**Sample Tier II Direct Observation Rubric**

Observer:Interventionist:

School:Grade:

Start Time:End Time:

Program:Skill(s):

|  |  |
| --- | --- |
| **Focus** | **Criteria** |
| **3** | **2** | **1** | **0** |
| Structure and Delivery of Tier II Intervention**SCORE:**\_\_\_\_\_\_\_\_\_ | Adherence to precision to fully implement procedures as prescribed. All components are used to deliver a high intensity intervention. Correct time schedule is followed to provide optimal intervention during the time allocated. Intervention is delivered as designed.  | Interventionist and students are engaged. Pace is effective and students are actively involved. Correct materials are used. Intervention time is focused and uninterrupted. Lesson is delivered as designed. | Interventionist and students are in correct places but materials are not at hand. Interventionist appears unprepared. Time delay to effectively begin intervention time. Some interruptions noted. No clear plan for the lesson. | Intervention not occurring at scheduled time and no manual or lesson plans used |
| Management**SCORE:\_\_\_\_\_\_\_\_\_** | Enthusiastic delivery by interventionist. Correct and effective management in place. Interventionist and students effectively making use of time. Structure of intervention provides effective pacing and optimal use materials. | Good delivery by interventionist. Management is effective. A few difficulties noted during implementation. Most students engaged in learning. Structure guides intervention time with occasional lapses in time.  | Poor delivery by interventionist. The interventionist does not follow set procedures for effective implementation. Several students off task. Structure lacks coherence. | Ineffective delivery by interventionist. Students are not engaged. Interventionist does not guide structure for intervention. |

**Sample Tier II Direct Observation Rubric** (page 2)

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| --- | --- | --- | --- | --- |
| Progress Monitoring, Documentation, and Communication**SCORE:\_\_\_\_\_\_\_\_\_** | Progress monitoring is completed once every other week and clearly documented on all forms. Communication of assessment results with teachers and parents exceeds the minimum requirements. Documentation of interventions and progress is very clear to understand and well organized and systematically communicated. | Progress monitoring is generally accurate. Communication with teacher and parents happens at least twice each nine weeks. Documentation of interventions and student progress is adequately communicated. | Progress monitoring is sporadic. There is not a clear system for communicating results with the teacher or parents. Limited documentation of interventions or progress is noted. Progress is rarely communicated. | Progress monitoring is not occurring. No communication with teachers or parents. No documentation of interventions or progress. |

**Observations:**

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| **Strengths:** |
|  |
| **Concerns:** |
|  |

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| --- | --- | --- |
| **Results Checklist** | **YES** | **NO** |
| Post observation review of fidelity check |  |  |
| Review of areas of concern addressed, if any were indicated |  |  |
| Plans for improvement established in areas identified |  |  |

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

 signature