

2009 Resource Teachers: Literacy

This form is for all students who were on your roll during 2009, regardless of whether they received Direct Instruction (Individual or Small Group) or Indirect Support through supporting the teacher

Please complete this form for **EACH** student **ON YOUR ROLL** this year. This includes those you have worked directly with on an individual basis or as part of a small group (regular tutoring) or indirectly through supporting the teacher.

Please answer by ticking the appropriate box(es) for each question or by providing comment. Once you have completed each part of the Report as applicable, please forward to the Research Division of the Ministry of Education **by Thursday 24 December 2009**.

BACKGROUND INFORMATION

1. Which school is/was the student attending during the period of Direct Instruction/Indirect Support? *(If they have attended multiple schools, please indicate the MOST RECENT.)*

School Name _____ School No. (if known) _____

2. Initials of the student's classroom teacher : *(Please use a unique set of initials for each teacher in the same school. If the teacher changes over the period , or if you are working with more than one classroom teacher regarding this student , please tick the appropriate box and give the initials of each teacher below.)*

_____ ; _____ ; _____

3. Student's gender: Boy Girl Student initials:

4. Student's date of birth: _____ / _____ / _____

5a. Student's ethnic group. *(Note that this information is provided to the school on the student's school enrolment form. Tick as many as apply.)*

NZ Māori <input type="checkbox"/>	Southeast Asian..... <input type="checkbox"/>
Tokelauan..... <input type="checkbox"/>	Indian..... <input type="checkbox"/>
Fijian <input type="checkbox"/>	Chinese <input type="checkbox"/>
Niuean..... <input type="checkbox"/>	Other Asian <input type="checkbox"/>
Tongan..... <input type="checkbox"/>	Other (e.g. African, South American)..... <input type="checkbox"/>
Cook Island Māori..... <input type="checkbox"/>	Other European <input type="checkbox"/>
Samoaan <input type="checkbox"/>	NZ European/Pākehā <input type="checkbox"/>
Other Pacific Peoples <input type="checkbox"/>	

5b. Is English the student's first language?

Yes

No Please specify student's first language: _____

Note that **ESOL funded** students should not be on an RT:Lit roll for **Direct Instruction**.

6a. Has the student previously received Reading Recovery?

Yes

No

Don't know

} go to Q7a

6b. In what year did they complete or leave Reading Recovery? _____

6c. What was the student's Reading Recovery outcome?

Student completed programme successfully (*discontinued*)

Student did not receive a complete programme (*incomplete*)

Student was referred on from programme ('referred')

Programme outcome not known

TUITION/SUPPORT INFORMATION

7a. Please indicate the date of commencing Direct Instruction or Indirect Support : ____/____/____

7b. What was the student's age at commencement of Direct Instruction or Indirect Support?
(Please write the appropriate numbers in the boxes below.)

years months

8. Please indicate the literacy area(s) in which this student has received Direct Instruction or Indirect Support **WHILE ON THE RT:LIT ROLL** (Tick as many as apply.)

Reading (Processing) Reading (Comprehension)

Written Literacy Oral Language

PROGRAMME INFORMATION

9. Please indicate the type of instruction or support the student has received **WHILE ON THE RT:LIT ROLL**
(Tick as many as apply.)

Direct Instruction - individual (intensive specialised teaching) provided by the
 RT:Lit for the student for a specified period.....

Direct Instruction - small group (intensive specialised teaching) provided by
 the RT:Lit for the student for a specified period.....

Indirect Support through supporting the classroom teacher – specifically for
 the student or small group of students

Please complete Q10a to 10d as appropriate.

10. How many units of time were used to provide either:

- Direct Instruction to the student, or
- Indirect Support for the teacher about this student

from their first lesson of Direct Instruction or Indirect Support session, to their last in 2009?

