

The 45-Minute Reading Data Chat

A protocol for the meeting after each benchmark window, so screener data turns into groups and next steps the same week.

Before the meeting

- Pull screener results by class, with the composite and every subtest.
- Flag students who moved up or down a tier since the last window.
- Bring diagnostic results (a phonics survey, for example) for students below benchmark.
- Share one sheet per class so the team looks at the same thing.

Ground rules

- Talk about skills, not labels. "Blending is behind," not "she's low."
- Every concern ends with an action and a date.
- Growth counts. A student far below benchmark rarely closes the gap in one window.

The agenda

Time	Step	Guiding questions
5 min	Celebrate	Who moved up a tier? What were we doing for those students?
10 min	Find the pattern	Which subskill is lowest across the grade? If many students share it, it is a whole-class (Tier 1) issue. If a few do, it is a group issue.
15 min	Students at risk	For each student: which subskill is behind? Has it grown since the last window? Is growth steady, slowing or stalled? Who is on the cusp and could move with a small push?
10 min	Regroup	Match each group to one skill gap (see the table on page 2). Who teaches each group, when, and for how long?
5 min	Commit	Who does what, starting when? When do we check progress next? Which families need a call?

Read the subtests, not just the composite

Two students with the same composite can need very different help. A student who reads nonsense words sound by sound but rarely blends them into whole words needs blending practice, not more letter-sound review. On Acadience Nonsense Word Fluency, that shows up as a solid Correct Letter Sounds score with a low Whole Words Read score.

Match the need to the support

If the gap is	What it looks like	What usually helps	How to check it
Phonemic awareness	Trouble blending or segmenting spoken sounds.	Brief daily oral blending and segmenting, moving to letters quickly.	Phoneme segmentation every 2 to 3 weeks.
Decoding accuracy	Misreads words, guesses from the first letter, skips vowels.	Targeted phonics from your scope and sequence, word chains, decodable text.	Nonsense word reading and a phonics survey.
Fluency	Reads accurately but slowly or word by word.	Repeated and partner reading, phrase-cued text, modeled reading.	Oral reading fluency: words correct per minute and accuracy.
Comprehension	Reads fluently but cannot retell or answer questions.	Vocabulary and background knowledge, retell and summary routines, text-based talk.	A comprehension measure such as Maze or retell.

Is it enough progress?

- Is the student moving toward benchmark?
- Are skills developing in order, or are there big gaps?
- After 6 to 8 weeks of consistent, well-matched support with little growth, change something: time, group size, intensity or approach.
- If that change doesn't help either, bring the student to your intervention team (I&RS or MTSS) with the progress data.

A common rhythm

- **Benchmark:** beginning, middle and end of year for every student.
- **Tier 2:** progress monitoring every 2 to 3 weeks.
- **Tier 3:** progress monitoring every 1 to 2 weeks.
- **Team check-in:** every 4 to 6 weeks between windows.

Group planning sheet

Student	Tier now	Last tier	Lowest subskill	Group and skill	Next check

Same data, same day, same plan. That's the whole trick.