

Washoe County School District

RESPONSE TO INTERVENTION IMPLEMENTATION MANUAL

2008-2009



Three-Tiered Problem-Solving Model

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The primary focus of the first edition of this manual addresses academics. Future editions will also include the process for positive behavior supports.

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Washoe County School District aspires to be a World Class School District. Despite many successes in our progress toward achieving our mission, there is always opportunity for growth. High school graduation rates, for example, remain a significant concern (2007 data indicate 56% rate district wide). In pursuit of ensuring the opportunity for all students to achieve their potential, WCSD is aligning federal, state, and local education initiatives to infuse systemic change through Response to Intervention (RTI). RTI is a system that focuses on providing high quality and appropriate instruction to all students, as well as the early identification of at-risk students grades K-12. This system uses a three-tiered, problem solving model to provide specifically designed interventions to meet students' needs. Critical to an RTI system is the use of universal screening and progress monitoring data to inform instruction, intervention, and all decisions. It is my hope that this manual will serve as a user-friendly guide in helping you implement a system that will allow all students to realize their potential and become productive citizens for our diverse and rapidly changing community.



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WCSD Superintendent

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Foreword

The mission of the Washoe County School District (WCSD) provides each student the opportunity to achieve his or her potential through a superior education in a safe and challenging environment in order to develop responsible and productive citizens for our diverse and rapidly changing community. **Response to Intervention (RTI) provides the framework to accomplish this mission.**

As a Washoe County School District (WCSD) employee, you have the opportunity to improve instructional practices and educational outcomes for the students you serve. Improved outcomes will be accomplished through the decisions you make. This guide is about data-based decision making and will assist you in making these important decisions about the students in our schools.

Through a problem-solving process, WCSD staffs are required to make data-based decisions using professional judgment. Professional judgment is an essential component of a high quality service delivery system in education. Professional judgment is a process equally applicable to all professions and, by definition, includes:

- a. Defining and diagnosing problems
- b. Determining factors that contribute to problems
- c. Considering alternatives
- d. Anticipating potential positive and negative outcomes
- e. Making data- and research-based decisions

Understanding Professional Judgment in Decision Making (Grimes, 2007; Katz, 1984)

Professional Judgment

- Professionals make decisions based on high standards and ethical codes of practice established by professional organizations
- Professionals formulate decisions utilizing these standards as a means of defining their practice.

Nonprofessional Judgment

- Making decisions outside one's area of expertise.
- A person may be a professional in one area, such as education, and a nonprofessional in another area, such as medicine or law enforcement.

Unprofessional Judgment

- Making decisions ignoring or avoiding recognized standards of one's profession.
- Examples are when political considerations, convenience, or personal advantage takes preference over decisions and actions that are in accordance with professional standards.

Professional judgment used to guide decision making provides each student the best opportunity to achieve his or her potential.

While much time and effort went into the development of the 2008-09 RTI Implementation Manual we want the readers to understand it is still a work in progress. For example, in 2009-10, a future planned draft will include more in-depth information about the problem solving process, which is so critical to an effective RTI implementation. Having said this, it is still our hope that the contents of the manual will serve to assist you in implementing the Core Principles of RTI at your site:

1. Prevention and early intervention
2. Building a better support system for general education
3. Using scientifically-based screening and progress monitoring to inform instruction and intervention
4. Using 3 Tiers of research-based, scientifically-validated intervention/instruction
5. Using a problem-solving methodology/data-based decision making process

We look forward to working together with you to achieve success for all WCSD students.

WCSD RTI Manual Development Team

Chapter 1

Systematic Problem Solving for Response to Intervention

1. Response to Intervention (RTI)

1.1 RTI is...

- 1.1.1 A 3-tiered system utilizing a problem-solving process that supports all students across the performance continuum
- 1.1.2 Scientific, research-based interventions implemented with fidelity (i.e., implemented as intended and described in the intervention plan) for academics and behavior
- 1.1.3 Progress monitoring
- 1.1.4 Decision making based on multiple sources of data (e.g. RIOT):
 - ▶ Review of records;
 - ▶ Interviews with teachers, parents, and student;
 - ▶ Observations in the school setting; and
 - ▶ Test results (e.g., Curriculum-Based Measures, CRTs, WCSD Benchmark Assessments)
 - ▶ Best Practice and Law

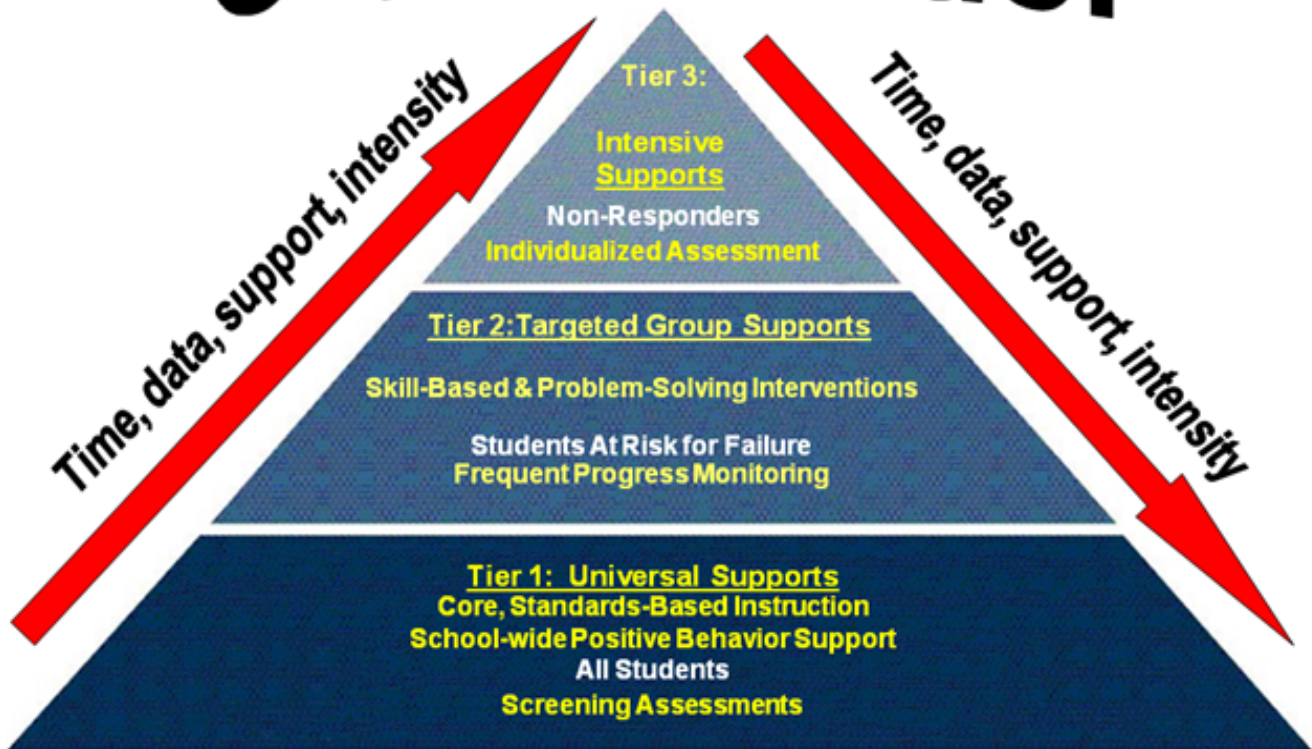
2. The Problem Solving Process

2.1 The RTI system in WCSD supports all students in our schools including students who are exceeding or not meeting expectations. In some cases these students will require additional support to be successful in school. WCSD Intervention Assistance Teams (IATs) use a problem-solving process to plan and provide additional support to students in compliance with Nevada Administrative Code (NAC) Chapter 388 and as best practices in support of the WCSD Mission to provide a superior education for all students.

2.2 The four steps of problem solving include:

- 2.2.1 Problem Identification – Is there a problem (difference between what’s expected and what occurs) that warrants further investigation?
- 2.2.2 Problem Analysis – Is the problem severe enough to warrant intervention?
- 2.2.3 Intervention Plan – What is our goal? How to teach? What to teach?
- 2.2.4 Plan Evaluation – Based on data, is intervention working? Is a different intervention required? Has problem been resolved? Can we begin to reduce the intensity of services or services required to sustain achievement?

3-Tier Model



(Adapted From PA Training and Technical Assistance Network, 2005)

3. RTI Tiers

3.1 Tier 1

3.1.1 At Tier 1, all students receive scientific, research-based instruction emphasizing standards and school-wide expectations implemented with fidelity. Universal screenings occur throughout the school year. Classroom/unit assessments occur on an ongoing basis to inform instruction for all students at Tier 1. Tier 1 supports should result in 80 to 85 percent of the school population meeting standards. If Tier 1 instruction results in less than 80 percent of the school's population meeting expectations or progressing toward standards, as assessed by CRTs, NRTs, district-wide assessments, classroom assessments, and grades. The IAT should consider possible solutions to improve student outcomes (e.g., professional development, improving differentiation strategies, and supplemental instructional materials).

3.2 Tier 2

3.2.1 At Tier 2, students identified as being at-risk for failure through universal screenings are provided scientific, research-based interventions. Interventions are implemented with groups of students demonstrating common skill deficits or risk characteristics. A series of intervention changes may be deemed necessary at Tier 2. The intensity of interventions should inform frequency of progress monitoring using Curriculum-Based Measurement (CBM). Progress monitoring should occur at least monthly (biweekly

preferable). A student is released from Tier 2 interventions once documented evidence shows they are on track to meet standards.

3.3 Tier 3

3.3.1 At Tier 3, students who have not responded satisfactorily to Tier 2 interventions require more time in more intensive interventions based on individualized assessment. The frequency of progress monitoring using CBM should match the intensity of the intervention and should occur at least weekly. The primary factors distinguishing Tier 3 from Tier 2 are the intensity of services and the individualized assessment (i.e., targeted assessments to pinpoint specific skill deficits) that drives the intervention plan.

Note: English Language Learners usually require intensive language support at Tier 1 using researched based sheltered instruction practices (e.g. SIOP, GLAD and Cooperative Learning, etc.) for an extended period of time before being classified into Tier 2 interventions. These steps are outlined on Page 11.

4. Considerations for Special Education

Within an RTI system, special education eligibility decisions are made only after there is documented resistance to Tier 3 interventions implemented with fidelity. WCSD educators maintain Child Find obligations (i.e., the responsibility to identify children with disabilities).

4.1 If reason exists to suspect a disability other than learning disability (e.g., autism, mental retardation, traumatic brain injury, visual impairment, hearing impairment, etc.), teams have a legal obligation to gain consent to proceed with a comprehensive evaluation.

4.2 Parents may also request an evaluation to determine special education eligibility at any time. Prior written notice (SES 14) should be utilized to document a team's response to this request. When responding to such requests, it is important to note evaluations and interventions may occur simultaneously.

4.3 Within a 45-school-day timeline, a determination about special education eligibility should be made. 45-school-day timelines may be extended by agreement with the parent.

In most cases, students will benefit from participation in a problem-solving process, which may rule out the need for specialized instruction. Therefore, unless harmful effects would be anticipated or a disability is suspected, participation in a tiered intervention system is recommended.

Chapter 2

Establishment and Implementation of an RTI System in Your School

1. Casting the RTI Vision

1.1 Historically, successful RTI implementation at the site level depends on the leadership of the principal. The manner in which this process is communicated with school staff will significantly impact implementation success. Scheduling a continuous stream of feedback, training, and highlighting next steps through staff meetings, professional development minimum days, and daily conversations is critical in RTI implementation. To support a staff with RTI implementation, a deep knowledge about the process is essential. Setting aside time for personal professional development will likely be necessary to achieve this level of understanding. With a true conceptual understanding of RTI to support student success, principals will be able to publicly celebrate the triumphs of students, teachers, and grade-level teams in implementing this important system.

2. Developing an Implementation Plan

2.1 Many schools may find that the Intervention Assistance Team (IAT) structure described in this manual looks similar to the former “child study team” or “student assistance program.” In the development of your school’s RTI system, it is imperative that the processes outlined in this manual be followed. However, some existing practices may be drawn upon to supplement the RTI system.

2.2 To begin the implementation process, the principal identifies and leads a team to conduct a site assessment to determine their needs around RTI and develop implementation goals for the current and future school years using the *Response to Intervention Blueprints for Implementation—School Building Level* (NASDSE, 2008, located on the WCSD CSI website under RTI). Members of this team, which eventually will expand into a full Intervention Assistance Team (IAT) should include, but are not limited to:

2.2.1 Principal

2.2.2 School psychologist

2.2.3 Other site administrators

2.2.4 School counselors

2.2.5 Department heads/grade-level team leaders

2.3 In recruiting members of this team, the principal is encouraged to thoughtfully select, directly contact and deliberately communicate the value of their role and potential contributions in participating on this important decision-making team. Successful implementation of RTI in WCSD and other districts nationwide exist largely because of the collaborative relationship among professional educators. Especially critical to this success is the relationship among site administrators, school counselors, and school psychologists.

3. Conducting a Site Assessment to Determine RTI Needs

3.1 The team, under the direct supervision of the principal, will conduct a site assessment to determine RTI needs utilizing the Response to Intervention (RTI) Needs Assessment forms (Appendix B). The results will be used to identify existing RTI systems and procedures and possible next steps. The assessment should be used as a tool to monitor progress toward full RTI Implementation over a 3 to 5 year period. The assessment also provides a means of communication between WCSD senior-level leadership and site administrators regarding implementation progress.

4. Setting Up Intervention Assistance Team and Meeting Schedule

4.1 The Intervention Assistance Team (IAT) is the driving force in the successful implementation of RTI. This body acts as a collaborative, problem-solving unit, which in turn builds capacity within grade levels, departments, and schools. Members should include, but are not limited to, the following:

4.1.1 Administrator(s)

4.1.2 School Psychologist

4.1.3 Counselor

4.1.4 General Education/Grade-Level/Department Representative

4.1.5 Special Education Representative

4.1.6 ESL Teacher

4.1.7 Intervention Specialist

4.1.8 Other Related Service Providers as appropriate (e.g., SLP, School Nurse, School Police, OT, PT, Truancy Officer)

4.2 IATs have regularly scheduled weekly meetings with a focused agenda (See Appendix C for sample agenda).

5. Professional Development & Community Collaboration

5.1 It is imperative that those who are a part of the RTI process receive ongoing professional development. This professional training should cover such topics as data analysis/interpretation, team dynamics, differentiating core instruction, SIOP/GLAD, use of district data management tools, and overview/purpose of Tier 2 and Tier 3 interventions available at your site. The commitment to this training should be ongoing and repeated for all district personnel, including administrators, teachers, support staff, community providers, and parents over time.

6. Communication of the RTI System to Parents

6.1 It is recommended that IATs develop a letter for parents that outlines the RTI system at their school (See Appendix F for sample letters). This letter should be provided to all parents at the beginning of the school year. Some schools have elected to include this letter in the Student Handbook or Registration Packets. Others have used Back-to-School night or Open House as an opportunity to explain the RTI system at their respective sites.

7. Establish a Universal Screening Process

- 7.1 The beginning of the problem-solving process involves universal screening. Universal screening is the process of assessing all students to identify individuals who are at risk for school failure and potentially in need of further problem solving or intervention.
- 7.2 Universal screening data are used in two ways. One way is to determine if Tier 1 instruction is sufficient (i.e., 80 to 85 percent of students are meeting expectations or progressing toward standards, as assessed by CRTs, NRTs, district-wide assessments, classroom assessments, and grades.) The other use of universal screening data is to determine which students are in need of further problem solving. Universal screening procedures generate objective information for parents and educators to discover students whose needs are not being adequately addressed either through enrichment or intervention. Effective universal screening decisions are made based on multiple sources of data. Use of at least three independent sources of RIOT data are preferable.
- 7.3 Grade by grade examples of data tools used within the universal screening process are provided in Table 1. More than one piece of testing data is recommended. For example, consideration of an at-risk student’s CRT scores and CBM (both **T** in RIOT) and performance history/grades (**R** in RIOT) would help better inform decisions about programming in a thorough manner.

7.3.1 Table 1: WCS D Sample Universal Screening Data

Grade	Data Tool	How to Access
Kindergarten	K-Portfolio Early Literacy and Early Numeracy CBMs Classroom Performance History Observations/Assessments Interview (student/parent/teacher)	Edusoft AIMSweb, Dibels Gradebooks
1 – 2	Literacy Profile Math Benchmarks Reading, Math, & Writing CBMs Classroom Performance History Observations/Assessments Interview (student/parent/teacher)	Edusoft Edusoft AIMSweb, Dibels Gradebooks
3 – 8	Reading, Math, & Science CRTs Analytic Trait Writing Tests ELA, Math, & Science NRTs Reading & Math Benchmarks Reading, Math, & Writing CBMs Classroom Performance History Observations/Assessments Interview (student/parent/teacher)	Edusoft Edusoft Edusoft Edusoft AIMSweb Gradebooks/SASI
9 – 12	ELA, Math, & Science HSPEs ELA, Math, & Science NRTs Reading, Math, & Writing CBMs Classroom Performance History Observations/Assessments Interview (student/parent/teacher)	Edusoft Edusoft AIMSweb Gradebooks/SASI

CBM – Curriculum-Based Measurement CRT – State Criterion Referenced Test NRT - State Norm Referenced Test
HSPE – State High School Proficiency Examinations ELA – English Language Arts (Reading & Writing)

7.4 Universal screening decisions are made to increase efficiency of resource allocation. It is important to know early which students need further investigation and avoid waiting for their failure or allowing them to fall through the cracks. These data help identify significant student concerns that warrant intervention and distinguish those students from students with average skills. When done correctly, universal screening should over-identify individuals for further assessment. This allows teams to compare universal screening results with other sources of data (RIOT) and distinguish students with critical needs from those with concerns less significant than universal screening data alone would indicate. The over-identification of students using universal screening is planned and desirable to prevent missing students at-risk.

7.4.1 Table 2: Description of Universal Screening Practices

	Universal Screening Step	Best Practice	Marginally Effective Practice	Ineffective Practice
1.	Identify area needing screening (e.g., Reading)	Choose a screening tool that measures a skill representative of the general area to be screened (e.g., If screening area is reading, R-CBM/District Benchmark Assessment or MAZE would be appropriate).	Selecting a screening tool that indirectly measures the screening area or measures only one feature of the area (e.g., STAR or AR).	Selecting a screening tool that measures irrelevant skills or is not intended to be used as a screening tool (e.g., end of unit reading test or weekly spelling test).
2.	Select screening instruments and set acceptable standard of performance.	Technically adequate assessment instrument selected, that directly measures behavior of concern. Assessment procedures are brief, efficient, and inexpensive. Acceptable performance on screening instrument is supported by research, based on peer performance, or data-based prediction of future success.	Screening instruments are technically adequate, but are time consuming and/or expensive to administer. Acceptable standard of performance is based on judgment with no research, peer performance comparisons, or data to support.	Screening instruments are not technically adequate. No standard of performance is established.
3.	Implement screening activities	Instruments are administered as planned.	Screening assessments are not conducted as planned or do not follow standard administration procedures (e.g., CBM or benchmark probes are given for practice).	Screening assessments are not conducted.
4.	Examine data for performance gap	Every student's performance is compared to agreed-upon standards and those students who need additional assessment are identified.	Data are examined, but no comparison to acceptable performance is made.	Data are not systematically examined.
5.	Communicate and determine future actions	Results are shared with parents and others. Problem definition begins for those students identified in need of further assessment.	Results are shared but no action is taken for students identified in need of further assessment.	Results are not shared and no action taken.

8. Determining Student Participation in Tier 2 Interventions

- 8.1 As noted above, effective universal screening decisions are made based on multiple sources of data.
- 8.1.1 Before determining student’s participation in Tier 2 interventions, the administrator, or designee, must validate that effective instructional practices were followed in Tier 1. This can be accomplished through use of “walk-throughs”, “look fors”, formal evaluations, etc.
- 8.1.2 At least three independent sources of data are preferable. For example, review of records (e.g., grades, discipline history, attendance), testing data (e.g., CBM, CRT, NRT, WCSD Benchmark Assessments), and one other source of information (observation completed using Classroom Observation Form (Form RTI-8/See Appendix E).
- 8.1.3 If it is determined that a student requires additional intervention based upon universal screening data and should be moved to Tier 2, complete Form RTI-1 (See Appendix E), “Problem Identification Screening Summary” to document this decision.
- 8.1.4 Some schools may elect to utilize a process that places larger groups of students with similar needs into a research-based computer program designed to meet those needs (e.g., Read 180, Algebraic Foundations). These cases represent a Standard Treatment Protocol. The selection of this Tier 2 process is guided by the Standard Treatment Protocol Form (Form RTI-6/See Appendix E), which takes the place of Forms RTI-1 through RTI-3.
- 8.1.5 Intervention development is guided by the use of Form RTI-2 (See Appendix E), “Problem Analysis Form.” Problem analysis requires teams to consider multiple variables that may influence student performance (e.g., **ICEL**: Instruction, Curriculum, Environment, Learner) and are used to develop a hypothesis that the team agrees best explains student performance. Interventions are linked to this hypothesis and are documented on the Intervention Plan Form (Form RTI-3/See Appendix E). Examples of forms that document consideration of all of the **ICEL** variables relative to all sources of data (**RIOT**) are provided in Appendix D (Sample ICEL/RIOT Procedures).
- 8.1.6 When students are placed in Tier 2, the Nevada Department of Education Policy Statement along with parent notification should be signed by the parents/guardians of all students who are receiving Tier 2 interventions. (See Appendix E for Policy Statement/See Appendix F for sample notification). A copy of Form RTI-3, Intervention Plan, should be provided to the parent.
- 8.1.7 All RTI paperwork will be maintained in a student RTI File, separate from the student Cumulative File. Typically, the school counselor will be the designated person to keep this information. In some instances, another member of the IAT may have this responsibility.
- ▶ If a student withdraws from or transfers to another school, the following procedures should be followed:

- IAT representative gives SASI RTI Designation Form (RTI-8) (Appendix E) School secretary/clerk responsible for student withdrawals notes SASI RTI designation and indicates this on student withdrawal form.
- Secretary/clerk requests RTI File from school counselor (or person responsible for RTI File) and forwards with student Cumulative File to receiving school.

9. Guidelines for Tier 2 and Tier 3 Academic Interventions and Movement Through the RTI System

9.1 Interventions are chosen based on:

- 9.1.1 Students' needs that are determined by data
- 9.1.2 Classroom factors (e.g., student-teacher ratio, intervention acceptability)
- 9.1.3 Severity of the need
- 9.1.4 Scientific evidence for effectiveness

9.2 Based upon federal and state guidelines, interventions must reflect scientific, research-based practices. For a more detailed description of what constitutes “scientific, research-based interventions” and examples of some of the intervention options available in WCSD, please refer to Appendix D.

9.3 An Intervention Plan must be developed for each phase and described with specificity on the Intervention Plan Form (Form RTI-3/See Appendix E). At this juncture, both the Nevada Department of Education Policy Statement and SASI designation should be completed. If a school utilizes a computer-based intervention program (i.e., Standard Treatment Protocol), an alternative process guided by Standard Treatment Protocol Form (Form RTI-6/See Appendix E) is completed in place of Forms RTI-0 through RTI-3.

9.4 Intervention sessions should be implemented according to the Intervention Plan and evidence of fidelity is required. Evidence of intervention fidelity can include training attendance; permanent products (e.g., lesson plans, checklists, work samples); and direct observation using “walk-throughs.” Intervention Fidelity is documented on the Plan Implementation Review Form (Form RTI-4/See Appendix E). This form must be completed prior to any intervention phase change and placed in the IAT folder.

9.5 In addition to core instruction, a minimum of 24, thirty-minute intervention sessions (e.g., 3, 30-minute sessions for 8 weeks/720 minutes total intervention time) before a determination of effectiveness is made. One set of 24, 30-minute sessions is an example of one intervention phase. A 4-week review is often necessary to determine if the plan needs to be intensified or modified. (*Alternative considerations will be appropriate for Kindergarten students participating in ½-day programs*).

9.6 Student growth is evaluated using progress graphs and Plan Evaluation Form (Form RTI-5/See Appendix E) to determine whether current intervention is effective and should be maintained, or an alternative option is considered. Student should

not be released from Tier 2 interventions unless validation occurs to show they are on track to meet standards.

