**Decision-making rubric**—to be implemented at least every 6 weeks

Three questions to guide discussion on data at problem solving team meetings:

1) What is the student’s goal? Current level?
2) What decision-making rule are we using (4-point; Trend; rubric)? Can we apply that now?
3) If a change needs to be made, what do we do?

**FIRST**, to make a decision on movement/non-movement between tiers, the following rubric should be applied:

<table>
<thead>
<tr>
<th>Student should move to a more intensive tier</th>
<th>Student should stay in a tier and an instructional change should be made</th>
<th>Student should stay in a tier with no changes</th>
<th>Student should be moved to a less intensive tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend of data or last 4 consecutive data points are below the goal line for the past 6 weeks, and when the student was checked 6 weeks prior</td>
<td>Trend of data or last 4 consecutive data points are below the goal line for the past 6 weeks</td>
<td>Trend of data or last 4 consecutive data points are even with the goal line</td>
<td>Trend of data or last 4 consecutive data points are above the goal line</td>
</tr>
<tr>
<td>Classroom work samples and assessment data indicate that the student is not making progress in the current curriculum, even after a change has been made</td>
<td>Classroom work samples and assessment data indicate that the student is making progress, but not at the expected rate</td>
<td>Classroom work samples and assessment data indicate that the student is adequate or expected progress</td>
<td>Classroom work samples and assessment data indicate that the student is making excellent progress and it does not appear that the intervention may be needed</td>
</tr>
<tr>
<td>Inappropriate classroom behaviors are escalating</td>
<td>Frustration is evident, although this has not yet manifested in inappropriate classroom behaviors</td>
<td>Classroom behavior is status quo or has improved</td>
<td>Classroom behavior has improved and frustration is less evident</td>
</tr>
<tr>
<td>Other?</td>
<td>Other?</td>
<td>Other?</td>
<td>Other?</td>
</tr>
</tbody>
</table>
SECOND, if a change needs to be made, the team questions:

1. Has the instruction/intervention been as intense as it could be?
   a. T/S ratio, curriculum used, time engaged

2. Has the instruction/intervention been delivered with fidelity?
   a. Implementation reports are provided by the teacher or someone has observed implementation

3. Is the instruction/intervention evidence-based?
   a. References are provided or someone has checked on this

4. Has the duration of the instruction been lengthy enough?
   a. Does the team feel that lack of results is due to not having the intervention in place long enough?
Treatment fidelity self-monitoring—to be completed (circle one):

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Bi-monthly</th>
<th>Monthly</th>
</tr>
</thead>
</table>

Topic: Comprehension strategies

The following comprehension strategy is being implemented at this time (i.e. prediction, summarization, brainstorming, etc.): ________________________________

Place a check next to each step as you complete it for a given lesson.

_____ Provide an objective for the lesson in concrete and measurable terms.

_____ Provide students a rationale for the strategy that you will be teaching them.

_____ Introduce the strategy through modeling.

_____ Use the strategy with the students on a short piece of text (guided practice)

_____ Have the students repeat back the steps in the strategy

_____ Have students work independently or in pairs to implement the strategy as they read some text

_____ Teach for generalization

_____ Teach for maintenance

On a scale from 1-10, I implemented the lesson with this degree of fidelity (defined as implementing the lesson utilizing the given steps or sequence):

1 2 3 4 5 6 7 8 9 10

Low fidelity                      High fidelity
Criterion-referenced assessment—phonemic awareness

Subject and how often the assessment should be administered: Phoneme isolation—Orally telling the ending phoneme in CVC words from a 20-item sight word list. Administer three times per week until criteria is met.

Objective—Three times per week, when a CVC word from a sight word list is read aloud, the student will say the ending phoneme with 90% accuracy. The student reaches criteria when he/she has read a list with 90% accuracy, three times consecutively.

