

# Class Status Report Worksheet

Assessment # \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**1. Who needs extra support?** Look at the Recommended Instructional Level Column as a guideline of support needs. Students who are initial = low risk, strategic = moderate risk and intensive = high risk.

<b>Number of students at Low Risk =</b>	<b>Number of students at Moderate Risk =</b>	<b>Number of Students at High Risk =</b>
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**2. How should groups be formed?** It is VERY important not to just glance at the Recommended Instructional Level column and group students according to their corresponding color. Remember, students who are at high risk need to be placed in the smallest instructional groups while working at the teacher-led center. Look at the time of year, what critical skills need to be developed, and look at individual scores, not just colors. It is also important to remember that there is not ONE right answer as to how small groups should be formed and not ONE correct number of groups, this is just an example with four groups.

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>

**3. Which skills will be emphasized?** We need to systematically analyze the progress monitoring assessments to determine which skills need to be emphasized for each group. A guideline for the DIBELS measures are ISF and PSF address phonemic awareness, LNF and NWF address phonics, and ORF addresses reading fluency.

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>