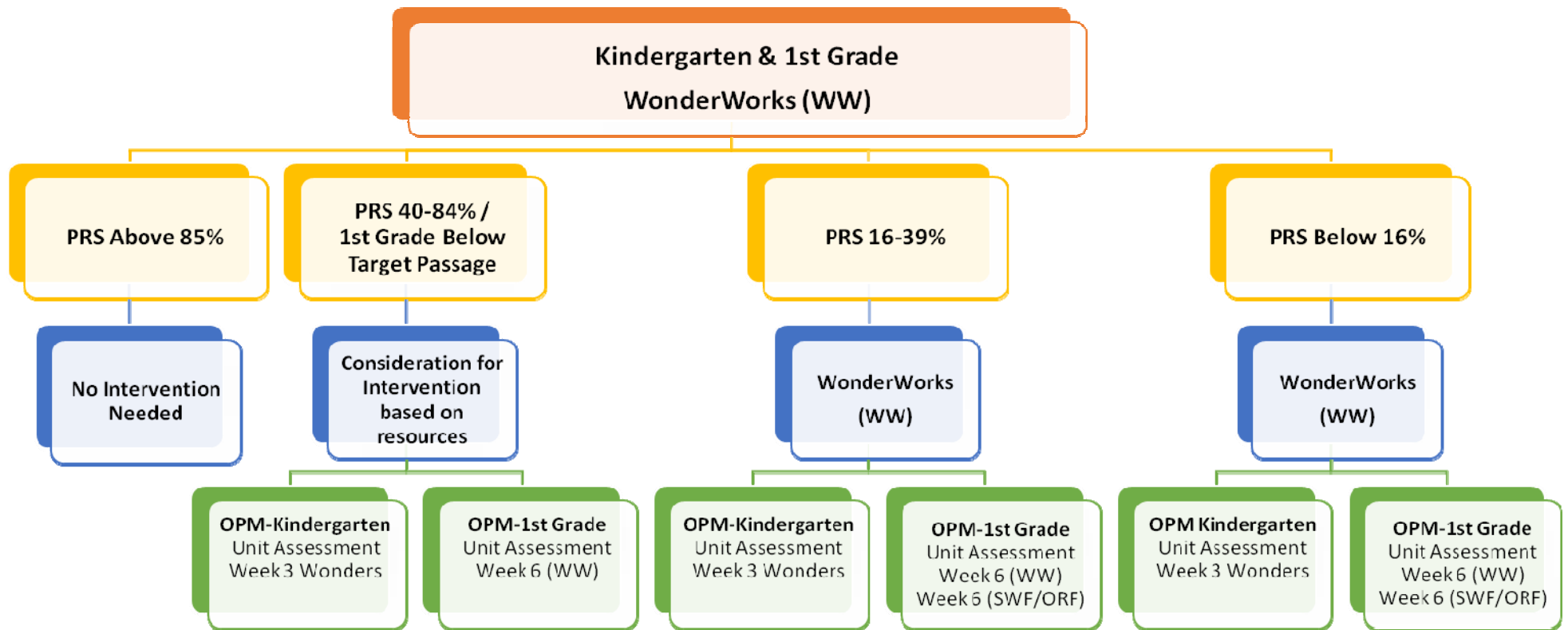


# **Wonderworks Tier 2 Resources**

## **Kindergarten**



For students who have a PRS of 0-39% or any student indicating a need for more intensive support, it is key to collect and closely monitor the formative data that comes from the Practice Book.

PRS: Probability of Reading Success

OPM: Ongoing Progress Monitor

SWF: Sight Word Fluency

ORF: Oral Reading Fluency

WW: Wonderworks

## **“Wonderworks” Tier II Intervention Program (K-5)**

### **Guidance for using K-1st, Grade 2 & Grade 3-5 Flowcharts**

This document provides guidelines to school site personnel on the **purpose** and **directions** for usage of the K-5 Wonderworks Tier 2 decision Flowcharts.

**Purpose:** The flowcharts address 3 key areas:

- 1) Which students should receive increasing levels of intensive intervention based on the FAIR screening and diagnostic assessments?
- 2) Which component of Wonderworks Intervention students must receive based on the intensity of the identified risk from FAIR? (In K-1, there is only one component of Wonderworks)
- 3) What measures of Ongoing Progress Monitoring (OPM) can schools use to determine if groups of students are making a positive response, or if there are specific students who show a lack of progress and may need to be referred to SST for Tier 3 development?

***Note: It is important to triangulate data by reviewing several data sources in order to make correct instructional placements for intervention.***

**DIRECTIONS: KINDERGARTEN & 1<sup>ST</sup> GRADE:**

Access and analyze the Class Status Report and the Class Targeted Diagnostic Report from **FAIR** (Florida Assessments for Instruction in Reading). The screening and diagnostic data from these reports will be used to place students into “Wonderworks.”

The primary data point used to determine the level of risk for both K & 1<sup>st</sup> grade is the **PRS** (Probability of Reading Success). For First Grade, Targeted Passage data is also factored in the decision making.

**(First Grade Target Passage for AP1=1.1, AP2=1.3, AP3=1.5)**

(A) **Row 1** of Flowchart answers the question: **Who gets what?**

Place students into the recommended 4 PRS ranges. The first two ranges PRS above 85% & PRS 40-84% are for students with the LEAST risk who can be considered for intervention based on additional data or available resources. The last two ranges PRS of 16-39%, and PRS below 16% are for students with **GREATEST** risk who must receive Wonderworks.