Directions—Specific directions that the administrator would say to the student(s) and at least one example—“When I say a word, I want you to say the sound that you hear at the end of the word. So if I said the word “cat” you would say /t/. Let’s try one. Dog. (The student should say /g/. If the student says anything else, say “the ending sound in the word dog is /g/. What sound does dog end with? Good. Dog ends with /g/.”) “Now I will say some words. Each time I say a word, tell me the ending sound in the word. Any questions?” Administer each word. After the first word, if the student does not respond after 3 seconds, prompt the student to “tell me the sound you hear at the end.” For each word thereafter, if the student does not respond after 3 seconds, administer the next word.

Items to be administered—Please see attached page for one example. At least 6 alternate forms should be created.

Scoring and interpretation—Count each of the underlined phonemes and record the total number correct (out of 20) and the percentage correct. On a chart, keep track of the student’s daily percentage. When the student achieves 90% accuracy, three consecutive times, the student has reached mastery.
Directions. When I say a word, I want you to say the sound that you hear at the end of the word. So if I said the word “cat” you would say /t/. Let’s try one. Dog. (The student should say /g/. If the student says anything else, say “the ending sound in the word dog is /g/. What sound does dog end with? Good. Dog ends with /g/.”) “Now I will say some words. Each time I say a word, tell me the ending sound in the word. Any questions?” Administer each word. After the first word, if the student does not respond after 3 seconds, prompt the student to “tell me the sound you hear at the end.” For each word thereafter, if the student does not respond after 3 seconds, administer the next word.

For each word, underline the final phoneme if the student says it correctly. Put a slash through the phoneme if the student says it incorrectly.

1. get 11. man
2. did 12. all
3. but 13. pup
4. had 14. sun
5. pig 15. cow
6. cup 16. mom
7. can 17. and
8. let 18. off
9. ask 19. old
10. big 20. own
Criterion-referenced assessment, reading comprehension

**Reading skill:** Literal level comprehension of narrative text, administered two times per week

**Objective:** Two times per week, (student) will read aloud a passage at his/her instructional level from a story or text that the student is using in class and will orally answer the following literal level questions with 80% accuracy (4 out of 5 correct). When the student can correctly answer these questions about the passage at 80% accuracy for 10 consecutive days, the criteria is met.

**Directions:** Use the book that the student is currently reading. Pick a passage of 200-300 words to read aloud. Say to the student “I’d like you to read this story (or part of the story) out loud to me. Take your time and do your best reading. When you get done reading, I’ll ask you to answer some questions about what you read. For example, I might ask you to tell me some details about the story, like what time of day or year it took place.”

**Items to be administered: Literal Questions**

Who was/were the main character(s)?

Where did the story take place?

When did the story take place?

What was the problem that needed to be solved?

How was the problem solved?

**Scoring:**

If the student incorrectly answers the question, put a check mark by that question. Divide the number of incorrect answers by the number of correct answers to get the students’ percentage. Graph the percentage of questions each day, marking the date and the percentage.
Criterion-referenced assessment—Vocabulary

Subject and how often the assessment should be administered: Synonyms—choosing a synonym for a word from three word choices. Administer two times per week until criteria is met.

Objective—Two times per week, when given a list of 10 words, the student will correctly choose the synonym for the word given 3 choices. The student reaches criteria when he/she has correctly chosen the synonym for 9 out of 10 words, on alternate forms given on three consecutive days.

Directions—Specific directions that the administrator would say to the student(s) and at least one example—“Here is a list of words. I want you to go down the list and circle the word that is a synonym for, or means the same as, the word in bold. Start with number 1 and continue through 10. Any questions?” If the student does not begin the task immediately, prompt the student, “circle the word that is a synonym for, or means the same as, the word in bold.

Items to be administered---Please see attached page for one example. Words in bold are chosen from the Fry Instant Word List, Third Hundred most common words in English (http://www.usu.edu/teachall/text/reading/Frylist.pdf). Synonym choices are no more than seven letters long and should be at no higher than a third grade level. At least 10 alternate forms should be created.

