SECTION 13b: DATA FORMS EXPLAINED

Administrator Leadership Institute
Kurt Engelmann/Tara Davis

Lesson Progress Chart (LPC)

Teacher _____ **Start Date** _____ **End Date** _____

School _____ **Coach's Name** _____

					Lesson Progress							**Mastery Test or Checkout Summary**				
Group	Grade	# in Group	Subject/ Level	Performance Level (H, M, L)		M	T	W	T	F	# lessons taught / # of school days	Test or √ out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If √ out, write time/errors
					a.m.												
					p.m.												
					a.m.												
					p.m.												
					a.m.												
					p.m.												
					a.m.												
					p.m.												
					a.m.												
					p.m.												
					a.m.												
					p.m.												

Comments: _____

_____

_____

Signature Reading Grade K (2008 Edition)
Student Test Summary

Teacher: _____ School: _____ Group: _____

		CO 3	MT 21	CO 4	MT 22	CO 5	MT 23	CO 6	MT 24	CO 7	MT 25	CO 8	MT 26	CO 9	MT 27	CO 10	MT 28	CO 11	MT 29	CO 12	MT 30	CO 13
Lesson		110	110	115	115	120	120	125	125	130	130	135	135	140	140	145	145	150	150	155	155	160
Criterion	Time	2		2		2		3		3		3		2:30		3		3:30		2:30		2:30
	Errors	0-3	0	0-3	0-2	0-3	0	0-3	0-1	0-3	0	0-3	0-1	0-3	0	0-3	0-1	0-4	0	0-3	0-2	0-3
	WPM	22		25		22		30		36		37		37		36		38		40		38
Name	**Grade**																					
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						

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2

Signature Reading Grade K (2008 Edition)
Student Test Summary

Teacher: _____ School: _____ Group: _____

		MT 1	MT 2	MT 3	MT 4	MT 5	MT 6	MT 7	MT 8	MT 9	MT 10	MT 11	MT 12	MT 13	MT 14	MT 15	MT 16	MT 17	MT 18	MT 19	MT 20	CO 1	CO 2
Lesson		8	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	108	109
	Time																					2:30	2
Criterion	Errors	0	0	0	0	0	0-2	0	0	0	0	0	0	0	0	0	0-2	0	0-2	0	0-2	0-3	0-3
	WPM																					16	18
Name	**Grade**																						
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							
11																							
12																							

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3

INDEPENDENT WORK SUMMARY

Subject: _____   **Group:** _____

LESSON NUMBER

NAME	E	%	E	%	E	%	E	%	E	%	E	%	E	%

Please record scores for independent work <u>daily</u> using percentage. Please circle those scores less than 84-85%.

TEACHER: _____

LPC Booklet

Lesson Progress Charts (LPCs)
Rationale and Directions

Who uses LPCs?

- Project Directors
- Implementation Managers
- Principals

- Coordinators
- Coaches
- Teachers and Assistants

Why use LPCs?

Project Directors, Implementation Managers, Principals, Coordinators, and Coaches:

- to analyze the overall status of an implementation
- to continuously monitor mastery and lesson progress
- to determine areas that require change, and to identify solutions

Teachers and Assistants:

- to summarize and report lesson gains, mastery tests, and results
- to communicate questions or comments to building and NIFDI personnel

LPCs—Overview

Teachers in NIFDI implementations collect three major forms of data on all students: Lesson Progress, In-program Tests, and Independent Work. The first of these is recorded on Lesson Progress Charts that are maintained by classroom teachers and instructional assistants.

Lesson Progress Charts are completed weekly, submitted to DI building coordinators, duplicated, and sent to NIFDI project directors and implementation managers prior to weekly conference calls. Lesson Progress Charts summarize the majority of what is discussed during a conference call.

By referring to a single Lesson Progress Chart, conference call participants can glean a great deal of information about the instruction, testing, and mastery that has (or has not) occurred in a classroom. Lesson Progress Charts also report group compositions, specific DI programs in use, exercises that presented problems for students, and comments from the teacher.

Current Lesson Progress charts are usually kept in a binder, on a bulletin board, or in another prearranged location, and are updated by teachers on a daily basis. That way, district or NIFDI personnel making a classroom visit can gain an overall instructional picture without interrupting teaching.

