

Table of Contents

Introduction: Welcome to SAILS!	7
Module One: Establishing a Framework for Intervention	
Introduction	11
Set your SAILS for Success	11
SAILS - Standards	12
SAILS - Assessments	14
<i>Understanding the Purpose of Assessments</i>	15
<i>Sharing Student Assessment Data</i>	18
<i>Using Student Assessment Data</i>	19
SAILS - Instruction and Intervention	19
SAILS - Leadership	22
SAILS - Sustained, System-wide Commitment	25
All Five Components	25
Case Studies: Miguel and Angie	28
<i>Old Response</i>	28
<i>A Newer Response: RTI</i>	29
The Origins of RTI	31
Two General Approaches to RTI	32
Tiers of Services within RTI	34
Is RTI Really Different?	38
Additional RTI Considerations	40
A Professional Parallel	43
Conclusion: Establishing a Framework for Intervention	46
KEY POINTS AND STRATEGIES	47
KEY TERMS AND DEFINITIONS	47
GETTING STARTED	49
THINGS TO CONSIDER	50
FORMULATING A PLAN	51
IMAGINE THIS?	53
FURTHER INVESTIGATION	54

Module Two: Benchmark/Screening

Introduction	59
Assessment—The “A” in SAILS	59
Curriculum-Based Measurement (CBM)	60
Curriculum-Based Measurement (CBM) Procedures	62
Educators as Physicians: Benchmark/Screening	64
Fluency-Based Reading Assessments for Benchmark/Screening	66
Benchmark/Screening Procedures	67
<i>Who Conducts These Assessments?</i>	67
<i>Which Students to Assess?</i>	68
<i>Benchmark/Screening for Older Students</i>	69
Oral Reading Fluency Benchmarks	70
Accurately Interpreting Benchmark Scores	73
Concerns about Benchmark/Screening	77
<i>ORF as a Thermometer</i>	77
<i>A Side Note</i>	78
<i>CBM Research Support</i>	79
Using Assessment Data with a Team	80
Norms for Assessment Team Meetings	82
After the Team Meeting	83
Benchmark/Screening Case Studies	83
<i>Case Study: Miguel</i>	84
<i>Case Study: Angie</i>	84
Improving School Outcomes Using Benchmark/Screening Data	85
Conclusion: Educators as Physicians	86
KEY POINTS AND STRATEGIES	87
KEY TERMS AND DEFINITIONS	88
GETTING STARTED	89
THINGS TO CONSIDER	90
FORMULATING A PLAN	91
IMAGINE THIS?	92
FURTHER INVESTIGATION	93

Module Three: Diagnostic Assessments

Introduction	97
Diagnostic Assessment in SAILS	98
<i>Diagnostic Assessment Procedures</i>	99
Five Key Reading Components	99
Diagnosing Phonological and Phonemic Awareness (PA)	102
Assessing Phonics/Decoding, Vocabulary & Comprehension	104
Options Available for IRI Assessments	105
Administering IRIs	107
IRI Scoring	112
<i>Scoring IRI Results</i>	113
<i>Interpreting IRI Accuracy Scores</i>	115
<i>Understanding 90% “Frustration” Level</i>	116
Scoring and Interpreting IRI Results—Fluency	117
<i>IRI Scoring and Interpreting Examples</i>	119
<i>Summary of Examples</i>	121
Diagnosing Phonics and Decoding	122
Writing Up a Diagnostic Assessment Report	123
Using a Diagnostic Data Checklist	124
Diagnosing Miguel	126
Diagnosing Angie	128
KEY POINTS AND STRATEGIES	131
KEY TERMS AND DEFINITIONS	132
GETTING STARTED	133
THINGS TO CONSIDER	134
FORMULATING A PLAN	137
IMAGINE THIS?	141
FURTHER INVESTIGATION	142

Module Four: Progress Monitoring

Introduction	147
<i>Physician’s Response</i>	147

<i>Educator's Response</i>	147
Highly Effective Instruction	148
<i>Systematic Instruction</i>	148
<i>Explicit Instruction</i>	149
<i>Intensive Instruction</i>	150
Assessing Progress	151
<i>Physician's Next Steps</i>	151
<i>Educator's Next Steps</i>	151
<i>On Level or Above (Tier 1) Progress Monitoring</i>	152
<i>Tier 2 and Tier 3 Progress Monitoring</i>	153
<i>CBM for Progress Monitoring</i>	153
<i>Differences in CBM-Benchmark/Screening & Progress Monitoring</i>	154
CBM Progress Monitoring Procedures	155
Setting up a Graph	157
<i>Establishing Baseline Performance</i>	157
<i>Identifying a Weekly Goal</i>	158
<i>Establishing a Goal Period</i>	159
<i>Setting up the Graph</i>	159
Options for Charting Progress	161
Using the Floating Median Technique	162
Interpreting Progress Monitoring Graphs	163
From Skeptic to Advocate—One Teacher's Experience	168
Summary	169
KEY POINTS AND STRATEGIES	170
KEY TERMS AND DEFINITIONS	171
GETTING STARTED	172
THINGS TO CONSIDER	173
FORMULATING A PLAN	174
IMAGINE THIS?	177
FURTHER INVESTIGATION	178
Appendix 1.1: SAILS Needs Assessment	183
Appendix 3.1: Phonics Pronunciation Guide	185
Appendix 3.2: Checklist for Considering Diagnostic Data	187
Appendix 4.1: Checklist for Considering Progress Monitoring Data	189