Scoring and interpretation—Put a checkmark beside the number for any items where the student does not choose the correct synonym. Each time that the vocabulary assessment is administered, graph the percentage of answers correct, and write the date and the percentage correct on the back of the graph. When the student achieves 90% accuracy, on three consecutive administrations (cannot occur in one day), the student has reached mastery.
Criterion-referenced test
Synonyms

Directions. “Look at the list of words in bold below. I want you to go down the list and circle one of the three words that is a synonym for, or means the same as, the word in bold. Circle the answer that makes the most sense. Start with number 1 and continue through 10. Any questions? Keep working until you are finished”. If the student does not begin, prompt him/her to “circle the word that means the same as the word in bold.”

Correct answers are underlined. For each item, put a check beside the number for any words that the student gets incorrect. Count the number of items that the student got correct and write that number next to “Score” above. Calculate the percentage correct.

1. sleep    doze    wake    eat
2. walk     up      stroll   does
3. carry    town    lug      think
4. ask      tree    invite   five
5. happy    glad    found    red
6. small    this    tiny     but
7. fast     quick    try      slow
8. stop     fine    ate      end
9. wash     keep    along    clean
10. fall    car     up       drop
**Directions:** Circle the word that is a synonym for or means the same as the word in bold. Circle the word that makes the most sense from the three words that are listed.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. sleep</td>
<td>doze</td>
<td>wake</td>
<td>eat</td>
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</tr>
<tr>
<td>2. walk</td>
<td>up</td>
<td>stroll</td>
<td>does</td>
<td></td>
</tr>
<tr>
<td>3. carry</td>
<td>town</td>
<td>lug</td>
<td>think</td>
<td></td>
</tr>
<tr>
<td>4. ask</td>
<td>tree</td>
<td>invite</td>
<td>five</td>
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<td>5. happy</td>
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<tr>
<td>6. small</td>
<td>this</td>
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<td>but</td>
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<tr>
<td>7. fast</td>
<td>quick</td>
<td>try</td>
<td>slow</td>
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<tr>
<td>8. stop</td>
<td>fine</td>
<td>ate</td>
<td>end</td>
<td></td>
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<tr>
<td>9. show</td>
<td>keep</td>
<td>along</td>
<td>explain</td>
<td></td>
</tr>
<tr>
<td>10. fall</td>
<td>car</td>
<td>up</td>
<td>drop</td>
<td></td>
</tr>
</tbody>
</table>
Criterion-referenced assessment—phonics

Subject and how often the assessment should be administered: -air ending—Orally reading words with the –air ending from a 20-item word list. Administer two times per week until criteria is met.

Objective—Two times per week, when a list of 10 words ending in –air is presented to the student, along with other sight words, the student will read the words within 5 seconds, with 90% accuracy (9 out of 10 –air words correct). The student reaches criteria when he/she has read the –air words in a list with 90% accuracy, three times consecutively.

Directions—Specific directions that the administrator would say to the student(s) and at least one example—“Here is a list of words. I want you to go down the list and say these words as quickly as you can. Start with number 1 and continue through 20. Any questions?” Present the word list to the student. Administer each word. After the first word, if the student does not respond after 5 seconds, prompt the student to “tell me this word.” For each word thereafter, if the student does not respond after 5 seconds, point to the next word.

Items to be administered—Please see attached page for one example. At least 6 alternate forms should be created.

Scoring and interpretation—Put a slash through any words that the student reads incorrectly or takes more than 5 seconds to say. Record the total number of –air words correct and the percentage correct (out of 10). On a chart, keep track of the student’s daily percentage. When the student achieves 90% accuracy, three consecutive times, the student has reached mastery.
### Directions

“Here is a list of words. I want you to go down the list and say these words as quickly as you can. Start with number 1 and continue through 20. Any questions?” Present the word list to the student. Administer each word. After the first word, if the student does not respond after 5 seconds, prompt the student to “tell me this word.” For each word thereafter, if the student does not respond after 5 seconds, point to the next word.

