

# RTI/MTSS: Tips for Managing Tier 1 Interventions

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# Multi-Tier System of Supports

Intervention Central  
www.interventioncentral.org

The screenshot displays the Intervention Central website interface. At the top, the logo for Intervention Central is shown with the tagline "Your source for RTI resources". A navigation menu includes links for Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, Blog, and Contact. The main heading is "Response To Intervention – RTI Resources", accompanied by social media sharing options (Like, Tweet, Print, Email, +1) and a view count of 56. On the left, there are sections for "Products" featuring "RTI Data Collection Forms & Organizer" and "Latest Updates" with a recent article from September 17th, 2013, titled "How To: Reduce Time-Outs With Active Response Beads". The central area contains a photograph of a teacher and four students working together at a table, with a math equation  $y = (x-3) + 2$  visible on a whiteboard in the background. Below the photo is a text box stating that Intervention Central provides free resources to help struggling learners and implement Response to Intervention. To the right, a "Featured Tools" list includes: Academic Intervention Planner for Struggling Students, Behavior Intervention Planner, Behavior Rating Scales Report Card Maker, ChartDog Graph Maker, Dolch Wordlist Fluency Generator, Early Math Fluency Generator, Learning Disability Accommodations Finder, Letter Name Fluency Generator, Math Work - Math Worksheet Generator, Reading Fluency Passages Generator, and Student Academic Success Strategies - Checklist Maker.

Workshop PPTs and handout available at:

<http://www.interventioncentral.org/irvington>

### RTI vs. MTSS: What is the Difference?

Many schools use the terms Response to intervention (RTI) and Multi-Tier System of Supports (MTSS) interchangeably. However, there is a difference.

- RTI usually refers to a school's academic support system only.
- MTSS is more expansive, describing the systems set up in a school to provide coordinated support for both academic and behavioral/social-emotional needs.
- However, RTI and MTSS are similar in that each offers several levels of intervention support, uses data to identify students requiring services, and employs research-based strategies to help at-risk learners.

### True or False?: 5-Item Pop Quiz

For each quiz item, answer 'True' or 'False':

The most able and confident teachers at my school:

- *provide strong core instruction to all students in their class. T F*
- *are able and willing to provide sustained individualized academic support for at-risk students in their classrooms. T F*
- *seek out their peers for advice when they need additional intervention ideas for particular students. T F*
- *write down at least some details of their classroom interventions in case they need to share them with others. T F*
- *monitor classroom academic data to judge whether their intervention efforts are paying off. T F*

### RTI/MTSS at Tier 1: Myth vs. Fact

- RTI/MTSS Tier 1 is NOT a new, additional set of requirements.
- Instead, RTI/MTSS Tier 1 is a systematic approach to proactively identify and support at-risk learners—a task that schools have always taken on.
- RTI/MTSS Tier 1 is built upon the existing 'best practices' of your school's teachers.
- RTI/MTSS Tier 1 does bring something new-- consistency and research—to the school's intervention efforts.

### Lab Work: Describe Your *First Responder* Role...



- As a classroom teacher, describe the process you are to follow to a student to the Tier 1 'Teacher Resource Team' (TRT) meeting.
- What happens at the meeting?
- What is the follow-up to the meeting?

### Workshop Goals: Main Street School

Focus: RTI/MTSS Tier 1:

#### Classroom Intervention Planning Sheet

- Narrowing teacher concerns (problem identification)
- Ideas for what to put into the 'Interventions' section of the form
- Selecting methods (and baseline and goal-setting) for progress-monitoring



## MTSS: ACADEMICS

### **Tier 3: High-Risk Students: 5%**

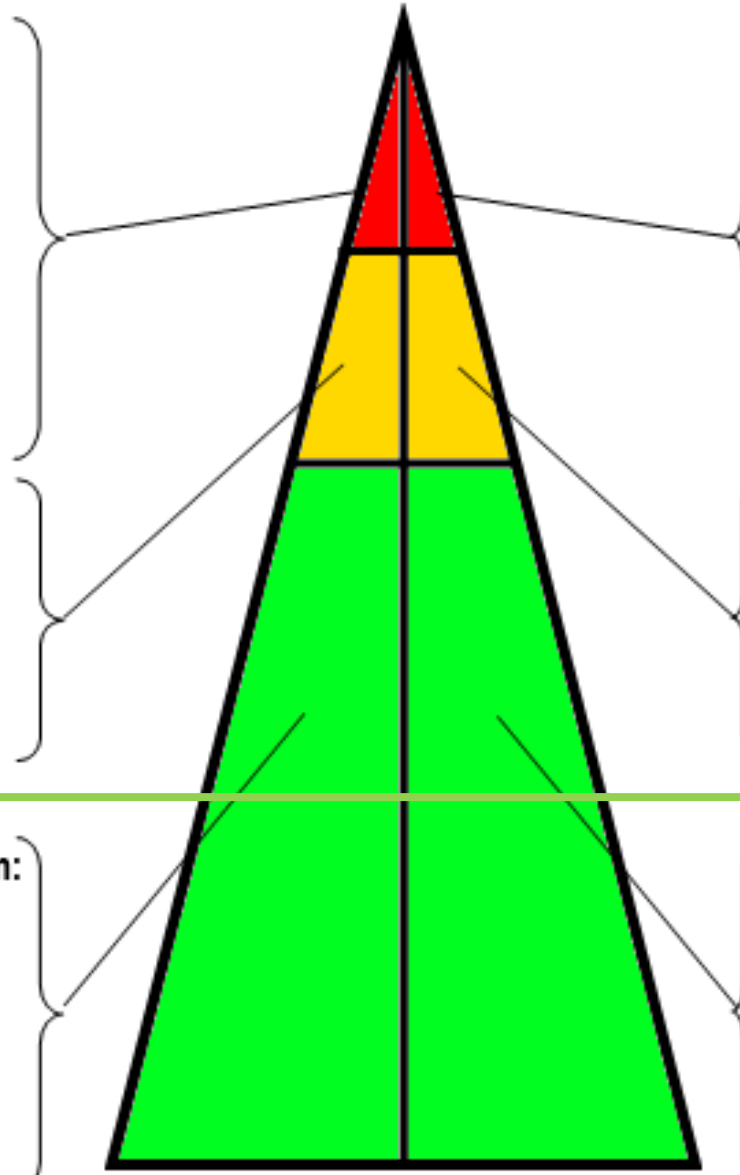
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

### **Tier 1: Universal: Core Instruction: 80%**

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students



## MTSS: BEHAVIOR

### **Tier 3: High-Risk Students: 5%**

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

### **Tier 2: At-Risk Students: 15%**

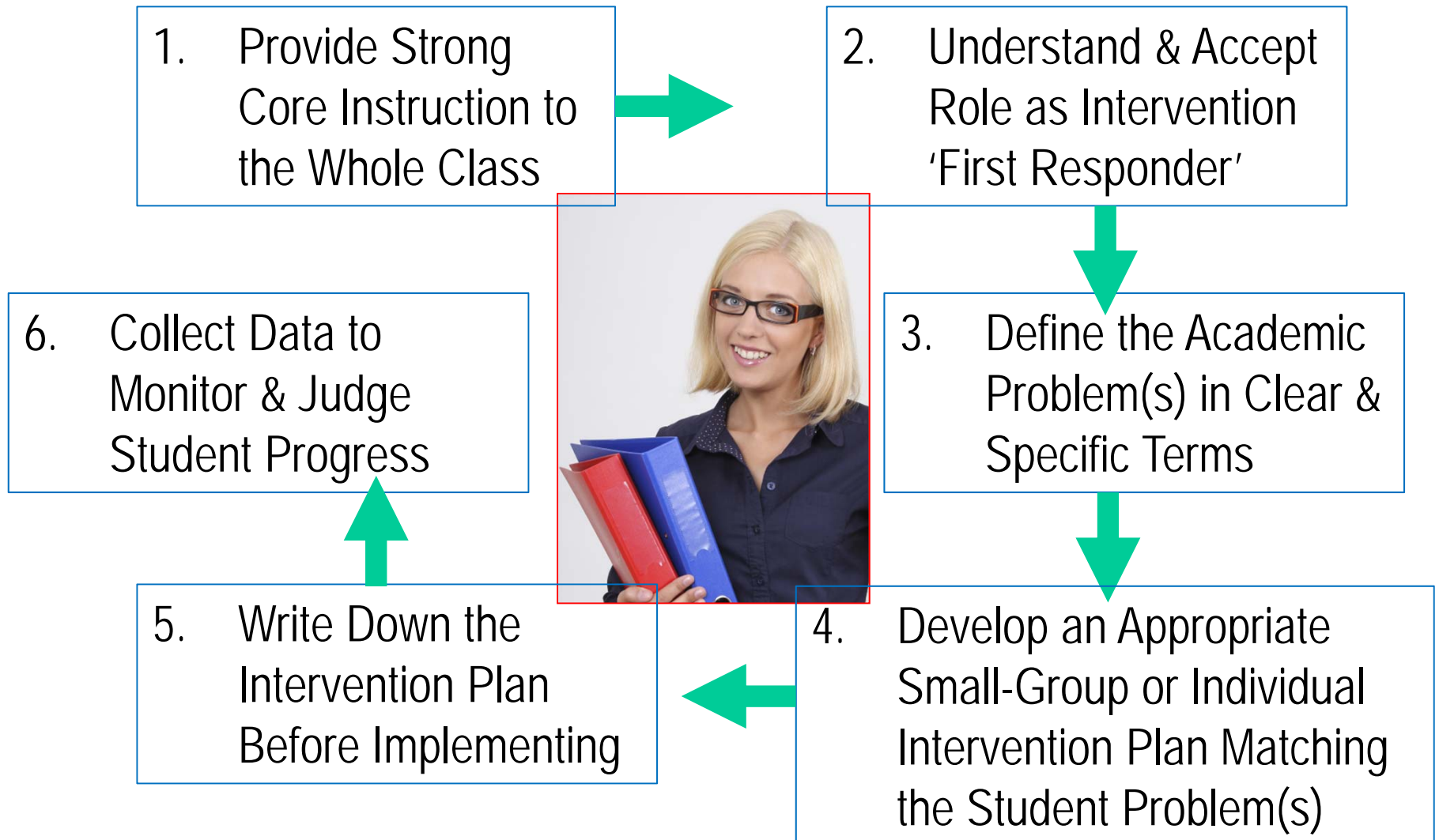
- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring


### **Tier 1: Universal: Classroom Management: 80%**

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Source: Grosche, M., & Voipe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs Education, 28*, 254-269. <http://dx.doi.org/10.1080/08856257.2013.768452>

# Tier 1 Academic Intervention: The Classroom Teacher is Able to:

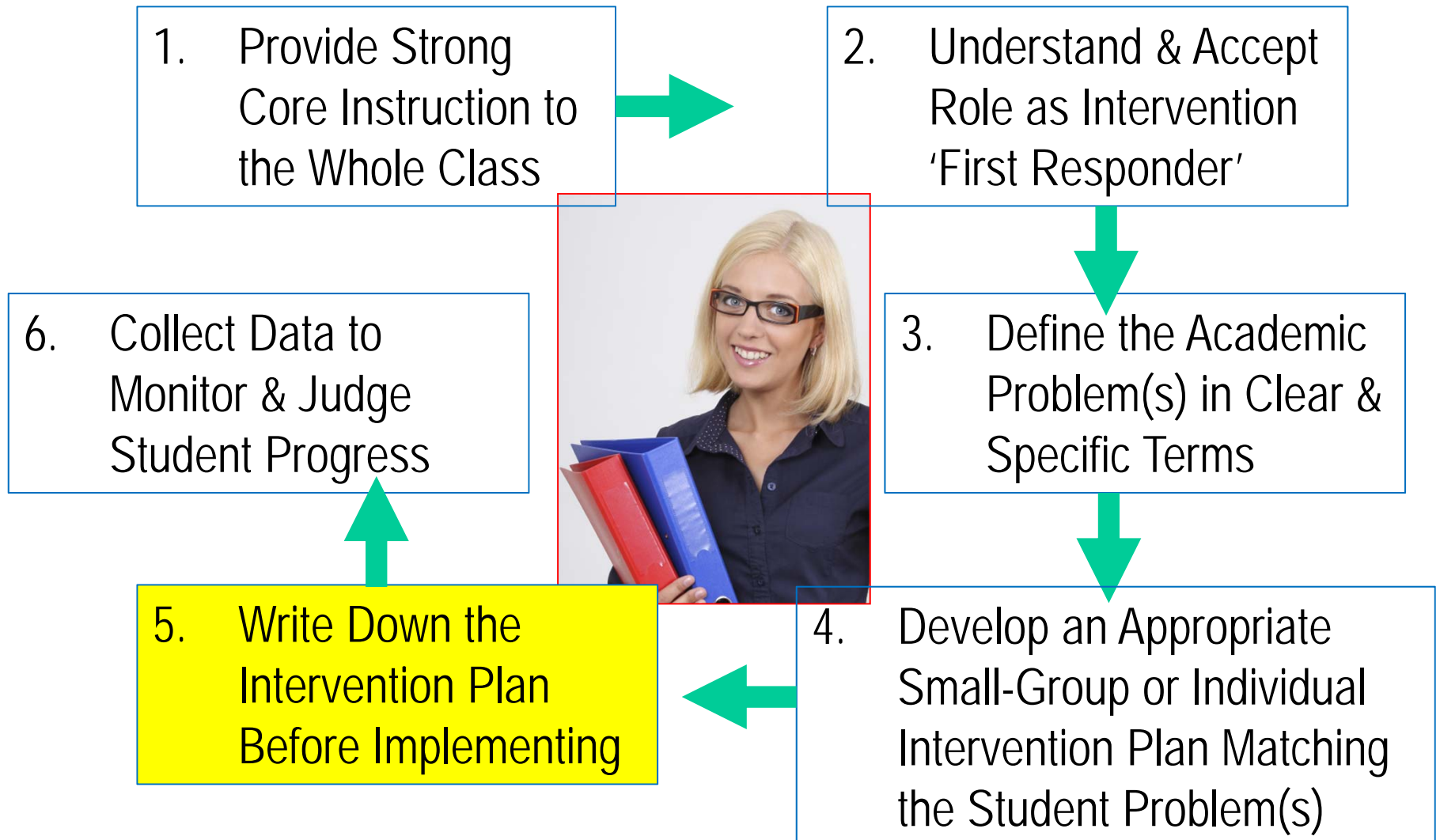




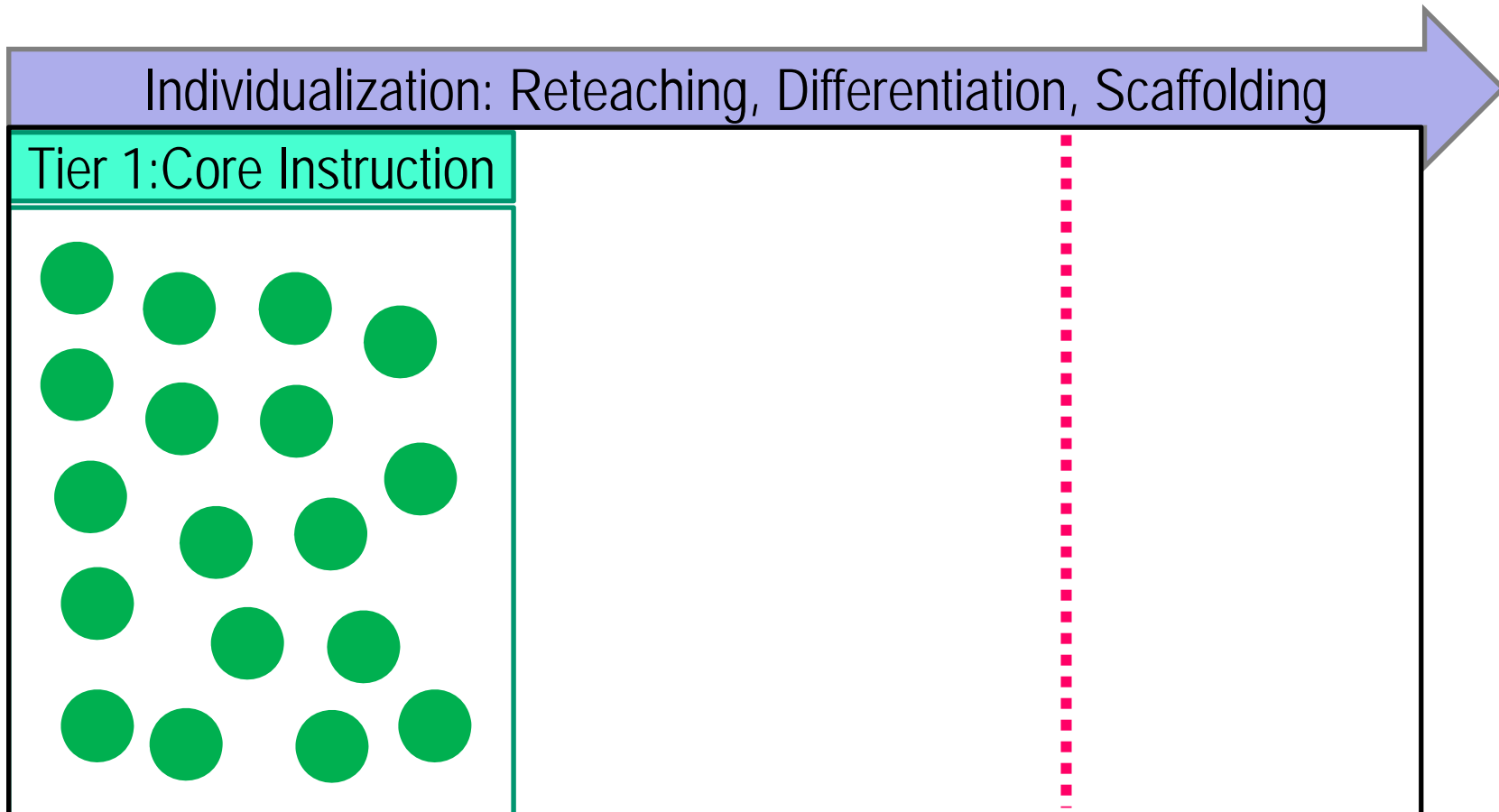
*Classroom Interventions: How to Document?* How should teachers document Tier 1/classroom intervention plans?



