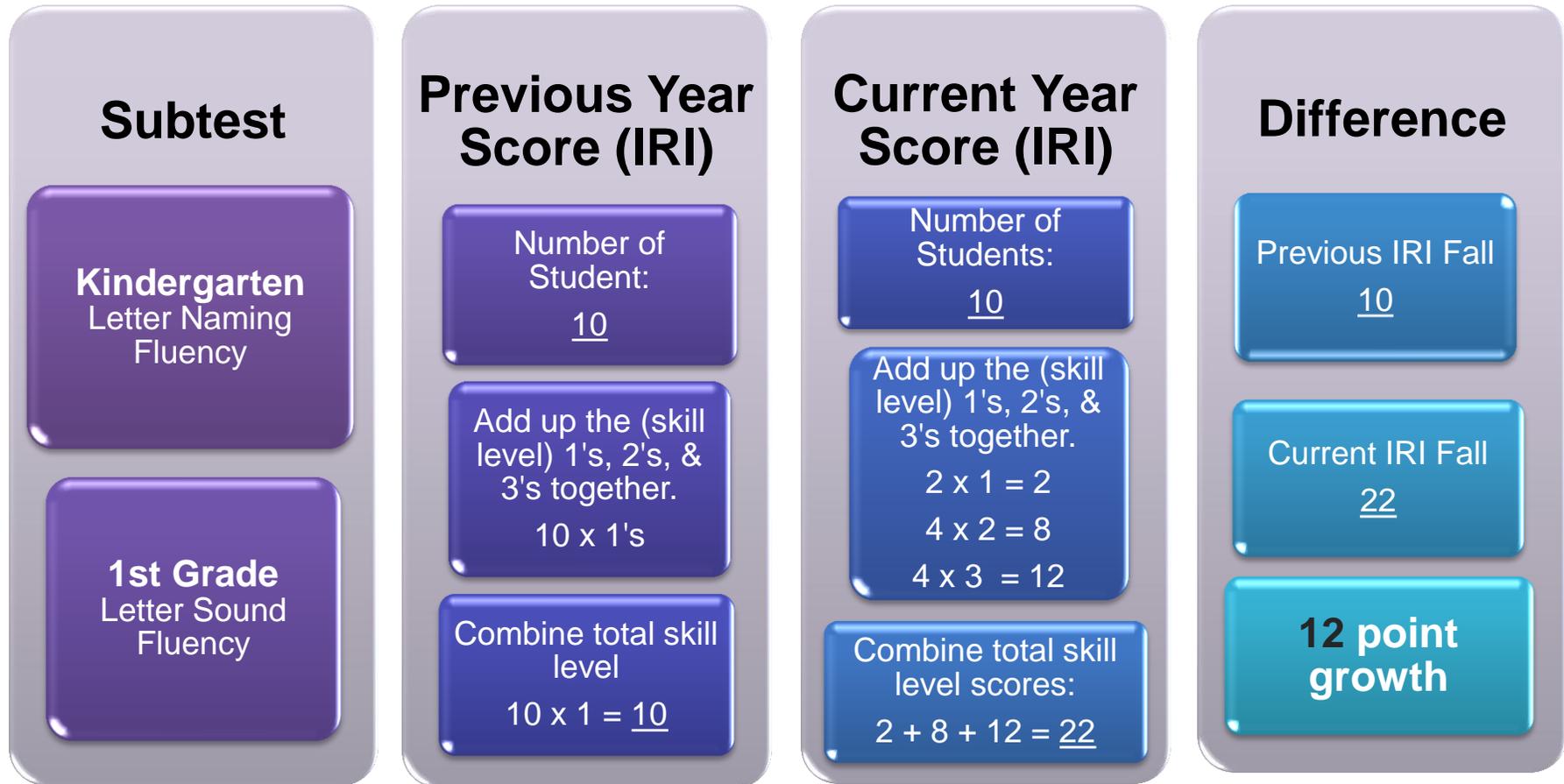
Please Note: *A student’s eligibility for participation in Extended Reading Intervention does not establish eligibility for Extended School Year (ESY) services under the Individuals with Disabilities Education Act (IDEA). Extended Reading Intervention would also typically not satisfy a district’s obligation to provide ESY under the IDEA.*

Whom can I contact if I have specific questions regarding Extended Reading Intervention?

Contact Stephanie Lee, Assessment Specialist, at slee@sde.idaho.gov.