For each word, put a slash through the word if the student does not read it correctly, or does not say the word within 5 seconds.

| 1. hair | 11. unfair |
| 2. sun  | 12. stair  |
| 3. fair | 13. pup    |
| 4. had  | 14. lair   |
| 5. pig  | 15. cow    |
| 6. pair | 16. mom    |
| 7. can  | 17. chair  |
| 8. despair | 18. off |
| 9. ask  | 19. middair|
| 10. repair | 20. own  |
Anticipation Guide—Mufaro’s Beautiful Daughters (John Steptoe)

Directions: Read each statement and write Yes in the blank if you believe the statement and could support it or put No in the blank if you do not believe the statement and could not support it. After you finish reading the selection, revisit the statements. This time, decide how a character in the story would react to each statement (Manyara, Nyahsa).

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>1. Mean people eventually get what they deserve.</td>
</tr>
<tr>
<td>____________</td>
<td>2. Good deeds are always rewarded.</td>
</tr>
<tr>
<td>____________</td>
<td>3. People see what they want to see.</td>
</tr>
<tr>
<td>____________</td>
<td>4. Ignorance is bliss.</td>
</tr>
<tr>
<td>____________</td>
<td>5. Marriage should be based on love.</td>
</tr>
<tr>
<td>____________</td>
<td>6. Children should be obedient to their parents Even if it means having to do something they don’t want to do.</td>
</tr>
<tr>
<td>____________</td>
<td>7. If a sibling is continually mean to another sibling, the hurt sibling should tell the parents even if that means hurting the parents.</td>
</tr>
<tr>
<td>____________</td>
<td>8. Political leaders should prove their worthiness to lead rather than inherit the leadership position due to family history.</td>
</tr>
</tbody>
</table>

### Probable Passage

**Title of Selection**

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**Gist Statement**

Outcomes

<table>
<thead>
<tr>
<th>Unknown words</th>
<th>To Discover...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
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<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

**Taken or modified from:** Beers, K. (2003). *When kids can’t read: What teachers can do.* Heinemann: Portsmouth, NH.
Say Something

- Model
- Explain the procedures
  - Students get into groups of 2 or 3 and take turns reading a portion of text aloud
  - As each student reads, he/she stops occasionally to say something about what was read
- Partner offers a response to what was said
- Dependent readers may need help making comments
- First, practice on short texts
- Continue modeling often
- Use Say Something reflections once in awhile

Rules

- With your partner, decide who will say something first
- When you say something, do one or more of the following:
  - Make a prediction
  - Ask a question
  - Clarify something you had misunderstood
  - Make a comment
  - Make a connection
- If you can’t do one of those five things, then you need to reread.

Semantic Differential Scale

1. ____________ is…

                    Trait          Opposite Trait

2. ____________ is…

                    Trait          Opposite Trait

3. ____________ is…

                    Trait          Opposite Trait

4. ____________ is…

                    Trait          Opposite Trait

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td></td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<td></td>
</tr>
</tbody>
</table>
Somebody
Wanted
But
So
### Create your own!
**Basic Instructional Plan in Math**

