

Tier 1: Building a Toolkit for Classroom Teachers as Intervention 'First Responders'

Jim Wright

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Response to Intervention

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The screenshot displays the Intervention Central website interface. At the top, the logo "INTERVENTION CENTRAL" is accompanied by the tagline "Your source for RTI resources" and a pencil icon. 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", with social media sharing options for Facebook (Like), Twitter (Tweet), Print, Email, and Google+ (56). On the left, a "Products" section features "RTI Data Collection Forms & Organizer" with an image of the product. Below it, a "Latest Updates" section lists an article from September 17th, 2013, titled "How To: Reduce Time-Outs With Active Response Beads". The central content area features a photograph of a teacher and four students working together at a table. Below the photo, a text box states: "Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards. Spread the word about ICI!" This is followed by two news items: one from [20 Nov 2013] about "Building Sight-Word Vocabulary: 4 Methods" and another from [18 Nov 2013] about "CBM Warehouse: New Resources for Tracking Basic Academic Skills". On the right, a "Featured Tools" sidebar lists various resources such as "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/ken_ton_schools



INTERVENTION
CENTRAL

RTI Classroom Teacher Toolkit

Tier 1: Building a Toolkit for Classroom Teachers as Intervention 'First Responders'

Jim Wright, Presenter

9 September 2016
The Kenmore-Town of Tonawanda Union Free
School District

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Workshop Materials: http://www.interventioncentral.org/ken_ton_schools

Response to Intervention

Tier 1: Building a Toolkit for Classroom Teachers as Intervention 'First Responders':

Participants: _____

School: _____ Date: _____

GOAL 1: The classroom teacher can meet with fellow teachers and/or consultants to plan Tier 1 interventions. These Tier 1 meetings follow a structured problem-solving format, with a convenient format to document the intervention.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____

GOAL 2: The classroom teacher is able to narrow the focus of problem-solving to one or two student problems stated in clear, specific, observable terms.

List the 'next steps' that you plan to follow to accomplish this goal:

1. _____
2. _____
3. _____
4. _____
5. _____

Who in your school or district will you need to enlist to help you with this goal?:

1. _____
2. _____

What resources will you need beyond those supplied in this training to accomplish the goal?

1. _____
2. _____

Comments: _____

Worksheet: Intervention Pathways: How to Use Data to Set Classroom Intervention Goals and Monitor Student Progress

Name: _____ Date: _____ Presenter: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

1. Describe the problem. Think of a student currently or previously in your class whose academic problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's academic problem(s).

Description of student academic problem(s)

2. Write a 3-part Problem-Identification Statement. Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 14-15 of handout:

3-Part Academic Problem ID Statement

Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

3. Write a Hypothesis Statement. Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See p.15 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Motivation Deficit.

Hypothesis Statement

RTI: Tier 1: What Is the Expectation After Today's Training?

- You are **encouraged to use the resources and skills** presented to pilot and experiment with classroom interventions at the 'grassroots' level back in your school.
- However, there is **no change in expectations** of teacher classroom practice as a result of this workshop.
- The district will soon **establish an RTI Leadership Team** to coordinate RTI implementation across Ken-Ton Schools. That Team will **determine what the teacher's responsibilities** are as Tier 1 classroom intervention 'first responder'.
- Only then will the **teacher's role include** classroom (Tier 1) intervention—and buildings will be notified of this.

RTI: The Model. How is RTI organized in schools?

