

5th Grade	2011-2012	NECAP	DIBELS Next				AIMSweb			NWEA		EDM	SPED	504 Math Int	Reading Int
Last Name	First Name	Math	Reading	Science	Comp G 357	ORF G 111	DAZE G 18	CAP G 8	COMP 12	Math G 211	Reading G 207	Unit	EOY		
			2		401	97	24	7	10	203	209				
		3	3		315	89	19	7	10	204	211			X	X
		3	4		443	133	21	13	30	228	222			X	X
		3	4		551	137	39	13	32	222	220				
		4	4		477	135	30	7	28	228	224				
		3	8		409	129	32	11	21	223	219				
		4	3		423	137	30	15	35	237	218				
		2	3		357	101	19	4	5	199	207			X	X
					314	94	28	7	28						
		3	3		546	157	37	8	29	222	222				
		3	3		406	146	28	8	21	221	212				
		3	4		675	175	48	17	34	227	231				
					354	111	14	4	9					X	
		3	3		482	128	24	11	34	223	209				
		2	2		473	167	18	8	18	206	208			X	X
		3	3		119	55	6	6	5	205	207			X	X
					303	105	9	3	1						
		4	4				35	24	59	223	228				
		4	4				28	11	29	224	218				
					92	36	3	4	4					X	
		1	1		375	81	29	7	27	198	197			X	X
					199	63	6	3	9					X	
		4	4		427	123	29	9	52	222	213				
		3	3		348	110	21	8	25	206	212			X	X

**Intervention Attendance Sheet**

Interventionist Name: \_\_\_\_\_

Intervention: \_\_\_\_\_

Initial Assessment \_\_\_\_\_ Goal: \_\_\_\_\_ Progress Monitor Dates: \_\_\_\_\_

Quick Summary of Intervention: \_\_\_\_\_

Comments:

Student Name	Date	Date	Date	Date	Date

A=Absent D=Did not meet (fire drill, assembly etc) N=no school L=late

# Intervention Daily Sheet

Student: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Staff member: \_\_\_\_\_ Intervention: Reading Math Other

Date	Respectful	Responsible	Safe	Participation	Effort

Comments:

Date	Respectful	Responsible	Safe	Participation	Effort

Comments:

Date	Respectful	Responsible	Safe	Participation	Effort

Comments:

Date	Respectful	Responsible	Safe	Participation	Effort

Comments:

Date	Respectful	Responsible	Safe	Participation	Effort

Comments:

Total Points Earned \_\_\_\_\_

## Lesson Plan

<b>Name:</b>
<b>Date:</b>
<b>Subject:</b>
<b>Objectives of the lesson:</b>
<b>GLE or Standards:</b>
<b>Assessment:</b>
<b>Differentiation/ Modification/Accommodation:</b>
<b>Other:</b>

**NEW this year!      Beginning soon.....**

Your child will have the opportunity to come to school early to have a little extra time for learning and fun! There will be two Madison buses that will be picking up students for Mustang Academy Before School Care Program and Before School Tutoring Program. Pick-ups will take place between 7:30 and 8:00 am at "cluster stops". There will be stops along Rte 113, North Division Road and at Silver Lake Post Office. If your student enrolls in the Before School Tutoring Program, he or she will receive a Free Breakfast, along with math or reading activities. There will be limited openings for the Before School Tutoring Program.

If your student enrolls in the Mustang Academy Before School Care Program, they will receive breakfast and have .... There are scholarships available for this program.

**We need to hear from you! In order for us to plan for these programs and bus stops, please tell us if you are interested by checking the statements below.**

\_\_\_\_ We are interested in (or signed up for) Mustang Academy Before School Care and would like to take advantage of the bus.

\_\_\_\_ We are interested in (or signed up for) Mustang Academy Before School Care and do not want to take the bus.

\_\_\_\_ We are interested in (or signed up for) Before School Tutoring and would like to take advantage of the bus.

\_\_\_\_ We are interested in (or signed up for) Before School Tutoring and would not like to take the bus.

\_\_\_\_ We are not interested in any early bus or early morning program.

Family name: \_\_\_\_\_

Student(s) name: \_\_\_\_\_

If you need more information, please call Catalina Kirsch at Madison Elementary School.

Please return by Friday, September 9. Thank you for your support.

April 2012/May 2012

Monday	Tuesday	Wednesday	Thursday	Friday
<b>April 23</b>	<b>April 24</b>	<b>April 25</b>	<b>April 26</b> 10:30-11:30 3 Nelson R 12:50-1:50 3 Spaulding R	<b>April 27</b> 10:30-11:30 Spaulding M 12:50-1:50 Nelson M
<b>April 30</b> 9:20-10:20 Sanborn R 10:50-11:50 6 Holmes R 12:50-1:50 Chase R	<b>May 1</b> 9:20-10:20 6 Holmes M 10:50-11:50 Bryant R 12:50-1:50 3 Spaulding L 2:10-3:10 3 Nelson L	<b>May 2</b> 9:20-10:20 6 Holmes L 10:50-11:50 Doherty R 12:50-1:50 Coyle R 2:20-3:20 1 Holmes R	<b>May 3</b> 9:20-10:20 Doherty 6 M 6 <sup>th</sup> grade make ups 3 <sup>rd</sup> grade make ups	<b>May 4</b> 9:20-10:20 Doherty 6 L 6 <sup>th</sup> grade make ups 3 <sup>rd</sup> grade make ups
<b>May 7</b> 9:20-10:20 Sanborn M 12:50-1:50 Chase M 2:20-3:20 Parsons R	<b>May 8</b> 10:20-10:50 AM Boyer R 10:50-11:50 Bryant M 1:50-2:20 PM Boyer R	<b>May 9</b> 12:50-1:50 Coyle M 2:20-3:20 1 Holmes M	<b>May 10</b> 10:20-11:20 Coyle L Make ups if necessary	<b>May 11</b> Make ups if necessary
<b>May 14</b> 9:20-10:20 Sanborn L 12:50-1:50 Chase L 2:20-3:20 Parsons M	<b>May 15</b> 10:20-10:50 AM Boyer M 10:50-11:50 Bryant L 1:50-2:20 PM Boyer M	<b>May 16</b> <b>NO SCHOOL- TEACHER WORKSHOP</b>	<b>May 17</b> Make ups if necessary	<b>May 18</b> Make ups if necessary

**Response To Intervention Accommodation Sheet**

Name of Student: \_\_\_\_\_

Grade:	Accommodation	Helpful?
Date began:		
Date ended:		Reason stopped:
Comments		

Grade:	Accommodation	Helpful?
Date began:		
Date ended:		Reason stopped:
Comments:		

## Response To Intervention Individual Summary Sheet

Name of Student: \_\_\_\_\_

Grade:	Type of Intervention	Assessment
Dates:		Progress Monitor Score
		Final Score
Comments		

Grade:	Type of Intervention	Assessment
Dates:		Progress Monitor Score
		Final Score
Comments		

Grade:	Type of Intervention	Assessment
Dates:		Progress Monitor Score
		Final Score
Comments		



RTI at Madison Elementary School  
2012-2013

The purpose of RTI is to help strengthen the core program and to provide intervention to reach those students whose needs are not met by the core program.

**Benchmark Assessments**

DIBELS Next in Sept, Jan, May or June

SRAR Math and Early Literacy benchmarks- Sept, Jan and June

NWEA for K-2 in the fall, K-2 and 3-6 in the spring

**Math and Reading Intervention**

-each class has an intervention time and a time for the core reading and math program

-some behavior interventions may occur (quiet supervised space, check-in or check out)

**Core Programs**

K-6 Everyday Math (some students may use Number Worlds instead)

Treasures Reading Series (please send intervention materials to me)

**Intervention**

-to be a "true" intervention, must meet 4-5 times per week for 20-30 minutes for 6-8 weeks

-must have an assessment to start, progress monitoring every two weeks, then a final assessment to determine if the intervention was successful

-trying to 'close the gap' between struggling students and the rest of the class

-there will be weekly meetings to discuss progress, pacing, behavior, etc.