<table>
<thead>
<tr>
<th>Instructional Activities</th>
<th>Tch/Stu Ratio</th>
<th>Time</th>
<th>Materials</th>
<th>Motivational Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administer Progress Monitoring Probe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Administer a mathematics progress monitoring probe once per week.</td>
<td>1:1-5</td>
<td>3 min</td>
<td>Probes, pencil</td>
<td>Increasing score on probe. Timed task.</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teacher briefly reviews topic from previous session. Teacher presents 2 to 3 problems from the previous session and asks for the student to solve the problems.</td>
<td>1:1-5</td>
<td>3 min</td>
<td>Dry erase board or paper to practice problems, pencil</td>
<td>Success on a previously introduced topic</td>
</tr>
<tr>
<td><strong>Lesson objective and rationale</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teacher orally states what the topic and purpose of the lesson are and why the lesson is relevant to the student.</td>
<td>1:1-5</td>
<td>1 min</td>
<td>None</td>
<td>Establish relevance</td>
</tr>
<tr>
<td><strong>Math Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teacher introduces or reviews math vocabulary needed for skill/concept development activities.</td>
<td>1:1-5</td>
<td>2 min</td>
<td>none</td>
<td>Positive praise</td>
</tr>
<tr>
<td>2. Teacher models examples and non-examples.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students generate examples and non-examples.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Skill/Concept Development**
Teacher chooses from domains (Number/Operations, Measurement, Attributes/Patterns, Shapes, Charts and Graphs) based on student needs and applies the instructional routine to the domain-specific activities.

1. Modeling
2. Guided Practice
3. Independent Practice

<table>
<thead>
<tr>
<th>Skill/Concept Development</th>
<th>1:1-5</th>
<th>Writing material and writing utensil (i.e., paper, pencil, dry erase, marker)</th>
<th>Teacher support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem solving and wrap up</strong></td>
<td>1:1-5</td>
<td>2 min</td>
<td>Writing material and writing utensil (i.e., paper, pencil, dry erase, marker)</td>
</tr>
<tr>
<td>1. Ask student to apply skill/concept knowledge to real world context. Teacher should ask questions that elicit justification or reasoning for answers.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Sample
Basic Instructional Plan in Early Math for Kindergarten
Topic: Quantity Comparison

<table>
<thead>
<tr>
<th>Instructional Activities</th>
<th>Tch/Stu Ratio</th>
<th>Time</th>
<th>Materials</th>
<th>Motivational Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer Progress Monitoring Probe</td>
<td>1:1-5</td>
<td>3 min</td>
<td>Probes, pencil</td>
<td>Increasing score on probe. Timed task.</td>
</tr>
<tr>
<td>T: Administer early numeracy probe(s) to student, using standardized procedures. Score and graph following the lesson.</td>
<td></td>
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</tr>
<tr>
<td>Review</td>
<td>1:1-5</td>
<td>3 min</td>
<td>Dry erase board or paper to practice problems, pencil</td>
<td>Success on a previously introduced topic</td>
</tr>
<tr>
<td>T: Yesterday we talked about comparing two groups of counters to see if the groups were equal. We used the plastic bears to compare two groups at a time. How did we decide if the groups were the same? (looking for—counted and numbers were the same) Were all of the groups the same size?</td>
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<td></td>
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</tr>
<tr>
<td>S: respond</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>T: Lets practice comparing some groups like we did yesterday. Here are two groups of bears (demonstrate using 2 bears and 3 bears on overhead or in front of students). Are these equal?</td>
<td></td>
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</tr>
<tr>
<td>S: Respond</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>T: Show 4 bears and 4 bears. Are these equal?</td>
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</tr>
<tr>
<td>S: Respond</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>T: Show 5 bears and 6 bears. Are these equal?</td>
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<td></td>
</tr>
<tr>
<td>S: Respond</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>T: So when we compare, how do we know if the groups are the same? (should be the same number). How do we know if they’re different? (count each group and numbers are different). Is it okay to count one group and then count on as we move to the next group?</td>
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</tr>
<tr>
<td>S: Respond</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson objective and rationale</td>
<td>1:1-5</td>
<td>1 min</td>
<td>None</td>
<td>Establish relevance</td>
</tr>
<tr>
<td>T: Today we are going to continue to compare two groups of objects. We’re going to look at whether groups are equal and we’re also going to decide which group has more and which group has less. It’s important to be able to compare two groups of items to know if they are equal because it can help us get ready for addition and subtraction, and it helps us at home, too. If there are two piles of jelly beans laid out and you are going to pick one, which one will you pick? How will you know which one is bigger?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>S: Respond</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Vocabulary</td>
<td>1:1-5</td>
<td>3 min</td>
<td>none</td>
<td>Positive praise</td>
</tr>
<tr>
<td>T: Yesterday we compared groups. T writes the word compare on the board. What does compare mean? (solicit answers—looking for answers like—see if they are the same or different, see which one is bigger, count them both).</td>
<td></td>
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</tr>
<tr>
<td>S: Respond</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>T: If I am only looking at one group, is that comparing? If I count both groups, and then just go on to the next problem, is that comparing? If I count both groups and think about whether the numbers are the same or different, is that comparing?</td>
<td></td>
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</tbody>
</table>
S: Respond  
T: who can think of another example of comparing? What would be an example of something that I would do if I was not comparing?
S: respond
T: We also used the word equal (write on board). What did that mean? (the same)
S: Respond
T: If I have 2 bears and 3 bears, is that equal? 4 bears and 4 bears? 5 candies and 3 candies? 6 students and 5 students?
S: Respond
T: who can think of another example of equal? What is an example of not equal?
S: Respond
T: Today we’re going to use two other words in our lesson—more and less (could modify to greater than, less than, or more, and less). Write words on the board. More means that that pile or group is bigger. Have two groups of students (2 and 3 students) come up to the front. Orally count the students. 3 is more than 2 so the group with 3 is bigger. That group has more students. Put 6 and 6 groups of pennies on the table or overhead. Orally count the pennies in each group. 6 and 6 are equal, so these groups are the same. One does not have more. One group does not have less. Continue with additional examples as necessary.
T: Can you give me an example of a group that would have more or less? Show me two groups with counters and tell me more or less. (have each student give at least one example)
S: Provide examples

**Skill/Concept Development**

T: I just practice modeling what more and less look like. First I count how many are in each group. What is important to remember while we’re counting? (touch each object and say the next number). Next, I compare the two groups and I think about which number is bigger or if they are the same. Then I know if the groups are equal, or if one group is more or less.
T: Now I’m going to put some counters up on the overhead and I want you to make the same size groups on your desk. (put up at least 5 examples, with two groups each less than 10. Give a variety of examples with more, less, and equal.). Each time you put up an example, have the students model your example and then ask them which group is more, less, or if they are equal.
S: Model making groups and respond to prompt
T: Now you’re going to decide which group is more, which is less, or if they are equal. Read the directions on the more/less/equal worksheet to the students. Do number 1 together. Monitor students as they complete the worksheet. Go through problems together as a group or correct later.

**Problem solving and wrap up**

T: So if you’re in P.E. and you need to divide into two equal groups, what can you do?
S: Respond
T: How do you know that will work?
T: How do you know if you have more French fries or less French fries than your friend at lunch?
S: Respond
T: Why will it work to do what you said?
S: Responds
T: What was one word that we learned about today? What does that mean? (review all major objectives)
<table>
<thead>
<tr>
<th>Make notes about your progress or goals in the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and support of the RTI process at the building level</strong></td>
</tr>
<tr>
<td><strong>School-wide screening and progress monitoring</strong></td>
</tr>
<tr>
<td>• Schedule</td>
</tr>
<tr>
<td>• Data utilization</td>
</tr>
<tr>
<td><strong>Interventions for Tier 2</strong></td>
</tr>
<tr>
<td>• Fidelity</td>
</tr>
<tr>
<td>• Effectiveness</td>
</tr>
<tr>
<td><strong>Interventions for Tier 3</strong></td>
</tr>
<tr>
<td>• Fidelity</td>
</tr>
<tr>
<td>• Effectiveness</td>
</tr>
<tr>
<td><strong>Problem-solving team</strong></td>
</tr>
<tr>
<td>• Structure</td>
</tr>
<tr>
<td>• Functioning</td>
</tr>
<tr>
<td>• Data-based decision-making</td>
</tr>
</tbody>
</table>
Critical elements that districts need in place to effectively implement RTI