- 9.7 If a student does not make adequate progress compared to goal, but growth is demonstrated based upon the slope/trend line, increase intervention intensity (i.e., frequency, length of sessions). Another option would be to change the intervention focus or strategy. Either of these adjustments may occur in Tier 2. This is an IAT decision guided by the Plan Evaluation Form (Form RTI-5/See Appendix E).
- 9.8 In Tier 2, intervention group ratios are determined by the type of intervention (e.g., computer-based vs. small-group instruction). In small group instruction, it is best practice to maintain intervention groups at a maximum size of 5-7 students. Computer-based interventions will likely be determined by class sizes and scheduling as well as guidelines defining the use of such programs.
- 9.9 If a student does not make adequate progress compared to goal, and there appears to be no growth based upon the slope/trend line, the student is placed in Tier 3. For this to occur, the IAT must be certain that prior interventions have been aligned with student needs and implemented with fidelity. This is documented on Form RTI-4 (Plan Implementation Review Form).
- 9.10 When students are placed in Tier 3, a notification letter should be sent to the parents/guardians of all students and a meeting should be scheduled. During the meeting, which should occur prior to or within three weeks of a student being placed in Tier 3, progress data are reviewed and Tier 3 interventions are discussed. (See Appendix F for Sample notification). A copy of Form RTI-3, Intervention Plan, should be provided to the parent.
- 9.11 In Tier 3, intervention intensity is adjusted by:
 - 9.11.1 Increasing the duration of and/or providing more frequent intervention sessions
 - 9.11.2 Decreasing teacher-student ratios to create more individualized support (no more than 3-5 students/group)
- 9.12 Resistance to a minimum of two intervention phases (one at Tier 2 and one at Tier 3) is required before consideration of referral for special education evaluation. (This means that there would be two sets of Forms RTI 3-5, as these forms document the intervention plan, fidelity, and review of progress for each intervention phase). Complete RTI Case Review (Form RTI-7/See Appendix E). If a student is referred for a comprehensive evaluation:
 - 9.12.1 Submit Form RTI-7 and Parent Consent (SES 9) to Special Education Records/Edison Way.
 - 9.12.2 Give a copy of student's entire intervention packet (Forms RTI 0-7) to the school psychologist to be considered as part of the comprehensive evaluation. The IAT determines jointly, along with parents, what additional data may be required as part of this evaluation.

10. Response to Intervention for English Language Learners

- 10.1 Is it a language difference or a language learning disability? This is an important question we need to ask ourselves to avoid a disproportionate number of English Learners designated as needing Special Education services. Because the way an English Learner learns to speak, listen, read, and write is different from that of a native speaker of English, we have outlined ways that teachers can determine whether it is a difference or disability. Doing so will ensure that the English Learners we refer for Special Education may really need services.
- 10.2 The focus in this section rests with sheltered instruction in the regular classroom. Sheltered instruction is defined as instruction that allows an English Learner access to grade level content while developing academic English. This process can take as many as 5-7 years for an English Learner to gain the same academic English of a native speaker and be at grade level, and we need to be patient as educational professionals.
- 10.3 Sheltered instruction includes many purposeful teaching practices and relies heavily on reflection of the instructor. A teacher who shelters instruction does not “dumb down” instruction but uses research based practices to improve instruction of grade level content. Our District and the ESL department offer many trainings dealing with sheltered instruction. These include Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition Design (GLAD), Cooperative Learning and many others. The SIOP is used in this RTI process for its data gathering potential. Data can be gathered using the SIOP while observing many instructional practices.

10.3.1 Tier 1

- ▶ Look in Blue ESL Folder (located in Cumulative Folder) for the English language proficiency code (or on SASI page 1 of the student panel-English language proficiency code for purpose of filling out RTI Checklist, Form G-1).
- ▶ Find the English language proficiency code for your grade level (See Form G-2):
 - Entry
 - Emerging
 - Intermediate
 - Advanced Intermediate
 - Proficient
- ▶ Differentiate instruction based on level descriptors. Refer to HM (English Language Learner Booklets and other resources for differentiation ideas-elementary only), and Form G-6 for Secondary tiered interventions.
- ▶ New student or struggling student:
 - Administer Acculturation Quick Screen Test (Form G-2).
 - Refer to language versus language learning disabilities comparison (Form G-3).
 - General teachers use the SIOP Protocol for Self-Assessment (Form G-5).

- SIOP classes, as well as other sheltered instruction strategies, are offered throughout the year. Please refer to Web Registration or contact Liz Warner for more information. Ms. Warner can also provide trained SIOP observers.

→ **ESL Contacts:**

- A. *Elementary Title I- Liz Warner (333-6089)*
- B. *Elementary Non-Title I- Pete Cobin (333-6095)*
- C. *Secondary – Diana Walker (333-6139)*

10.3.2 Tier 2

- ▶ If determination is made that student’s primary concern is language differences, provide specific interventions as outlined by the English Language Proficiency Standards (located on WCSD website).
- ▶ If determination is made that primary concern may be a language learning disability then follow RTI protocol typical for all students based on student’s identified deficits.

10.3.3 Tier 3

- ▶ If progress is not being made in Tier 2, intensify interventions by increasing frequency and duration.
- ▶ Consider again if primary concern is language or language learning disability (Form G-3).
- ▶ If determination is made that primary concern may be a language learning disability then follow RTI protocol typical for all students based on student’s identified deficits.

Note: Secondary ESL department has specific classes designed for Tier 2 and Tier 3 at the high school level. Please contact Diana Walker for information (Form G-6).

11. Scheduling Intervention Delivery

11.1 Kindergarten

- 11.1.1 Scheduled time for differentiated instruction for needs identified through WCSD Kindergarten Portfolio Assessments.

11.2 Elementary

- 11.2.1 Levelled grouping during intervention block.
- 11.2.2 Staggering intervention blocks (to allow related service providers to participate in intervention delivery) by grade level.
- 11.2.3 Encourage cross-class, cross-grade level cooperation.

11.3 Middle School

- 11.3.1 Master schedule to include academic intervention and/or enrichment classes.
- 11.3.2 Utilize highly qualified teachers trained in basic skill development for literacy and math.

11.4 High School

- 11.4.1 Master schedule to include intervention and/or enrichment classes informed by 8th-grade data for incoming 9th graders.

- 11.4.2 Intervention and/or enrichment classes may be credit-bearing under an elective category.
- 11.4.3 Use your most highly qualified staff to teach these intervention classes and provide relevant or necessary professional development.

*Note: Utilizing Special Education Personnel: Special Education staff may support students who are not identified with disabilities within a tiered structure **if** they are collaborating with general education staff in a general education classroom setting.*

12. Evaluating Instructional and Intervention Fidelity

- 12.1 Principals must certify the fidelity of instruction occurring at Tiers 1, 2, and 3. WCSD recognizes the “walk through” as an integral part of monitoring and supporting best practice teaching. The development of consistent “look-fors” associated with research-based instructional and intervention practices at each Tier, should include descriptors that are program specific. These are critical in supporting the site administrator’s ability to recognize and certify fidelity of the RTI system at their site.

13. Progress Monitoring

- 13.1 Once interventions are identified and scheduled, a systematic and data directed progress monitoring plan is established. The purpose of monitoring progress is to determine the effectiveness of an intervention program and its positive impact on increasing a student’s progress toward meeting standards. When data show student outcomes are improving, interventions are maintained. When data indicate student outcomes are not improving, a change in intervention is necessary. As severity of the problem and the intensity of resources increase, so should the frequency of progress monitoring.

13.2 Minimally-Acceptable Schedules of Progress Monitoring Academic Skills

13.2.1 Tier 1:

- ▶ Universal Screening in the beginning, middle, end of year for all students

13.2.2 Tier 2:

- ▶ Frequent Progress Monitoring - at least monthly (twice monthly preferred)

13.2.3 Tier 3:

- ▶ More Frequent Progress Monitoring - at least weekly.

13.3 Minimally-Acceptable Schedules of Progress Monitoring Behavior

13.3.1 Tier 1:

- ▶ Universal screening twice annually (30 days into the school year and 90 days following the initial screening)

13.3.2 Tier 2:

- ▶ Direct observation of target behaviors twice monthly (both replacement and problem behaviors)

13.3.3 Tier 3:

- ▶ Daily Progress Report on meeting positive expectations

13.4 The person implementing the intervention should conduct the assessments during progress monitoring in accordance with best practice. In cases where the student receives interventions from more than one teacher, a decision should be made by the IAT regarding who would be the best person to conduct the progress monitoring. There are documented gains in student outcome data when the person conducting the intervention also conducts frequent progress monitoring to inform educational programming decisions. This information should be considered when establishing roles and responsibilities of staff members in developing progress monitoring schedules.

14. **Evaluating Solutions (Data Review)**

14.1 Progress monitoring data are only useful in making educational decisions for students if they are reviewed on a regular basis. To ensure data are utilized as intended, it is essential to schedule time for data review.

14.2 The following are examples of how data review can be structured and scheduled:

14.2.1 Grade-Level/Department Teams (e.g., PLCs) review universal screening data to identify groups and individual students at risk for school failure throughout the school year.

14.2.2 PLCs, supported by the IAT, review universal screening data to ensure 80-85% of school, grade-level, and classroom populations are successful with meeting expectations or progressing toward standards, as assessed by CRTs, NRTs, district-wide assessments, classroom assessments, and grades.

14.2.3 Grade-Level/Department Teams/PLCs, supported by the IAT, provides summary of student progress to PLCs.

14.2.4 IAT members review progress data for students at Tier 3 on a monthly basis.

14.2.5 Special education teachers, supported by the leadership team, review progress data for students in special education on a monthly basis.

15. **Elementary Guidelines**

15.1 Administrators

15.1.1 Lead RTI implementation.

15.1.2 Participate in IAT.

15.1.3 Provide high quality and focused professional development linking the RTI implementation to school improvement plan.

15.1.4 Develop a master schedule that incorporates sufficient time for supplemental instruction at Tiers 2 and 3.

15.1.5 Ensure fidelity of instruction/intervention at all Tiers.

- ▶ Monitor core program implementation.
 - Are district adopted programs implemented with fidelity? (*Kindergarten: augment core curriculum with research-based materials*)
 - Is instruction proceeding according to district pacing guides?
 - Is there evidence of differentiated instruction?
 - Is small-group, leveled instruction provided several days each week?
- ▶ Monitor instruction during intervention periods.
 - Do all students at Tier 2 receive at least 120 minutes/week of effective instruction (differentiation, adjusting, teaching strategies to meet student needs, etc.) by certified teacher?
 - Is instruction scientific, research-based?
 - Does instruction match students' Intervention Plan?
- ▶ Establish feedback system regarding instructional fidelity.
 - Make quality instruction a part of the annual goals for all teachers and use the teacher evaluation process for this purpose
 - Acknowledge staff who are delivering quality instruction and work with those who are not to raise their level of performance

15.2 School IAT

15.2.1 Engine that drives the RTI system at a school site.

15.2.2 Meets weekly with structured agenda that varies throughout the month to address:

- ▶ New Tier 2 and Tier 3 referrals
- ▶ Problem-solving meetings for individual students that include parents
- ▶ School-wide data review, consideration of feedback and concerns from grade-level teams, and decision-making

15.2.3 Reviews universal screening data to ensure Tier 1 instruction is meeting the needs of 80 to 85 percent of the school population.

15.2.4 Makes data-based recommendations about school need for professional development to improve instruction at all Tiers.

15.2.5 Makes recommendations about school need for remediation programs/resources.

15.2.6 Conducts individual problem-solving meetings for students at Tier 3.

- ▶ Collects additional data to inform Intervention Plan
- ▶ Develops intensive Intervention Plan for all students at Tier 3 who are not in special education.
- ▶ Reviews progress of all Tier 3 students monthly

- ▶ Refers students for comprehensive evaluation to determine special education eligibility as necessary

15.3 Classroom Teachers

- 15.3.1 Provide standards-based, differentiated, core instruction with fidelity for all students as part of Tier 1 instruction.
- 15.3.2 Collaborate with IAT to identify students requiring Tier 2 instruction in collaboration with grade-level team (e.g., PLC) using at least three converging data sources:
 - ▶ CBM: below the 25th percentile (*Kindergarten: use Portfolio Assessment*)
 - ▶ CRT: Approaching Standard or Emergent
 - ▶ Other RIOT data (Records Review, Interview, Observation, Testing) with consideration of ICEL
- 15.3.3 Collaborate with IAT to ensure students at Tier 2 receive at least 120 min/week (250 minutes/week is recommended) of supplemental instruction outside of core blocks.
 - ▶ Intervention materials must be research based
 - ▶ Departments are encouraged to work together to develop intervention schedules for groups of students sharing skill/performance deficits to maximize direct instruction time for all students
- 15.3.4 Collaborate with IAT to complete Problem Identification Screening Summary (Form RTI-1) for students requiring Tier 2 supports.
- 15.3.5 Collaborate with IAT to develop intervention plans with support of grade-level teams/PLCs and complete Form RTI-3 to document this plan and provide copy to parent along with NDE Policy Statement.
- 15.3.6 Grade levels are encouraged to work together to develop intervention schedules for groups of students sharing skill/performance deficits to maximize direct instruction time for all students.
 - ▶ Participate in data review/decision making at monthly grade-level meetings
 - ▶ Monitor progress and enter data for students at Tier 2 (*Kindergarten: Portfolio*)

15.4 IAT Representative (one per grade level)

- 15.4.1 Liaison between grade-level team (PLC) and IAT and attends IAT meetings as requested.
- 15.4.2 Consultation/collaboration with classroom teachers regarding differentiated instruction.
- 15.4.3 Facilitates intervention fidelity within grade levels through focus/guidance on Plan Implementation Review Form (Form RTI-4).

15.5 Psychologist

- 15.5.1 Training

- ▶ Curriculum-Based Evaluation (CBE) (*Kindergarten: Portfolio*)
 - ▶ Data Collection and Interpretation
 - ▶ Intervention Adherence and Quality
 - ▶ Problem-Solving Process
- 15.5.2 Consultation and collaboration with administrators, counselors, teachers and parents about RTI system, problem-solving process, procedural integrity.
- 15.5.3 Supporting/ensuring data interpretation for decision making and linking data to interventions.
- 15.5.4 Provide leadership at IAT meetings.
- 15.5.5 Ensure weekly progress monitoring for all students who are at Tier 3 and not special-education certified.
- 15.5.6 Provide leadership to Curriculum-Based Evaluation (CBE) for students moving to Tier 3 (*Kindergarten: Portfolio*).

15.6 Counselor

- 15.6.1 Provide leadership at IAT Meetings
- 15.6.2 Offer systems-level perspective about RTI system to IAT
- 15.6.3 Provide comprehensive guidance to IAT
- 15.6.4 Maintain RTI File
- 15.6.5 Coordinate IAT Meetings
- 15.6.6 Communicate with parents regarding student needs for Tier 2 and Tier 3 supports
- 15.6.7 Coordinate collection of other information on Tier 2 and Tier 3 students (attendance, social/emotional, etc)
- 15.6.8 Attend and support grade level PLCs on a rotating basis for the purpose of presenting student data.
- 15.6.9 Facilitate transfer of Tier 2 and Tier 3 data between schools when students relocate
- 15.6.10 Coordinate with school secretary flagging of cum files for Tier 2 and Tier 3 students

15.7 Special Education Teacher

- 15.7.1 Progress monitor and enter data weekly for all students on case load
- 15.7.2 Review progress charts and make decisions regarding need for program adjustment monthly for all students on case load
- 15.7.3 Learn and conduct CBE to inform programming (*Kindergarten: Portfolio*)

- 15.7.4 Attend grade level PLC meetings on a rotating basis
- 15.7.5 Provide expertise to IAT regarding interventions and skill remediation
- 15.7.6 Provide scientific, research-based, intensive interventions
- 15.7.7 Support grade levels in serving students during intervention blocks in collaboration with general education teachers

15.8 Related Service Providers

(ESL, SLP, OT, PT, AT, APE, School Nurse, Intervention Specialist, Instructional Coach, VI, GT, Truancy officer, CASA workers, social workers, Parent Involvement Facilitators (PIFs), translators, etc.)

- 15.8.1 Provide consultation based on student needs
- 15.8.2 Interpret data within realm of expertise to inform decision making
- 15.8.3 Support the intervention process

15.9 Grade Level Teams (e.g., PLCs)

- 15.9.1 Adhere to a structured agenda monthly to include:
 - ▶ Collaborate and support colleagues to improve instruction at all Tiers
 - ▶ Identify students at-risk
 - ▶ Review progress data for students at Tier 2
 - ▶ Determine need to use CBE in pinpointing skill and performance deficits
 - ▶ Adjust intervention plans based on data review
- 15.9.2 Review universal screening data to identify students in need of Tier 2 supports
(Kindergarten: Portfolio)
- 15.9.3 Plan for grouping, content, and delivery of all tiered instruction
 - ▶ Matches intervention intensity to level of student need
 - ▶ Collaborate with school leadership/IAT to ensure intervention fidelity
- 15.9.4 Review progress charts for students at Tier 2 and Tier 3 monthly
- 15.9.5 Document status and proposed actions
- 15.9.6 Team works with IAT to determine Tier 3 students
 - ▶ Student has a minimum of 8 CBM data points *(Kindergarten: use weekly data from Portfolio)* before referral to Tier 3.
 - ▶ Meets minimally acceptable targeted intervention criteria (i.e., 720 minutes)
 - ▶ Student is not making adequate progress towards goal(s)

Ensure protocol was collected to rule-out whether student is an English Language Learner. ELL protocol must be followed if student fits in this category.

16. Secondary Guidelines (*Special considerations for high schools in italics*)

16.1 Administrators

16.1.1 Lead RTI implementation

16.1.2 Participate in IAT

16.1.3 Provide high quality and focused professional development linking the RTI implementation to school improvement plan.

16.1.4 Develop a master schedule that incorporates sufficient time for supplemental instruction at Tiers 2 and 3

16.1.5 Ensure fidelity of instruction/intervention at all Tiers

- ▶ Monitor core program implementation
 - Are district adopted programs implemented with fidelity?
 - Is instruction proceeding according to district pacing guides?
 - Is there evidence of differentiated instruction?
 - Is small-group, leveled instruction provided several days each week?
- ▶ Monitor instruction during intervention periods
 - Do all students at Tier 2 receive at least 120 minutes/week of additional direct instruction?
 - Is instruction scientific research-based?
 - Does instruction match students' Intervention Plans?
- ▶ Establish feedback system regarding instructional fidelity
 - Make quality instruction a part of the annual goals for all teachers and use the teacher evaluation process for this purpose
 - Acknowledge staff who are delivering quality instruction and work with those who are not to raise their level of performance

16.2 School IAT

16.2.1 Engine that drives the RTI system at a school site

16.2.2 Meets weekly with structured agenda that varies throughout the month to address:

- ▶ New Tier 2 and Tier 3 referrals
- ▶ Problem-solving meetings for individual students that include parents
- ▶ School-wide data review, consideration of feedback and concerns from grade-level teams, and decision-making

16.2.3 Reviews universal screening data in order to determine if Tier 1 instruction is meeting the needs of 80 to 85 percent of the school population

16.2.4 Reviews progress charts for students at Tier 2 monthly

16.2.5 Makes data-based decisions about school's need for professional development to improve instruction at all Tiers

- 16.2.6 Makes decisions about school's need for remediation programs/resources
- 16.2.7 Conducts individual problem-solving meetings for students at Tier 3
 - ▶ Collects additional data to inform Intervention Plan
 - ▶ Develops intensive Intervention Plan for all students at Tier 3 who are not in special education
 - ▶ Reviews progress of all Tier 3 students monthly
 - ▶ Refers students for comprehensive evaluation to determine special education eligibility as necessary
 - ▶ Student is not making adequate progress towards goal(s)

16.3 Classroom Teachers

- 16.3.1 Provide standards-based, differentiated core instruction with fidelity for all students as part of Tier 1 instruction.
- 16.3.2 Collaborate with IAT to identify students requiring Tier 2 instruction in collaboration with grade-level team (e.g., PLC) using at least three converging data sources:
 - ▶ CBM: below the 25th percentile
 - ▶ CRT: Approaching Standard or Emergent.
 - ▶ Other ICEL data (Instruction, Curriculum, Environment, Learner).
- 16.3.3 Collaborate with IAT to ensure students at Tier 2 receive at least 120 min/week (250 minutes/week is recommended) of supplemental instruction outside of core blocks. (*High School: Students take intervention class in place of an elective*)
 - ▶ Intervention materials must be research based
 - ▶ Departments are encouraged to work together to develop intervention schedules for groups of students sharing skill/performance deficits to maximize direct instruction time for all students
- 16.3.4 Collaborate with IAT to complete Problem Identification Screening Summary (Form RTI-1) for students requiring Tier 2 supports.
- 16.3.5 Collaborate with IAT to develop intervention plans with support of grade-level teams/PLCs and complete Form RTI-3 to document this plan and provide copy to parent along with NDE Policy Statement.
- 16.3.6 Grade levels are encouraged to work together to develop intervention schedules for groups of students sharing skill/performance deficits to maximize direct instruction time for all students.
 - ▶ Participate in data review/decision making at monthly grade-level meetings.
 - ▶ Monitor progress and enter data for students at Tier 2.

16.4 IAT Representative (one per grade level/department)

- 16.4.1 Liaison between grade-level/department team and IAT
- 16.4.2 Consultation/collaboration with classroom teachers regarding differentiated instruction
- 16.4.3 Facilitates monitoring of intervention fidelity within grade levels/departments

16.5 Psychologist

16.5.1 Training

- ▶ Curriculum-Based Evaluation (CBE)
- ▶ Data Collection and Interpretation
- ▶ Intervention Adherence and Quality
- ▶ Problem-Solving Process

16.5.2 Consultation with administrators, teachers and parents about RTI system, problem-solving process, procedural integrity

16.5.3 Supporting/ensuring data interpretation for decision making and linking data to interventions

16.5.4 Provide leadership to IAT meetings

16.5.5 Ensure weekly progress monitoring for all students who are at Tier 3 and not special-education certified

16.5.6 Curriculum-Based Evaluation (CBE) for students moving to Tier 3

16.6 Counselor

16.6.1 Provide leadership to IAT Meetings

16.6.2 Offer school-wide systems-level perspective about students within RTI tiers to IAT

16.6.3 Provide comprehensive school-counselor guidance to IAT

16.6.4 Maintain RTI File and Data

16.6.5 May coordinate IAT Meetings

16.6.6 Communicate with parents student need for Tier 2 and Tier 3 supports

16.7 Special Education Teachers

16.7.1 Progress monitor and enter/review data weekly for all students on case load

16.7.2 Review progress charts and make decisions regarding need for program adjustment monthly for all students on case load

16.7.3 Learn and conduct CBE to inform programming

16.7.4 Attend grade level PLC meetings on a rotating basis

16.7.5 Provide expertise to IAT regarding interventions and skill remediation

16.7.6 Provide scientific, research-based, intensive interventions

16.7.7 Support grade levels/departments in serving students during intervention blocks in collaboration with general education teachers

16.8 Related Service Providers

(ESL, SLP, OT, PT, AT, APE, School Nurse, Intervention Specialist, Instructional Coach, VI, GT, Truancy officer, CASA workers, social workers, Parent Involvement Facilitators (PIFs), translators, etc.)

16.8.1 Provide consultation based on student need

16.8.2 Interpret data within realm of expertise to inform decision making

16.8.3 Support the intervention process

16.9 Departments/ Grade Level Teams

16.9.1 Adhere to a structured agenda monthly to include:

- ▶ Collaboration and support of colleagues to improve instruction at all Tiers
- ▶ Review progress data for students at Tier 2
- ▶ Determine need to use CBE in pinpointing skill and performance deficits
- ▶ Identification of students at-risk
- ▶ Adjustment of intervention plans based on data review

16.9.2 Plan for grouping, content, and delivery for all tiered instruction

- ▶ Match intervention intensity to level of student need
- ▶ Collaborate with school leadership/IAT to ensure intervention fidelity

16.9.3 Review universal screening data to identify students in need of Tier 2 and Tier 3 supports

16.9.4 Document status and proposed recommendations

16.9.5 Collaborate with IAT to refer students to Tier 3 as required

- ▶ Student has a minimum of 8 CBM data points before being referred to Tier 3.

Ensure protocol was collected to rule-out whether student is an English Language Learner. ELL protocol must be followed if student fits in this category.

17. Procedural Integrity

17.1 The term "procedural integrity" refers to the degree to which specified RTI procedures are implemented as planned. All members of a school's professional community are tasked with completing each step in the RTI process with the highest level of integrity. If one or more steps are not being completed or are completed with low integrity, school personnel must investigate why and correct the situation. The process as a whole is just as important as any one step. The educational decisions being made about students through this process significantly alter their educational future. If the process is not completed as designed, then children's education may suffer.

APPENDIX A

School Building Level

National Association of State Directors of Special Education (NASDSE)

Blueprint Outline

RESPONSE TO INTERVENTION

Blueprints for Implementation

School Building Level

NASDSE, 2008

Component 1: *Consensus Building*

- Provide information and coordinate with district administration
- Provide information to school staff and others about RTI
- Identify consensus level among staff necessary for implementing RTI
- Plan to support change initiative

Component 2: *Form a Leadership Team*

- Provide training and skill development for leadership team
- The leadership team works through the following questions to develop action plan:
 - Is our core program sufficient
 - If the core program is not sufficient what led to this
 - How will the needs identified in the core program be addressed
 - How will the sufficiency and effectiveness of the core program be monitored over time
 - For which students is the core
 - What specific supplemental and intensive instructions are needed
 - How will specific supplemental intensive instructions be delivered
 - How will the effectiveness of the supplemental intensive instruction be monitored
 - How will the team determine which students need to move to a different level of instruction

Component 3: *Implementation*

- Provide professional development and ongoing supports for those administering assessments and providing instruction
- Implement logistics of assessments and periodic data review
- Implement logistics of core, supplemental, and intensive instruction
- Monitor implementation
- Collect and summarize program evaluation data
- Celebrate your successes

A complete copy of the NASDSE 2008 blueprint is located on the WCSD CSI website under RTI.