LPCs — Teacher Directions

I. Setting up the form:
(This information stays the same most weeks and changes only with occasional adjustments in program, level, or group composition. To save time, many teachers find it helpful to set up the form and make several copies.)

1. Write **your name**, **school name**, and **coach's name** in the blanks at the top of the form (During Year 1, the building coordinator is your coach until you receive a peer coach).

2. Under **"Grade"** write the grade levels of students in each group. If students represent more than one grade level, split the box and indicate all grades. (Ex.: 4/5 or K/1/2)

3. Under **"# in group"** write the number of students in each group. If students represent more than one grade level, split the box and indicate how many are from each grade. (Ex.: 4/7 — rather than 11 total)

4. Under **"Subject / Level"** write the names (or abbreviations) and levels of the DI programs you teach for each group. (Ex.: RM II, Spelling Mastery A, CMC D, R&W C, Exp.Wr. 1) If applicable, also write each group's name. (Ex.: Purple People Eaters, Triangles, Sharks)

5. Under **"Performance Level (H, M, L)"** label your groups high, medium, or low by writing H, M, or L. If you are in a site that groups students within classrooms, these indicate levels within your own class only, not levels relative to the rest of your grade or other groups being taught the same program elsewhere. If you are in a site that groups across classrooms and/or across grades, these labels are relative to all students with a grade level.

II.   Completing the form for today and this week:

1.   At the top of the form, write the start and end date of the week represented by this LPC.

2.   Under **"M, T, W, T, F"** write the lesson number taught to each group each day. Where applicable, include both a.m. and p.m. lesson numbers. If a partial lesson was completed, write the number of the last exercise taught (e.g., 115.7 or 115 x 7). If a lesson was repeated, write "R" next to the lesson number (e.g., 45R).

3.   Under **"# of lessons taught / # of school days"** indicate the total number of lessons completed for the week over the number of instructional days that were available to the group that week. (A normal week will have 5 instructional days. Snow days, professional development days, and other days when students are not in school may reduce the number to 4 or even fewer.) Do not count repeated lessons toward the total number of lessons completed for the week.

4.   Under **"Test or √ out"** write the number of the mastery test and/or checkout given to any group. (<u>Ex. 1</u>: A RM I group completed L. #125. Write MT 24, CO 10 to indicate that mastery test 24 and checkout 10 were given. <u>Ex. 2</u>: A CMC B group completed L. #90. Write MT9 and Cum. Test 3 to indicate that the test at L. #90 and the cumulative test for L. #1—90 was given.)

5.   Under **"# of students passing (A)"** write the number of students who passed the test and/or checkout on the first try over the number of students in the group (not over the number of students tested).

6.   Under **"List names of students absent (B)"** write the names of students who were not present for the test.

7.   In the next column, write the following information after any student fails a mastery test or checkout:
   - **"List names of students not passing (C)"** Write the names of students who did not pass and therefore require retests.
   - **"List type of items missed"** List the specific items students missed (like sounds a, d, g in RM I) or a brief description of the problem exercises (like rhyming, division word problems, spelling with *ou/ow*). <u>Note</u>: In the case of widely distributed errors on language and math tests, simply write "see STS form."
   - **"If √ out, write time/errors"** Report failed checkout results by writing only the names of students who did not pass, and their rates and errors. (Ex.: On a checkout with criteria of 2 minutes and 4 errors, write "Erin: 2:44/7, Juana: 3:05/0, Mike: 2:35/4.)

   Note: The total of **A**, **B**, and **C**, (the number of students who passed, were absent, and did not pass) should equal the **"# in group"** for that row.

8.   Next to **"Comments"** write any other information relevant to student performance or lesson progress. You might use this area to report results of an intervention that was tried, identify a problem for or ask a question of the project director or implementation manager, clarify test results, or indicate additions or other changes in group composition.