Pre- and Post-intervention Test Scores
Fall to Fall IRI Scores Used to Assess Reading Growth: Example's

Kindergarten



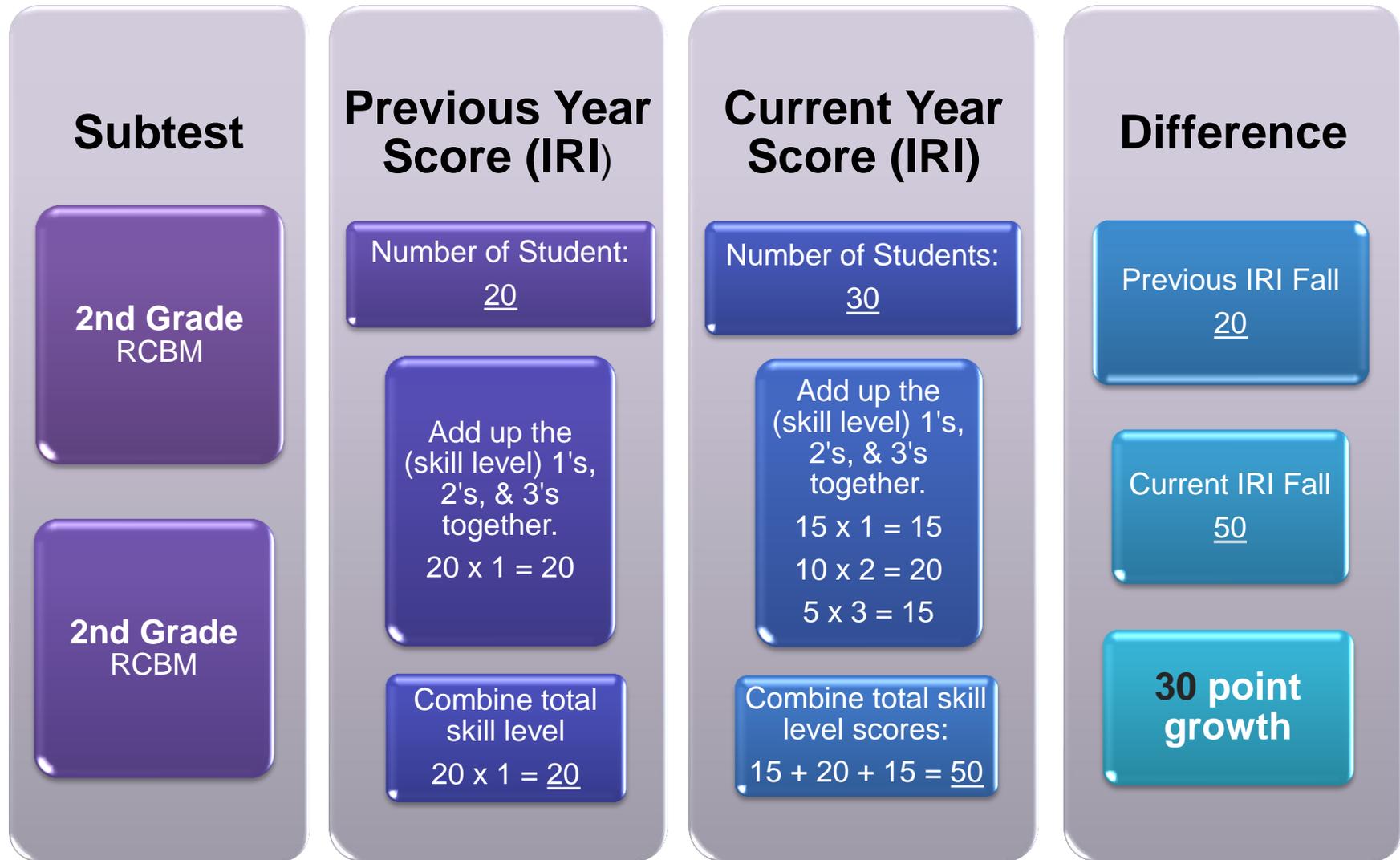
**Schools are only required to include scores for students that completed the program*

