

Read 180 Reports Usage Worksheet - Classroom Level

Teacher Name: _____ **Room #** _____ **Date:** _____
Completed by _____ **Class period** _____ **Number of students** _____

Directions for use: View one class period at a time . Fill in blanks where needed and place a check in the box indicating performance. View recommendations as needed.

Read 180 Reading Progress Report PARG p. 82			
Question / Criteria	Optimum	Less than optimum	Recommendations:
Report usage: Date report last observed= _____	<input type="checkbox"/> Viewed within last four weeks	<input type="checkbox"/> Not viewed within last four weeks <input type="checkbox"/> Report never viewed	<input type="checkbox"/> View report monthly to track academic progress, view more frequently to track usage.
Software usage: # of software sessions: Low # = _____ High # = _____ Estimated average _____ Number of minutes in software: Low # = _____ High # = _____ Estimated average _____	<input type="checkbox"/> Average software sessions (or minutes) are consistent with time of year and across students	<input type="checkbox"/> Average number of software sessions (or minutes) is below what would be expected for this time of year <input type="checkbox"/> There are large discrepancies between average number of software sessions per student	<input type="checkbox"/> A session equates to one school day. Calculate the number of days students should have been on the software so far this school year, considering holidays, planning days, etc. <input type="checkbox"/> Research why individual students have a below average number of sessions or low total time. Possibilities may include high absenteeism or off-task behavior. <input type="checkbox"/> Ensure daily usage for all students.
Average session length (rotation time): Low # = _____ High # = _____ Estimated average _____	<input type="checkbox"/> Average session length for most students is between 16 – 19 minutes	<input type="checkbox"/> Average session length for most students is too low (below 16 minutes) <input type="checkbox"/> Average session length for most students is too high (over 19 minutes) <input type="checkbox"/> There are large discrepancies between average session length per student	<input type="checkbox"/> Revisit time management to ensure 20 minutes for each rotation. <input type="checkbox"/> Research why individuals are not using the software in the rotational time provided. Possibilities may include off-task behavior or lack of understanding about software tasks.
Segments completed: Sessions per segm. Low # = _____ Low # = _____ High # = _____ High # = _____	<input type="checkbox"/> Average time for segment completion is 5 – 10 sessions.	<input type="checkbox"/> Some students are above 10 sessions. (Level may be too hard or software use is inefficient.) <input type="checkbox"/> Some students are below 5 sessions. (Level might be too easy; initial SRI might be incorrect.)	<input type="checkbox"/> Review the <i>Student Segment Status Report</i> and <i>Student Diagnostic Report</i> . <input type="checkbox"/> Conference with students; change levels up or down as appropriate. <input type="checkbox"/> Use most recent SRI Lexile to justify any changes or re-administer if feasible.
Data Monitoring: Final fluency recordings: Number students with scores = _____	<input type="checkbox"/> Majority of class is being monitored	<input type="checkbox"/> Less than half of class has a fluency score	<input type="checkbox"/> Begin listening and scoring student recordings from the Success Zone. <input type="checkbox"/> Use fluency recordings for conferencing and progress monitoring.
Vocabulary and comprehension scores: Vocabulary Scores # of student scoring below 70% = ____ % of student scoring below 70% = ____ Comprehension # of student scoring below 70% = ____ % of student scoring below 70% = ____ (Circle the scores that are below) # of students with perfect scores = _____	<input type="checkbox"/> Majority of students have vocabulary and comprehension scores at or above 70%	<input type="checkbox"/> Majority of students have vocabulary and comprehension scores below 70%	<input type="checkbox"/> For low scorers, revisit the DEMO CD to re-teach use of the Reading Zone <input type="checkbox"/> Check to be sure students are placed in an appropriate level within the software. <input type="checkbox"/> Look in the Blue Topic Software Book for the list of vocabulary words for each segment and extend usage of these words <input type="checkbox"/> For further analysis of targeted students, view the <i>Student Diagnostic Report</i>
Levels of students:	<input type="checkbox"/> Any combination is expected		<input type="checkbox"/> Consider the average level for the entire class

Level 1 = _____	Level 2 = _____			and diversity of levels within one class when planning for instruction
Level 2 = _____	Level 4 = _____			