*Both Direct Instruction and Indirect Support might relate to a group of students requiring the same/similar support: therefore record the number of units of time support was offered **for this group of students**. Do not count preparation time or travel time.*

*Report units of time for both Direct Instruction **and** Indirect Support where more than one type was offered while the student was on the roll:*

	10 mins or less	11-20 mins	21-30 mins	31-40 mins	40+ mins
10a. Direct Instruction: number of units of time:	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>

10b. Please indicate the number of school weeks
 Direct Instruction was provided for this student
 (excluding school holidays)

	10 mins or less	11-20 mins	21-30 mins	31-40 mins	40+ mins
10c. Indirect Support: number of units of time <i>(specifically about the student):</i>					
during teaching time.....	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
outside of teaching time.....	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>

10d. Please indicate the number of school weeks
 Indirect Support was provided for this student
 (excluding school holidays)

FINAL STATUS

11. Which of the following options best describes the student’s status at the time of their last lesson of Direct Instruction, or when Indirect Support ceased, or at the end of this year? *Please answer both Part a and Part b.*

a. Tick one option

- The student’s reading age band matches the student’s chronological age, plus/minus six months and instruction/support is no longer required
- The lower end of the student’s reading age band is six months to a year less than the student’s chronological age, and the student can continue learning in the classroom
- The lower end of the student’s reading age band is more than a year below the student’s chronological age

b. Tick one option

Student is likely to require further Direct Instruction or Indirect Support next year go to Q13

Student received an incomplete intervention

- because he/she moved out of the area serviced by RT:Lit.....
- for some other reason (please specify) _____

Student requires alternative specialist assistance and was/will be referred on.....

Please specify the type of specialist assistance _____

Student’s Direct Instruction/Indirect Support completed and student discharged from RT:Lit roll

Other eg GSE, RTLB (specify) _____

go to Q12a

12a. Date when Direct Instruction/Indirect Support ceased : Date _____ / _____ / _____

12b. What was the student’s age at the time Direct Instruction/Indirect Support ceased? *Please write the appropriate numbers in the boxes below.*

years

months

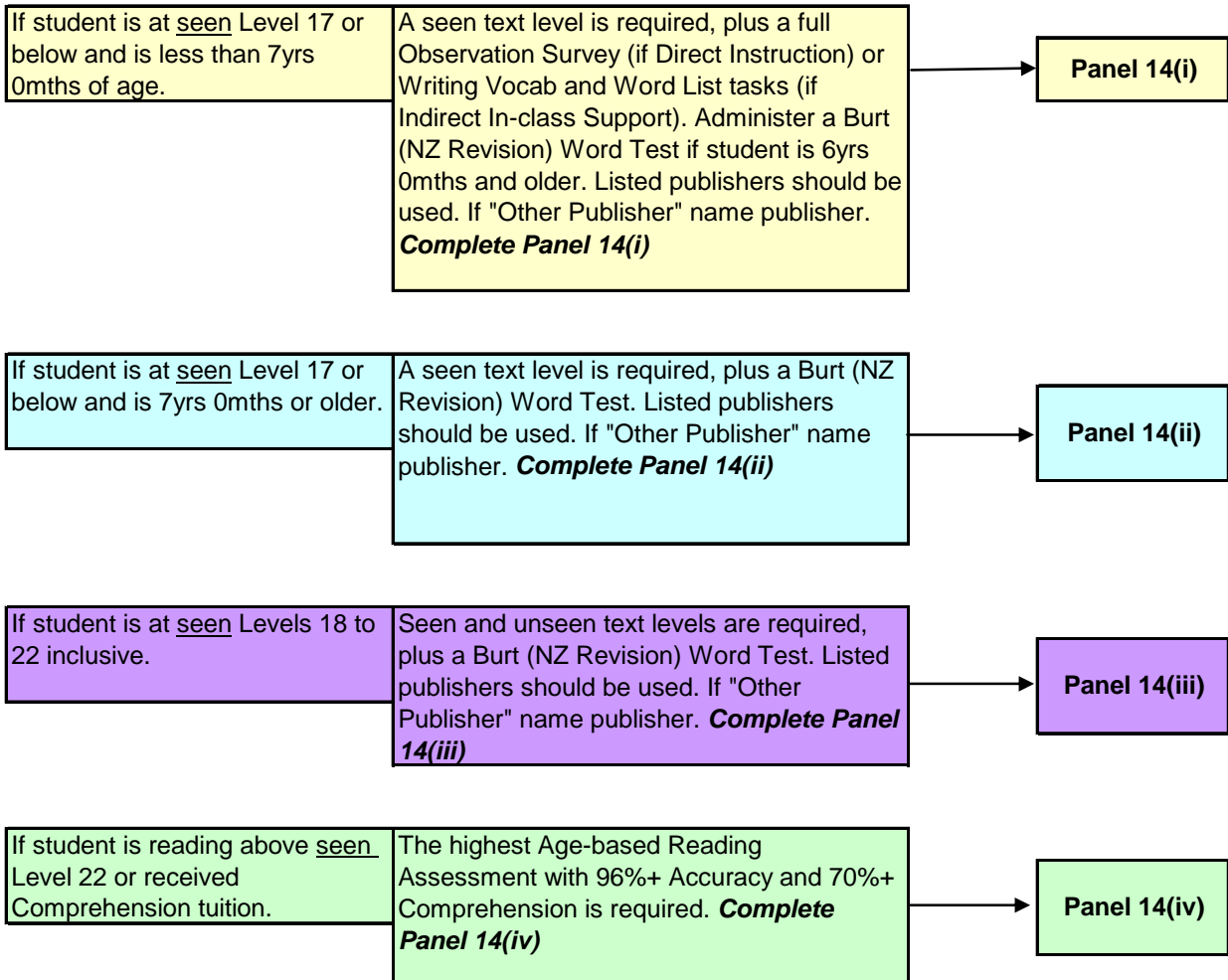
13. Has this student received Direct Instruction or Indirect Support for reading literacy (processing or comprehension) **WHILE ON THE RT:LIT ROLL ?**

