



PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education  
Department of Public Instruction



# Wilson Reading System Fidelity Observation Form

**SCHOOL DISTRICT:**

\_\_\_\_\_

**SCHOOL NAME:**

\_\_\_\_\_

**TEACHER'S NAME (LAST):**

\_\_\_\_\_

**TEACHER'S NAME (FIRST):**

\_\_\_\_\_

**Is this the first school year that the teacher has implemented the instructional model?**

Yes

No

**OBSERVER:**

\_\_\_\_\_

**OBSERVER E-mail:**

\_\_\_\_\_

**Has the observer established inter-rater reliability with someone trained in this program?**

Yes

No

**DATE OF OBSERVATION:**

**START TIME:**

\_\_\_\_\_

**END TIME:**

\_\_\_\_\_

**SUBSTEP:**

\_\_\_\_\_

**LESSON Number:**

\_\_\_\_\_

**NUMBER OF STUDENTS OBSERVED:**

\_\_\_\_\_

**GRADE LEVEL(S) OF STUDENTS OBSERVED:**

\_\_\_\_\_

**LESSON:**

Group

One-On-One

**BLOCKS OBSERVED(select all that apply):**

One

Two

Three

**NUMBER OF LESSONS TAUGHT TO DATE THIS SCHOOL YEAR:**

\_\_\_\_\_

**Read the following statements and use the rating scale below to best describe your observation of the IMPLEMENTATION of each instructional skill. The observation should last through the entire reading lesson. Space is provided at the end of this form for comments. SCALE Rating 0 = Skill not demonstrated Rating 1 = Improperly Implemented Rating 2 = Somewhat Properly Implemented Rating 3 = Appropriately Implemented Leave the rating BLANK if the skill was NOT APPLICABLE to the**

**DECODING (Block 1)**

	Rating
1. Teacher uses sound cards during the quick drill.	_____
2. Teacher teaches/reviews concepts using sound/symbol/suffix cards.	_____
3. Student reads word cards (real/nonsense).	_____
4. Sound tapping and/or syllable scooping is used with word cards as needed.	_____
5. Student reads word lists (real/nonsense).	_____
6. Student reads silently before reading orally.	_____
7. Scooping, modeling, and/or rereading is used during sentence reading as needed.	_____
8. The Decoding step of the lesson is completed in about 20 -25 minutes.	_____

## SPELLING (Block 2)

Rating

9. Teacher conducts a quick drill in reverse exercise.  
Student repeats sounds and points to or writes the correct letter.
10. Teacher teaches/reviews concepts for spelling.
11. Appropriate strategies are used (e.g. sound tapping is used for segmentation with spelling -required for steps 1 and 2; syllable frames are used for multisyllabic words).
12. Teacher delivers instruction at a brisk pace.(at least 10-12 responses from students per minute)
13. Teacher conducts dictation of sounds properly.
14. Teacher conducts dictation of real words properly.
15. Teacher conducts dictation of nonsense words properly.
16. Teacher conducts dictation of sight words properly.
17. Teacher conducts dictation of sentences with proofreading properly.
18. Teacher asks student questions to guide student in correcting any errors.
19. The spelling step of the lesson is completed in about 20 – 25 minutes.

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## CONTROLLED PASSAGE READING (Student) – only 1 of these would be demonstrated in a lesson; Part 9 or 10, but not both usually (Block 3, part 9)

Rating

20. Teacher discusses title, builds background knowledge and previews vocabulary.
21. Student reads passage silently.
22. Student processes the story, replaying what has been visualized and then retells the story in detail.
23. Scooping, modeling of fluent reading or rereading is used.
24. The passage reading step of the lesson is completed in about 15-30 minutes.

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## NON-CONTROLLED PASSAGE READING (Teacher) (Block 3, part 10)

Rating

25. Teacher discusses title and builds background knowledge.
26. Teacher reads enriched text aloud discussing vocabulary, modeling thinking aloud, and building visualization through sketches. Student is engaged in the process with the teacher.
27. Student processes and retells the story using sketches as needed.
28. The passage reading step of the lesson is completed in about 15-30 minutes.

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## INSTRUCTIONAL TECHNIQUES

Rating

29. Teacher uses error correction throughout the lesson.
30. Teacher uses questioning techniques appropriately.
31. Teacher weaves in concepts appropriately.
32. Language concepts are taught using correct terminology.

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**LESSON PLANS/DATA COLLECTION**

	Rating
33. Lesson plans are evident during review of teacher folder.	_____
34. Student's progress is appropriately charted and maintained in the student or teacher notebook.	_____
35. End of Step Post testing data is evident in teacher notebook.	_____
36. Student notebook is in use during the lesson and is up-to-date.	_____

**Please rate using the following scale: Not At All (0) Needs Improvement (1) Satisfactory (2) Outstanding (3)**

	Rating
The time allocated for the lesson was sufficient.	_____
The teacher covered an appropriate amount of material for the time allocated.	_____
The delivery of the lesson was paced to students' needs.	_____

**COMMENTS:**

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**TOTAL NUMBER OF BLANK RATINGS:**

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