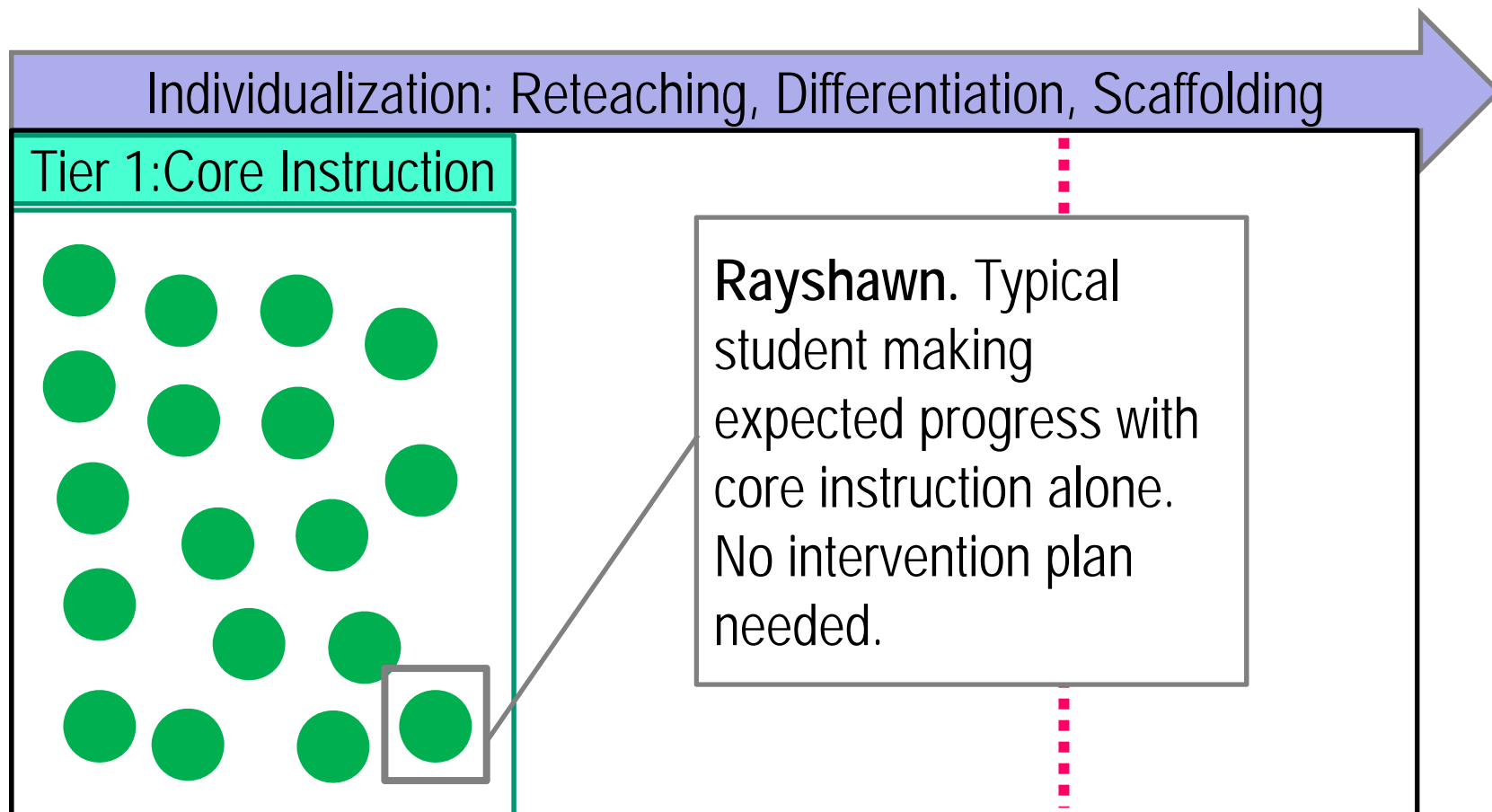
# Tier 1 Academic Intervention: The Classroom Interventionist is Able to:



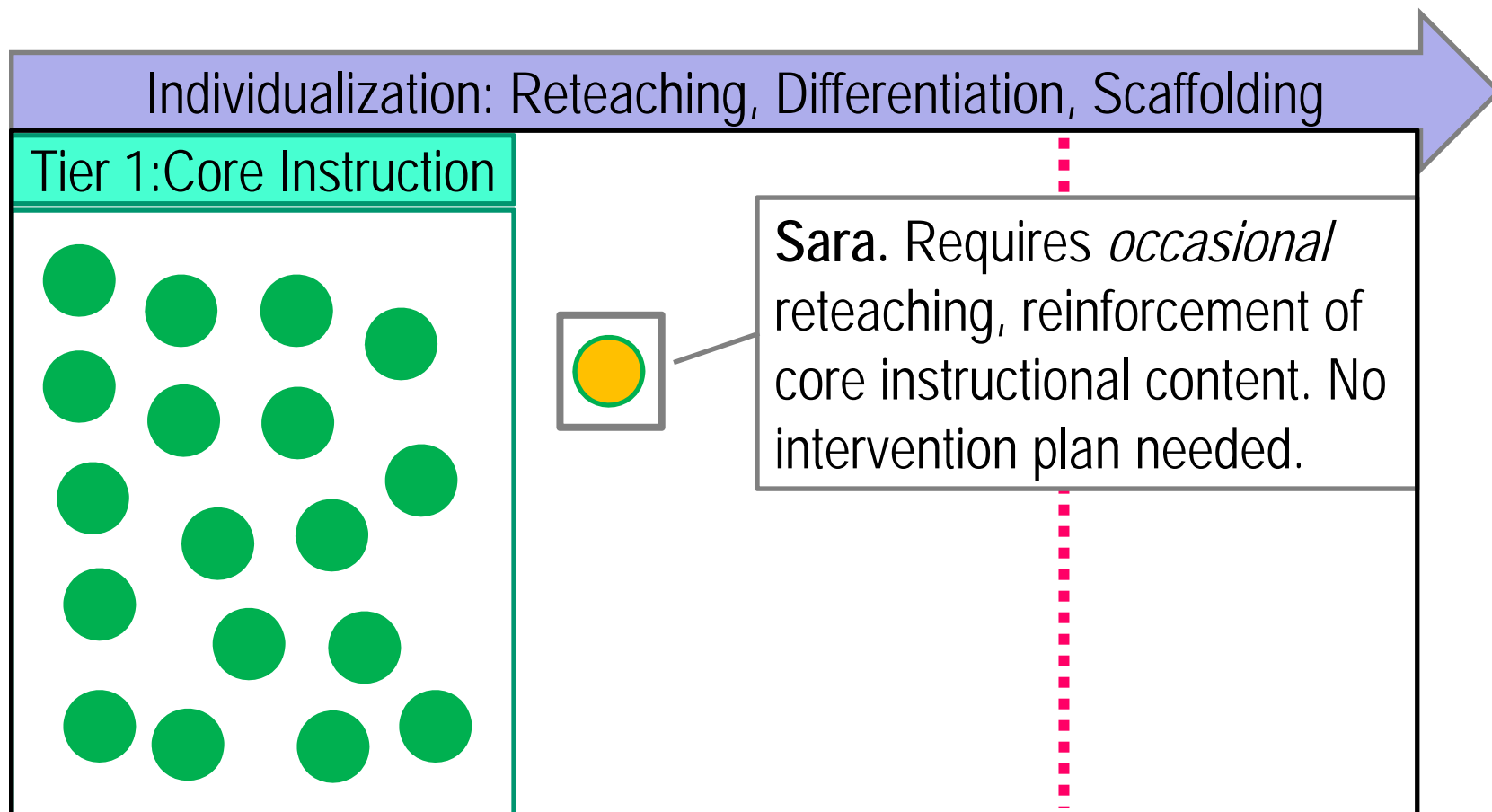
# The Individualization Continuum: When Should Classroom Intervention Efforts Be Documented?



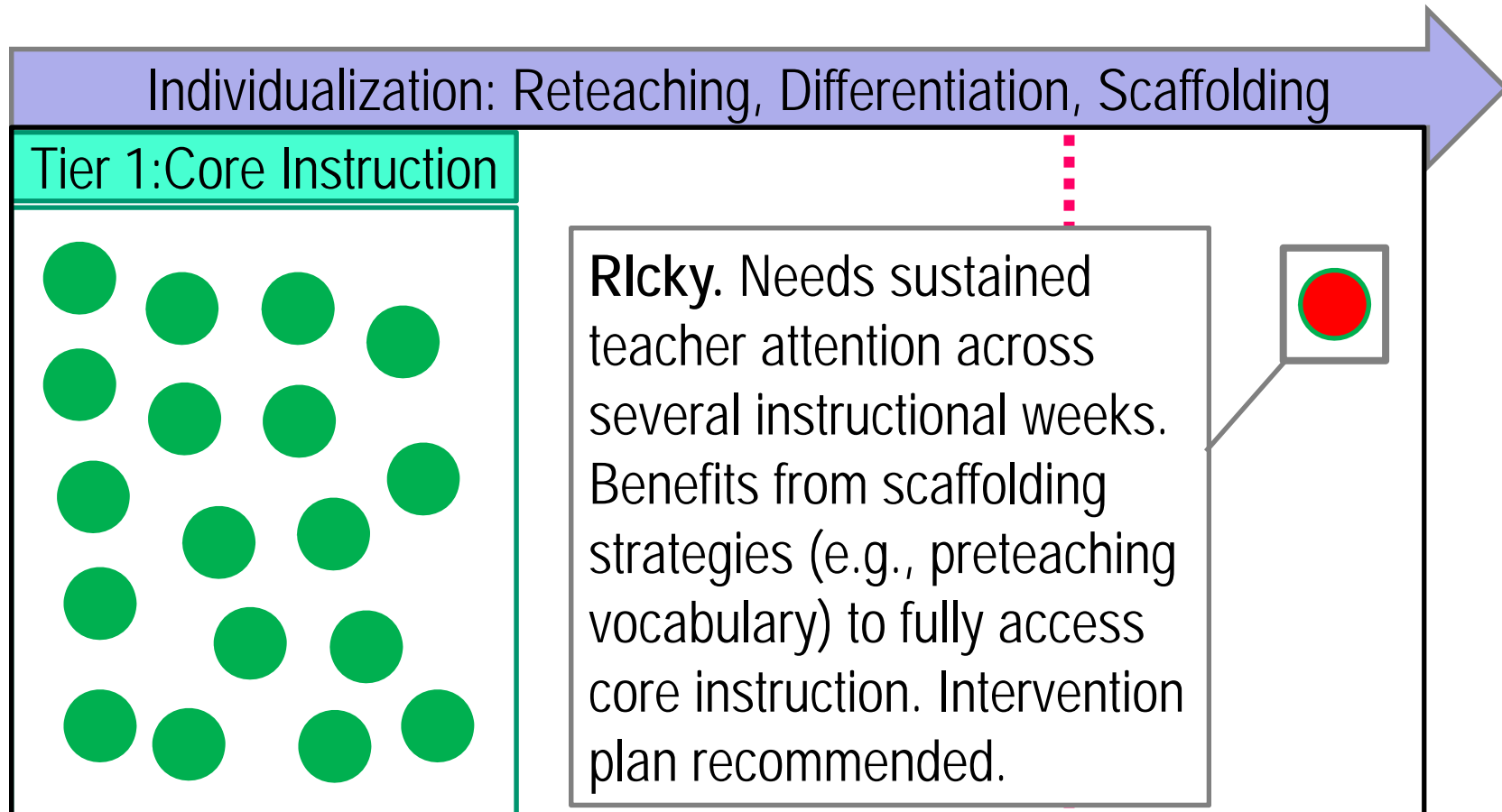
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### Tier 1: Classroom Intervention: When to Put a Plan into Writing?

Teachers document classroom intervention plans to communicate with others, including:

1. next year's teacher(s). *What supports benefited the student?*
2. parent conference. *What additional teacher attention did the child receive? What was the outcome? What are next steps?*
3. the MTSS Problem-Solving Team. *What was the presenting problem, what classroom supports were offered, and what data were collected?*
4. Special Education Eligibility Team. *What evidence was collected to show that the student received appropriate, individualized instruction to address academic needs?*

### 'Message in a Bottle': What Should Be in a Tier 1 Intervention Plan?

The Classroom Intervention Plan is a vehicle to communicate with other teachers (this year..next year...in future years) your hard-won information about what academic and/or behavioral strategies best support an at-risk student.

So think of your documented Classroom Intervention Plan as a 'message in a bottle', a way to share crucial insights with other key educators about the student—even when you can't be there in person.



# Differentiation vs. Scaffolding: Two Kinds of Support

Differentiation & scaffolding share similarities. Both require individualization and are used to increase student engagement and academic success. However, they also differ...

**Differentiation.** The academic task itself is modified to match student abilities.

Easier assigned readings

Shorter independent work periods

Different assignment format (e.g., multiple-choice vs. short-answer)

**Scaffolding.** The student is given supports that allow them to meet the demands of the original academic task.



Pre-teaching vocabulary

Chunking of tasks into smaller increments

Use of organizers to highlight key information from text

Source: Alber, R. (2014). 6 scaffolding strategies to use with your students. Edutopia. Retrieved from <https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

## Classroom Intervention Planning Sheet

 'How the Common Core Works' Series © 2013 Jim Wright
 
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### Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

#### Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:		Intervention(s):	
Date Intervention is to Start:		Date Intervention is to End:	
		Date Intervention Plan Was Written:	
		Total Number of Intervention Weeks:	

Description of the Student Problem:

#### Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Materials	Training
What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.	What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

#### Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor:		<b>Ideas for Intervention Progress-Monitoring:</b> <ul style="list-style-type: none"> <li>Existing data: grades, homework logs, etc.</li> <li>Cumulative mastery log</li> <li>Rubric</li> <li>Curriculum-based measurement</li> <li>Behavior report card</li> <li>Behavior checklist</li> </ul>
Baseline	Outcome Goal	
How often will data be collected? (e.g., daily, every other day, weekly):		

Message in a Bottle:  
What elements can go into  
a Classroom Intervention  
Planning Sheet?



## Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom interventions.

### Case Information

**What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	Tim R.	Interventionist(s):	M	Date Intervention	
Date Intervention is to Start:	3/22/19	Date Intervention is to End:			
Description of the Student Problem:	Tim has difficulty with science and				

**Lesson Plan.** Teacher-made or online lesson plans can be written into the intervention plan, so long as they target the deficient skill(s).

### Intervention

**What to Write:** Write a brief description of the intervention(s) to be used with the student. If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Prior Knowledge. Use the "What I Know" activating-prior-knowledge lesson and organizers from FCRR.ORG.

Train the student to use the Prior Knowledge Inventory and K-W-L Chart included in lesson. Prompt student to use before each science/SS assigned reading.

# Direct Instruction: Sample Activity: Florida Center for Reading Research



C.032

## Comprehension

Monitoring for Understanding

What Do You Know?



### Objective

The student will activate prior knowledge.



### Materials

- ▶ Text  
*Choose text within students' instructional-independent reading level range.  
Select target topic from the text and write it in designated box.*
- ▶ Student Sheet (Activity Master C.032.SS1)  
*Write topic or subject on designated line.*
- ▶ Dictionary
- ▶ Pencils



### Activity

Students share what they already know about a topic.

1. Provide students with one student sheet, two copies of the text, and dictionary.
2. Students read the topic written on the student sheet and browse text to note headings and subheadings. Think about what is already known about the topic (e.g., from personal or learning experiences).
3. Taking turns, write names at the top of the student sheet. Orally share prior knowledge about the topic (e.g., if topic is *space* then student might talk about a class field trip to the planetarium).

Message in a Bottle:  
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### Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom interventions.

#### Case Information

**Intervention.** Stand-alone intervention strategies targeting specific academic or behavioral skills can be included in the intervention plan.

student, person delivering the intervention, date of plan, start and end dates, and number of instructional weeks that the intervention will run.

Ms. Roselli	Date Intervention Plan Was Written:	3/9/19
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5/7/19.	Total Number of Intervention Weeks:	6
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Faculty retaining essential information from social studies readings.

**What to Write:** Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Ask-Read-Tell: Tim will be taught to use the Ask-Read-Tell intervention to create and implement reading plans for all assigned social-studies and science readings.

He will be directed to email completed ART organizers to Ms. Roselli when completed.

Step 2: Goal While Reading: I READ the passage carefully for full understanding:

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Comprehension:  
Cognitive Strategy  
(Available on  
Conference Web  
Page)

Step 2: Goal While Reading: I READ the passage carefully for full understanding:

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.

If I do not understand the paragraph, I mark it with a minus (-) sign and:

- reread the paragraph;
- slow my reading;
- focus my *full* attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

Step 3: Goal After Reading: I TELL what I learned from the passage:

Based on my reading, here are answers to my TWO questions from Step 1:

1.

[Empty text box for answer 1]

2.

[Empty text box for answer 2]

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.



Message in a Bottle:  
What elements can go into  
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## Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom interventions.

### Case Information

**What to Write:** Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	Tim R	Interventionist(s):	Ms. Decelli	Date Intervention Plan Was Written:	3/9/19
Date Intervention is to Start:	3/22/19			Total Number of Intervention Weeks:	6
Description of the Student's Problem:	Essential information from screenings.				

**Scaffolding.** Consider including techniques that help the student to successfully engage in the grade-level task.

### Intervention

**What to Write:** Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Pre-teach vocabulary: Before Tim completes an independent readings, pre-teach essential vocabulary.

Message in a Bottle:  
What elements can go into  
a Classroom Intervention  
Planning Sheet?



# Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom interventions.

## Case Information

**What to Write:** Record the important dates for the intervention plan.

Student: Tim R.

Date Intervention is to Start: 3/22/19

Description of the Student

**Differentiation.** Any modification of the task to match student abilities can be included in the intervention plan—so long as it maintains grade-level expectations and is likely to promote student success.

date of plan, start and

Intervention Written: 3/9/19

Number of Intervention Weeks: 6

Information from

## Intervention

**What to Write:** Write a brief description of the intervention(s) to be used with the student. If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Adjust text difficulty: Select science articles from Smithsonian TweenTribune <https://www.tweentribune.com/> at Tim's reading level in class reading assignments.

### Classroom Intervention Plans: A Final Note...

When writing up classroom intervention plans to address academic delays, teachers should ensure that those plans include responses adequate to meet the student's needs.

In particular, if a teacher notes a clear skill deficit, some part of the intervention plan should address that deficit.

