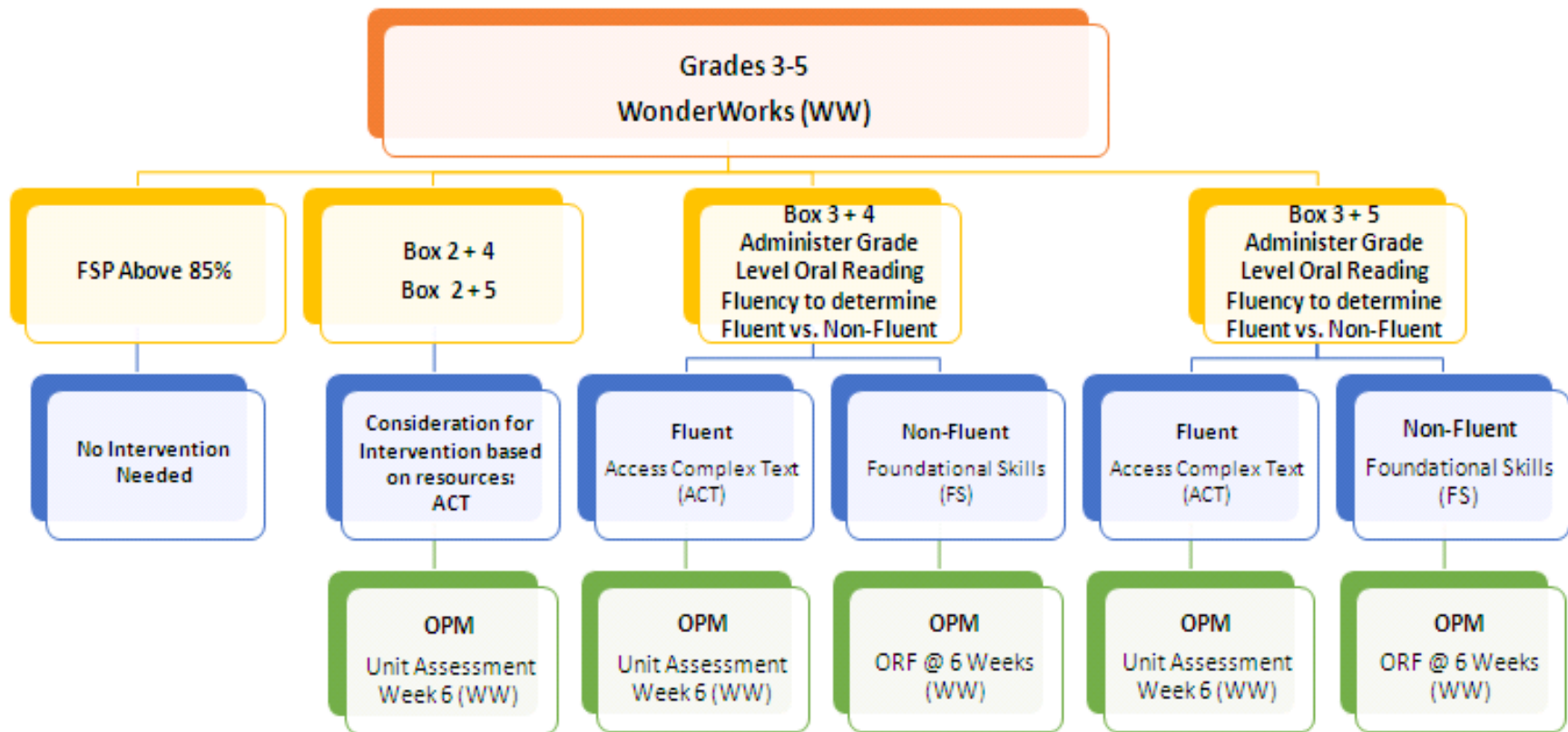


# **Wonderworks Tier 2 Resources**

## **Fourth Grade**



For students who fall into profiles 3 + 4 or 3 + 5, 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 and Assessment Foundational Skills Book or Interactive Work Text.

