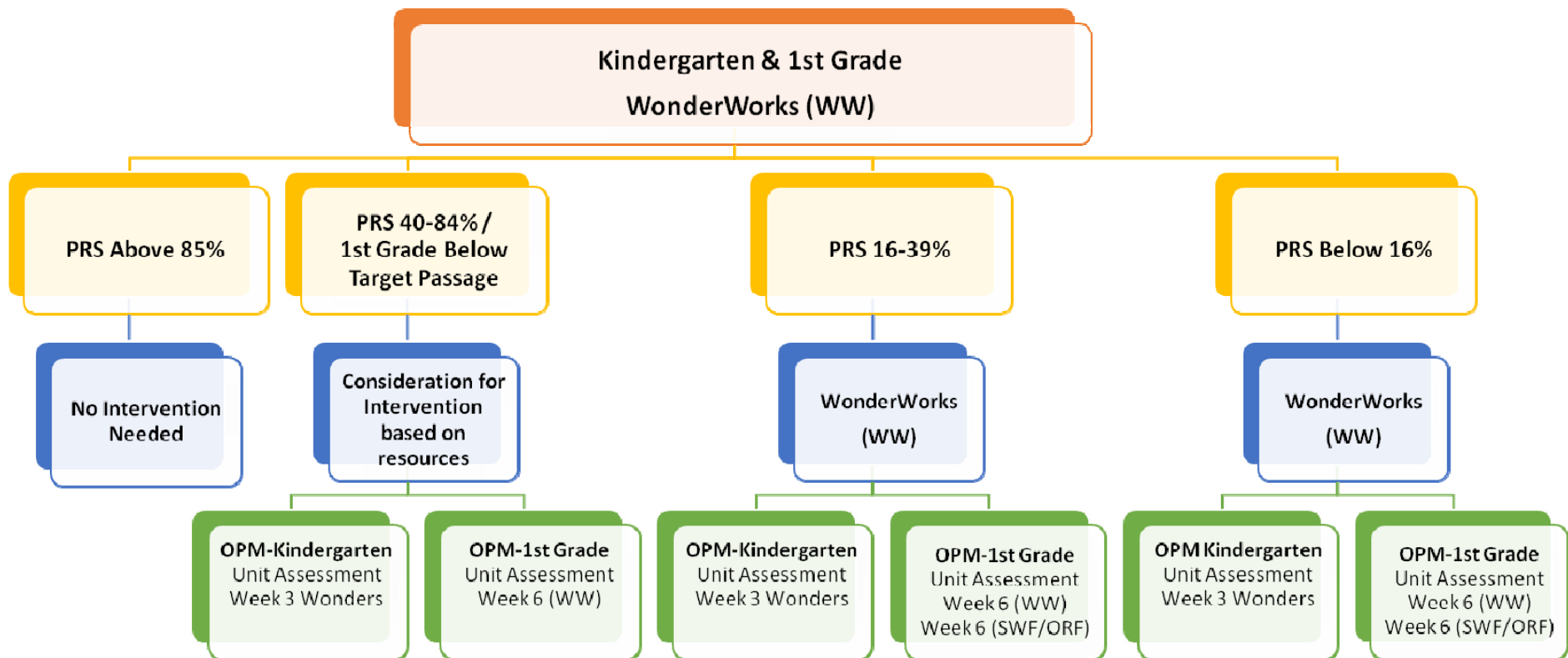


# **Wonderworks Tier 2 Resources**

## **First Grade**



**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, RtI 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 RtI 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:

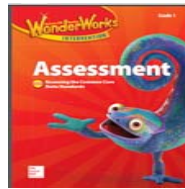
The OPM tool is the 6-wk unit test from program located in the Assessment book. Mastery is 80% correct.

**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, RtI 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 RtI 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 Tier 2 Ongoing Progress Monitoring Schedule**  
**Assessments found in WonderWorks Assessment Book Grade 1**



Ongoing Progress Monitoring occurs at the end of each unit	Ongoing Progress Monitor	Page Number	Goal
<b>Ongoing Progress Monitor 1</b>	Unit 1 Assessment from WonderWorks  Sight Word Fluency (SWF) OR Oral Reading Fluency (ORF) from WonderWorks	Pg. 213  Pg. 325 Pg. 331	80% Correct  SWF: 95% Accuracy ORF: 95% Accuracy
<b>Ongoing Progress Monitor 2</b>	Unit 2 Assessment from WonderWorks  Sight Word Fluency (SWF) OR Oral Reading Fluency (ORF) from WonderWorks	Pg. 221  Pg. 326 Pg. 332	80% Correct  SWF: 95% Accuracy ORF: 95% Accuracy
<b>Ongoing Progress Monitor 3</b>	Unit 3 Assessment from WonderWorks  Sight Word Fluency (SWF) OR Oral Reading Fluency (ORF) from WonderWorks	Pg. 229  Pg. 327 Pg. 333	80% Correct  SWF: 95% Accuracy ORF: 95% Accuracy
<b>Ongoing Progress Monitor 4</b>	Unit 4 Assessment from WonderWorks  Sight Word Fluency (SWF) OR Oral Reading Fluency (ORF) from WonderWorks	Pg. 237  Pg. 328 Pg. 334	80% Correct  SWF: 95% Accuracy ORF: 95% Accuracy
<b>Ongoing Progress Monitor 5</b>	Unit 5 Assessment from WonderWorks  Sight Word Fluency (SWF) OR Oral Reading Fluency (ORF) from WonderWorks	Pg. 245  Pg. 329 Pg. 335	80% Correct  SWF: 95% Accuracy ORF: 95% Accuracy
<b>Ongoing Progress Monitor 6</b>	Unit 6 Assessment from WonderWorks  Sight Word Fluency (SWF) OR Oral Reading Fluency (ORF) from WonderWorks	Pg. 253  Pg. 330 Pg. 336	80% Correct  SWF: 95% Accuracy ORF: 95% Accuracy



# Sight Word Fluency Assessment

## Instructions for Administering the Assessment

Give the student the assessment sheet, and have the student put his or her finger on the first word in the first row. Explain that you would like the student to read as many words as he or she can in one minute. Tell the student to point to each word and say the word. Then say: *When you are ready, you may begin.* Start your stopwatch, timing the student for one minute as he or she reads the words.