# Lab Work: Classroom Intervention Plan as 'Message in a Bottle'



- The TRT Classroom Intervention Plan is a great way to share essential information with other educators about what works for an at-risk student.
- Discuss what kinds of information you might want to include in this TRT documentation (e.g., lesson plans or interventions tried; scaffolding or differentiation techniques that are effective).

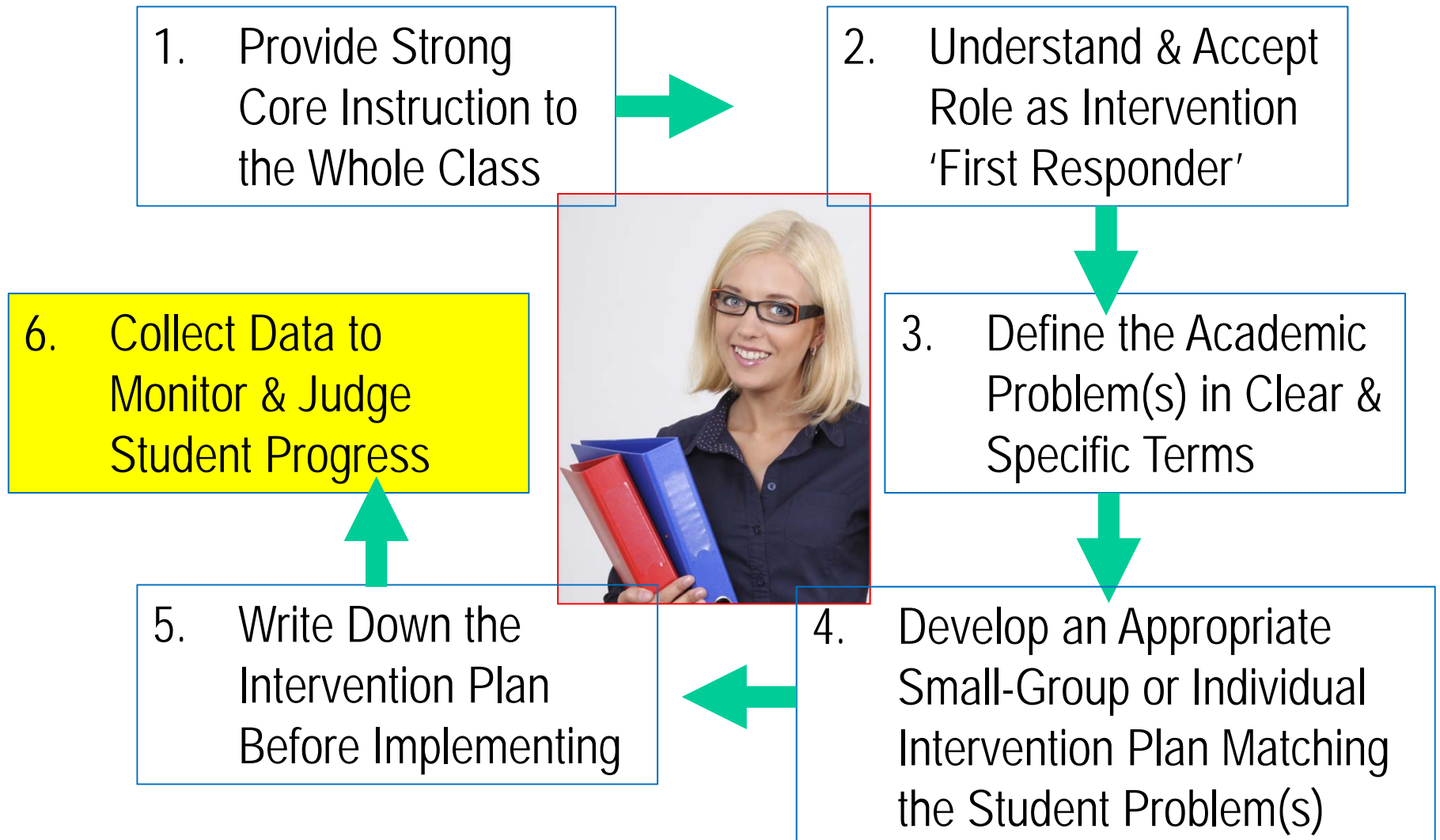


### *Monitoring reading interventions.*

What are feasible ways to collect data on classroom interventions?



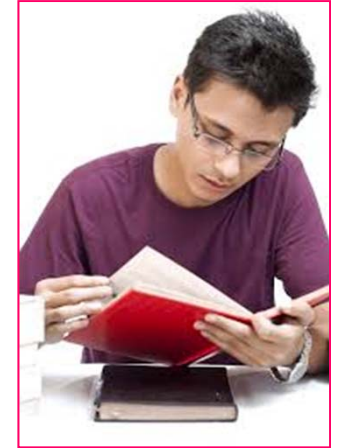
# Tier 1 Academic Intervention: The Classroom Interventionist is Able to:



# Classroom Assessments: Big Picture or Close-Up?



**TELESCOPE: General Outcome Measures:** Global 'capstone' assessments requiring that the student apply several skills at once (e.g., fluency with text; math problem-solving).



**MICROSCOPE: Mastery Measures.** Discrete, targeted assessments to track easily identified sets or domains of items typically mastered over a relatively short period (e.g., sight-word list, letter names, multiplication math facts).



# Lab Work: Global Outcome Measures: Comprehension



Discussion question: In your classroom, how do you measure student progress and mastery in the area of reading comprehension? (For example, how do you come up with a report card grade evaluating comprehension?)

Measures:

- Aimsweb, F&P/Newsela/Storyworks/Time for Kids: student written responses
- Guided Reading: RR
- Observations of students: verbal and written work
- Classwork and homework
- Reading conference: retell exercise



# Lab Work: Global Outcome Measures: Comprehension



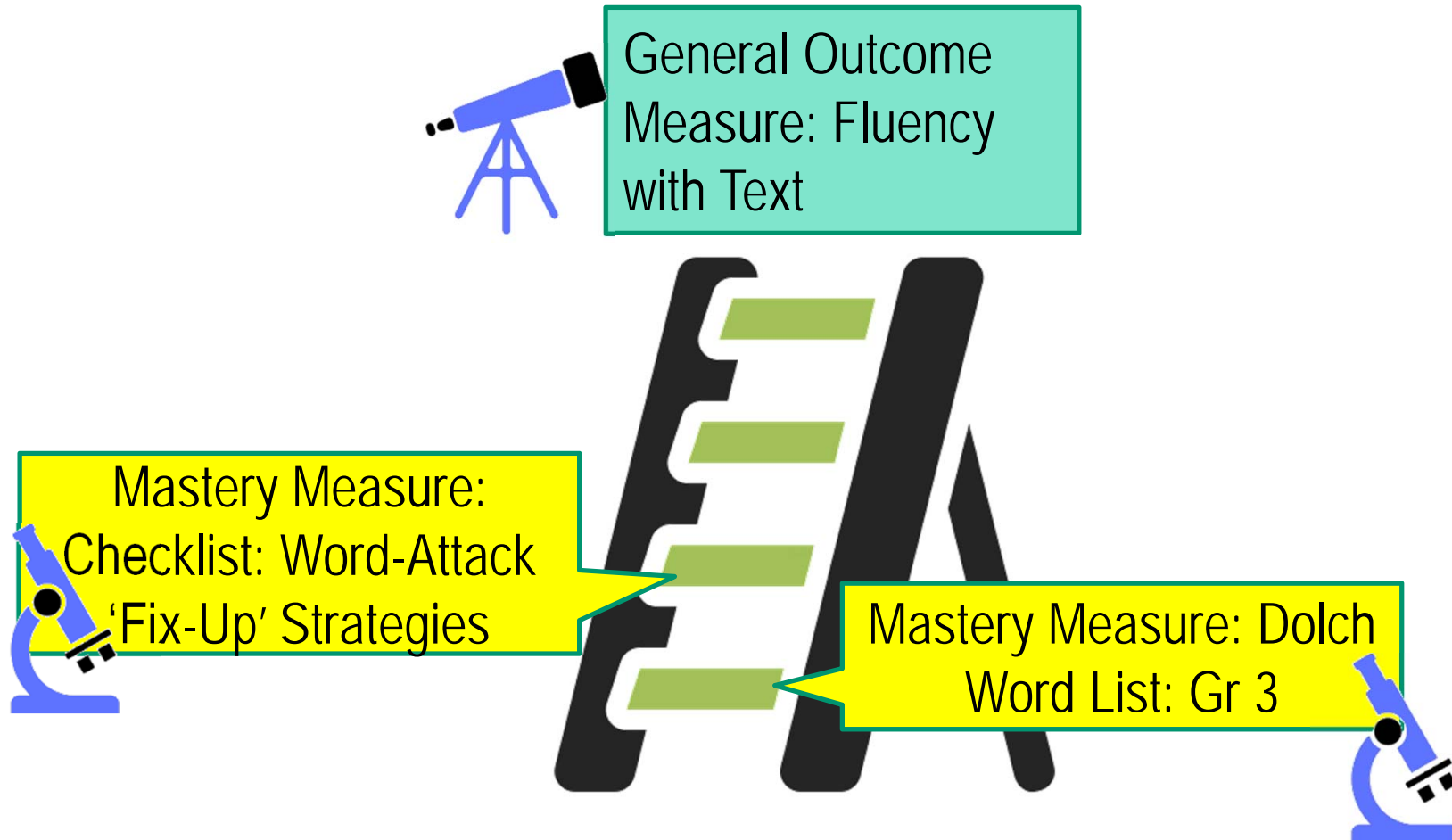
Discussion question: In your classroom, how do you measure student progress and mastery in the area of reading comprehension? (For example, how do you come up with a report card grade evaluating comprehension?)

Measures:

- F&P' Conference notes; Newsela Pro (placement information); Storyworks

## Multi-Tier System of Supports

# Mastery Measures Contribute to General Outcome Measure...Over Time



### Mastery Measures: Collect Data on the 'Obstacle' to Success

To develop a classroom intervention plan, the teacher must first identify some element of the student's current academic performance or behavior that presents an **obstacle** to success.

Once identified, this obstacle becomes the focus on the intervention plan. It also becomes the focus in selecting **short-term mastery measure(s)** to track student progress.

## Multi-Tier System of Supports

**Behavior Examples:** include frequency (how often), duration (how long) and intensity

Category	Concern	Baseline
Managing Impulsivity- Disruptive Behavior	Calling out	5 times calling out within a mini-lesson, level 4 on voice chart
Self-Reliant- Time off task	Not completing work in a given time allotment	5 times out of seat when given direction to complete work in ELA, out of seat for 2-3 minutes in a 10 minute time slot
Show Kindness & Respect- Disruptive Behavior	Uses unkind words and language	Used unkind words to peers 5 times in a single day
Cooperation-	Does not follow teacher directions first time given	Needed 4 reminders during a 30 minute lesson

**Academic Examples:**

Content	Concern	Baseline
Reading	Fluency	72 words correct per minute
Reading	Comprehension	inaccurate responses 3 out of 5 times about a story (oral, written percentage correct or incorrect)
Writing	incomplete sentences	5 out of 10 sentences are incomplete thoughts
Math	Fact Fluency	56% accuracy on addition Mad Minute

### Mastery Measures: Collect Data on the 'Obstacle' to Success

Obstacle to Success	Data-Collection Target
Homework is not being turned in regularly.	Homework submission
Student does not stay in seat during independent work.	Out-of-seat behavior
Student lacks key sight-words.	Acquisition of sight words.
Student is inattentive during whole-group instruction.	Level of attention
Compositions contain many incomplete sentences.	Number / percentage of complete sentences
Student does not use word-attach 'fix-up' strategies.	Use of fix-up strategies

## Multi-Tier System of Supports

### Tier 1/Classroom Intervention Progress-Monitoring: A 'Twin-Track' Approach...

At minimum, classroom interventions should be monitored using short-term mastery measures.

Optionally, the teacher may also review standard 'general outcome measure' grade-level assessments already in place (e.g., instructional reading assessments, grades) to note global gains in student academic skills.



General Reading  
Assessment 1



General Reading  
Assessment 2



Mastery  
Measure:  
Sight  
Words 1



Mastery  
Measure:  
Sight  
Words 1



Mastery  
Measure:  
Sight  
Words 1



Mastery  
Measure:  
Sight  
Words 1

# Classroom Data Collection: The Basics...

Here are important guidelines: Tier 1/classroom data collection methods should:

- **measure skill(s) targeted by the intervention.** The teacher wants to know whether the student is improving specific academic skills or behaviors. The data-collection method is selected to track growth in that skill or behavior.
- **be sensitive to short-term gains.** Progress-monitoring should reveal in weeks—not months— whether the intervention is effective.
- **yield a specific number value.** The teacher selects progress-monitoring tool(s) that can be converted to numeric data—and charted.

### How to Track Classroom Interventions

MTSS Tier 1/classroom intervention plans should be monitored at least weekly.

Progress-monitoring measures should be feasible to use in busy classrooms and sensitive to short-term gains in student reading skills.



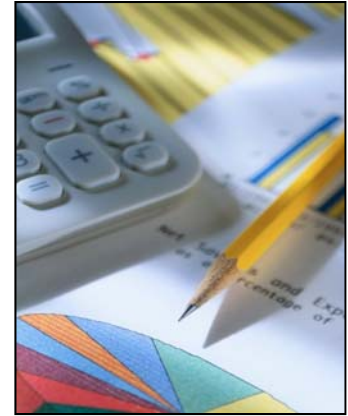
## Classroom Interventions: Monitoring Questions...

How do I measure whether the student:

- has acquired 'basic skills' (e.g., math facts, sight words, vocabulary)?
- is developing fluency in a basic-skill area (e.g., reading fluency)?
- retains the essential content of what she/he is reading?
- uses an academic strategy independently?
- is engaging in appropriate behaviors (e.g., general conduct; behavior routines)?
- is efficient in his/her work?

How do I measure whether the student...

*has acquired 'basic skills' (e.g., math facts, sight words, vocabulary)?*



### How to Track Classroom Interventions

**Acquisition: Measure mastery.** In the acquisition stage of learning, the student is in the process of acquiring a new skill but cannot yet perform it with accuracy.

Examples of reading skills that young learners must acquire are:

- Letter naming/sounds
- Sight words
- Vocabulary terms and definitions

# Cumulative Mastery Record Form

## Academic Skills: Cumulative Mastery Record

Student:  School Yr:  Classroom/Course:

**Academic Item Set:** Define the set of academic items to be measured (e.g., basic multiplication facts from 1-12; grade 1 sight-word list; vocabulary terms for biology course):

**Criteria for Mastery:** Describe the criteria for judging when the student has mastered a particular item from the academic item set. (Example: "A math fact is considered mastered when the student successfully answers that math-fact flashcard within 3 seconds on three successive occasions during a session and repeats this performance without error at the next session.")

**Baseline Skills Inventory:** Prior to beginning the intervention, inventory the student's current level of mastery of the skill being measured. (NOTE: Apply the 'criteria for mastery' guidelines written above when completing the baseline skills inventory.)

Person completing the inventory:  Date:

Item 1: <input type="text"/>	Item 11: <input type="text"/>	Item 21: <input type="text"/>
Item 2: <input type="text"/>	Item 12: <input type="text"/>	Item 22: <input type="text"/>
Item 3: <input type="text"/>	Item 13: <input type="text"/>	Item 23: <input type="text"/>
Item 4: <input type="text"/>	Item 14: <input type="text"/>	Item 24: <input type="text"/>
Item 5: <input type="text"/>	Item 15: <input type="text"/>	Item 25: <input type="text"/>
Item 6: <input type="text"/>	Item 16: <input type="text"/>	Item 26: <input type="text"/>
Item 7: <input type="text"/>	Item 17: <input type="text"/>	Item 27: <input type="text"/>
Item 8: <input type="text"/>	Item 18: <input type="text"/>	Item 28: <input type="text"/>
Item 9: <input type="text"/>	Item 19: <input type="text"/>	Item 29: <input type="text"/>
Item 10: <input type="text"/>	Item 20: <input type="text"/>	Item 30: <input type="text"/>

### How to Track Classroom Interventions

**Acquisition: Measure mastery.** Student progress on acquisition-stage goals can be measured using flashcards. Here are the steps:

- *STEP 1: Prepare flashcards.* Create a flashcard deck with all items in the collection that the student is working to master (e.g., letter-naming).

### How to Track Classroom Interventions

#### Acquisition: Measure mastery.

- *STEP 2: Define mastery.* Develop criteria to define mastery performance for any item:

EXAMPLE: Mastery Criteria: *When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error.*

# Cumulative Mastery Record Form

## Academic Skills: Cumulative Mastery Record

Student:  School Yr:  Classroom/Course:

**Academic Item Set:** Define the set of academic items to be measured (e.g., basic multiplication facts from 1-12; grade 1 sight-word list; vocabulary terms for biology course):

Letter-Naming: Mixed Case

**Criteria for Mastery:** Describe the criteria for judging when the student has mastered a particular item from the academic item set. (Example: "A math fact is considered mastered when the student successfully answers that math-fact flashcard within 3 seconds on three successive occasions during a session and repeats this performance without error at the next session."):

When shown a letter, the student names it correctly within 3 seconds. The student is able to repeat this performance 3 times without error.

# How to Track Classroom Interventions

## Acquisition: Measure mastery.

- *STEP 3: Collect baseline data.* Conduct a baseline assessment to find out which items the student already knows. Show the student each flashcard and ask the student to respond. Use your mastery criteria to sort the cards into “known” and “unknown” piles.

In our example, if a student hesitates for longer than 3 seconds to identify a letter name, that flashcard is placed on the “unknown” pile.

Record the flashcard items that the student knows and the date of the baseline assessment.



# Cumulative Mastery Record Form

**Baseline Skills Inventory:** Prior to beginning the intervention, inventory the student's current level of mastery of the skill being measured. (NOTE: Apply the 'criteria for mastery' guidelines written above when completing the baseline skills inventory.)

Person completing the inventory: Mrs. Winters

Date: Sept 23, 2017

Item 1: a

Item 11: m

Item 21: D

Item 2: L

Item 12: r

Item 22: R

Item 3: Z

Item 13: B

Item 23: o

### How to Track Classroom Interventions

#### Acquisition: Measure mastery.

- *STEP 4: Monitor progress.* During the acquisition intervention, periodically (e.g., weekly) review the flashcards with the student. Whenever the student masters an additional item (according to your mastery criteria), log the mastered item and date.

# Cumulative Mastery Record Form

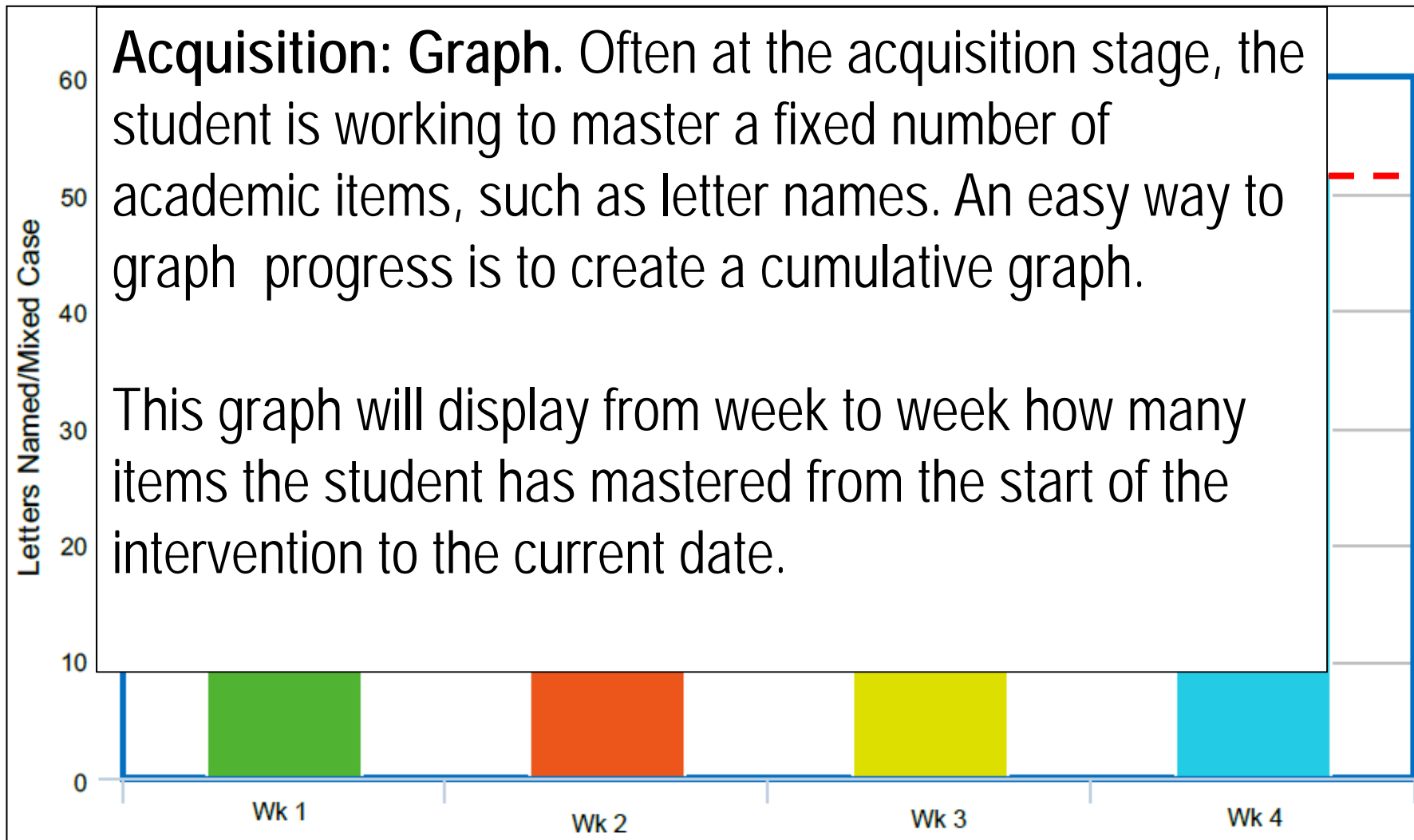
## Academic Intervention: Cumulative Mastery Record

Student:  School Yr:  Classroom/Course:

**Cumulative Mastery Record:** During the intervention, record each mastered item below with date of mastery. NOTE: Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.

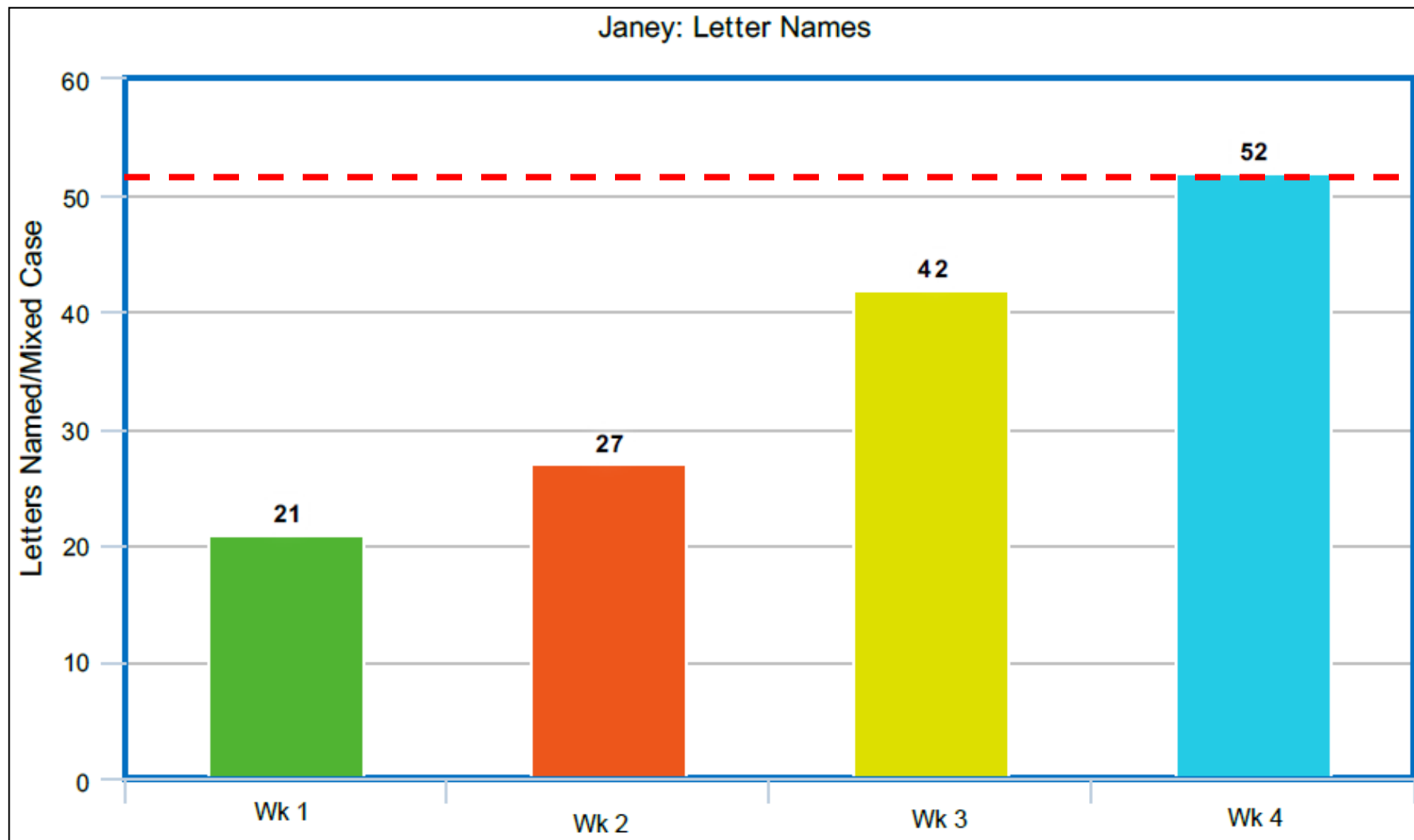
Item 1: <input type="text" value="Q"/>	Date: <input type="text" value="9/28/17"/>	Item 21: <input type="text"/>	Date: <input type="text"/>
Item 2: <input type="text" value="C"/>	Date: <input type="text" value="9/28/17"/>	Item 22: <input type="text"/>	Date: <input type="text"/>
Item 3: <input type="text" value="J"/>	Date: <input type="text" value="9/28/17"/>	Item 23: <input type="text"/>	Date: <input type="text"/>
Item 4: <input type="text" value="d"/>	Date: <input type="text" value="10/2/17"/>	Item 24: <input type="text"/>	Date: <input type="text"/>

## Cumulative Progress Graph: Example



# Multi-Tier System of Supports

## Cumulative Progress Graph: Example



**Fluency:** How do I measure a student's increase speed and proficiency in a skill?



### How to Track Classroom Interventions

**Fluency: Measuring proficiency.** The next learning goal after acquisition is to develop greater fluency, or speed. The measurement goal of fluency is to track both continued accuracy and increasing speed.

### How to Track Classroom Interventions

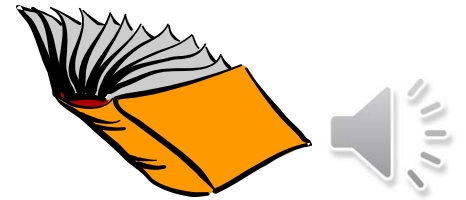
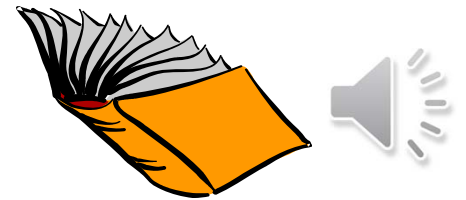
**Fluency: Measuring proficiency.** A useful way to assess fluency in foundation literacy skills is via curriculum-based measurement (CBM) -- a family of quick assessments of basic academic skills. While CBM covers a wide range of different assessments, all are:

- brief
- timed
- use standard procedures to prepare materials, administer, and score
- include benchmark norms and decision rules to help educators to make appropriate instructional decisions.



# Fluency Example: CBM Student Reading Samples: What Difference Does Fluency Make?

- *3<sup>rd</sup> Grade: 19 Words Per Minute*
- *3<sup>rd</sup> Grade: 70 Words Per Minute*
- *3<sup>rd</sup> Grade: 98 Words Per Minute*



### How to Track Classroom Interventions

**Fluency: Measuring proficiency.** There are a variety of measurement products on the market that have been designed using CBM research.

The example presented here is a widely-used battery of fluency assessments for reading called DIBELS Next:  
<https://dibels.org/dibelsnext.html>.

DIBELS Next is a well-researched collection of 6 CBM-type assessments available to teachers at no cost to download, print, and use with their students. There are enough materials to monitor students weekly.

# Multi-Tier System of Supports

## Purchase the Published Version

You can purchase the published version of DIBELS Next by visiting Cambium/Sopris's website.

[Visit Cambium/Sopris](#)

## DIBELS for Mobile Devices

Amplify's mCLASS: DIBELS Next is compatible with the most common mobile touch devices.

[Visit Amplify](#)

## Download from Dynamic Measurement Group

If you don't have an account yet, you will need to [sign up](#) before downloading the materials.

[Sign Up](#)

—or—

[Log In](#)

[Forgot your password?](#) Update your information and reset your password.

[What are DIBELS?](#)

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## DIBELS Next

DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

### Transition to DIBELS Next Today


[Getting Started With DIBELS Brochure](#)

[Transitioning to DIBELS Next](#)

[DIBELS Next® Benchmark Goals](#)

## How to Track Classroom Interventions

### DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
<b>First Sound Fluency (FSF).</b> The examiner reads words aloud from a list. The student says the first sound for each word.	Phonemic Awareness 	1 minute	<ul style="list-style-type: none"><li>• Kdg: Fall &amp; Winter screenings</li></ul>

## How to Track Classroom Interventions

### DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening																						
<p><b>Letter Naming Fluency (LNF).</b> The student reads aloud the names of letters from a sheet with randomly arranged letters.</p>	Alphabetic Principle/ Phonics	1 minute	<ul style="list-style-type: none"> <li>• Kdg: All year</li> <li>• Grade 1: Fall screening</li> </ul>																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">I</td> <td style="padding: 5px;">T</td> <td style="padding: 5px;">u</td> <td style="padding: 5px;">J</td> <td style="padding: 5px;">V</td> <td style="padding: 5px;">s</td> <td style="padding: 5px;">O</td> <td style="padding: 5px;">i</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">p</td> <td style="padding: 5px;">W</td> </tr> <tr> <td style="padding: 5px;">M</td> <td style="padding: 5px;">Q</td> <td style="padding: 5px;">y</td> <td style="padding: 5px;">n</td> <td style="padding: 5px;">k</td> <td style="padding: 5px;">d</td> <td style="padding: 5px;">D</td> <td style="padding: 5px;">t</td> <td style="padding: 5px;">e</td> <td style="padding: 5px;">l</td> <td style="padding: 5px;">c</td> </tr> </table>				I	T	u	J	V	s	O	i	x	p	W	M	Q	y	n	k	d	D	t	e	l	c
I	T	u	J	V	s	O	i	x	p	W															
M	Q	y	n	k	d	D	t	e	l	c															

## How to Track Classroom Interventions

### DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/ Screening
<p><b>Phoneme Segmentation Fluency (PSF).</b> The examiner reads words aloud from a list. The student says the individual sounds making up each word.</p>	<p>Phonemic Awareness</p> <div style="border: 1px solid red; padding: 5px; display: inline-block; margin-top: 10px;"> <p><b>flag</b></p> </div>	<p>1 minute</p>	<ul style="list-style-type: none"> <li>• Kdg: Winter &amp; Spring screenings</li> <li>• Grade 1: Fall screening</li> </ul>

## How to Track Classroom Interventions

### DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
<p><b>Nonsense Word Fluency (NWF).</b> The student reads aloud from a list of VC and CVC nonsense words.</p>	Alphabetic Principle/ Phonics	1 minute	<ul style="list-style-type: none"> <li>• Kdg: Winter &amp; Spring screenings</li> <li>• Grade 1: All year</li> <li>• Grade 2: Fall screening</li> </ul>

m u s

a v

w e c

m i v

d o p

## How to Track Classroom Interventions

### DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
<p><b>DIBELS Oral Reading Fluency (DORF).</b> The student reads aloud from a text passage and is then asked to retell the main details of the reading.</p>	Reading Fluency	1 minute for initial reading; 1 minute for student retell	<ul style="list-style-type: none"> <li>• Grade 1: Winter &amp; Spring Screenings</li> <li>• Grades 2-6: All year</li> </ul>



## Multi-Tier System of Supports

DIBELS NEXT  
Example: DORF

Total words: \_\_\_\_\_  
Errors (include skipped words): - \_\_\_\_\_  
Words correct: = \_\_\_\_\_

### The Land Bridge

0	During the last ice age, the world looked much different than it does	13
13	today. Nearly all the land was covered with huge sheets of ice or glaciers.	27
27	Most of the world's water was trapped in these glaciers, and the water	40
40	level of the seas was low. A vast amount of land was above the water.	55
55	The narrow waterway between Asia and North America, the Bering	65
65	Strait, was mostly exposed land at that time. The land formed a narrow	78
78	bridge that connected Asia with North America. This land bridge was	89
89	cold and flat, and was covered by grass and shrubs. Before the formation	102
102	of the land bridge, early people who wanted to travel to North America	115
115	had to go by boat. Very few people actually made the voyage over the	129
129	water. Many more people traveled to North America when they were able	141

## How to Track Classroom Interventions

### DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/ Screening
<b>Daze.</b> The student is given a Maze passage to read silently. For each response item, the student reviews 3 choices and selects the word that best completes the meaning of that part of the passage.	Reading Comprehension	3 minutes	<ul style="list-style-type: none"><li>• Grades 3-6: All year</li></ul>

# Multi-Tier System of Supports

DIBELS NEXT  
Example: DAZE

## Taking Great Nature Photographs

Many people love looking at a beautiful landscape or at waves crashing into rocks on a

wind-swept beach. They may want to capture a 

distant
need
bit

 of it on camera in order to 

share
blur
how

 it with others. Because the subject 

is
remember
when

 so beautiful, they think, "This is 

rather
whole
sure

 to be a wonderful photograph!"

However, 

pictures
taking
puddle

 a good nature photograph can be 

tricky
shooting
majestic

. If you're not careful, a majestic

will
help
mountain

 may look like a distant pebble. 