FSP: FCAT Success Probability  
 OPM: Ongoing Progress Monitor  
 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: Grade 3-5:**

***FAIR is the screening/diagnostic tool used in grades 3 through 5.***

***All 3<sup>rd</sup> graders take FAIR, so selected students receive intervention based on risk.***

***In 4<sup>th</sup> & 5<sup>th</sup> grades, only students who score at FCAT Level 1 & 2 take the FAIR. Intervention is required for ALL these students.***

Access and analyze the Class Status Report from **FAIR** (Florida Assessments for Instruction in Reading). The screening and diagnostic data from this report will be used to place students into **TWO** components of Wonderworks.

The data points used to determine the level of risk are **FSP** (FCAT Success Probability) and Targeted Diagnostic Inventory data i.e. **MAZE and Word Analysis**. From these data sources, risk profiles are formed that guide instructional planning for intervention. These profiles in terms of **increasing risk** are as follows:

Box 1: FSP above 85%

Box 2+4: Maze >25 + Word Analysis >25

Box 2+5: Maze >25 + Word Analysis <25

Box 3+4: Maze < 25 + Word Analysis >25

Box 3+5: Maze < 25 + Word Analysis <25

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

Place students into the recommended 4 ranges. The first two ranges FSP above 85%, and Box 2+4 & Box 2+5, are for students with the LEAST risk who should be considered for the **ACT** component of Wonderworks intervention based on additional data or available resources.

The last two profiles Box 3+4 & Box 3+5 are for students with **GREATEST** risk who must receive either the **ACT** component or the **FS** component. These 2 profiles include students who may not have Text Reading Efficiency, but have advanced phonics skills, whereas others may be lacking basic phonics skills.

**It is recommended that a Grade Level Oral Reading Fluency (ORF) measure be administered to filter those students who are Fluent versus those who are Non-Fluent. *These grade level ORFs are located in the Wonders Placement and Diagnostic Assessments.***

Students who are fluent and do NOT indicate a need for advanced phonics skills will be placed into the **ACT** component of Wonderworks.

Students who are Non-Fluent and indicate a need for foundational phonics skills must be placed into the Foundational Skills (**FS**) component of Wonderworks.

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

The 2 components of 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). Based on the data above, students are placed in either of 2 components described below.

**3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> Grade Accessing Complex Text (ACT) component:** Daily lessons are designed to match the scope and sequence of the core program Wonders week to week, and provides an opportunity for students to keep pace with the core content and vocabulary of the weekly selections. Materials include a Teacher's Edition, Teaching Chart, Interactive Work-text, Apprentice Level Readers and Assessment Book. Several opportunities exist each week for quick checks, re-teaching, corrective feedback, formal & informal assessments.

**2-3<sup>rd</sup> & 4-5<sup>th</sup> Grade Foundational Skills Kit (FS) component:** Lesson cards allow for systematic, sequential, explicit instruction in the strands of Phonics, Structural Analysis, Word Recognition and Fluency. Materials include Skills Lesson Cards, Practice and Assessment Book, decodable readers (2-3<sup>rd</sup> grade only), as well as Photo cards, Letter cards, High Frequency Word cards etc. ***It is recommended that a Phonics Inventory be administered to students to determine the best instructional starting point.***

(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?**

**Students in (ACT):** The OPM tool is the 6-wk unit test from Wonderworks intervention program located in the ACT assessment book. Mastery is 80% correct. Teachers/interventionists must administer & collect this data using the attached Spreadsheet (or one of choice).

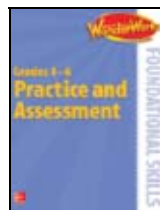
After each 6- week collection period RtI Tier II teams meet to analyze the data for two purposes: **One**, determining positive responses in groups and **two**, determining if there is a lack of progress in individual students. If approximately 70% of the students' group is showing a positive response, 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.*

**Students in (FS) kit:** The OPM tool is the grade assigned (3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup>) Oral Reading Fluency (ORF) probe given at 6-wk intervals, and is located in the 2-3<sup>rd</sup> or 4-5<sup>th</sup> grade FS Practice and Assessment books. Each probe has its own Target rates for expected level of student performance. Teachers/interventionists must administer & collect this 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.*