1st Grade

Subtest	Previous Year Score (IRI)	Current Year Score (IRI)	Difference
<p data-bbox="233 477 554 797">1st Grade Letter Sound Fluency and RCBM</p> <p data-bbox="233 867 554 1187">1st Grade Letter Sound Fluency and RCBM</p>	<p data-bbox="667 493 1003 630">Number of Student: <u>20</u></p> <p data-bbox="688 667 982 1024">Add up the (skill level) 1's, 2's, & 3's together. $18 \times 1 = 18$ $2 \times 2 = 4$</p> <p data-bbox="688 1062 1003 1219">Combine total skill level $14 + 4 = \underline{14}$</p>	<p data-bbox="1100 493 1457 651">Number of Students: <u>20</u></p> <p data-bbox="1142 688 1436 992">Add up the (skill level) 1's, 2's, & 3's together. $5 \times 1 = 5$ $5 \times 3 = 15$ $10 \times 2 = 20$</p> <p data-bbox="1121 1029 1457 1203">Combine total skill level scores: $5 + 15 + 20 = \underline{40}$</p>	<p data-bbox="1556 493 1856 699">Previous IRI Fall <u>22</u></p> <p data-bbox="1556 753 1856 943">Current IRI Fall <u>40</u></p> <p data-bbox="1535 997 1877 1198">18 point growth</p>

**Schools are only required to include scores for students that completed the program*

2nd Grade



**Schools are only required to include scores for students that completed the program*

3rd Grade

Subtest	Previous Year Score (IRI)	Current Year Score (IRI)	Difference
3rd Grade RCBM	Number of Student: _____	Number of Students: _____	Previous IRI Fall _____
3rd Grade RCBM	Add up the (skill level) 1's, 2's, & 3's together. _____	Add up the (skill level) 1's, 2's, & 3's together. _____	Current IRI Fall _____
	Combine total skill level _____	Combine total skill level scores: _____	_____ point growth

**Schools are only required to include scores for students that completed the program*

IRI Subtests

Kindergarten

Letter Naming Fluency (LNF)

Identified frequently as the best single indicator of risk for reading failure and requires saying the correct letter name.

Scoring Rules: Correct responses receive 1 point. Count the total number of correct responses.

Letter Sound Fluency (LSF)

Predictive of a later ability to read the sounds in a word that requires saying the correct sound of a letter.

Scoring Rules: Correct responses receive 1 point. Count the total number of correct responses.

1st Grade

Letter Sound Fluency (LSF)

Predictive of a later ability to read the sounds in a word that requires saying the correct sound of a letter.

Scoring Rules: Correct responses receive 1 point. Count the total number of correct responses.

Reading Curriculum Based Measure (RCBM)

Grade level reading passages. Students read 3 similar passages written at an end of the year reading level. Passages are the same each benchmark period.

Scoring Rules: Student reads passage as far as they can. You will then add the number of words read correct for each passage. You will record the median score of the 3 passages.

2nd and 3rd Grade

Reading Curriculum Based Measure (RCBM)

Grade level reading passages. Students read 3 similar passages written at an end of the year reading level. Passages are the same each benchmark period.

Scoring Rules: Student reads passage as far as they can. You will then add the number of words read correct for each passage. You will record the median score of the 3 passages.

The Testing Environment

Accurate results depend on how the assessment environment is arranged. Idaho Reading Indicator (IRI) testing is conducted 1 to 1. The testing occurs in a set-aside place that is quiet and away from distractions. It is preferable that students are tested at a small table or at the corner of a large table.

This is a standardized test. Therefore, the specific directions must be used during testing to have confidence in the reliability, validity, and comparability of the results.

Regular K-3 classroom teachers cannot administer the IRI to any students.

Helpful Hints While Administering the Idaho Reading Indicator

- Make sure the testing environment is quiet and free from distractions.
- Have the same examiner during each Benchmark period test the same students. Younger children tend to perform better with familiar examiners.
- Articulation and Dialect. A student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ and pronounces “thee” for “see” when naming the letter “C,” he/she should be given credit for naming the letter correctly.

Letter Naming Fluency Standard Directions for 1- Minute Administration

The *AIMSweb* Letter Naming Fluency task requires students to identify as many letters as they can in 1 minute.

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.
3. Say these specific directions to the student:
*“Here are some letters (point to the student copy). **Begin here,** (point to first letter) **and tell me the names of as many letters as you can. If you come to a letter you don’t know, I’ll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin.”***
4. Start your stopwatch. If the student fails to say the first letter name after 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter to indicate for the child to move on.
5. If the student provides the letter sound rather than the letter name say, **“Remember to tell me the letter name, not the sound it makes.”** This prompt may be provided once during the

administration. If the student continues providing letter sounds, mark each letter as incorrect and indicate by making a note at the top of the examiner copy.

6. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash (/) through letters named incorrectly.
8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter with 3 seconds, tell the student the letter name and mark it as incorrect. Point to the next letter and say, ***“what letter?”***
9. At the end of 1 minute, place a bracket (]) after the last letter named and say, ***“Stop. Thank you for doing your best.”***

Letter Sound Fluency Standard Directions for 1-Minute Administration

The *AIMSweb* Letter Sounds Fluency task requires students to identify as many lower case letter sounds as they can in 1 minute.

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position it so the student cannot see what the examiner records.
3. Say these specific directions to the student:

“Here are some letters (point to the student copy). Begin here, (point to first letter) and tell me the sounds (with emphasis) of as many letters as you can. If you come to a letter you don’t know I’ll tell it to you. Are there any questions? Put your finger under the first letter. Ready, begin.”
4. Start your stopwatch. If the student fails to say the first letter sound after 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, “what sound” (with emphasis) to indicate for the child to move on.
5. If the student says the letter name rather than the letter sound say, ***“Remember to tell me the sound (with emphasis) the letter makes, not its name”***. This prompt may be provided once during the administration. If the student continues providing letter names, mark each letter as incorrect and make a note at the top of the examiner copy.
6. If the student does not get any correct letter sounds within the first 10 letters (1 row), discontinue the task and record a score of 0.
7. Follow along on the examiner copy. Put a slash (/) through letters sounds given incorrectly.

8. The maximum time for each letter is 3 seconds. If a student does not provide the next letter sound within 3 seconds, tell the student the letter sound and mark it as incorrect. Point to the next letter and say, “**what sound?**”
9. At the end of 1 minute, place a bracket (]) after the last letter named and say, “**Stop. Thank you for doing your best.**”

R-CBM Standard Directions for 1-Minute Administration

1. Place the unnumbered copy of the Standard Reading Assessment Passage in front of the student.
2. Place the numbered copy in front of you but shielded so the student cannot see what you record.
3. Say: “**When I say ‘Begin,’ start reading aloud at the top of this page. Read across the page (demonstrate by pointing). Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to do your best reading. Are there any questions?**” (Pause)
4. Say: “**Begin**” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, tell them the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. At the end of 1 minute, place a bracket (]) after the last word and say, “**Stop.**”
7. Score and summarize by writing WRC/Errors.
8. Repeat for passages two and three.
9. At the end of the third passage, say “**Thank you for doing your best.**”

If the student appears fatigued, you may allow a short break between passages. “*Let’s stand up and stretch for a minute.*”

Record the median score, which is the middle score. For example, if the student gets scores of 71, 73, and 68 WRC, the recorded median score would be 71.

General Scoring Rules

Letter Naming Fluency – Kindergarten and 1st Grade

WHAT IS A CORRECT LETTER NAME?

- A correctly named letter.
- Confused I's and L's as a function of font. Letters that look alike will have different names depending on the font and case. For these letters, either name is considered correct.
- Self-Corrections. If a student makes an error and corrects him/herself within 3 seconds, write "SC" above the letter and do not count it as an error.

WHAT IS AN INCORRECT LETTER NAME?

- *Substitutions* of a different letter for the stimulus letter (e.g., "P" for "D").
- *Omissions* of a letter.
- *Stops* or struggles with a letter for more than 3 seconds.

NOTE: Skipped Row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Letter Sound Fluency – Kindergarten and 1st Grade

WHAT IS A CORRECT LETTER SOUND?

- *Students must provide the most COMMON sound of the letter.* A pronunciation guide for the most common sounds are found on the next page.
For example, /a/ would be the /a/ as in /CAT/ or /APPLE/ not the sound of /a/ as in /APE/
- *Confused I's and L's a function of font.* These letters that look alike would have different sounds depending on the font and case. For these letters, either sound is considered correct.
- *Self-Corrections.* If a student makes an error and corrects him/herself within 3 seconds, write "SC" above the letter and do not count it as an error.

WHAT IS AN INCORRECT LETTER SOUND?

- *Substitutes a different sound* for the stimulus letter sound.
For example, /puh/ would when the letter was /D/.
- *Substitutes the less common sound* for the stimulus letter sound.
For example, the /a/ pronounced as in /APE/.
- *Omission* of a letter sound.
- *Stops or struggles* with a letter sound for more than 3 seconds.

