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## Sample Reports Analysis and Intervention Plan

Developing an effective intervention plan requires careful analysis of report data in two key reports: the Course Report and Grouping by Areas of Difficulty Report.

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sample Reader's Workshop report with analysis

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sample Reader's Workshop report with analysis

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plan for intervention derived from information in sample reports

## Analyzing the Course Report



### [Course Report For Lisa Sung from the Reader's Workshop Reports Guide](#)

*NOTE: The PDF above is for your reference in material discussed below. It will open in a new window and is printable.*

The sample Reader's Workshop Course Report for Lisa Sung includes a Report Header and three sections within the body of the report: Summary, Recent Performance by Strand, and Areas of Difficulty. For a more detailed description of each part of the report, see the [Reader's Workshop Reports Guide](#).

### Reading the Report

The **Report Header** shows that the report was run on November 22, 1999. Lisa entered the course at the beginning level (2.80) and was placed at level 3.33 by the system when initial placement motion (IPM) ended. She was assigned 20-minute sessions. The Registration Date shows that Lisa was added to the management system on August 25, 1999.

The **Summary** section indicates that Lisa is performing well overall and is showing recent improvement. Her Cumulative Percentage Correct of 73% is acceptable performance, and her Recent Percentage Correct of 76% shows that she is improving. Her number of Help uses, time-outs, and Glossary accesses indicate appropriate use of course resources.

The **Recent Performance by Strand** section shows Lisa's performance by strand on the last 30 exercises. The data indicates that Lisa has recently had difficulty with the Reference Skills (60%) strand. Her recent performance for all other strands (70% to 93%) is acceptable.

The **Areas of Difficulty** section provides details for up to three objectives for which Lisa has answered a majority of recent exercises incorrectly. Lisa has three skills listed: two skills in the Passage Comprehension strand (Analyze characters based on their speech or actions, and Identify main idea) and one skill in the Interpretive Comprehension strand (Distinguish between fact and opinion).

## Conclusions

Though Lisa's overall performance is good, she does need assistance in some areas in order to maintain her current success. Her teacher needs to monitor her performance in the Reference Skills strand and provide intervention, as needed, for the skills Lisa is finding difficulty. She needs immediate help with the three specific skills listed in the Areas of Difficulty section of the report.

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## Analyzing the Grouping by Areas of Difficulty Report



### [Grouping by Areas of Difficulty Report from the Reader's Workshop Reports Guide](#)

*NOTE: The PDF above is for your reference in material discussed below. It will open in a new window and is printable.*

The area at the top of the report shows the date the report was run and the course name. The body of the report shows the strand, skill ID, skill description, the names of the students who are experiencing difficulty with the skill, each student's current level in the strand, and the assigned course.

## Reading the Report

The purpose of the report is to identify skills that are difficult for a group of students so that students can be grouped for appropriate instruction. The report shows that for each of Lisa's problem skills there is another student also experiencing difficulty: Keith Roberson (Distinguish between fact and opinion), Sean Godfrey (Analyze characters based on their speech or actions), and Alexa James (Identify main ideas).

The report also shows that there are two objectives with which three students are having difficulty: Identify word meanings and Use vocabulary in context.

## Conclusions

Three skills have two students listed as having difficulty, and two skills have three students listed. The teacher needs to decide which skills to address and then group students together who have the same skill needs.

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## Intervention Plan

Monitor Lisa's performance in the Reference Skills strand during the next few weeks. If Lisa continues to experience difficulty, use the Teacher's Handbook for Reader's Workshop to identify the specific skills addressed at Lisa's level of the course. Provide direct instruction in the skills and additional practice using worksheets and a research project that Lisa selects.

To address each of Lisa's areas of difficulty, pair her with Keith Roberson (Distinguish between fact and opinion), Sean Godfrey (Analyze characters based on speech or actions), and Alexa James (Identify main ideas), and provide direct instruction in each skill. Look for opportunities during whole class literature discussions to test Lisa's understanding of each skill. Follow-up with additional instruction and practice as needed.

In addition, enroll Lisa in Level 3 of Reading Adventures, a literature-based reading comprehension course. Use the Custom SM Course Editor in Results Manager to create a custom course, with these sections active: Enhanced Passage, A Closer Look, and Learn a Strategy. This will give Lisa additional practice in the problem skills within the context of authentic literature.

To help the three students experiencing difficulties with the two Word Meaning skills, group the students for direct instruction, and provide practice in the skill, using [Reader's Workshop Worksheets](#).

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