Da	ate School				Reading Reco	Bignature	Principal's Signature						
Pr	ocess of selection: 1 2 3 4 5 6 7	. Within . Then, . Recon . Star (. Ask the	n the for t rd the *) the he pr	entire group, ide hose students wi e number of low to selected studen incipal to sign th	entify all the stud ith lowest stanin asks in column ts in the Reading is form attesting	he lowest text levelents who have the lowest circle the lowest. Select the four grecovery Studest to the fact that the starting with	e MOST low star est six (6) raw so (4) students wit ent Box. nese are the four	nines. cores for each tas h the most numb	er of low tas	sks circl	R, LID, W ed in col	Vord, CAP, WV, and HRSV umn G.	
R R Student Box	SORT BY TEXT LEVEL STARTING WITH LOWEST LEVEL FIRST Note: Students who are unable to read Text Level 1 at instructional level, follow procedures in Observing Early Responses to Text	A (TR) Text Readi TASK 6		B (LID) Letter Identification TASK 1	C (Word) Ohio Word Task TASK 2	About Print TASK 3	E (WV) Writing Vocabulary TASK 4	F (HRSW) Hearing & Recording Sounds in Words TASK 5	G Number Circled (TASKS 1-6)	rank cla Higl Upper (UM), Middl Lov Tea	icate ing in ass: h (H), Middle Lower e (LM), w (L) acher aking	Comments Indicate Your 5 th Child and Early Intervention Group (where applicable)	
*	NAME	Stanine TextLevel	%	Stanine Raw Score	Stanine Raw Score		Stanine Raw Score	Stanine Raw Score		к	1		
	01												
	02												
	03												
	04												
	05												
	06												
	07												
	08												

09

10

Date	Schoo	ol	Reading Recovery Teacher Signature	Principal's Signature
Process of		2. 3. 4. 5.	List all students by text level starting with the lowest text level through highest text Within the entire group, <i>identify all the students who have the MOST low stanines</i> . Then, for those students with lowest stanines, circle the lowest six (6) raw scores f Record the number of low tasks in column G. Select the four (4) students with the r Star (*) the selected students in the Reading Recovery Student Box. Ask the principal to sign this form attesting to the fact that these are the four (4) LC Send this form to the Teacher Leader BEFORE starting with students.	for each task in columns A-F (TR, LID, Word, CAP, WV, and HRSW). most number of low tasks circled in column G.

R R Student Box	Observing Early Responses to Text	A (TR) Text Reading TASK 6	B (LID) Letter Identification TASK 1	C (Word) Ohio Word Task TASK 2	D (CAP) Concepts About Print TASK 3	E (WV) Writing Vocabulary TASK 4	F (HRSW) Hearing & Recording Sounds in Words TASK 5	G Number Circled (TASKS 1-6)	ranki cla High Upper (UM), Middle Lov Tea	cate ing in iss: i (H), Middle Lower e (LM), v (L) cher king	Comments Indicate Your 5 th Child and Early Intervention Group (where applicable)
*	NAME	Stanine % TextLevel	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score		K	1	
	11										
	12										
	13										
	14										
	15										
	16										
	17										
	18										
	19										
	20										

Date	Scho	ol	Reading Recovery Teacher Signature	Principal's Signature
Process of s	selection:	2. 3. 4.	List all students by text level starting with the lowest text level through highest text. Within the entire group, identify all the students who have the MOST low stanines. Then, for those students with lowest stanines, circle the lowest six (6) raw scores. Record the number of low tasks in column G. Select the four (4) students with the Star (*) the selected students in the Reading Recovery Student Box. Ask the principal to sign this form attesting to the fact that these are the four (4) L. Send this form to the Teacher Leader BEFORE starting with students.	s. s for each task in columns A-F (TR, LID, Word, CAP, WV, and HRSW). s most number of low tasks circled in column G.

R R Student Box	SORT BY TEXT LEVEL STARTING WITH LOWEST LEVEL FIRST Note: Students who are unable to read Text Level 1 at instructional level, follow procedures in Observing Early Responses to Text	A (TR) Text Reading TASK 6	B (LID) Letter Identification TASK 1	C (Word) Ohio Word Task TASK 2	D (CAP) Concepts About Print TASK 3	E (WV) Writing Vocabulary TASK 4	F (HRSW) Hearing & Recording Sounds in Words TASK 5	G Number Circled (TASKS 1-6)	cla High Upper (UM), Middle Lov Tea	cate ing in iss: i (H), Middle Lower e (LM), v (L) cher king	Comments Indicate Your 5 th Child and Early Intervention Group (where applicable)
*	NAME	Stanine % TextLevel	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score		K	1	
	21										
	22										
	23										
	24										
	25										
	26										
	27										
	28										
	29										
	30										

Date	Scho	ol	Reading Recovery Teacher Signature	Principal's Signature
Process of sele	ection:	1.	List all students by text level starting with the lowest text level through highest tex	xt level.
			Within the entire group, identify all the students who have the MOST low stanines.	
		3.	Then, for those students with lowest stanines, circle the lowest six (6) raw scores	for each task in columns A-F (TR, LID, Word, CAP, WV, and HRSW).
		4.	Record the number of low tasks in column G. Select the four (4) students with the	most number of low tasks circled in column G.
		5.	Star (*) the selected students in the Reading Recovery Student Box.	
		6.	Ask the principal to sign this form attesting to the fact that these are the four (4) L	OWEST-performing students.