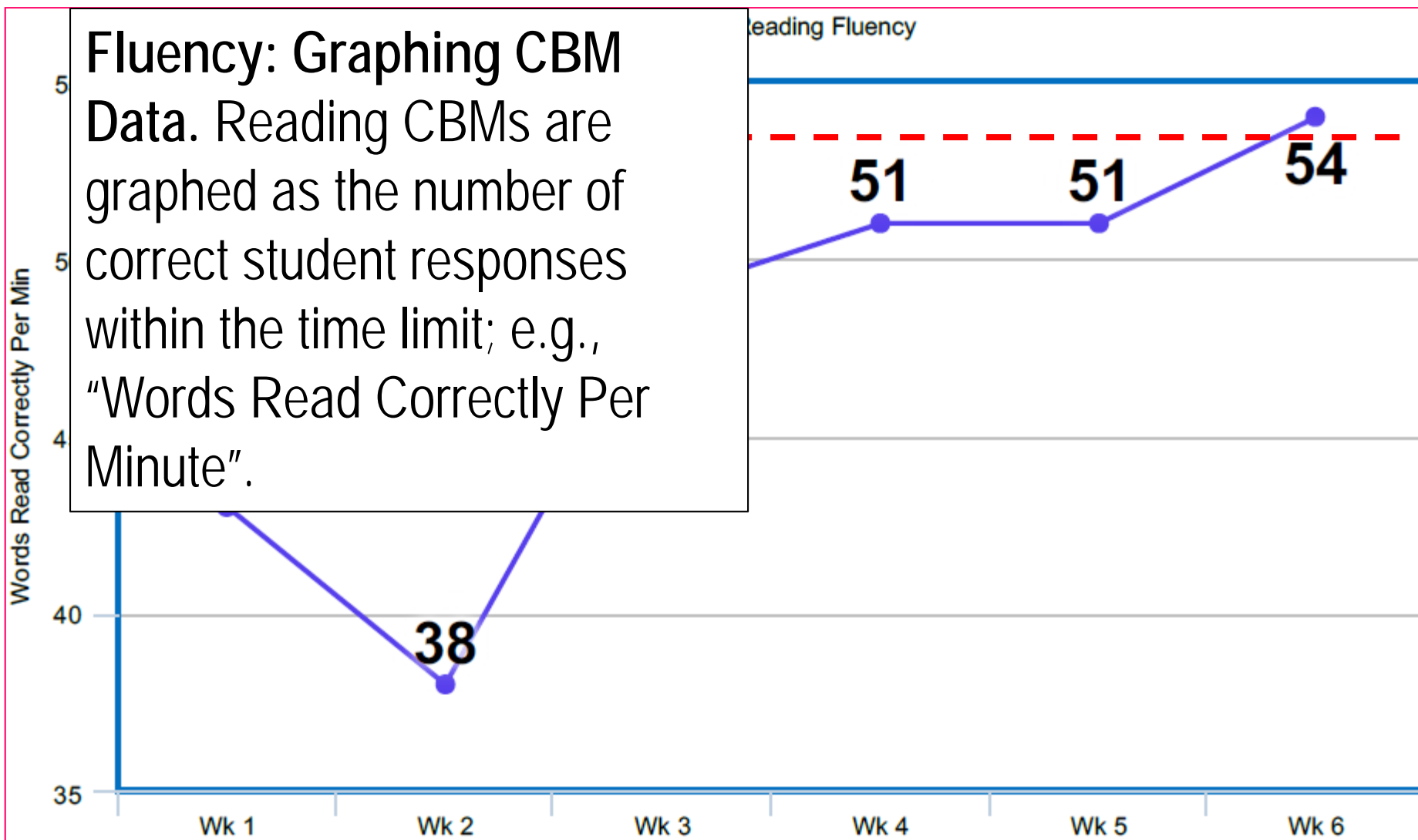
Wind
Crashing
Placing

 waves can easily become a gray 

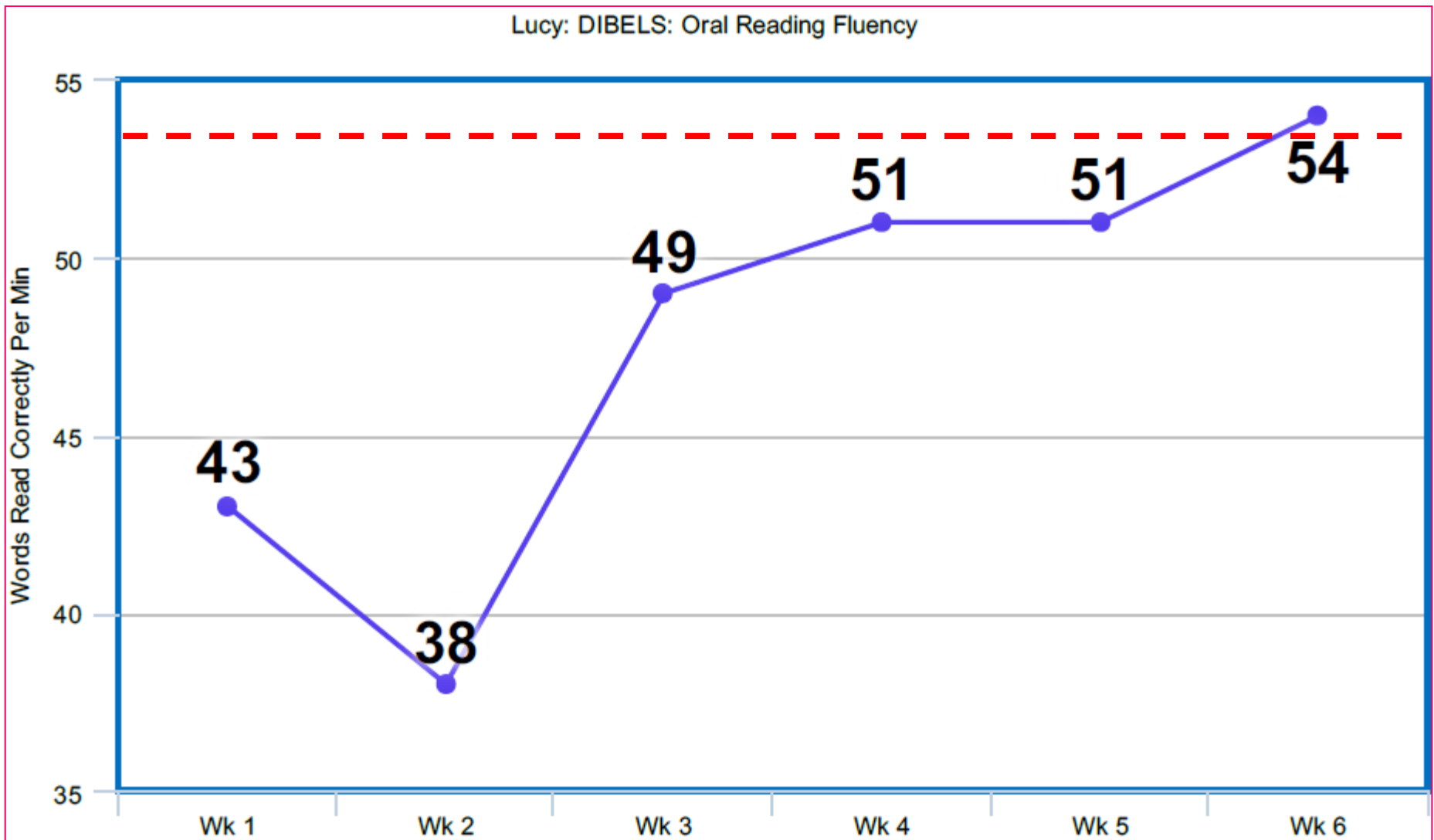
vibrant
light
blur

, with

## Multi-Tier System of Supports



# Multi-Tier System of Supports



How do I measure whether the student...

*retains the essential content of what she/he is reading?*



### How to Track Classroom Interventions

**Comprehension: Measuring retention of assigned readings.** At times, the classroom teacher wishes to monitor whether intervention strategies to support comprehension are actually resulting in the student retaining more information from assigned readings.

Here are two methods to assess retention of independent readings:

- Readiness assessment tests
- Oral retell with rubric

### How to Track Classroom Interventions

**Comprehension: Measuring retention of assigned readings.**

*Readiness Assessment Tests (RATs).* RATs are brief teacher-made assignments that students complete *after* reading but *before* that reading is reviewed in class (Weinstein & Wu, 2009). The teacher identifies the most relevant information from the assigned reading and constructs a few questions (e.g., 5) to test that knowledge.

The instructor selects the RAT-question format: short-answer; essay; multiple-choice, or any combination.



## How to Track Classroom Interventions

**Comprehension: Measuring retention of assigned readings.**

*Readiness Assessment Tests (RATs): Sample Questions.*

*Multiple Choice.*

A solar eclipse occurs when:

- A. the sun cools and dims.
- B. the moon passes between the earth and sun.
- C. the earth spins on its axis.
- D. the earth blocks moonlight.

## How to Track Classroom Interventions

**Comprehension: Measuring retention of assigned readings.**

*Readiness Assessment Tests (RATs): Sample Questions.*

*Short Answer.*

A solar eclipse occurs when the \_\_\_\_\_ passes  
between the \_\_\_\_\_ and sun.

## How to Track Classroom Interventions

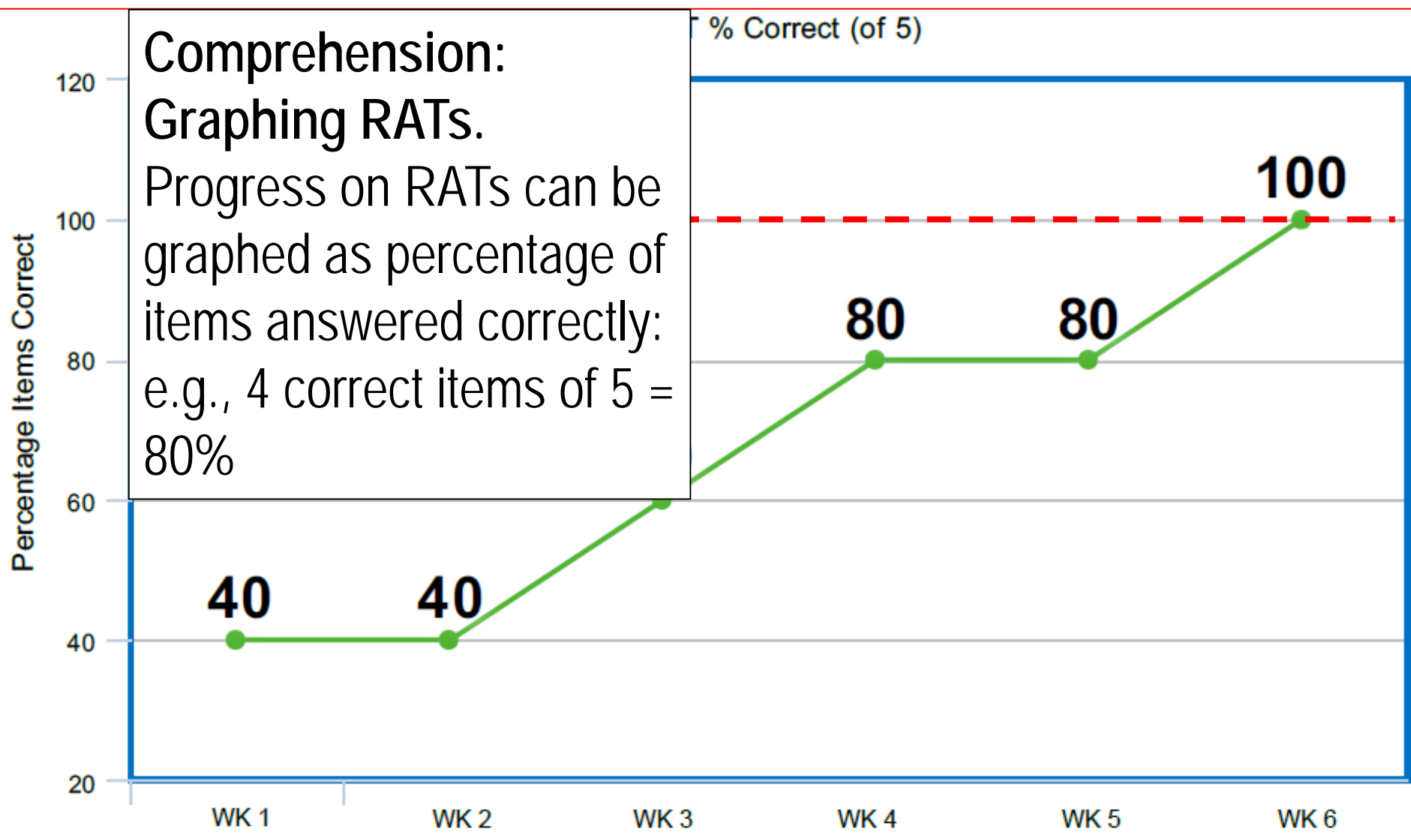
Comprehension: Measuring retention of assigned readings.

*Readiness Assessment Tests (RATs): Sample Questions.*

**Essay.**

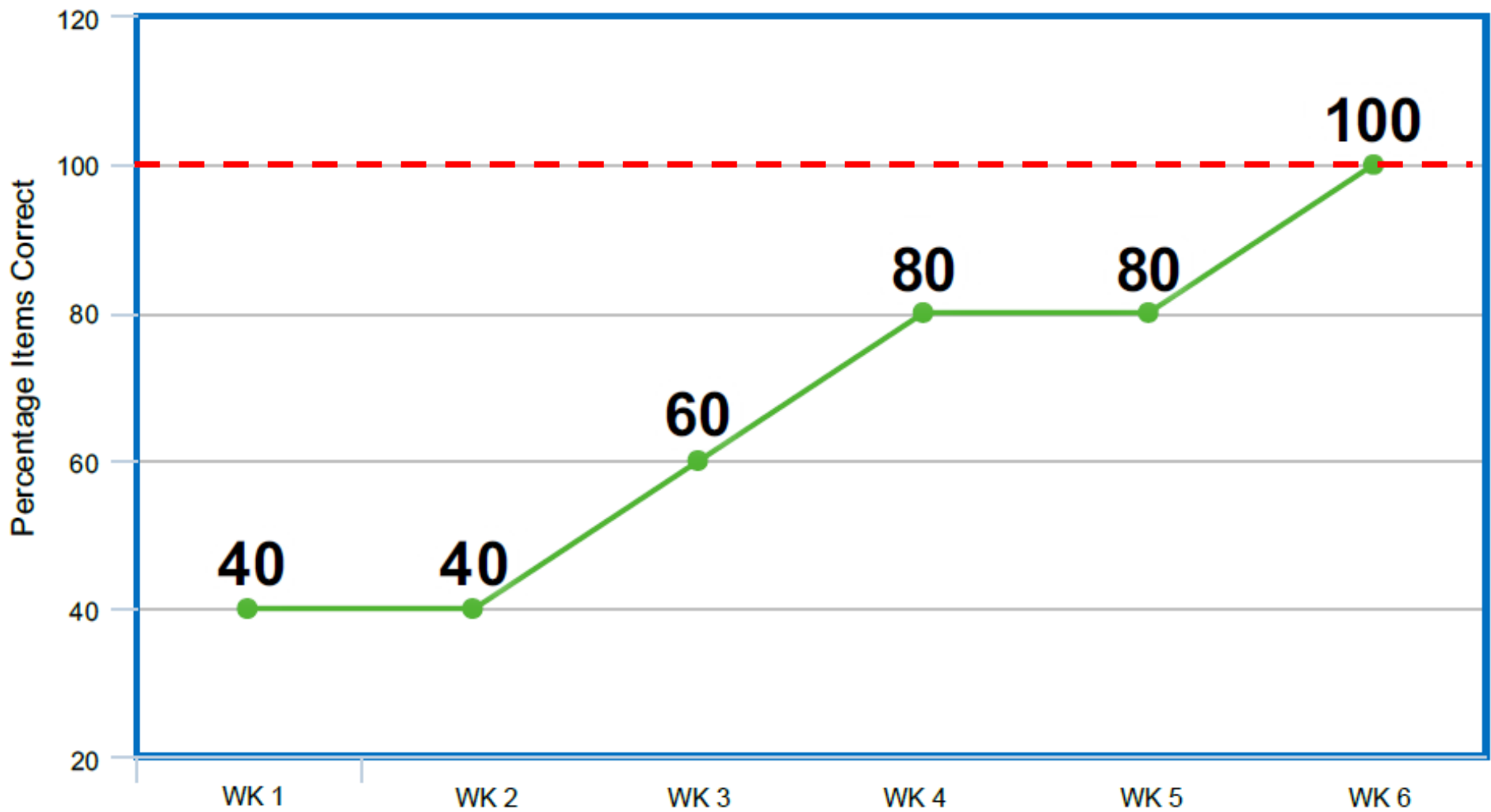
Write a brief essay explaining what causes a solar eclipse.

## Multi-Tier System of Supports



# Multi-Tier System of Supports

Nikea: RAT % Correct (of 5)



### How to Track Classroom Interventions

**Comprehension: Measuring retention of assigned readings.**

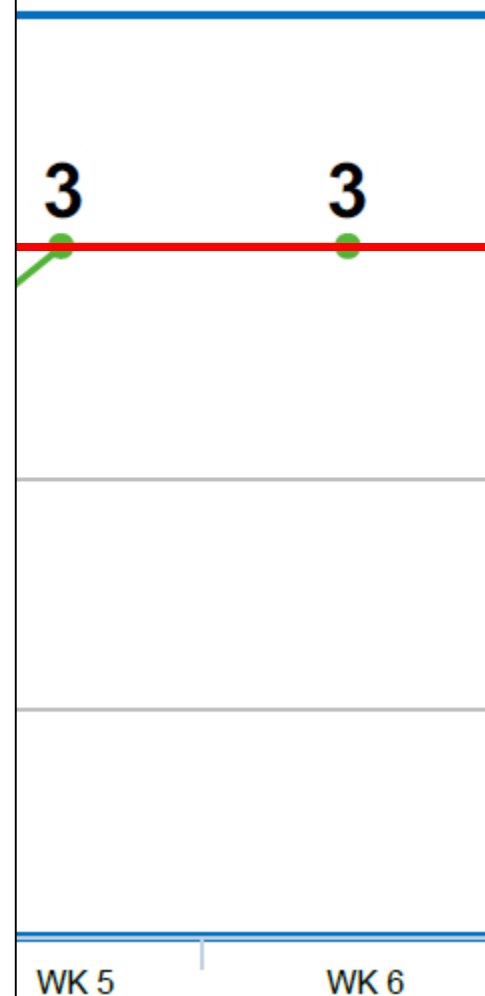
*Oral retell with rubric.* Oral retell accompanied by a scoring rubric is a classroom-friendly way to monitor student retention of key information from fiction and non-fiction reading assignments.

After the assigned reading, the instructor prompts the student to recount the main points. The instructor uses a rubric to rate the organization and completeness of the student's retell.

**Comprehension: Graphing Oral Retell**  
**Check with Rubric.** Rubric results can be graphed by item or by computing and graphing a global score (sum of all items).

