



Summary Student Record Form

Student: _____ Date of Birth: _____ Date: _____

TTS Administrator: _____ Date of most recent DAR testing: _____ Circle Form: A B

Date(s) of TTS: _____

Note if and when a strategy was used with the student. (Circle the DAR level used.) In the spaces, summarize the strengths and continuing instructional needs observed in each area.

Phonological Awareness

Rhyming Words _____ Hearing and Making Rhymes _____ Using Pictures in Hearing Rhymes

Segmenting Words _____ Identifying and Counting Word Parts

Hearing Initial Consonant Sounds _____ Recognizing Initial Consonant Sounds

Hearing Final Consonant Sounds _____ Recognizing Final Consonant Sounds

Auditory Blending _____ Blending

Student's strengths:

Student's instructional needs:

Letters and Sounds

Naming Capital and Lowercase Letters _____ Using Key Words _____ Tracing and Writing Letters

Matching Letters _____ Letter Matching

Matching Words _____ Word Matching

Writing Words _____ Word Family Approach

Student's strengths:

Student's instructional needs:

Word Recognition

DAR Level 0 _____ Visual Approach

DAR Level 1-1 1-2 2 3 4 _____ Repeated Reading of Words

Student's strengths:

Student's instructional needs:

Word Analysis

In the boxes below, briefly note areas of difficulty and strength. Note those areas to be included in the planning of instruction for immediate needs.

Consonant Sounds	___ Key Words and Pictures	___ Word Families
Consonant Blends	___ Using Consonant Blends	
Short Vowel Sounds	___ Key Words and Pictures	___ Phonic Blending ___ Writing Words and Sentences
Rule of Silent <i>E</i>	___ Rule of Silent <i>E</i>	
Vowel Digraphs	___ Vowel Digraphs	
Diphthongs	___ Diphthongs	
Vowels with R	___ Vowels with <i>R</i>	
Dividing Words	___ Reading Compound Words	___ Dividing Words Into Parts
Two-Syllable Words	___ Recognizing Syllable Types	___ Using Rules for Syllabication
Polysyllabic Words	___ Analyzing Word Parts	___ Recognizing Affixes

Note if and when a strategy was used with the student. (Circle the DAR level used.) In the spaces, summarize the strengths and continuing instructional needs observed in each area.

Oral Reading Accuracy

DAR Level 0 1-1 1-2 2 3 ___ Teacher I.D. of Difficult Words ___ Student I.D. of Difficult Words
4 5 6 7 8 9/10

Student's strengths:

Student's instructional needs:

Oral Reading Fluency

DAR Level 0 1-1 1-2 2 3 ___ Modeling ___ Repeated Reading
4 5 6 7 8 9/10

Student's strengths:

Student's instructional needs:

Silent Reading Comprehension

DAR Level 0 1-2 2 ___ Listening Comprehension
DAR Level 3 4 5 6 ___ Active Engagement with Text ___ Generating Main Idea Questions
DAR Level 7 8 9/10 ___ Comprehension Monitoring ___ Summarizing

Student's strengths:

Student's instructional needs:

Spelling

DAR Level 0 1-1 1-2 2 3 ___ Visualizing Words ___ Copying Words

DAR Level 4 5 6 7 8 9/10 ___ Visualizing Words ___ Error Analysis

Student's strengths:

Student's instructional needs:

Word Meaning

DAR Levels 0-2 ___ Picture Cues ___ Story Context

DAR Levels 3-6 ___ Word Meaning Instruction ___ Word Parts Instruction ___ Semantic Clue Instruction

DAR Levels 7-9/10 ___ Ways to Learn Word Meanings

Student's strengths:

Student's instructional needs:

Areas of immediate need:

Focus for instruction: