

Questions to Facilitate conversation of students not responding to core instruction in Reading

- What suggestions have been given up to this point to help the child learn to read? How have they been implemented? How has progress been monitored?
- Describe the reading instruction the child is receiving. (how much in classroom and out of classroom, group size, skills and strategies addressed, frequency and duration of instruction)
- To what extent does instruction outside of the classroom match instruction in the core program?
- What assessments have been used to diagnose the students' strengths and weaknesses? What are those strengths and weaknesses? Describe the current use of assessment in designing the student's reading program.
- What opportunities do staff involved with the student's reading program have to collaborate?
- How often is the student given opportunities to read at his instructional level? For enjoyment with books of his choice? How much reading does the student do outside of school?
- How much writing instruction does the student receive?
- How much explicit instruction does the student receive in decoding, fluency and comprehension strategies?
- Is the student aware of his strengths and weaknesses? Has the student had the opportunity to set goals for learning?
- Are their motivational and/or behavioral concerns that could possibly be interfering with reading progress?
- What impact, if any, does attendance have on achievement?
- How has the frequency, intensity, time for instruction been adjusted/modified to address the area of need?
- What has been the success record of the current intervention program? Has it helped? What kind of kids has it helped?
- What do we know about the success of the proposed intervention?

Suggested plan for gathering information about and from the **less-than proficient** student:

- Gather information from responses to above questions from the team
- Observe student in regular and special education setting
- Give student attitude/interest survey
- Administer assessments as needed to obtain relevant information
- Determine instructional reading level

For the **highly proficient** student:

- What evidence (both objective and subjective) exists that this student may have already mastered much of the current course content?
- What differentiated strategies have already been implemented to provide for the needs of this learner?

- What opportunities does staff involved with the student's mathematics program have to collaborate?
- Are there motivational and/or behavioral concerns that could possibly be related to mastery of content?

Suggested plan for gathering information about and from the **highly proficient** student:

- Gather information from responses to above questions from the team
- Gather all data that currently exist about this student's reading knowledge/skills/abilities
- Gather additional data, as needed, to determine instructional reading level