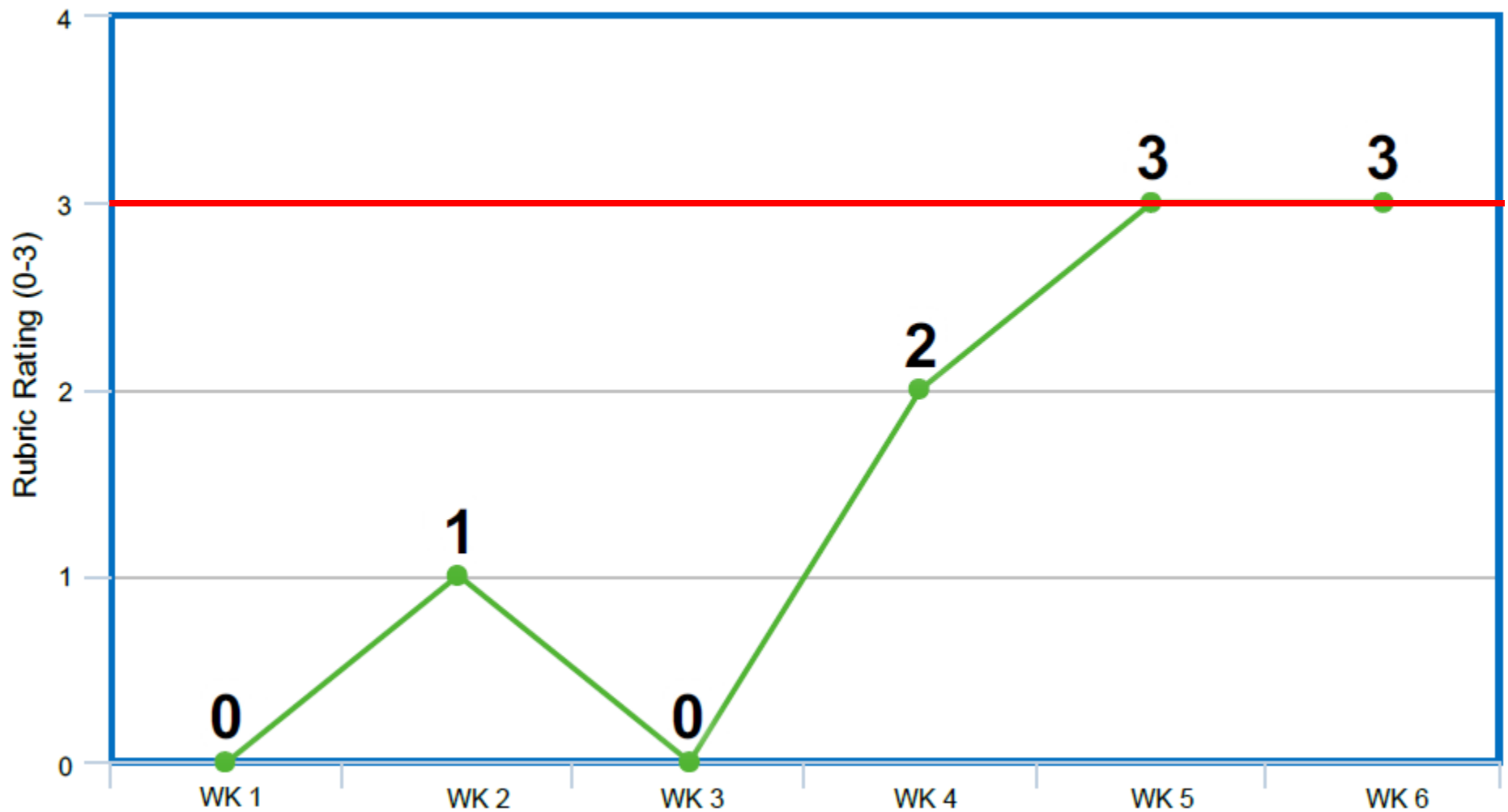
Rubric Rating (0-3)

For example, the instructor may ask, *“What are the main ideas that you recall from your reading?”* and rate the student’s response on a rubric as 3-complete, 2-partial, 1-fragmentary, or 0-inaccurate/missing. If graphed, data from this item would be plotted on a 0-3 Y-axis.



# Multi-Tier System of Supports

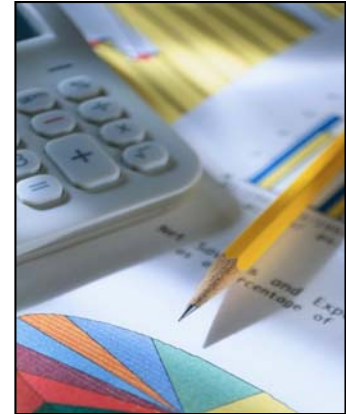
Ricky: Retell Rubric: Details (0-3)





How do I measure whether the student...

*uses an academic strategy independently (generalization)?*



### How to Track Classroom Interventions

**Generalization: Measuring applied use of literacy skills.** An important measurement target for teachers in higher grades is whether students are successfully and routinely using academic strategies independently.

Here are two methods to assess retention of independent readings:

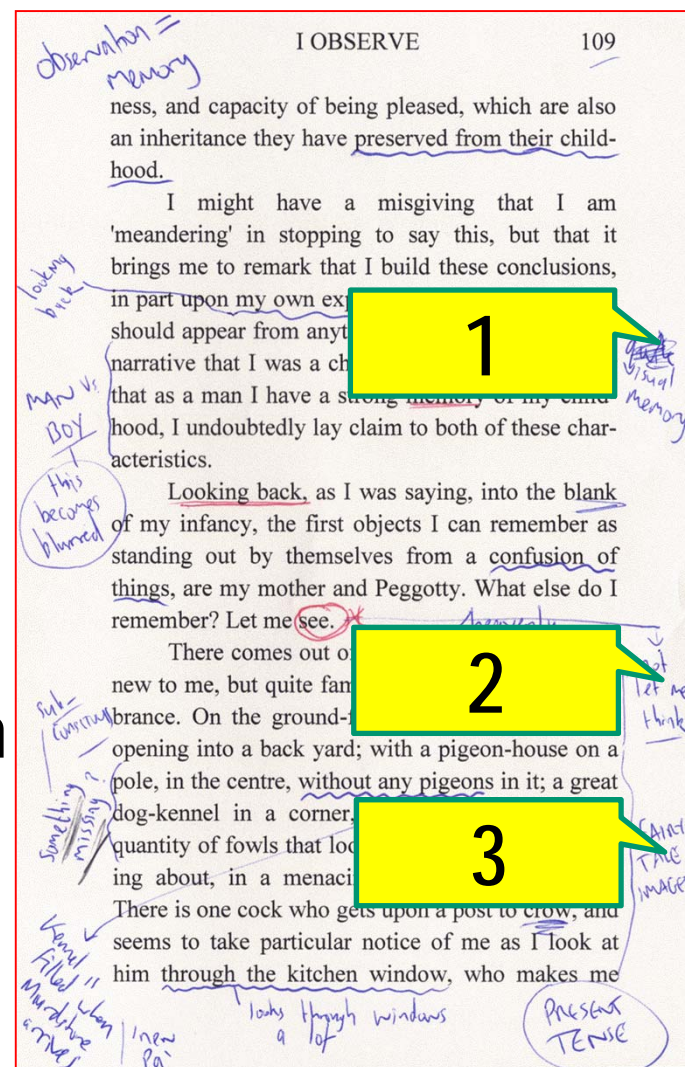
- Work products
- Think-aloud checklists

## How to Track Classroom Interventions

**Generalization: Measuring applied use of literacy skills.**

*Work products.* The teacher may be able to collect and review student work as evidence that the reader is employing self-management strategies:

- Text annotation. Students can increase their retention of information when they interact actively with their reading by jotting comments in the margin of the text (Sarkisian et al., 2003).



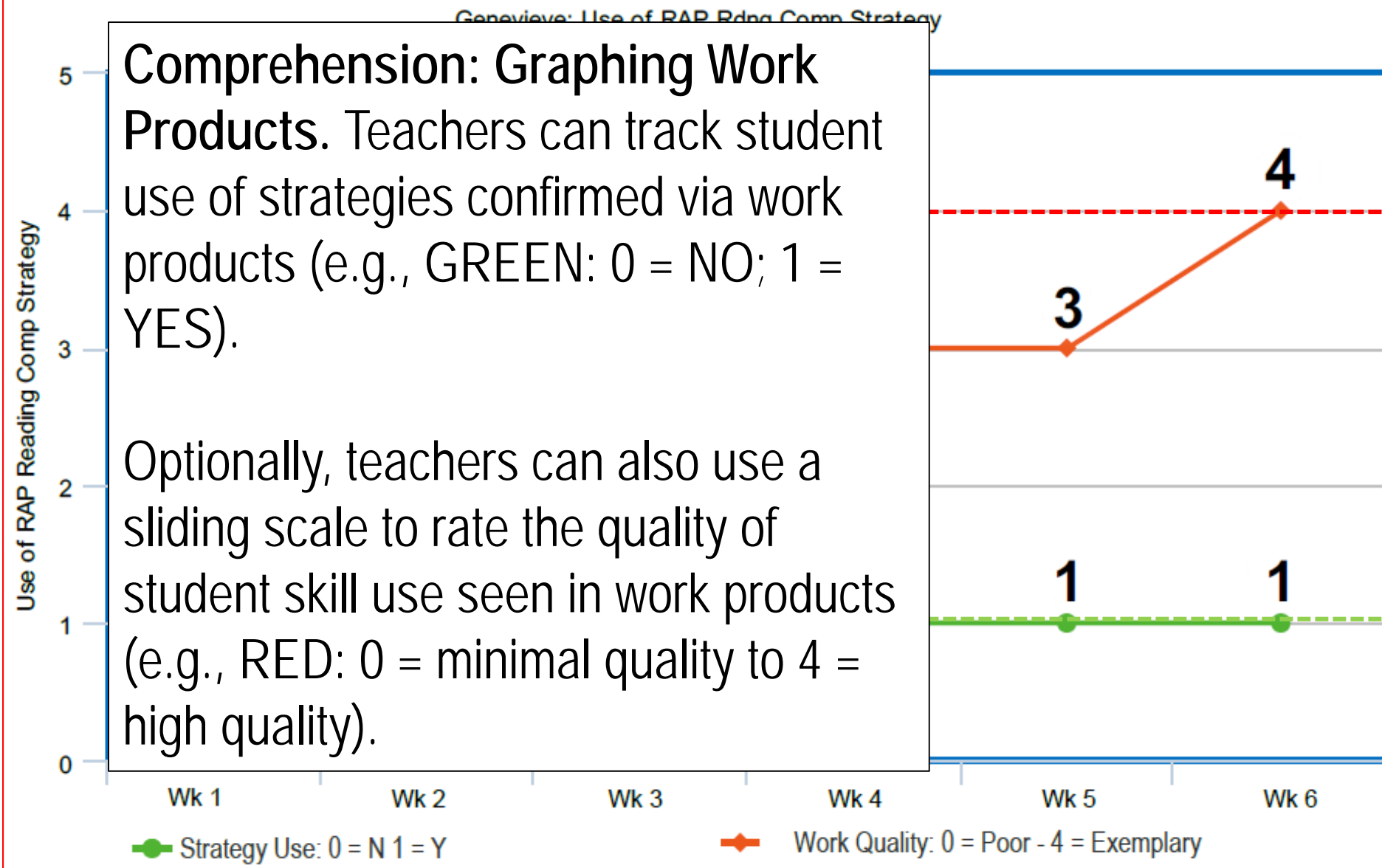
## How to Track Classroom Interventions

### Generalization: Measuring applied use of literacy skills.

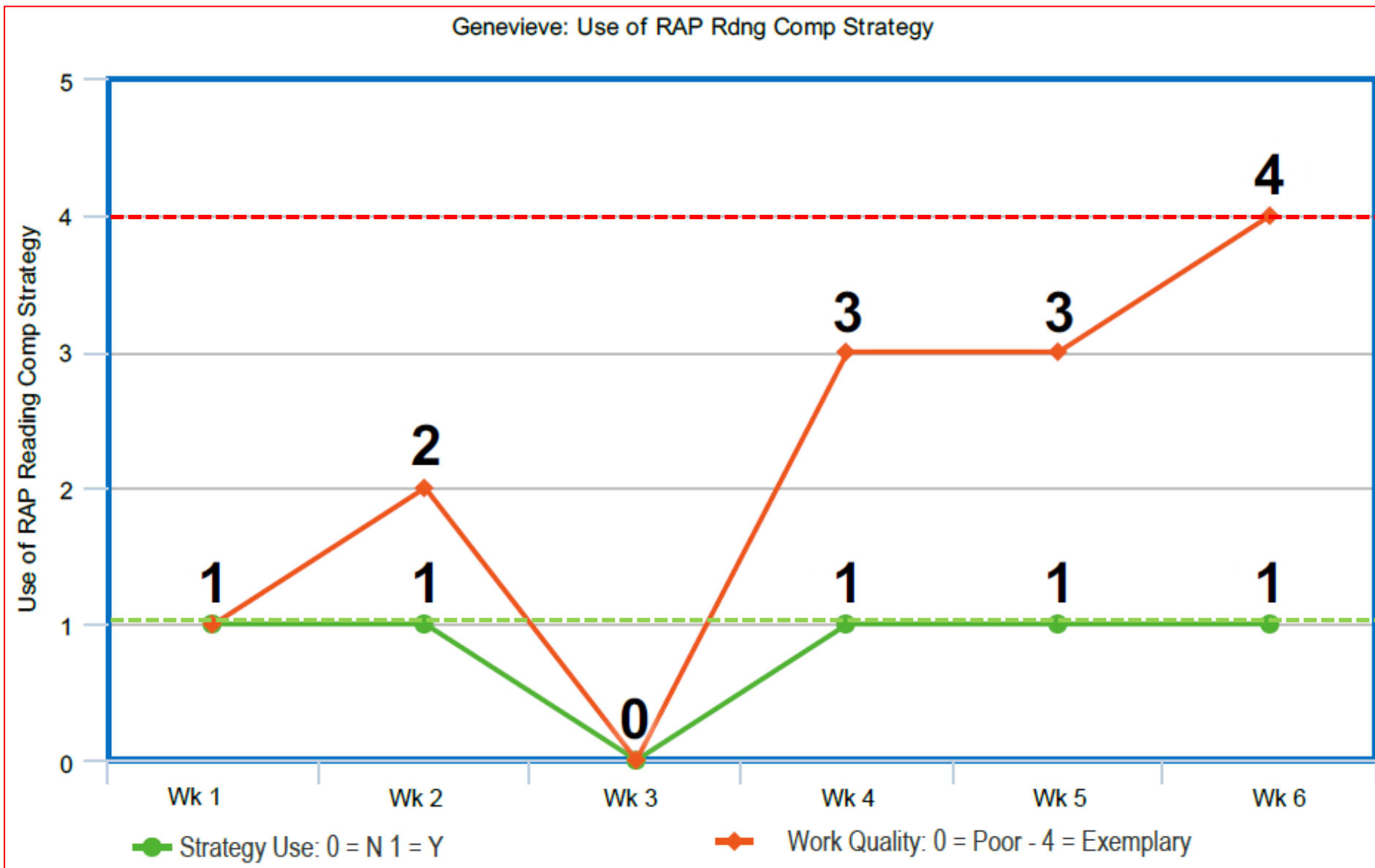
- Read-Ask-Paraphrase. Students create summaries of their readings, applying this sequence to each paragraph of an informational passage. The student (1) reads the paragraph; (2) summarizes the paragraph by asking, "What are the main idea and 2 important supporting details?"; and (3) paraphrases that paragraph summary in writing.

Read-Ask-Paraphrase (RAP) Sheet	
Name: <input type="text" value="Ricky Smith"/>	Date: <input type="text" value="9/1/2018"/>
<b>Student Directions:</b> For each <i>paragraph</i> from your assigned reading, (1) Read the paragraph and identify the main idea of the paragraph and what two key details support that main idea; (2) Ask questions about the main idea and two key details in your own words and write them in the blank provided.	
<b>Paragraph 1</b>	
A solar eclipse happens when the moon passes between sun and earth.	
<b>Paragraph 2</b>	
In a total eclipse, the sun is completely blocked by the moon, but the moon only partially covers the sun.	

## Multi-Tier System of Supports



# Multi-Tier System of Supports



### How to Track Classroom Interventions Generalization: Measuring applied use of literacy skills.

*Think-aloud checklists.* To make student reading cognitive-strategy use visible:

1. the teacher creates a checklist outlining the essential steps the student should follow, and
2. the student is assigned a reading and prompted to perform a “think-aloud”—narrating the steps he or she follows as well any problem-solving operations.

The checklist allows the teacher to verify whether the student is applying the correct steps in the proper sequence.

#### MY FIX-UP STRATEGIES

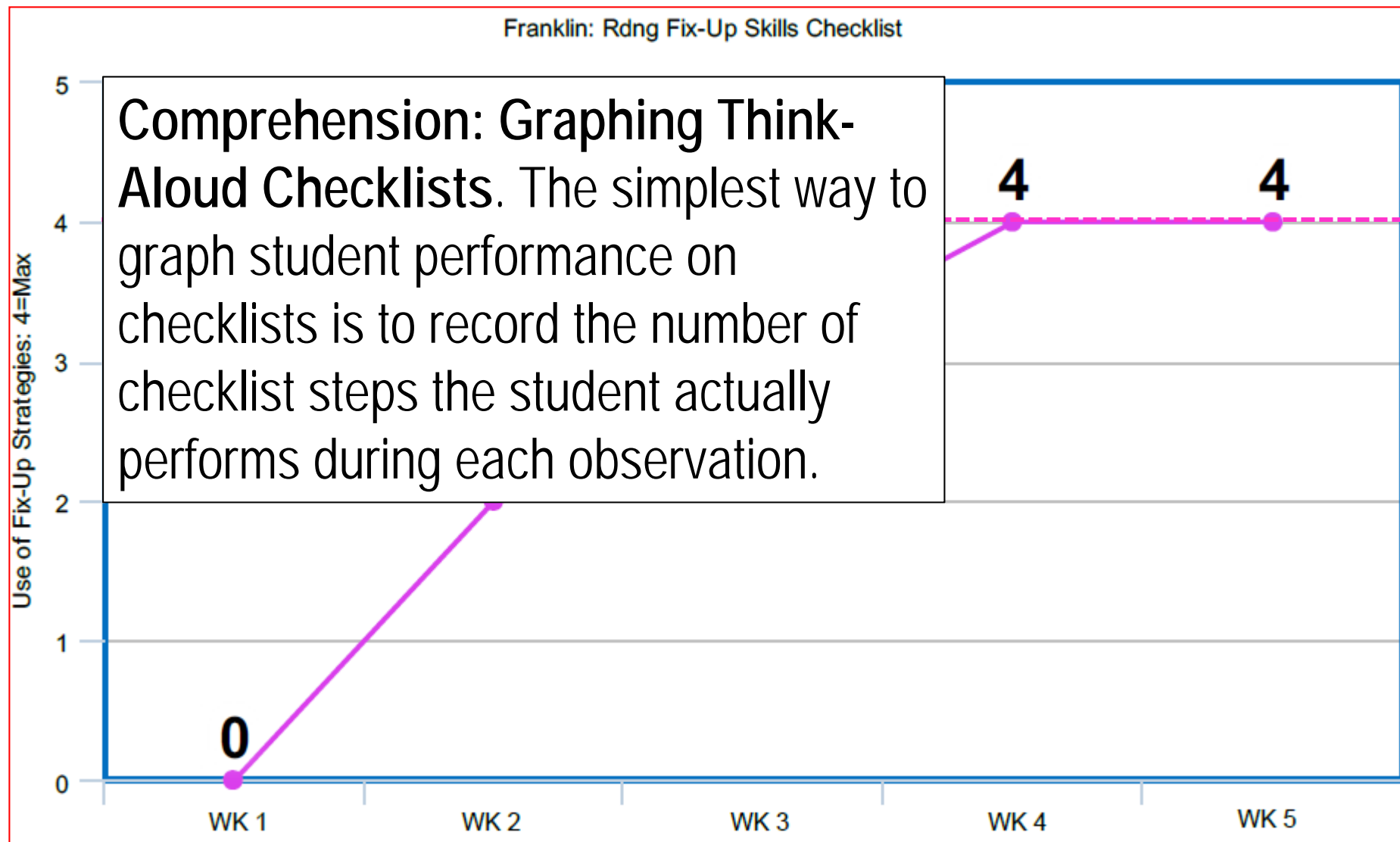
- Reread the paragraph;
- Slow my reading;
- Focus my full attention on what I am reading;
- Underline any words that I do not know and try to figure them out from the reading (context).