APPENDIX B

RTI Surveys



Response-to-Intervention School Readiness Survey

Introduction. To implement RTI effectively, schools must become familiar with a specialized set of tools and competencies, including a structured format for problem-solving, knowledge of a range of scientifically based interventions that address common reasons for school failure, and the ability to use various methods of assessment to monitor student progress in academic and behavioral areas.

The *RTI School Readiness Survey* is an informal measure designed to help schools to identify those elements of RTI that they are already skilled in and those elements that need additional attention.

Directions. This survey is divided into the following sections:



1. *RTI: Understand the Model*
2. *RTI: Use Teams to Problem-Solve*
3. *RTI: Select the Right Intervention*
4. *RTI: Monitor Student Progress*
5. *RTI: Graph Data for Visual Analysis*


Complete the items in each section. After you have finished the entire survey, identify any sections in which your school needs to improve its performance.



Next, go to *RTI_Wire*, the online directory of free Response-to-Intervention resources, at:

http://www.jimwrightonline.com/php/rti/rti_wire.php

RTI_Wire is organized into categories matched to those on this survey, so that you can conveniently look up any additional information that your school needs to successfully put the RTI model into place.

<p style="text-align: center;">1. RTI: Understand the Model</p> 	<p style="text-align: center;">0</p> <p>Lack skills or basic knowledge of this model</p>	<p style="text-align: center;">1</p> <p>Just starting to learn this model (Beginning Phase)</p>	<p style="text-align: center;">2</p> <p>Developing an awareness of this model (Intermediate Phase)</p>	<p style="text-align: center;">3</p> <p>Fully knowledgeable in this model (Advanced Phase)</p>
<p>Staff members of successful RTI schools understand the RTI model and believe that this approach will benefit teachers as well as struggling learners.</p>				
<p>At my school:</p>				
<ul style="list-style-type: none"> ◆ the principal strongly supports Response-to-Intervention as a model for identifying educational disabilities. 				
<ul style="list-style-type: none"> ◆ the staff has received an overview of the RTI model, understands its general features, and knows how RTI differs from the traditional 'test discrepancy' approach 				
<ul style="list-style-type: none"> ◆ the majority of the staff (80 percent or more) appears ready to give the RTI model a try, believing that it may benefit teachers as well as students. 				
<ul style="list-style-type: none"> ◆ all programs or resources that are intended to improve students' academics or behaviors are inventoried and organized into three levels, or Tiers. (Tier I contains programs available to all students, such as classwide tutoring. Tier II addresses the needs of students who show emerging deficits and includes individualized intervention plans designed by the school's Intervention Team. Tier III is the most intensive level of assistance available in a school and includes special education services as well as such supports as Wrap-Around Teams for psychiatrically involved students.) 				
<p style="text-align: center;">2. RTI: Use Teams to Problem-Solve</p> 	<p style="text-align: center;">0</p> <p>Lack skills or basic knowledge of this practice</p>	<p style="text-align: center;">1</p> <p>Just starting to learn this practice (Beginning Phase)</p>	<p style="text-align: center;">2</p> <p>Developing skill with this practice (Intermediate Phase)</p>	<p style="text-align: center;">3</p> <p>Fully competent in this practice (Advanced Phase)</p>
<p>Successful RTI schools support teachers in the RTI process by encouraging them to refer struggling students to an Intervention Team. This Team is multi-disciplinary and follows a structured problem-solving model.</p>				
<p>My school's Intervention Team...</p>				
<ul style="list-style-type: none"> ◆ is multi-disciplinary, and has members who carry a high degree of credibility with other staff in the building. 				
<ul style="list-style-type: none"> ◆ follows a formal problem-solving model during meetings. 				

◆ creates an atmosphere in which the referring teacher feels welcomed and supported.				
◆ collects background information / baseline data on the student to be used at the initial Intervention Team meeting.				
◆ has inventoried school-wide resources that it can use in Team interventions.				
◆ selects academic & behavioral interventions that are 'scientifically based'				
◆ sets clear, objective, measurable goals for student progress				
◆ selects methods of assessment (e.g., Curriculum-Based Measurement, DIBELS) to track student progress at least weekly during the intervention.				
◆ documents the quality of the referring teacher's efforts in implementing the intervention ('intervention integrity').				
◆ holds 'follow-up' meetings with the referring teacher to review student progress and judge whether the intervention was effective.				
<h3>3. RTI: Select the Right Intervention</h3> 	0 Lack skills or basic knowledge of this practice	1 Just starting to learn this practice (Beginning Phase)	2 Developing skill with this practice (Intermediate Phase)	3 Fully competent in this practice (Advanced Phase)
Successful RTI schools select interventions that match the student's underlying deficits or concerns, are scientifically based, and are feasible given the resources available.				
My school...				
◆ has put together a library of effective, research-based intervention ideas for common student referral concerns—such as poor reading fluency and defiant behavior.				
◆ considers the likely 'root causes' of the student's academic or behavioral difficulties (e.g., skill deficit, lack of motivation) and chooses intervention strategies that logically address those root causes.				
◆ tailors intervention ideas as needed to be usable in real-world classrooms while being careful to preserve the 'treatment' qualities that make each intervention effective.				
◆ formats intervention strategies as step-by-step teacher-friendly 'scripts' containing enough detail so that educators can easily understand how to put them into practice.				
◆ follows up with teachers soon after a classroom intervention has been put into place to ensure that the instructor has been able to start the intervention and is implementing it correctly,.				

<h2 style="text-align: center;">4. RTI: Monitor Student Progress</h2> 	<h3 style="text-align: center;">0</h3> <p>Lack skills or basic knowledge of this practice</p>	<h3 style="text-align: center;">1</h3> <p>Just starting to learn this practice (Beginning Phase)</p>	<h3 style="text-align: center;">2</h3> <p>Developing skill with this practice (Intermediate Phase)</p>	<h3 style="text-align: center;">3</h3> <p>Fully competent in this practice (Advanced Phase)</p>
<p>Successful RTI schools have the capacity to collect baseline data, as well as to conduct frequent progress monitoring of students in academic and behavioral areas.</p>				
<p>My school can...</p>				
<ul style="list-style-type: none"> ◆ conduct structured classroom observations of students to determine rates of on-task behavior, academic engagement, work completion, and rates of positive or negative interactions with adults. 				
<ul style="list-style-type: none"> ◆ collect and assess student work products to assess the completeness and accuracy of the work --and to estimate the student time required to produce the work. 				
<ul style="list-style-type: none"> ◆ administer and score curriculum-based measurement (CBM) probes in basic skill areas: phonemic awareness, reading fluency, math computation, and writing. 				
<ul style="list-style-type: none"> ◆ use local or research norms (e.g., CBM), or criterion-based benchmarks (e.g., DIBELS) to judge the magnitude of a student's delays in basic academic skills. 				
<ul style="list-style-type: none"> ◆ create Daily Behavior Report Cards (DBRCs) or other customized rating forms to allow the instructor to evaluate key student academic and general behaviors on a daily basis. 				
<h2 style="text-align: center;">5. RTI: Graph Data for Visual Analysis</h2> 	<h3 style="text-align: center;">0</h3> <p>Lack skills or basic knowledge of this practice</p>	<h3 style="text-align: center;">1</h3> <p>Just starting to learn this practice (Beginning Phase)</p>	<h3 style="text-align: center;">2</h3> <p>Developing skill with this practice (Intermediate Phase)</p>	<h3 style="text-align: center;">3</h3> <p>Fully competent in this practice (Advanced Phase)</p>
<p>Successful RTI schools routinely transform progress-monitoring data into visual displays such as time-series graphs to share with teachers, Intervention Team members, parents, and others. These displays demonstrate whether the student is benefiting from the intervention.</p>				
<p>My school can...</p>				
<ul style="list-style-type: none"> ◆ convert progress-monitoring data into visual displays such as time-series graphs to aid in instructional and behavioral decision-making. 				
<ul style="list-style-type: none"> ◆ regularly share charted or graphed information with students, teachers, parents, and administrators as feedback about the effectiveness of the intervention. 				

Purpose of the Survey

The RTI PROGRESS Survey is used by school staff for initial and annual assessment of response to intervention systems in their school. The survey examines the status and need for improvement of ten RTI support systems: (a) data & measurement system, (b) curriculum, (c) instruction, (d) school-wide organization, (e) team support, (f) problem identification, (g) problem analysis, (h) plan development, (i) plan implementation, and (j) plan evaluation. Each question in the survey relates to one of the ten systems.

Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation.

The survey summary is used to develop an action plan for implementing and sustaining RTI support systems throughout the school (see “Developing an RTI PROGRESS Annual Action Plan”).

Conducting the RTI PROGRESS Survey

Who completes the survey?

Initially, the entire staff in a school completes the RTI PROGRESS Survey. In subsequent years and as an on-going assessment and planning tool, the RTI PROGRESS Survey can be completed in several ways:

- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

When and how often should the survey be completed?

Since survey results are used for decision making and designing an annual action plan in the area for effective RTI support, most schools have staff complete the survey at the end or the beginning of the school year.

How is the survey completed?

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.
4. Mark (i.e., “√” or “X”) on the left side for current status and the right side for the priority level for improvement for each feature that is rated as *partially in place* or *not in place* and rate the degree to which improvements are needed (i.e., *high, medium, low*) (right hand side of survey).
5. To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:
 - a. “What is the current status of this feature (i.e. *in place, partially in place, not in place*)?”
 - b. For each feature rated partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high, medium, low*)?”

Summarizing the Results from the RTI PROGRESS Survey

The results from the RTI PROGRESS Survey are used to (a) determine the status of RTI PROGRESS in a school and (b) guide the development of an action plan for improving RTI PROGRESS. The resulting action plan can be developed to focus on any one or combination of the ten RTI PROGRESS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

Phase 1: Summarize the results

The objective of this phase is to produce a display that summarizes the overall response of school staff for each system on (a) status of RTI PROGRESS features and (b) improvement priorities.

Step 1a. Summarize survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.

Example 1a.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			STRAND 2: Curriculum & Instruction AREA 1: Curriculum			
√√√√√ √√√√	√√√√√ √√	√√√√	3. Does the district have a plan for evaluating the fidelity of core curriculum implementation?	√√√√	√√√√	√√√
√√	√√√√√ √	√√√√√ √√√√√ √√	4. Does the district have a 3 tiered model of instructional support (e.g., core, supplemental, and intensive)?	√√√√√ √√√√√	√√√√	√√√√√ √

Step 1b. Total the number of responses by all staff for each of the six possible choices. As illustrated in example 1b.

Example 1b.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	STRAND 2: Curriculum & Instruction AREA 1: Curriculum	High	Med	Low
√√√√√ √√√ 9	√√√√√ √ 7	√√√ 4	2. Is writing instruction integrated with reading instruction?	√√√√ 4	√√√√ 4	√√√ 3
√√ 2	√√√√√ √ 6	√√√√√ √√√√√ √√ 12	3. Does the district have a plan for evaluating the fidelity of core curriculum implementation?	√√√√√ √√√√√ 10	√√√√ 4	√√√√√ √ 6
√√√√√ √√ 7	√√√√√ √√√√ 9	√√√ 3	4. Does the district have a 3 tiered model of instructional support (e.g., core, supplemental, and intensive)?	√√√√√ √ 6	√√√√√ √ 6	
√√√√√ √√ 7	√√√√√ √√√√√ √ 11	√√√ 3	5. Does the district have a system to evaluate effectiveness of core, supplemental, and intensive intervention programs?	√√√√√ √ 6	√√√√ 4	√√√√ 4
	√√√√√ √√√ 8	√√√√√ √√√√ √√√√ 9	6. Is the curriculum aligned with NV Standards?	√√√√√ √√√√√ √ 11	√√√ 3	√√√ 3

Step 1c. For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 +) and dividing that number by the total number of responses for the row (e.g., In place + Partial + Not in place) as illustrated in example 1c.

Example 1c.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			School-wide is defined as involving all students, all staff, & all settings.			
√√√√√ √√√√ 9	√√√√√ √√ 7	√√√√ 4	2. Is writing instruction integrated with reading instruction?	√√√√ 4	√√√√ 4	√√√ 3
√√ 2	√√√√√ √ 6	√√√√√ √√√√√ √√ 12	3. Does the district have a plan for evaluating the fidelity of core curriculum implementation?	√√√√√ √√√√√ 10	√√√√ 4	√√√√√ 6
√√√√√ √√ 7	√√√√√ √√√√ 9	√√√ 3	4. Does the district have a 3 tiered model of instructional support (e.g., core, supplemental, and intensive)?	√√√√√ √ 6	√√√√√ √ 6	
√√√√√ √√ 7	√√√√√ √√√√√ √ 11	√√√ 3	5. Does the district have a system to evaluate effectiveness of core, supplemental, and intensive intervention programs?	√√√√√ √ 6	√√√√ 4	√√√√ 4
	√√√√√ √√√ 8	√√√√√ √√√√ 9	6. Is the curriculum aligned with NV Standards?	√√√√√ √√√√√ √ 11	√√√ 3	√√√ 3

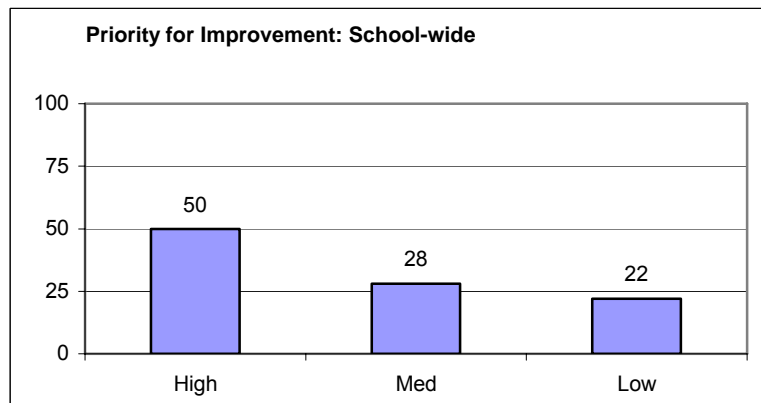
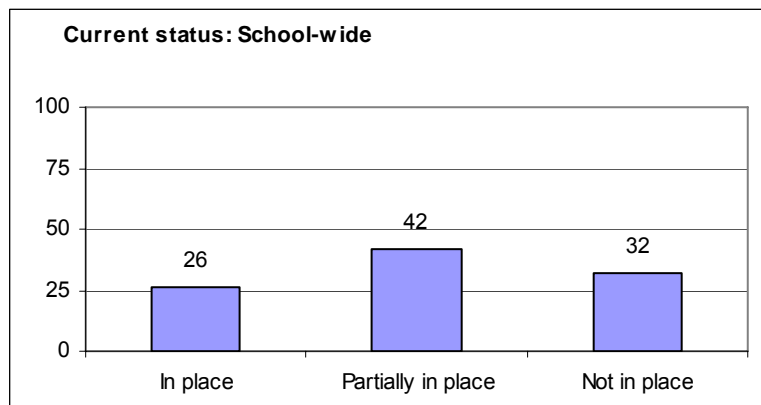
Totals

$$25 + 41 + 31 = 97$$

$$37 + 21 + 16 = 74$$

Step 1d. Create a bar graph showing total item summary percentages for each of the six choices (take total responses for each of six choices and divide by the total number of responses) as illustrated in example 1d. using results from example 1c.. Complete the RTI PROGRESS Survey Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d. has created the graph for the example data presented and summarized in example 1c.

Example 1d.



Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the ten system areas. For further summary and analysis, follow Phase 2 and Phase 3 activities.

Phase 2: Analyze and Prioritize the Results

The objective of this phase is for teams to narrow the focus of Action Plan activities. Teams also may want to include other data or information (e.g., , ,) to refine their decisions. Use the RTI PROGRESS Survey Summary to guide and document your analysis. In general, the following guidelines should be considered:

Step 1. Using the RTI PROGRESS Survey Summary Graph results, rate the overall perspective of RTI PROGRESS implementation by circling High, Med., or Low for each of the ten system areas.

Step 2. Using the RTI PROGRESS Survey Tally pages, list the three major strengths in each of the ten system areas.

Step 3. Using the RTI PROGRESS Survey Tally pages, list the three major areas in need of development.

Step 4. For each system, circle one priority area for focusing development activities.

Step 5. Circle or define the activities for this/next year's focus to support the area selected for development

Step 6. Specify system(s) to sustain (S) & develop (D).

Phase 3: Use the RTI PROGRESS Survey Summary Information to Develop the RTI PROGRESS Annual Action Plan

The objective of this phase to develop an action plan for meeting the school improvement goal in the area of RTI Implementation. Multiple data sources will be integrated when developing the action plan.

School Progress Survey for Response to Intervention (RTI) Implementation

Instructions: This document is designed to assist school-based educational staff in the self-evaluation of their current level of RTI implementation, to identify features already in place, and to identify areas in need of improvement. These features are viewed as essential for RTI implementation. The following interpretive scale is used to indicating ratings in each area.

Current Status Scale:

- 1 = not in place
- 2 = partially in place
- 3 = fully in place

STRAND 1: Measurement System	Current Status			Improvement Priority		
	1	2	3	High	Medium	Low
1. Is there a universal screening system for making <i>general education</i> decisions about the growth and development of ALL students' literacy skills and mathematics skills?	1	2	3	2	1	0
2. Are these data collected 3 or more times a year in order to show growth and development?	1	2	3	2	1	0
3. Is the <i>measurement system reliable, valid and predictive of later performance?</i>	1	2	3	2	1	0
4. Is the data collection process <i>efficient</i> and <i>inexpensive</i> relative to materials?	1	2	3	2	1	0
5. Are the data from the measurement system <i>provided to teachers</i> in an easy-to-read format?	1	2	3	2	1	0
6. Are the screening data used to <i>identify at-risk students</i> at the beginning of the year?	1	2	3	2	1	0
7. Is there a <i>standard graph</i> that can be used to show the risk status of individual students (e.g., a box plot)?	1	2	3	2	1	0
8. Are the data used to help in <i>instructional planning?</i>	1	2	3	2	1	0
9. Is there a standard graph that can be used to <i>show the growth and rate of progress</i> of students?	1	2	3	2	1	0
10. Is there a data warehouse that allows school staff to easily review multiple types of student data that may be relevant to reading concerns?	1	2	3	2	1	0
11. Does your <i>school administrator use these data</i> to help teachers meet the needs of students (e.g., staff development, change curriculum)?	1	2	3	2	1	0

12. Are collected data (screening data and progress monitoring data) reported to parents?	1	2	3	2	1	0
13. Is the measurement system being used bi-weekly to monitor progress for students receiving targeted instruction (Tier 2)?	1	2	3	2	1	0
14. Is the measurement system being used weekly to monitor progress for students receiving intensive instruction (Tier 3)?	1	2	3	2	1	0
15. Is there a designated person who maintains the database for the measurement system and ensures the data are collected and entered properly?	1	2	3	2	1	0

STRAND 2: Curriculum & Instruction <i>AREA 1: Curriculum</i>	Current Status	Improvement Priority		
		High	Medium	Low
1) Is the core literacy curriculum evidenced based and address 5 necessary components: phonemic awareness, phonics/word study, fluency, vocabulary, & comprehension?	1 2 3	2	1	0
2) Is writing instruction integrated with reading instruction?	1 2 3	2	1	0
3) Is the core mathematics curriculum evidence-based and address the 5 necessary components: understanding, computing, applying, reasoning, & engaging?	1 2 3	2	1	0
4) Does the district have a plan for evaluating the fidelity of core curriculum implementation?	1 2 3	2	1	0
5) Does the district have a 3 tiered model of instructional support (e.g., core, supplemental, and intensive)?	1 2 3	2	1	0
6) Does the district have a system to evaluate effectiveness of core, supplemental, and intensive intervention programs?	1 2 3	2	1	0
7) Is the curriculum aligned with NV Standards?	1 2 3	2	1	0
8) Is the literacy block prioritized and protected from interruption for a minimum of 90 minutes?	1 2 3	2	1	0
9) Do teachers use flexible grouping during core instruction to maximize student performance?	1 2 3	2	1	0

STRAND 2: Curriculum & Instruction <i>AREA 2: Instruction</i>	Current Status	Improvement Priority		
		High	Medium	Low
1. Are teachers knowledgeable of the five dimensions of reading and how they interrelate?	1 2 3	2	1	0

2. Are teachers knowledgeable of research-based principles for effective instruction in the area of text comprehension instruction?	1	2	3	2	1	0
3. Are teachers knowledgeable of research-based principles for effective instruction in the area of vocabulary development?	1	2	3	2	1	0
4. Are teachers knowledgeable of research-based principles for effective instruction in the area of phonics?	1	2	3	2	1	0
5. Are teachers knowledgeable of research-based principles for effective instruction in the area of fluency?	1	2	3	2	1	0
6. Are teachers knowledgeable of research-based principles for effective instruction in the area of phonemic awareness?	1	2	3	2	1	0
7. Do students receive high quality, research-based writing instruction by qualified staff in the general education setting?	1	2	3	2	1	0
8. Are the teachers knowledgeable of the 5 dimensions of mathematics and how they interrelate?	1	2	3	2	1	0
9. Are teachers knowledgeable of research-based principles for effective instruction in the areas of understanding, computing, applying, reasoning, & engaging instruction?	1	2	3	2	1	0
10. Does the district have a coaching process in place to determine the extent to which teachers demonstrate effective instructional practices in the five dimensions of reading?	1	2	3	2	1	0
11. Do teachers receive feedback on general principles of effective instruction such as high rates of engagement, frequent positive feedback, immediate error correction, opportunities for students to make active responses, etc?	1	2	3	2	1	0

STRAND 3: Problem Solving & System Supports <i>Area 1. School wide Organization</i>	Current Status			Improvement Priority		
	1	2	3	High	Medium	Low
1. Is there strong instructional leadership that guides the RtI process by using data for decision-making purposes and finds the resources necessary to meet student needs.	1	2	3	2	1	0
2. Does the district use a standardized, evidenced-based framework for evaluating curriculum?	1	2	3	2	1	0
3. Does the school have evidenced based curriculum, instruction and/or strategies identified for Tier 2 and 3 supports?	1	2	3	2	1	0
Does the school have a data warehouse where all relevant student data can be accessed for problem solving?	1	2	3	2	1	0
5. Is reading instruction scheduled at the same time within grade levels and different times across grade						

levels to maximize use of resources?	1	2	3	2	1	0
6. Does each grade level (elementary school) have a <u>common</u> daily block dedicated to reading instruction?	1	2	3	2	1	0
7. For elementary aged students, are at least 90 minutes a day allocated for <u>reading instruction</u> ?	1	2	3	2	1	0
8. Is the school schedule arranged in such a way that grade level teaching teams can meet to discuss student progress and instructional changes on a monthly basis?	1	2	3	2	1	0
9. Resources are allocated to teaching teams based on student needs documented by progress monitoring data (e.g. teams with more needs have more resources)	1	2	3	2	1	0
10. Is comprehensive and on-going professional development in curriculum, instruction, measurement, and problem solving offered to staff as part of a continuous improvement process?	1	2	3	2	1	0

STRAND 3: Problem Solving & System Supports						
Area 2. Team Support						
1. Is there a building team designed to help <i>general education teachers and parents</i> solve student problems?	1	2	3	2	1	0
2. Is the Problem-Solving team seen as a <i>general education rather than a special education process</i> ?	1	2	3	2	1	0
3. Does the team have <i>balanced representation</i> of grade level, general and special education staff?	1	2	3	2	1	0
4. Is an <i>administrator a team member</i> ?	1	2	3	2	1	0
5. Are there <i>multiple Problem-Solving teams</i> when the size of the school outstrips the workload of one team?	1	2	3	2	1	0
6. Is there a <i>regularly scheduled</i> meeting time and place?	1	2	3	2	1	0
7. Does the team have an agreed upon <i>mission statement</i> ?	1	2	3	2	1	0
8. Does the team have procedures, forms, and resources?	1	2	3	2	1	0
9. Does the team use <i>forms</i> at the meeting to lead the team through the Problem-Solving process?	1	2	3	2	1	0
10. Are there flexible <i>roles</i> assigned to team members (e.g., timekeeper, facilitator, recorder, case manager).	1	2	3	2	1	0

11. Does the team use <i>effective communication</i> (e.g., open ended questioning, reflective listening)?	1	2	3	2	1	0
12. Are there standard procedures (i.e., <i>RIOT</i> procedures) that are used to collect Problem-Solving data?	1	2	3	2	1	0
13. Is there a system for <i>accessing</i> the team?	1	2	3	2	1	0
14. Does the team <i>maintain records on students</i> served through the team?	1	2	3	2	1	0
15. Are data regularly collected <i>on team functioning</i> (e.g., students served)?	1	2	3	2	1	0
16. Has the school/team ensured parents are knowledgeable and as involved as they can be in their child's education plan?	1	2	3	2	1	0

STRAND 3: Problem Solving & System Supports <i>AREA 3: Problem Identification</i>	Current Status			Improvement Priority		
	High	Medium	Low	High	Medium	Low
1. Are problems defined <i>operationally (i.e., observable and measurable)</i> ?	1	2	3	2	1	0
2. When multiple problems are identified, does the team <i>prioritize them</i> ?	1	2	3	2	1	0
3. Does a <i>team member</i> review records, conduct an interview, conduct observations, and/or conduct testing to determine the presence of discrepancies between expectations and what is occurring?	1	2	3	2	1	0
4. Does the team use a <i>general education database</i> to identify and define problems?	1	2	3	2	1	0
5. Are the data collected during the Problem Identification stage <i>displayed in a graphic or summary format</i> ?	1	2	3	2	1	0
6. When there is a discrepancy between a student and peers or benchmark, are students provided targeted supports?	1	2	3	2	1	0
7. Are parents provided a description of assurances of what general education Problem-Solving will provide (e.g., timeline, data to be collected, decision-making rules)?	1	2	3	2	1	0
8. Are there procedures for addressing the needs of <i>severe problems</i> in a timely manner?	1	2	3	2	1	0

STRAND 3: Problem Solving & System Supports <i>AREA 4: Problem Analysis</i>	Current Status	Improvement Priority		
		High	Medium	Low
1. Does the team have a <i>systematic approach to analyzing problems</i> ?	1 2 3	2	1	0
2. Does the team use <i>survey-level assessment</i> procedures to analyze academic problems?	1 2 3	2	1	0
3. Does the team use <i>functional behavioral assessment</i> techniques to analyze behavioral problems?	1 2 3	2	1	0
2. Does the team assess whether the identified problem is a <i>skill-based or a performance-based</i> problem?	1 2 3	2	1	0
5. Does the team <i>develop hypotheses</i> for why a problem may be occurring?	1 2 3	2	1	0
6. Are hypotheses focused on ' <i>relevant</i> ' and ' <i>alterable</i> ' variables?	1 2 3	2	1	0
7. Are hypotheses <i>specific, observable, measurable, and testable</i> ?	1 2 3	2	1	0
8. Do the hypotheses generated during Problem Analysis consider all <i>potential factors that influence behavior/academics</i> (e.g., child, curriculum/instructional, peer school/community factors)?	1 2 3	2	1	0
9. If there is not enough data to confirm a hypothesis, are additional data collected within 10 school days?	1 2 3	2	1	0
10. Are Problem Analysis data used in <i>designing and implementing interventions</i> ?	1 2 3	2	1	0
11. Does the team obtain <i>baseline data</i> before a plan is developed?	1 2 3	2	1	0
12. Is there a system for <i>communicating</i> Problem Analysis results <i>to parents and teachers</i> ?	1 2 3	2	1	0

STRAND 3: Problem Solving & System Supports <i>AREA 5: Plan Development</i>	Current Status	Improvement Priority		
		High	Medium	Low
1. Is the intervention plan <i>supported by research</i> and the most valid or alterable hypothesis?	1 2 3	2	1	0
2. Is the plan a result of the Problem Identification and Analysis processes (i.e., Is the <i>intervention linked to the assessment</i>)?	1 2 3	2	1	0
3. Is the intervention plan <i>realistic to implement</i> ?				