ACADEMIC RTI

Tier 3: High-Risk Students: 5%

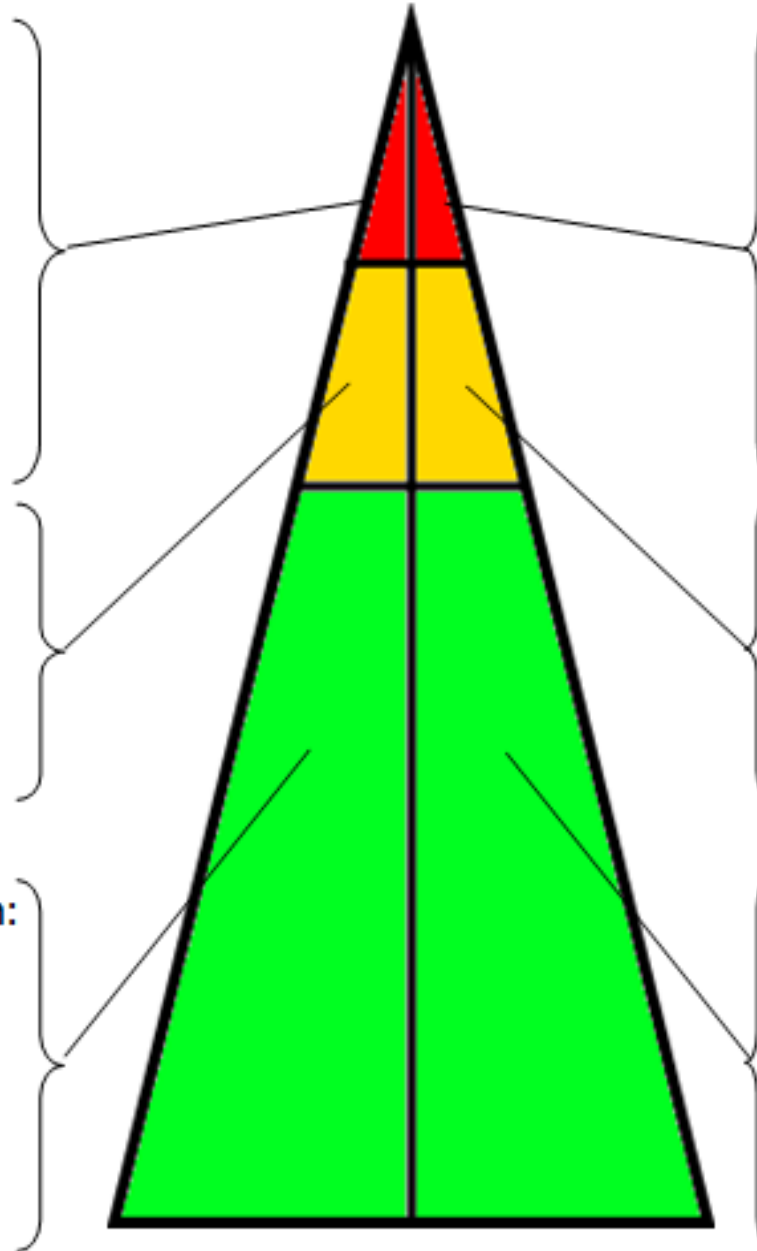
- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

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



BEHAVIORAL RTI

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., & Volpe, 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>


Essential Elements of RTI (Fairbanks, Sugai, Guardino, & Lathrop, 2007)

1. A "continuum of evidence-based services available to all students" that range from universal to highly individualized & intensive
2. "Decision points to determine if students are performing significantly below the level of their peers in academic and social behavior domains"
3. "Ongoing monitoring of student progress"
4. "Employment of more intensive or different interventions when students do not improve in response" to lesser interventions
5. "Evaluation for special education services if students do not respond to intervention instruction"

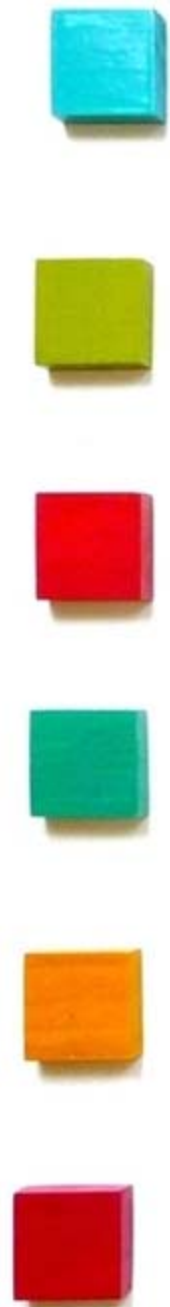
Source: Fairbanks, S., Sugai, G., Guardino, S., & Lathrop, M. (2007). Response to intervention: Examining classroom behavior support in second grade. Exceptional Children, 73, p. 289.