1. Follow along as the student reads. Place a check above each word that is said correctly.
2. Place a line through each word that is read incorrectly or omitted.
3. If the student substitutes or mispronounces a word, put a line through the word & write the word the student said above it.
4. If the student does not correctly say a word within 3 seconds, say the word for the student and mark the word as incorrect.
5. Say *Stop* at the end of one minute and place a bracket (]) after the last word read by the student.

## Directions for Scoring

1. Count the total number of words read. This includes the words that are read correctly and incorrectly. Record that number on the table at the bottom of the sheet.
2. Count the number of errors for each line of words in the # of errors column. Record the total number of errors in the bottom table.
3. See the **Oral Reading Accuracy Scoring Chart** below to obtain a word accuracy rate.

		NUMBER OF ERRORS																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
SIGHT WORDS READ	60	98	97	96	93	92	90	88	87	85	83	82	80	78	77	75	73	72	70	68	67	65	63	62	60	58
	50	98	96	94	92	90	88	86	84	82	80	78	76	74	72	70	68	66	64	62	60	58	56	54	52	50
	40	98	95	93	90	88	85	83	80	78	75	73	70	68	65	63	60	58	55	53	50	48	45	43	40	38
	30	97	93	90	87	83	80	77	73	70	67	63	60	57	53	50	47	43	40	37	33	30	27	23	20	17
	20	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0	0	0	0	0	0
	10	90	80	70	60	50	40	30	20	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	80	60	40	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	



# Administering Fluency Assessments and Using the Fluency Record

## Directions

Give a student a reading passage he or she has not seen before. Fluency assessments are always done as “cold reads”; that is, they are done with material that is new to the person being tested. Explain that you would like the student to read the passage out loud and then answer two questions about it. Then say: *When you are ready, you may begin.* Start your stopwatch when the student reads the first word.

1. Follow along on your copy of the passage as the student reads. Place a line through each word that is read incorrectly or omitted.
2. Place a check above each word that is read correctly.
3. If the student substitutes or mispronounces a word, put a line through the word and write the word the student said above it.
4. If the student does not correctly say the word within 3 seconds, say the word for the student and circle the word to mark it as incorrect. Self-corrections and repetitions are not marked as errors.
5. At the end of one minute, stop your stopwatch and place a bracket (]) after the last word read by the student.
6. Have the student finish reading the passage.
7. Read the comprehension questions to the student. Have the student answer the comprehension questions orally.

## How to Score (1<sup>st</sup> Grade Only: Complete Steps 3, 4, 5, & 7)

1. Look at the number to the left of the same line in which you placed the bracket. (Note: In hyphenated words, count each individual word.) Subtract from this number all the words that follow the bracket to arrive at the number of words a student was able to read in one minute. Place this number in the “Words Read” section of the scoring table right below the questions on the recording sheet.
2. Count each word you circled or put a line through. This is the number of errors made. Place this number in the “Errors” section of the scoring table right below the questions on the recording sheet.
3. Subtract “Errors” from “Words Read” to arrive at your Oral Reading Fluency Rate or Words Correct Per Minute (WCPM)

score.

4. Check off the box that best matches the administration date and compare this WCPM with the 50th percentile score listed on the recording sheet.
5. To arrive at the Oral Reading Accuracy Rate, divide the WCPM by the total number of words read. Use the scoring table on the recording sheet to capture the information. (This accuracy rate is especially important when reviewing First grade ORF data)
6. Use the Prosody scoring table on the recording sheet to measure a student's ability in the following key areas— Reading in Phrases, Pace, Syntax, Self-correction, and Intonation. Score students from Level 1 (L1) to Level 4 (L4) based on the descriptions in the Oral Fluency Scale found below.

<b>Oral Fluency Scale</b>	
<b>Level 4</b>	<b>The student:</b> <i>reads in large, meaningful phrases; may occasionally repeat words or short phrases, but the overall structure and syntax of the passage is not affected; reads at an appropriate rate of speed with expressive interpretation.</i>
<b>Level 3</b>	<b>The student:</b> <i>reads in three- or four-word phrases; reads primarily in phrases that preserve the passage's syntax and structure; attempts to read expressively; generally reads at an appropriate rate of speed.</i>
<b>Level 2</b>	<b>The student:</b> <i>reads mainly in two-word phrases, with some longer phrases and at times word-by-word; may group words awkwardly and not connect phrases to the larger context of the passage; reads sections of the passage excessively slowly or quickly.</i>
<b>Level 1</b>	<b>The student:</b> <i>reads word-by-word, with some longer phrases; does not phrase meaningfully or with an appropriate rate of speed; reads the passage excessively slowly.</i>

7. Write comments about oral reading performance on the recording sheet, including a student's ability to answer the comprehension questions.