	1	2	3	2	1	0
4. Is the plan focused on those <i>factors that are most alterable</i> (i.e., instruction, curriculum, environment)?	1	2	3	2	1	0
5. Is there <i>a written description</i> of the plan with the following components: <ul style="list-style-type: none"> • A description of the specific intervention • The length of time (such as the number of weeks) that will be allowed for the intervention to have a positive effect • The number of minutes per day the intervention will be implemented (such as 30 to 45 minutes) • The persons responsible for providing the intervention • The location where the intervention will be provided • The factors for judging whether the student is experiencing success • A description of the progress monitoring strategy or approach, such as CBM, that will be used • A progress monitoring schedule • Frequency with which teachers/parents will receive reports about their child's response to the intervention. 	1	2	3	2	1	0
6. Is the written plan provided to the teacher and parent?	1	2	3	2	1	0
7. Can data collected to evaluate the plan be <i>displayed in a graphic format</i> ?	1	2	3	2	1	0
8. Is there a <i>commitment to continue an intervention</i> , as prescribed in the plan, until a team decision is made to discontinue it?	1	2	3	2	1	0
9. Is the <i>student involved</i> in the development of an intervention plan, when applicable?	1	2	3	2	1	0
10. Is there a system in place to <i>communicate the on-going results</i> of the intervention plan with teachers and parents?	1	2	3	2	1	0

STRAND 3: Problem Solving & System Supports <i>AREA 6: Plan Implementation</i>	Current Status			Improvement Priority		
	High	Medium	Low	High	Medium	Low
1. Is there a method of determining intervention integrity?	1	2	3	2	1	0
2. Does a member of the team commit to evaluating whether the intervention is being <i>implemented as planned</i> ?	1	2	3	2	1	0
3. Is student progress towards the identified goal being evaluated on a <i>regular basis</i> , as described?	1	2	3	2	1	0
4. Are the data being <i>displayed in graph</i> for decision-making purposes?	1	2	3	2	1	0
5. Is plan <i>progress communicated</i> with teachers & parents?	1	2	3	2	1	0

6. Is there <i>sufficient support</i> provided to implement intervention plans?	1	2	3	2	1	0
7. Are <i>parents involved</i> in Plan Implementation as appropriate?	1	2	3	2	1	0

STRAND 3: Problem Solving & System Supports <i>AREA 6: Plan Evaluation</i>	Current Status			Improvement Priority		
	1	2	3	High	Medium	Low
1. Does the team follow <i>decision-making rules</i> when evaluating plans?	1	2	3	2	1	0
2. Are the baseline and progress monitoring data <i>displayed in a graph</i> for the purpose of evaluating the plan effectiveness?	1	2	3	2	1	0
3. Is there an agreed upon <i>timeline</i> for plan evaluating?	1	2	3	2	1	0
4. When a plan has not been successful, does the team <i>recycle through</i> the Problem-Solving process?	1	2	3	2	1	0
5. When a plan is effective, are decisions made about <i>fading the intervention</i> ?	1	2	3	2	1	0
6. Is the student's response to the intervention communicated to parents as indicated on the written plan?	1	2	3	2	1	0
7. Are there criteria for determining when a child's needs exceed the resources of the Problem-Solving team and special education <i>eligibility is considered</i> ?	1	2	3	2	1	0

APPENDIX C

Sample IAT Meeting Agenda

Intervention Assistance Team Sample Agenda

GRADE LEVEL/PLC DATA REVIEW

- Benchmark Data
- Curriculum-Based Evaluation
- Tier 3 Referrals from PLCs

INDIVIDUAL STUDENT PROBLEM SOLVING

- **Problem Clarification**
 - Hypotheses
 - Establish Goals
 - Review Progress

INTERVENTION PLAN TO MEET GOALS

- Review and Revise Intervention Plans
- Determine Individual Student Disposition

SET NEXT MEETING TO REVIEW PROGRESS

APPENDIX D

Resources

IDENTIFYING SCIENTIFIC, RESEARCH-BASED INTERVENTIONS

According to NCLB, IDEIA, and NAC Chapter 388, scientific, research-based instruction and interventions are based on studies that:

- Use empirical methods
- Include rigorous and adequate data analyses
- Use measurements or observational methods that provide reliable and valid data
- Employ experimental or quasi-experimental designs
- Are replicable
- Undergo a formal peer review process

A number of websites have done an excellent job of reviewing instructional/intervention programs and rating them on the above criteria.

- The Florida Center for Reading Research: www.fcrr.org
- What Works Clearinghouse: www.whatworks.ed.gov
- National Reading Panel: www.nationalreadingpanel.org
- National Technical Assistance Center on Positive Behavioral Interventions and Supports: www.pbis.org
- Center on Instruction: www.centeroninstruction.org
- Intervention Central: www.interventioncentral.org
- Texas Center for Reading and Language Arts: www.texasreading.org

A sample list of scientific, research-based interventions currently used in WCSD includes, but is not limited to, the following:

Soar to Success (Houghton Mifflin)
Early Success (Houghton Mifflin)
Read Naturally
Earobics
Voyager
Read 180
Plato (with direct instruction)
Rewards
Accelerated Math (with direct instruction)

The following pages contain examples of research-based programs from the Florida Center for Reading Research.

Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs

We would encourage schools to use the table below very carefully. It is meant only as an initial indicator of the extent to which specific areas of instruction are explicitly included in programs that have been reviewed. The best strategy is always to consider the specific needs of the students with whom the program will be used, and then pick a program that will most powerfully meet those needs. For example, if many students in your school need extra support or interventions in the area of reading fluency, then the extent to which a program provides powerful instruction in that area would be an important consideration. Programs that provide coverage across all possible areas of reading development may be an excellent choice for students who need extra, or more explicit instruction in all areas of reading development, but a comprehensive program may not provide as powerful instruction in a single important area (i.e. phonics, vocabulary, fluency, or reading comprehension) as one that is primarily focused on that area, and might be more difficult to use in providing focused instructional support in a given area. *It is very important to read the FCRR Report for every program that you are considering. The reports provide specific details that we are unable to convey in the summary table.*

Comprehensive Intervention Reading Programs

Comprehensive Intervention Reading Programs (CIRP) guide more intensive instruction in all five of the essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These programs are intended for students who are reading one or more years below grade level and who are experiencing difficulty with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of moving students to grade level proficiency. CIRPs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

Program	Type of	Grade	Reading Component					Notes
	Program	Reviewed	PA	P	F	V	C	
Academy of Reading	2, 3, 5	3-12	++	++	++	+	+	a, b, d
Accelerated Literacy Learning (A.L.L.)	2	1	+++	+++	+++	+++	+++	a, d, l, m
Breakthrough to Literacy	2, 3	K-3	++	++	+	++	++	c, l, m, n
Corrective Reading	2, 5	4-12	+++	+++	+++	+++	+++	a, b, c, d
Destination Reading	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Early Success	2	1-2	++	++	+++	+++	+++	m
Earobics	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Essential Learning Systems	2, 3	2-12+	+	+	+	+	+	e
Fast Track Reading	2, 5	4-8	+	+	+++	++	++	a, b, c
First Grade Peer-Assisted Literacy Strategies	2, 4	1	+++	+++	+++	+	++	a, b, c, d
FOCUS Reading and Language Program	2, 3	K-3	+++	+++	+++	+++	+	a, b, c, d
Fundations	2	K-3	+++	+++	+++	+++	++	a, b, c, d
Funnix Reading Programs	2, 3, 4	K-2	+++	+++	+++	++	+	a, b, c, d
Harcourt Trophies First Grade Intervention Kit	2	1	+	+	+	+	+	a, c, d
Headsprout Early Reading	2, 3, 4	K-2	++	+++	+++	+++	+++	a, b, c, d
Horizons	1, 2, 5	1-3+	+++	+++	+++	+	+++	a, b, c, d
HOSTS	2, 3, 4, 5	K-12	++	+++	++	++	++	l, n

Program	Type of	Grade	Reading Component					Notes
	Program	Reviewed	PA	P	F	V	C	
The Imagination Station	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Kaleidoscope	2, 5	2-6	+++	+++	+++	++	+++	a, b, c, d
Kaplan SpellRead	2, 4, 5	K-12+	+++	+++	+++	++	+++	a, b, c, d, l
Language	1, 2, 5	3-12	+++	+++	+++	+++	+++	a, b, c, d
LeapTrack Assessment & Instruction System	2, 3, 5	K-5	++	++	+	++	++	e, n
Lexia Reading	2, 3, 4, 5	K-adult	+++	+++	+++	++	++	a, b, c, d
Lightspan Early Reading Program	2, 3	K-3	+++	+	+	++	+++	d
OpenBook to Literacy	2, 3, 4	K-12+	+	++	+	+	+	a, b
Orchard	2, 3, 5	K-9	++	++	++	++	++	d
PLATO Early Reading Program	2, 3	K-3	+++	+	+	++	+++	d
PLATO FOCUS and Reading Language Program	2, 3	K-3	+++	+++	+++	+++	+	a, b, c, d
Project Read	1, 2, 5	K-12+	+++	+++	+++	+++	+++	a, b, c, d
RAVE-O	2, 5	1-5	++	++	+++	+++	++	a, b, c, d, l
REACH	2, 5	4-12	+++	+++	+++	+++	+++	a, b, c, d
Read, Write & Type! Learning System	2, 3, 4	1-3	+++	+++	+++	+	+	a, b, c, d, g
Read 180 Enterprise Edition	2, 3, 5	4-12		+++	+++	+++	+++	a, b, c, d, n
The Reading Edge	2, 5	6-8	+++	+++	+++	+++	+++	a, b, c, d
Reading Recovery	2	1	++	+++	+++	+++	++	a, c, d, l, m
Reading Rescue	2, 4	1	+++	+++	+++	++	+++	d, l, m
Saxon Phonics and Spelling	2	K-3	++	++	++	++	+++ 3rd	a, b, c, d, g
Sing, Spell, Read and Write	1, 2	K-2	+++	+++	+++	+++	++	a, b, c, d
Spalding Writing Road to Reading	2, 5	K-8	+	++	+	++	+++	a, b, c, d
S.P.I.R.E. and Sounds Sensible	2, 4, 5	K-8	+++	+++	+++	++	++	a, b, c, d
START-IN	2, 5	3-8	+	+	+++	+	+	m, n
Success For All	1, 2	K-3	+++	+++	+++	+++	+++	a, b, c, d, o
SuccessMaker Enterprise	2, 3, 5	K-8	+	+	+	++	+++	a, b, d, m
Voyager Passport	2, 4	K-3	++	++	+++	+++	+++	a, b, c, d
Waterford Early Reading System	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Wilson Reading System	2, 5	3-12	+++	+++	+++	++	+++	a, b, c, d, l
Wright Group Literacy for Kindergarten	1, 2	K	++	++	++	++	++	a, d, n

Supplemental Intervention Reading Programs (SIRP) are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in one or more specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the additional instruction and practice provided by Supplemental Intervention Reading Programs.

Program	Type of	Grade	Reading Component					Notes
	Program	Reviewed	PA	P	F	V	C	
100 Book Challenge	2	PreK-12	n/a	n/a	n/a	n/a	+	d, e
Accelerated Reader	2, 3	K-12	n/a	n/a	n/a	n/a	+	d, e
Barton Reading & Spelling System	2, 4	K-12+	+++	+++	+++	n/a	n/a	a, b, c, d, h
Building Vocabulary Skills	2, 4, 5	K-6	n/a	n/a	n/a	+++	n/a	a, b, c, d, j
Classworks	2, 3, 5	K-8	+	+	n/a	+	+	m
Comprehension Plus	2	1-6	n/a	+	n/a	+	+++	a, b, c, d, k
Critical Reading Series	2	6-12	n/a	n/a	n/a	n/a	+	e

Program	Type of	Grade	Reading Component					Notes
	Program	Reviewed	PA	P	F	V	C	
Discover Intensive Phonics for Yourself	2, 3, 5	K-12+	+	+++	n/a	+	n/a	a, b, c, d, h
Edmark Reading Program*	2	Pre K-12						
Elements of Reading, Comprehension	2	K-3	n/a	n/a	n/a	n/a	++	c, k
Elements of Reading, Fluency	2	1-3	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
Elements of Reading, Phonics and Phonemic Awareness	2	K-2	+++	+++	n/a	n/a	n/a	a, b, c, d, g
Elements of Reading, Vocabulary	2	K-5	n/a	n/a	n/a	+++	n/a	a, b, c, d, j
Failure Free Reading	2, 3, 4, 5	1-12	n/a	n/a	++	++	+	c, d
Fast Forward Language	2, 3, 5	K-12	+++	n/a	n/a	+	+	f
Fluency First!	2	K-3	n/a	n/a	++	n/a	n/a	a, b, d, i
Fluency Formula	2, 5	1 to 6	n/a	n/a	++	n/a	n/a	c, d, i
Great Leaps	2, 5	K-12+	n/a	+	+++	n/a	n/a	c, d, i
Jamestown Education's Five-Star Stories and Six-Way Paragraphs	2	6-12	n/a	n/a	n/a	n/a	+	e
KidBiz3000 and TeenBiz3000	2, 3, 4	2-12	n/a	n/a	+	+	++	d, e
Kindergarten Peer-Assisted Literacy Strategies (K-PALS)	2	K	+++	+	n/a	n/a	n/a	a, b, c, d, g
Language First!	2, 3, 5	K-5	+	n/a	n/a	++	+	c, j
Language for Thinking	2	1-2	n/a	n/a	n/a	+++	n/a	a, b, c, d, f
LiPS	2, 5	K-12+	+++	+++	n/a	n/a	n/a	a, b, c, d, g
The Literacy Center	2, 3	K-2	+++	+++	n/a	n/a	n/a	g
Making Connections	2, 5	1-6	n/a	n/a	+	++	+++	a, b, c, d, k
My Reading Coach	2, 3, 5	2-12+	n/a	+++	+	n/a	+	b, d
Phonetics First-Focus on Sounds	2	K-3	++	+++	++	n/a	n/a	a, b, c, d, g
Phonics First Foundations	2, 5	K-5	n/a	++	n/a	n/a	n/a	b, c, d, h, l, m
Phonics and Friends	2	K-2	+	++	n/a	n/a	n/a	a, b, c, d, h
Phonics for Reading	2, 4, 5	1-12+	n/a	+++	n/a	n/a	n/a	a, b, c, d, h
Phono-Graphix	2, 4, 5	K-5	+++	+++	++	n/a	n/a	a, b, c, d, g
QuickReads	2, 5	K-4	n/a	+	++	++	++	a, b, c, d
Questioning the Author	2, 5	3-12	n/a	n/a	n/a	n/a	+++	d, k
Read Naturally	2, 3, 4, 5	1-12+	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
Read On!	2, 3, 5	9-adult	n/a	+	+	+++	++	a, b, c, d
Read XL	2, 5	6-8	n/a	+	+	++	++	a, b, c, d
ReadAbout	2, 3	3-6	n/a	n/a	n/a	+++	+++	a, b, c, d, j, k
Reading Advantage	2, 5	6-12	n/a	++	++	+++	++	a, b, c, d
Reading Fluency	2	6-12	n/a	n/a	+	n/a	n/a	e
Reading Plus	2, 3, 5	K-12	n/a	n/a	+	+	+	i
REWARDS Intermediate and REWARDS Secondary	2, 4, 5	4-12	n/a	+++	+++	++	+	a, b, c, d, h, i
Rewards Plus	2	4-12	n/a	+++	+++	+++	++	a, b, c, d
Road to the Code	2	K-1	+++	+++	n/a	n/a	n/a	a, b, c, d, g
Scott Foresman Early Reading Intervention	2	K-1	+++	+++	+++	+++	n/a	a, b, c, d, g
Seeing Stars	2, 5	K-12+	+++	+++	n/a	n/a	n/a	a, b, c, d, g
SIM - Strategic Instruction Model	2, 5	4-12	n/a	++	n/a	++	+++	a, b, c, d, l
Six Minute Solution	2, 5	K-9	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
Smart Tutor: Reading	2, 3	K-5	++	++	n/a	++	++	a, b
Smart Way Reading and Spelling	2, 4, 5	1-5	n/a	+++	n/a	n/a	n/a	a, b, c, d, e
Soar to Success	2, 5	3-8	n/a	+	+++	++	+++	a, c, k, l, m
Soliloquy Reading Assistant	2, 3, 5	2-12	n/a	n/a	+++	+++	+++	a, b, c, d, i,

Program	Type of	Grade	Reading Component					Notes
	Program	Reviewed	PA	P	F	V	C	
								j, k
Sound Partners	2, 4	1	+++	+++	+++	n/a	+	a, b, c, d, h
SRA Early Interventions in Reading Level 1	2	1-2	+++	+++	+++	n/a	+++	a, b, c, d, l
Text Talk	2	K-3	n/a	n/a	n/a	+++	n/a	a, b, c, f, j
Thinking Reader	2, 3	6-8	n/a	n/a	n/a	n/a	+++	e, k
Timed Readings	2	6-12	n/a	n/a	+	n/a	+	e
Tune in to Reading	2, 3, 5	3-12	n/a	n/a	++	n/a	n/a	a, b, d, i
Visualizing and Verbalizing	2, 5	K-12+	n/a	n/a	n/a	n/a	+++	a, b, c, d, k
Voyager Passport E, F, & G	2, 5	4-6	n/a	+	++	++	++	n
Wilson Fluency / Basic	2, 5	1-12+	n/a	n/a	+++	n/a	n/a	a, b, c, i

Key

Type of Program

- 1 = Comprehensive Core Reading Program
- 2 = Supplemental Intervention Reading Program or Comprehensive Intervention Reading Program
- 3 = Technology-Based Program
- 4 = Program that may be implemented by a tutor or mentor
- 5 = Supplemental Intervention Reading Program or Comprehensive Intervention Reading Program for students above third grade
- 6 = Pre-Kindergarten Program
- 7 = Professional Development Program

Reading Component (PA = Phonemic Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension)

- + = few aspects of this component taught and/or practiced
- ++ = most aspects of this component taught and/or practiced
- +++ = all aspects of this component taught and/or practiced
- n/a = Not Addressed in this program and/or not a goal of this program.

Notes

- a. explicit
- b. systematic
- c. student materials aligned
- d. ample practice opportunities provided
- e. practice only
- f. oral language only
- g. phonemic awareness and phonics program
- h. phonics program
- i. fluency program
- j. vocabulary program
- k. comprehension program


- l. extensive professional development required
- m. expertise required to make informed curriculum decisions
- n. extensive organization of materials required
- o. school-wide implementation required

* Because this program is designed for students who are cognitively impaired and in Special Education, the FCRR Summary Table is not relevant.

Programs that FCRR has reviewed that may be considered intensive:		
Program Name	Group size	Length of Daily Lesson
Corrective Reading	4-5 students or whole group	45 minutes
Failure Free Reading	1-1 or small groups	45-60 minutes
Kaleidoscope	whole group/small group	120 minutes
Language!	small groups	90 minutes
Spell, Read, P.A.T	3-5 students	60-90 minutes
S.P.I.R.E with Sounds Sensible	1-1 or small groups of 3-5 students	50-60 minutes
Success For All	whole group/small group	90 minutes
Wilson Reading System	small group	55-90 minutes
Voyager Passport	3-6 students	40 minutes

- a. More narrowly focused programs, reviewed by FCRR, that provide systematic and explicit instruction in a specific component or components of reading skills:
- b. **Phonics and Phonemic Awareness**
- c. Earobics - is predominantly computer-based
- d. LiPS
- e. Phono-Graphix
- f. Read, Write, and Type - is computer-based
- g. **Fluency**
- h. Great Leaps
- i. QuickReads
- j. Read Naturally – is computer-based
- k. Soliloquy Reading Assistant – is computer-based
- l. **Word Analysis, Language, and Vocabulary**
- m. Elements of Reading: Vocabulary
- n. QuickReads
- o. Rewards
- p. **Reading Comprehension**
- q. Project CRISS
- r. QuickReads
- s. Soar to Success

Math Computation: Promote Mastery of Math Facts Through Incremental Rehearsal

 View an [Adobe Acrobat version](#) of this intervention write-up

Incremental rehearsal builds student fluency in basic math facts ('arithmetic combinations') by pairing unknown computation items with a steadily increasing collection of known items. This intervention makes use of repeated, or massed, practice to promote fluency and guarantees that the student will experience a high rate of success.

Materials

- Index cards & pen

Steps to Implementing This Intervention

In preparation for this intervention:

1. The tutor first writes down on an index card in ink each math fact that a student is expected to master-but without the answer. NOTE: Educators can use the A-Plus Math Flashcard Creator, a free on-line application, to make and print flashcards in addition, subtraction, multiplication, and division. The web address for the flashcard creator is: http://www.aplusmath.com/Flashcards/Flashcard_Creator.html
2. The tutor reviews the collection of math-fact cards with the student. Any of the math facts that the student can orally answer correctly within two seconds are considered to be known problems and are separated into one pile. Math facts that the student cannot yet answer correctly within two seconds are considered 'unknown' and collected in a second pile -- the 'unknown facts' deck.
3. The tutor next randomly selects 9 cards from the pile of known math facts and sets this subset of cards aside as the 'known facts' deck. The rest of the pile of cards containing known math facts is put away ('discard deck'), not to be used further in this intervention.

