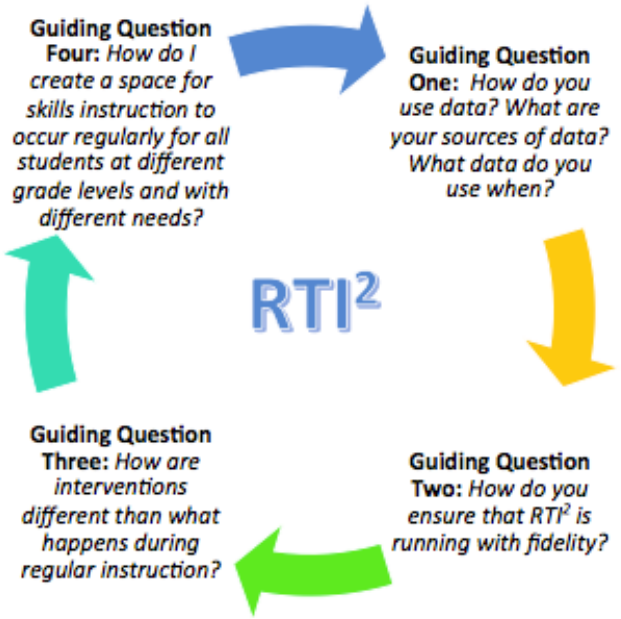
Tennessee Department of Education
District Response to Instruction and Intervention
Action Planning Kit

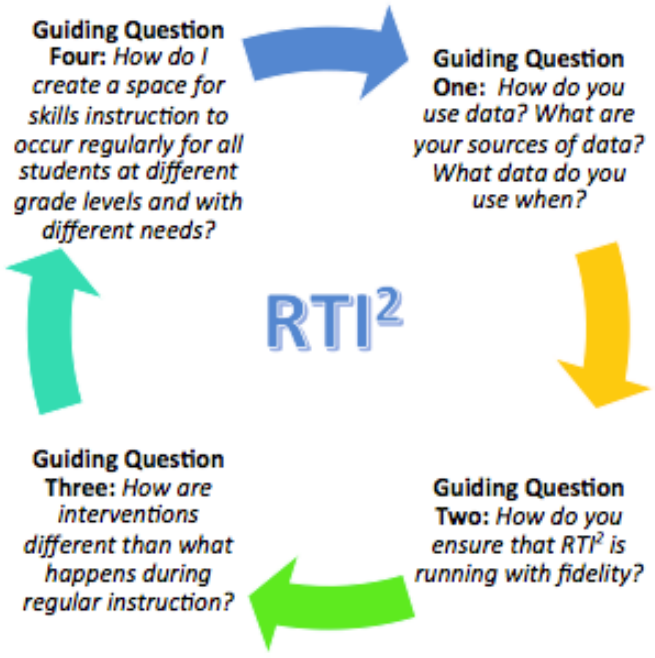
Winter 2014



The contents of this manual were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

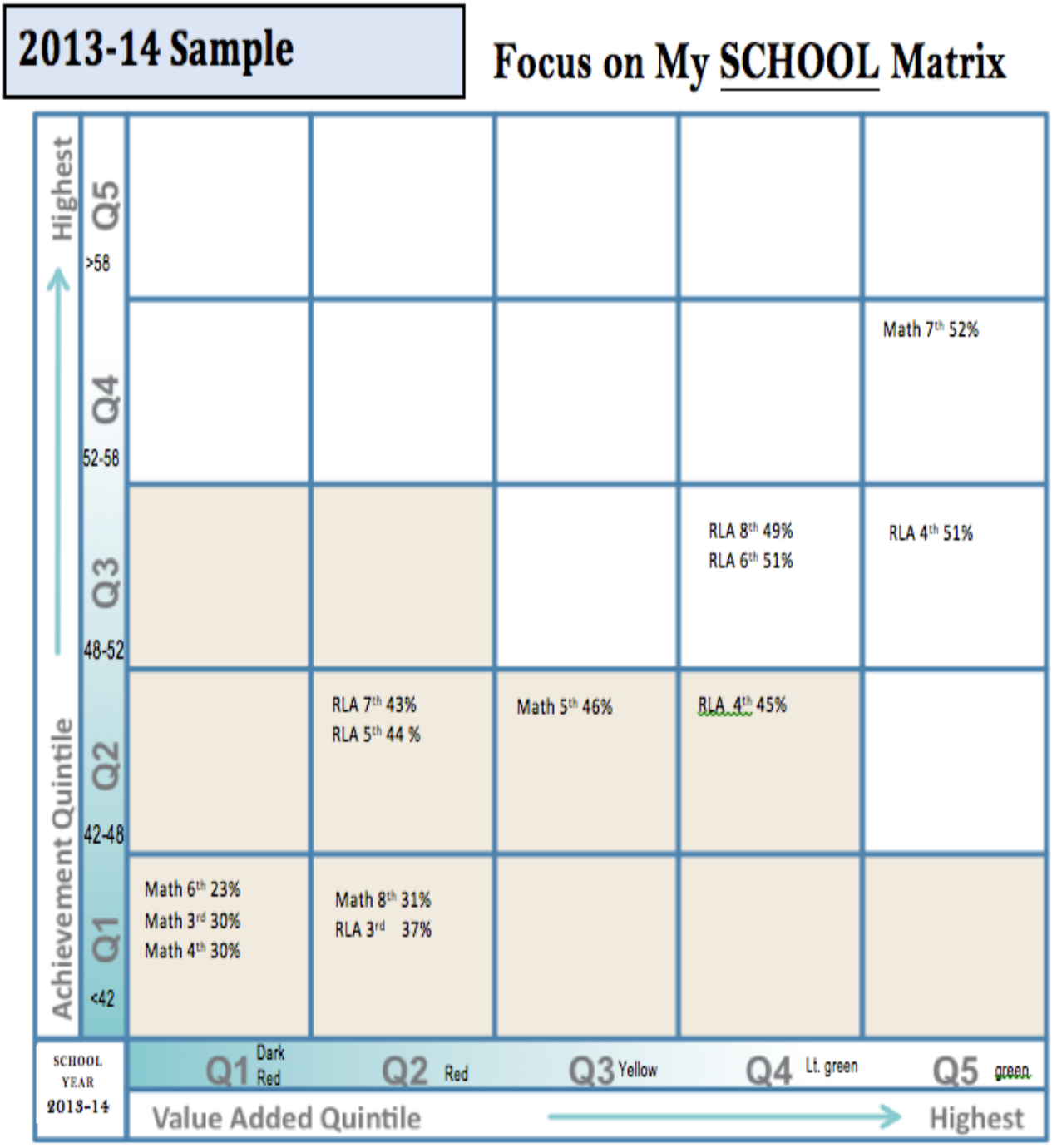
Student Performance:
Frequency of Checks/Data Review:

Guiding Question Three: *How are interventions different than what happens during regular instruction?*

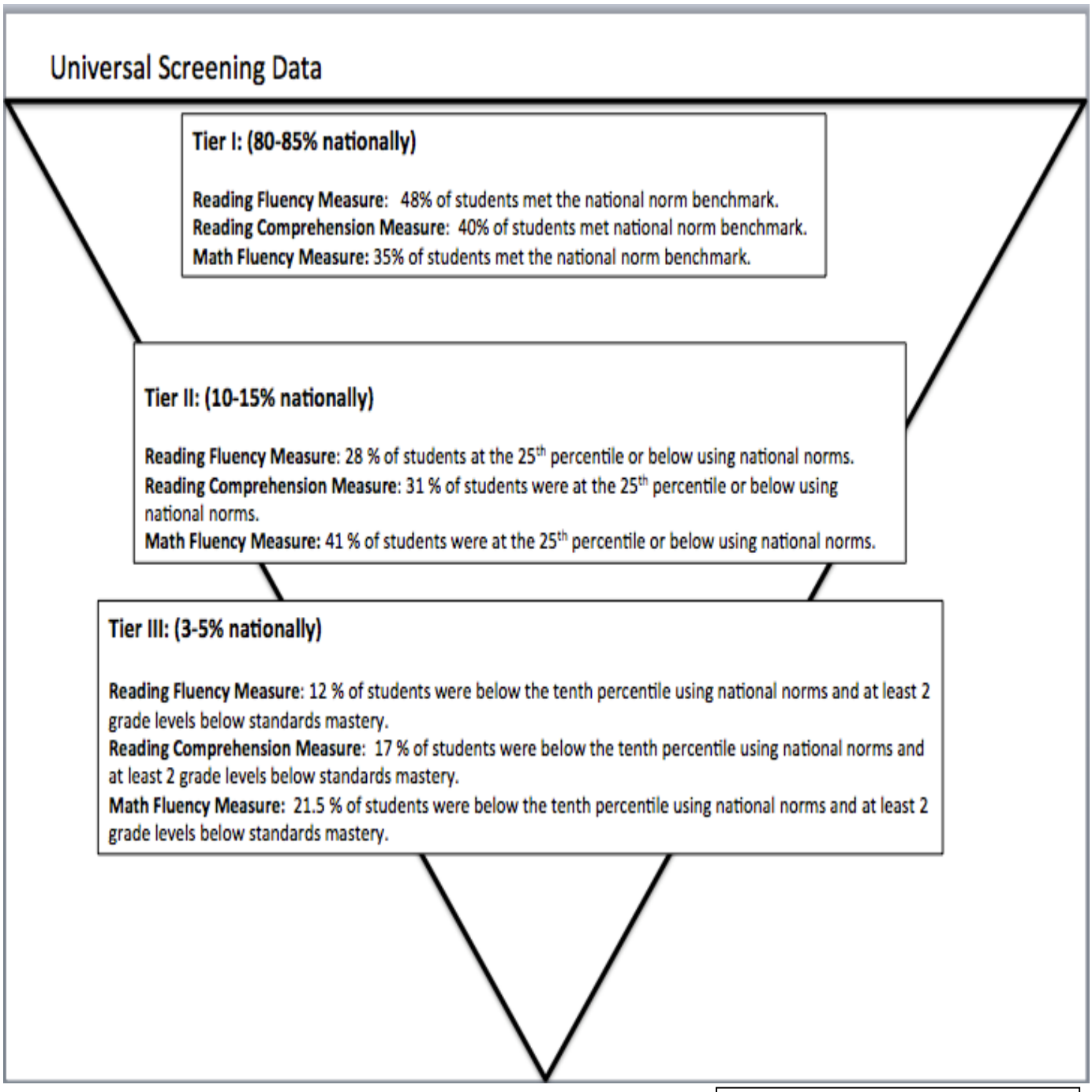


Guiding Question Three: *How are interventions different than what happens during regular instruction?*

Scenario Discussion Protocol Three



Achievement vs. Growth on Tier One Assessment



Math Problem Solving has not been screened yet.

What is the biggest area of need in the core achievement and growth data matrix?
What data supports your decision?
What goal and action step would you discuss with this building to improve their Tier I (core instruction)?
What is the biggest area of need in screening data (if you compare the building's actual percentages against an "ideal" triangle of student data?
What data supports your decision?
What goal and action step would you discuss with this building to improve their intervention system and improve their interventions?
How should this district support staff help the school improve Tier I (core instruction) with Tier II and Tier III (interventions)?
How can both action steps be balanced and coordinated? How would the district support staff help this school with its' needs?
How do the needs, the data and the action steps relate to your district? To your schools?