*Fidelity checklist—circle the criteria that are met to the right of each critical element*

Check if all criteria are met

<table>
<thead>
<tr>
<th>Key stakeholders (teachers, administrators, parents, students) understand RTI</th>
<th>Administrators and teachers receive professional development on RTI</th>
<th>School staff determine the basic structure for how RTI will ‘look’ at the school</th>
<th>Parents and students are informed about how RTI will ‘look’ at the school</th>
<th>Administrators and teachers have ongoing discussions about RTI procedures and processes in order to strengthen the system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-functioning, school-based problem-solving teams</td>
<td>PS teams meet on a frequent and scheduled basis</td>
<td>PS teams use objective data to guide discussion</td>
<td>Team member roles are selected and utilized</td>
<td></td>
</tr>
<tr>
<td>School wide screening system</td>
<td>Needs to be technically adequate</td>
<td>Screening data is entered into an electronic system and discussed in a timely manner at the school, grade, and individual basis</td>
<td>Decision-making rules are applied to screening data</td>
<td></td>
</tr>
<tr>
<td>Examine current core academic programs</td>
<td>Data is utilized to examine how current core programs are functioning for students</td>
<td>Fidelity of implementation of the core program is addressed</td>
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</tr>
<tr>
<td>Identify evidence-based interventions for Tiers 2 and 3 and a schedule for implementation of the tiered interventions</td>
<td>Interventions are selected from verified, scientifically-based sources</td>
<td>A schedule for intervention time is developed that maximizes staff resources and includes at least 30 minutes of intervention time per day, in addition to core instruction</td>
<td>Fidelity of intervention implementation is assessed on a regular, scheduled basis</td>
<td></td>
</tr>
<tr>
<td>Progress monitoring of students in Tiers 2 and 3</td>
<td>Goals are set for students in Tiers 2 and 3</td>
<td>Progress monitoring occurs no less than once per month for students in Tier 2 and once a week for students in Tier 3</td>
<td>Student data is discussed on a frequent, scheduled basis (no less than once every 6 weeks) and data decision-making rules are applied</td>
<td>Changes in instruction are made as the data indicate and these changes are documented</td>
</tr>
</tbody>
</table>
RESOURCES FOR CBM INFORMATION AND EVIDENCE-BASED INTERVENTIONS

National Centers:

National Center on Student Progress Monitoring--http://www.studentprogress.org

- Web site that provides information and technical assistance on progress monitoring for elementary students.
- Watch for conference notices, as this technical assistance center funded by OSEP offers training in progress monitoring.

Research Institute on Progress Monitoring--http://www.progressmonitoring.org

- Web site that provides information regarding the OSEP-funded project to evaluate the effects of individualized instruction on access to and progress within the general education curriculum.
- Provides information on current and previous research in CBM, including a comprehensive literature review

Web-based software systems:

AIMSweb, from Edformation--www.aimsweb.com

- Provides an online progress monitoring and graphing program, including measures to download (fee based).

Dynamic Indicators of Basic Early Literacy Skills--http://dibels.uroregon.edu

- Research, benchmarks, administration directions, and probes for grades K-3; oral reading fluency passages also for grades 4-6 (free to download; fee per student for report access)

Edcheckup--www.edcheckup.com

- A Web site where teachers can access CBM probes in reading and writing; after student data are entered (or probes are scored electronically), class and individual student charts and graphs are provided, along with recommendations regarding the need for intervention (fee based)

Yearly Progress Pro from McGraw-Hill Digital Learning--www.mhdigitallearning.com

- Provides assessment tools, instructional feedback, and data reports and analysis in mathematics, reading, and language arts as well as instructional modules for students based on specific skills assessed (fee based).
**Other CBM resources:**

**Monitoring Basic Skills Progress**—

- Link to the Pro-Ed site where this Macintosh computer program can be purchased for CBM maze administration and scoring; also available for mathematics computation and concepts and applications (blackline masters available for mathematics CBM probes and can be purchased separately from the computer program)

**Intervention Central**—www.interventioncentral.org

- A Web site developed by Jim Wright, a school psychologist from Syracuse, NY. This site contains numerous tools for creation, administration, and graphing of CBM measures, and includes ideas for research-based interventions (free).