Lesson Progress Chart (LPC)

Teacher J. Davis **Start Date** 1/18/13 **End Date** 1/22/13

School Jefferson Elementary **Coach's Name** K. James

						Lesson Progress					Mastery Test or Checkout Summary					
Group	Grade	# in Group	Subject/ Level	Performance Level (H, M, L)		M	T	W	T	F	# lessons taught / # of school days	Test or √ out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If √ out, write time/errors
Lions	3	6	RMSE 1	L	a.m.	70	71 x8	72	73	74	5/5	√ out 14	6/6				
					p.m.	CO14	71	73 x8	74 x10	75 x9							
Red Tails	2/3	3/4	RMSE 1	L	a.m.	71 x10	72 x7	73	74	76	6/5	√ out 15	5/7	Sadie	Matt		2:40/4
					p.m.	71	72	74/10	75	77 x3							
					a.m.												
					p.m.												
Wolves	3	22	CMC C	L	a.m.	28 29x2	29	30	MT 3	rem.	3/5	MT 3	19/22	Sadie	Taylor Dominic	timed facts - small numbers of 2:10 ↓	
					p.m.												
Ground Hogs	3	13	Lang. 1	L	a.m.						6/5						
					p.m.	63 64x5	64 65	66	67 68x6	68 69x5							
					a.m.												
					p.m.												

Comments: Sadie was tested on Friday. She passed √out #15 ÷ MT 3 in math. Matt failed 2nd √out attempt. Taylor ÷ Dominic → still remediating.

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Lesson Progress Chart (LPC)

Teacher Sarah P. **Start Date** Jan. 17 **End Date** Jan. 21

School Washington **Coach's Name** _____

Lesson Progress **Mastery Test or Checkout Summary**

Grade	# in group	Subject/ Level	Performance Level (H, M, L)		M	T	W	T	F	# lessons taught / # of school days	# of Test or √ out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If √ out, write time/errors
7/8	8/6	Dec B2.		am	X	X	57	58	59	3/4						
				pm												
7/8	8/6	Comp B1		am	X	X	MT4 Review	Review 18	FG4	0/4	MT Review		2 Lauren AJ	Dylan 3,5,7,10,11 / Rachel 3,4,8,10,11 / Lindsay 3,8,10,11,12 / Erica H 4,8,9,10,11	analogies parts of speech (nouns, adj, verbs) body parts deductions	
				pm	X	X	16/17	Review 19/20	Retake MT4	Review	4	3/14		Justin 3,4,8,11 / Levi 7,8,11,12 / Stephen 8,10,11,12 / John 8,11,12 / Anthony 8,10,11		

No School

Field Trip

Right after so many failed MT 4, we started reviewing

(Retest)

on the retest, everbody passed deductions, only one person missed a body part. Majority of errors were analogies and parts of speech.

Comments: Decoding is going well. Comprehension is a real frustration. We reviewed 16-20. Many students still not ready to proceed ~ a few are. What should I do?

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10

Lesson Progress Chart (LPC)

Teacher Mrs. Evensen   **Start Date** April 15, 2013   **End Date** April 19, 2013

School Clear Bluff Elementary   **Coach's Name** Mrs. Ranger

						Lesson Progress 4-15 M	4-16 T	4-17 W	4-18 T	4-19 F	# lessons taught / # of school days	Test or √out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If √out, write time/errors
Group	Grade	# in Group	Subject/ Level	Performance Level (H, M, L)	a.m./p.m.												
Rice	1st	9	RMSE K	L	a.m. ✓ / p.m.	67	68	69	70	MT13 71	5/5	MT13	8/9	Angelica			
North Carolina	1st	9	RMSE K	L	a.m. ✓ / p.m.	132	133 X 10	133 134	135	COB MT26 136	5/5	COB / MT29	7/9 / 9/9		Serben Florence		3:51/3 3:35/2
Baylor	1st / 2nd	7 / 1	RMSE K	L	a.m. ✓ / p.m.	147	148	149	150	COI1 MT29 151	5/5	COI1 / MT29	8/8 / 7/8		soraya		said broom for room
Ball State	1st	6	RMSE 1	M	a.m. CD12 MT30 / p.m. ✓ 155	CD12 MT30	156	157 x7	158 x7	T	3/4	CD12 / MT30	5/6 / 5/6		Lisa Alma		2:40/3 said could for cloud
Florida	1st	12	RMSE 1	H	a.m. / p.m. ✓ CO16 81	CO16 81	82	83	84	Half Day	4/4	CO16	12/12				
USC	1st / 2nd	9 / 4	RMSE 1	H	a.m. / p.m. ✓ CO16 81	CO16 81	82	82R	83	Half Day	3/4	CO16	13/13				

Comments: North Carolina will be moved back to L121 on 4/21 upon IM's request. Giving extra individual turns to Serben and Florence. Extra individual turns and intervention to Lisa from Ball State. Will test Angelica on Monday. Alma passed MT 30 on retest.