-month of Sept. /Oct. can implement intervention but may not be a "true" intervention based on need for accommodations for testing

-math intervention will consist of reinforcing three essential math skills: number sense, place value, fact mastery

-reading intervention can begin with predetermined groupings or test prep

-may be some time available for help during the core time

RTI forms and folders

- folders for each student in the school to keep a list of interventions, data, accommodations
- all RTI info kept in the folder then sent along to middle school or other school if student leaves
- copies of benchmark assessments, progress monitoring/ the person providing the intervention will do the progress monitoring
- please send all previous RTI forms to me to be filed
- please see attached forms Interventions Summary form, Accommodations, Weekly attendance form, Daily/weekly report
- Positive behavior reinforcements (healthy snacks, pens, pencils etc.)

Important Dates:

- DIBELS Next, STAR Math and
- Early Literacy benchmark- Sept 22 and 23
- NWEA- Sept/October
- NECAP-October
- Data meetings- times and dates to be determined
- Intervention dates-to be determined
- Progress monitoring-every two weeks after intervention starts

Class: Nelson/Spaulding

Name	Tier	Intervention	Interventionist	Progress Monitor	How often?	Where?	
	3	Number Worlds core	Linda M. 2:20-3:20				
	3	Modified EDM w/Linda	Linda H.				
	3	Modified EDM w/Linda	Linda H.				
	3	Modified EDM	Linda H.				
	3	EDM support	Steph				
	2	EDM support	Nancy S.				
	2	EDM support	Nancy S.				
	2	EDM support	Nancy S.				
	2	EDM support	Steph				
	2	EDM support	Linda M.				
	2	EDM support	Linda M.				
	2	EDM support	Linda M.				
	2	EDM support	Nancy S.				

MB- very low in math, may need to have Number Worlds as a core, would benefit from Summer Program and from tutoring. She will be in the classroom for ½ hr of 3<sup>rd</sup> g math.

CB- cannot work independently, do not get EDM concepts

RF- does better during his tutoring 2 mornings a week for a half hour  
TM-NECAPs were L1, has not been in EDM all along, has EDM gaps  
JD-needs small group to stay on task and to understand concepts

CC and CQ will be going to fractions for the rest of the year, finishing place value now. They will continue modified 4<sup>th</sup> EDM next year.

LM- did intervention with the other two, she has made quite a bit of progress, she gets the concepts. She is distracted at times.

AB and AP and HG- EDM support

AP doesn't retain the concepts

GA- gets tutoring 2 times a week, will need support ½ hour

GNC- needs support to finish work-gets distracted

SD's score is not valid, he finished in 16 minutes

HG will stay with Nancy for now.

Mrs. Nelson will take the rest (DN, SD, RC, NVD, GJ, ZS, MD, JP, and GM).

NWEA Testing Schedule/Accommodations by Grade:

Third Grade

Spaulding

Thursday, April 26 12:50-1:50 (Reading)

Friday, April 27 10:30-11:30 (Math)

Tuesday, May 1 12:50-1:50 (Language)

Make-ups/Catch-Ups Thursday, May 3 and/or Friday, May 4

Student	Accommodator	Location
NT	Mrs. Edwards	Reading Room Computer
ST	Mrs. Stepanauskas	RTI computer or Laptop
KT	Small group- close supervision Mrs. Spaulding	On laptops in library or classroom
CM		
OS		
All others	Mrs. Flanigan/Mrs. Somerville	Computer Room

Nelson

Thursday, April 26 10:30-11:30 (Reading)

Friday, April 27 12:50-1:50 (Math)

Tuesday, May 1 2:10-3:10 (Language)

Make-ups/Catch-Ups Thursday, May 3 and/or Friday, May 4

Student	Accommodator	Location
AM	Small group- close supervision Mrs. Nelson	On laptops in library or classroom
TD		
MP	Mrs. Edwards	Reading Room Computer
All others	Mrs. Flanigan/Mrs. Somerville	Computer room

April 25 Monday	April 26 Tuesday	April 27 Wednesday	April 28	April 29
	9:20-10:20 6 <sup>th</sup> NWEA	10:50-11:50 6 <sup>th</sup> NWEA	10:50-11:50 6 <sup>th</sup> NWEA 12:50-1:50 3 <sup>rd</sup> Spaulding	12:50-1:50 Nelson
May 2	May 3	May 4	May 5	May 6
10:50-11:50 5 <sup>th</sup> Hanson 12:50-1:50 2 <sup>nd</sup> Chase 2:20-3:20 1 <sup>st</sup> Parsons	9:50-10:50 K Boyer 10:50-11:50 4 <sup>th</sup> Bryant 1:50-2:50 K Boyer	10:50-11:50 5 <sup>th</sup> Sanborn 12:50-1:50 2 <sup>nd</sup> Coyle 2:20-3:20 1 <sup>st</sup> Keaton	9:30-10:30 4 <sup>th</sup> grade 10:30-11:00 start 3 <sup>rd</sup> Spaulding accomm. 12:50-1:50 3 <sup>rd</sup> Spaulding	12:50-1:50 Nelson (Susan Deese)
May 9	May 10	May 11	May 12	May 13
10:50-11:50 5 <sup>th</sup> Hanson 2:20-3:20 1 <sup>st</sup> Parsons	9:50-10:50 K Boyer	2:20-3:20 1 <sup>st</sup> Keaton	12:50-1:50 3 <sup>rd</sup> Spaulding	12:50-1:50 Nelson
May 16	May 17	May 18	May 19	May 20
10:50-11:50 5 <sup>th</sup> Hanson 12:50-1:50 2 <sup>nd</sup> Chase 2:20-3:20 1 <sup>st</sup> Parsons	4 <sup>th</sup> Science NECAP am 9:30 1:50-2:50 K Boyer	4 <sup>th</sup> Science NECAP am 9:30 10:50-11:50 5 <sup>th</sup> Sanborn 12:50-1:50 2 <sup>nd</sup> Coyle 2:20-3:20 1 <sup>st</sup> Keaton	4 <sup>th</sup> Science NECAP am 9:30	(Susan Deese)
May 23	May 24	May 25	May 26	May 27
12:50-1:50 2 <sup>nd</sup> Chase	9:50-10:50 K Boyer 10:50-11:50 4 <sup>th</sup> Bryant 1:50-2:50 K Boyer	10:50-11:50 5 <sup>th</sup> Sanborn 12:50-1:50 2 <sup>nd</sup> Coyle	K Screening	K Screening
May 30	May 31			
Memorial Day No School	10:50-11:50 4 <sup>th</sup> Bryant	3 <sup>rd</sup> grade Colonial Week May 16-20 Plimoth May 25		
Revised 5/5/2011				

Intervention Group Weekly Plans

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

Grade \_\_\_\_

Reading Math Other

Monday	Tuesday	Wednesday	Thursday	Friday
Other:				

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00					
9:00-9:20					
9:20-9:50					
9:50-10:20	4 <sup>th</sup> grade core support and intervention				
10:20-10:50					
10:50-11:20	5 <sup>th</sup> grade core support Sanborn				
11:20-11:50	2 <sup>nd</sup> grade Coyle Core Support				
11:50-12:20					
12:20-12:50	Lunch				
12:50-1:20	MEC				
1:20-1:50					
1:50-2:20					
2:20-2:50					
2:50-3:20					
3:20-3:30					



December 2011

Students Receiving Supports

Grade	Total Number of Students	Number of Students Receiving Tier 2 or Tier 3 Support
Kindergarten	20	10
Grade 1	24	9
Grade 2	21	10
Grade 3	23	12
Grade 4	21	9
Grade 5	21	11
Grade 6	29	13

**Flow chart for students having difficulty or a for a student you are concerned about**

***Is the concern academic, behavioral or both?***

**If it is academic only-** consult with Mrs. Zimmer at weekly meetings and data meetings to problem solve those concerns.