Guiding Question Three: *How are interventions different than what happens during regular instruction?*

Instruction and Intervention Notes

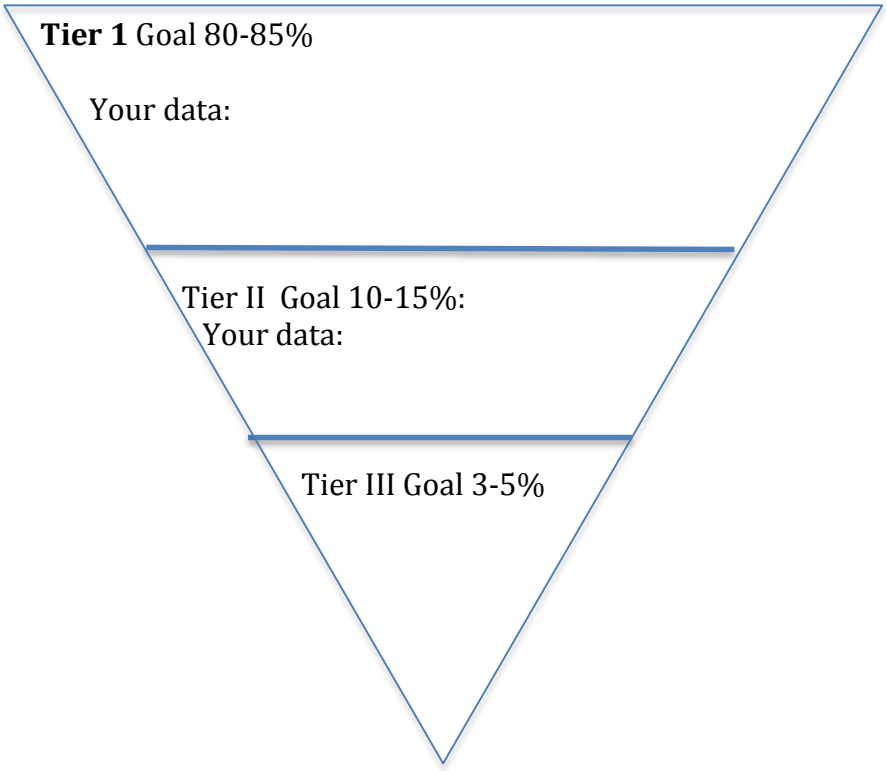
Instruction and Intervention Discussion Protocol

Guiding Question Three: *How are interventions different than what happens during regular instruction?*

Select your district data or a model school's universal screening data.
Place your student data into the cone.

Data Source Used:

Data for _____ School or _____District



Did your data match the goal numbers? _____

We have _____% Tier I
_____% Tier II
_____% Tier III

Where are the largest gaps between the norms and your data?

Do you need to create school/district norms instead of using goal norms? _____

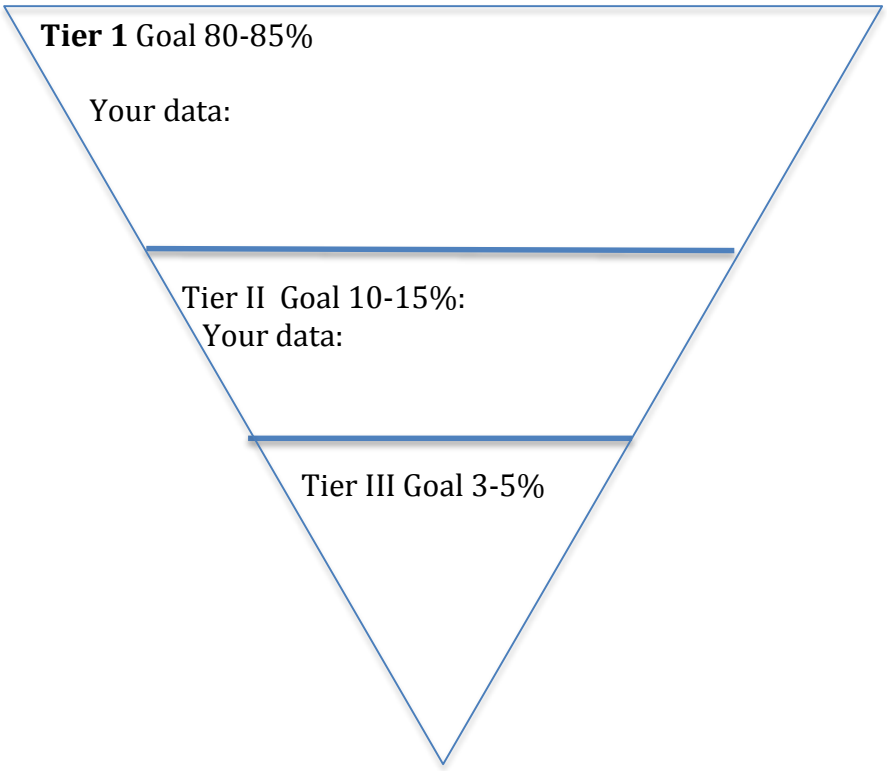
Blank Copy

Guiding Question Three: *How are interventions different than what happens during regular instruction?*

Select your district data or a model school's universal screening data.
Place your student data into the cone.

Data Source Used:

Data for _____ School or _____District



Did your data match the goal numbers? _____

We have _____% Tier I
_____% Tier II
_____% Tier III

Where are the largest gaps between the norms and your data?

Do you need to create school/district norms instead of using goal norms? _____

Guiding Question Three: *How are interventions different than what happens during regular instruction?*

SWOT Analysis for Instruction and Intervention Focus

Strengths: What are the district strengths in core instruction Tier I based on your data and what are your strengths in Tier II and Tier III intervention? Are these consistent throughout the district or are they in particular buildings?

Weaknesses: Where are the gaps in core instruction and in interventions based on your preliminary analysis of data? Are these consistent throughout the district or do they differ depending on each building?

Opportunities: Where can you use your strengths to overcome your weaknesses and help you district move forward? Select one or two prioritized and manageable steps knowing that you will likely have to focus on instructional next steps and intervention next steps.

Threats: What internal and external hurdles will the team have to address to ensure success of the instructional next steps and intervention?

Strengths	Weaknesses
Opportunities	Threats

Guiding Question Three: *How are interventions different than what happens during regular instruction?*

Instruction and Intervention Planning		
Goal: (What result will these next steps have?)		
Next Steps (What are next actionable steps around instruction and intervention planning?) 1. 2. 3.		
Timeline: (When should these steps be completed?)	**Lead Person:** (Which team member will take the lead on implementing next steps?)	**Resources to use:** (What resources will the district use to ensure that these next steps happen?)
Statement of Success: (What will determine our success and wow will we share our success with the district?)		
General Rules of Practice (To create consistency in decision making around instruction and intervention use, what general rules of practice does the district team agree upon):		
Key District Messages: (How will your team communicate the general rules of practice in regards to instruction and intervention? Who will communicate these general guidance rules be communicated and when will they be communicated?)		
Who will communicate these messages?	**How will they be communicated?**	

Guiding Question Three: *How are interventions different than what happens during regular instruction?*

Instruction and Intervention Resource Menu

<table>
<tr><th>Tier I Core Instruction Guidance</th><th>Tier II Intervention Guidance</th><th>Tier III Intervention Guidance</th></tr>
<tr><td>RTI² Framework Overview
http://fw.to/A0iVMNW</td><td>RTI² Framework Module 2 video
(http://resources.clee.utk.edu/video/TNCore/module2.mp4)</td><td>RTI² Framework Module 3 video
(http://resources.clee.utk.edu/video/TNCore/module3.mp4)</td></tr>
<tr><td>K-2 ELA and Math Guidelines

3-5 ELA and Math Guidelines

6-12 ELA and Math Guidelines</td><td colspan="2">Reading Intervention Overview
http://fw.to/G9VyYeH

Math Intervention Overview
http://fw.to/sgXsH6L</td></tr>
<tr><td>Enrichment Resource Options</td><td colspan="2">Reading Intervention Guidance
Math Domain and Intervention Guidance</td></tr>
<tr><td></td><td>Skills Checklists:

Basic Reading Skills
Reading Fluency
Reading Comprehension</td><td>

Mathematics Calculations
Mathematics Problem Solving
Written Expression</td></tr>
<tr><td></td><td colspan="2">Sample Intervention Log</td></tr>
</table>

User's Guide

This resource menu provides tools that are differentiated samples of Tier I Instruction resources and Tier II and Tier III Intervention resources for districts to use. There are several video links that review basic concepts of RTI2 and each Tier. A reading intervention video and a math intervention video are also included. This matrix is divided into four organizing columns that start with general resources and progressively become more specific to meet the varying needs of your district. Districts should feel free to tailor the documents to fit the purposes of their district and their schools. These sample templates also serve as springboards for decision-making around instruction and intervention as well as standards versus skills conversations. These template resources are samples and are not intended to dictate district guidelines and district rules of practice. Instead, the district rules of practice should guide the tailoring of these documents to fit the needs of districts.

Differentiated Instruction for Tier One/Core Instruction

"All students should receive ***high-quality differentiated instruction*** from the general education teacher during Tier I." (RTI^2 manual)

Differentiation is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning.

Scaffolding is breaking up the learning into small meaningful parts and then providing a tool, or structure, with each part.

Differentiation

Three ways to differentiate are: *content, process, and product.*

Differentiating Content

Pre-planning what the student needs to learn or how the student will access the content material.

Examples:

- Utilizing quick pre-assessments to gauge where students need to begin with concepts for a unit
- Breaking assignments into smaller, more manageable parts that include clear step by step directions for each section
- Selecting appropriate text to support content and different learning styles
- Selecting the skills that are a "must" for student success and building lessons from the necessary

Differentiating Process

Providing a menu of activities in which the student engages in order to make sense of or demonstrate mastery of the content

Examples

- Organizing learning stations/ centers with clear directions and lesson expectations (add illustrations for support)
- Change the manner in which students access information: PowerPoint led instruction, software curriculum support, audio books, and/ or read aloud with planned stopping points and prompting questions to build connections
- Develop activities that target auditory, visual, hands-on, or kinesthetic learners
- Regroup students based on readiness of the content, interests, or learning preference

Differentiating End Product

Changing the way students demonstrate mastery by providing culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit

Examples:

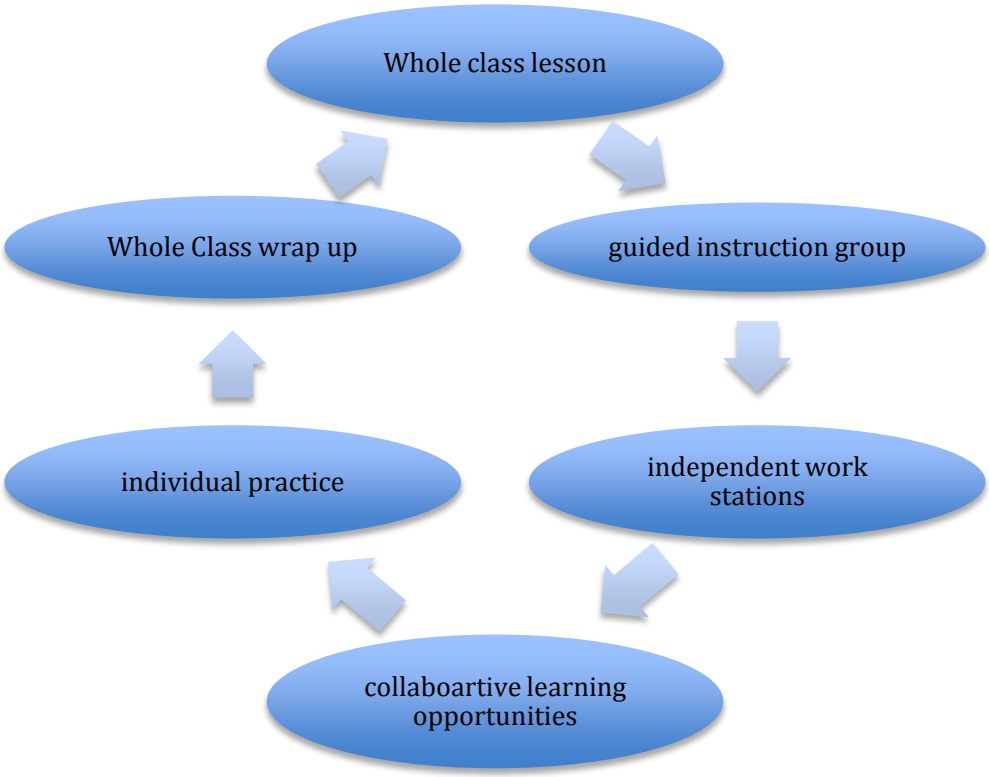
- Provide assessment options, including performance based and open ended assessments
- Make assessments ongoing and an interactive process by providing timely feedback
- Offer students a choice of projects that reflect learning preferences and interests
- Use Exit Cards for quick on site demonstration of mastery (can be done the last 5 minutes of the class period)