11

Lesson Progress Chart (LPC)

Teacher _____ **Start Date** _____ **End Date** _____

School _____ **Coach's Name** _____

					Lesson Progress								**Mastery Test or Checkout Summary**				
Group	Grade	# in Group	Subject/ Level	Performance Level (H, M, L)		M	T	W	T	F	# lessons taught / # of school days	Test or √ out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If √ out, write time/errors
					a.m.												
					p.m.												
					a.m.												
					p.m.												
					a.m.												
					p.m.												
					a.m.												
					p.m.												
					a.m.												
					p.m.												
					a.m.												
					p.m.												

Comments: _____

_____

_____

NIFDI Student Test Summary (STS)

I. What is a NIFDI STS?

A NIFDI Student Test Summary (STS) is a program-specific form that teachers use to record students' mastery data from in-program tests or reading checkouts. Once summarized on the form, the data are communicated among NIFDI and school personnel and are monitored for making instructional decisions.

II. Which programs require completion of a NIFDI STS?

Reading: Reading Mastery (Classic RM levels I & II, Signature Grades K-5, and RM Plus levels 3 to 6), Reading Mastery Fast Cycle, Corrective Reading: Decoding, Corrective Reading: Comprehension, Horizons C/D Fast Track, Journeys 3

Language: Signature Language Grades K-5, Expressive Writing, Essentials for Writing, DISE, DISTAR Language

Math: Connecting Math Concepts, Essentials for Algebra, Corrective Math, DISTAR Math

III. Completing the forms

Always record students' *first-time* test performance.

Every STS indicates where tests occur in a program, but slight variations exist in how to complete them. First, read and follow the GENERAL directions (below). Then, locate the name of your SPECIFIC instructional programs for additional details (next page).

GENERAL DIRECTIONS

A. Reading Checkouts

In NIFDI implementations, reading checkout performance is expressed as **time over errors**. *This differs from the information in your teacher's guide.*

Use one row per student and split each box with a diagonal line to indicate time over errors.

Marcus	:48 / 1	:51 / 0	:50 / 0
Kayla	1:20 / 3	1:13 / 2	:57 / 1

B. Language and Math Tests

Each STS accommodates student data about each subtest part and also on overall test performance.

1. For each test, first count the number of incorrect items for the total test, but do not record. Then, on the attached Quick Grader, locate the *number of incorrect items* and the *number of total test items* to arrive at the percentage correct for each student. Record in the % column (see next page).

2. Next, subtract incorrect items for each part of the test from the total for that part to determine *number of items correct*. Record on the STS form, using one row per student (see below).

	Info.	Actions	Obj. Id	Test #1 Total and %	
(# in part)	**3**	**12**	**10**	**25**	**%**
Marcus	1	7	9	17	68%
Kayla	3	12	10	25	100%

SPECIFIC INSTRUCTIONAL PROGRAMS

A. Reading Checkouts

Reading Mastery I Classic/RM Signature Grade K

Early in the program, you record student mastery test (MT) performance only. Later, you also indicate checkout performance (CO). Checkouts start at Lesson 108.

Corrective Reading – Decoding A

In Level A, checkouts are part of mastery tests given approximately every five lessons. Throughout most of level A, checkouts measure accuracy only and are not timed. Therefore, you only write the number of errors students made. At Lesson 46, timed checkouts are added. Indicate timed checkout performance as number of words per minute over errors.

Corrective Reading – Decoding B1, B2, and C

Checkouts occur every lesson.

Early in B1, checkouts measure accuracy only and are not timed. Therefore, you only write the number of errors students made.

At later program points, timed checkouts are added. Continue to record accuracy-only checkouts as numbers of errors. Indicate timed checkout performance as words per minute over errors.

Reading Mastery Plus 3-6, RM Signature Grades K-5, Horizons C/D Fast Track, and Journeys 3

The Teacher's Guides for these programs include forms for recording daily independent work scores, checkouts, and mastery tests (Appendices H and I). Since a NIFDI STS is required, it is not necessary to duplicate checkout and test information on the Appendix forms – just the independent work scores.