During each day of the intervention:

The tutor follows an incremental-rehearsal sequence each day when working with the student:

1. First, the tutor takes a single card from the 'unknown facts' deck. The tutor reads the math fact on the card aloud, provides the answer, and prompts the student to read off and answer the same unknown problem.
2. Next the tutor takes one math fact from the 'known facts' deck and pairs it with the unknown problem. When shown the two problems in sequence, the student is asked

during the presentation of each math fact to read off the problem and answer it. The student is judged to be successful on a problem if he or she orally provides the correct answer to that problem within 2 seconds. If the student commits an error on any card or hesitates for longer than two seconds, the tutor reads the math fact on the card aloud, gives the answer, then prompts the student to read off the same unknown problem and provide the answer. This review sequence continues until the student answers all cards within two seconds without errors.

3. The tutor then repeats the sequence--taking yet another problem from the 'known facts' deck to add to the expanding collection of math facts being reviewed ('review deck'). Each time, the tutor prompts the student to read off and answer the whole series of math facts in the review deck, beginning with the unknown fact and then moving through the growing series of known facts that follow it.
4. When the review deck has expanded to include one 'unknown' math fact followed by nine 'known' math facts (a ratio of 90 percent 'known' material to 10 percent 'unknown' material), the last 'known' math fact that was added to the student's review deck is discarded (put away with the 'discard deck'). The previously 'unknown' math fact that the student has just successfully practiced in multiple trials is now treated as a 'known' math fact and is included as the first item in the nine-card 'known facts' deck for future drills.
5. The student is then presented with a new math fact to answer, taken from the 'unknown facts' deck. With each new 'unknown' math fact, the review sequence is again repeated as described above until the 'unknown' math fact is grouped incrementally with nine math facts from the 'known facts' deck--and on and on.


Daily review sessions are discontinued either when time runs out or when the student answers an 'unknown' math fact incorrectly three times.

References

Burns, M. K. (2005). Using incremental rehearsal to increase fluency of single-digit multiplication facts with children identified as learning disabled in mathematics computation. *Education and Treatment of Children*, 28, 237-249.

Applied Math Problems: Using Question-Answer Relationships (QARs) to Interpret Math Graphics



 View an [Adobe Acrobat](#) version of this intervention write-up

Students must be able to correctly interpret math graphics in order to correctly answer many applied math problems. Struggling learners in math often misread or misinterpret math graphics. For example, students may:

- overlook important details of the math graphic.
- treat irrelevant data on the math graphic as 'relevant'.
- fail to pay close attention to the question before turning to the math graphic to find the answer.
- not engage their prior knowledge both to extend the information on the math graphic and to act as a possible 'reality check' on the data that it presents.
- expect the answer to be displayed in plain sight on the math graphic, when in fact the graphic may require that readers first to interpret the data, then to plug the data into an equation to solve the problem.

Teachers need an instructional strategy to encourage students to be more savvy interpreters of graphics in applied math problems. One idea is to have them apply a reading comprehension strategy, Question-Answer Relationships (QARs) as a tool for analyzing math graphics. The four QAR question types (Raphael, 1982, 1986) are as follows:

- **RIGHT THERE** questions are fact-based and can be found in a single sentence, often accompanied by 'clue' words that also appear in the question.
- **THINK AND SEARCH** questions can be answered by information in the text--but require the scanning of text and the making of connections between disparate pieces of factual information found in different sections of the reading.
- **AUTHOR AND YOU** questions require that students take information or opinions that appear in the text and combine them with the reader's own experiences or opinions to formulate an answer.
- **ON MY OWN** questions are based on the students' own experiences and do not require knowledge of the text to answer.



Steps to Implementing This Intervention

Teachers use a 4-step instructional sequence to teach students to use Question-Answer Relationships (QARs) to better interpret math graphics:

1. Distinguishing Among Different Kinds of Graphics

Students are first taught to differentiate between five common types of math graphics: table (grid with information contained in cells), chart (boxes with possible connecting lines or arrows), picture (figure with labels), line graph, bar graph.

Students note significant differences between the various types of graphics, while the teacher records those observations on a wall chart. Next students are shown examples of graphics and directed to identify the general graphic type (table, chart, picture, line graph, bar graph) that each sample represents.

As homework, students are assigned to go on a 'graphics hunt', locating graphics in magazines and newspapers, labeling them, and bringing them to class to review.

2. Interpreting Information in Graphics

Over several instructional sessions, students learn to interpret information contained in various types of math graphics. For these activities, students are paired off, with stronger students matched with less strong ones.

The teacher sets aside a separate session to introduce each of the graphics categories. The presentation sequence is ordered so that students begin with examples of the most concrete graphics and move toward the more abstract. The graphics sequence in order of increasing difficulty is: Pictures > tables > bar graphs > charts > line graphs.

At each session, student pairs examine examples of graphics from the category being explored that day and discuss questions such as: "What information does this graphic present? What are strengths of this type of graphic for presenting data? What are possible weaknesses?" Student pairs record their findings and share them with the large group at the end of the session.

3. Linking the Use of Question-Answer Relations (QARs) to Graphics

In advance of this lesson, the teacher prepares a series of data questions and correct answers. Each question and answer is paired with a math graphic that contains information essential for finding the answer.

At the start of the lesson, students are each given a set of 4 index cards with titles and descriptions of each of the 4 QAR questions: RIGHT THERE, THINK AND SEARCH, AUTHOR AND YOU, ON MY OWN. (*Timesaving Tip*: Students can

create their own copies of these QAR review cards as an in-class activity.)

Working first in small groups and then individually, students read each teacher-prepared question, study the matching graphic, and 'verify' the provided answer as correct. They then identify the type of question being posed in that applied problem, using their QAR index cards as a reference.

4. **Using Question-Answer Relationships (QARs) Independently to Interpret Math Graphics**

Students are now ready to use the QAR strategy independently to interpret graphics. They are given a laminated card as a reference with 6 steps to follow whenever they attempt to solve an applied problem that includes a math graphic:

- Read the question,
- Review the graphic,
- Reread the question,
- Choose the appropriate QAR,
- Answer the question, and
- Locate the answer derived from the graphic in the answer choices offered.

Students are strongly encouraged NOT to read the answer choices offered on a multiple-choice item until they have first derived their own answer-to prevent those choices from short-circuiting their inquiry.



References

Mesmer, H.A.E., & Hutchins, E.J. (2002). Using QARs with charts and graphs. *The Reading Teacher*, 56, 21-27.

Raphael, T. (1982). Question-answering strategies for children. *The Reading Teacher*, 36, 186-190.

Raphael, T. (1986). Teaching question answer relationships, revisited. *The Reading Teacher*, 39, 516-522.

Math Computation: Increase Accuracy and Productivity Rates Via Self-Monitoring and Performance Feedback



View an [Adobe Acrobat version](#) of this intervention write-up

Students can improve both their accuracy and fluency on math computation worksheets by independently self-monitoring their computation speed, charting their daily progress, and earning rewards for improved performance.

Materials

- Collection of student math computation worksheets & matching answer keys (NOTE: Educators can use a free online application to create math computation worksheets and answer keys at <http://www.interventioncentral.org/htmdocs/tools/mathprobe/addsing.php>)

Student self-monitoring chart ([Click](#) to view a sample progress-monitoring chart)

Steps to Implementing This Intervention

In preparation for this intervention:

- the teacher selects one or more computation problem types that the student needs to practice. Using that set of problem types as a guide, the teacher creates a number of standardized worksheets with similar items to be used across multiple instructional days. (A Math Worksheet Generator that will create these worksheets automatically can be accessed at <http://www.interventioncentral.org>).
- the teacher prepares a progress-monitoring chart. The vertical axis of the chart extends from 0 to 100 and is labeled 'Correct Digits' The horizontal axis of the chart is labeled 'Date'.
- the teacher creates a menu of rewards that the student can choose from on a given day if the student was able to exceed his or her previously posted computation fluency score.

At the start of the intervention, the teacher meets with the student. The teacher shows the student a sample math computation worksheet and answer key. The teacher tells the student that the student will have the opportunity to complete similar math worksheets as time drills and chart the results. The student is told that he or she will win a reward on any day when the student's number of correctly computed digits on the worksheet exceeds that of the previous day.

During each day of the intervention:

1. The student is given one of the math computation worksheets previously created by the teacher, along with an answer key. The student first consults his or her progress-monitoring chart and notes the most recent charted computation fluency score previously posted. The student is encouraged to try to exceed that score.
2. When the intervention session starts, the student is given a pre-selected amount of time (e.g., 5 minutes) to complete as many problems on the computation worksheet as possible. The student sets a timer for the allocated time and works on the computation sheet until the timer rings.
3. The student then uses the answer key to check his or her work, giving credit for each correct digit in an answer. (A 'correct digit' is defined as a digit of the correct value that appears in the correct place-value location in an answer. In this scoring method, students can get partial credit even if some of the digits in an answer are correct and some are incorrect.)
4. The student plots his or her computational fluency score on the progress-monitoring chart and writes the current date at the bottom of the chart below the plotted data point. The student is allowed to select a choice from the reward menu if he or she exceeds the most recent, previously posted fluency score.

References

Bennett, K., & Cavanaugh, R. A. (1998). Effects of immediate self-correction, delayed self-correction, and no correction on the acquisition and maintenance of multiplication facts by a fourth-grade student with learning disabilities. *Journal of Applied Behavior Analysis, 31*, 303-306.

Shimabukuro, S. M., Prater, M. A., Jenkins, A., & Edelen-Smith, P. (1999). The effects of self-monitoring of academic performance on students with learning disabilities and ADD/ADHD. *Education and Treatment of Children, 22*, 397-414.

Additional research based math intervention resources utilized in WCSD:

- ✓ Algebraic Thinking
- ✓ Math Facts In A Flash
- ✓ Accelerated Math (direct instruction must be included)

Integrated Writing Instruction

[View an Adobe Acrobat file of this page](#) 



Students with writing disabilities typically find the act of writing to be both difficult and unrewarding. These students' resulting lack of motivation to write can lock them into a downward spiral, in which they avoid most writing tasks and fail to develop those writing skills in which they are deficient. Indeed, for some students, a diagnosed writing disability may not be neurologically based but instead can be explained by the student's simple lack of opportunities to practice and build competent writing skills.

MacArthur and colleagues (MacArthur, Graham, & Schwartz, 1993) have developed an integrated approach to classroom writing instruction designed to accommodate the special needs of disabled writers, as well as those of their non-disabled peers. In this instructional approach, the student writes about authentic topics that have a 'real-world' purpose and relevance. Student writing is regularly shared with classmates and the instructor, with these audiences creating a sustaining social context to motivate and support the writer. Students receive instruction and feedback in an interactive manner, presented both in lecture format and through writing conferences with classmates. Technology (particularly computer word processing) is harnessed to help the writing disabled student to be more productive and to make use of software writing tools to extend his or her own capabilities in written expression.

The instructor follows a uniform daily instructional framework for writing instruction. First, the instructor *checks in with students* about the status of their current writing projects, then teaches a *mini-lesson*, next allows the group time to *write* and to *conference* with peers and the teacher, and finally arranges for the group to *share* or *publish* their work for a larger audience.

Status-checking. At the start of the writing session, the instructor quickly goes around the room, asking each student what writing goal(s) he or she plans to accomplish that day. The instructor records these responses for all to see.

Mini-Lesson. The instructor teaches a mini-lesson relevant to the writing process. Mini-lessons are a useful means to present explicit writing strategies (e.g., an outline for drafting an opinion essay), as well as a forum for reviewing the conventions of writing. Mini-lessons should be kept short (e.g., 5-10 minutes) to hold the attention of the class.

Student Writing. During the session, substantial time is set aside for students to write. Their writing assignment might be one handed out by the instructor that day or part of a longer composition (e.g., story, extended essay) that the student is writing and editing across multiple days. When possible, student writers are encouraged use computers as

aids in composing and editing their work. (Before students can compose efficiently on computers, of course, they must have been trained in keyboarding and use of word-processing software).

Peer & Teacher Conferences. Writers need timely, gentle, focused feedback from readers of their work in order to improve their compositions. At the end of the daily writing block, the student may sit with a classmate to review each other's work, using a structured peer editing strategy. During this discussion time, the teacher also holds brief individual conferences with students to review their work, have students evaluate how successfully they completed their writing goals for the day, and hear writers' thoughts about how they might plan to further develop a writing assignment.

Group Sharing or Publishing. At the end of each session, writing produced that day is shared with the whole class. Students might volunteer to read passages aloud from their compositions. Another method of sharing might be for the students to post their work on the classroom wall or bulletin board for everyone to read and respond to. Periodically, polished student work might be displayed in a public area of the school for all to read, published in an anthology of school writings, read aloud at school assemblies, or published on the Internet.



References

MacArthur, C., Graham, S., & Schwarz, S. (1993). Integrating strategy instruction and word processing into a process approach to writing instruction. *School Psychology Review*, 22, 671-681).

Sample ICEL / RIOT Procedures

Appendix A – Expanded RIOT Procedures

PROCEDURE	DOMAINS	SOURCE	DATA OUTCOMES
R E V I E W	I Instruction	Permanent products	<ul style="list-style-type: none"> Nature of instructional demands reflected in paper-pencil tasks (e.g., style demands of the task, difficulty levels, skill requirements)
	C Curriculum	Permanent products (e.g., books, worksheets, curricular guides, etc.)	<ul style="list-style-type: none"> Nature of instructional demands reflected in curricular materials (e.g., instructional approaches, pacing, difficulty, pre-requisite skills, scope and sequence of instruction)
	E Environment	School rules	<ul style="list-style-type: none"> Discipline policies and procedures that define what is deemed as "situationally appropriate"
	L Learner	Permanent products - peers' work	<ul style="list-style-type: none"> Standard of performance of peers
		Cumulative records	<ul style="list-style-type: none"> Patterns of behavior as reflected in teacher reports (teacher perceptions of the problem) and discipline records Onset and duration of the problem Interference with personal, interpersonal, and academic adjustment Settings where behavior of concern has occurred
		Health records	<ul style="list-style-type: none"> Existence of health, vision, and/or hearing problems potentially related to the academic and/or social behavior concern
		Permanent products - student work	<ul style="list-style-type: none"> Patterns of performance errors reflecting skill deficits Interference with ability to profit from general education instruction Consistent skill and/or performance problems over time Settings where behavior of concern is evident
	Teacher's grade book	<ul style="list-style-type: none"> Student performance in relationship to setting demands (e.g., teacher expectations, task demands) 	
	BAT records and teacher intervention documentation records	<ul style="list-style-type: none"> Response to interventions as reflected in "Action Plans" and Progress Monitoring 	

PROCEDURE	DOMAINS	SOURCE	DATA OUTCOMES
I N T E R V I E W	I Instruction	Teachers	<ul style="list-style-type: none"> Teachers' expectations Teachers' instructional practices Teachers' reinforcement strategies
	C Curriculum	Teachers and relevant LEA personnel (e.g., curriculum directors, principals, etc.)	<ul style="list-style-type: none"> Philosophical orientation of the curriculum (e.g., whole language, phonics, whole class reading, etc.) Expectations of the district for pacing and coverage of the curriculum
	E Environment	Teachers	<ul style="list-style-type: none"> Classroom routines, rules, behavior management plans reflecting a definition of "situationally appropriate"
		LEA personnel	<ul style="list-style-type: none"> School rules, discipline policy, etc., reflecting a definition of "situationally appropriate"
		Parents	<ul style="list-style-type: none"> Behavior management strategies reflecting parent expectations and definition of "situationally appropriate"
	L Learner	Teachers, relevant LEA personnel, parents, community resources, student	<ul style="list-style-type: none"> Interviewees' perceptions of the problem—its nature, intensity, significance to the student, and in relation to peers
		Behavior rating scales, checklists	<ul style="list-style-type: none"> Patterns of behavior as perceived by raters who complete them Settings in which behavior is viewed as problematic Significance of behavior of concern as perceived by raters who complete them

R.I.O.T.

PROCEDURE	DOMAINS	SOURCE	DATA OUTCOMES	
O B S E R V E	I Instruction	Setting Analysis	<ul style="list-style-type: none"> Effective teaching practices, teacher expectations 	
		Systematic Observation	<ul style="list-style-type: none"> Antecedents, consequences 	
		Anecdotal Recording, Checklists	<ul style="list-style-type: none"> Effective teaching practices 	
	C Curriculum			
	E Environment	E Environment	Setting Analysis	<ul style="list-style-type: none"> Physical environment (seating arrangement, equipment, lighting, furniture, temperature, noise levels) Classroom routines and behavior management Demographics of peer group
			Systematic Observation	<ul style="list-style-type: none"> Peer performance for performance standard of "situationally and developmentally appropriate" Interaction patterns
	L Learner	L Learner	Anecdotal Recording, Checklists	<ul style="list-style-type: none"> Nature of behavior of concern Patterns of behavior of concern Response to interventions as reflected in informal progress monitoring
			Systematic Observations	<ul style="list-style-type: none"> Nature and dimensions (frequency, duration, latency, intensity) of target behaviors Response to interventions as reflected in systematic progress monitoring

PROCEDURE	DOMAINS	SOURCE	DATA OUTCOMES	
T E S T	I Instruction			
	C Curriculum	Readability of texts	<ul style="list-style-type: none"> • Difficulty levels of textbooks 	
	E Environment			
	L Learner	Curriculum Based Measurement (CBM)		<ul style="list-style-type: none"> • Fluency in oral reading, math computation and written expression • Resistance to intervention (systematic progress monitoring)
		Curriculum Based Assessment (CBA)		<ul style="list-style-type: none"> • Student performance on curriculum based tasks in specific skill areas
		Classroom Tests		<ul style="list-style-type: none"> • Student academic performance on classroom measures of achievement • Interference with ability to profit from general ed. instruction • Resistance to intervention (informal progress monitoring)
		Norm-referenced (individual and group)		<ul style="list-style-type: none"> • Student academic performance in relationship to a norm group--as a performance standard
			<ul style="list-style-type: none"> • Personal trait data in relationship to a norm group as a standard of appropriateness and reflecting personal adjustment 	
Criterion-referenced		<ul style="list-style-type: none"> • Student academic performance identifying skill strengths and weaknesses 		
Self-reports (checklists, inventories, rating scales, etc.)		<ul style="list-style-type: none"> • Personal trait data reflecting student perception of the problematic situation and student's personal adjustment 		

APPENDIX E
WCSD RTI Forms

Washoe County School District	PROBLEM IDENTIFICATION SCREENING SUMMARY
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Student: _____ Form Completed Date: _____

REVIEW OF CUMULATIVE FOLDER

HEALTH INFORMATION

- Vision Concern
- Hearing Concern
- Diagnosed ADHD
 - Inattentive
 - Hyperactive/Impulsive
 - Combined
- Medications _____
- Asthma
- Fine Motor
- Gross Motor
- Personal Hygiene
- Other Diagnosis: _____

- Health Plan in Place

PREVIOUS SERVICES

- Tiered Interventions Dates: _____
- ELL Services Dates: _____
 - Primary Language _____
 - Language Spoken in Home _____
- Section 504 Accommodation Plan Dates: _____
- Special Education Evaluation/Services Dates: _____
- Speech/Language
 - Articulation Dates: _____
 - Expressive/Receptive Dates: _____
- Out of District Dates: _____
- Retained Dates: _____
- Home Schooling Dates: _____
- Preschool
- Child in Transition Dates: _____
- Juvenile Services Dates: _____
- Social Services Dates: _____
- Foster Care Dates: _____
- Other _____

BEHAVIORAL INFORMATION

- Office Discipline Referrals
- Peer Relations Concerns
- Adult Relations Concerns
- Self-Help Concerns
- Motivation

GRADES

ELEMENTARY:

SECONDARY:

	math	reading	writing
Above ave.			
Ave.			
Below ave.			

GPA: _____
Credits Earned: _____

ATTENDANCE

Days Absent Last Year: _____
Days Absent Current Year: _____
Other Concerns: _____

Other Concerns: _____

NOTES

Washoe County School District	PROBLEM IDENTIFICATION SCREENING SUMMARY
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INTERVIEW SUMMARY			
	PARENT	STUDENT	TEACHER
DATE:			
TYPE OF INTERVIEW:			
<input type="checkbox"/> ATTACH COMPLETED INTERVIEW NOTES			

OBSERVATION IN CLASSROOM	
DATE:	BY:
<input type="checkbox"/> ATTACH COMPLETED OBSERVATION FORM(S)	

TESTING RECORDS
<input type="checkbox"/> LIST AND ATTACH RELEVANT DATA (E.g., Academic: CBM, CRT, WCSD Benchmarks, NRT; Behavior: BESS, etc.)

PROBLEM IDENTIFICATION SUMMARY – C1	
Team Met to Review these Data on: _____	Prioritized Area of Concern: _____
Problem Definition: _____ _____ _____ _____ _____	
List at least 3 sources of convergent data that support this problem definition: _____ _____	
<input type="checkbox"/> Baseline data are plotted on the attached graph	
Disposition: <input type="checkbox"/> Tier 2: Date _____ <input type="checkbox"/> Special Education Evaluation Referral <input type="checkbox"/> Tier 3: Date _____ Date: _____	
Team Members' Names: _____	
Team Member Responsible for Follow-Up: _____	
<input type="checkbox"/> SASI Designation has been changed to reflect student's placement within RTI system. RTI flag placed in student Cumulative File.	

Washoe County School District	PROBLEM IDENTIFICATION SCREENING SUMMARY
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Student: Jane Smith Form Completed Date: 10/07/08

REVIEW OF CUMULATIVE FOLDER

<p>HEALTH INFORMATION</p> <p><input type="checkbox"/> Vision Concern</p> <p><input type="checkbox"/> Hearing Concern</p> <p><input checked="" type="checkbox"/> Diagnosed ADHD</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Inattentive</p> <p style="margin-left: 20px;"><input type="checkbox"/> Hyperactive/Impulsive</p> <p style="margin-left: 20px;"><input type="checkbox"/> Combined</p> <p><input checked="" type="checkbox"/> Medications <u>Stattera</u></p> <p><input type="checkbox"/> Asthma</p> <p><input type="checkbox"/> Fine Motor</p> <p><input type="checkbox"/> Gross Motor</p> <p><input type="checkbox"/> Personal Hygiene</p> <p><input type="checkbox"/> Other Diagnosis: _____</p> <p><input type="checkbox"/> Health Plan in Place</p>	<p style="text-align: center;">PREVIOUS SERVICES</p> <p><input type="checkbox"/> Tiered Interventions Dates: _____</p> <p><input type="checkbox"/> ELL Services Dates: _____</p> <p style="margin-left: 40px;"><input type="checkbox"/> Primary Language _____</p> <p style="margin-left: 40px;"><input type="checkbox"/> Language Spoken in Home _____</p> <p><input checked="" type="checkbox"/> Section 504 Accommodation Plan Dates: <u>09/01/2007</u></p> <p><input type="checkbox"/> Special Education Evaluation/Services Dates: _____</p> <p><input type="checkbox"/> Speech/Language</p> <p style="margin-left: 40px;"><input type="checkbox"/> Articulation Dates: _____</p> <p style="margin-left: 40px;"><input type="checkbox"/> Expressive/Receptive Dates: _____</p> <p><input type="checkbox"/> Out of District Dates: _____</p> <p><input checked="" type="checkbox"/> Retained Dates: <u>2003-2004</u></p> <p><input type="checkbox"/> Home Schooling Dates: _____</p> <p><input type="checkbox"/> Preschool</p> <p><input type="checkbox"/> Child in Transition Dates: _____</p> <p><input type="checkbox"/> Juvenile Services Dates: _____</p> <p><input type="checkbox"/> Social Services Dates: _____</p> <p><input type="checkbox"/> Foster Care Dates: _____</p> <p><input type="checkbox"/> Other _____</p>																							
<p>BEHAVIORAL INFORMATION</p> <p><input checked="" type="checkbox"/> Office Discipline Referrals</p> <p><input type="checkbox"/> Peer Relations Concerns</p> <p><input checked="" type="checkbox"/> Adult Relations Concerns</p> <p><input type="checkbox"/> Self-Help Concerns</p> <p><input type="checkbox"/> Motivation</p>	<p style="text-align: center;">GRADES</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <th colspan="3" style="text-align: center; border-bottom: 1px solid black;">ELEMENTARY:</th> <td></td> </tr> <tr> <td></td> <th style="border-bottom: 1px solid black;">math</th> <th style="border-bottom: 1px solid black;">reading</th> <th style="border-bottom: 1px solid black;">writing</th> <td></td> </tr> <tr> <td style="border-right: 1px solid black;">Above ave.</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td rowspan="3" style="padding-left: 20px; vertical-align: top;"> SECONDARY: GPA: <u>2.0</u> Credits Earned: _____ </td> </tr> <tr> <td style="border-right: 1px solid black;">Ave.</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="border-right: 1px solid black;">Below ave.</td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </table> <p>Other Concerns: _____</p>		ELEMENTARY:					math	reading	writing		Above ave.	X			SECONDARY: GPA: <u>2.0</u> Credits Earned: _____	Ave.				Below ave.		X	X
	ELEMENTARY:																							
	math	reading	writing																					
Above ave.	X			SECONDARY: GPA: <u>2.0</u> Credits Earned: _____																				
Ave.																								
Below ave.		X	X																					
<p style="text-align: center;">ATTENDANCE</p> <p># Days Absent Last Year: <u>15</u></p> <p># Days Absent Current Year: <u>10</u></p> <p>Other Concerns: _____</p>																								

NOTES

According to mother's report, parents have been divorced for 3 years - Jane alternates time by spending one week with mother and then one week with father. Mother also reports Jane has been off Stattera for 2 months.