Examples of Scaffolding for Students

Scaffold	Ways to use Scaffolds in an Instructional Setting
Advance organizers	Tools used to introduce new content and tasks to help students learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Cue Cards	Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
Concept and mind maps	Maps that show relationships: Prepare partially completed maps for students to complete or have students create their own maps based on their current knowledge of the task or concept.
Examples	Samples, specimens, illustrations, problems: real objects; illustrative problems used to represent something.
Explanations	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal presentation and explanation of how a process works.
Handouts	Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking.
Hints	Suggestions and clues to move students along: “place your foot in front of the other”, “use the escape key”, “find the subject of the verb”, “add the water first and then the acid”.
Prompts	A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: words, statements and questions such as “Go”, “Stop”, “It’s right there”, “Tell me now”, “What toolbar menu item would you press to insert an image?”, “ Tell me why the character acted that way”.
Question Cards	Prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.

Scaffold	Ways to use Scaffolds in an Instructional Setting
Question Stems	Incomplete sentences which students complete: Encourages deep thinking by using higher order "What if" questions.
Stories	Stories relate complex and abstract material to situations more familiar with students. Recite stories to inspire and motivate learners.
Visual Scaffolds (Alibali, 2006)	Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.

Small Group Instruction
"Classroom teachers should use flexible small groups and target specific skills in reading, writing and mathematics." (RTI^2 manual)



Tennessee Department of Education K-2
English Language Arts and Mathematics Guidelines

The Tennessee Department of Education supports a comprehensive and cohesive English Language Arts (ELA) and mathematics program of study for all K-2 students. Programs should be consistent with the Common Core State Standards (CCSS) and utilize current research in best practices for ELA and mathematics instruction. The overall Department goal is to inform and improve K-2 instruction and provide a strong foundation for all students to become successful in literacy and numeracy. We believe the K-2 years are among the most important in every child's social, emotional, and academic growth. We believe targeted instructional practices in these early years are a proactive approach to student success throughout the grades.

K-2 ELA and Mathematics Guidelines address student rights to high quality literacy, including written expression and numeracy instruction.

- Students K-2 must be taught by highly skilled educators who have been trained in the teaching of ELA and mathematics and/or who have demonstrated instructional proficiency.
- Students K-2 must be taught the beginning foundations through procedural and conceptual understandings of ELA and mathematics concepts through methodologies based on specific learning needs. The Department encourages the use of explicit, systematic instruction in K-2 reading and mathematics. Such instruction should be enriching and lead to preventing and/or closing learning gaps to maintain or move beyond grade level expectations.
- Students K-2 who struggle in literacy and/or numeracy must receive daily assistance through an appropriate three-tier Response to Intervention (RTI) Model. The Department encourages explicit, systematic intervention/prevention programs for all K-2 struggling students.
- Students K-2 must have instruction that focuses on ELA and mathematics. Science, Social Studies, and other curricula should be incorporated into reading and mathematics instruction throughout the day with an emphasis on developing proficient reading of informational text and mathematical skills to analyze, interpret, and solve problems in and across various subjects.
- Students K-2 must participate in appropriate assessments to provide guidance for prescriptive planning for instruction. The Department supports assessment through multiple measures of ELA and mathematical abilities including universal screenings, progress monitoring, benchmark indicators, and standardized testing. The use of a universal screener is recommended for the purpose of identifying any student at risk in reading or mathematics.
- Students must have access to a wide variety of books, manipulatives, technology, and other reading and mathematics materials in classrooms and school library media centers. Particular attention should be given to expanding collections to include more grade-level complex texts (as defined by the Common Core text complexity grade bands). There should also be mathematics tools in classrooms to

explore and make sense of mathematical concepts. The Department provides district financial support to maintain and enhance K-2 collections and access to technology.

Standards for K-2 ELA:
K-2 classrooms should align instruction to the Common Core ELA Strands specifically incorporating Social Studies, Science and other curricula through Reading Standards for Informational Text.

- Reading Standards for Literature
- Reading Standards for Informational Text
- Reading Standards: Foundational Skills
- Writing Standards
- Speaking and Listening Standards
- Language Standards

The following are the *instructional shifts* called for by the Common Core ELA Standards:

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex tex**t and its **academic language**

Focus Standards for K-2 Math:
K-2 classrooms should align instruction to Common Core Math Domains and provide ongoing opportunities to manipulate and experiment with numbers using verbal explanations and pictorial representations. Grade 1 and 2 instruction should include written representations. Each grade level should teach students to master critical areas to assure successful transitions from grade-to-grade

The following are the *instructional shifts* called for by the Common Core Mathematics standards:

1. **Focus** strongly where the Standards focus
2. **Coherence** horizontally linking major topics within a grade and vertically across the grades
3. **Rigor** by shifting toward a balance of conceptual understanding, procedural fluency, and application to problem solving

Kindergarten

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Work with numbers 11-19 to gain foundations for place value

Grade 1

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Work with addition and subtraction equations
- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract
- Measure lengths indirectly and by iterating length units

Grade 2

- Represent and solve problems involving addition and subtraction
- Understand place value
- Use place value understanding and properties of operations to add and subtract
- Measure and estimate lengths in standard units
- Relate addition and subtraction to length

Fluency Expectations in Mathematics

Kindergarten	• Fluently add and subtract within 5
Grade 1	• Add and subtract within 20, demonstrating fluency for addition and subtraction with 10
Grade 2	• Fluently add and subtract within 20 using mental strategies • Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

The following **8 mathematical practices** should be incorporated into all K-2 instruction:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

K-2 Reading and Mathematics Minimum Recommended Instructional Times

ELA	**Kindergarten**	**First**	**Second**
Tier I	150 minutes* daily	150 minutes* daily	150 minutes* daily
Tier II**	20 minutes	30 minutes	30 minutes
Tier III***	40-45 minutes	45-60 minutes	45-60 minutes
Mathematics	**Kindergarten**	**First**	**Second**
Tier I	60 minutes daily	60 minutes daily	75 minutes daily
Tier II**	20 minutes	20 minutes	30 minutes
Tier III***	40-45 minutes	40-45 minutes	45-60 minutes

* It is strongly recommended that 90 minutes of the 150-minute ELA Tier I instruction be uninterrupted.

****Tier II** intervention is in addition to the Tier I instruction. Students needing interventions in Tier II should receive them daily.

*** **Tier III** is in addition to the instruction provided in Tier I. Tier III interventions must be more intense than Tier II interventions.

Tier I English Language Arts instruction should include all of the CCSS ELA Stands (Reading [Literature, Informational Text, and Foundational Skills], Writing, Speaking and Listening and Language). As per the CCSS, reading instruction also includes Science and Social Studies texts.
Diverse building and grade level structures may have an effect on scheduling.

The K-2 Three-Tier Response to Intervention Model (RTI) for Reading and Mathematics Instruction

Instruction in K-2 should have a strong hands-on, multi-sensory emphasis—remembering that young children are concrete rather than abstract thinkers at this stage in their understanding. Evidence-based instructional practices occur across multiple tiers using a scientifically research-based core curriculum aligned to the CCSS.

Assessing students' response to instruction/interventions early and frequently to inform instruction and adjustment to intervention(s) should occur early and be ongoing.

Tier I addresses the needs of all students. All students should receive instruction with grade-level standards in small and whole group settings. Tier I is the first layer of prevention and it should be the focus of instruction, providing a strong foundation, striving to meet the needs of all students. Classroom teachers should use flexible, small groups and target specific skills in reading, writing and mathematics. They should be provided with tools and training including:

- Core reading and mathematics programs, scientifically research-based and aligned to grade level CCSS standards;
- Formative assessment data at least 3 times per year to determine instructional needs; and
- Ongoing embedded support and professional development.

Tier II addresses the needs of struggling and advanced students. Those students who require additional assistance beyond the usual time allotted for core instruction (Tier I) should receive additional intensive small-group attention daily. Tier II requires high-quality interventions matched to student needs and provided by highly trained personnel. Advanced students should receive targeted reinforcement and enrichment.

Tier III addresses the small percentage of students who have received Tier I instruction and continue to show marked difficulty in acquiring necessary literacy and numeracy skills. Students who received Tier II interventions and continue to struggle may also need Tier III interventions. These students require more intensive intervention. Students at this level should receive intensive daily small group intervention targeting specific deficit areas.

The specific nature of interventions for Tier II and III are based on progress-monitoring data and/or diagnostic assessment information. Fidelity checks for all Tiers should occur regularly. Whenever possible, Tier II and III should be taught by qualified, certified teachers.

Necessary Services and Support

- Ongoing, sustained, and embedded high quality professional development
- Collaborative teacher work groups
- Parental engagement
- District leadership support, resources, and funding
- Tennessee Department of Education leadership support, resources and funding

Additional Services and Support from the Tennessee Department of Education

- Response to Instruction and Intervention (RTI^2) Manual, Spring 2013
- Response to Instruction and Intervention (RTI^2) Implementation Guide, Fall 2013

Tennessee Department of Education 3-5
English Language Arts and Mathematics Guidelines

The Tennessee Department of Education supports a comprehensive and cohesive English Language Arts (ELA) and mathematics program of study for all 3-5 students. Programs should be consistent with the Common Core State Standards (CCSS) and utilize current research in best practices for ELA and mathematics instruction. The overall Department goal is to inform and improve 3-5 instruction and build on the foundation laid in K-2 for all students to become successful in literacy and mathematics.

3-5 ELA and Mathematics Guidelines address student rights to high quality literacy, including written expression and mathematics instruction.