B. Cumulative Math Tests

Record the number of errors from each part of the cumulative test on the appropriate NIFDI cumulative test STS.

C. RMSE K Mastery Test

Indicate MT performance by writing the number of errors each student made.

D. RMSE 2-5 Mastery Tests

For each test, first count the number of incorrect items for the total test, but do not record. Then, on the attached Quick Grader, locate the *number of incorrect items* and the *number of total test items* to arrive at the percentage correct for each student. Record in the % column.

E. Spelling Mastery Tests

Beginning in level C, tests occur every five lessons. Simply report test performance by recording percentage correct on any simple grid and submit with your weekly data. You may also be asked to administer and report scores for the optional 5-lesson tests in level A or B.

IV. When Failed Tests Occur

A. Present Remedies

Anytime a student fails a mastery test, you must remedy the problem(s) before retesting and moving on in the program.

Failed Reading Checkouts

Have the student return to his or her seat to reread the passage for practice. In some cases, your NIFDI consultant or building/district coach may have you or another adult conduct more formal techniques to remedy accuracy or rate (such as duet reading). When such a method is prescribed, it is acceptable to proceed in your reading program while you continue this longer-term remedy.

Failed Language, Math, or Reading Tests

Remedies must be presented more systematically. If 25% or more of a group or class fails, remedies are presented to the whole group during regular instruction, either at the start of or as a replacement for the lesson. If only a few students require remedies, then reteach the hard item types to the few students while other students complete an independent review assignment.

B. Retests

Failed Reading Checkouts — Re-administer immediately, later in the period, later that day, or by the next day.

Failed Language, Math, or Reading Tests —

- Students should be retested "cold." In other words, do not immediately follow a reteaching session with a retest. Wait until at least the next day so that chances are higher that the skill is truly mastered.

- In many cases, retests should not be administered until remedies have been done for a minimum of three days.

- Although it may still be necessary to make new copies of used test pages, you need retest **only the failed items or parts**.

C. Remember Passing Criteria

Reading Checkouts — These vary by program.

Reading Mastery Plus 3-6, RM Signature Grades K-5, Horizons C-D Fast Track, and Journeys 3 Reading Tests —
See Teacher's Guides, Appendix I, bottom of each column for the maximum number of errors allowed on each test.

Language and Math Tests —

NIFDI's passing criterion for all tests is 90%. (When it is statistically impossible to score 90%, it is not necessary to retest students who score 88% or 89%, but keep in mind that 90% or over is your first-time performance aim for all students.)

Math Cumulative Tests —

See charts included with tests for the separate passing criterion for each item. Students must score at least 85% overall to be considered at mastery.

D. Circle Original Scores

Important: Once students pass retests or subsequent attempts on reading checkouts, *circle the original scores on your STS to indicate that they have passed.*

Alternative Marking System: Some NIFDI sites use a more elaborate system of indicating student performance on mastery tests and checkouts.

- If students pass the retest on the *second* attempt, circle the original scores on the STS to indicate that they have passed.

- If students pass on the *third* attempt, draw a triangle around the original scores on the STS to indicate that they have passed.

- If students are tested *more than three times*, place a slash through the box with the original score. The slash does not necessarily indicate that the student has passed. It indicates that the student has been tested more than three times.

Occasionally, remedies may still be in progress or students may not have passed checkout retests by the time you must submit your weekly data. In that case, include a brief note on your LPC to let NIFDI and school personnel know the status of remedies and retests.