Free Online App:  
Self-Check Behavior  
Checklist Maker. This  
online tool allows teachers  
to define student behavior  
during classroom routines  
and transitions – a great  
way to clearly define  
behavioral expectations.

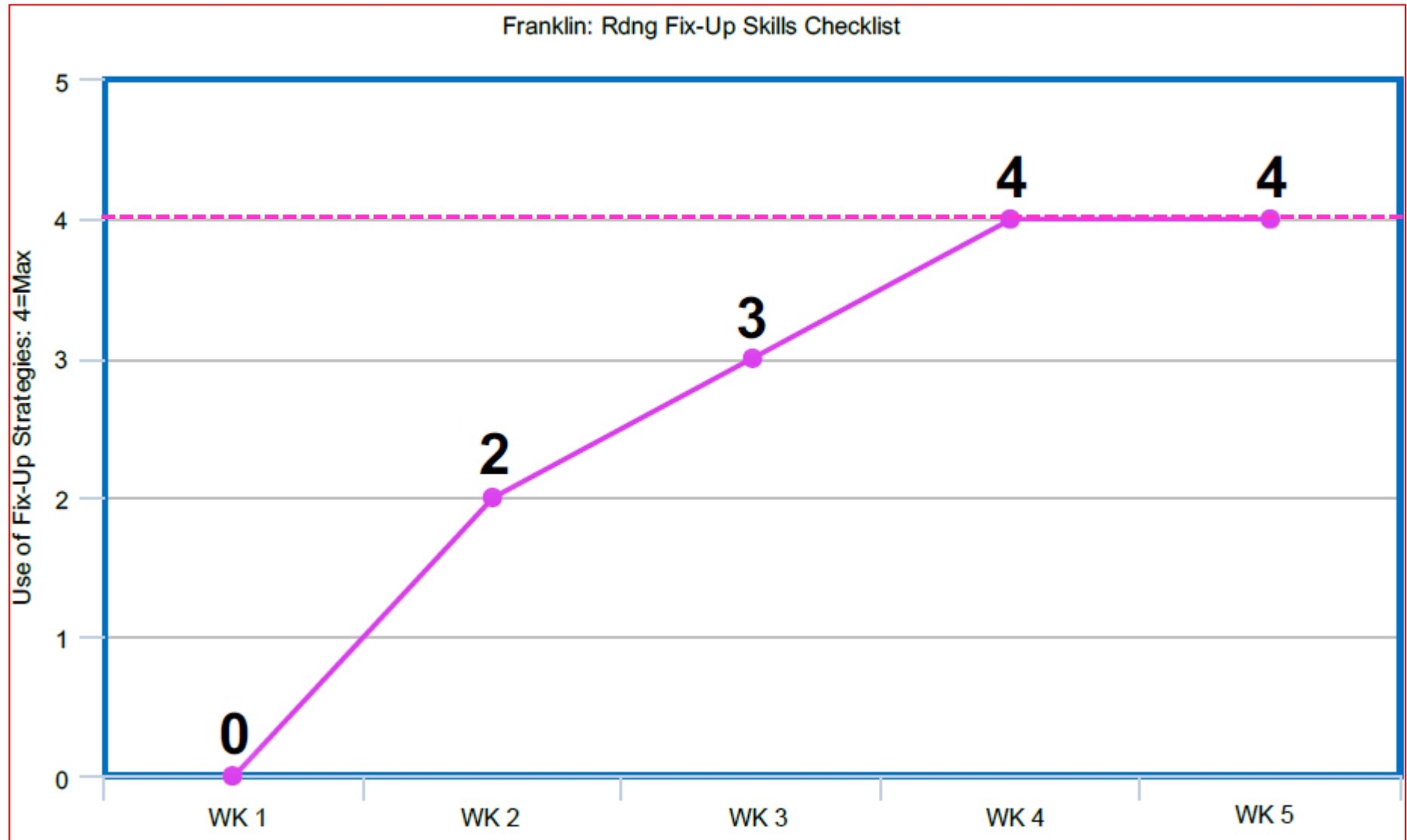
The screenshot shows the 'Self-Check Behavior Checklist Maker' web application. At the top, there is a title bar with a 'Like' button. Below the title bar are navigation tabs: 'View', 'Edit', 'Outline', 'Track', and 'Configure Tool'. The main content area features a large purple heading 'Self-Check Behavior Checklist Maker' next to a thumbs-up icon and a text box that says 'Create customized checklists for students to monitor their own classroom behaviors'. Below this is a link: 'If you have any suggestions or comments about this tool, please mail me.' The interface is titled 'Untitled Document' and has 'Save' and 'Save as...' buttons on the left, and a 'Start New Checklist' button on the right. The main text area contains a description: 'Students who track their own behaviors gain greater control over those behaviors. Self-Check Behavior Checklist Maker is a free application that allows teachers to quickly create checklists that students can use to monitor their behavior in the classroom. Behavior checklists can be used to help both general-education and special-needs students to manage their behaviors in academically demanding and least-restrictive settings. (For suggestions on how to use behavior checklists, download [How To: Improve Classroom Behaviors Using Self-Monitoring Checklists.](#))' Below this is a 'Directions' section with the text: 'Click [HERE](#) to download the full Self-Check Behavior Checklist Maker manual.' and a bullet point: '• To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down'.



## Multi-Tier System of Supports



# Multi-Tier System of Supports



How do I measure whether the student...

*is engaging in appropriate behaviors (e.g., general conduct; behavior routines)?*



### How to Track Classroom Interventions

**Measuring behavior.** Two major ways to measure classroom behaviors (general conduct; following routines, etc.) are:

- Behavior Report Cards (BRCs)
- Behavioral Checklists

# How to Track Classroom Interventions

## Measuring behavior.

*Behavior Report Cards.* BRCs are teacher-created rating scales that measure student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

# Multi-Tier System of Supports

## Behavior Report Card

### *Charlene: Behavior Report Card*

Student Name: Charlene Date: \_\_\_\_\_

Rater: Mr. Wright Classroom: Classroom 345

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

***Charlene brought all necessary work materials to class.***

***Charlene brought all necessary work materials to class.***

How well Charlene did in meeting the behavior goal?

1.....2.....3  
Poor Fair Good

\_\_\_\_\_  
I have reviewed this completed Behavior Report with my child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

Free Online App:  
Behavior Report Card  
Maker. Teachers can use  
this free app to create and  
download (in PDF format)  
customized Behavior  
Report Cards.

## Behavior Report Card Maker

If you have any suggestions or comments about this tool, please mail me.

### Roy's Report Card

[Save](#) [Save as...](#) [Switch to Expert Mode](#) [Start New Report Card](#)

**Step 1**

#### Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title <sup>?</sup>	Person to fill out the report card <sup>?</sup>
<input type="text" value="Roy's Behavior Report Card"/>	<input type="text" value="Mr. Wright"/>
Directions <sup>?</sup>	Student's classroom <sup>?</sup>
<input type="text" value="Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal."/>	<input type="text" value="Room 345"/>
Font family <sup>?</sup> <input type="text" value="san serif"/>	Student's first and last name <sup>?</sup>
Font size <sup>?</sup> <input type="text" value="10 pt"/>	<input type="text" value="Roy"/> <input type="text" value="Atkins"/>
<input checked="" type="checkbox"/> Append signature section <sup>?</sup>	Gender <sup>?</sup> <input type="text" value="male"/>
Instructions for report card signer <sup>?</sup>	Person to sign the report card <sup>?</sup>
<input type="text" value="I have reviewed this completed Behavior Report with my child."/>	<input type="text" value="Parent"/>

[Previous](#) [Next](#)

# How to Track Classroom Interventions

## Measuring behavior.

*Behavioral Checklists.* Checklists are created by dividing a larger behavioral task or sequence into constituent steps, sub-skills, or components.

Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.



Checklist  
Example:  
Classroom  
Routine

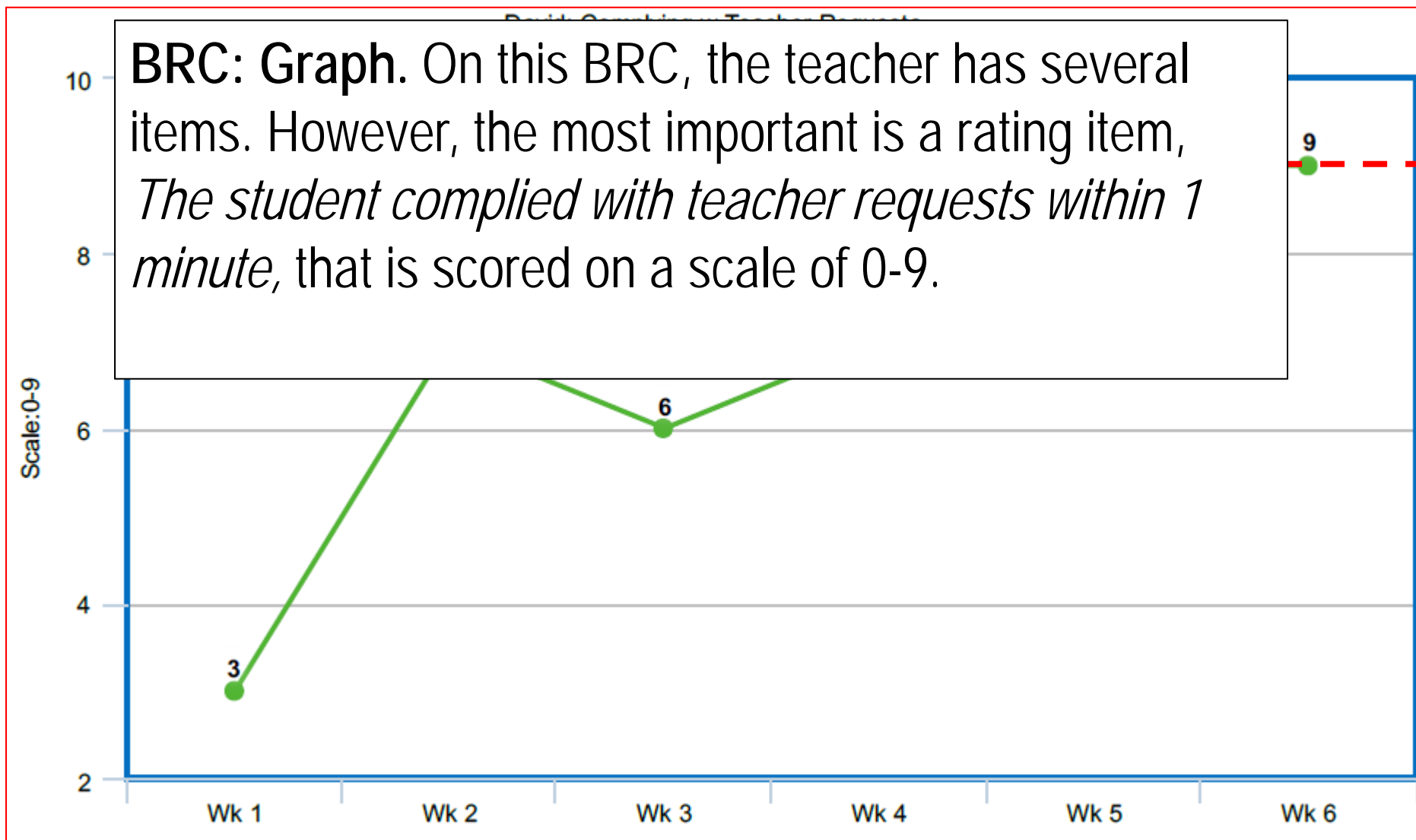
## *Start-of-Class Checklist*

- AT THE START OF CLASS, THE STUDENT:
- has a sharpened pencil.
- has paper for taking notes.
- has homework ready to turn in.
- has put her cell phone away in her backpack.
- has cleared her desk of unneeded materials.
- is sitting quietly.
- is working on the assigned start-of-class activity.

Free Online App:  
Self-Check Behavior  
Checklist Maker. This  
online tool allows teachers  
to define student behavior  
during classroom routines  
and transitions – a great  
way to clearly define  
behavioral expectations.

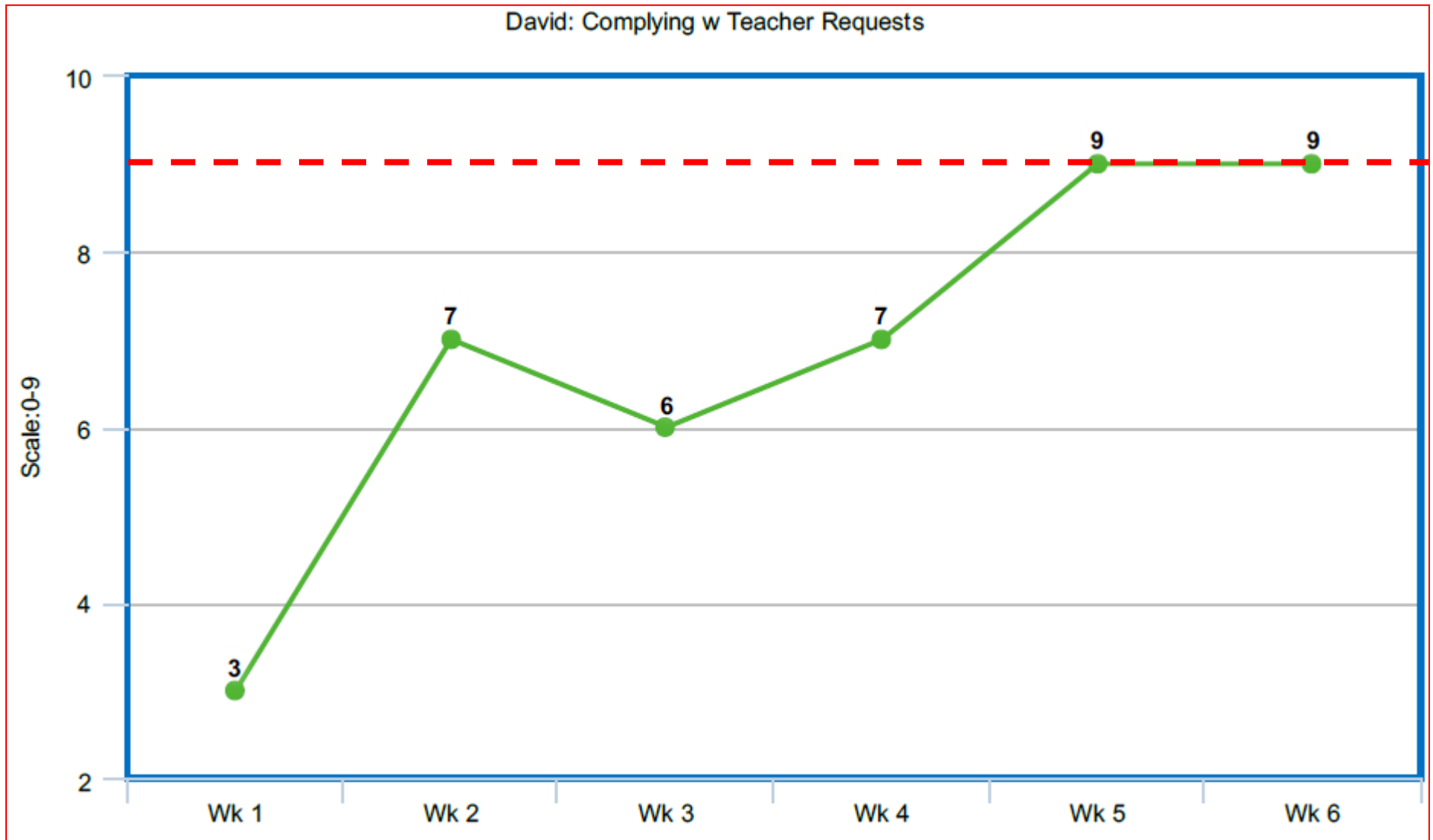
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## Behavior Report Card Graph: Example



# Multi-Tier System of Supports

## Behavior Report Card Graph: Example



How do I measure whether the student...