In response to question regarding Jane's excessive absences, mother states that Jane says she is sick a lot.

Washoe County School District	PROBLEM IDENTIFICATION SCREENING SUMMARY
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INTERVIEW SUMMARY			
	PARENT	STUDENT	TEACHER
DATE:	10/02/08	10/06/08	10/07/08
TYPE OF INTERVIEW:	Phone	Personal	Personal/Email
<input checked="" type="checkbox"/> ATTACH COMPLETED INTERVIEW NOTES			

OBSERVATION IN CLASSROOM	
DATE: 10/01/08	BY: Carl Rogers, Counselor
<input checked="" type="checkbox"/> ATTACH COMPLETED OBSERVATION FORM(S)	

TESTING RECORDS
<input checked="" type="checkbox"/> LIST AND ATTACH RELEVANT DATA (E.g., Academic: CBM, CRT, WCSD Benchmarks, NRT; Behavior: BESS, etc.)
Please see attached data for summary of scores.

PROBLEM IDENTIFICATION SUMMARY - C1	
Team Met to Review these Data on: 10/10/08	Prioritized Area of Concern: Reading
Problem Definition: Jane's overall reading abilities appear to be approximately 2 grade levels behind grade placement and that of peers. Teacher assessments and observation suggest particular difficulty with oral reading fluency and vocabulary development. Team's judgment is that behavioral concerns are primarily a result of frustration with low achievement in reading.	
List at least 3 sources of convergent data that support this problem definition:	
<input checked="" type="checkbox"/> Baseline data are plotted on the attached graph	
Disposition: <input checked="" type="checkbox"/> Tier 2: Date 10/10/08	<input type="checkbox"/> Special Education Evaluation Referral
<input type="checkbox"/> Tier 3: Date	Date:
Team Members' Names: John Dewey, Carl Rogers, Madeline Hunter, William Glasser	
Team Member Responsible for Follow-Up: Carl Rogers	
<input checked="" type="checkbox"/> SASI Designation has been changed to reflect student's placement within RTI system. RTI flag placed in student Cumulative File.	

Washoe County School District	PROBLEM ANALYSIS FORM
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Student: _____ Date Form Completed: _____

Step 3: Indicate selected hypothesis (circle or bold type). Selected hypothesis must have convergent data to support including quantitative data.

Step 1: List all hypotheses regarding cause or function of prioritized problem:		Step 2: List all relevant data to support or refute each hypothesis listed			
	HYPOTHESES	R REVIEW	I INTERVIEW	O OBSERVE	T TEST
I INSTRUCTION	1. 2. 3.				
C CURRICULUM	1. 2. 3.				
E ENVIRONMENT	1. 2. 3.				
L LEARNER	1. 2. 3.				

DRAFT

* Note: Hypotheses may not be relevant in all areas. This sample form is intended to offer examples of the types of hypotheses that may be generated for each area.

RTI-2

Washoe County School District	PROBLEM ANALYSIS FORM
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Student: Jane Smith Date Form Completed: 10/10/08

Step 3: Indicate selected hypothesis (circle or bold type). Selected hypothesis must have convergent data to support including quantitative data.

Step 1: List all hypotheses regarding cause or function of prioritized problem:		Step 2: List all relevant data to support or refute each hypothesis listed			
	HYPOTHESES	R REVIEW	I INTERVIEW	O OBSERVE	T TEST
INSTRUCTION I	<ol style="list-style-type: none"> Pacing and opportunities to respond during lessons does not maximize engagement. 			Limited opportunities for Jane to respond result in her losing interest in the lesson.	
CURRICULUM C	<ol style="list-style-type: none"> Jane is receiving reading instruction in a 4th grade reading curriculum, which does not match her instructional level. 		Teacher reports Jane is in the low reading group.		Testing data indicate Jane's skills are at a level similar to a 2 nd grader at the beginning of the school year.
ENVIRONMENT E	<ol style="list-style-type: none"> Jane is seated next to the classroom door and is easily distracted by people coming/going, which causes her to lose focus. 			10/10/08 Distracted/off-task 8 times in 40-minute period.	
LEARNER L	<ol style="list-style-type: none"> Jane's reading skills would improve with more practice at home. 	On average, reading log is signed 1/5 days per week.	Parent reports Jane is resisting reading at home		

Washoe County School District	INTERVENTION PLAN
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Student: _____ Plan Development Date: _____

Tier (circle): 2 3 Intervention # (circle): 1 2 3 Other _____

Area of Concern (circle): Reading Math Writing Behavior

Goal: _____

INTERVENTION	
Brief Description:	
Attach Instructional Planning Form if Used	
Description of Needed Materials:	
Intervention Implementer:	
When:	
Where:	
How Often:	

MEASUREMENT SYSTEM	
Data Collection System:	
Data Collector:	
What Will Be Recorded?	
Frequency of Data Collection:	
When will Data be Collected?	

DECISION MAKING RULE	
<input type="checkbox"/> Slope / Trend Analysis <input type="checkbox"/> Level of Performance	<input type="checkbox"/> Consecutive Data Point Rule <input type="checkbox"/> Other: _____

Intervention Start Date: _____

Review Date: _____ Time: _____ Place: _____

Nevada Dept. of Educ. Policy Statement provided to & signed by parent. Date: _____

Washoe County School District	INTERVENTION PLAN
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Student: Jane Smith Plan Development Date: 10/10/08

Tier (circle): (2) 3 Intervention # (circle): (1) 2 3 Other _____
 Area of Concern (circle): Reading Math Writing Behavior

Goal: 75 WRC/minute (Current baseline = fall 2nd gr. level; Goal reflects average range for student at beginning of 4th gr.)

INTERVENTION	
Brief Description: Attach Instructional Planning Form if Used	"Read Naturally" - computer-based reading fluency program that also has vocabulary & comprehension components.
Description of Needed Materials:	"Read Naturally" software & computer
Intervention Implementer:	Madeline Hunter
When:	M-W-F
Where:	Monday, Wednesday & Friday
How Often:	General education classroom, Rm. 103
	40 mins./session

MEASUREMENT SYSTEM	
Data Collection System:	R-CBM (AIMSweb)
Data Collector:	Madeline Hunter
What Will Be Recorded?	Fluency levels
Frequency of Data Collection:	Twice monthly
When will Data be Collected?	Fridays during intervention time

DECISION MAKING RULE	
<input type="checkbox"/> Slope / Trend Analysis	<input checked="" type="checkbox"/> Consecutive Data Point Rule
<input type="checkbox"/> Level of Performance	<input type="checkbox"/> Other: _____

Intervention Start Date: 10/13/08

Review Date: 11/24/08 Time: 3:30 PM Place: Conference Room

Nevada Dept. of Educ. Policy Statement provided to & signed by parent. Date: 10/10/08 (sent)
 (Signed 10/12/08)
 (Returned 10/13/08)

Washoe County School District	PLAN IMPLEMENTATION REVIEW
--------------------------------------	-----------------------------------

Student: _____ Review Date: _____

Tier (circle): 2 3 Intervention Phase (circle): 1 2 3 Other _____

Attach completed Intervention Plan or Instructional Planning Form

INTERVENTION PROTOCOL FIDELITY

Team agrees that the written Intervention Plan fully matched the implemented intervention

Team agrees that the written Intervention Plan did not fully match the implemented intervention as designed

Describe all revisions made to the Intervention Plan:

PLAN LOGISTICS FIDELITY

Team agrees that the intervention occurred for the number and duration of sessions as designed on the Intervention Plan.

Team agrees that the intervention did not occur for the number and duration of sessions as designed on the Intervention Plan.

Describe differences between planned and actual intervention session number and length:

Signatures of Team Members:

Administrator

Team Member

Intervention Implementer

Team Member

Team Member

Team Member

Washoe County School District	PLAN IMPLEMENTATION REVIEW
-------------------------------	-----------------------------------

Student: Jane Smith Review Date: 11/10/08

Tier (circle): (2) 3 Intervention Phase (circle): (1) 2 3 Other _____

Attach completed Intervention Plan or Instructional Planning Form

INTERVENTION PROTOCOL FIDELITY	
<input type="checkbox"/> Team agrees that the written Intervention Plan fully matched the implemented intervention	<input checked="" type="checkbox"/> Team agrees that the written Intervention Plan <u>did not</u> fully match the implemented intervention as designed Describe all revisions made to the Intervention Plan: <p style="margin-left: 40px;">Actual instruction time in Read 180 sessions has not exceeded 20 mins. Therefore expected content has not been covered.</p> <p style="margin-left: 40px;">(See Intervention Plan form that has been revised to increase frequency of Read 180 sessions and address student absences).</p>

PLAN LOGISTICS FIDELITY	
<input type="checkbox"/> Team agrees that the intervention occurred for the number and duration of sessions as designed on the Intervention Plan.	<input checked="" type="checkbox"/> Team agrees that the intervention <u>did not</u> occur for the number and duration of sessions as designed on the Intervention Plan. Describe differences between planned and actual intervention session number and length: <p style="margin-left: 40px;">Jane has missed numerous intervention sessions due to absence (10/22, 10/24, 10/29), holiday (10/31- NV day), and recent practices for the winter music program (11/05).</p>

Signatures of Team Members:

[Signature]
Administrator

[Signature]
Intervention Implementer

[Signature]
Team Member

[Signature]
Team Member

[Signature]
Team Member

[Signature]
Team Member

Washoe County School District	PLAN EVALUATION
--------------------------------------	------------------------

Student: _____ Plan Evaluation Date: _____

Plan Evaluation:

Tier (circle): 2 3 Intervention # (circle): 1 2 3 Other _____

Attach graph of student progress data

The current intervention began on _____ and continued through _____.

Number of data points being considered during this intervention phase _____.

1. As a result of this intervention implementation:
 - Goal was met
 - Performance gap decreased
 - Performance gap stayed the same
 - Performance gap increased
2. In the team's opinion, was the intervention plan responsible for any change?
 - Yes
 - No
 - Not Sure
3. The next steps for the team will be to:
 - Goal met
 - Discontinue intervention
 - Continue intervention to maintain or generalize skill
 - Select a new problem
 - Goal not met
 - Select a new hypothesis(es) for the same problem (Form RTI-2)
 - Retain current hypothesis (es), but modify intervention plan (Form RTI-3)
 - Continue problem solving and consider a referral for special education

Next Meeting Date: _____

(If none is needed, information should be placed in the student's inactive RTI folder and SASI RTI designation changed to "PT2/PT3").

Washoe County School District	PLAN EVALUATION
-------------------------------	-----------------

Student: Jane Smith Plan Evaluation Date: 11/10/08

Plan Evaluation:

Tier (circle): (2) 3 Intervention # (circle): (1) 2 3 Other _____

Attach graph of student progress data

The current intervention began on 10/13/08 and continued through present
Will be reviewed again on scheduled date - 11/24/08.

Number of data points being considered during this intervention phase 4.

1. As a result of this intervention implementation:

- Goal was met
- Performance gap decreased
- Performance gap stayed the same
- Performance gap increased

2. In the team's opinion, was the intervention plan responsible for any change?

- Yes
- No
- Not Sure

3. The next steps for the team will be to:

- Goal met
 - Discontinue intervention
 - Continue intervention to maintain or generalize skill
 - Select a new problem
- Goal not met
 - Select a new hypothesis(es) for the same problem (Form RTI-2)
 - Retain current hypothesis (es), but modify intervention plan (Form RTI-3)
 - Continue problem solving and consider a referral for special education

Next Meeting Date: 11/24/08

(If none is needed, information should be placed in the student's inactive RTI folder and SASI RTI designation changed to "PT2/PT3").

<p>Washoe County School District</p>	<p>STANDARD TREATMENT PROTOCOL DOCUMENTATION FORM (Computer-based group interventions such as Read 180, Voyager, Read Naturally, etc.)</p>
---	--

This form may be used in replacement of Problem Solving forms RTI 0-3 when the Intervention Assistance Team has reviewed school wide data and found converging evidence (student grades and 3 sources of testing data) to suggest a need for a standard treatment protocol based intervention to be delivered to a group of students. Individual goals and graphs must be kept for each participating student. Participation rates (attendance) of each student in the group intervention must be documented. Implementation integrity of the intervention must be documented through (Form RTI4). Decisions regarding the success of the intervention are to be made on an individual student basis. Include 1 copy of this form in each participating student's RTI file.

Team Meeting Date: _____ Area of Concern: Reading Math Writing Behavior
 Student Name: _____ (complete 1 form for group, make copies, and write individual student names on one form for each participating student)

PROBLEM IDENTIFICATION

List the sources of data reviewed by the team for selection of students	List the criteria determined for inclusion in the group intervention
---	--

BRIEF PROBLEM ANALYSIS

Describe the common instructional need identified among this group of students

PLAN DEVELOPMENT

GOAL SETTING

- On each individual student progress monitoring graph, list student baseline score and goal

INTERVENTION

Brief Description:		When:	
Description of Needed Materials:		Where:	
Intervention Implementer:		How Often:	

- Intervention Plan is attached which describes the intervention activities in detail

MEASUREMENT SYSTEM

Data Collection System:		Frequency of Data Collection:	
Data Collector:		When will Data be Collected?	
What Will Be Recorded?			

DECISION MAKING RULE

- Slope/Trend Analysis
- Consecutive Data Point Rule
- Level of Performance
- Other: _____

Intervention Start Date: _____ Review Date: _____ Time: _____ Place: _____

- Nevada Dept. of Educ. Policy Statement provided to & signed by parent. Date: _____
- SASI Designation has been changed to reflect student's placement within RTI system & RTI flag placed in student Cumulative File.

Washoe County School District

STANDARD TREATMENT PROTOCOL DOCUMENTATION FORM
 (Computer-based group interventions such as Read 180, Voyager, Read Naturally, etc.)

This form may be used in replacement of Problem Solving forms RTI 0-3 when the Intervention Assistance Team has reviewed school wide data and found converging evidence (student grades and 3 sources of testing data) to suggest a need for a standard treatment protocol based intervention to be delivered to a group of students. Individual goals and graphs must be kept for each participating student. Participation rates (attendance) of each student in the group intervention must be documented. Implementation integrity of the intervention must be documented through (Form RTI4). Decisions regarding the success of the intervention are to be made on an individual student basis. Include 1 copy of this form in each participating student's RTI file.

Team Meeting Date: 09/08/08Area of Concern: Reading Math Writing BehaviorStudent Name: Bill Johnson (complete 1 form for group, make copies, and write individual student names on one form for each participating student)**PROBLEM IDENTIFICATION**

List the sources of data reviewed by the team for selection of students

List the criteria determined for inclusion in the group intervention

CRTs, Benchmark, ITBS, CBM & student gradesLow overall performance in reading**BRIEF PROBLEM ANALYSIS**

Describe the common instructional need identified among this group of students

Reading Comprehension**PLAN DEVELOPMENT****GOAL SETTING** On each individual student progress monitoring graph, list student baseline score and goal**INTERVENTION**

Brief Description:	<u>Read 180</u>	When:	<u>Monday-Friday</u>
Description of Needed Materials:	<u>Software, Computers</u>	Where:	<u>Read 180 Lab</u>
Intervention Implementer:		How Often:	<u>40 mins./day</u>

 Intervention Plan is attached which describes the intervention activities in detail**MEASUREMENT SYSTEM**

Data Collection System:	<u>CBM- maze (AIMSweb)</u>	Frequency of Data Collection:	<u>Twice monthly</u>
Data Collector:		When will Data be Collected?	<u>Fridays in Read 180 class</u>
What Will Be Recorded?	<u>Reading Comprehension Growth</u>		

DECISION MAKING RULE

- Slope/Trend Analysis
 Level of Performance

- Consecutive Data Point Rule
 Other:

Intervention Start Date: 09/09/08 Review Date: 12/15/08 Time: 2:30 PM Place: Read 180 Lab

Nevada Dept. of Educ. Policy Statement provided to & signed by parent. Date: 09/09/08 (sent) Returned: _____
 SASI Designation has been changed to reflect student's placement within RTI system & RTI flag placed in student Cumulative File.

WCSD Response To Intervention Case Review

(Required for Consideration of Special Education Referral)

Directions: Check "YES" if the component is documented and meets the identified standard. Check "NO" if not.

Standard	Tier 2		Tier 3	
	YES	NO	YES	NO
Problem Identification (RTI-1)				
▪ An initial problem was defined in observable measurable terms and was quantified.				
▪ Documented data from at least 3 sources converge to support the problem statement.				
▪ Student baseline data in the area of concern is collected using a measurement system with sufficient technical adequacy for ongoing frequent measurement, and includes a minimum of 3 data points with standardized procedures for assessment. Baseline data are graphed.				
Problem Analysis (RTI-2)				
▪ Data from a variety of sources (RIOT) and domains (ICEL) were collected to consider multiple hypotheses for the cause of the identified problem. These data are documented.				
▪ A single hypothesis for the cause of the performance gap was selected. At least 3 pieces of data converge to support this hypothesis. At least one of these is quantitative.				
Plan Development (RTI-3)				
▪ A data-based goal was established that describes the learner, conditions (time and materials for responding), expected performance, and a goal date. The goal is indicated on a graph.				
▪ The intervention selected meets federal definition of scientifically research-based intervention. The selected intervention directly addresses the specific identified problem and the hypothesis for the cause of the problem.				
▪ A written intervention plan was clearly defined that explicitly describes what will be done, where, when, how often, how long (per session), by whom, and with what resources.				
▪ A written description of the progress-monitoring plan was completed and includes who will collect data, data collection methods, conditions for data collections, and schedule.				
▪ A decision making rule was selected for use.				
▪ A plan evaluation meeting was set for no more than 8 weeks after the plan was established.				
Plan Implementation (RTI-3)				
▪ The Intervention Plan was implemented as specified on Form RTI-3. Implementation verified during administrative/IAT "walk-through" or other observations.				
▪ Data were collected and graphed as stated in intervention plan. The required number of data points were collected.				
Plan Evaluation (RTI-4)				
▪ Team documented agreement that the plan was carried out as intended.				
▪ Team determined and documented whether the pre-intervention performance gap decreased, increased, or stayed the same during the plan implementation phase.				
▪ Team decided to continue the plan unmodified, modify the plan, or terminate the plan and develop a new plan. Team documented this decision.				
Special Education Referral Guidelines – (to be considered only when all other boxes indicate "YES")				
A. After implementation of at least two scientifically research-based interventions, student's slope of growth continues to be below grade level target slope rates.				
B. After implementation of at least two scientifically research-based interventions, student's level of performance continues to be at the 10 th percentile or below compared to national averages.				
C. Team determines that the student demonstrates educational needs that require resources more intensive than can be provided in general education.				

Team Signatures:

Administrator

Intervention Implementer

Parent

School Psychologist

Counselor

Team Member

WCSD Response To Intervention Case Review

(Required for Consideration of Special Education Referral)

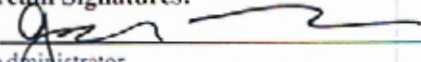
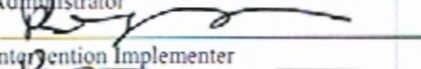

Directions: Check "YES" if the component is documented and meets the identified standard. Check "NO" if not.

Standard	Tier 2		Tier 3	
	YES	NO	YES	NO
Problem Identification (RTI-1)				
1. An initial problem was defined in observable measurable terms and was quantified.	X			
2. Documented data from at least 3 sources converge to support the problem statement.	X			
3. Student baseline data in the area of concern is collected using a measurement system with sufficient technical adequacy for ongoing frequent measurement, and includes a minimum of 3 data points with standardized procedures for assessment. Baseline data are graphed.	X			
Problem Analysis (RTI-2)				
1. Data from a variety of sources (RIOT) and domains (ICEL) were collected to consider multiple hypotheses for the cause of the identified problem. These data are documented.	X			
2. A single hypothesis for the cause of the performance gap was selected. At least 3 pieces of data converge to support this hypothesis. At least one of these is quantitative.	X			
Plan Development (RTI-3)				
1. A data-based goal was established that describes the learner, conditions (time and materials for responding), expected performance, and a goal date. The goal is indicated on a graph.	X			
2. The intervention selected meets federal definition of scientifically research-based intervention. The selected intervention directly addresses the specific identified problem and the hypothesis for the cause of the problem.	X			
3. A written intervention plan was clearly defined that explicitly describes what will be done, where, when, how often, how long (per session), by whom, and with what resources.	X			
4. A written description of the progress-monitoring plan was completed and includes who will collect data, data collection methods, conditions for data collections, and schedule.	X			
5. A decision making rule was selected for use.	X			
6. A plan evaluation meeting was set for no more than 8 weeks after the plan was established.	X			
Plan Implementation (RTI-3)				
1. The Intervention Plan was implemented as specified on Form RTI-3. Implementation verified during administrative/IAT "walk-through" or other observations.	X			
2. Data were collected and graphed as stated in intervention plan. The required number of data points were collected.	X			
Plan Evaluation (RTI-4)				
1. Team documented agreement that the plan was carried out as intended.	X			
2. Team determined and documented whether the pre-intervention performance gap decreased, increased, or stayed the same during the plan implementation phase.	X			
3. Team decided to continue the plan unmodified, modify the plan, or terminate the plan and develop a new plan. Team documented this decision.	X			

Special Education Referral Guidelines – (to be considered only when all other boxes indicate "YES")

A. After implementation of at least two scientifically research-based interventions, student's slope of growth continues to be below grade level target slope rates.	Yes
B. After implementation of at least two scientifically research-based interventions, student's level of performance continues to be at the 10 th percentile or below compared to national averages.	Yes
C. Team determines that the student demonstrates educational needs that require resources more intensive than can be provided in general education.	Yes

Team Signatures:


 Administrator

 Intervention Implementer

 Parent


 School Psychologist

 Counselor

 Team Member

<p>Washoe County School District</p>	<p>CLASSROOM OBSERVATION FORM</p>
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STUDENT:	DOB:	SCHOOL:	OBSERVER:
INSTRUCTOR OBSERVED:	DATE:	SUBJECT(S):	TIME: From _____ to _____

<p>1. Check type of activities observed:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"> <input type="checkbox"/> Teacher-directed <input type="checkbox"/> Individual <input type="checkbox"/> Small group <input type="checkbox"/> Whole class </td> <td style="width: 33%; border: none;"> <input type="checkbox"/> Self-directed activities <input type="checkbox"/> Individual <input type="checkbox"/> Small group </td> <td style="width: 33%; border: none;"> <input type="checkbox"/> Independent seat work <input type="checkbox"/> Peer Tutor <input type="checkbox"/> Others </td> </tr> </table> <p>Describe:</p>			<input type="checkbox"/> Teacher-directed <input type="checkbox"/> Individual <input type="checkbox"/> Small group <input type="checkbox"/> Whole class	<input type="checkbox"/> Self-directed activities <input type="checkbox"/> Individual <input type="checkbox"/> Small group	<input type="checkbox"/> Independent seat work <input type="checkbox"/> Peer Tutor <input type="checkbox"/> Others
<input type="checkbox"/> Teacher-directed <input type="checkbox"/> Individual <input type="checkbox"/> Small group <input type="checkbox"/> Whole class	<input type="checkbox"/> Self-directed activities <input type="checkbox"/> Individual <input type="checkbox"/> Small group	<input type="checkbox"/> Independent seat work <input type="checkbox"/> Peer Tutor <input type="checkbox"/> Others			
<p>2. Specific behaviors observed:</p>	<p>Frequency/ Duration</p>	<p>5. Describe the specific expectations (instructions given, behaviors/actions expected, work to be completed, etc.)</p> <p>What specific adaptations were made for others and for this particular student?</p>			
<p>3. Discuss social, perceptual, motor, communication, work skills, etc. not observed, but of concern to classroom teacher:</p>		<p>To what extent was student able to meet expectations?</p> <p>To what extent were other students, groups or entire class able to meet expectations?</p>			
<p>4. Comments:</p>		<p>6. How many students are in the class?</p> <p>Is the classroom noise or activity level a problem for this student?</p> <p>Where is the student seated in the classroom?</p>			

Washoe County School District

CLASSROOM OBSERVATION FORM

STUDENT: Jane Smith	DOB: 08/10/1998	SCHOOL: Elmcrest ES	OBSERVER: Carl Rogers
INSTRUCTOR OBSERVED: Madeline Hunter	DATE: 10/01/2008	SUBJECT(S): Reading	TIME: From 9:40 to 10:20

<p>1. Check type of activities observed:</p> <p style="margin-left: 40px;"> <input checked="" type="checkbox"/> Teacher-directed <input type="checkbox"/> Self-directed activities <input type="checkbox"/> Independent seat work <input type="checkbox"/> Individual <input type="checkbox"/> Individual <input type="checkbox"/> Peer Tutor <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Small group <input type="checkbox"/> Others <input checked="" type="checkbox"/> Whole class </p> <p>Describe: Houghton-Mifflin whole class read aloud; leveled reading group with teacher</p>		
<p>2. Specific behaviors observed:</p> <p>Off-task behavior (not following along in book or turning pages when directed; distracting other students)</p> <p>Opportunities to respond during instruction</p>	<p>Frequency/ Duration</p> <p> </p> <p> </p>	<p>5. Describe the specific expectations (instructions given, behaviors/actions expected, work to be completed, etc.) Read along in book; turn pages; respond to teacher prompts; participate in small group lesson</p> <p>What specific adaptations were made for others and for this particular student?</p> <p>None observed</p>
<p>3. Discuss social, perceptual, motor, communication, work skills, etc. not observed, but of concern to classroom teacher:</p> <p>Teacher reports concerns about developing positive adult relations</p>		<p>To what extent was student able to meet expectations?</p> <p>Well below expectancy</p> <p>To what extent were other students, groups or entire class able to meet expectations?</p> <p>Comparable</p>
<p>4. Comments:</p> <p>When Jane had teacher attention, she remained on-task</p>		<p>6. How many students are in the class? 27</p> <p>Is the classroom noise or activity level a problem for this student? Not observed</p> <p>Where is the student seated in the classroom? Back, near door</p>

KEITH W RHEAULT
Superintendent of Public Instruction

STATE OF NEVADA

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**NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT
RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION
April 2007**

Student Name: _____ **Birthdate:** _____

School: _____ **District:** _____

The Nevada Department of Education supports the development of an overarching system of providing scientifically based curriculum and instruction that is guided by ongoing data analysis and other information regarding student performance and success.