“*NYSED has defined in regulation the minimum components of an Rtl program but does not require a specific Rtl model that must be uniformly used by all school districts. School districts have discretion to make specific decisions when designing the structure and components of their Rtl program. (NYSED RTI Guidance Document, 2010; p. 40).*”

Source: New York State Education Department. (October 2010). *Response to Intervention: Guidance for New York State School Districts*. Retrieved November 10, 2010, from <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>; p. 40



The Classroom Teacher as Interventionist. What skills does a teacher need to successfully carry out classroom interventions?



Classroom Teacher: Tier 1 Intervention Skillset

Teachers must possess specific skills to successfully plan and carry out classroom (Tier 1) interventions. Schools should inventory the current skillset of teachers, identify what skills require development, and provide the consultation and support necessary to 'train up' teachers in those skills.



View the next 4 slides to get you started on your own inventory of teacher classroom intervention skills!

Classroom Teacher: Tier 1 Intervention Skillset



1 Understand the RTI Role: The teacher understands and accepts the role of classroom intervention 'first responder'.



2 Narrow the Problem: The teacher focuses on one or two 'fixable' problems instead of juggling multiple student deficits at once.

Classroom Teacher: Tier 1 Intervention Skillset



3 Clearly Define the Problem: The teacher describes each selected student problem in clear, specific, observable terms.



4 Select Research-Based Interventions: The teacher chooses research-based strategies that address the identified problem(s).

Classroom Teacher: Tier 1 Intervention Skillset



5 Choose Data-Collection Methods: The teacher selects one or more methods of data collection to monitor progress.



6 Structure Data Collection: The teacher collects baseline data and sets an outcome goal prior to the intervention.

Classroom Teacher: Tier 1 Intervention Skillset



7 Write Down the Plan: The teacher writes down the intervention plan before starting the intervention.



8 Check Up on the Plan: The teacher reviews the data at a checkup point (e.g., 6 weeks) to decide if the intervention is effective or should be revised.

Activity: Classroom Teacher: Tier 1
Intervention: Skillset

- Review the 8 required elements in the teacher 'Tier 1' intervention skillset (on next slide).
- Select the **TOP 1-2** elements from this skillset list that you feel are currently the **greatest challenge** in your school.








Classroom Teacher: Tier 1 Intervention: Skillset


- 1. Understand the RTI Role:** The teacher understands and accepts the role of classroom intervention 'first responder'.
- 2. Narrow the Problem:** The teacher focuses on one or two 'fixable' problems instead of juggling multiple student deficits at once.
- 3. Clearly Define the Problem:** The teacher describes each selected student problem in clear, specific, observable terms.
- 4. Select Research-Based Interventions:** The teacher chooses research-based strategies that address the identified problem(s).
- 5. Choose Data-Collection Methods:** The teacher selects one or more methods of data collection to monitor progress.
- 6. Structure Data Collection:** The teacher collects baseline data, sets an outcome goal prior to the intervention.
- 7. Write Down the Plan:** The teacher writes down the intervention plan before starting the intervention.
- 8. Check Up on the Plan:** The teacher reviews the data at a checkup point (e.g., 6 weeks) to decide if the intervention is effective or should be revised.



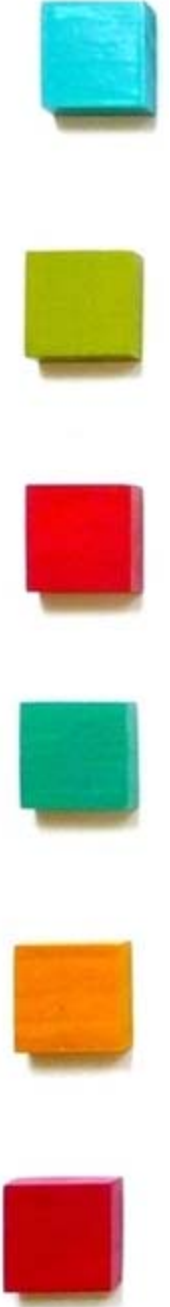


Workshop Agenda: Tier 1

-  1. **Core Instruction: Optimize!** What elements of direct instruction can help teachers to optimize whole-group instruction to reach the widest range of learners?
-  2. **Classroom Intervention: Identify the Problem.** What format helps the teacher to describe the student academic problem clearly?
-  3. **Classroom Intervention: Check Out Sample Strategies.** What are examples of academic interventions?
-  4. **Classroom Intervention: Collect Data.** What are teacher-friendly ways to collect data to monitor student progress on interventions?
-  5. **Classroom Intervention: Choose the Path.** What are the next steps that your school can take during this school year ?



