

SUMMARY OF PROGRESS AT THE END OF THE LESSON SERIES AND RECOMMENDATIONS (Canada)

Name: _____ Date of Birth (mm/dd/yyyy): _____ Date (mm/dd/yyyy): _____

School: _____ Intervention: (Choose one) **RR** **IPLÉ** **LL**

RR/IPLÉ/LL Teacher Name: _____ Refer to Clay (2016) *Literacy Lessons Designed for Individuals, 2nd Edition*, p. 190-191, Chapter 7

1. Setting: (Same/new class, text level, engagement in reading & writing activities, classroom teacher's comments, transition to classroom preparation, etc.)

2. Classroom Learning Strengths: (learning from own efforts, ways of participating in classroom activities with independence, etc.)

3. Reading Processing Strengths: (texts, words, letters; e.g. Clay (2017) *An Observation Survey* pp.133-135 & Clay (2016) *LLDFI* pp. 45-47)

4. Writing Processing Strengths: (texts, words, letters; e.g. Clay (2017) *An Observation Survey* pp.133-135 & Clay (2016) *LLDFI* pp. 45-47)

5. Comments on Improvements Since Entry: (notable changes in literacy processing, learning behaviors, identity as a reader/ writer/ speaker)

6. Recommendations for the child's continued progress: (classroom instruction/ designing lessons in reading and writing/ further assessment/ additional support)