- Students 3-5 must be taught by highly skilled educators who have been trained in the teaching of ELA and mathematics and who have demonstrated instructional proficiency.
- Students 3-5 must receive grade level ELA and mathematics instruction that is explicit and systematic. Such instruction should lead to closing learning gaps and maintain or move beyond grade level expectations.
- Students 3-5 who continue to struggle in literacy or mathematics must receive daily assistance through an appropriate three-tier Response to Intervention (RTI) Model. The Department encourages explicit, systematic intervention programs for all 3-5 struggling students.
- Students 3-5 must have instruction that focuses on ELA and mathematics. Science, Social Studies, and other curricula should be incorporated into reading and mathematics instruction throughout the day with an emphasis on developing proficient reading of informational text and mathematical skills to analyze, interpret, and solve problems in and across various subjects.
- Students 3-5 must participate in appropriate assessments that provide guidance for prescriptive planning of instruction. The Department supports assessment through multiple measures of ELA and mathematics abilities including universal screenings, progress monitoring, benchmark indicators, and standardized testing. Use of a universal screener is recommended for the purpose of identifying any student at risk in reading or mathematics.
- Students must have access to a wide variety of books, manipulatives, technology, and other reading materials in classrooms and school library media centers. Particular attention should be given to expanding collections to include more grade-level complex texts (as defined by the Common Core text complexity grade-bands), especially in the genres of informational text and literacy nonfiction. There should also be mathematics tools in classrooms to explore and make sense of mathematical concepts. The Department provides district financial support to maintain and enhance 3-5 collections and access to technology.

Standards for 3-5 ELA:
3-5 classrooms should align instruction to the Common Core ELA Strands specifically incorporating Social Studies, Science and other curricula through Reading Standards for Informational Text.

- Reading Standards for Literature
- Reading Standards for Informational Text
- Reading Standards: Foundational Skills
- Writing Standards
- Speaking and Listening Standards
- Language Standards

The following are the *instructional shifts* called for by the Common Core ELA Standards:

4. **Building knowledge** through **content-rich nonfiction**
5. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
6. Regular practice with **complex tex**t and its **academic language**

Educators are encouraged to use the PARCC Model Content Frameworks as a guide for incorporating the Standards into a year of instruction. Each grade level must teach students to master critical areas to assure successful transition from grade to grade.

Focus Standards for 3-5 Mathematics:
3-5 classrooms should align instruction to the Common Core Math Domains for Content and Mathematical Practices.
The following are the *instructional shifts* called for by the Common Core Mathematics standards:

4. **Focus** strongly where the Standards focus
5. **Coherence** horizontally linking major topics within a grade and vertically across the grades
6. **Rigor** by shifting toward a balance of conceptual understanding, procedural fluency, and application to problem solving

Grade 3 Instructional Focus:

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Develop understanding of fractions as numbers.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Geometric measurement; understand concepts of area and relate area to multiplication and to addition.

Grade 4 Instructional Focus:

- Use the four operations with whole numbers to solve problems.
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Grade 5 Instructional Focus:

- Understand the place value system
- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition

Fluency Expectations in Mathematics

Grade 3	• Fluently add and subtract within 1000 • Fluently multiply and divide within 100 • By the end of Grade 3, know from memory all products of two-one-digit numbers
Grade 4	• Fluently add and subtract multi-digit whole numbers using the standard algorithm within 1,000,000
Grade 5	• Fluently multiply multi-digit whole numbers using the standard algorithm

Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The mathematical practices should be connected to content through engagement in a variety of activities, tasks, and discussions. Mathematical tasks can reveal student content knowledge and allow students to demonstrate use of the practices.

3-5 Reading and Mathematics Minimum Recommended Instructional Times

ELA	Third	Fourth	Fifth
Tier I* Daily	Minimum of 90 minutes (120 minutes recommended)	Minimum of 90 minutes (120 minutes recommended)	Minimum of 90 minutes (120 minutes recommended)
Tier II**	30 minutes	30 minutes	30 minutes
Tier III***	45-60 minutes	45-60 minutes	45-60 minutes
Mathematics	**Third**	**Fourth**	**Fifth**
Tier I*	90 minutes daily	90 minutes daily	90 minutes daily
Tier II**	30 minutes	30 minutes	30 minutes
Tier III***	45-60 minutes	45-60 minutes	45-60 minutes

*It is strongly recommended that Tier I ELA and mathematics be 90 minutes of uninterrupted instruction.
The ELA CCSS must be taught in an integrated manner across all strands (Reading [Literature, Informational Text, and Foundational Skills], Writing, Speaking and Listening and Language). It is recommended that the same highly skilled teacher teach all ELA content. Separating these ELA strands into separate courses does not reflect best practice.
****Tier II** intervention is in addition to the Tier I instruction. Students needing interventions in Tier II should receive them daily.

*****Tier III** is in addition to the instruction provided in Tier I. Tier III interventions must be more intense than Tier II interventions.

Extended time for mathematics allows for uninterrupted practice and exploration, focusing on both mathematics procedures and concepts.
Diverse building and grade level structures may have an effect on scheduling.

The 3-5 Three-Tier Response to Intervention Model (RTI) for Reading and Mathematics Instruction

Instruction in 3-5 should have a strong hands-on, multi-sensory emphasis, with high levels of student verbal interaction and engagement. Research indicates that students continue to "learn" to read in grades 3-5 even as they now "read to learn", particularly in Social Studies, Science, and Math curricula.

Strong emphasis should be given to the ELA Reading Standards: Foundational Skills strand which continues to strengthen students' overall reading skill and provides the foundation for greater growth in the other five strands.

Students should be given time to discuss and compare ideas with peers along with the opportunity to revise their own thinking. Research indicates that students should frequently engage in cognitively demanding tasks with the opportunity to explore and make sense of mathematical concepts.
Teachers in grade 3-5 should move students toward a balance of conceptual understanding, procedural fluency and application in mathematics. Teachers should strive for a balance in the types of tasks and materials used and how time is spent in direct instruction, individual think time, small group or partner discussion, and whole class discussion.
Instruction in 3-5 should be student-focused, with ongoing opportunities for students to read, interact, and engage with a text and each other, with the teacher guiding students to gain their own insights from reading. In particular, 3-5 students should build the necessary reading skills, including comprehension and stamina, to read, understand, and write about increasingly complex and lengthy texts. Because the CCSS for ELA are so closely integrated across stands, every reading unit should focus on close reading (including re-reading and chunking particularly difficult sections), speaking and listening about the text through text-dependent questioning (requiring students to cite evidence and analyze content and structure), vocabulary development through the text (with a focus on understanding academic vocabulary, or tier II words, using context), and writing-to-sources (students write about what they have read).
Tier I addresses the needs of all students. All students should receive instruction with grade-level standards in small and whole group settings. Tier I is the first layer of prevention and it should be the focus of instruction, providing a strong foundation, striving to meet the needs of all students. Classroom teachers should use flexible, small groups and target specific skills in reading, writing, and mathematics. They should be provided with tools and training including:

- Curricular materials and programs, scientifically research-based and aligned to grade-level CCSS standards;
- Formative assessment data at least three times per year to determine instructional needs; and
- Ongoing embedded support and professional development.

Tier II addresses the needs of struggling and advanced students and occurs daily. Those students who require additional assistance beyond the usual time allotted for core instruction should receive additional intensive small-group attention. Tier II intervention is explicit and systematic. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by current assessment data. Advanced students should receive reinforcement and enrichment.
NOTE: The Common Core text complexity standards (Reading Anchor Standard Number 10) apply to *all students*. While leveled reading is useful in building confidence, stamina, fluency, and engagement, all students should be given the opportunity to encounter and productively struggle with on- or above-grade-level complex text. With struggling readers, teachers are encouraged to differentiate the *level of scaffolding or support they provide students* (different entry points to text, vocabulary support, modeling of comprehension strategies), rather than the level of text.

Tier III addresses the small percentage of students who have received Tier I instruction and continue to show marked difficulty in acquiring necessary reading and mathematics skills. Students who received Tier II interventions and continue to struggle may also need Tier III interventions. These students require more intensive interventions. Students at this level should receive daily intensive small group intervention targeting specific areas of deficit as based on current assessment data.

The specific nature of interventions for Tier II and Tier III are based on progress-monitoring data and/or diagnostic assessment information. Fidelity checks for all Tiers should occur regularly. If computer programs are used, students still need interaction with and feedback from a teacher who can hold them accountable for what they have read and practiced. Whenever possible, Tier II and III should be taught by qualified, certified teachers.

Necessary Services and Support

- Ongoing, sustained, and embedded high quality professional development
- Collaborative teacher work groups
- Parental engagement
- District leadership support, resources, and funding
- Tennessee Department of Education leadership support, resources, and funding

Additional Services and Support from the Tennessee Department of Education

- Response to Instruction and Intervention (RTI^2) Manual, Spring 2013
- Response to Instruction and Intervention (RTI^2) Intervention Guide, Fall 2013

Tennessee Department of Education 6-12
English Language Arts and Mathematics Guidelines

The Tennessee Department of Education supports a comprehensive and cohesive English Language Arts (ELA) and mathematics program of study for all 6-12 students. Programs should be consistent with the Common Core State Standards (CCSS) and utilize current research in best practices for ELA and mathematics instruction. The overall Department goal is to inform and improve 6-12 instruction and build on the foundation laid in K-5 for all students to become college- and career-ready in literacy and mathematics.

6-12 ELA and Mathematics Guidelines address student rights to high quality literacy, including written expression, and mathematics instruction.

- Students 6-12 must be taught by highly skilled educators who are content-level experts trained in the teaching of ELA and mathematics and who have demonstrated instructional proficiency.
- Students 6-12 must receive grade level ELA instruction that is explicit and systematic, while being given increasing opportunities to explore texts and topics through reading, writing, and research independently.
- Students 6-12 must receive grade level mathematics instruction that is explicit and systematic. Such instruction should lead to closing learning gaps to maintain or move beyond grade level expectations.
- Students 6-12 who continue to struggle in literacy, including written expression, and mathematics must receive daily assistance through an appropriate three-tier Response to Intervention (RTI) Model. The Department encourages explicit, systematic intervention programs for all 6-12 struggling students in the area of deficit.
- Students 6-12 must participate in assessment that provides direction for future instruction. The Department supports assessment through multiple measures of ELA and mathematics abilities including universal screenings, progress monitoring, benchmark indicators, and standardized testing.
- Students must have access to a wide variety of books, technology, and other reading materials in classrooms and school library media centers. Particular attention should be paid to expanding collections to include more grade-level complex texts (as defined by the Common Core text complexity grade bands), especially in the genres of informational text and literary nonfiction. The Department provides district financial support to maintain and enhance 6-12 collections and access to technology.
- Students must have access to a variety of manipulatives, technology, and other mathematics tools in classrooms to explore and make sense of mathematical concepts.
- Students should have the opportunity to engage with the Standards for Mathematical Practice daily through a variety of tasks, classroom discussion, and peer interactions.

Standards for 6-12 ELA:
6-12 classrooms should align instruction to all of the Common Core ELA Strands:

- Reading Standards for Literature
- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Language Standards

The following are the *instructional shifts* called for by the Common Core ELA Standards:

7. **Building knowledge** through **content-rich nonfiction**
8. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
9. Regular practice with **complex text** and its **academic language**

Educators are encouraged to use the PARCC Model Content Frameworks as a guide for incorporating the Standards into a year of instruction.

6-12 Minimum ELA Recommended Instructional Times:

ELA	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
Tier I*	55 (daily)	90	55 (daily)	90
Tier II**	30 additional	30 additional	30 additional	30 additional
Tier III***	45-55 additional	45-60 additional	45-55 additional	45-60 additional

*It is strongly recommended that Tier I be a minimum of 45 minutes of uninterrupted instruction.
****Tier II** intervention is in addition to the Tier I instruction. It is recommended that students needing interventions in Tier II should receive them daily. Additional time can be added through several means, including "double blocking" or the insertion of an "intervention period."

*****Tier III** is in addition to the instruction provided in Tier I. Tier III interventions must be more intense than Tier II interventions.

While it is recommended that students in grades 9-12 receive Tier III interventions for 45-60 minutes daily, in some instances this may not be possible. However, students in need of Tier III interventions should receive a minimum of 225 minutes each week. The following charts illustrate the *weekly* minimum intervention times for Tier III in grades 9-12:

Tier III	9-12 (traditional)	9-12 (block)
ELA Weekly Minimums	225-275 minutes	225-300 minutes

Diverse building and grade level structures may have an effect on scheduling.
Note: It is strongly recommended all schools move away from the practice of separating ELA instruction into reading and language arts classes and instead move **toward a single, coherent, integrated ELA course model.** The integrated nature of the standards, as reflected in the modules in the PARCC Model Content Frameworks, requires students to work across multiple strands at once. Separating reading from the work students do in writing and language violates the spirit and intent of the CCSS.

The 6-12 Three-Tier Response to Intervention Model (RTI) for Reading Instruction
Instruction in 6-12 should be student-focused, with constant opportunities for students to read, interact, and engage with a text and each other, with the teacher guiding students to gain their own insights from reading (rather than telling students what a text means). Research indicates that students now "read to learn," particularly in Social Studies, Science, and Mathematics courses, although students well behind grade level may still struggle to "learn to read." In particular, 6-12 students should build the necessary reading skills, including comprehension and stamina, to read, understand, and write about increasingly complex and lengthy texts. Because the CCSS for ELA are so closely integrated across strands, every reading unit should focus on close reading (including re-reading and chunking particularly difficult sections), speaking and listening about the text through text-dependent questioning (requiring students to cite evidence and analyze content and structure), vocabulary development through the text (with a focus on understanding academic vocabulary, or tier II words, using context), and writing-to-sources (students write about what they have read).

Tier I addresses the needs of all students. Using flexible, small groups and targeting specific skills in reading, specifically vocabulary/word-study, classroom teachers should be provided with tools and training including:

- Core ELA or literature programs, research-based and aligned to grade-level CCSS standards
- Formative assessment at least three times per year to determine instructional needs
- Ongoing embedded support and professional development.

Tier II addresses the needs of struggling and advanced students. Those students who require assistance beyond the usual time allotted for core instruction should receive additional intensive small-group attention daily. Advanced students should receive reinforcement and enrichment. Note that the Common Core text complexity standards (Reading Anchor Standard number 10) apply to *all students*. While leveled reading is useful in building confidence, stamina, fluency, and engagement, all students should be given the opportunity to encounter and productively struggle with on- or above-grade-level complex text. With struggling readers, teachers are encouraged to differentiate the *level of scaffolding or support they provide students* (different entry points to text, vocabulary support, modeling of comprehension strategies) rather than the *level of text*. If computer programs are used, students should still have daily interaction with a teacher who can hold them accountable for what they have read and practicing new skills.

Tier III addresses the small percentage of students who have received Tier I instruction and continue to show marked difficulty in acquiring necessary reading and mathematics skills. Students who received Tier II interventions and continue to struggle may also need Tier III interventions. These students require more intensive interventions. Students at this level should receive daily intensive small group intervention targeting specific areas of deficit as based on current assessment data.

The specific nature of interventions for Tier II and Tier III are based on progress-monitoring data and/or diagnostic assessment information. Fidelity checks for all Tiers should occur regularly. If computer programs are used, students still need interaction with and feedback from a teacher who can hold them accountable for what they have read and practiced. Whenever possible, Tier II and III should be taught by qualified, certified teachers.

Focus Content for 6-8 Mathematics:
(It is recommended that 75 percent of **Tier I** instruction is spent on focus content.)

The following are the *instructional shifts* called for by the Common Core Mathematics standards:

7. **Focus** strongly where the Standards focus
8. **Coherence** horizontally linking major topics within a grade and vertically across grades
9. **Rigor** by shifting toward a balance of conceptual understanding, procedural fluency, and application to problem solving

Grade 6

- Understand ratio concepts and use ratio reasoning to solve problems.
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.

- Represent and analyze quantitative relationships between dependent and independent variables.

Grade 7

- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Grade 8

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Define, evaluate and compare functions.
- Use functions to model relationships between quantities.
- Understand congruence and similarity using physical models, transparencies or geometry software.
- Understand and apply the Pythagorean Theorem.

Fluency Expectations 6-8

Grade	Standards	Expected Fluency
6	6.NS.B.2 6.NS.B.3	Multi-digit division Multi-digit decimal operations
7	7.NS.A.1,2 7.EE.B.3 7.EE.B.4	Fluency with rational number arithmetic Solve multistep problems with positive and negative rational numbers in any form Solve one-variable equations of the form $px + q = r$ and $p(x + q) = r$ fluently
8	8.EE.C.7 8.G.C.9	Solve one-variable linear equations, including cases with infinitely many solutions or no solutions Solve problems involving volumes of cones, cylinders, and spheres together with previous geometry work in grade 7

Focus Content for High School Mathematics:

Algebra I

- Interpret the structure of expressions
- Perform arithmetic operations on polynomials
- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Interpret linear models

Geometry

- Interpret linear models
- Prove geometric theorems
- Understand similarity in terms of similarity transformations
- Prove theorems using similarity
- Define trigonometric ratios and solve problems involving right triangles
- Use coordinates to prove simple geometric theorems algebraically
- Apply geometric concepts in modeling situations

Algebra II

- Extend the properties of exponents to rational exponents
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- Understand the relationship between zeros and factors of polynomials
- Understand solving equations as a process of reasoning and explain the reasoning
- Represent and solve equations and inequalities graphically
- Interpret functions that arise in applications in terms of the context
- Build a function that models a relationship between two quantities

Fluency Recommendations, High School
Although PARCC does not assess fluency in high school, the fluencies below are recommended so that students can move quickly through procedural and computational manipulations in order to devote the majority of their cognitive processes on problem solving.

Course	Standard	Recommended Fluency
Algebra I	A/G A-APR.A.1 A-SSE.A.1b	Solving characteristic problems involving the analytic geometry of lines Fluency in adding, subtracting, and multiplying polynomials Fluency in transforming expressions and chunking
Geometry	G-SRT.B.5 G-GPE.B.4, 5, 7 G-CO.D.12	Fluency with the triangle congruence and similarity criteria Fluency with the use of coordinates Fluency with the use of construction tools
Algebra II	A-APR.D.6 A-SSE.A.2 F.IF.A.3	Divide polynomials with remainder by inspection in simple cases See structure in expressions and to use this structure to rewrite expressions Fluency in translating between recursive definitions and closed forms

Standards for Mathematical Practice
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The mathematical practices should be connected to content through engagement in a variety of activities, tasks and discussions. Well-designed, standards-based mathematical tasks can reveal student content knowledge and allow students to demonstrate use of the practices.

6-12 Mathematics Minimum Recommended Instructional Times

Mathematics Tier	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
Tier I*	55 (daily)	90	55 (daily)	90
Tier II**	30 additional	30 additional	30 additional	30 additional
Tier III***	45-55 additional	45-60 additional	45-55 additional	45-60 additional

*It is strongly recommended that **Tier I** be a minimum of 45 minutes of uninterrupted instruction.
****Tier II** intervention is in addition to the Tier I instruction. It is recommended that students needing interventions in Tier II should receive them daily. Additional time can be added through several means, including "double blocking" or the insertion of an "intervention period."

*****Tier III** is in addition to the instruction provided in Tier I. Tier III interventions must be more intense than Tier II interventions.
While it is recommended that students in grades 9-12 receive Tier III interventions for 45-60 minutes daily, in some instances this may not be possible. However, students in need of Tier III interventions should receive a minimum of 225 minutes each week. The following charts illustrate the ***weekly*** minimum intervention times for Tier III in grades 9-12:

Tier III	**9-12 (traditional)**	**9-12 (block)**
Mathematics Weekly Minimums	225-275 minutes	225-300 minutes

Diverse building and grade level structures may have an effect on scheduling.

The 6-12 Three-Tier Response to Intervention Model (RTI) for Mathematics Instruction

While the Common Core State Standards specifies the content necessary for all students to become college and career ready, we recognize that not every student moves at a uniform pace to meet that goal.

Tier I addresses the needs of all students. Flexible, small groups may be used. Instruction in 6-12 should be student-focused, with constant opportunities to engage in mathematical thinking and reasoning. As teachers shift toward a balance of conceptual understanding, procedural fluency and application, they should engage students in a variety of tasks and activities that address specific goals, always embedding the Standards for Mathematical Practice in all instruction and assessments. Problem solving should be at the heart of the mathematics classroom. Students should have the opportunity to make sense of mathematical concepts on their own and regularly discuss their ideas with peers. Teachers should be skilled in frequently assessing student understanding and pressing students toward the mathematical goals and essential understanding without telling students how to solve problems. Teachers should be skilled in orchestrating classroom discussions that promote connections between student ideas and multiple representations for deeper understanding. Students should have regular practice and support in demonstrating fluency with both number facts and algebraic manipulation. Students should have the opportunity to apply problem-solving skills in new and unfamiliar contexts and situations.

Tier II addresses the needs of struggling and advanced students. Advanced students should receive reinforcement and enrichment. Students who require assistance beyond the usual time allotted for Tier I instruction should receive additional intensive small-group attention daily. Teachers should use the vertical coherence of the CCSS to identify standards from previous grades that might be prohibiting a student from accessing grade-level standards. Research indicates that students' struggles in mathematics are often attributed to a lack of number sense. It is important to diagnose specific student deficiencies through carefully designed assessments in order for the proper support to be given. Students who struggle with fluency can oftentimes continue to learn grade-level concepts. In this case, Tier II intervention should target the necessary fluencies to support the conceptual understanding.

Tier III addresses the small percentage of students who have received Tier I instruction and continue to show marked difficulty in acquiring necessary reading and mathematics skills. Students who received Tier II interventions and continue to struggle may also need Tier III interventions. These students require more intensive interventions. Students at this level should receive daily intensive small group intervention targeting specific areas of deficit as based on current assessment data.
The specific nature of interventions for Tier II and Tier III are based on progress-monitoring data and/or diagnostic assessment information. Fidelity checks for all Tiers should occur regularly. If computer programs are used, students still need interaction with and feedback from a teacher who can hold them accountable for what they have read and

practiced. Whenever possible, Tier II and III should be taught by qualified, certified teachers.