Core Instruction: Optimize! What elements of direct instruction can help teachers to optimize whole-group instruction to reach the widest range of learners? (pp. 3-5)



RTI: Tier 1: Core Instruction

- Strong core instruction is the **foundation** of RTI.

When teachers are able successfully to teach across the **full range** of classroom ability levels, individualized academic **interventions** are **not needed**.

Strong instruction includes making optimal use of **instructional time**, integrating **direct-instruction elements** into lessons, and providing **accommodations & supports** as appropriate.

RTI: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction.
(Online)

How To: Implement Strong Core Instruction

Teacher: Date: Class/Lesson:

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction	
Instructional Element	Notes
<input type="checkbox"/> Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenhine, 2008).	
<input type="checkbox"/> Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenhine, 2008).	

2. Provided 'Scaffolding' Support	
Instructional Element	Notes
<input type="checkbox"/> Detailed Explanations & Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
<input type="checkbox"/> Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
<input type="checkbox"/> Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenhine, 2008).	
<input type="checkbox"/> Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

How to: Implement Strong Core Instruction

1. Access to Instruction

- Instructional Match
- Content Review at Lesson Start
- Preview of Lesson Goal(s)
- Chunking of New Material

2. 'Scaffolding' Support

- Detailed Explanations & Instructions
- Talk Alouds/Think Alouds
- Work Models
- Active Engagement
- Collaborative Assignments
- Checks for Understanding

2. 'Scaffolding' Support (Cont.)

- Group Responding
- High Rate of Student Success
- Brisk Rate of Instruction
- Fix-Up Strategies

3. Timely Performance Feedback

- Regular Feedback
- Step-by-Step Checklists

4. Opportunities for Review/ Practice

- Spacing of Practice Throughout Lesson
- Guided Practice
- Support for Independent Practice
- Distributed Practice

How To Implement Strong Core Instruction

Increase Access to Instruction

1. **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).
2. **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Increase Access to Instruction

3. **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).
4. **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

1. **Detailed Explanations & Instructions.** Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).
2. **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

3. **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).
4. **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

5. **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).
6. **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

- 7. Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).
- 8. High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).

How To Implement Strong Core Instruction

Provide 'Scaffolding' Support

9. **Brisk Rate of Instruction.** The lesson moves at a brisk rate--sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).
10. **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).

How To Implement Strong Core Instruction

Give Timely Performance Feedback

1. **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).
2. **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

1. **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

- 2. Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).

How To Implement Strong Core Instruction

Provide Opportunities for Review & Practice

- 3. Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).
- 4. Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).

How to: Implement Strong Core Instruction

1. Access to Instruction

Instructional Match

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Activity: Strong Direct Instruction

2. 1. Review this list of elements of **direct instruction** (pp.3-5).

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2. Discuss how you might use this or a similar checklist to help teachers to deliver consistent, strong core instruction to benefit struggling learners.

2. 'Scaffolding' Support (Cont.)

Group Responding

High Rate of Student Success

Brisk Rate of Instruction

Fix-Up Strategies

Timely Performance Feedback

Regular Feedback

Step-by-Step Checklists

Opportunities for Review/ Practice


Spacing of Practice Throughout Lesson

Guided Practice

Support for Independent Practice

Distributed Practice





Classroom Intervention: Identify the Problem. What format helps the teacher to describe the student academic problem clearly?
(pp. 6-8)

Response to Intervention

Worksheet: Intervention Pathways: How to Use Data to Set Classroom Intervention Goals and Monitor Student Progress

Name: _____ Date: _____ Presenter: Jim Wright

Use this worksheet to apply concepts and try out skills presented at today's training.

1. Describe the problem. Think of a student currently or previously in your class whose academic problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's academic problem(s).

Description of student academic problem(s)

2. Write a 3-part Problem-Identification Statement. Use this organizer to rewrite your student's academic problem in the form of a 3-part Problem ID statement. For examples, see pp. 14-15 of handout.