Yes Please complete Q14 and Q15

No Please go to Q16

14. Please follow the directions below to record student's entry observation and assessment data. Please note that the tools listed are ones commonly used and do not indicate endorsement by the Ministry of Education.

Please indicate the **Instructional** reading level (Clay, 2002, p.55) of the student at the time of the **first** lesson. Use and identify the observation or relevant assessment tools from those listed for assessing the student's reading abilities. The tool to be used depends on age and/or achievement. **Complete one panel only.**



14. Please report the assessment information at the time of the student's first Direct Instruction lesson or Indirect Support session:

Seen Text Used		Seen Text Level	
PM Books		1	
Ready to Read		2	
R. Recovery Bk List		3	
Other:		4	
		5	
		6	
		7	
		8	
		9	
		10	
		11	
		12	
		13	
		14	
		15	
		16	
		17	

Clay Obs. Survey	
Score	Sta
C.A.P.	
Word Test*	
Letter Id.	
Writing Vocab*	
H & R Sounds	

Word Test	
R.Sc	EAB/Age
Burt	

* Assessment for Indirect Support

Panel 14 (i)

Seen Text Used		Seen Text Level	
PM Books		1	
Ready to Read		2	
R. Recovery Bk List		3	
Other Publisher:		4	
		5	
		6	
		7	
		8	
		9	
		10	
		11	
		12	
		13	
		14	
		15	
		16	
		17	

Word Test	
R.Sc	EAB/Age
Burt	

Panel 14 (ii)

Seen Text Used	Seen Text Level	Unseen Text Used	Unseen Text Levels
PM Books		PM Benchmark	eg. PM Benchmark, Ready to Read
Ready to Read		Ready to Read	Other*
R. Recovery Bk List		Probe	15
Other:		R.Recovery Bk List	16
		Other:	17
			18
			19
			20
			21
			22
			23
			24
			Other*

Word Test	
R.Sc	EAB/Age
Burt	

Panel 14(iii)

* State Level

Use this Panel for all students above seen Level 22 and for all students receiving Comprehension tuition.

Age-based Text Used	
Probe	
asTTle Reading	
Elley Noun Count	
Other:	

