

Sample Completed Class Summary Sheet - Grade 1



Class Summary Sheet

Grade 1

Administration: BOY MOY EOY

Teacher: _____

Student Name	Screening Status	PA	GK	Word Reading	Fluency			Reading Accuracy, Fluency and Comprehension							
					1st Story Fluency	2nd Story Fluency	Average Rate	1st Story Comprehension	2nd Story Comprehension	Total Questions Correct (both stories)	Recalling Details	Linking Details	Inferring Meaning	Score	
					WCPM	WCPM	WCPM	(D, SD)	(D, SD)	(D, SD)	(0-12)	Score	Score	Score	Score
Susan	D			Set 1 Set 2 Set 3 Set 4	55	45	50	D	D	D	12	3	4	2	3
Maria	SD	4	3		L15	25	25	D	D	D	10	3	3	2	2
Carlos	D				44	32	38	D	SD	D	8	3	3	1	1
Devon	SD	0	0		L15	L15	NA	SD	SD	SD	5	2	1	1	1
Jerome	SD	1	1		L15	L15	NA	SD	SD	SD	7	2	2	1	2
Amy	D	2	1		L15	L15	NA	SD	SD	SD	12	3	4	2	3
Lucy	SD	2	1		L15	L15	NA	D	SD	D	8	3	3	1	1
Jacob	SD	0	0		L15	L15	NA	SD	SD	SD	2	1	0	0	1
Taylor	D				37	29	33	D	SD	D	7	2	2	2	1
Dawn	D				74	72	73	SD	SD	SD	6	2	2	2	1
Jose	SD	1	1		L15	L15	NA	SD	SD	SD	8	2	2	2	2
George	D				27	19	23	SD	D	D	9	3	3	1	2
Mary	D	2	0		L15	L15	NA	SD	SD	SD	12	3	4	2	3
Sam	SD	0	0		L15	L15	NA	SD	SD	SD	4	2	1	0	1
Ray	D	2	2		L15	L15	NA	SD	SD	SD	10	3	3	2	2
Todd	SD	1	2		L15	L15	NA	SD	SD	SD	7	2	2	1	2
Daniel	SD	1	3		25	15	20	D	SD	D	8	3	3	1	1
Wanda	D				29	23	26	D	D	D	12	3	4	2	3
Lena	D				31	27	29	D	D	D	11	3	3	2	3
Candace	SD	0	0		L15	L15	NA	SD	SD	SD	2	1	1	0	0
Simon	D				42	36	39	D	SD	D	7	3	2	1	1
Robert	D				33	37	35	D	SD	D	9	3	3	1	2

Sample Completed Grouping Tool - Grade 1

Grouping Tool

Grade 1



Administration: BOY MOY EOY

Teacher: _____

- 1 Divide students based on Fluency scores.***
Write each student's name in one of the four fluency boxes. Write the fluency rate by the student's name (see examples).
- 2 Indicate students with the lowest PA scores.**
To determine the lowest scores, look for students who scored D on the fewest PA tasks. Write P next to the names of those lowest in PA (see examples).
- 3 Indicate students with the lowest GK, Word Reading and Comprehension scores.**
GK: Repeat Step 2 with GK scores. Write G by the names of those who scored lowest in GK.
Word Reading: Repeat Step 2 with Word Reading scores. Write W by the names of those who scored lowest in Word Reading.
Comprehension: Write C by the names of those who scored lowest in Comprehension.
- 4 Form groups and determine instructional focus.**
Form small groups of students with similar reading levels and instructional needs. Identify areas of instruction that will most help each group progress.
- 5 Plan instruction.**
Hundreds of activities are provided in the TPRI *Intervention Activities Guide (IAG)* for instruction in each of the areas listed below with its page number:
Book and Print Awareness 7
PA 13
GK 47
Fluency 109
Vocabulary 117
Comprehension 141
Writing 169

*For more detailed instructions on how to complete this tool, refer to *Grouping Tools*, page 80.

Fluency			
Listening	Lowest in Class	Middle in Class	Highest in Class
Name	Name	Name	Name
Examples: Len - P, G, W, C	Linda - 20, W, C	Jaine - 43	James - 53, C
		Carlos - 38	

Group Assignments			
Group 1	Group 2	Group 3	Group 4
Devon Amy Jacob Jose Sari Candace	Kay Daniel Todd Mary Lucy Jerome	George Robert Lena Wanda Taylor Maria	Susan Dawn Simon Carlos
Instructional Focus: Low PA Low GK	Instructional Focus: PA GK	Instructional Focus: Higher GK Fluency	Instructional Focus: Comprehension Vocabulary Writing