Necessary Services and Support

- Ongoing, sustained, and embedded high quality professional development
- Collaborative teacher work groups
- Parental engagement
- District leadership support, resources and funding
- Tennessee Department of Education leadership support, resources and funding

Additional Services and Support from the Tennessee Department of Education

- Response to Instruction and Intervention (RTI^2) Manual, Spring 2013
- Response to Instruction and Intervention (RTI^2) Implementation Guide, Fall 2013

Reading Guidance for Intervention

Domain/Area	Definition	Associated Deficit Areas Academic Impact on Core Instruction	Intervention Characteristics	Example Curriculum Based Measures Probes to Support Progress
Phonemic Awareness (K-1) **Basic Reading**	Isolating sounds, segmenting, and blending sounds in words and non-words. Ability to notice, think about, or manipulate the individual sounds in words.	*Difficulty with:* Letter Sounds Phoneme Blending Phoneme Segmentation Rhyming Syllable Segmenting Phoneme Deletion	*Intervention focus on systematic development of letter sound correspondence, word analysis skills, and sight word recognition*	Phoneme segmentation probe Initial sounds probe First sound probes
Phonics **Word Recognition (K-2)** **Basic Reading**	Matching sounds to symbols. Reading words by sight or by applying phonics to decode. Focus is on word production not meaning	*Difficulty with:* Letter-sound associations Sound blending Segmenting Manipulating letter-sound correspondences Reading nonsense words Word identification	*Intervention focus on systematic development of letter sound correspondence, word analysis skills, sight word recognition, consonant blends/digraphs, syllable division/ types, affixes, word attack skills, etc.*	Nonsense word probe Letter Name probe Word Reading Fluency probes
Reading Fluency (1-12)	Rate at which reader reads text, which could include speeded word, sentence, or text reading, as well as segmentation and/or blending of phonemes. Also includes voice intonation and expression during reading.	*Difficulty with:* Accuracy of Fluency Reading Rate Word Reading Efficiency Sentence Fluency	*Intervention focus on guided oral reading, repeated readings, echo read, shadow read, paired reading, and direct explicit instruction in chunking and phrasing*	Oral reading fluency probe Word Reading fluency probe Passage Reading fluency probe
Reading Comprehension (1-12)	The construction of meaning from text, including understanding of the author's intent or message. Comprehension is reflected in the recall of specific information, as well as in inferences drawn from presented information.	*Difficulty with:* Passage Reading Sentence Comprehension Oral Reading Silent Reading Words in isolation or in Context Matching Vocabulary	*Intervention focus on specific skill instruction for vocabulary, fact finding, and making inferences as well as explicit strategies in comprehension monitoring and reading for different purposes*	Retell probe Daze probe Maze probe Multiple Choice Reading Comprehension probe Cloze Task probe
Written Expression (1-12)	The ability to form letters and numbers correctly, to write words spontaneously or from dictation, and organize words into meaningful thoughts	*Difficulty with:* Hold/ Use Pencil Trace/ Copy Letters Written Words Written Word Sequence Spelling Planning processes Composition/ reviewing and revising	*Intervention focus on **transcription**; letter formatting, and associating letter shapes with the name of the letter, as well as **composition**; explicit instruction in mechanics, word and sentence construction, paragraph construction, and multi-paragraph essays*	Writing Readiness Skills probe Number of Letters Written probe Number of Words Written probe Correct Word Sequence probe Correct Spelling probe Correct Writing Sequence probe

Math Domains and Intervention Skill Areas

Grade	Domain/Area	Definition	Associated Deficit Areas Academic Impact on Core Instruction	Example Curriculum-Based Measures Probes to Support Progress	Intervention Characteristics
K	Math Calculation: Counting and Cardinality	Identifying and naming numbers up to 100. Understanding the relationship between numbers and quantities	*Difficulty with:* *Identifying numbers* *Naming numbers* *Relationship between numbers and the actual quantities*	Early Numeracy Probes	*Intervention focus on systematic development of identifying numbers and the relationship between actual quantities*
	Math Reasoning/ Problem Solving: Counting and Cardinality	Identifies whether number of objects in a group is greater than, less than, or equal to a number of objects in another group.	*Difficulty with:* *Relationship between numbers and the actual quantities* *The size of numbers* *Matching and counting strategies*	Early Numeracy Probes	*Intervention focus on systematic development of identifying numbers and the relationship between actual quantities*
1	Math Calculation: Size of Numbers Column Addition Basic Facts Complex Computation	Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations.	*Difficulty with:* *Addition and subtraction* *Understanding the relationship between addition and subtraction* *Solving addition and subtraction problems within 20*	Math Calculation Probes	*Intervention focus on systematic development of understanding addition and subtraction and strategies surrounding these operations*
	Math Reasoning/ Problem Solving: Size of Numbers Column Addition Basic Facts Complex Computation	Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations.	*Difficulty with:* *Representing and solving problems within addition and subtraction* *Understanding the relationship between addition and subtraction* *Solving addition and subtraction problems within 20*	Early Numeracy Probes	*Intervention focus on systematic development of understanding addition and subtraction and strategies surrounding these operations*

2	Math Calculation: Size of Numbers Column Addition Basic Facts Complex Computation	Represent and solve problems involving addition and subtraction. Add and subtract within 20. Work with equal groups of objects to gain foundations for multiplication Understand place value. Use place value understanding and properties of operations to add and subtract.	*Difficulty with:* *Representing and solving problems within addition and subtraction* *Solving addition and subtraction problems within 20* *Understanding the place value of each number* *Understanding how to use place value when adding and subtracting problems*	Math Calculation Probes	*Intervention focus on systematic development of understanding addition, subtraction, and place value strategies surrounding these operations.*
	Math Reasoning/ Problem Solving: Number and Operations: Base Ten, Place Value Measurement: Linear Measurement and Length	Use place value understanding and properties of operations to perform multi-digit arithmetic. Measure and estimate lengths in standard units. Relate addition and subtraction to length. Represent and interpret data.	*Difficulty with:* *Understanding how to use place value when adding and subtracting problems* Measurement when estimating different lengths Understanding how addition and subtraction relates to length and measurement Representing and interpreting data that is collected	Math Reasoning Probe	*Intervention focus on systematic development of understanding addition, subtraction, and place value strategies surrounding these operations.*
3	Math Calculation: Column Addition Basic Facts Complex Computation	Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	*Difficulty with:* *Understanding multiplication and division* *Understanding the relationship between addition and subtraction* *Solving multiplication and division problems within 100* *Understanding the relationship between addition, multiplication, subtraction, and division.*	Math Calculation Probes	*Intervention focus on systematic development of understanding multiplication, division, and the relationship that addition and subtraction have within these operations*
	Math Reasoning/ Problem Solving: Number and Operations: Fractions Geometry: Two-Dimensional Shapes	Develop understanding of fractions as numbers Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Reason with shapes and their attributes	*Difficulty with:* *Understanding fractions as numbers* *Concepts of area and how it relates to multiplication and addition* *Understanding perimeter of a shape* *Understanding the reasoning of shapes and their attributes*	Math Reasoning Probe	*Intervention focus on systematic development of understanding fractions as numbers, area and perimeter of shapes and the strategies used when solving for these operations.*

4	Math Calculation: Basic Facts Complex Computation	Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples. Generate and analyze patterns. Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.	*Difficulty with:* *Using whole numbers to solve problems* *Understanding factors as multiplies* *Generating and analyzing patterns* *Understanding place value with multi-digit numbers* *Operations to perform multi-digit equations*	Math Calculation Probes	*Intervention focus on systematic development of understanding factors, equations, and how to generate and analyze different patterns*
	Math Reasoning/ Problem Solving: Number and Operations: Decimals, Fractions and Decimals Measurement: Two-Dimensional Shapes	Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions, and compare decimal fractions. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Represent and interpret data. Geometric measurement: understand concepts of angle and measure angles. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	*Difficulty with:* *Understanding fractions* *Understanding of whole numbers and how it applies to fractions* *Decimal notation for fractions and comparing them* *Understanding measurement and conversions of larger units into smaller ones* *Representing and interpreting data that is collected* *Understanding concepts of angles and how to measure them* *Identifying lines and angles*	Math Reasoning Probe	*Intervention focus on systematic development of understanding fractions as numbers, decimals, and measurement of two-dimensional shapes and the strategies used in solving these operations.*
5	Math Calculation: Basic Facts Complex Computation Decimals Fractions Conversions Percentages	Write and interpret numerical expressions. Analyze patterns and relationships. Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths. Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	*Difficulty with:* *Interpreting numerical expressions* *Analyzing patterns and relationships* *Understanding place value* *Understanding how to perform multi-digit equations with decimals* *Using equivalent fractions as a strategy to add and subtract* *Understanding the relationship between fractions and multiplication/division*	Math Calculation Probes	*Intervention focus on systematic development of understanding numerical expressions, place value, decimals, the relationship between fractions and multiplication and division, and equivalent fractions as a strategy to solve for these operations.*

	Math Reasoning/ Problem Solving: Number and Operations and Algebra: Fluency with Whole Numbers Number and Operations: Decimals, Fractions and Decimals Geometry and Measurement: Three-Dimensional Shapes	Perform operations with multi-digit whole numbers and with decimals to hundredths. Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Convert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties	*Difficulty with:* *Understanding how to perform multi-digit equations with decimals* *Understanding the relationship between fractions and multiplication/division* *Understanding how to convert measurement* *Representing and interpreting data that is collected* *Understanding the measurement of volume and how it relates to addition and multiplication* *Classifying two-dimensional figures into categories*	Math Reasoning Probe	*Intervention focus on systematic development of understanding numerical expressions, place value, decimals, the relationship between fractions and multiplication and division, and equivalent fractions as a strategy to solve for these operations.*
6	Math Calculation: Basic Facts Complex Computation Decimals Fractions Conversions Percentages Integers Expressions Reductions	Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Multiply and divide multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers. Develop understanding of statistical variability. Summarize and describe distributions.	*Difficulty with:* *Understanding multiplication and division and how to use it in solving fractions* *Understanding how to solve multi-digit multiplication and division problems* *Understanding rational numbers*	Math Calculation Probes	*Intervention focus on systematic development of understanding multiplication and division, multi-digit equations, and how to use these operations to solve fractions*
	Math Reasoning/ Problem Solving: Number and Operations: Ratios and Rate Algebra: Expressions and Equations	Understand ratio concepts and use ratio reasoning to solve problems Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.	*Difficulty with:* *Ratio concepts and reasoning* *Algebraic expressions* *Solving equations and inequalities* *Understanding dependent and independent variables*	Math Reasoning Probes	*Intervention focus on systematic development of understanding ratio concepts, algebraic expressions, and inequalities through instructional staregies*
7	Math Calculation: Complex Computation Decimals Fractions Conversions	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	*Difficulty with:* *Operations with fractions to add, subtract, multiply, and divide rational numbers* *Understanding equivalent expressions*	Math Calculation Probes	*Intervention focus on systematic development of understanding fraction operations when adding, subtracting, multiplying and dividing rational numbers, and*

	Percentages Integers Reductions Equations Exponents	Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	*Numerical and Algebraic expressions and equations*		*equivalent expressions through instructional strategies*
	Math Reasoning/ Problem Solving: Number and Operations and Algebra and Geometry: Proportionality and Similarity Measurement and Geometry and Algebra: Rational Numbers and Linear Equations	Analyze proportional relationships and use them to solve real-world and mathematical problems. Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models	*Difficulty with:* *Understanding proportional relationships* *Geometrical figures and the relationships between them* *Understanding of angle measure, area, surface area, and volume* *Inferences* *Understanding probability models*	Math Reasoning Probes	*Intervention focus on systematic development of understanding proportional relationships, geometrical figures, angle measure, area, and volume through instructional strategies.*
8	Math Calculation: Decimals Fractions Conversions Percentages Integers Equations Exponents	Know that there are numbers that are not rational, and approximate them by rational numbers. Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations. Define, evaluate, and compare functions. Use functions to model relationships between quantities	*Difficulty with:* *Understanding non rational and rational numbers* *Radicals and integer exponents* *Proportional relationships, lines, and linear equations* *Understanding functions*	Math Calculation Probes	*Intervention focus on systematic development of understanding non rational and rational numbers, radicals and integer exponents, proportional relationships, and functions through instructional strategies*
	Math Reasoning/ Problem Solving: Algebra: Linear Equations Geometry and Measurement: Space, Figures, Angles Data Analysis and Number and Operations and Algebra: Data Sets	Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. Investigate patterns of association in bivariate data.	*Difficulty with:* *Understanding congruence and similarity between geometric figures* *Pythagorean Theorem* *Understanding volume of cylinders, cones, and spheres*	Math Reasoning Probes	*Intervention focus on systematic development of understanding congruence and similarity between geometric figures, volume of cylinders, cones, and spheres through instructional strategies*