(B) **Row 2** of Flowchart answers the question: **What do students receive?**

The Wonderworks intervention program is the curriculum designated for all students who receive the 30 minutes of daily intervention (in addition to their 90 minute Reading Program Wonders). The intervention materials include a Teacher’s Edition, Teaching Chart, Practice Books, Assessment Book, Decodable Readers, as well as Photo cards, Letter cards, High Frequency Word cards etc. Daily lessons are designed to follow the scope and sequence of the core program Wonders by one week. Several opportunities exist each week for quick-checks, re-teaching, corrective feedback, formal & informal assessments.

(C) **Row 3** of Flowchart answers the question: **What tools will be used to monitor growth of groups of students or indicate a lack of growth of individual students?**

**K:** The OPM tool is the 3-wk unit test from core program “**Wonders**” located in the Wonders Assessment book. Mastery is 80% correct.

Teachers/interventionists must administer & collect this data using the attached Spreadsheet (or one of choice). After each 3- week collection period, Rtl Tier II teams meet to analyze the data for two purposes: **One**, determining positive responses in groups and **two**, determining if there is a lack of progress in individual students. If approximately 70% of the students’ group is showing a positive response, data is reviewed to see which individual student or students are not on track and these students may be referred to SST Tier 3. If approx. 70% of the group is not on track, the school Rtl team should determine what support or changes need to be initiated for the group.

*If there is a need for additional information on an individual student, formative ongoing data collected during the daily 90 min reading instructional block as well as the 30 minute reading intervention block should be used.*

**1<sup>st</sup> grade:** OPM tools are as follows:

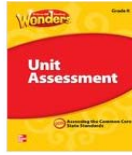
The OPM tool is the 6-wk unit test from program located in the Assessment book. Mastery is 80% correct.

**Additionally, at 6-week intervals**, students in the most at-risk profiles (PRS below 16%, and PRS 16-39%) must be given an Oral Reading Fluency (ORF) or a Sight Word Fluency (SWF) probe to determine if there is a positive increase in general reading outcomes. SWF is recommended if students are not ready for connected text reading. These probes are located in the 1<sup>st</sup> grade Assessment book. Each probe has its own Target rates for expected level of student performance.

Teachers/interventionists must administer & collect the above data using the attached Spreadsheet (or one of choice). After each 6- week collection period, Rtl Tier II teams meet to analyze the data for two purposes: **One**, determining positive responses in groups and **two**, determining if there is a lack of progress in individual students. If approximately 70% of the students’ group is showing a positive response, data is reviewed to see which individual student or students are not on track and these students may be referred to SST Tier 3. If approx. 70% of the group is not on track, the school Rtl team should determine what support or changes need to be initiated for the group.

*If there is a need for additional information on an individual student, formative ongoing data collected during the daily 90 min reading instructional block as well as the 30 minute reading intervention block should be used.*

Kindergarten Tier 2 Ongoing Progress Monitoring Schedule  
 Assessments found in **Wonders Unit Assessment Book**



| Ongoing Progress Monitoring occurs at the end of each unit | Ongoing Progress Monitor        | Page Number | Goal        |
|--|---------------------------------|-------------|-------------|
| Ongoing Progress Monitor 1                                 | Unit 1 Assessment from Wonders  | Pg. 1       | 80% Correct |
| Ongoing Progress Monitor 2                                 | Unit 2 Assessment from Wonders  | Pg. 15      | 80% Correct |
| Ongoing Progress Monitor 3                                 | Unit 3 Assessment from Wonders  | Pg. 29      | 80% Correct |
| Ongoing Progress Monitor 4                                 | Unit 4 Assessment from Wonders  | Pg. 43      | 80% Correct |
| Ongoing Progress Monitor 5                                 | Unit 5 Assessment from Wonders  | Pg. 57      | 80% Correct |
| Ongoing Progress Monitor 6                                 | Unit 6 Assessment from Wonders  | Pg. 71      | 80% Correct |
| Ongoing Progress Monitor 7                                 | Unit 7 Assessment from Wonders  | Pg. 85      | 80% Correct |
| Ongoing Progress Monitor 8                                 | Unit 8 Assessment from Wonders  | Pg. 99      | 80% Correct |
| Ongoing Progress Monitor 9                                 | Unit 9 Assessment from Wonders  | Pg. 113     | 80% Correct |
| Ongoing Progress Monitor 10                                | Unit 10 Assessment from Wonders | Pg. 127     | 80% Correct |

**Kindergarten Tier 2 Ongoing Progress Monitoring Data  
Assessments found in Wonders Unit Assessment Book**

**Interventionist:** \_\_\_\_\_

| Date         |  |  |  |  |  |  |  |  |  |   |
|--------------|--|--|--|--|--|--|--|--|--|---|
|              | OPM 1                                  | OPM 2                                  | OPM 3                                  | OPM 4                                  | OPM 5                                  | OPM 6                                  | OPM 7                                  | OPM 8                                  | OPM 9                                  | OPM 10                                  |
| Student Name | Unit 1<br>Assessment<br>80%<br>Correct | Unit 2<br>Assessment<br>80%<br>Correct | Unit 3<br>Assessment<br>80%<br>Correct | Unit 4<br>Assessment<br>80%<br>Correct | Unit 5<br>Assessment<br>80%<br>Correct | Unit 6<br>Assessment<br>80%<br>Correct | Unit 7<br>Assessment<br>80%<br>Correct | Unit 8<br>Assessment<br>80%<br>Correct | Unit 9<br>Assessment<br>80%<br>Correct | Unit 10<br>Assessment<br>80%<br>Correct |
| Sample       | 70%                                    | 75%                                    | 72%                                    | 70%                                    | 70%                                    | 50%                                    | 75%                                    | 65%                                    | 75%                                    | 70%                                     |
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