To accomplish this objective, school districts and other public agencies have designed systems for providing scientific, research-based interventions. Scientific, research-based interventions involve modification of the classroom environment, curriculum, or delivery of instruction in general education settings. The interventions are based upon an examination of the characteristics of the student as a learner, the instruction being provided, and the curricular tasks to be accomplished. The interventions are targeted toward improving the student's level of performance and rate of learning.

If a student is experiencing an academic or behavioral difficulty but is not suspected of having a disability, the school district or public agency may attempt to remediate the difficulty through providing targeted scientific, research-based interventions. If so, an intervention plan based upon the individual needs of the student will be developed that includes:

- an identification of the academic and/or behavior concern(s)
- a description of the targeted scientific, research-based intervention(s) to be provided in general education settings
- the progress monitoring data to be collected to measure level of performance and rate of learning, including:
 - the frequency of data collection and the strategies for summarizing the data
 - the criteria to be used to evaluate the effectiveness of the intervention(s)
 - the schedule for evaluating the effectiveness of the intervention(s)

A copy of the intervention plan must be provided to the student's parents.

Parents have a right to request an evaluation of their child to determine eligibility for special education programs and services if the parents suspect their child has a disability. Upon such a request, the school district or public agency is required to provide parents with a copy of the procedural safeguards available to them under the Individuals with Disabilities Education Act. In addition, federal and state law require that the school district or public agency respond to a parent's request for an evaluation with written notice of any proposals or refusals to conduct the evaluation requested by the parent.

A copy of this information was provided to the parent on _____(date)

Copy provided by: _____ (school personnel)

Copy received by: _____ (parent)

References: 34 CFR 300.311

An Equal Opportunity Agency

KEITH W. RHEAULT
Superintendent of Public Instruction

STATE OF NEVADA

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(702) 486-6455
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GLORIA P. DOPF
Deputy Superintendent
Instructional, Research and Evaluative
Services



JAMES R. WELLS
Deputy Superintendent
Administrative and Fiscal Services

MOODY STREET OFFICE
1749 Moody Street, Suite 40
Carson City, Nevada 89706-2543

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101

**DECLARACIÓN DE LA POLÍTICA DEL DEPARTAMENTO DE EDUCACIÓN DEL ESTADO DE NEVADA
RESPUESTA A LA INTERVENCIÓN CIENTÍFICA BASADA EN INVESTIGACIONES
Abril de 2007**

Nombre del estudiante: _____

Fecha de nacimiento: _____

Escuela: _____

Distrito: _____

El Departamento de educación del estado de Nevada apoya el desarrollo de un sistema global que proporciona un programa de estudios y enseñanza con base científica, guiado a través del análisis continuo de datos y otra información relacionada con el desempeño y éxito del estudiante.

Para alcanzar este objetivo, los distritos escolares y otras agencias públicas han diseñado sistemas para proveer intervenciones científicas basadas en investigaciones. Las intervenciones científicas basadas en investigaciones implican la modificación del ambiente del aula, el programa de estudios o la entrega de la enseñanza en los establecimientos educativos en general. Las intervenciones están basadas en un examen de las características del estudiante como aprendiz, la instrucción que se imparte y las tareas curriculares a alcanzar. Las intervenciones están previstas para mejorar el nivel de desempeño del estudiante y el índice de aprendizaje.

Si un estudiante experimenta una dificultad académica o de conducta pero no se sospecha que tenga una discapacidad, el distrito escolar o agencia pública pueden intentar remediar la dificultad proporcionándole intervenciones científicas enfocadas y basadas en investigaciones. De ser así, se desarrollará un plan de intervención basado en las necesidades individuales del estudiante, que incluye:

- una identificación del (de los) problema(s) académico(s) o de conducta
- una descripción de la(s) intervención(es) científicas basadas en investigaciones enfocada, a ser proporcionada en los establecimientos educativos en general
- los datos sobre el control del progreso a ser recolectados para medir el nivel de desempeño y el índice de aprendizaje, incluyendo:
 - la frecuencia de la recolección de datos y las estrategias para resumir los datos
 - el criterio a utilizarse para evaluar la efectividad de la intervención(es)
 - el programa para evaluar la efectividad de la intervención(es)

A los padres del estudiante se les debe proporcionar una copia del plan de la intervención.

Los padres tienen el derecho de solicitar una evaluación de su hijo(a) para determinar la elegibilidad para participar en programas y servicios educativos especiales, si los padres sospechan que su hijo(a) tiene una discapacidad. Ante dicha solicitud, al distrito escolar o agencia pública se le solicita que proporcione a los padres una copia de las garantías procesales que tienen disponibles, de acuerdo con la Ley de Educación de las Personas Discapacitadas. Adicionalmente, la ley federal y del estado requieren que el distrito escolar o agencia pública conteste la solicitud de evaluación de un padre de familia a través de una notificación por escrito sobre cualquier propuesta o rechazo, para llevar a cabo la evaluación solicitada por los padres.

Se le ha proporcionado una copia de esta información al padre de familia el _____ (date)

Copia proporcionada por: _____ (school personnel)

Copia recibida por: _____ (parent)

Referencias: 34 CFR 300.311

An Equal Opportunity Agency

APPENDIX F

Sample Letters

Sample Tier 1 Letter Content

In the last decade, a movement has developed across the United States that has resulted in students with learning and/or behavioral challenges being provided with more flexible and responsive services without having to rely solely on special education. In contrast to traditional service delivery, there are several key differences in the new approach: (1) early intervention in the typical, general education learning environment is emphasized, (2) this system maximizes all staff's expertise and services, and makes effective use of all existing resources, (3) the intent is to assess the student's strengths and weaknesses based on their academic performance or behavior in the regular educational setting, (4) interventions are delivered in this setting and are based on reliable and measurable information, (5) the student's response to the intervention is directly and frequently monitored and charted, and (6) this system is intended to de-emphasize categories and labels while encouraging creativity, problem solving, and providing support to students in a timely manner.

When using an RTI model, a team of school personnel meets regularly to problem solve. The first step is to identify a problem using data. Next, additional information is collected on the problem and hypotheses are developed as to why that problem is occurring. Based on the hypothesized cause of the problem, an intervention plan is created and implemented. Progress is closely monitored through charted data in order to determine whether the plan is effective or not and whether changes in the plan are needed. This process typically emphasizes the use of functional and multidimensional assessment procedures to identify, analyze, and monitor progress, and places emphasis on alterable variables (e.g., the classroom environment, the instructional design) when intervening in a problem. Additionally, use of research based interventions and the importance of decision-making based on data are stressed.

The primary purpose of assessment in an RTI system is to lead to effective interventions in the general education setting. Ideally then, eligibility for special education may be conceptualized as a resistance to repeated attempts at intervention in the general education setting. Additionally, sometimes a student demonstrates that they are responsive to intensive intervention and can be successful in the general education. However, if the needed level of intervention is so intense that it exceeds the level of resources in general education, then eligibility for special education should be considered.

This RTI system is a collaborative, systematic approach for identifying and addressing student needs; it maximizes the use of all resources and staff in the school. The focus is on a collaborative, flexible use of both financial and human services to meet the many and diverse needs of children. Each school determines the type, nature, range, and intensity of services, based on the level of need.

Sample Tier I Letter

Date

Dear Parents:

Washoe County School District (WCSD) believes that to provide the most effective education for ALL students, we must start with providing an effective education for EACH child. We know that children have different learning styles and not all children will respond to the same instructional approach. Some students require additional support to experience success. In the WCSD, we use ***Response to Intervention (RTI)***, a 3-tiered problem-solving approach, to identify and support students who are not experiencing success with our core curriculum and instructional strategies. Students who are not meeting WCSD standards necessary for success will be provided with 2 levels of support beyond the core curriculum. RTI has been identified as best practice in education, and fulfills legal requirements of No Child Left Behind (NCLB) and the Individuals with Disabilities Education Improvement Act (IDEIA).

At Tier 1, the classroom teacher uses the core curriculum for all students, including strategies to support students performing at different levels. Research has shown that approximately 80% of students are successful with the general education classroom approach and with our general education curriculum.

At Tier 2, we supplement the core curriculum with additional scientific, research-based group interventions for students not successful at Tier 1. At Maple Elementary School, 20% of students will be provided with 120 minutes per week of additional direct instruction in their areas of need. Parents of children identified as requiring Tier 2 supports will be notified in writing and proposed group interventions and support strategies will be described. Research has shown that approximately 15% of students are successful with the general education classroom approach supplemented with Tier 2 interventions. For the 5% of students who do not respond favorably to instructional support at Tier 2, Tier 3 interventions will be provided.

At Tier 3, Maple Elementary School's Intervention Assistance Team (IAT), which includes the student's parents, meets to a) review information collected about the student's skill deficits, and b) plan an educational program with more intensive support to specifically address identified skill deficits. At Tier 3, it may be necessary to alter students' schedules to adapt and increase instruction in areas of need.

At each tier, student progress is monitored on a schedule determined by the student's need. At Tier 1, all students' basic skills are monitored 3 times a year. At Tier 2, students' skills are monitored at least monthly. At Tier 3, students' skills are monitored weekly. Parents will have access to ongoing progress monitoring data so you will be aware of your child's progress as data are collected.

We take very seriously our responsibility to ensure the success of ALL students. Response to Intervention (RTI) will allow us to support each student efficiently and more effectively, regardless of their unique learning styles and needs.

Sincerely,

Principal

Sample Tier 2 Parent Notification

Dear Parents:

You may remember the letter sent home describing ***Response to Intervention (RTI)***, a 3-tiered problem-solving approach, to identify and support students who are not experiencing success with our core curriculum and instructional strategies. Based on our screening information, your child, _____, currently requires Tier 2 supports which are additional scientific, research-based group interventions to supplement our core curriculum in the area(s) of:

- Reading/Written Expression
- Math
- Behavior

Other _____

Proposed Tier 2 interventions are:

<u>Reading/Written Expression</u>	<u>Math</u>	<u>Behavior</u>
<input type="checkbox"/> Early Success <input type="checkbox"/> Soar to Success <input type="checkbox"/> Road to the Code <input type="checkbox"/> Words Their Way <input type="checkbox"/> Reteaching Houghton Mifflin (HM) <input type="checkbox"/> HM Intervention Tips <input type="checkbox"/> Supplementary Leveled Readers <input type="checkbox"/> Adapted HM Materials in Small Group <input type="checkbox"/> English Language Learners Handbook <input type="checkbox"/> After School Tutoring <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Everyday Math (EM) Adjustments <input type="checkbox"/> EM Individualizing <input type="checkbox"/> Minute Math <input type="checkbox"/> Lower Grade Level Lessons <input type="checkbox"/> Games for Skills in Lower Levels <input type="checkbox"/> Manipulatives for Hands-On Practice <input type="checkbox"/> Math Thematics Customizing Instruction <input type="checkbox"/> Math Thematics Manipulatives for Hands-On Practice <input type="checkbox"/> Math Thematics Additional Practice Activities <input type="checkbox"/> Language Diversity Strategies <input type="checkbox"/> After School Tutoring <input type="checkbox"/> _____	<input type="checkbox"/> _____ _____ _____ _____ _____ _____ _____ _____

At Tier 2, your child will be provided an additional 120 minutes per week of focused instruction in their area(s) of need. Throughout this process your child’s progress will be monitored using Curriculum-Based Measures in area(s) targeted for intervention a minimum of once per month.

If you would like your child’s teacher to send you an updated progress graph each time he/she is assessed, please email this request to the teacher at _____@washoe.k12.nv.us.

If you have any questions about this process, please do not hesitate to contact us at 555-5555.

Sincerely,
Principal

Sample Tier 2 Parent Notification

Date: _____

Dear Parent or Guardian of _____:

Please be informed that we have begun Tier II interventions for reading skills with your son or daughter, according to the Response to Intervention (RTI) teaching model. Many districts in the state of Nevada are implementing the Response to Intervention model to monitor student achievement and gains. You may remember that we informed parents in our October newsletter about our Response to Intervention model in our general education program. In Tier I your child's teacher used different strategies and/or materials and took data to see if this approach provided more success in reading for your child. Your child now needs some additional interventions through Tier II. In Tier II, we will provide an additional 30 or more minutes of focused instruction at least four times per week for a minimum of 8 to 10 weeks in a small group setting. Schools have found that most children can be successful with Tier II interventions. Your child will not miss any regular instruction that would impact their learning.

If you have any questions about the intervention team process, please contact your child's teacher.

Sincerely,

School Principal

Sample Tier 2 Parent Notification

Washoe County School District

Dear Parent or Guardian of _____ Date: _____

Please be informed that we will begin Tier II interventions with your child _____ beginning on _____. You may remember that we sent a letter home to all parents describing our intervention team approach in our general education program so that we can make sure that all students receive a sound educational program designed to meet the state standards. In Tier I your child's teacher used different strategies and/or materials and took data to see if this approach resulted in success for your child. Based upon our universal screening data, (child's name) _____ will likely benefit from additional interventions. We will begin Tier II interventions on _____. In Tier II, we will provide an additional 30 minutes of focused instruction at least four times per week for a minimum of 8-10 weeks.

In addition to Tier I supports, the following strategies and/or materials will be provided:

If you have any questions about the intervention team process, please contact _____ at _____. If you have any questions regarding your child's classroom progress that we will address through this extra help, please contact _____, your child's intervention team support leader.

Sincerely,

Principal

Sample Tier 3 Parent Notification

Washoe County School District

Dear Parents or Guardian of _____

Date: _____

Please be informed that we will have an intervention team meeting to discuss the beginning of Tier III interventions with your child on _____. You may remember that we sent a letter home to all parents describing our intervention team approach in our general education program to ensure all students receive a sound educational program designed to meet the state of Nevada standards.

We implemented Tier II interventions on _____. In Tier II we provided an additional 30 minutes of focused instruction at least four times per week for a minimum of 8-10 weeks. These interventions did not result in the growth for your child that we were hoping to achieve so that he/she is meeting grade level expectations.

In order to have the best opportunity for success, we would like to discuss implementing Tier III interventions at a meeting on _____ at _____. As a critical member of the intervention team, we need your input and help at home as well. Tier III interventions include additional intervention support and may require that we make educational decisions for programming over the next 8-10 weeks.

If you have any questions about the intervention process, please contact _____ at _____.

Sincerely

Principal

APPENDIX G

English Language Learners

English Language Learners RTI checklist for Tier 1 Interventions

Student Name _____ ID _____
Teacher _____ Grade _____
Language Proficiency Level _____ Years in School _____

Please make dated anecdotal notes regarding the interventions you have made in regard to this student.

1. I have determined the student's Language Proficiency Level and read over any documents in the student's Blue ESL folder. (date) _____
 - a. Your Notes

2. I have differentiated instruction (both input on my part and output on the student's part) in regards to their proficiency level.
 - a. Date _____
How? _____

 - b. Date _____
How? _____

 - c. Date _____
How? _____

3. I have administered the Acculturation Quick Screen to determine if the student is showing signs of culture shock. Date _____ (please attach to this checklist).

4. I have reviewed the Language Difference or Language Disability Chart and have determined that this student's issues may be one of disability instead of a language difference. What evidence do you have?

5. I conducted the SIOP (Sheltered Instruction Observation Protocol) as a Self Assessment and find that I daily use 80% of the features of the SIOP (24 of the 30 features) in every lesson I teach.

6. I had SIOP trained professionals observe lessons in my class (at least 3) to help me self reflect about my instruction and to plan to shelter my instruction in more ways. The SIOP protocols used are to be included with this checklist and are not to be used for evaluative purposes of the teacher.

AQS Scoring Form

Newcomer
 Continuing AQS Baseline _____

DATE _____

NAME/ID#: _____ SCHOOL: _____

DATE OF BIRTH: _____ SEX: _____ GRADE: _____ AGE AT ARRIVAL IN U.S.: _____

LANGUAGE(S) SPOKEN AT HOME: _____

CULTURAL/ENVIRONMENTAL FACTORS		Information	Scores	
1. Number of years in United States/Canada				
2. Number of years in School/District				
3. Number of years in ESL/Bilingual Education				
4. Native Language Proficiency				
5. English Language Proficiency				
6. Bilingual Proficiency				
7. Ethnicity/Nation of Origin				
8. % in School Speaking Student's Language/dialect				
AQS Score Total:				
1. Number Of Years In Us/Canada		Under one year = 1 Between one to two years = 2 Between two to four years = 3	Between four to five years = 4 Between five to six years = 5 Over six years = 6	
2. Number Of Years In School/District		Under 2 year = 1 Between one to two years = 2 Between two to four years = 3	Between four to five years = 4 Between five to six years = 5 Over six years = 6	
3. Years In Esl/Bilingual Program		Up to one year in directed instruction = 1 Between one and one and a half years = 2 Between one and a half to two years = 3	Between two and two and a half years = 4 Between two and a half to four years = 5 Over four years = 6	
4. Native Language Proficiency		Does not speak language, pre-production = 1 Pre-production to early production = 2 Early production, limited social fluency = 3	Advanced speech emergence, intermediate social fluency, limited academic fluency = 4 Advanced intermediate social & academic fluency = 5 Advanced social & academic fluency = 6	
5. English Language Proficiency		Does not speak language, pre-production = 1 Pre-production to early production = 2 Early production, limited social fluency = 3	Advanced speech emergence, intermediate social fluency, limited academic fluency = 4 Advanced intermediate social & academic fluency = 5 Advanced social & academic fluency = 6	
6. Bilingual Proficiency		Essentially monolingual = 1 Primarily one, some social in other = 2 Limited academic either language, social both = 3	Basic academic one, intermediate academic other = 4 Most academic in one, intermediate academic in other = 5 Bilingual in social and academic language = 6	
7. Ethnicity/National Origin		American Indian, Native American, AK. Native, Indigenous Populations or First People = 1 Hispanic/Latino/Chicano or Caribbean = 2	AfroAmer., African, East Asian or Pacific Islander = 3 West Asian or Middle Eastern = 4 Eastern European = 5 Western European = 6	
8. Percent In School Speaking Student's Language Or Dialect		81% - 100% of enrollment = 1 66% - 80% of enrollment = 2 50% - 65% of enrollment = 3	30% -49% of enrollment = 4 11% - 29% of enrollment = 5 0% - 10% of enrollment = 6	
Significantly Less Acculturated	Less Acculturated	In Transition	More Acculturated	Significantly More Acculturated
0-14	15-22	23-31	32-39	40-48

How to Calculate Rate of Acculturation

To calculate rate of acculturation, locate the earliest score (preferably at enrollment) your student received in the left hand column "AQS Score". This is your **baseline**

score. To the right of this is a column "Minimum Average Annual Gain". The number in this column is the number of points per annum your student should gain on the AQS. You will compare the point difference between the baseline and current scores to calculate the rate of acculturation. The number of years between **baseline** and **current** completion of the AQS multiplied times the minimum expected gain gives you the normal point gain expected over this time period. Then subtract the **baseline** score from the **current** score to find the number of points actually gained by the student in this time period. If the number of points is the same, then the student is acculturating to your school system at a normal rate. If the number of points achieved is lower than the number expected, then something is depressing the rate of acculturation. As discussed above, this could be inadequate or inappropriate instruction or the presence of an unidentified disability, and, therefore, needs further evaluation.

$$\frac{\text{Years between AQS scores}}{\text{Minimum Gain}} \times \text{Normal Gain Expected} = \text{Point Gain Achieved}$$

$$\text{Current Score} - \text{Baseline Score} = \text{Point Gain Achieved}$$

If points gained are fewer than normal expected gain, investigate the reasons why: inappropriate instruction, inadequate services, limited time in directed assistance, limited home language assistance, specific learning and behavior problems, etc. If points gained are the same or greater than normal expected gain, the student is making adequate or better than average progress in acculturating to the school system.

AQS Score	Minimum Average Annual Gain	Level of Acculturation	AQS Score	Minimum Average Annual Gain	Level of Acculturation	
8	4.0		32	2.5		
9	4.0		33	2.5		
10	4.0	Significantly Acculturated	34	2.5	More Acculturated	
11	4.0		35	2.5		
12	4.0		36	2.5		
13	4.0		37	2.5		
14	4.0		38	2.5		
15	4.0		39	2.0		
16	3.5	Less Acculturated	40	2.0	Significantly More Acculturated	
17	3.5		41	2.0		
18	3.5		42	2.0		
19	3.5		43	2.0		
20	3.5		44	2.0		
21	3.5		45	2.0		
22	3.0		46	1.5		
23	3.0	In Transition	47	1	Fully Acculturated	
24	3.0		48	0		
25	3.0					
26	3.0					
27	3.0					
28	3.0					
29	3.0					
30	3.0					
31	2.5					

Collection of Screening Forms for Training Purposes

Years in ESL/Bilingual Program

Using school records, interviews with parents or other teachers, identify how much time, if any, the student has spent in direct instruction in bilingual education or English as a second language (ESL) classes. This should be actual cumulative time to the extent possible. For example, a student in a dual language program receiving at least 2 hours each day of the week in direct instruction ESL in the content area would clearly have received a full year in ESL/Bilingual instruction by the end of the school year. On the other hand, a student in an English only instructional program, receiving a half hour or less pull out assistance in language transition once or twice a week is clearly not receiving a year's instruction in a year's time. In addition, a student's attendance will relate directly to their access to direct instruction. Determining the extent of cumulative time may be difficult, but the rule of thumb is that pull out, limited time assistance, accumulates at about half the rate of longer time, daily assistance.

Here are some examples:

1) Higher level:

- a) $180 \text{ days/year} \times 2 \text{ hours/day} = 360 \text{ hours of direct instruction in one year}$
- i) Four years of this type of instruction = 1440 hours of direct instruction

2) Lower level:

- a) $2 \text{ days/week} \times .5 \text{ hours/day} = 1 \text{ hour/week} \times 36 \text{ weeks} = 36 \text{ hours in one year}$
- i) $3 \text{ days/week} \times .5 \text{ hours/day} = 1.5 \text{ hours/week} \times 36 \text{ weeks} = 54 \text{ hours in one year}$
- ii) Four years of this type of instruction = between 144 to 216 hours of direct instruction

Under "Information" write the number of hours (cumulative) the student has received this direct instruction. Look at the choices shown under "AQS Scale Scoring Guidelines" and find the number of hours that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled "Scores" at the top of your form.