Be sure to have examples of work, data etc. to share. Mrs. Zimmer will have the list of interventions and the other parts of the RtI process. We will review the current interventions (duration, frequency, etc.) or determine what is needed. Most discussions will take place during the data meetings or during weekly grade level meetings. If there are still concerns, please contact Mrs. Poirier or Mrs. Haver for the appropriate forms and how to fill them out (Special Education referral). This is a change as this was usually done through the Teacher Assistance Team (TAT). (We are trying this to see if it works better.)

**If it is behavioral only-** consult with Ms. Janowicz or someone on the Student Support Team.

The team meets on Fridays to discuss the behavioral issues and creates a behavior plan or gives strategies or whatever else is needed. Be sure to have specific information to share or examples of behavioral issues to discuss. The team can access the behavioral data.

**If it is both behavioral and academic-** consult with either Ms. Janowicz or Mrs. Zimmer

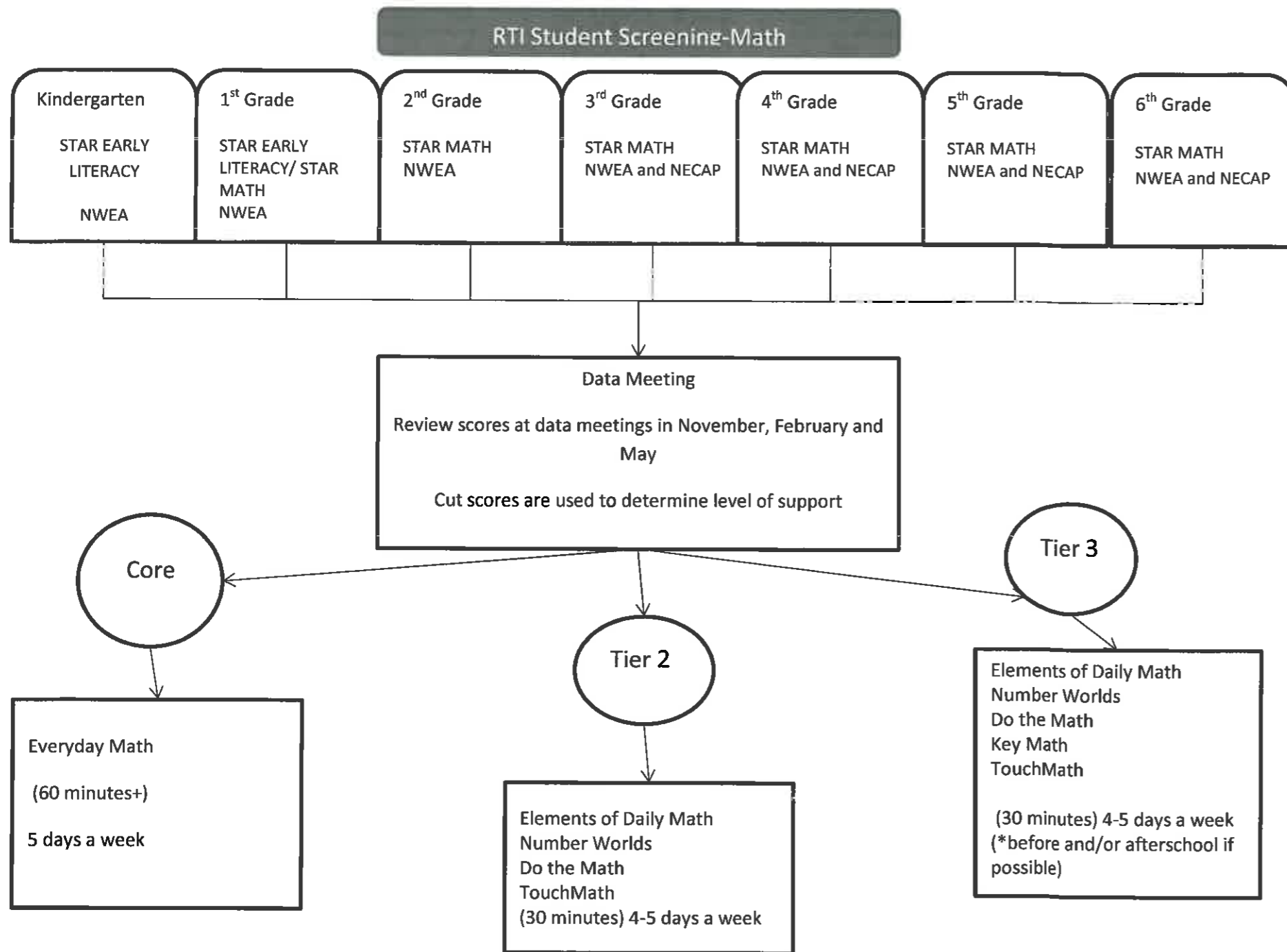
<b>Kindergarten</b>	<b>Type of Intervention</b>	<b>Programs Used</b>	<b>Standards</b>
Reading	Letter/sound correspondence, phoneme segmentation, beginning sounds, formation of letters and numbers	Fundations, LiPS, Trophies	
Math	Formation, identification of numbers, number value, counting, calendar		
<b>Grade 1</b>	<b>Type of Intervention</b>	<b>Programs Used</b>	<b>Standards</b>
Reading	Hour before school: reinforce letter/sound/words, nonsense word fluency, sight words, oral reading fluency, spelling rime pattern/trick words	Trophies Fundations	
	Class intervention time- reinforce letter/sound/symbols, nonsense word fluency, sight words, oral reading fluency, spelling rime pattern/trick words	Trophies Fundations	
Math	Class intervention time: Reteach EDM math concepts, strengthen number sense	Everyday Math Number Worlds	
<b>Grade 2</b>	<b>Type of Intervention</b>	<b>Programs Used</b>	<b>Standards</b>
Reading	Hour before school: nonsense word fluency, rime patterns, noun/verb id, oral reading fluency	RAVE-O Fundations	
	Class intervention time- Support/reinforce in small group, phonics, writing, fluency, vocab	Treasures	
Math	In class core support	EDM, Touch Math	
<b>Grade 3</b>	<b>Type of Intervention</b>	<b>Programs Used</b>	<b>Standards</b>
Reading	Class intervention time: Comprehension, fluency, vocabulary, rime patterns, word parts	Trophies Intervention Corrective Reading RAVE-O	
Math	Class intervention time: Support/reinforce EDM concepts, computation skills, fact practice	Touch Math Elements of Daily Math support pages	

<b>Grade 4</b>	<b>Type of Intervention</b>	<b>Programs Used</b>	<b>Standards</b>
Reading	Small group using Treasures and Triumphs activities, independent reading group	Treasures Triumphs Read, Reason, Write support pages Chapter Books	
Math	Reteach of EDM concepts, facts practice, computation practice	EDM concepts, Mastering Math Facts	
<b>Grade 5</b>	<b>Type of Intervention</b>	<b>Programs Used</b>	<b>Standards</b>
Reading	Fluency, comprehension, word parts, reading strategies	Trophies intervention Read Naturally Corrective Reading	
Math	Preteach/Reteach of EDM concepts,	Elements of Daily Math support sheets TouchMath Do the Math Number Worlds	
<b>Grade 6</b>	<b>Type of Intervention</b>	<b>Programs Used</b>	<b>Standards</b>
Reading	Fluency, comprehension, word parts, reading strategies	Trophies Intervention Corrective Reading	
Math	Preteach/Reteach of EDM concepts	Elements of Daily Math support sheets Number Worlds	
<b>Before School (3<sup>rd</sup> &amp; 4<sup>th</sup> grader)</b>	<b>Type of Intervention</b>	<b>Programs Used</b>	<b>Standards</b>
Reading and Math	Reinforce fluency and reading skills/ Improve math skills	Chapter Books Number Worlds	
<b>After School</b>	<b>Type of Intervention</b>	<b>Programs Used</b>	<b>Standards</b>
Math	Facts practice, computation skills	Touch Math Facts Practice (EDM)	

## Lesson Observation Rubric

Domains of Lesson	Evidence of Domain/Activity	Evidence of Learning	Rating from 1 to 5 (5 highest)
<i>Objectives of lesson:</i> 1. Stated 2. Clear			
<i>Phases of Teaching:</i> 1. Introduction 2. Demonstration 3. Modeling 4. Summarizing 5. Reinforcement 6. Homework			
<i>Teacher roles:</i> 1. Didactic 2. Socratic 3. Coaching			
<i>Content taught:</i> 1. Skills 2. Concepts 3. Procedures			
<i>Language of Mathematics:</i> 1. Vocabulary 2. Syntax 3. Translations			
<i>Assessment:</i> 1. Formative 2. Summative 3. Other			
<i>Models/Materials:</i> Type (quantitative or qualitative)			
<i>Levels of Knowing:</i> 1. Intuitive 2. Concrete 3. Pictorial 4. Abstract 5. Applications 6. Communications			
<i>Focus on Students:</i> 1. Questioning 2. Mathematics Learning personalities 3. Prerequisite skills 4. Recognition			
<i>Student Participation:</i> 1. Whole class 2. Small group 3. Individual			
<i>Classroom Environment:</i> 1. Physical 2. Emotional 3. Intellectual			





RTI Student Screening-Reading

Kindergarten DIBELSNEXT FSF, LNF, PSF, NWF NWEA	1 <sup>st</sup> Grade DIBELSNEXT LNF, PSF, NWF, DORF NWEA	2 <sup>nd</sup> Grade DIBELSNEXT NWF, DORF NWEA/NECAP	3 <sup>rd</sup> Grade DIBELSNEXT DORF & DAZE NWEA NECAP	4 <sup>th</sup> Grade DIBELSNEXT DAZE NWEA NECAP	5 <sup>th</sup> Grade DIBELSNEXT DAZE NWEA NECAP	6 <sup>th</sup> Grade DIBELSNEXT DAZE NWEA NECAP
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Data Meeting

Review scores at data meeting in November, February and May

Cut scores are used to determine level of support

Core

Tier 3

Tier 2

Treasures  
Corrective Reading  
Foundations

Treasures Intervention  
Corrective Reading Phonics & Comprehension  
LiPS  
Foundations  
Comprehension Tool Kit K-2, 3-6  
Road to the Code  
Visualizing and Verbalizing  
Read Naturally

Triumphs  
Corrective Reading  
LiPS  
Foundations  
RAVE-O  
Road to the Code  
Visualizing and Verbalizing  
Read Naturally  
Wilson Reading System



March

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13 Snow Day/ Voting	14	15	16
19	20	21	22	23
26	27	28	29	30 Grades Close

June 2010						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2010						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

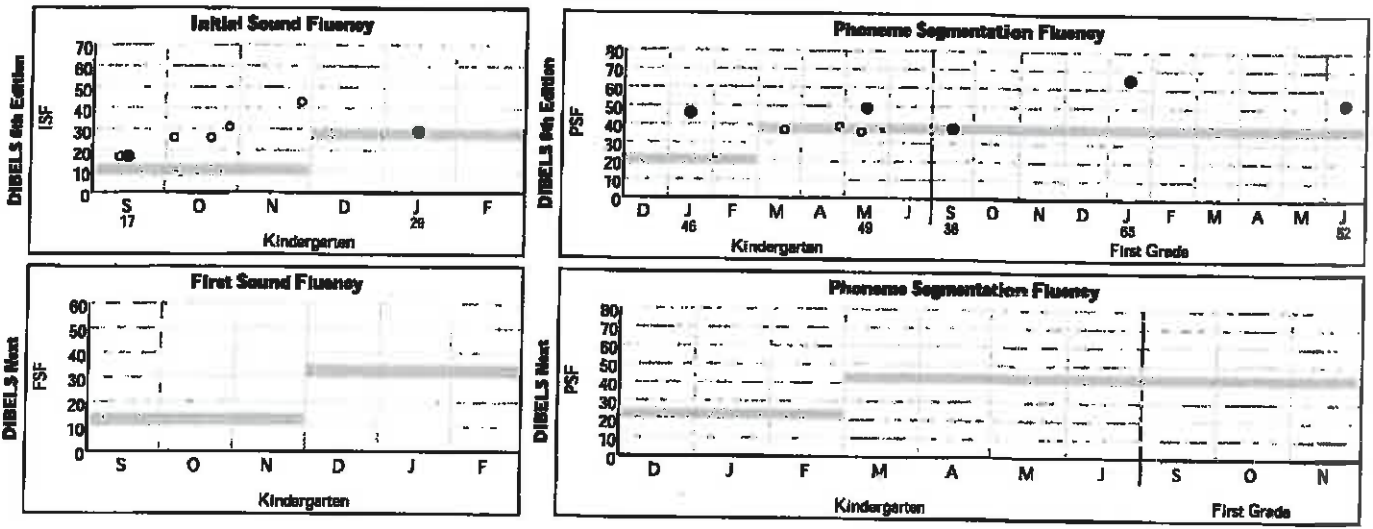
	Monday, June 14	Tuesday, June 15	Wednesday, June 16	Thursday, June 17	Friday, June 18
9 am					
10:00	Media 6 PE 3 Spauldi RI 5 MS 2 Soyke PE 3 Nelson RI K-1 RI K-1 PE K	Real Bloc 3rd Real Bloc 4th Real Bloc 5th Real Bloc K HG 2 Cove Real Bloc 2nd Med K	HG 3 Nelson PE 5 RI 5 HG 6 PE 3 Spauldi RI K-1 RI K-1 PE K RI 4	Art 3 Spauld Mus 3 Nelson PE 2 Coyve RI 5 Art 6 Mus K PE 3 Nelson RI 4 RI K-1 RI K-1	Art 3 Nelson Mus 3 Spauld RI 5 Mus 6 RI K-1 RI K-1 Art K RI 4
11:00	Media 5 Hanson HG 5 Sanborn PE 4 MI 2 HG 4 PE 2 Coville RI 3	Real Bloc 6th Med 4 Med K	Media 5 Sanborn PE 5 Hanson MI 2 HG 5 Hanson PE 4 RI 3	Art 4 PE 5 Hanson RI 2 Art 5 Sanborn Hanson PE 5 Hanson RI 2	Mus 4 RI 2 RI 3 Art 5 Hanson RI 3
12 pm	1-3 R/L RT 6 4-6 R/L	1-3 R/L 4-6 R/L	1-3 R/L RT 6 4-6 R/L	Art 5 Sanborn Hanson 1-3 R/L RI 6	Art 5 Hanson 1-3 R/L Sanborn RT 6
1:00	Media 2 Chase MI 5 MI 3-4 MI 3-4 PE K Media 1 Parsons MI 6 PE 1 Keaton MI 2 HG 1 Keaton PE 5 Sanborn	Mat Bloc 1st Mat Bloc K Mat Bloc 5 Mat Bloc 6th Mat Bloc 2nd Mat Bloc 3rd Mat Bloc 4th Mat Bloc K	Media 2 Coville HG 3 Spauldi MI K-1 MI K-1 MI 5 MI 3-4 MI 3-4 PE K Media 1 Keaton MI 6 PE 1 Parsons HG 1 Parsons MI 2 PE 5 Sanborn	Media 3 Spauld MI 5 Art 2 Chase Mus 2 Coville MI K-1 MI K-1 Art K MI 3-4 MI 3-4 PE 1 Parsons MI 6 PE 1 Keaton Art 1 Parsons Mus 1 Keaton MI 2 PE 6	Media 3 Nelson Art 2 Coville Chase MI K-1 MI K-1 Mus K MI 3-4 MI 3-4 Mus 1 Parsons MI 6 MI 2 Art 1 Keaton
2:00					
3:00					

Name: [REDACTED]  
 ID: [REDACTED]  
 Class: Nelson  
 Grade: Third Grade  
 Year: 2011-2012  
 School: Madison Elementary School  
 District: Madison Sch Dist SAU #13

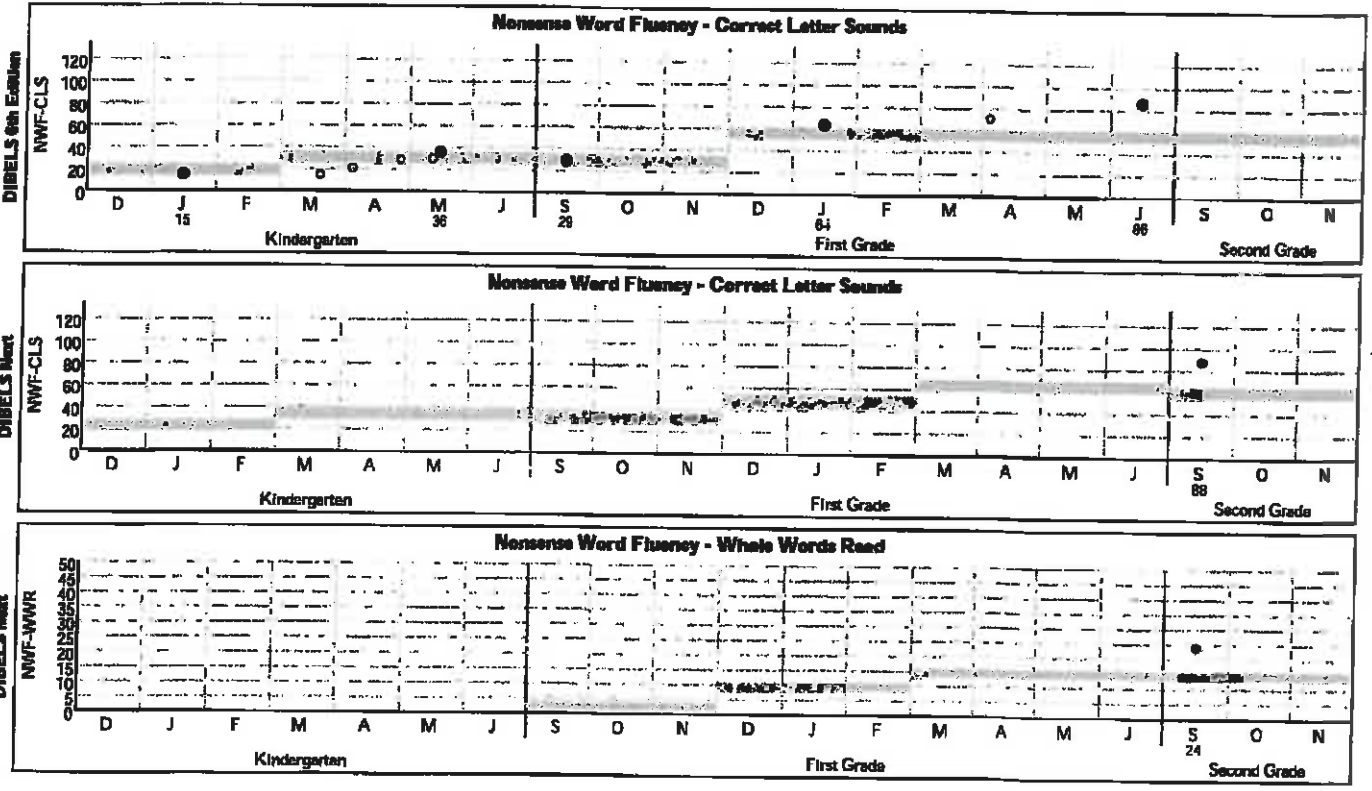
## DIBELS Data System Individual Student Performance Profile Report DIBELS Next & DIBELS 6th Edition

<b>Legend</b>	● Benchmark Assessment	▲ Score Above Graph Bounds
■ Target Bar	○ Progress Monitoring Assessment	△ Score Above Graph Bounds

### PHONEMIC AWARENESS



### ALPHABETIC PRINCIPLE

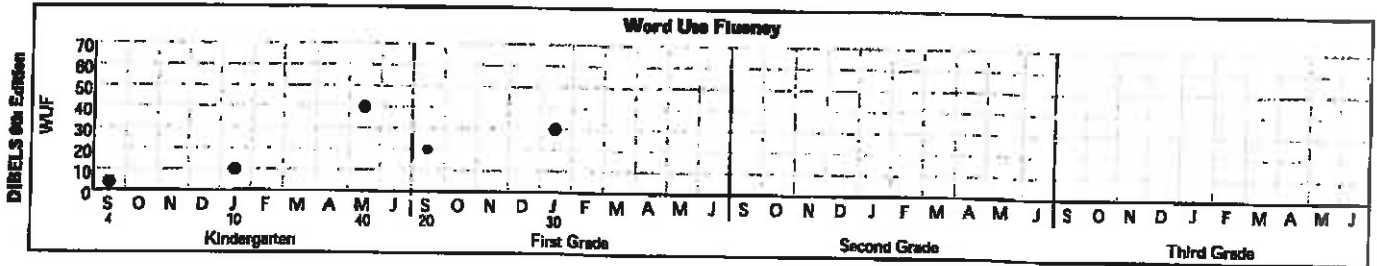


Name: [REDACTED]  
 ID: [REDACTED]  
 Class: Nelson  
 Grade: Third Grade  
 Year: 2011-2012  
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 District: Madison Sch Dist SAU #13

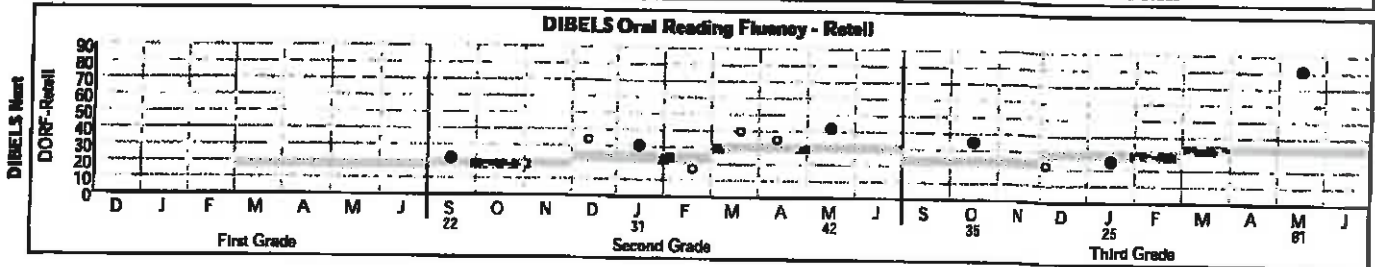
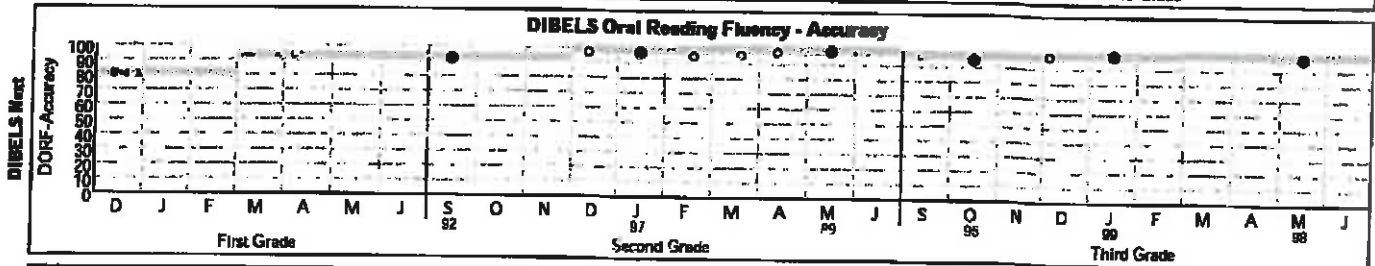
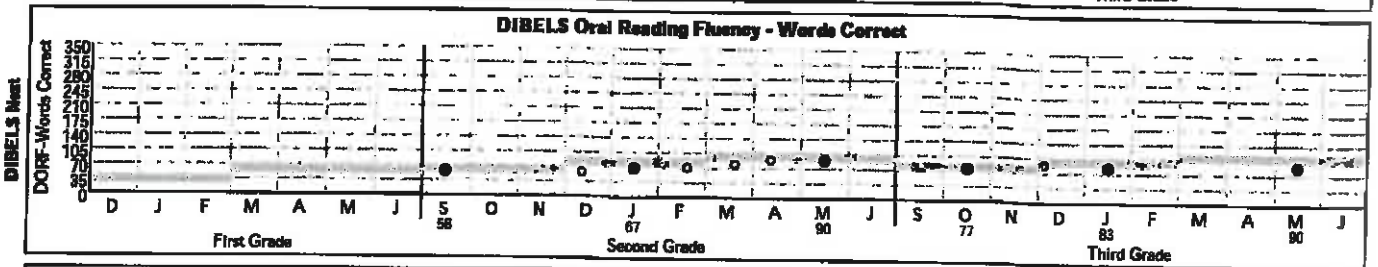
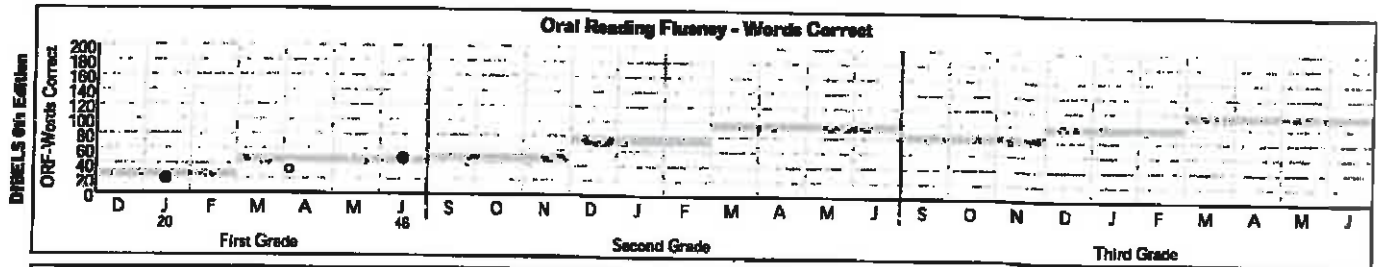
## DIBELS Data System Individual Student Performance Profile Report DIBELS Next & DIBELS 6th Edition

<b>Legend</b>	● Benchmark Assessment	▲ Score Above Graph Bounds
■ Target Bar	○ Progress Monitoring Assessment	△ Score Above Graph Bounds

### VOCABULARY AND ORAL LANGUAGE



### FLUENCY AND COMPREHENSION

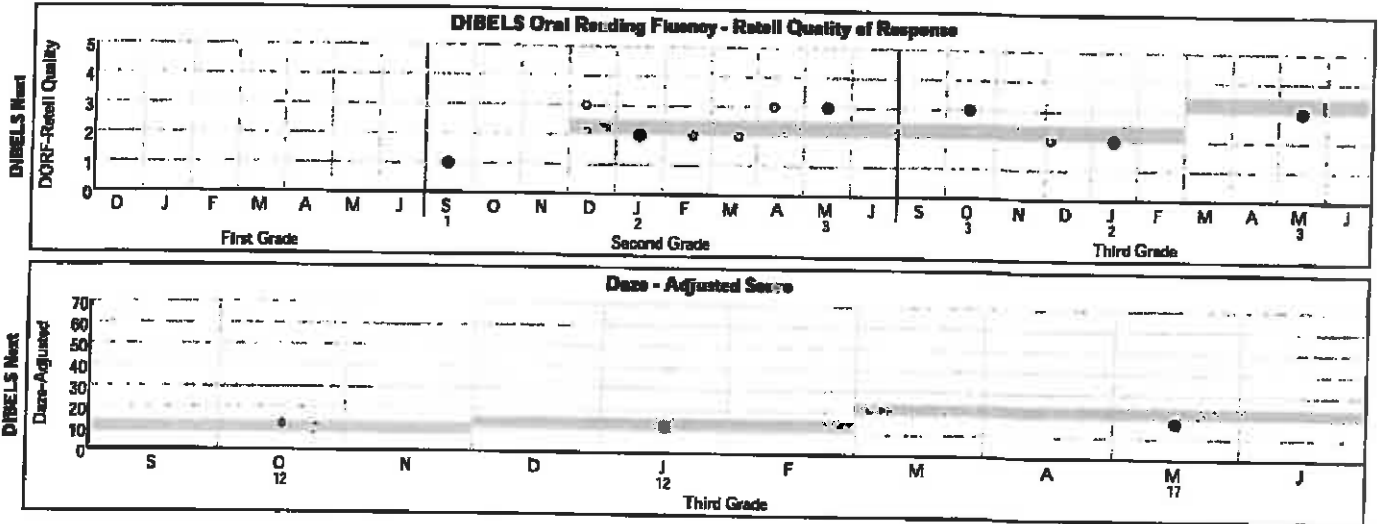


Name: ██████████  
 ID: ██████████  
 Class: Nelson  
 Grade: Third Grade  
 Year: 2011-2012  
 School: Madison Elementary School  
 District: Madison Sch Dist SAU #13

## DIBELS Data System Individual Student Performance Profile Report DIBELS Next & DIBELS 6th Edition

<b>Legend</b>	● Benchmark Assessment	▲ Score Above Graph Bounds
■ Target Bar	○ Progress Monitoring Assessment	△ Score Above Graph Bounds

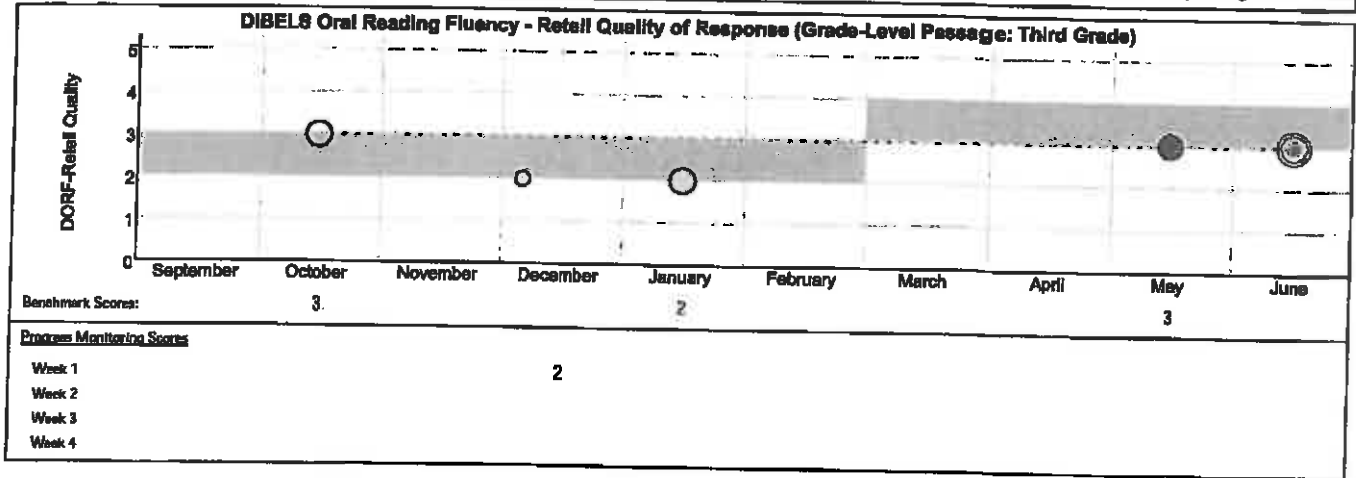
### FLUENCY AND COMPREHENSION



Name: [REDACTED]  
 ID: [REDACTED]  
 Class: Nelson  
 Grade: Third Grade  
 Year: 2011-2012  
 School: Madison Elementary School  
 District: Madison Sch Dist SAU #13

## DIBELS Data System Student Progress Monitoring Graph - DIBELS Next

<b>Legend</b>		
○ Benchmark Assessment	▲ Score Above Graph Bounds	
■ Target Bar	○ Progress Monitoring Assessment	● Score At or Above Aimline
● Target Goal	- - - Aimline   Phase Line	○ Score Below Aimline
	▲ Note	● Consider Adjusting Intervention





# DIBELS Data System

# Student History Report

Student: [REDACTED]

## Student Information

First Name: [REDACTED]  
 Last Name: [REDACTED]  
 Student ID: [REDACTED]  
 Date of Birth: [REDACTED]

## Class Information

District: Madison Sch Dist SAU #13  
 School: Madison Elementary School  
 Grade: Third Grade  
 Year: 2011-2012  
 Class: Nelson

## Student Rostering

Year	Grade	Class Name	Class Type	School
2011-2012	3rd	Nelson	Primary	Madison Elementary School
2010-2011	2nd	Chase 2nd	Primary	Madison Elementary School
2009-2010	1st	Parsons	Primary	Madison Elementary School
2008-2009	K	AM Boyer	Primary	Madison Elementary School

## Student Benchmark Assessment Data

### Legend:

- Low Risk / Established / Core Support
- Some Risk / Emerging / Strategic Support
- At Risk / Deficit / Intensive Support
- benchmark n/a for measure
- measure n/a for period
- md = missing data

### 2011-2012, Third Grade

Assessment	Measure	Period		
		Beg	Mid	End
DIBELS Next	DORF-Words Correct	77	83	90
DIBELS Next	DORF-Errors	4	1	2
DIBELS Next	DORF-Accuracy	93%	99%	98%
DIBELS Next	DORF-Retell	15	25	31
DIBELS Next	DORF-Retell Quality	3	2	3
DIBELS Next	Daze-Correct	12	12	17
DIBELS Next	Daze-Incorrect	1	0	1
DIBELS Next	Daze-Adjusted	12	12	17
DIBELS Next	Composite	218	295	424

### 2010-2011, Second Grade

Assessment	Measure	Period		
		Beg	Mid	End
DIBELS Next	NWF-CLS	28		
DIBELS Next	NWF-WWR	21		
DIBELS Next	DORF-Words Correct	18	67	90
DIBELS Next	DORF-Errors	5	2	1
DIBELS Next	DORF-Accuracy	92%	97%	99%
DIBELS Next	DORF-Retell	27	31	42
DIBELS Next	DORF-Retell Quality	1	2	3
DIBELS Next	Composite	187	225	286

Student: XXXXXXXXXX

**Legend:**

- Low Risk / Established / Core Support
- Some Risk / Emerging / Strategic Support
- At Risk / Deficit / Intensive Support
- benchmark n/a for measure
- measure n/a for period
- md = missing data

**2009-2010, First Grade**

Assessment	Measure	Period		
		Beg	Mid	End
DIBELS 6th Edition	LNF	27		
DIBELS 6th Edition	PSF	48	47	67
DIBELS 6th Edition	NWF-CLS	29	30	46
DIBELS 6th Edition	NWF-WRC	0	0	15
DIBELS 6th Edition	ORF-Words Correct		20	46
DIBELS 6th Edition	ORF-Errors		10	5
DIBELS 6th Edition	ORF-Accuracy		87%	91%
DIBELS 6th Edition	ORF-Retell		9	24
DIBELS 6th Edition	WUF	20	30	md

**2008-2009, Kindergarten**

Assessment	Measure	Period		
		Beg	Mid	End
DIBELS 6th Edition	ISF	17	26	
DIBELS 6th Edition	LNF	5	23	37
DIBELS 6th Edition	PSF		35	49
DIBELS 6th Edition	NWF-CLS		13	26
DIBELS 6th Edition	NWF-WRC		md	md
DIBELS 6th Edition	WUF	4	10	40



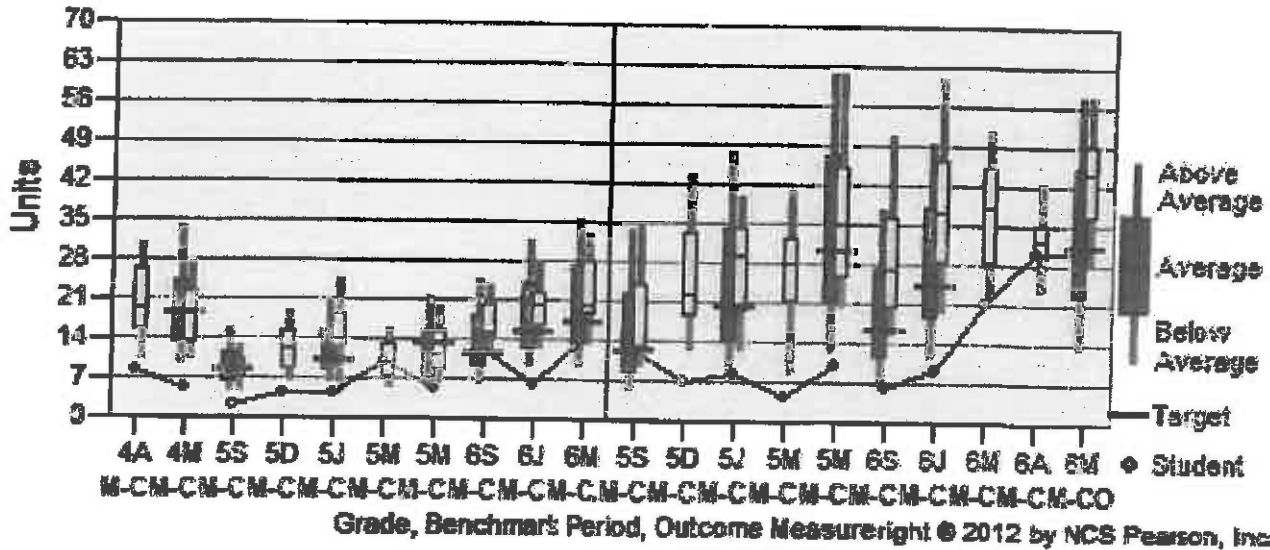
# Mathematics Improvement Report for 2011-2012 School Year

School Administrative Unit #13 - Madison Elementary School

(Grade 5)

Compared To: AIMSweb National Norms

All Measures



Benchmark Comparison: AIMSweb National Norms

Strategic Monitor Comparison: School Administrative Unit #13

Outcome Measure	Year	Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Level of Skill	Instructional Recommendation
Mathematics Concepts and Applications (M-CAP)	2009-2010	4								8	5	Average	Continue Current Program
	2010-2011	5	2			4	4		10		5		
	2011-2012	6	12				6				14		
Math Computation (M-COMP)	2010-2011	5	12			7	8		4		10	Average	Continue Current Program
	2011-2012	6	6				9		21	30	30		

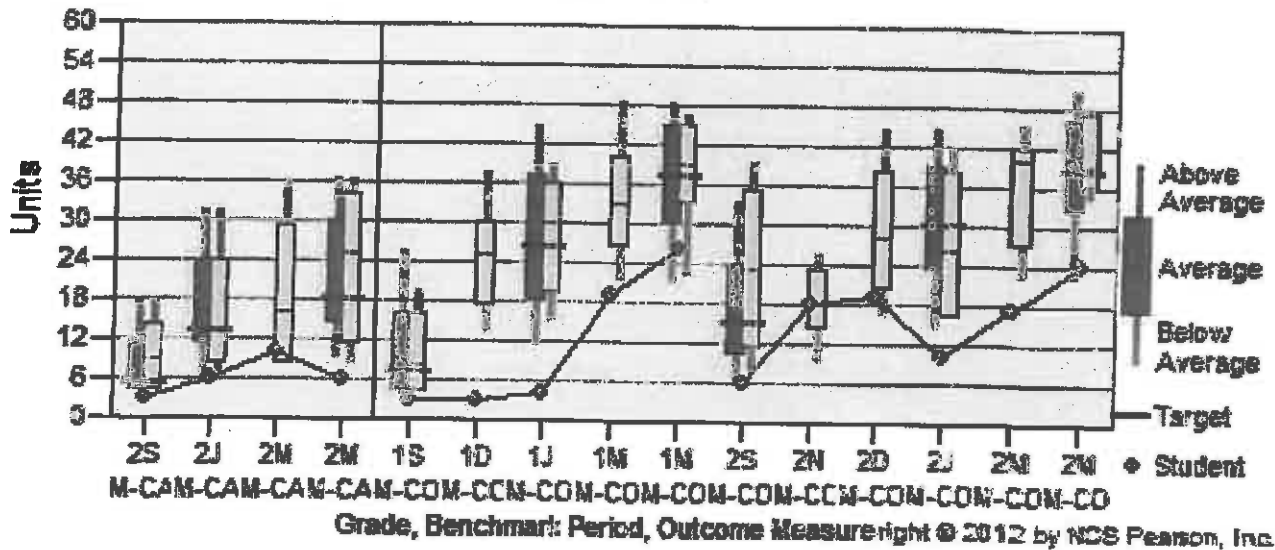
# Mathematics Improvement Report for 2011-2012 School Year

School Administrative Unit #13 - Madison Elementary School

(Grade 2)

Compared To: AIMSweb National Norms

All Measures



Benchmark Comparison: AIMSweb National Norms

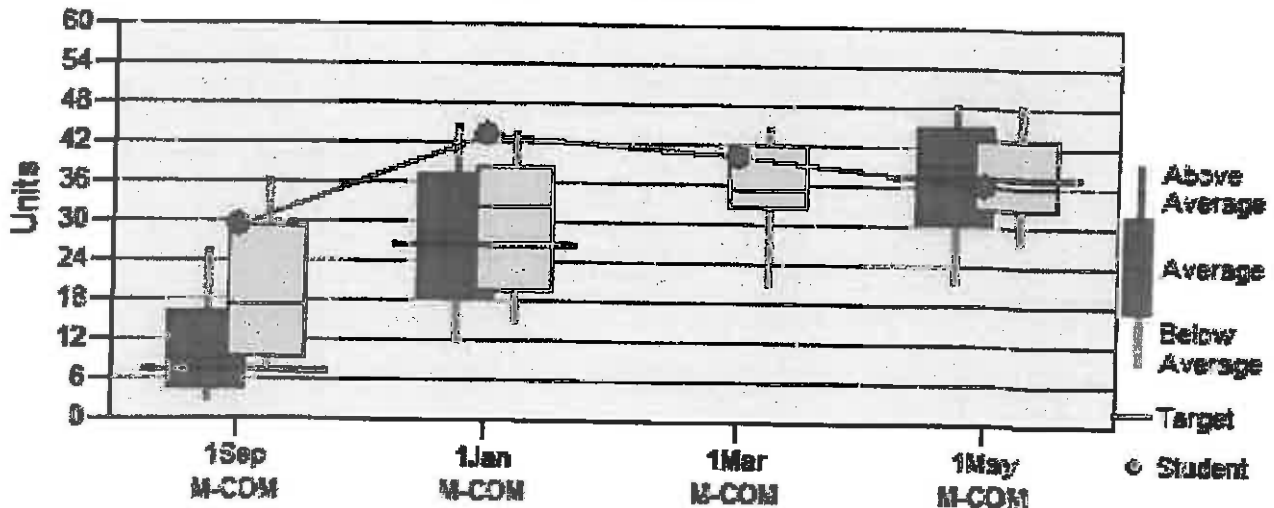
Strategic Monitor Comparison: School Administrative Unit #13

Outcome Measure	Year	Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Level of Skill	Instructional Recommendation
Mathematics Concepts and Applications (M-CAP)	2011-2012	2	3				6		10		6	Well Below Average	Begin Immediate Problem Solving
Math Computation (M-COMP)	2010-2011	1	3			3	4		19		26	Below Average	Further Assess and Consider Individualizing Program
	2011-2012	2	6		18	19	10		17		24		

# Mathematics Improvement Report for 2011-2012 School Year

School Administrative Unit #13 - Madison Elementary School

(Grade 1)  
 Compared To: AIMSweb National Norms  
 Math Computation



Grade, Benchmark Period, Outcome Measure right © 2012 by NCS Pearson, Inc.

Benchmark Comparison: AIMSweb National Norms  
 Strategic Monitor Comparison: School Administrative Unit #13

Outcome Measure	Year	Grade	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Level of Skill	Instructional Recommendation
Math Computation (M-COMP)	2011-2012	1	29				43		40		38	Average	Continue Current Program

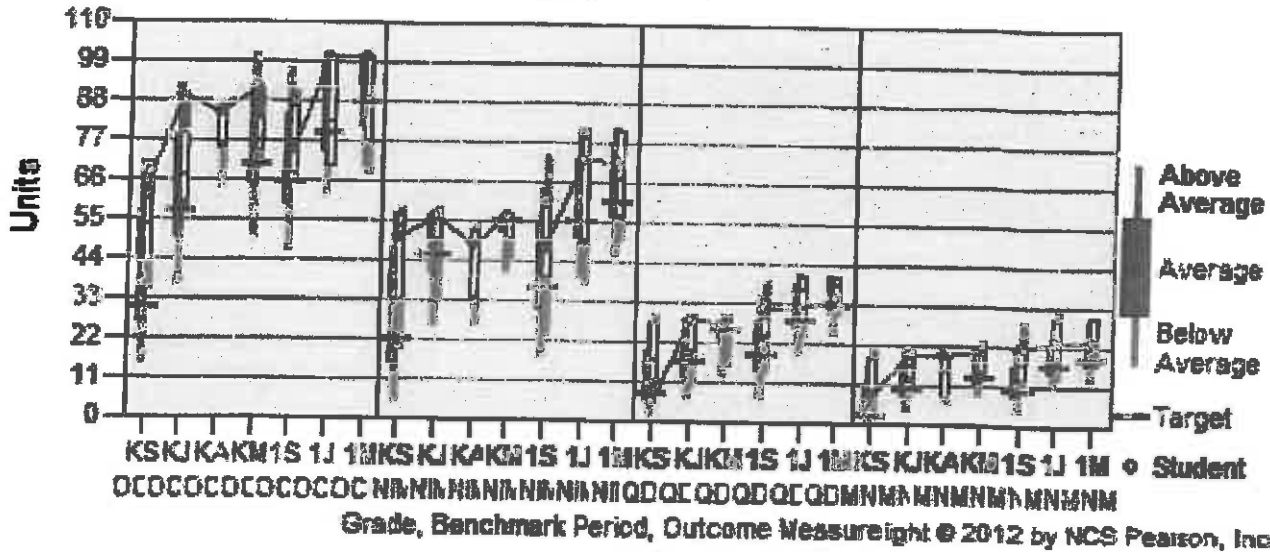
# AIMSweb TEN Improvement Report for 2011-2012 School Year

School Administrative Unit #13 - Madison Elementary School

(Grade 1)

Compared To: AIMSweb National Norms

All Measures



Benchmark Comparison: AIMSweb National Norms

Strategic Monitor Comparison: School Administrative Unit #13

Outcome Measure	Year	Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Level of Skill	Instructional Recommendation
Oral Counting (OCM)	2010-2011	K	63			88			84	91		Above Average	Consider Need for Individualized Instruction
	2011-2012	1	74			100				100			
Number Identification (NIM)	2010-2011	K	50			56			48	56		Average	Continue Program Current
	2011-2012	1	47			72				71			
Quantity Discrimination (QDM)	2010-2011	K	5			28				27		Average	Continue Program Current
	2011-2012	1	31			31				34			
Missing Number (MNM)	2010-2011	K	7			19			19	20		Average	Continue Program Current
	2011-2012	1	21			23				23			