NOTE: Skipped Row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Most Common Sounds Pronunciation Key

The letters “x” and “q” are not used. The letters “h,” “w,” “y,” and “r” are used only in the initial position. The letters “c” and “g” are used only in the final position.

Letter	Sound	Example	Letter	Sound	Example
a	/ a /	bat	k	/ k /	can
e	/ e /	bet	l	/ l /	lot
i	/ i /	bit	m	/ m /	man
o	/ o /	top	n	/ n /	not
u	/ u /	hut	p	/ p /	pan
b	/ b /	bat	r	/ r /	ran
c	/ k /	bic	s	/ s /	sat
d	/ d /	dad	t	/ t /	top
f	/ f /	fan	v	/ v /	van
g	/ g /	pig	w	/ w /	wet
h	/ h /	hat	y	/ y /	yak
j	/ j /	jet	z	/ z /	zipper

Reading-CBM – 1st, 2nd, and 3rd Grade

WHAT IS A WORD READ CORRECTLY (WRC)?

- Correctly Pronounced Words within context
- Self-Corrected Incorrect Words within about 3 seconds

WHAT IS AN ERROR?

- Mispronunciation of the Word or Substitutions
- Omissions
- 3-Second Pauses or Struggles

WHAT IS NOT INCORRECT (NEITHER A WRC OR ERROR)?

- Repetitions
- Dialect Differences
- Insertions (Consider them Qualitative Errors)

Calculating and Reporting R-CBM Scores

Determining the WRC involves first recording the total number of words read and then subtracting the number of errors. Scores are reported in a standard format of WRC/Errors. (It is important to remember this reporting format, the scores reported *incorrectly* are total words read, not WRC.)

A Number of Things To Keep in Mind

- ***It's About Testing, Not Teaching.*** The standardized directions should always be used. That means keeping the testing a “test.” R-CBM is not to be used as instruction. Students shouldn't practice reading the passages, nor should they have their errors corrected by the examiner during the testing.
- ***Best versus Fastest Reading.*** Everything should be done to prepare the student for their “best,” not their fastest. Timing should be subtle and not “in the student's face.” Examiners should always emphasize “best reading.”
- ***Sit Across from, Not Beside.*** When we read with students, we sit next to them. When we assess students, we sit across from them. We want the students to be looking at what they read, not how we, the examiners, are scoring or what we are doing.

What Students Read

The student copy of the assessment passages does not have numbers, so students can focus on doing their best reading and not get unnecessarily stressed by timing. Second-grade passages are about 220 words long. All the passages are in the same font style and without pictures.

Things You Need to do While Administering the Test

Because R-CBM is a standardized test, we must give the test the same way. The standardized directions can be copied and should be read to the student.

General Considerations:

- ***Emphasizing Words Read Correctly (WRC).*** Because R-CBM is rich in information, we may want to count or record everything the student does. Don't lose sight of our goal of obtaining an accurate count of the number of words read correctly.
- ***3-Second Rule.*** If a student stops or struggles with a word for 3 seconds, tell the student “the word” and mark it as incorrect. We want enough time to observe if the student is using a strategy for unfamiliar words but not too long so the student gets frustrated or gives up.
- ***No Other Corrections.*** As noted earlier, R-CBM is about testing. Don't correct errors.
- ***Discontinue Rule.*** If the passage that is read is so hard that the student reads less than 10 words correctly in 1 minute, discontinue administration of any other passages from that level and use this WRC score.
- ***Being Polite.*** Mark where the student ends at the end of 1 minute, but it is polite to let the student finish the sentence before saying “stop.”
- ***Speed Reading.*** You may encounter some excellent readers who may view R-CBM as a “speed reading test” (i.e., read the passage very fast and without expression) in their first R-CBM testing. When this

occurs, interrupt the student, saying “This is not a speed reading test. Begin again, and be sure to do your best reading.”

- **Interruptions.** If something disrupts testing (bells, dropped passages, timing) discard the passage and administer another.

Things You Need To Do After Testing

After the student has completed reading a passage, score immediately. Your most important task is to determine the number of Words Read Correctly (WRC). Determining WRC and errors is, in general, a straightforward process. Examiners put a slash (/) through incorrect words.

For questions or concerns contact:

Stephanie Lee

Assessment Specialist

208-332-6903

slee@sde.idaho.gov