YEARS IN ESL/BILINGUAL PROGRAM

Less than 360 hours of direct instruction = 1
Between 360 and 500 hours of direct inst = 2
Between 500 and 800 hours of direct inst = 3

Between 800 and 1090 hours of direct instruction = 4
Between 1090 and 1440 hours of direct instruction = 5
More than 1450 hours of direct instruction = 6

**NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS
GRADES K - 1**

LEVEL	LISTENING	SPEAKING	READING	WRITING
Entry	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow simple oral directions using knowledge of everyday tasks and school vocabulary identify basic shapes, letters, numbers, and common locations 	<p><i>students typically</i></p> <ul style="list-style-type: none"> use vocabulary for common objects in social and academic situations describe situations using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<p><i>students typically</i></p> <ul style="list-style-type: none"> identify capital and lowercase letters in isolation identify high-frequency initial sounds in words 	<p><i>students typically</i></p> <ul style="list-style-type: none"> copy a word from the prompt to describe a picture
Intermediate	<p><i>students typically</i></p> <ul style="list-style-type: none"> distinguish between letters, words, shapes, and/or numbers determine described locations 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions describe social situations using sentences with frequent errors that do not interfere with communication 	<p><i>Students typically</i></p> <ul style="list-style-type: none"> identify final sounds in words identify words read aloud decode basic short-vowel words match words to pictures recall stated details in a passage read aloud 	<p><i>students typically</i></p> <ul style="list-style-type: none"> generate a word to describe a picture
Advanced Intermediate	<p><i>students typically</i></p> <ul style="list-style-type: none"> distinguish the location of an object in relation to another object recall stated details in an oral story make simple inferences 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interact and make requests in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations describe a school-related process using appropriate words and complete sentences with some errors in vocabulary and grammar that do not interfere with communication tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<p><i>Students typically</i></p> <ul style="list-style-type: none"> discriminate between initial and final sounds in words identify frequently-used rhyming words match words to definitions or descriptions recall events in a story read aloud read simple sentences independently 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe a picture with a minimal simple phrase or sentence containing multiple grammatical and/or mechanical errors that do not impede understanding
Proficient	<p><i>students typically</i></p> <ul style="list-style-type: none"> recall minor details in an oral story recall a stated sequence of events in an oral story determine the main idea of an oral story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interact and make requests with few, if any, errors in vocabulary and grammar describe familiar social situations with few, if any, errors describe a process in complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication tell a story with native-like vocabulary and grammar appropriate to the age 	<p><i>students typically</i></p> <ul style="list-style-type: none"> identify less-frequent rhyming words use context clues to determine meanings of words 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe a picture with a complete sentence containing minor errors in grammar, vocabulary, and mechanics recognize correct verb form, tense, and subject/verb agreement recognize regular plural nouns

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS GRADES K - 1
For Teachers

LEVEL	LISTENING	SPEAKING	READING	WRITING
Entry Level A	<ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging Level B	<ul style="list-style-type: none"> follow simple oral directions using knowledge of everyday tasks and school vocabulary identify basic shapes, letters numbers, and common locations 	<ul style="list-style-type: none"> use vocabulary for common objects in social and academic situations describe situations using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<ul style="list-style-type: none"> identify capital and lowercase letters in isolation identify high-frequency initial sounds in words 	<ul style="list-style-type: none"> copy a word from the prompt to describe a picture
Intermediate Level C	<ul style="list-style-type: none"> distinguish between letters, words, shapes, and/or numbers determine described locations 	<ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions describe social situations using sentences with frequent errors that do not interfere with communication 	<ul style="list-style-type: none"> identify final sounds in words identify words read aloud decode basic short-vowel words match words to pictures recall stated details in a passage read aloud 	<i>students typically</i> <ul style="list-style-type: none"> generate a word to describe a picture
Advanced Intermediate Level D	<ul style="list-style-type: none"> distinguish the location of an object in relation to another object recall stated details in an oral story make simple inferences 	<ul style="list-style-type: none"> interact and make requests in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations describe a school-related process using appropriate words and complete sentences with some errors in vocabulary and grammar that do not interfere with communication tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<ul style="list-style-type: none"> discriminate between initial and final sounds in words identify frequently-used rhyming words match words to definitions or descriptions recall events in a story read aloud read simple sentences independently 	<ul style="list-style-type: none"> describe a picture with a minimal simple phrase or sentence containing multiple grammatical and/or mechanical errors that do not impede understanding
Proficient	<ul style="list-style-type: none"> recall minor details in an oral story recall a stated sequence of events in an oral story determine the main idea of an oral story 	<ul style="list-style-type: none"> interact and make requests with few, if any, errors in vocabulary and grammar describe familiar social situations with few, if any, errors describe a process in complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication tell a story with native-like vocabulary and grammar appropriate to the age 	<ul style="list-style-type: none"> identify less-frequent rhyming words use context clues to determine meanings of words 	<ul style="list-style-type: none"> describe a picture with a complete sentence containing minor errors in grammar, vocabulary, and mechanics recognize correct verb form, tense, and subject/verb agreement recognize regular plural nouns

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS

GRADES 2 - 3

LEVEL	LISTENING	SPEAKING	READING	WRITING
Entry	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow one-step oral directions identify high-frequency vocabulary related to home/school environment 	<p><i>students typically</i></p> <ul style="list-style-type: none"> use vocabulary for common objects in social and academic situations describe familiar situations using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<p><i>students typically</i></p> <ul style="list-style-type: none"> identify initial sounds in words identify final sounds in words match words to pictures 	<p><i>students typically</i></p> <ul style="list-style-type: none"> write simple sentences suggested by a series of pictures; the response contains sentence fragments, limited vocabulary, and a lack of connectors describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding
Intermediate	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow two-step directions containing vocabulary related to home/school environment recall concrete details in an oral story make simple references 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions describe social situations using sentences with frequent errors that do not interfere with communication 	<p><i>Students typically</i></p> <ul style="list-style-type: none"> identify one-syllable words match words to extended definitions recall details in a story describe characters in a story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding recognize correct verb form, tense, and subject/verb agreement
Advanced Intermediate	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow multi-step directions recall subtle details in orally presented information determine the main idea of an oral story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interact and make requests in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations 	<p><i>Students typically</i></p> <ul style="list-style-type: none"> Identify rhyming words containing diphthongs Identify short and long vowel sounds and less-frequent final sounds Identify high-frequency synonyms of social and academic vocabulary 	<p><i>students typically</i></p> <ul style="list-style-type: none"> write a story suggested by a series of pictures; the response is clear but contains errors in vocabulary, grammar, and mechanics that do not impede understanding recognize correct grammar such as subject/verb agreement with

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS

GRADES 2 - 3

LEVEL	LISTENING	SPEAKING	READING	WRITING
		<ul style="list-style-type: none"> • describe a school-related process using appropriate words and complete sentences with some errors in vocabulary and grammar that do not interfere with communication • tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<ul style="list-style-type: none"> • Use context clues to determine a word's meaning • Recall implicit details • Describe a character • Make inferences with strong contextual support • Transfer concepts learned to new situations 	<p>regular and irregular verbs, pronouns, plural nouns, and articles</p> <ul style="list-style-type: none"> • recognize correct writing conventions such as capitalization, end punctuation, and commas in a series • differentiate complete sentences from fragments and use standard word order
Proficient	<p><i>students typically</i></p> <ul style="list-style-type: none"> • follow directions containing academic vocabulary 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • interact and make requests with few, if any, errors in vocabulary and grammar • describe familiar social situations with few, if any, errors • describe a multi-step process and explain reasoning in complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication • tell a story with native-like vocabulary and grammar appropriate to the age 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • identify two-syllable words and rhyming words written with digraphs • use context clues to determine meaning of common multiple-meaning words • determine sequence in a story • determine main idea in fiction and academic texts • draw conclusions and generalizations 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors • recognizes correct use of articles • recognizes correct use of a variety of end punctuation marks and commas in dates

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS GRADES 2 - 3
For Teachers

LEVEL	LISTENING	SPEAKING	READING	WRITING
Entry Level A	<ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging Level B	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow one-step oral directions identify high-frequency vocabulary related to home/school environment 	<ul style="list-style-type: none"> use vocabulary for common objects in social and academic situations describe familiar situations using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<ul style="list-style-type: none"> identify initial sounds in words identify final sounds in words match words to pictures 	<ul style="list-style-type: none"> write simple sentences suggested by a series of pictures; the response contains sentence fragments, limited vocabulary, and a lack of connectors describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding
Intermediate Level C	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow two-step directions containing vocabulary related to home/school environment recall concrete details in an oral story make simple references 	<ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions describe social situations using sentences with frequent errors that do not interfere with communication 	<ul style="list-style-type: none"> identify one-syllable words match words to extended definitions recall details in a story describe characters in a story 	<ul style="list-style-type: none"> describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding recognize correct verb form, tense, and subject/verb agreement
Advanced Intermediate Level D	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow multi-step directions recall subtle details in orally presented information determine the main idea of an oral story 	<ul style="list-style-type: none"> interact and make requests in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations describe a school-related process using appropriate words and complete sentences with some errors in vocabulary and grammar that do not interfere with communication tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<ul style="list-style-type: none"> Identify rhyming words containing diphthongs Identify short and long vowel sounds and less-frequent final sounds Identify high-frequency synonyms of social and academic vocabulary Use context clues to determine a word's meaning Recall implicit details Describe a character Make inferences with strong contextual support Transfer concepts learned to new situations 	<ul style="list-style-type: none"> write a story suggested by a series of pictures; response is clear but contains errors in vocabulary, grammar, and mechanics that do not impede understanding recognize correct grammar such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles recognize correct writing conventions such as capitalization, end punctuation, and commas in a series differentiate complete sentences from fragments and use standard word order
Proficient FLUENT	<ul style="list-style-type: none"> follow directions containing academic vocabulary 	<ul style="list-style-type: none"> interact and make requests with few, if any, errors in vocabulary and grammar describe familiar social situations with few, if any, errors describe a multi-step process and explain reasoning in complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication tell a story with native-like vocabulary and grammar appropriate to the age 	<ul style="list-style-type: none"> identify two-syllable words and rhyming words written with digraphs use context clues to determine meaning of common multiple-meaning words determine sequence in a story determine main idea in fiction and academic texts draw conclusions and generalizations 	<ul style="list-style-type: none"> describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors recognizes correct use of articles recognizes correct use of a variety of end punctuation marks and commas in dates

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS GRADES 4 - 5

	LISTENING	SPEAKING	READING	WRITING
Entry	<p>students</p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p>students</p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<p>students</p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p>students</p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging	<p>students typically</p> <ul style="list-style-type: none"> follow one-step oral directions identify high-frequency vocabulary related to home/school environment recall important basic details in an oral story 	<p>students typically</p> <ul style="list-style-type: none"> identify and explain the use of common objects in social and academic situations using words and simple phrases describe familiar situations and give directions using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<p>students typically</p> <ul style="list-style-type: none"> identify common English phonemes and morphemes read simple vocabulary, phrases, and sentences independently 	<p>students typically</p> <ul style="list-style-type: none"> describe a picture or express a preference with a rudimentary sentence containing multiple errors that impede understanding
Intermediate	<p>students typically</p> <ul style="list-style-type: none"> follow two-step directions containing basic academic vocabulary interpret specific vocabulary within a school setting 	<p>students typically</p> <ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions give directions and describe locations using simple sentences describe social situations using sentences with frequent errors that do not interfere with communication 	<p>Students typically</p> <ul style="list-style-type: none"> divide words into affix and root word use knowledge of high-frequency affixes to determine word meaning 	<p>students typically</p> <ul style="list-style-type: none"> describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding respond to expository writing prompts with sentence fragments, limited vocabulary, and a lack of connectors recognize correct verb form, tense, and subject/verb agreement recognize correct coordinating conjunctions and possessive pronouns
Advanced Intermediate	<p>students typically</p> <ul style="list-style-type: none"> follow multi-step directions using academic vocabulary recall stated details in a classroom discussion and a class lesson identify a sequence of steps determine the main idea of a class lesson and orally presented stories 	<p>students typically</p> <ul style="list-style-type: none"> describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<p>Students typically</p> <ul style="list-style-type: none"> use knowledge of lower-frequency affixes to determine word meaning identify high-frequency synonyms in social and academic vocabulary use context clues to determine less-common meanings of words identify the main idea and recall details in an informational passage or story divide words into syllables 	<p>students typically</p> <ul style="list-style-type: none"> write in complete sentences with grammatical and mechanical errors recognize correct word order in simple sentences recognize correct writing conventions such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles recognize correct writing conventions such as capitalization, end punctuation, and commas in a series differentiate complete sentences from fragments and use standard word order
Proficient	<p>students typically</p> <ul style="list-style-type: none"> follow directions containing phrasal verbs and more complex vocabulary and grammar recall subtle details in a classroom discussion, a class lesson, or an oral story determine key points to summarize a task 	<p>students typically</p> <ul style="list-style-type: none"> describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences containing sophisticated vocabulary and complex sentence structure with few, if any, errors in grammar give directions and describe locations using complex sentence structure and accurate vocabulary tell a story with native-like vocabulary and grammar appropriate to the age 	<p>students typically</p> <ul style="list-style-type: none"> use knowledge of low-frequency affixes to determine word meaning determine low-frequency synonyms of vocabulary in context determine the sequence in a reading passage infer information and draw conclusions in fiction and academic texts 	<p>students typically</p> <ul style="list-style-type: none"> respond to expository writing prompts clearly but with errors in vocabulary, grammar, and mechanics that do not impede understanding describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors use a variety of end punctuation marks and commas in dates correctly place adverbs in sentences

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS GRADES 6 - 8

	LISTENING	SPEAKING	READING	WRITING
Entry	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<p><i>Students</i></p> <p>are beginning to develop receptive skills in English</p> <ul style="list-style-type: none"> may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow one-step oral directions identify high-frequency vocabulary related to home/school environment recall important basic details in an oral story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> identify and explain the use of common objects in social and academic situations using words and simple phrases describe familiar situations and give directions using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary & phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> identify common English phonemes and morphemes read simple vocabulary, phrases, and sentences independently 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe a picture or express a preference with a rudimentary sentence containing multiple errors that impede understanding respond to expository writing prompts with disconnected sentence fragments
Intermediate	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow multi-step directions containing academic vocabulary recall stated details in a classroom discussion or a short oral story identify main ideas in orally presented information 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions give directions and describe locations using simple sentences describe social situations using sentences with frequent errors that do not interfere with communication tell a simple story with frequent errors that do not interfere with communication 	<p><i>students</i></p> <ul style="list-style-type: none"> divide words into affix and root word use knowledge of high-frequency affixes to determine word meaning identify synonyms of high-frequency vocabulary, including idioms 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding respond to expository writing prompts with sentence fragments, limited vocabulary, and a lack of connectors recognize correct use of apostrophes
Advanced Intermediate	<p><i>students typically</i></p> <ul style="list-style-type: none"> determine the main idea of a discussion infer directions from statements draw simple conclusions from an oral story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations 	<p><i>students</i></p> <ul style="list-style-type: none"> use knowledge of lower-frequency affixes to determine word meaning recall stated details in a variety of genres determine main idea in fiction and academic texts identify traits of characters in stories 	<p><i>students typically</i></p> <ul style="list-style-type: none"> write in complete sentences with grammatical and mechanical errors recognize correct grammar such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles recognize correct writing conventions such as capitalization, end punctuation

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS GRADES 6 - 8

	LISTENING	SPEAKING	READING	WRITING
		<ul style="list-style-type: none"> tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 		<ul style="list-style-type: none"> and commas in addresses, in a series, and in complex sentences differentiate complete sentences from fragments and use standard word order recognize correct use of subordinate conjunctions and prepositions
Proficient	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow directions containing phrasal verbs and more complex vocabulary and grammar recall subtle details from a classroom discussion, a class lesson, or a lengthy oral story determine key points in order to summarize orally presented information draw conclusions about a character in an oral story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences containing sophisticated vocabulary and complex sentence structure give directions and describe locations using complex sentence structure and accurate vocabulary tell a story with native-like vocabulary and grammar appropriate to the age 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interpret low-frequency idioms recall implicit details in a variety of genres infer information and make generalizations recall subtle details 	<p><i>students typically</i></p> <ul style="list-style-type: none"> respond to expository writing prompts clearly understanding describe a picture or explains a preference with clear sentences containing only a few minor mechanical errors use a variety of end punctuation marks and commas in dates correctly use articles correctly place adverbs in sentences

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS
GRADES 9 - 12

LEVEL	LISTENING	SPEAKING	READING	WRITING
Entry A	<p><i>students</i></p> <ul style="list-style-type: none"> • are beginning to develop receptive skills in English • may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> • are beginning to develop productive skills in English • may produce some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> • are beginning to develop receptive skills in English • may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> • are beginning to develop productive skills in English • may produce some high-frequency words and phrases
Emerging B	<p><i>students typically</i></p> <ul style="list-style-type: none"> • follow two-step directions • identify some concrete details in stories and information presented orally 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • identify and explain the use of common objects in social and academic situations using words and simple phrases • describe familiar situations and give directions using words and phrases • tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<p><i>students typically (no items at this level)</i></p>	<p><i>students typically</i></p> <ul style="list-style-type: none"> • describe a picture or express a preference with a rudimentary sentence containing multiple errors that impede understanding • respond to expository writing prompts with disconnected sentence fragments
Intermediate C	<p><i>students typically</i></p> <ul style="list-style-type: none"> • follow multi-step directions containing academic vocabulary • recall stated details in a classroom discussion or a short oral story • identify main ideas in orally presented information 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • describe situations and functions, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with frequent errors that do not interfere with communication • give directions and describe locations using simple sentences • describe social situations using sentences with frequent errors that do not interfere with communication • tell a simple story with frequent errors that do not interfere with communication 	<p><i>students</i></p> <ul style="list-style-type: none"> • divide words into affix and root word • use knowledge of high-frequency affixes to determine word meaning • identify synonyms of high-frequency vocabulary and academic vocabulary • recall stated details 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding • respond to expository writing prompts with simple sentences and some sentence fragments, limited vocabulary, and a lack of connectors that interfere with communication • recognize correct use of various pronouns • recognize correct word order in simple sentences
Advanced Intermediate D	<p><i>students typically</i></p> <ul style="list-style-type: none"> • follow multi-step complex instructions • recall subtle details from a classroom discussion • interpret idiomatic 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with minor 	<p><i>students</i></p> <ul style="list-style-type: none"> • use context clues to interpret figurative expressions • determine main idea in fiction and academic texts • infer information and draw 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • respond to expository writing prompts clearly and in complete sentences but with errors in vocabulary, grammar, and mechanics that do not impede understanding • recognize correct grammar such as

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS
GRADES 9 - 12

LEVEL	LISTENING	SPEAKING	READING	WRITING
	<p>expressions</p> <ul style="list-style-type: none"> • determine key points in order to summarize information 	<p>errors that do not interfere with communication</p> <ul style="list-style-type: none"> • produce accurate labels for less-common objects in social situations • describe precisely the purpose of common objects in social situations • tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<p>conclusions</p> <ul style="list-style-type: none"> • follow instructions to perform a task 	<p>subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles</p> <ul style="list-style-type: none"> • recognize correct writing conventions such as capitalization, end punctuation, apostrophes, and commas in addresses, in a series, and in complex sentences • differentiate complete sentences from fragments and recognize standard word order • recognize correct use of infinitives, aspect in verbs, modals, subordinate conjunctions, and prepositions
Proficient	<p><i>students typically</i></p> <ul style="list-style-type: none"> • follow complex instructions containing academic vocabulary and complex grammar • use context clues to interpret new vocabulary • make inferences and draw conclusions 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences containing sophisticated vocabulary and complex sentence structure with few, if any, errors in grammar • give directions and describe locations using complex sentence structure and accurate vocabulary • tell a story with native-like vocabulary and grammar appropriate to the age 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences containing sophisticated vocabulary and complex sentence structure with few, if any, errors in grammar • give directions and describe locations using complex sentence structure and accurate vocabulary • tell a story with native-like vocabulary and grammar appropriate to the age 	<p><i>students typically</i></p> <ul style="list-style-type: none"> • describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors • use a variety of end punctuation marks and commas in dates • correctly place adverbs in sentences • use tag questions • differentiate between fragments containing subordinate clauses and complete sentences

Comparing Language Differences with Language Learning Disabilities
Making Content Comprehensible for English Learners, 2008

Language Differences

Language performance is similar to other students who have had comparable cultural and linguistic experiences.

Limited vocabulary in the native language is due to lack of opportunity to use and hear the native language.

Student shifts from one language to another within an utterance.

Communication may be impeded by an accent or dialect.

Pragmatic skills such as interpreting facial expressions, appropriate physical proximity, and use and interpretation of gestures are age appropriate.

Language Learning Disabilities

Language patterns are unique to the student and unlike others in student's cultural community.

Student demonstrates limited vocabulary even when there are rich language opportunities in the native language.

Word-finding problems are evident and student substitutes with another language.

Student exhibits deficits in expressive and receptive language, which impede communication.

Student Demonstrates difficulty using and interpreting nonverbal language, often leading to social problems.

Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Preparation

Write content objectives clearly for students.

Write language objectives clearly for students.

Choose content concepts appropriate for age and educational background level of students.

Identify supplementary materials to use (graphs, models, visuals).

Adapt content (e.g., text, assignment) to all levels of student proficiency.

Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.

Building Background

Explicitly link concepts to students' backgrounds and experiences.

Explicitly link past learning! and new concepts.

Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

Comprehensible Input

Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).

Explain academic tasks clearly.

Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).

Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.

Use group configurations that support language and content objectives of the lesson. Provide sufficient wait time for student response consistently.

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text.

Practice/Application

Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.

Provide activities for students to apply content and language knowledge in the classroom. Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

Lesson Delivery

Support content objectives clearly.

Support language objectives clearly.

Engage students approximately 90-100% of the time (most students taking part/on task). Pace the lesson appropriately to the students' ability level.

Review/Assessment

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts.

Provide feedback to students regularly on their output (e.g., language, content, work). Conduct assessments of student comprehension and leaning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Reprinted from Echevarria, J., Vogt, M.E., & Short, D. (2000). *Making content comprehensible to English language Learners: The SIOP model*. Boston: Allyn & Bacon.

**The Sheltered Instruction
Observation Protocol (SIOP)**
(Echevarria, Vogt, & Short, 2000, 2004)

Observer(s): _____
Date: _____
Grade: _____
ESL Level: _____

Teacher: _____
School: _____
Class/Topic: _____
Lesson: Multi-day Single-day (*circle one*)

Total Points Possible: 120 (Subtract 4 points for each NA given) _____
Total Points Earned: _____ Percentage Score: _____

Directions: Circle the number that best reflects what you observe in a sheltered lesson. You may give a score from 0 – 4 (or NA on selected items). Cite under “Comments” specific examples of the behaviors observed.

	Highly Evident		Somewhat Evident		Not Evident	
	4	3	2	1	0	
Preparation						
1. Content objectives clearly defined, displayed and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Language objectives clearly defined, displayed and reviewed with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Content concepts appropriate for age and educational background level of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						
<hr/>						
Building Background						
7. Concepts explicitly linked to students' background experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Links explicitly made between past learning and new concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						
<hr/>						
Comprehensible Input						
10. Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Clear explanation of academic tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model.*)

Strategies	4	3	2	1	0	
13. Ample opportunities provided for students to use Learning Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical and interpretive questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						
Interaction	4	3	2	1	0	N/A
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Grouping configurations support language and content objectives of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Sufficient wait time for student responses consistently provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						
Practice/Application	4	3	2	1	0	N/A
20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Activities provided for students to apply content and language knowledge in the classroom language and content objectives of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						
Lesson Delivery	4	3	2	1	0	
23. Content objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Language objectives clearly supported by lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Students engaged approximately 90% to 100% of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Pacing of the lesson appropriate to students' ability level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						
Review/Assessment	4	3	2	1	0	
27. Comprehensive review of key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Comprehensive review of key content concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Regular feedback provided to students on their output (e.g., language, content, work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:						

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model*.)

ELL COURSES BY RTI TIER LEVEL

Middle School ELL Courses

Tier 1

ELL English: Beginning Level - Course Number: 0251
ELL Reading/Writing: Beginning Level – Course Number: 0253
ELL English: Intermediate Level – Course Number: 0252
ELL Reading/Writing: Intermediate Level – Course Number: 0254
ELL English: Advanced level – Course Number: 0255

Tier 2

ESL Resource – Course Number: 0766

High School ELL Courses

Tier 1

ELL Beginning English – Courses Number: 7421 – 7422
ELL Beginning Reading/Composition – Course Number: 7451-7452
ELL Intermediate English - Course Number: 7427 – 7428
ELL Intermediate Reading/Composition – Course Number: 7461-7462
ELL Advanced English – Course Number: 7433-7434
ELL World History – Course Number: 7541 – 7542
ELL US History – Course Number: 7551 – 7552
ELL American Government – Course Number: 7553 – 7554
Multicultural Education – Course Number: 4931
ELL Computer Typing – Course Number: 7583 – 7584

Tier 2

ELL Mainstream Support – Course Number: 7601 - 7602

Tier 3

ELL Literacy Skills Course Number: 7253 – 7254*

QSI and ELLIS scores are use to evaluate and monitor students.

*For more information, contact
Diana Walker at (775) 333-6139.*