NIFDI Quick Grader

Number of incorrect items

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
6	83	67	50	33	17	0																			
7	86	71	57	43	29	14	0																		
8	88	75	63	50	38	25	13	0																	
9	89	78	67	56	44	33	22	11	0																
10	90	80	70	60	50	40	30	20	10	0															
11	91	82	73	64	55	45	36	27	18	9	0														
12	92	83	75	67	58	50	42	33	25	17	8	0													
13	92	85	77	69	62	54	46	38	31	23	15	8	0												
14	93	86	79	71	64	57	50	43	36	29	21	14	7	0											
15	93	87	80	73	67	60	53	47	40	33	27	20	13	7	0										
16	94	88	81	75	69	63	56	50	44	38	31	25	19	13	6	0									
17	94	88	82	76	71	65	59	53	47	41	35	29	24	18	12	6	0								
18	94	89	83	78	72	67	61	56	50	44	39	33	28	22	17	11	6	0							
19	95	89	84	79	74	68	63	58	53	47	42	37	32	26	21	16	11	5	0						
20	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	0					
21	95	90	86	81	76	71	67	62	57	52	48	43	38	33	29	24	19	14	10	5	0				
22	95	91	86	82	77	73	68	64	59	55	50	45	41	36	32	27	23	18	14	9	5	0			
23	96	91	87	83	78	74	70	65	61	57	52	48	43	39	35	30	26	22	17	13	9	4	0		
24	96	92	88	83	79	75	71	67	63	58	54	50	46	42	38	33	29	25	21	17	13	8	4	0	
25	96	92	88	84	80	76	72	68	64	60	56	52	48	44	40	36	32	28	24	20	16	12	8	4	0
26	96	92	88	85	81	77	73	69	65	62	58	54	50	46	42	38	35	31	27	23	19	15	12	8	4
27	96	93	89	85	81	78	74	70	67	63	59	56	52	48	44	41	37	33	30	26	22	19	15	11	7
28	96	93	89	86	82	79	75	71	68	64	61	57	54	50	46	43	39	36	32	29	25	21	18	14	11
29	97	93	90	86	83	79	76	72	69	66	62	59	55	52	48	45	41	38	34	31	28	24	21	17	14
30	97	93	90	87	83	80	77	73	70	67	63	60	57	53	50	47	43	40	37	33	30	27	23	20	17
31	97	94	90	87	84	81	77	74	71	68	65	61	58	55	52	48	45	42	39	35	32	29	26	23	19
32	97	94	91	88	84	81	78	75	72	69	66	63	59	56	53	50	47	44	41	38	34	31	28	25	22
33	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55	52	48	45	42	39	36	33	30	27	24
34	97	94	91	88	85	82	79	76	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32	29	26
35	97	94	91	89	86	83	80	77	74	71	69	66	63	60	57	54	51	49	46	43	40	37	34	31	29
36	97	94	92	89	86	83	81	78	75	72	69	67	64	61	58	56	53	50	47	44	42	39	36	33	31
37	97	95	92	89	86	84	81	78	76	73	70	68	65	62	59	57	54	51	49	46	43	41	38	35	32
38	97	95	92	89	87	84	82	79	76	74	71	68	66	63	61	58	55	53	50	47	45	42	39	37	34
39	97	95	92	90	87	85	82	79	77	74	72	69	67	64	62	59	56	54	51	49	46	44	41	38	36
40	98	95	93	90	88	85	83	80	78	75	73	70	68	65	63	60	58	55	53	50	48	45	43	40	38
41	98	95	93	90	88	85	83	80	78	76	73	71	68	66	63	61	59	56	54	51	49	46	44	41	39
42	98	95	93	90	88	86	83	81	79	76	74	71	69	67	64	62	60	57	55	52	50	48	45	43	40
43	98	95	93	91	88	86	84	81	79	77	74	72	70	67	65	63	60	58	56	53	51	49	47	44	42
44	98	95	93	91	89	86	84	82	80	77	75	73	70	68	66	64	61	59	57	55	52	50	48	45	43
45	98	96	93	91	89	87	84	82	80	78	76	73	71	69	67	64	62	60	58	56	53	51	49	47	44
46	98	96	93	91	89	87	85	83	80	78	76	74	72	70	67	65	63	61	59	57	54	52	50	48	46
47	98	96	94	91	89	87	85	83	81	79	77	74	72	70	68	66	64	62	60	57	55	53	51	49	47
48	98	96	94	92	90	88	85	83	81	79	77	75	73	71	69	67	65	63	60	58	56	54	52	50	48
49	98	96	94	92	90	88	86	84	82	80	78	76	73	71	69	67	65	63	61	59	57	55	53	51	49
50	98	96	94	92	90	88	86	84	82	80	78	76	74	72	70	68	66	64	62	60	58	56	54	52	50

Number of total items

Signature Reading Grade 1 (2008 Edition)
Student Test Summary

Teacher: **Mrs Walker**   School: **Orchard Elementary**   Group: **Apples**

		CO 1	CO 2	CO 3	CO 4	CO 5	CO 6	CO 7	CO 8	CO 9	CO 10	CO 11	CO 12	CO 13	CO 14	CO 15	CO 16	CO 17	CO 18	CO 19	CO 20	CO 21	CO 22	CO 23
Lesson		5	10	15	20	25	3_	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115
Criterion	Time	2.5	2.5	2.5	2	3	2	2.5	2	2.5	2	2	2.5	2.5	2	2	2	2	2	2	2	2	2	2
	Errors	0-3	0-3	0-3	0-3	0-4	0-3	0-4	0-3	0-4	0-3	0-3	0-4	0-4	0-3	0-4	0-4	0-5	0-5	0-5	0-5	0-5	0-5	0-5
	WPM	45	42	40	41	43	52	50	47	52	51	53	53	54	52	55	60	60	60	60	60	60	70	70
1 Derrick		2:15/2																			1:40/2	1:39/3	1:37/4	
2 Suzy		2:28/3																			1:58/4	2:00/4	2:05/4	2:03/6
3 Jaquin		2:30/3																			2:09/5	2:11/5	2:24/6	2:24/7
4 Yasmyn		1:59/1																			1:51/1	1:46/2	1:48/2	1:57/2
5 Ronda		1:58/0																			1:43/1	1:40/0	1:44/0	1:43/1
6 Jennifer		2:02/3																			1:52/1	1:48/2	1:50/1	1:45/2
7																								
8																								
9																								
10																								
11																								
12																								

this data also exists but wasn't replicated for the sample

18

Corrective: Comprehension B1 (1999 Edition)
Student Test Summary for Mastery Tests

Teacher: **Sarah P.**   School: **Washington**   Group: **Comp B1 group**

		MT 1	MT 2	MT 3	MT 4	MT 5	MT 6	MT 7	MT 8	MT 9	MT 10	MT 11	MT 12
Lesson		5	10	15	20	25	30	35	40	45	50	55	60
Criterion	Errors	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2
1 Lindsay A.		2	2	(4)	5								
2 Erica B.		0	1	0	1								
3 Robert B.		0	0	0	0								
4 Briana C.		0	0	0	0								
5 Stephen C.		2	(3)	(4)	4								
6 Levi F.		2	2	(3)	(4)								
7 Dylan H.		1	2	(4)	(5)								
8 Erica H.		2	1	(3)	5								
9 Justin J.		2	2	(3)	4								
10 Lauren K.		1	1	(3)	ab								
11 John O.		1	0	1	(3)								
12 Rachel T.		1	2	(4)	(5)								
13 Anthony W.		0	1	2	(3)								
14 AJ Z.		0	1	2	ab								

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19

Signature Language Grade 1 (2008 Edition)
Student Test Summary (STS)

Teacher: __L. Everhart_____ School: _____ Group: _____

Column headers (Test 12): Sentence Writing, Description, Statements, Synonyms, Verb Tense, If-Then
Column headers (Test 13): Sentence Writing, Verb Tense, Contractions, Absurdity, Opposites, Who-What-When-Where-Why

		A	B	C	D	E	F	Test 12 Total	%	A	B	C	D	E	F	Test 13 Total	%
Names	# Possible	5	6	4	5	6	4	30		5	4	4	4	4	5	26	
1 Walter		AB	AB	AB	AB	AB	AB	AB	AB	5	2	2	4	3	5	21	80.8
2 Nancy		4	4	4	4	6	2	24	80.0	5	4	4	4	4	5	26	100
3 Maurice		5	5	4	4	5	4	27	90.0	5	4	4	4	4	5	26	100
4 Julia		3	5	4	3	6	3	24	80.0	5	3	3	4	2	4	21	80.8
5 Anthony		5	3	4	4	5	3	24	80.0	4	2	4	4	3	4	21	80.8
6 Nate		AB	AB	AB	AB	AB	AB	AB	AB	5	3	3	4	4	5	24	92.3
7 Elizabeth		5	6	4	5	6	4	30	100	5	4	4	4	4	5	26	100
8 Barbara		4	5	4	3	4	2	22	73.3	3	4	3	4	3	4	21	80.8
9 Landon		4	6	4	4	6	3	27	90.0	5	4	4	4	4	5	26	100
10 Stewart		5	6	4	5	6	4	30	100	5	4	4	4	4	5	26	100
11 Annie		5	5	3	5	4	2	24	80.0	4	3	3	4	4	3	21	80.8

	A	B	C	D	E	F		A	B	C	D	E	F
Passing Criteria	5	5	4	4	5	4		5	4	4	4	3	4
# of Students Passed / Total Tested	8/11	8/11	8/11	7/11	10/11	10/11		9/10	8/10	10/10	10/10	9/10	10/10
Percent of Group Passed	73	73	73	64	91	91		90	80	100	100	90	100

National Institute for Direct Instruction (NIFDI)
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20

Signature Reading Grade 2 (2008 Edition)
Student Test Summary

Teacher: __L. Everhart__   School: _____   Group: _____

Name	Grade	CO 1 (10)	CO 2 (15)	CO 3 (20)	CO 4 (25)	CO 5 (30)	CO 6 (35)	CO 7 (40)	CO 8 (45)	CO 9 (50)	CO 10 (55)	CO 11 (60)	CO 12 (65)	CO 13 (70)	CO 14 (75)	CO 15 (80)	CO 16 (85)	MT1 (10)	MT2 (20)	MT3 (30)	MT4 (40)	MT5 (50)	MT6 (60)	MT7 (70)	MT8 (80)
Criterion – Time		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
Criterion – Errors		0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2	0-2								
Criterion – WPM		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100								
Possible																		24	22	25	26	33	32	36	19
1 Walter	1	:56 / 1	1:01 / 0	1:13 / 4	1:00 / 1	:49 / 2	:54 / 0	:59 / 1	1:00 / 2	1:00 / 2	(1:10 / 2)							(75)	91	(64)	(75)	100			
2 Nancy	2	:56 / 2	:55 / 2	:54 / 0	:46 / 0	:40 / 0	:52 / 1	:49 / 0	:55 / 2	:47 / 2	:55 / 0							92	91	(64)	92	91			
3 Maurice	1	:38 / 1	:35 / 0	:44 / 1	:44 / 2	:48 / 2	:32 / 1	:41 / 1	:38 / 2	:45 / 1	:44 / 1							88	95	100	(80)	88			
4 Julia	1	:55 / 1	:55 / 1	:57 / 0	:53 / 0	:39 / 1	:52 / 1	:59 / 0	:48 / 0	:56 / 2	:48 / 0							92	(59)	(80)	100	100			
5 Anthony		(1:12 / 2)	:52 / 1	:54 / 1	:53 / 1	:53 / 2	:50 / 0	:49 / 2	:32 / 1	:44 / 2	:50 / 0							100	95	96	100	95			
6 Nate		(1:07 / 3)	:55 / 2	:54 / 2	:55 / 2	:34 / 1	:52 / 2	:55 / 0	:40 / 0	:53 / 2	:56 / 2							100	95	96	100	88			
7 Elizabeth		:39 / 1	:36 / 0	:36 / 1	:31 / 1	:35 / 1	:34 / 1	:51 / 0	:35 / 0	:50 / 0	:39 / 0							(63)	100	(76)	92	(80)			
8 Barbara	NA		:53 / 0	(1:07 / 2)	:54 / 1	:45 / 1	:40 / 1	:50 / 1	:47 / 2	(1:02 / 4)	:59 / 1							(83)	91	(68)	92	(80)			
9 Landon	NA		:35 / 1	1:00 / 0	:56 / 1	moved		back	:50 / 1	:45 / 2	1:00 / 1							(79)	(86)	(76)	(81)	88			
10 Jorge								new	:32 / 0	:46 / 1	:50 / 0							96	95	96	100	91			
11 Stewart								new	:50 / 1	(1:03 / 4)	(1:14 / 4)							100	95	96	92	91			
12 Annie		(1:18 / 4)	(1:01 / 1)	1:00 / 0	:50 / 0	:50 / 1	:59 / 1											(75)	(82)	(52)	(81)	88			
Passing Criteria (errors)																		2	2	3	3	3	3	4	2
Students Passed/Total Tested																									
Percent of Group Passed																									