

Teacher: _____

Grade Level: _____

At or Above Grade Level			Some Risk or Somewhat Below Grade Level			At Risk or Significantly Below Grade Level
Outcome Measure and Screening Measure Used to Identify Students:			Outcome Measure and Screening Measure Used to Identify Students:			Outcome Measure and Screening Measure Used to Identify Students:
List Students:			List Students:			List Students:
Data to Collect to form Instruction Profiles 1 – 3: <ul style="list-style-type: none"> Core Program Theme/Unit Assessments Progress monitoring on Profile 3 students 			Data to Collect to form Instruction Profiles 4, 5A & 5B: <ul style="list-style-type: none"> Phonics Screener Progress monitoring on grade level screening measures at least once a month 			Data to Collect to form Instruction Profiles 6: <ul style="list-style-type: none"> Core Intervention Program Placement/Mastery Tests Progress monitoring that matches instructional program skills being taught at least twice a month
Profile 1: Exceeds Grade Level Benchmarks on Screening Assessments and Passes In-Program Tests	Profile 2: At or Above Grade Level on Screening Assessments and Passes In-Program Tests	Profile 3: Grade Level on Screening Assessments and Fails Some In-Program Tests	Profile 4: Some Risk on Screening Assessments, Above aimline on progress monitoring & Passes Phonics Screener Skills	Profile 5A(2 nd – 6 th grade): Some Risk on Screening Assessment & only fails multi-syllabic word on Phonics Screener	Profile 5B(1 st – 6 th): Some Risk on Screening Assessment & fails basic phonics screener skills	Profile 6: High Risk on Screening Assessments
Instructional Time and Materials:			Instructional Time and Materials:			Instructional Time and Materials:
Profile 1: 90 minute minimum of Core Reading Program plus enrichment activities	Profile 2: 90 minute minimum of Core Reading Program	Profile 3: 90 minute minimum of Core Reading Program plus re-teaching of skills not yet mastered as needed.	Profile 4: 90 minute minimum of Core Reading Program plus additional 30-40 minutes of daily pre-teaching of Grade Level Skills and fluency practice in connected text.	Profile 5A(2 nd – 6 th grade): 90 minute minimum of Core Reading Program plus additional 30-40 minutes of daily pre-teaching of Grade Level Skills, extra practice reading multi-syllabic words and re-teaching of skills not mastered	Profile 5B(1 st – 6 th): 90 minute minimum of Core Reading Program plus additional 30-40 minutes of daily pre-teaching of Grade Level Skills and re-teaching of skills not mastered	Profile 6: 90 minute minimum of Core Intervention Reading Program with an emphasis on phonemic awareness, phonics, and fluency. Oral comprehension and vocabulary instruction from the Core Reading Program. Additional 30-90 minutes of intensive instruction outside the reading block in the Core Intervention Program.
List Students:	List Students:	List Students:	List Students:	List Students:	List Students:	List Students: