

Higher Steps Triads #9: Final Assessment & Tx Resistant Students

The Goal: to provide 1-on-1 reading intervention wherein the student **reads and rereads** as much appropriately challenging text as possible and receives **explicit instruction in decoding, phonemic awareness & spelling.**

Agenda:

1. Complete post-practicum questionnaires.
2. Complete UURC Educator Certification chart.
3. Debrief and Review: How is the lesson going?
4. Trainer models RLA.
5. Trainer leads discussion of RLA scoring, interpretation & data entry on-line.
6. Liaison will send HS certificates when:
 - all HS questionnaires are complete,
 - *Educator Certification Data* is complete, **and**
 - all pre-post data are entered in UURC account on-line by site coordinator.
7. Interest in clinic and/or private tutoring list possibilities? (pass around sign-up sheet)

Review:

What progress do you see in your students with regard to reading and spelling big, unfamiliar words?

What progress do you see in yourself with regard to teaching students how to read & spell unfamiliar words?

Assessment

Reading Level Assessment (RLA)

Available on-line: www.urrc.org → Educators

→ Assessment. It's **free!!!**

- approx. 10 minutes
- instructional and independent reading levels

Note: The texts/books used for assessment **CANNOT** be used for tutoring during the year.

Discuss: Norm-referenced Assessment vs. Screening vs. Criterion-Referenced (ERI & RLA)

Review UURC on-line resources for RLA data entry and computation: <http://www.uurc.utah.edu/> & go to: Teacher Login on left side.

Passage Reading Assessment

Woods & Moe passages (G2 and up)

Take the candidate from G2 text to frustration. You need to see what s/he **can't** do to determine the appropriate level.

Errors

- | | |
|--------------|-----------------|
| - omissions | - substitutions |
| - insertions | - helps |

She ran quickly.

She ran quickly.

She ran quickly.

She ran quickly.

She ran quickly.

To code these errors, just slash the specific word. Self corrects count as errors, but identify them with a ✓.

Record all data on test, including child's name, grade, etc. Your UURC liaison will need a copy of each student's RLA summary page.

Who to Select for Higher Steps Triads?

Any student who is reading at least at G2-End level with 90% accuracy at 80wpm, but who is below grade level.

Why Do Some Students Continue to Struggle?

Research is very clear that students with severe reading difficulties usually struggle with fluency. Often, this struggle is rooted in a lack of **automaticity** for identifying words.

Lack of automaticity is based in difficulty **attacking unfamiliar words**. This difficulty can stem from

environmental causes (e.g., poor instruction) or from genetic causes (e.g., dyslexia) or a combo of both.

Problem: slowness and inaccuracy may negatively impact comprehension, vocabulary & background knowledge.

These students tend not to look closely at words. They don't know what to do, so they guess.

Problem: if they continue to guess, how will those words ever become automatic?

Note: Dyslexia is **not** a visual problem. It is a deficit in the phonological component of language that impedes the melding the correct speech sounds to letter names. No empirical evidence for colored lenses, marching, etc.

Solutions: **Intensive** Instruction & **Intense** Practice

1. Word Study + Stop Guessing!
2. Read, Read, **READ** to get enough successful repetitions (practice) to develop word recognition

automaticity and to maximize comprehension, vocabulary, and world knowledge.

3. Specific Tier III Intervention to focus on decoding & encoding (e.g., Wilson, Slingerlands, etc.).

Certification Requirements

Tutoring Sessions: minimum of 45, but the more, the better!

Group Training Sessions: 9

Observations w/certified HS tutor working directly under licensed HS trainer: 6 w/2 “satisfactory” scores; 1 satisfactory score must be earned for final observation. *Review Observation form!*

Self-Observation: Film yourself during 2 HS lessons; watch your lessons while completing HS observation forms. Submit both completed forms to UURC liaison.

Observations of a peer during training sessions: 6

Watch 5 Video Seminars (preferably in group setting; organized by coordinator)

Note: HST Tutors and/or Site Coordinators are **not** licensed HST trainers. Training without HS license violates UURC service mark rights. Certified HST tutors **are** allowed to “coach” other individuals in the HST model.