**University of Minnesota**—www.education.umn.edu/research/CBM.htm

- This site provides a brief background and summary of CBM research at the University of Minnesota.

**University of South Florida**—
http://sss.usf.edu/cbm/SiteMap.htm

- This site is maintained by the University of South Florida and provides resources and information regarding the use of CBM and DIBELS (Dynamic Indicators of Basic Early Literacy Skills).

**Wireless Generation**—www.wirelessgeneration.com

- Provides software for handheld computers that aids in monitoring student performance in reading (using the DIBELS, for example) and in math.


**Resources for evidence-based reading interventions:**


**Consortium on Reading Excellence (CORE),** www.corelearn.com

- Resources for evidence-based reading interventions

**Intervention Central**—www.interventioncentral.org
Division for Learning Disabilities (DLD) Research to Practice Web site:
http://www.teachingld.org/

- Includes details about DLD’s annual conference to provide information and training to teachers about research-based strategies and how teachers can implement these strategies in their classrooms. Check the conference schedule for sessions on progress monitoring, as many of these sessions have been included in the past.
- Web-based tutorials on CBM reading and maze are also available to members on this Web site.


- Recent oral reading fluency norms based on data for over 100,000 students


- Describes findings from the National Reading Panel report in a practitioner-oriented document. Includes reading activities that are evidence-based for each of the five big areas of reading.

Peer-Assisted Learning Strategies (PALS), http://www.peerassistedlearningstrategies.net

- Web site includes information related to research support, obtaining materials, and/or training

Teaching Struggling and At-Risk Readers: A Direct Instruction Approach

Florida Center on Reading Research lessons
- Fcrr.org, click on “For Teachers”

Free Reading lessons

STEEP (http://www.gosbr.net/)
- A link to scientifically-based practices

Arkansas Literacy Intervention Matrix--http://literacymatrix.com/

- Resources for evidence-based reading interventions
**Resources for evidence-based mathematics interventions**

- Access Center—research briefs, powerpoint slides, and webinars on mathematics interventions for students K-12
  - [http://www.k8accesscenter.org/index.php/category/math/](http://www.k8accesscenter.org/index.php/category/math/)

- Helping your child learn mathematics:

- Mathematics curriculum focal points (NCTM):

- Lesson plans on illuminations.nctm.org

- Articles and powerpoint shows available on centerforinstruction.org (click on mathematics)


- Interventioncentral.org
  - Evidence-based strategies summarized in 1-3 page documents


• What works clearinghouse (http://www.w-w-c.org/)

Evidence-based strategies in general

• National High School Center: http://www.betterhighschools.org/

• Case studies and STAR (Strategies and Resources) sheets from the IRIS center (http://iris.peabody.vanderbilt.edu/resources.html)

• Google Scholar--http://scholar.google.com/
  – Find relevant, research-based references for interventions you’re considering


• Interventioncentral.org
  – Evidence-based strategies summarized in 1-3 page documents

• John Hopkins Best Evidence Encyclopedia (www.bestevidence.org)


• Put Reading First--
  http://www.nifl.gov/partnershipforreading/publications/reading_first1.html

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• Using Research and Reason in Education: How Teachers Can Use Scientifically Based Research to Make Curricular & Instructional Decisions (http://www.nifl.gov/partnershipforreading/publications/html/stanovich/)

• What works clearinghouse (http://www.w-w-c.org/)

**RTI resources**

• National RTI center
  o Rti4success.org

• RTI wire—checklist for implementation—interventioncentral.org

• RTI implementation checklist, Mellard and McKnight, ncrld.org