

## Fast ForWord Criteria – Student Selection Process (2009-2010)

The selection process is important to the success of the student and the implementation of the Fast ForWord program. The following is a set of guidelines to assist your school team when creating groups. A working sheet is provided for your use.

### Note:

- Assessments: see guidelines (\*identifies 'must have')
- Students listed in Profile 1 may be identified as having most of the criteria listed.
- Schools and the district advisory committee may work together to refine priorities.

Student Profile - Group 1	Student Profile - Group 2	Student Profile - Group 3
<input type="checkbox"/> Auditory Processing Disorder (APD)		
<input type="checkbox"/> 2 years or more below reading grade level (as assessed by W-J) [significant delay]	<input type="checkbox"/> May include 1.5 - 2 years below reading grade level (as assessed)	<input type="checkbox"/> May include 1 year below reading grade level (as assessed)
<input type="checkbox"/> Diagnosed learning disability in reading <ul style="list-style-type: none"> <li>o May have difficulty associating letters with sounds</li> </ul>		
<input type="checkbox"/> May speak in simple, short sentences or incomplete sentences		
<input type="checkbox"/> Does not have a hearing loss		
<input type="checkbox"/> Consistent attendance	<input type="checkbox"/> Consistent attendance	<input type="checkbox"/> Consistent attendance
<input type="checkbox"/> No ESL Level 0, 1	<input type="checkbox"/> May include ESL 2 to 4	<input type="checkbox"/> May include ESL 2 to 4
<p>Assessments:</p> <p>Completed assessments (confidential file) within the last 2 years. Should have the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> * Woodcock-Johnson (Form A/B)               <ul style="list-style-type: none"> <li>o (Letter-Word Identification; Word Attack; Passage Comprehension)</li> </ul> </li> </ul> <p>Supporting assessments may also include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Q.R.I.-4 Informal Reading Inventory (or other reading inventory)               <ul style="list-style-type: none"> <li>o (Comprehension only)</li> </ul> </li> <li><input type="checkbox"/> TAPS-3               <ul style="list-style-type: none"> <li>o (Word Discrimination; Phonological Blending; Phonological Segmentation)</li> </ul> </li> <li><input type="checkbox"/> WISC-IV               <ul style="list-style-type: none"> <li>o (Digit Span; Symbol Search; Similarities)</li> </ul> </li> </ul>	<p>Assessments:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> * Woodcock-Johnson (Form A/B)               <ul style="list-style-type: none"> <li>o (Letter-Word Identification; Word Attack; Passage Comprehension)</li> </ul> </li> </ul> <p>Supporting assessments may also include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Q.R.I.-4 Informal Reading Inventory (or other reading inventory)               <ul style="list-style-type: none"> <li>o (Comprehension only)</li> </ul> </li> <li><input type="checkbox"/> TAPS-3               <ul style="list-style-type: none"> <li>o (Word Discrimination; Phonological Blending; Phonological Segmentation)</li> </ul> </li> <li><input type="checkbox"/> WISC-IV               <ul style="list-style-type: none"> <li>o (Digit Span; Symbol Search; Similarities)</li> </ul> </li> </ul>	<p>Assessments may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Q.R.I.-4 Informal Reading Inventory (or other reading inventory)               <ul style="list-style-type: none"> <li>o (Comprehension only)</li> </ul> </li> <li><input type="checkbox"/> Other: _____</li> </ul>

# Student Selection – Fast ForWord

**Definitions:**

**Auditory Processing Disorder (APD):** difficulty in the way auditory information is processed in the brain. It is not a sensory hearing impairment; individuals with APD usually have normal peripheral hearing ability.

**Woodcock-Johnson standardized achievement (W-J):** tests of achievement provide information on the participant’s current level of academic skills. Form A/B can be used as pre/post.

**Test of Auditory Processing Skills, Third Edition (TAPS-3):** standardized test of auditory skills measures what a person does with what is heard.

**Wechsler Intelligence Scale for Children (WISC-IV):** standardized test of cognitive abilities (intelligence).

Group 1		Group 2		Group 3	
Student	Gr.	Student	Gr.	Student	Gr.