Algebra 1	Math Calculation: Expressions Equations and Inequalities Functions Linear, Quadratic, and Exponential Models	Interpret the structure of expressions Perform arithmetic operations on polynomials Understand the relationship between zeros and factors of polynomials Create equations that describe numbers or relationships Understand solving equations as a process of reasoning and explain the reasoning	*Difficulty with:* *Interpreting expressions* *Arithmetic operations on polynomials* *Factors* *Creating equations that describe numbers or relationships* *Explaining how to solve equations and the process of reasoning behind it*	Math Calculation Probes (Norms coming)	*Intervention focus on systematic development of understanding expressions, factors, equations that describe relationships, and the process of solving these operations through instructional strategies.*
	Math Reasoning/ Problem Solving: Expressions Equations and Inequalities Functions Linear, Quadratic, and Exponential Models	Write expressions in equivalent forms to solve problems Use polynomial identities to solve problems Rewrite rational functions Solve equations and inequalities in one variable Solve systems of equations Represent and solve equations and inequalities graphically	*Difficulty with:* *Writing expressions in in equivalent forms* *Polynomial identities* *Rational functions* *Solving equations and inequalities in one variable* *Representing equations graphically*	Math Reasoning Probes (Norms coming)	*Intervention focus on systematic development of understanding expressions, rational fractions, inequalities and the process of solving these operations through instructional strategies.*
Geometry	Math Calculation: Congruence Similarity, Right Triangles, and Trigonometry Geometric Measurement and Dimension	Experiment with transformations in the plane Understand congruence in terms of rigid motions Prove geometric theorems Make geometric c Understand similarity in terms of similarity transformations Prove theorems involving similarity Define trigonometric ratios and solve problems involving right triangles Apply trigonometry to general triangles	*Difficulty with:* *Transformations in the place* *Congruence of rigid motions* *Geometric theorems* *Geometric transformations* *Theorems involving similarity* *Trigonometric ratios involving right triangles* *Understanding trigonometry and general triangles*	Math Calculation Probes (Norms coming)	*Intervention focus on systematic development of understanding congruence of geometric shapes, trigonometric ratios involving general and right triangles, and instructional stogies in solving for these operations.*

	Math Reasoning/ Problem Solving: Congruence Similarity, Right Triangles, and Trigonometry Geometric Measurement and Dimension	Experiment with transformations in the plane Understand congruence in terms of rigid motions Prove geometric theorems Make geometric c Understand similarity in terms of similarity transformations Prove theorems involving similarity Define trigonometric ratios and solve problems involving right triangles Apply trigonometry to general triangles	*Difficulty with:* *Transformation in the place* *Congruence of rigid motions* *Geometric theorems* *Geometric transformations and similarity* *Trigonometric rations involving right triangles* *Understanding trigonometry and general triangles*	Math Reasoning Probes (Norms coming)	*Intervention focus on systematic development of understanding congruence of geometric shapes, trigonometric ratios involving general and right triangles, and instructional stogies in solving for these operations.*
Algebra 2	Math Calculation: Functions Linear, Quadratic, and Exponential Models	Understand the concept of a function and use function notation Interpret functions that arise in applications in terms of the context Analyze functions using different representations Extend the domain of trigonometric functions using the unit circle Model periodic phenomena with trigonometric functions Prove and apply trigonometric identities	*Difficulty with:* *Functions and the use of function notation* *Interpreting functions in application* *Using different representations when analyzing functions* *Trigonometric functions* *Trigonometric functions using a unit circle* *Trigonometric identities*	Math Calculation Probes (Norms coming)	*Intervention focus on systematic development of understanding trigonometric functions and how to interpret them through instructional strategies.*
	Math Reasoning/ Problem Solving: Functions Linear, Quadratic, and Exponential Models	Build a function that models a relationship between two quantities Build new functions from existing fun Construct and compare linear and exponential models and solve problems Interpret expressions for functions in terms of the situation they model	*Difficulty with:* *Understanding relationships between two quantities* *Building new functions and compare linear and exponential models to solve problems* *Interpreting expressions for functions*	Math Reasoning Probes (Norms coming)	*Intervention focus on systematic development of understanding relationships between two quantities, building functions and comparing linear and exponential models to solve problems, and interpreting expressions for functions through instructional strategies*

Teacher Checklist – Basic Reading Skills

Student _____ Date _____ School _____

Date of Birth _____ Grade _____ Teacher _____

YES	NO	SOMETIMES	THE STUDENT:
1. ____	____	____	1. avoids reading.
2. ____	____	____	2. demonstrates a change in behavior when asked to read silently.
3. ____	____	____	3. demonstrates a change in behavior when asked to read orally.
4. ____	____	____	4. names alphabet letters correctly.
5. ____	____	____	5. recognizes his/her name in print.
6. ____	____	____	6. matches letters.
7.			7. guesses words from:
____	____	____	a. initial letters.
____	____	____	b. pictorial cues.
____	____	____	c. context cues.
8.			8. sounds out:
____	____	____	a. vowels correctly
____	____	____	b. consonants correctly
____	____	____	c. words correctly
9. ____	____	____	9. blends sounds correctly.
10. ____	____	____	10. has an adequate sight word vocabulary.
11.			11. substitutes:
____	____	____	a. sounds
____	____	____	b. words
12.			12. omits:
____	____	____	a. sounds
____	____	____	b. words
13.			13. repeats:
____	____	____	a. sounds
____	____	____	b. words
14. ____	____	____	14. reads from left to right.
15. ____	____	____	15. skips lines.
16. ____	____	____	16. moves head when reading.
17. ____	____	____	17. moves lips when reading.
18. ____	____	____	18. uses finger to anchor self when reading.
19. ____	____	____	19. reads high frequent sight words correctly (the, and, but).
20. ____	____	____	20. drops voice at the end of a sentence.
21. ____	____	____	21. reads orally with expression.
22. ____	____	____	22. reads word-by-word.
23. ____	____	____	23. reads faster silently than orally.
24. ____	____	____	24. observes small differences between words
25. ____	____	____	

25. Corrects his/her own errors.

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

Teacher Checklist – Reading Fluency

Student _____ Date _____ School _____

Date of Birth _____ Grade _____ Teacher _____

	OFTEN	RARELY	SOMETIMES	WHEN READING ALOUD DOES THE STUDENT:
1.	____	____	____	1. stop frequently?
2.	____	____	____	2. make inappropriate pauses?
3.	____	____	____	3. read word by word?
4.	____	____	____	4. speak in a flat, monotone voice?
5.	____	____	____	5. miss emotional and contextual cues?
6.	____	____	____	6. mix up who says which piece of a dialogue in a narrative?
7.	____	____	____	7. pay little attention to punctuation?
8.	____	____	____	8. painstakingly sound out words?
9.	____	____	____	9. have difficulty with sounds?
10.	____	____	____	10. fail to recognize recurring words?
11.	____	____	____	11. emphasize the wrong syllable?
12.	____	____	____	12. ignore suffixes and prefixes?
	OFTEN	**RARELY**	**SOMETIMES**	**WHEN READING SILENTLY DOES THE STUDENT:**
13.	____	____	____	13. read at about the same speed as when reading aloud?
14.	____	____	____	14. shift eyes often on the page?
15.	____	____	____	15. need to stop and reread often?
16.	____	____	____	16. seem to skim large chunks of text?

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

Teacher Checklist – Reading Comprehension

Student _____ Date _____ School _____
Date of Birth _____ Grade _____ Teacher _____

	YES	NO	SOMETIMES	THE STUDENT:
1.	____	____	____	1. orients book in proper position and turns pages left to right.
2.	____	____	____	2. attempts to read, using picture and context cues.
3.	____	____	____	3. recognizes common words in stories.
4.	____	____	____	4. begins to use phonetic cueing system (e.g., beginning sounds).
5.				5. uses decoding skills:
	a. ____	____	____	a. uses common vowels, vowel patterns, consonant sounds, consonant blends, digraphs, and diphthongs,
	b. ____	____	____	b. applies rules of syllabication,
	c. ____	____	____	c. demonstrates knowledge of prefixes, suffixes and
	d. ____	____	____	d. compound words.
6.	____	____	____	6. uses context clues.
7.	____	____	____	7. automatically recognizes previously taught vocabulary in print (sight and reading vocabulary).
8.	_____	_____	_____	8. demonstrates fluent oral reading.
9.				9. comprehends complex sentence structure
	a. ____	____	____	a. understands passive voice (Mice were eaten by the cat.).
	b. ____	____	____	b. understands relative clauses (the cake that Mac ate).
	c. ____	____	____	c. understands direct and indirect quotes within a passage.
	d. ____	____	____	d. understands pronoun reference (he = Billy).
10.				10. recognizes different uses of words depending on context:
	a. ____	____	____	a. recognizes meanings of antonyms and synonyms.
	b. ____	____	____	b. recognizes multiple meanings (fly – a fly, to fly).
	c. ____	____	____	c. understands figurative language (hold your horses).
	d. ____	____	____	d. differentiates homonyms (rode – road).
11.				11. comprehends age- and/or grade-appropriate passages:
	a. ____	____	____	a. summarizes a story or passage.
	b. ____	____	____	b. identifies the main idea of a selection.
	c. ____	____	____	c. identifies supporting details.
	d. ____	____	____	d. compares and contrasts stories, characters, events, etc.
12.				12. uses printed materials for a variety of purposes:
	a. ____	____	____	a. makes and confirms predictions.
	b. ____	____	____	b. understands author's purpose.
	c. ____	____	____	c. locates details and facts to answer questions and draw conclusions.
	d. ____	____	____	d. uses printed material to gather information (for reports, personal interest, etc.).
13.	____	____	____	
14.	____	____	____	

13. comprehends material from a variety of sources (newspaper, magazine, content area text, trade books, reference materials).

14. follows a sequence of written directions to complete a task (work sheet directions, recipes, directions for building a model).

Teacher Checklist – Mathematics Calculation

Student _____ Date _____ School _____

Date of Birth _____ Grade _____ Teacher _____

	YES	NO	SOMETIMES	THE STUDENT:
1.	____	____	____	1. counts by rote to 20.
2.	____	____	____	2. counts by tens.
3.	____	____	____	3. understands one-to-one correspondence.
4.	____	____	____	4. reads numbers to 20.
5.				5. completes addition correctly with:
	a. ___	___	___	a. one digit numbers.
	b. ___	___	___	b. two or more digit numbers.
6.				6. completes subtraction correctly with:
	a. ___	___	___	a. one digit numbers.
	b. ___	___	___	b. two or more digit numbers.
	c. ___	___	___	c. borrowing.
7.				7. completes multiplication correctly with:
	a. ___	___	___	a. one digit numbers.
	b. ___	___	___	b. two or more digit numbers.
8.				8. completes division correctly with:
	a. ___	___	___	a. one digit numbers.
	b. ___	___	___	b. two or more digit numbers.
9.	____	____	____	9. confuses operational signs.
10.	____	____	____	10. uses fingers for computation.
11.	____	____	____	11. uses manipulatives for computation.
12.	____	____	____	12. reverses numbers.
13.	____	____	____	13. keeps columns straight.
14.	____	____	____	14. copies problems with adequate spacing.
15.	____	____	____	15. finds page numbers correctly.
16.	____	____	____	16. uses place values correctly.
17.	____	____	____	17. completes problems involving more than one mathematical operation.
18.	____	____	____	18. completes problems very slowly.
19.	____	____	____	19. avoids the use of math.
20.	____	____	____	20. changes behavior when required to do math.
21.	____	____	____	21. completes math problems “inn his/her head”.
22.	____	____	____	
23.	____	____	____	
24.	____	____	____	
25.	____	____	____	

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

22. shows more ability in reading than math.
23. shows more tension during math than other subject.
24. completes math assignments at his/her level.
25. corrects his/her own errors.

