

## Guide Sheet for Student Selection for Reading Recovery

1. Record students' Observation Survey scores for each task. The raw score goes in the first column for each task and the stanine goes in the shaded column.
2. Highlight all stanines 1 and 2 for every task. In An Observation Survey of Early Literacy Achievement, referring to stanines on page 121, Clay says, "*The child with 0-2 scores is unlikely to be able to 'catch up' without immediate, intensive expert teaching.*"
3. Count the number of highlighted stanines for each child and put that number in the last column, # of low scores.
4. The child(ren) with the most highlighted stanines will be the first child(ren) selected. Continue in the same manner until enough children have been selected to fill all of the teaching slots.
5. When selecting for the last slot(s), if you have too many students with the same number of highlighted scores, record their scores on another sheet.
  - a. This time highlight the lowest stanine for each task. If more than one child has the same low stanine, highlight it for each of them. Again, total the number of highlighted stanines for each child and choose the child with the most highlighted stanines.
  - b. Continue this process until all slots are filled.
  - c. If students continue to tie, raw scores, teacher recommendations, processing observed during OS, and other relevant data may need to be considered.
6. If there is more than one Reading Recovery teacher in the building, one teacher will be given the child with the most highlighted scores, the next teacher gets the child with the next highlighted number of highlighted scores and so on. This is so there is a fairly equitable distribution of students amongst the teachers.