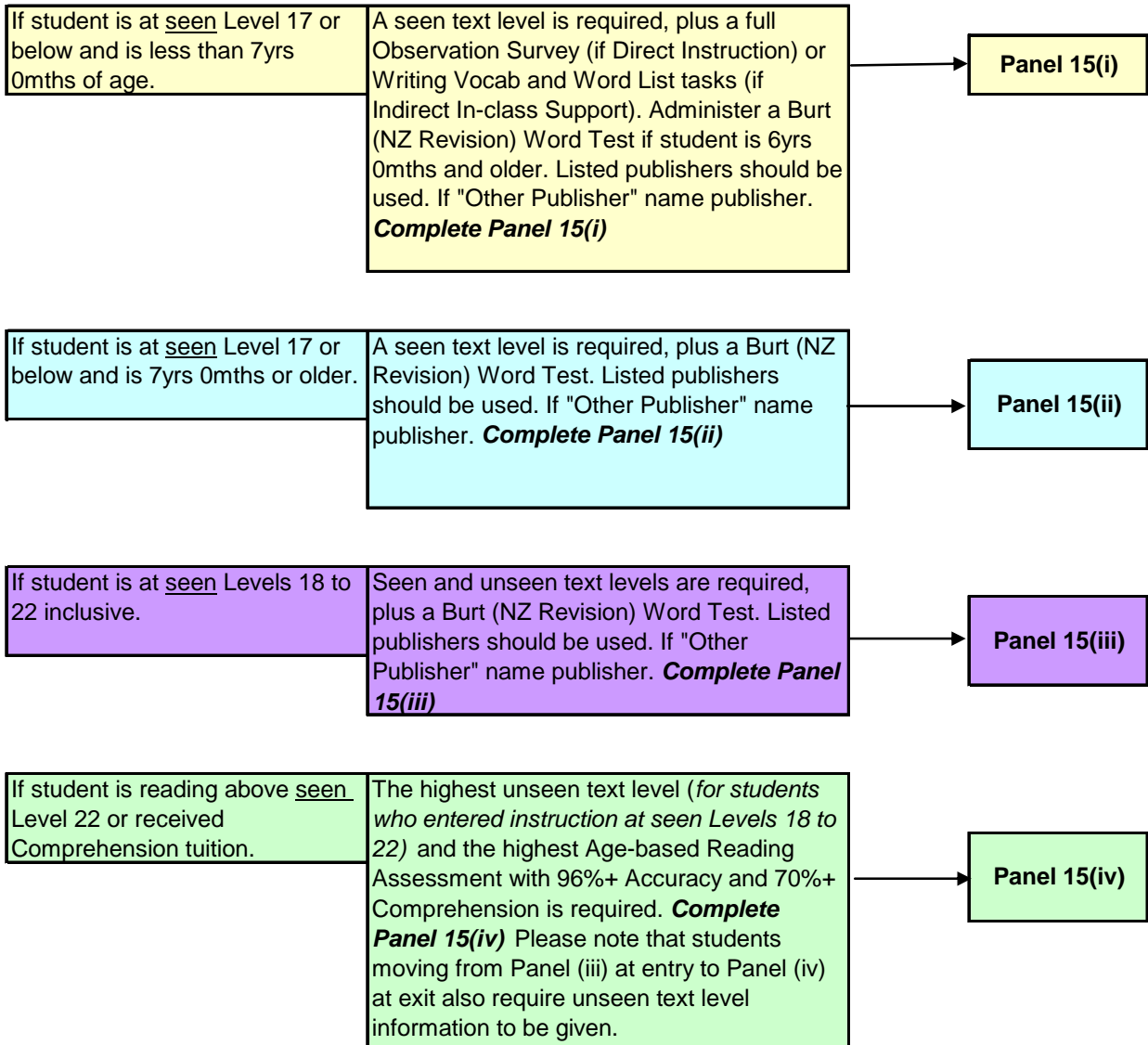
Age-based Reading Assessment	
5.0 - 6.0 yrs	
5.5 - 6.5 yrs	
6.0 - 7.0 yrs	
6.5 - 7.5 yrs	
7.0 - 8.0 yrs	
7.5 - 8.5 yrs	
8.0 - 9.0 yrs	
8.5 - 9.5 yrs	
9.0 - 10.0 yrs	
9.5 - 10.5 yrs	
10.0 - 11.0 yrs	
10.5 - 11.5 yrs	
11.0 - 12.0 yrs	
11.5 - 12.5 yrs	
12.0 - 13.0 yrs	
12.5 yrs Plus	

Assessment for Comprehension			
Test	Class	Raw Sc	Stanine
STAR			
PAT Comp.	} most recent		
PAT Vocab.			
asTTle			

Panel 14(iv)

15. Please follow the directions below to record student's observation and assessment data at the time of their last lesson in 2009.

Please indicate the **Instructional** reading level (Clay, 2002, p.55) of the student at the time of the **last** lesson. Use and identify the observation or relevant assessment tools from those listed for assessing the student's reading abilities. The tool to be used depends on age and/or achievement. **Complete one panel only.**



15. Please report the assessment information at the time of the student's last Direct Instruction lesson or Indirect Support session in 2009:

Seen Text Used		Seen Text Level	
PM Books		1	
Ready to Read		2	
R. Recovery Bk List		3	
Other:		4	
		5	
		6	
		7	
		8	
		9	
		10	
		11	
		12	
		13	
		14	
		15	
		16	
		17	

Clay Obs. Survey		
Score	Sta	
C.A.P.		
Word Test*		
Letter Id.		
Writing Vocab*		
H & R Sounds		

Word Test		
R.Sc	EAB/Age	
Burt		

* Assessment for Indirect Support

Panel 15(i)

Seen Text Used		Seen Text Level	
PM Books		1	
Ready to Read		2	
R. Recovery Bk List		3	
Other Publisher:		4	
		5	
		6	
		7	
		8	
		9	
		10	
		11	
		12	
		13	
		14	
		15	
		16	
		17	

Word Test		
R.Sc	EAB/Age	
Burt		

Panel 15(ii)

Seen Text Used		Seen Text Level		Unseen Text Used		Unseen Text Levels	
PM Books		18		PM Benchmark		eg. PM Benchmark, Ready to Read	
Ready to Read		19		Ready to Read		Other*	
R. Recovery Bk List		20		Probe		15	
Other:				R.Recovery Bk List		16	
				Other:		17	
						18	
						19	
						20	
						21	
						22	
						23	
						24	
						Other*	

Word Test		
R.Sc	EAB/Age	
Burt		

Panel 15(iii) * State Level

Use this Panel for all students above seen Level 22 and for all students receiving Comprehension tuition.

Unseen Text Levels	
eg. PM Benchmark, Ready to Read	
23	
24	
25	
26	

Age-based Text Used	
Probe	
asTTle Reading	
Elley Noun Count	
Other:	

Age-based Reading Assessment	
5.0 - 6.0 yrs	
5.5 - 6.5 yrs	
6.0 - 7.0 yrs	
6.5 - 7.5 yrs	
7.0 - 8.0 yrs	
7.5 - 8.5 yrs	
8.0 - 9.0 yrs	
8.5 - 9.5 yrs	
9.0 - 10.0 yrs	
9.5 - 10.5 yrs	
10.0 - 11.0 yrs	
10.5 - 11.5 yrs	
11.0 - 12.0 yrs	
11.5 - 12.5 yrs	
12.0 - 13.0 yrs	
12.5 yrs Plus	

Assessment for Comprehension			
Test	Class	Raw Sc	Stanine
STAR			
PAT Comp.	} most recent		
PAT Vocab.			
asTTle			

Word Test		
R.Sc	EAB/Age	
Burt		

Panel 15(iv)

For students *who entered* instruction at seen Levels 18 to 22 inclusive.

16. Has this student received Direct Instruction or Indirect Support for written literacy or oral language literacy WHILE ON THE RT:LIT ROLL ?

Yes Please go to Q 17a

No Thank you for completing this report

17a. Please indicate, as appropriate, the tools used for assessing students supported in written literacy or oral language (*tick as many as apply*). Include entry, and end of year or exit scores and stanines if Clay is used, and Curriculum Levels if asTTle Writing or National Writing Exemplars are used.

		Entry		End of year/Exit	
		Score	Stanine*	Score	Stanine*
Written literacy	Clay Writing Vocab <input type="checkbox"/>				
	Clay Hearing and Recording Sounds in Words (HRSW) ... <input type="checkbox"/>				
	asTTle Writing <input type="checkbox"/>	Curriculum Level	<input type="checkbox"/>	Curriculum Level	<input type="checkbox"/>
	National Writing Exemplars..... <input type="checkbox"/>	Curriculum Level	<input type="checkbox"/>	Curriculum Level	<input type="checkbox"/>
	Spellwrite Essential Lists <input type="checkbox"/>	* N/A for students over 7yrs of age.			
	Other (specify) _____ <input type="checkbox"/>				
Oral language	Specify tool _____ <input type="checkbox"/>				

17b. Please add any comment that will assist us in the future to more accurately record change in achievement for students supported by RT:Lits in written literacy or oral language literacy learning:

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Thank you for completing this report. When you have completed both parts of your annual report please forward to: Freepost Authority Number 155998, RT:Lit Report 2009, Research Division, Ministry of Education, P.O. Box 1666, Wellington, by Thursday 24 December 2009.