4<sup>th</sup> Grade Tier 2 Progress Monitoring Schedule  
 Students receiving Foundational Skills (FS)  
 Assessments found in **WonderWorks Grades 4-6 Practice and Assessment Foundational Skills Book**



Ongoing Progress Monitoring occurs every 6 weeks	Ongoing Progress Monitor	Page Number	Fluency Goal
Ongoing Progress Monitor 1	Oral Reading Fluency from Foundational Skills book	Pgs. A46-61	84-104 Words Correct Per Minute(WCPM) with accuracy rate of 95% or higher.
Ongoing Progress Monitor 2	Oral Reading Fluency from Foundational Skills book	Pgs. A46-61	84-104 Words Correct Per Minute(WCPM) with accuracy rate of 95% or higher.
Ongoing Progress Monitor 3	Oral Reading Fluency from Foundational Skills book	Pgs. A62-77	102-122 Words Correct Per Minute(WCPM) with accuracy rate of 95% or higher.
Ongoing Progress Monitor 4	Oral Reading Fluency from Foundational Skills book	Pgs. A62-77	102-122 Words Correct Per Minute(WCPM) with accuracy rate of 95% or higher.
Ongoing Progress Monitor 5	Oral Reading Fluency from Foundational Skills book	Pgs. A78-93	113-133 Words Correct Per Minute(WCPM) with accuracy rate of 95% or higher.
Ongoing Progress Monitor 6	Oral Reading Fluency from Foundational Skills book	Pgs. A78-93	113-133 Words Correct Per Minute(WCPM) with accuracy rate of 95% or higher.

**There are 24 Fiction and Non-Fiction passages to measure Oral Reading Fluency. These passages are recommended for use as follows:**

- 1<sup>st</sup> set of eight – OPM 1 & 2**
- 2<sup>nd</sup> set of eight – OPM 3 & 4**
- 3<sup>rd</sup> set of eight – OPM 5 & 6**

**4<sup>th</sup> Grade Tier 2 Ongoing Progress Monitoring Data**

**Students receiving Foundational Skills (FS)**

**Assessments found in WonderWorks Grades 4-6 Practice and Assessment Foundational Skills Book**

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

Date						
	OPM 1	OPM 2	OPM 3	OPM 4	OPM 5	OPM 6
WonderWorks Goals	<p align="center"><b>ORF</b> <b>(84-104 WCPM)</b></p>	<p align="center"><b>ORF</b> <b>(84-104 WCPM)</b></p>	<p align="center"><b>ORF</b> <b>(102-122 WCPM)</b></p>	<p align="center"><b>ORF</b> <b>(102-122 WCPM)</b></p>	<p align="center"><b>ORF</b> <b>(113-133 WCPM)</b></p>	<p align="center"><b>ORF</b> <b>(113-133 WCPM)</b></p>
Minimum + Response		<p align="center"><b>+9 WCPM</b></p>	<p align="center"><b>+9 WCPM</b></p>	<p align="center"><b>+9 WCPM</b></p>	<p align="center"><b>+9 WCPM</b></p>	<p align="center"><b>+9 WCPM</b></p>
Student Name						
Sample	84	88	93	99	106	118



4<sup>th</sup> Grade Tier 2 Ongoing Progress Monitoring Schedule  
 Students receiving Access Complex Text (ACT)  
 Assessments found in **WonderWorks Assessment Book Grade 4**



Ongoing Progress Monitoring occurs at the end of each unit	Ongoing Progress Monitor	Page Number	Goal
Ongoing Progress Monitor 1	Unit 1 Assessment from WonderWorks	Pgs. 122-130	80% Correct
Ongoing Progress Monitor 2	Unit 2 Assessment from WonderWorks	Pgs. 131-139	80% Correct
Ongoing Progress Monitor 3	Unit 3 Assessment from WonderWorks	Pgs. 140-148	80% Correct
Ongoing Progress Monitor 4	Unit 4 Assessment from WonderWorks	Pgs. 149-157	80% Correct
Ongoing Progress Monitor 5	Unit 5 Assessment from WonderWorks	Pgs. 158-166	80% Correct
Ongoing Progress Monitor 6	Unit 6 Assessment from WonderWorks	Pgs. 167-175	80% Correct



# 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. 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.
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.