*is efficient in his/her work?*

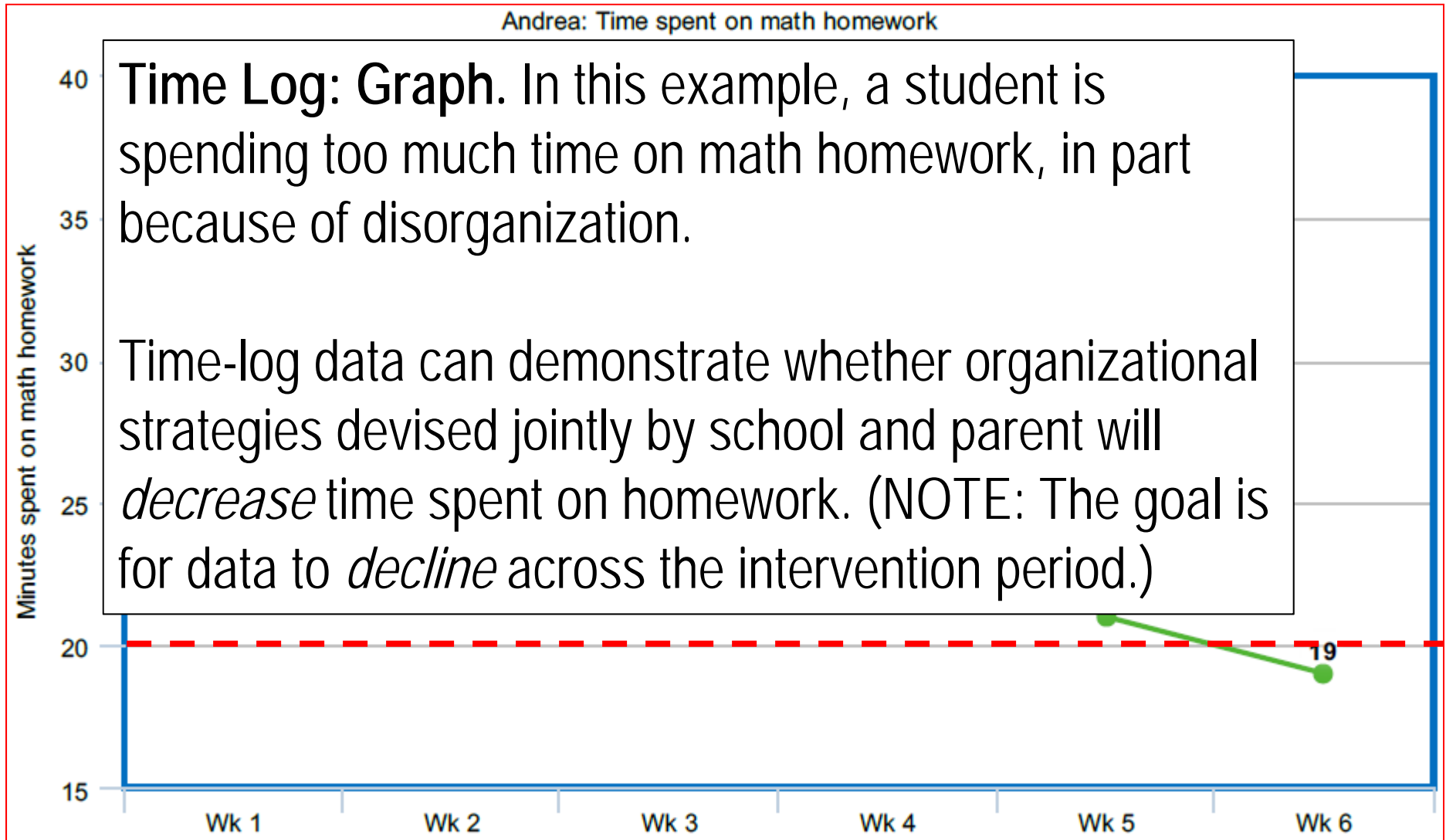


### How to Track Classroom Interventions

**Measuring work efficiency.** To track a student's relative 'efficiency', schools can:

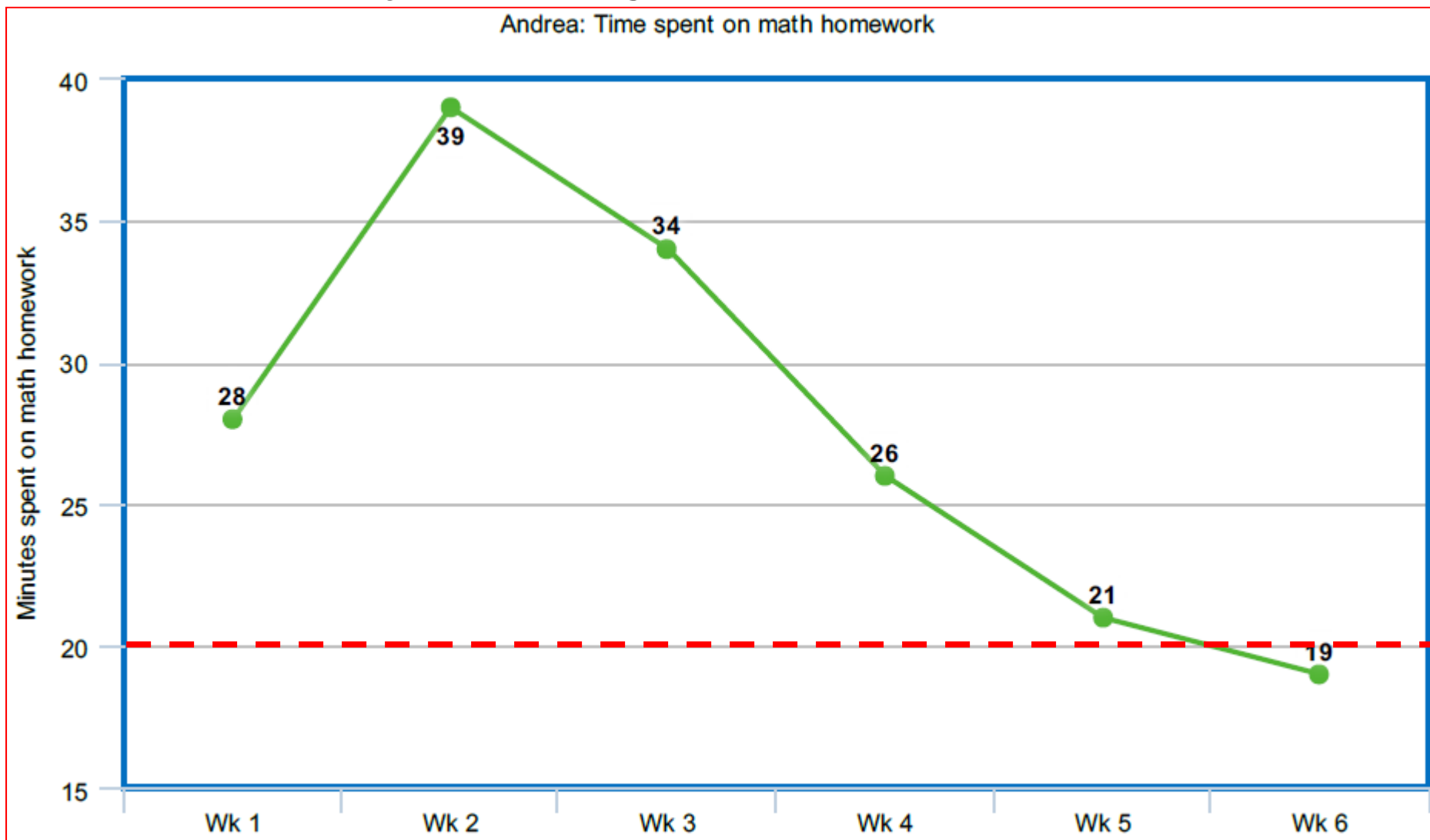
- keep time logs, tracking a student's cumulative work time on specific assignments. Time logs can be used at school or home.
- use observational or 'think-aloud' checklists (discussed earlier) to assess whether a student is following the correct procedure(s) in the most efficient order (and noting whether adult prompting or support are needed to elicit student steps).

## Work Efficiency Time Log Graph: Example



# Multi-Tier System of Supports

## Work Efficiency Time Log Graph: Example





### Lab Work: Pick a Kid...



- Select a student from your class that you think *may* be a candidate for a TRT referral.
- Describe this student to your elbow group. What is the single greatest obstacle to that student's success right now?
- Select 1 or more ways to collect data on this student.

### Lab Work: Reviewing the TRT Meeting Process...



- Together, we will review the steps involved with setting up, holding, and following-up with a Teacher Resource Team (TRT) meeting.
- For each step, note any areas of uncertainty or points requiring discussion.

## Main Street School TRT Step by Step Guide

### Step 1: Schedule a TRT Meeting

- Google TRT folder
- Current academic year folder
- Open the TRT Schedule 2017-2018
- Sign up for a time slot. Be sure to write a “N” next to the student's name to indicate it is a “New” meeting. *Co-teachers can sign up for a TRT meeting, even if their co-teacher is a member of the team.*



# Multi-Tier System of Supports

## Main Street School TRT Step by Step Guide

### Step 2: Prior to the TRT Meeting

- Complete the Pre -TRT -Baseline Collection Form
  - Form is located in TShare:  
T:\Main Street\Response to Intervention (RTI)\RTI 2017-2018\TRT
- Open the Pre TRT - Baseline Data Collection Form
  - Rename using the format: Last Name, First Name Pre TRT Baseline Data Collection Form
  - Save As: Place into the appropriate Grade Level Folder within the TRT folder (4th grade or 5th grade)
- Complete the form: identify the concern and a baseline
- Save and print Pre TRT - Baseline Data Collection Form



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## Multi-Tier System of Supports

**Behavior Examples:** include frequency (how often), duration (how long) and intensity

Category	Concern	Baseline
Managing Impulsivity- Disruptive Behavior	Calling out	5 times calling out within a mini-lesson, level 4 on voice chart
Self-Reliant- Time off task	Not completing work in a given time allotment	5 times out of seat when given direction to complete work in ELA, out of seat for 2-3 minutes in a 10 minute time slot
Show Kindness & Respect- Disruptive Behavior	Uses unkind words and language	Used unkind words to peers 5 times in a single day
Cooperation-	Does not follow teacher directions first time given	Needed 4 reminders during a 30 minute lesson

**Academic Examples:**

Content	Concern	Baseline
Reading	Fluency	72 words correct per minute
Reading	Comprehension	inaccurate responses 3 out of 5 times about a story (oral, written percentage correct or incorrect)
Writing	incomplete sentences	5 out of 10 sentences are incomplete thoughts
Math	Fact Fluency	56% accuracy on addition Mad Minute

# Multi-Tier System of Supports

## Main Street School TRT Step by Step Guide

### Step 3: TRT Meeting

- Teacher will bring and share the Pre TRT - Baseline Data Collection Form with the TRT team.
- Open the Classroom Intervention Planning Sheet template.
  - Form is located in the TShare  
T:\Main Street\Response to Intervention (RTI)\RTI 2017-2018\TRT
  - Rename the Classroom Intervention Planning sheet
    - Rename using the format: Last Name, First Name Classroom Intervention Planning Sheet
    - Save As: Place into the appropriate Grade Level Folder within the TRT folder (4th grade or 5th grade.)
- Complete Classroom Intervention Planning Sheet as part of the meeting.
  - Every box should have writing in it.
- Save final document.
- You do not need to print the form at the end of the meeting. The School Psychologist will check the folder for completed forms and will create the student folder in Google Drive.



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## Classroom Intervention Planning Sheet

How the Common Core Works Series © 2013 Jim Wright [www.interventioncentral.org](http://www.interventioncentral.org) 1

### Classroom Intervention Planning Sheet

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions.

#### Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	Intervention(s):	Date Intervention Plan Was Written:
Date Intervention is to Start:	Date Intervention is to End:	Total Number of Intervention Weeks:

Description of the Student Problem:

#### Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

#### Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

#### Training

What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

#### Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor:	<b>Ideas for Intervention Progress-Monitoring:</b> <ul style="list-style-type: none"> <li>Existing data: grades, homework logs, etc.</li> <li>Cumulative mastery log</li> <li>Rubric</li> <li>Curriculum-based measurement</li> <li>Behavior report card</li> <li>Behavior checklist</li> </ul>
Baseline	
Outcome Goal	
How often will data be collected? (e.g., daily, every other day, weekly):	

# Multi-Tier System of Supports

## Main Street School TRT Step by Step Guide

### Step 4: Schedule Follow Up - TRT meeting

- Google TRT folder
- Current academic year folder
- Open the TRT Schedule 2017-2018
- Sign up for a time slot. Be sure to write a “F” next to the student's name to indicate it is a “Follow up” TRT meeting.



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# Multi-Tier System of Supports

Main Street School  
TRT Step by Step Guide

## Step 5: Implement Intervention and Progress Monitoring

- Collect data during implementation period.



5


# Multi-Tier System of Supports

## Main Street School TRT Step by Step Guide

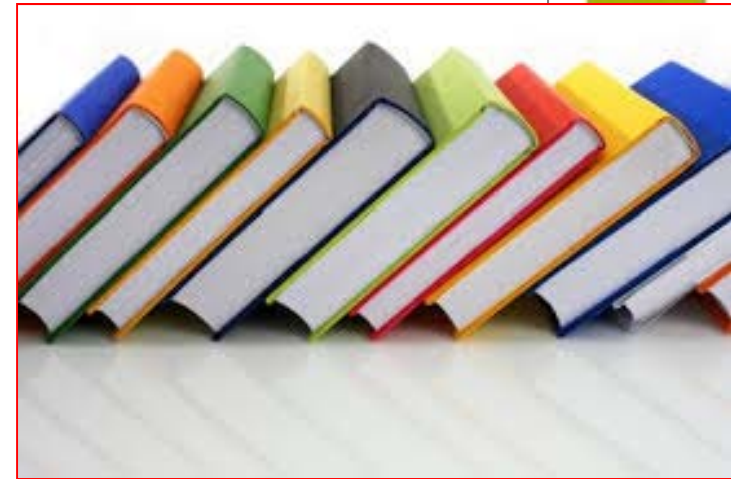
### Step 6: Follow Up TRT Meeting

- Bring data and progress monitoring materials to the follow up meeting .
- Complete the TRT follow up Google Form - Google link
  - RTI Folder- Google Drive
  - TRT Folder - Google Drive
  - TRT Follow Up Google Form-*TRT Follow up meeting link to Google Form*
- If outcome goal has been met, click yes on form and no further action is needed.
- If outcome goal has not been met and more time is needed with the same intervention, indicate on the form and continue using the intervention.
- If outcome goal has/not been met and you need to implement a new intervention, a new Classroom Intervention Planning Sheet must be completed by the TRT Team during this meeting. (Repeat Steps 3-6).

# Multi-Tier System of Supports



*Determining Text Difficulty: Lexiles.* What is a convenient tool for teachers to assess (and adjust) text difficulty?



## Predicting Student Reading Success: Lexile Levels

When teachers assign readings, they would like to know whether students have the ability to adequately decode and understand that text.

One tool that can help teachers to find texts that optimally match students' reading skills is the Lexile leveling system (Ardoin et al., 2010). This proprietary formula analyzes a passage—including **sentence length and complexity** and **vocabulary**—to generate a Lexile level/grade equivalent.

LEXILE- GRADE <u>CHART</u> Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)
1	Up to 280L
2	230L to 580L
3	360L to 720L
4	480L to 830L
5	620L to 950L
6	690L to 1020L
7	780L to 1090L
8	820L to 1140L
9	880L to 1170L
10	920L to 1200L
11	940L to 1210L
12	950L to 1220L

Source: MetaMetrics (2017) Lexile-to-grade correspondence .

Retrieved from <https://lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/>

# Empowering the Reader: Matching Student to Text Level

Here is a 3-step process to facilitate a readability match between student and passage:

1. Determine the student's Lexile level. NOTE: Several school-wide readers (e.g., Scholastic Reading Inventory; STAR Reading) provide Lexile estimates.
2. Find the Lexile level of the passage. NOTE: Many commercial texts include information about Lexile level. Teachers can also use the Lexile Analyzer find the Lexile level of a particular passage.
3. [Optional] Edit, simplify challenging texts to lower Lexile level to match student. NOTE: The Lexile Analyzer is a good tool for editing texts for readability.



### Lexile Analyzer: Free Teacher Tool

Teachers can calculate the Lexile level of text samples of up to 1000 words for free on **lexile.com**.

The teacher:

1. creates a free account.
2. types or pastes in the text to be analyzed.
3. views the passage statistics, including Lexile level.

NOTE: Editing a passage (e.g., shortening and simplifying sentences; substituting simpler word choices) will result in a lower Lexile score.

# Lexile Analyzer: Sample Passage

Jellyfish Are Efficient Predators

NY Times

For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal *Science*, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.



## Results

- Lexile® Measure: 1400L - 1500L
- Mean Sentence Length: 26.83
- Mean Log Word Frequency: 3.27
- Word Count: 161

## Original Text

1

For animals that drift through the sea without the benefit of eyesight, habitat destruction and overfishing and habitat destruction have reduced fish populations. Despite their sluggish looks, jellyfish are just as effective at hunting and catching meals as fish with fins. A study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. Jellyfish have large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain. "To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick," he said in an e-mail.

## Results

- Lexile® Measure: 1400L - 1500L
- Mean Sentence Length: 26.83
- Mean Log Word Frequency: 3.27
- Word Count: 161

# Reducing Lexile Level by Simplifying Text: Example

## Results

- Lexile® Measure: 1200L - 1300L
- Mean Sentence Length: 19.38
- Mean Log Word Frequency: 3.24
- Word Count: 155

## Original Text

2

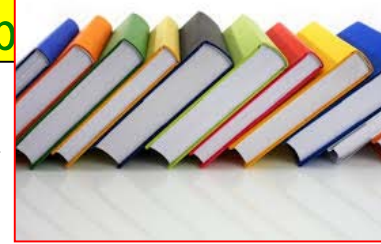
Jellyfish drift through the sea without the benefit of eyesight. They have large, watery bodies and long tentacles. Habitat destruction and overfishing have reduced fish populations, and jellyfish are now becoming more common. Despite their sluggish looks, jellyfish are just as effective at hunting and catching meals as fish with fins. They may not be as fast as fish, but researchers found that many jellyfish use their body size to increase their hunting success. Jellyfish have large, watery bodies and long tentacles. They conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain. "To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick," he said in an e-mail.

## Results

- Lexile® Measure: 1200L - 1300L
- Mean Sentence Length: 19.38
- Mean Log Word Frequency: 3.24
- Word Count: 155

### Free Online Sources for Leveled Texts....

- **Newsela.** This news site contains stories written to match multiple Lexile levels. <https://newsela.com/>
- **Smithsonian Tween Tribune.** Articles from this site are written at 4 Lexile levels.  
<https://www.tweentribune.com/>
- **ReadWorks.** This site contains comprehensive resources for teaching and reinforcing reading comprehension, including leveled-text articles.  
<http://www.readworks.org/>



## Determining Text Difficulty: Activity

**All groups:** The ability for teachers to analyze text readability and match to student abilities is a key part of classroom literacy support. Below are several objectives of classroom text-leveling. Discuss how teachers may accomplish any of these goals at your school:

- Find a student's Lexile level via school-wide screening or other data sources.
- Identify the Lexile level for any reading passage (e.g., using the free Lexile Analyzer tool).
- Edit texts (Lexile Analyzer) to align passage difficulty with student ability.
- Explore websites with accessible news articles, etc., written in multiple Lexile levels for use in lessons.