Dyslexia Progress Monitoring Folder

_____ _____ _____
School Year **Campus** **Grade Level**

CONFIDENTIAL RECORDS

KEEP THIS FOLDER AND CONTENTS SECURE

The International Dyslexia Association defines "dyslexia" in the following way:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Progress Monitoring

Progress monitoring is a necessary component of a school dyslexia plan. Progress monitoring assesses a student's performance to quantify his or her rate of improvement with the dyslexia intervention. Progress monitoring may be conducted through formal assessments such as AIMsweb, DIBELS, and district/campus benchmarks/curriculum based measures (CBM). Progress may also be measured informally, such as a teacher developed assessment.

DYSLEXIA RELATED DOMAINS DETERMINED FOR SKILL DEVELOPMENT														
LETTER KNOWLEDGE	**Progress Monitoring Data**													
	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	MASTERY
Student is able to name all uppercase letters.														
Student is able to name all lowercase letters.														
Student is able to name vowels and say both long and short sounds for each vowel.														
Student is able to identify the most common sound associated with individual letters.														
PHONOLOGICAL AWARENESS CONTINUUM	**Progress Monitoring Data**													
	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	MASTERY
Student is able to orally respond to rhyme and alliteration in word play.														
Student is able to tap, blend, or segment a word into syllables.														
Student is able to identify and orally blend the onset of a word with its rime, ex. "cl-ip" to "clip".														
Student is able to orally identify initial sound in words.														
Student is able to orally identify final sound in words.														
Student is able to orally identify middle sound in words.														
Student is able to orally blend single phonemes to build a word.														
Student is able to orally segment single phonemes in consonant/vowel/consonant (CVC); consonant/consonant/vowel/consonant (CCVC); and consonant/vowel/consonant/consonant (CVCC)words.														
Student is able to orally manipulate phonemes in words by removing, adding or substituting phonemes in CVC, CCVC, CVCC words.														
CLOSED SYLLABLE DECODING	**Progress Monitoring Data**													
	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	MASTERY
Student is able to blend letters/sounds with one syllable nonsense words.														
Student is able to use vowel/consonant (VC) knowledge to decode regular words in text and independent of content.														
Student is able to use CVC knowledge to decode regular words in text and independent of content.														
Student is able to use CCVC knowledge to decode regular words in text and independent of content.														
Student is able to use CVCC knowledge to decode regular words in text and independent of content.														

OPEN SYLLABLE AND ADVANCED DECODING	Progress Monitoring Data												
	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	MASTERY
Student is able to decode words with the open syllable, CV pattern.													
Student is able to decode words with the final stable syllable pattern.													
Student is able to decode words with the vowel/consonant/silent "e" (VCe) pattern.													
Student is able to decode words with vowel diagraphs and diphthongs (VV) patterns.													
Student is able to decode words with r-controlled vowel (Vr) patterns.													
Student is able to read multi-syllable words using combined knowledge of all sound/ symbol relationship, syllable patterns, and morphology (e.g., roots and affixes) in context and independent of context.													

READING FLUENCY; *RATE AND ACCURACY*	Progress Monitoring Data												
	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	MASTERY
50th percentile for: Grade 1—60 WCPM (words correct per minute)													
50th percentile for: Grade 2—100 WCPM													
50th percentile for: Grade 3—112 WCPM													
50th percentile for: Grade 4—133 WCPM													
50th percentile for: Grade 5—146 WCPM													
50th percentile for: Grade 6—146 WCPM (remains the same as grade 5)													
50th percentile for: Grade 7-12—150+ WCPM													

COMPREHENSION	Progress Monitoring Data												
	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	MASTERY
Given a reading passage on student's instructional level:													
The student accurately answers main questions about theme, plot, characters, and settings.													
The student distinguishes between main idea/details and fact/opinion.													
The student distinguishes between cause and effect.													
The student accurately answers literal, inferential, and evaluative questions.													

