

# 2<sup>nd</sup> Grade

September 13, 2013

Bobby is currently in 2<sup>nd</sup> grade. He is receiving reading instruction in the general education classroom (Houghton-Mifflin). Bobby is able to identify some basic sight words. He enjoys having stories read to him. When a story is read to him, he is able to answer comprehension questions such as:

“Who is the story about?” – Character

“Where is the story taking place?” – Setting

When asked to read grade level text independently, Bobby often becomes frustrated and has difficulty answering questions about what he read.

Bobby has difficulty sounding out regularly spelled one-syllable words. On his first DIBELS-Next assessment for second grade, Bobby was able to read 23 words with 62% accuracy and scored a six on retell. *(Beginning of second grade benchmark score is 52 words with 90% accuracy and a retell of 16)*

January 12, 2014

Bobby continues to try his best. He is in a small group of 4 students with the general education teacher working on vocabulary and comprehension with leveled readers. He is also seeing the reading specialist for 30 minutes in a small group and doing independent seat work focusing on phonics skills. On his second DIBELS-Next assessment for second grade, Bobby was able to read 35 words with 65% accuracy and a score of 7 on the retell. *(Middle of the second grade benchmark score is 72 with 96% accuracy and a retell of 21)*

May 18, 2014

Bobby is a hard worker and tries his best. He is quiet in the small group and doesn't like to answer the comprehension questions in the group. He continues to work with both the general education teacher and the reading specialists. He is showing slow progress and continues to be behind. It is recommended that the parents read to Bobby over the summer and have him write in a journal. Bobby's third benchmark on DIBELS-Next was 45 words with 68% accuracy and 7 on the retell. *(End of the second grade benchmark score is 87 with 97% accuracy and a retell of 27)*

# 3<sup>rd</sup> Grade

September 12, 2014

Bobby is currently receiving core reading instruction in the general education classroom using Houghton-Mifflin. He receives pullout instruction with the reading interventionist in addition to his core curriculum. He is unable to read grade level text or answer comprehension questions about grade level text. Bobby struggles to sounds out regularly spelled one-syllable as well as two-syllable words. He has difficulty with the spelling list so we have created his own individualized spelling list. On his first DIBELS-Next assessment for third grade, Bobby was able to read 50 words with 70% accuracy and scored an 11 on retell. *(DIBELS-Next benchmark for beginning of third grade is 70 words with 95% accuracy and a retell of 20)*

January 11, 2015

Bobby is a hard worker when he is on task. He is in a small group with the general education teacher working with leveled text. Bobby has become more aggressive both verbally and physically. He will yell out and has thrown objects off of his desk in class when he is frustrated. He enjoys going to the reading interventionist and is starting to be more confident in reading but only to the reading specialist. He continues with his own list and a class tutor comes on Fridays and gives him his test. On his second DIBELS-Next assessment for third grade, Bobby was able to read 53 words with 68% accuracy and a score of 10 on the retell. *(DIBELS-Next benchmark for middle of third grade is 86 words with 96% accuracy and a retell of 26)*

May 17, 2015

Bobby is struggling to keep up with his peers in the small group in the general education class. He has difficulty with reading the leveled text the classroom teacher picks. He is making some progress with the reading interventionist that he sees 4 days a week for 20 minutes. He is passing his individualized spelling lists of 1<sup>st</sup> grade words. The team with the parent has decided to put Bobby in the summer program in expectation that he will be in the "Minimally Proficient" on the state assessment test. Bobby's third benchmark on DIBELS-Next was 50 words with 66% accuracy and 7 on the retell. *(DIBELS-Next benchmark for end of third grade is 100 with 97% accuracy and a retell of 30)*

# 4<sup>th</sup> Grade

September 11, 2015

Bobby is a sweet fourth grade student who has many friends. He is currently receiving core reading instruction in the general education classroom using Houghton-Mifflin and sees the reading interventionist 4 days a week for 20 minutes a day and is participating in the after school program 2 to 3 days a week (when he remembers to stay after school). He participated in the intensive reading program in the summer and made some progress however, he still is behind his peers in reading and spelling. He still struggles to read grade level text or answer comprehension questions unless it is read to him. His spelling is still with the reading interventionist and he is working on basic sight words. The team has noticed that this year, Bobby has become more aggressive both verbally and physically. His parents and the teacher have requested that he be evaluated for special education services. On his first DIBELS-Next assessment for fourth grade, Bobby was able to read 52 words with 65% accuracy and scored an eight on retell. *(DIBELS-Next benchmark for beginning of fourth grade is 90 words with 96% accuracy and a retell of 27)*