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

Teacher Checklist – Mathematics Problem Solving

Student _____ Date _____ School _____

Date of Birth _____ Grade _____ Teacher _____

	YES	NO	SOMETIMES	THE STUDENT:
1.	____	____	____	applies math operations to real life problems.
2.	____	____	____	completes word problems.
3.	____	____	____	understands basic math concepts such as more/less.
4.	____	____	____	recognizes and names basic shapes (circle, square, diamond).
5.	____	____	____	experiences some success with puzzles, codes, and card games.
6.	____	____	____	understands basic time concepts (yesterday, before).
7.	____	____	____	names the days of the week correctly.
8.	____	____	____	names months correctly.
9.	____	____	____	uses the calendar correctly.
10.	____	____	____	tells time to the nearest half-hour.
11.	____	____	____	tells time correctly.
12.	____	____	____	uses basic money terms correctly (penny, dime, dollar).
13.	____	____	____	Makes change correctly.
14.	____	____	____	uses basic measurements correctly.
15.	____	____	____	uses tables and/or graphs correctly.
16.	____	____	____	chooses appropriate operations to complete math problems.
17.	____	____	____	guesses at answers instead of trying to solve problems.
18.	____	____	____	solves problems with missing elements.
19.	____	____	____	differentiates between essential and nonessential information in solving problems.
20.	____	____	____	solves problems with a rote, inflexible approach.
21.	____	____	____	uses manipulatives creatively to solve problems.
22.	____	____	____	asks for assistance from the teacher instead of attempting to solve the problem.
23.	____	____	____	asks for assistance from other students instead of attempting to solve
24.	____	____	____	

the problem.

24. solves problems involving a sequence of steps.

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

Teacher Checklist – Written Expression

Student _____ Date _____ School _____

Date of Birth _____ Grade _____ Teacher _____

	YES	NO	SOMETIMES	THE STUDENT:
1.	____	____	____	1. orients book in proper position and turns pages from the left.
2.	____	____	____	2. copies materials correctly from board and desk.
3.	____	____	____	3. uses correct spacing for letters ( ) and words ( ) (writes letters on – not below or above – the base line).
4.	____	____	____	4. writes fluently, is not slow and labored.
5.	____	____	____	5. uses a variety of sentence structures.
6.	____	____	____	6. recognizes own letter/numeral reversals.
7.	____	____	____	7. uses correct capitalization and punctuation in daily written work.
8.				8. uses correct grammar in written work:
	a. ____	____	____	a. uses plurals correctly: regular ( ) and irregular ( ).
	b. ____	____	____	b. uses subject and verb appropriately.
	c. ____	____	____	c. expresses questions correctly: yes/no ( ) and "wh-" questions ( ).
	d. ____	____	____	d. uses negation correctly.
	e. ____	____	____	e. uses pronouns correctly – personal ( ), demonstrative ( ), and reflexive ( ).
9.				9. uses writing to communicate information
	a. ____	____	____	a. provides reader with appropriate amount of information (detail, background, context).
	b. ____	____	____	b. uses appropriate degree of familiarity (e.g., business vs. friendly letter).
	c. ____	____	____	c. approaches written tasks in prescribed format using appropriate conventions (e.g., fiction, information, requesting, personal).
10.				10. uses content skills appropriately:
	a. ____	____	____	a. writes about a single event, experience, or point of view.
	b. ____	____	____	b. adds descriptive detail.
	c. ____	____	____	c. expresses original ideas, humor, and imagination.
11.				11. evidences overall organizational pattern in written composition:
	a. ____	____	____	a. sequences events or points logically within paragraphs and/or composition.
	b. ____	____	____	b. reports a clear beginning, middle, and end.
	c. ____	____	____	c. uses topic statements and maintains topic.
	d. ____	____	____	d. uses age-appropriate vocabulary.
	e. ____	____	____	e. avoids fragments and run-on sentences.
	f. ____	____	____	
12.				
	a. ____	____	____	
	b. ____	____	____	
	c. ____	____	____	
	d. ____	____	____	

f. presents details and facts to develop and support the main idea.

12. uses effective writing process:
    a. pre-writing activities (e.g., topic choice).
    b. demonstrates use of drafting.
    c. uses proofing skills (e.g., precise phrasing).
    d. shares written work (e.g., peer editing)

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

Sample Intervention Log

Name of Student:_____ Teacher: _____ Month of: _____ _____

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)	
Week 1					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 2					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 3					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 4					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 5					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

** Insert name of intervention program or code from action plan*

Progress Monitoring scores ***Please attach progress monitoring graphs before RTI² meetings*

Week 1 _____Week 2 _____Week 3 _____Week 4 _____Week 5 _____

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described._____ Teacher Signature

Enrichment Resource Options

Organizations and Websites

Center for Gifted Education at the College of William and Mary
Available online: http://cfge.wm.edu

Center for Talent Development
Available online: www.ctd.northwestern.edu

Council for Exceptional Children Gifted and Talented Division (CEC) Arlington, VA
Available online: http://www.cec.sped.org/Search?q=gifted

The Critical Thinking Community
Available online: www.criticalthinking.org

Davidson Institute for Talent Development
Available online: www.davidson-institute.org

Duke University Talent Identification Program
Available online: http://www.tip.duke.edu

Gifted Child Society
Available online: www.gifted.org

Hoagies' Gifted Education Page
Available online: www.hoagiesgifted.org

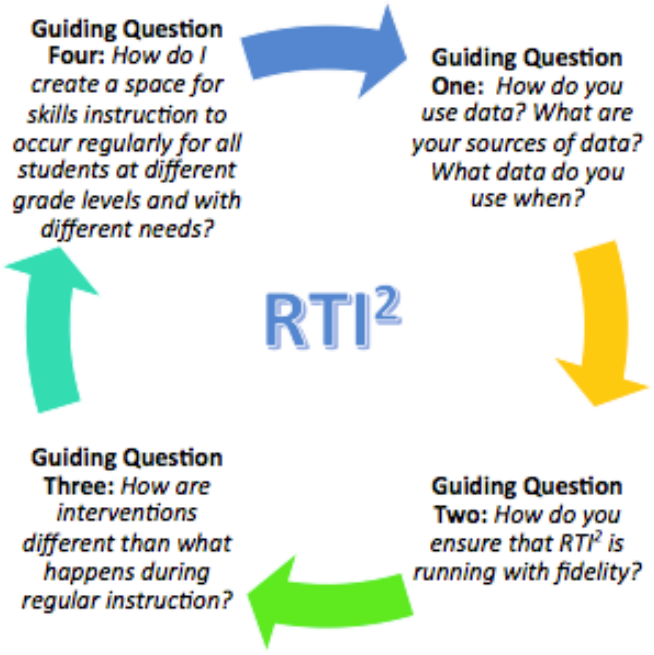
National Association for Gifted Children (NAGC)
Available online: www.nagc.org

Supporting Emotional Needs of the Gifted
Available online: www.sengifted.org

Tennessee Association for the Gifted (TAG)
Available online: www.tag-tenn.org

Vanderbilt University Programs for Talented Youth (PTY)
Available online: www.pty.vanderbilt.edu

Next Steps Action Planning



Points to Consider before Next Steps Action Planning

1. How will your team ensure all children receive on-grade level, high quality, and differentiated instruction in the general education classroom (Tier l)?

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

2. How will your team ensure that a nationally normed, skills-based universal screener is administered to all students K-8 to determine whether students demonstrate the skills necessary to achieve grade-level standards? (This assessment must assess six key skill areas: basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, and written expression).

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

3. How will school teams identify students in need of targeted intervention (Tier ll or Tier III) in addition to the high quality instruction they are receiving in Tier l?

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

4. How will school teams monitor the progress of Tier II and Tier III interventions in the students' areas of deficit?

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

5. How will fidelity monitoring occur at all tiers, focusing not only on the programs but also the students?

☐ This is an area of strength for our district.	☐ Our district planning team already has an action step in this area.	☐ Our district planning team may consider an action step in this area.

Action Plan Document

1. Transfer sections from each guiding question action planning document.
2. Analyze the holistic plan. Is there too many next steps to be actionable?
3. Is one person responsible for too many steps? Is a shifting needed to balance the plan and ensure a collaborative initiative?
4. Have you captured the consistent rules of practice and key messages that will serve as guard rails for your district?

Communication Planning

<table>
<tr><td rowspan="5">District Rules of Practice</td><td>GQ1:</td><td rowspan="4">Person Responsible:

Communication Timeline:

Format for Communication:</td></tr>
<tr><td>GQ2:</td></tr>
<tr><td>GQ3:</td></tr>
<tr><td>GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
<tr><td rowspan="5">District Key Messages</td><td>GQ1:</td><td rowspan="5">Person Responsible:

Communication Timeline:

Format for Communication</td></tr>
<tr><td>GQ2:</td></tr>
<tr><td>GQ3:</td></tr>
<tr><td>GQ4:

Overarching:</td></tr>
</table>

<table>
<tr><td rowspan="5">District Focal Strengths</td><td colspan="2">GQ1:</td></tr>
<tr><td colspan="2">GQ2:</td></tr>
<tr><td colspan="2">GQ3:</td></tr>
<tr><td colspan="2">GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
<tr><td rowspan="5">District Next Steps/ Action Steps</td><td>GQ1:</td><td rowspan="4">Lead:

Timeline:

Evidence:</td></tr>
<tr><td>GQ2:</td></tr>
<tr><td>GQ3:</td></tr>
<tr><td>GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
</table>

<table>
<tr><td rowspan="5">Elementary Focal Strengths</td><td colspan="2">GQ1:</td></tr>
<tr><td colspan="2">GQ2:</td></tr>
<tr><td colspan="2">GQ3:</td></tr>
<tr><td colspan="2">GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
<tr><td rowspan="5">Elementary Next Steps/ Action Steps</td><td>GQ1:</td><td rowspan="4">Lead:

Timeline:

Evidence:</td></tr>
<tr><td>GQ2:</td></tr>
<tr><td>GQ3:</td></tr>
<tr><td>GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
</table>

<table>
<tr><td rowspan="5">Middle Focal Strengths</td><td colspan="2">GQ1:</td></tr>
<tr><td colspan="2">GQ2:</td></tr>
<tr><td colspan="2">GQ3:</td></tr>
<tr><td colspan="2">GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
<tr><td rowspan="5">Middle Next Steps/ Action Steps</td><td>GQ1:</td><td rowspan="4">Lead:

Timeline:

Evidence:</td></tr>
<tr><td>GQ2:</td></tr>
<tr><td>GQ3:</td></tr>
<tr><td>GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
</table>

<table>
<tr><td rowspan="5">High
Focal
Strengths</td><td colspan="2">GQ1:</td></tr>
<tr><td colspan="2">GQ2:</td></tr>
<tr><td colspan="2">GQ3:</td></tr>
<tr><td colspan="2">GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
<tr><td rowspan="5">High
Next Steps/
Action Steps</td><td>GQ1:</td><td rowspan="4">Lead:

Timeline:

Evidence:</td></tr>
<tr><td>GQ2:</td></tr>
<tr><td>GQ3:</td></tr>
<tr><td>GQ4:</td></tr>
<tr><td colspan="2">Overarching:</td></tr>
</table>