7. Send this form to the Teacher Leader BEFORE starting with students.

R R Student Box	SORT BY TEXT LEVEL STARTING WITH LOWEST LEVEL FIRST Note: Students who are unable to read Text Level 1 at instructional level, follow procedures in Observing Early Responses to Text	A (TR) Text Reading TASK 6	B (LID) Letter Identification TASK 1	C (Word) Ohio Word Task TASK 2	D (CAP) Concepts About Print TASK 3	E (WV) Writing Vocabulary TASK 4	F (HRSW) Hearing & Recording Sounds in Words TASK 5	G Number Circled (TASKS 1-6)	rank cla High Upper (UM), Middle Lov Tea	cate ing in iss: i (H), Middle Lower e (LM), v (L) cher king	Comments Indicate Your 5 th Child and Early Intervention Group (where applicable)
*	NAME	Stanine % TextLevel	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score		K	1	
	31										
	32										
	33										
	34										
	35										
	36										
	37										
	38										
	39										
	40										

Process of selection: List all students by text level starting with the lowest text level through highest text level. Within the entire group, identify all the students who have the MOST low stanines. Then, for those students with lowest stanines, circle the lowest six (6) raw scores for each task in columns A-F (TR, LID, Word, CAP, WV, and HRSV Record the number of low tasks in column G. Select the four (4) students with the most number of low tasks circled in column G. Star (*) the selected students in the Reading Recovery Student Box. Ask the principal to sign this form attesting to the fact that these are the four (4) LOWEST-performing students. Send this form to the Teacher Leader BEFORE starting with students.	Date	Scho	ol		Re	ading Rec	overy	/ Teach	er Sig	nature	;		Pr	rincip	al's Si	ignatu	re			-
	Process of selec		2. 3. 4. 5.	Within the entire group, Then, for those students Record the number of lo Star (*) the selected stud- Ask the principal to sign	identify all to s with lowes ow tasks in co dents in the n this form a	he students t stanines, column G. So Reading Reattesting to t	who licircle telect to covery he fac	have the the lowes the four (y Studen at that the	e MOS7 st six ((4) stud nt Box. ese are	T low st (6) raw s dents w	anines scores vith the	s. s for e mo	each ta ost num	ber of	low ta	sks cir	cled i		.P, WV, a	nd HRS

R R Student Box	Observing Early Responses to Text	A (TR) Text Reading TASK 6	B (LID) Letter Identification TASK 1	C (Word) Ohio Word Task TASK 2	D (CAP) Concepts About Print TASK 3	E (WV) Writing Vocabulary TASK 4	F (HRSW) Hearing & Recording Sounds in Words TASK 5	G Number Circled (TASKS 1-6)	cla High Upper (UM), Middle Low Teae	ng in ss: n (H), Middle Lower e (LM),	Comments Indicate Your 5 th Child and Early Intervention Group (where applicable)
*	NAME	Stanine % TextLevel	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score		K	1	
	41										
	42										
	43										
	44										
	55										
	46										
	47										
	48										
	49										
	50										

Date	School	Reading Recovery Teacher Signature Principal's Signature
Process of sel	ection: 1. 2. 3. 4. 5. 6.	List all students by text level starting with the lowest text level through highest text level. Within the entire group, identify all the students who have the MOST low stanines. Then, for those students with lowest stanines, circle the lowest six (6) raw scores for each task in columns A-F (TR, LID, Word, CAP, WV, and HRSW). Record the number of low tasks in column G. Select the four (4) students with the most number of low tasks circled in column G. Star (*) the selected students in the Reading Recovery Student Box. Ask the principal to sign this form attesting to the fact that these are the four (4) LOWEST-performing students. Send this form to the Teacher Leader BEFORE starting with students.
		Jenu mis form to the reacher Leader DLI ONE starting with students.

R R Student Box	Observing Early Responses to Text	A (TR) Text Reading TASK 6	B (LID) Letter Identification TASK 1	C (Word) Ohio Word Task TASK 2	D (CAP) Concepts About Print TASK 3	E (WV) Writing Vocabulary TASK 4	F (HRSW) Hearing & Recording Sounds in Words TASK 5	G Number Circled (TASKS 1-6)	ranki cla High Upper (UM), Middle Lov Tea	dicate lking in lass: gh (H), er Middle), Lower dle (LM), ow (L) eacher anking	
*	NAME	Stanine % TextLevel	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score	Stanine Raw Score		K	1	
	51										
	52										
	53										
	54										
	55										
	56										
	57										
	58										
	59										
	60										