ATTENDANCE: *Attendance in the program will have an impact on a student's success in the dyslexia program*

1st 6 Weeks		2nd 6 Weeks		3rd 6 Weeks		4th 6 Weeks		5th 6 Weeks		6th 6 Weeks	
A1	A2	A1	A2	A1	A2	A1	A2	A1	A2	A1	A2

A1: Student absent from school

A2: Student present, but did not attend intervention

** If the student is not making the amount of progress anticipated by the program utilized, and the amount of progress was not due to outside factors, such as lack of attendance, the committee should consider whether the student has a disability in need of special education and related services. If it is suspected that the student may have a disability in need of special education and related services, the student **must** be referred for a full individual evaluation under special education.*

Glossary

Decoding: The ability to break the phonic code by applying letter and sound knowledge to read words and sentences with accuracy. Additionally, decoding may be referred to as word attack, the process of determining the pronunciation of a word by noting the position of the vowels and consonants.

Diagnostic-Prescriptive Teaching: Teaching that is most often driven by evidence-based data with the intention of identifying the most effective instructional strategies for both strengths and weaknesses, including cognitive and emotional, to meet a student's needs. Additionally, progress monitoring data is used throughout the instructional process to ensure positive learning outcomes.

Explicit Instruction: Explicit instruction is skill based, direct instruction with students as active participants engaged in learning as the teacher monitors understanding to ensure evidence of learning.

Language Comprehension: Comprehension of spoken and written language relies on the ability to correctly process word and phrase meanings, sentence grammar, and discourse or text structure.

Letter Knowledge: Letter knowledge is knowing that the same letter can look different, have names, and is related to sounds.

Listening Comprehension: Knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences are the different processes that support understanding spoken language.

Onset and Rime: The onset is the initial phonological unit of any word and the rime is the string of letters that follow. Usually this string of letters begins with the vowel as in "str – ap"; "str" is the onset and "ap" is the rime.

Oral Reading Fluency: The ability to read text with sufficient speed and accuracy to support comprehension. Reading fluency measures are based on the number of words read correctly within a specific timed period, and scored using a normed fluency table.

Oral Reading Fluency Rate: A measure of reading, involving word recognition, accuracy, automaticity, and usually timed within a minute. Oral reading fluency rate is a measure of reading volume and a predictor of comprehension.

Phoneme: The smallest unit of speech sound in a language.

Phonemic Awareness: The ability to notice, think about, and work with individual phonemes (sounds) in words.

Phonics: A method for teaching reading and writing of the English language by developing learners' phonemic awareness (the ability to hear, identify, and manipulate phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

Phonological Awareness: A broad skill that includes identifying and manipulating units of oral language such as words in sentences, parts of words, syllables, and onset and rimes.

Phonological Memory: A passive memory system that remembers speech long enough to extract meaning or briefly store speech-based information in phonological form that can aid the writing process as the link from the memory system to written expression.

Phonological Processing: The use of sounds within language (phonemes) to process spoken and written language.

Reading Comprehension: Reading comprehension is making sense of what is read and depends on good word recognition, fluency, vocabulary, worldly knowledge, and language ability.

Rapid Naming: A rapid naming task requires an individual to quickly name a series of printed letters, numbers, or blocks of color repeated in random order. Rapid naming is also referred to as rapid automatized naming that appears to be an important factor in later reading acquisition.

Scientific Based Reading Instruction (SBRI): SBRI includes explicit and systematic instruction within the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Strategic Instruction: Instruction that is carefully planned with monitoring of long and short term learning goals that are adjusted to meet the learner's needs.

Systematic Instruction: Systematic instruction is outcome driven for mastery learning, building upon prior learning and developing from simple to complex so that it meets the learner's needs.

Word Recognition: The ability to instantly recognize a whole printed word.

Written Expression: Written expression is defined by one's ability to use grammar, spelling, punctuation, word usage, and handwriting to generate ideas and construct meaningful sentences.