3-Part Academic Problem ID Statement

Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

3. Write a Hypothesis Statement. Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See p.15 of handout for a listing of possible hypotheses: (A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit; (D) Endurance Deficit; (E) Motivation Deficit.

Hypothesis Statement

4. Select your assessment question(s). Choose 1 or more questions about the student to be the focus of data collection. Review the questions list on pp. 6-7 of handout.	5. Choose your data tools. For each question posed, select one or more data-collection tools to answer it. Review the listing of tools on pp. 4-5 of handout.	6. Decide how to set a goal. For each method of data collection chosen, decide how you will set an intervention outcome goal: e.g., consult benchmark norms, use a criterion-referenced standard; collect group norms.
Assessment Questions:		
•	•	•
•	•	•
•	•	•

Data-Collection Worksheet: Activity

- 1. Describe the problem.** Think of a student currently or previously in your class whose academic problem(s) require significant amounts of your time, energy, and support. In 1-2 sentences, briefly describe the nature of that student's academic problem(s).



Description of student academic problem(s)

Academic Problem Identification: Steps

Format the problem description as a 3-part problem-identification statement.

The process of writing this statement can help to make the **description** of the academic behavior more specific and also prompts the teacher to think about an appropriate performance **goal**.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When working independently at her desk...	Alice frequently seeks teacher help...	while most classmates are able to complete the task without adult support.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
For science homework...	Tye turns in assignments an average of 50% of the time...	while the classroom median rate of homework turned in is 90%.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When given a 2-minute timed worksheet of multiplication facts 0-9...	Brad computes an average of 21 correct digits...	while the math-computation benchmark norm for Brad's grade level is 42 correct digits.

3-Part Problem ID Statement: Examples

Conditions	Problem Description	Typical/Expected Level of Performance
When completing an introductory-level algebra word problem...	Ann is unable to translate that word problem into an equation with variables...	while most peers in her class have mastered this skill.

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Assessment Questions:		
•	→	•
•	→	•
•	→	•

Data-Collection Worksheet: Activity

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3-Part Academic Problem ID Statement		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance

Academic Problem Identification: Steps

Choose a hypothesis for what is the most likely cause of the problem.



Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
<ul style="list-style-type: none"><li data-bbox="184 496 1031 651">● <i>Skill Deficit.</i> The student has not yet acquired the skill.	Provide direct, explicit instruction to acquire the skill. Reinforce the student for effort and accuracy.

Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
<ul style="list-style-type: none"><li data-bbox="184 496 1014 743">● <i>Fluency Deficit.</i> The student has acquired the basic skill but is not yet proficient.	Provide opportunities for the student to practice the skill and give timely performance feedback. Reinforce the student for fluency as well as accuracy.

Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
<ul style="list-style-type: none"><li data-bbox="184 496 858 1008">● <i>Retention Deficit.</i> The student can acquire the skill but has difficulty retaining it over an extended period.	Give the student frequent opportunities for practice to entrench a skill and help the student to retain it over time. Begin by scheduling more numerous practice episodes within a short time ('massed review') to promote initial fluency and then strengthen longer-term skill retention by scheduling additional periodic review ('distributed review') across longer spans of several weeks or more.

Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
<ul style="list-style-type: none">● <i>Endurance Deficit.</i> The student can do the skill but engages in it only for brief periods.	<p>Consider these ideas to boost endurance:</p> <ul style="list-style-type: none">● In structuring lessons or independent work, gradually lengthen the period of time that the student spends in skills practice or use.● Have the student self-monitor active engagement in skill-building activities--setting daily, increasingly ambitious work goals and then tracking whether he or she successfully reaches those goals.

Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
<ul style="list-style-type: none">● <i>Generalization Deficit.</i> The student possesses the basic skill but fails to use it across appropriate situations or settings.	Train the student to identify the relevant characteristics of situations or settings when the skill should be used. Provide incentives for the student to use the skill in the appropriate settings.

Academic Problems: Hypotheses & Recommendations

Hypothesis	Recommendation
<ul style="list-style-type: none">● <i>Motivation (Performance) Deficit.</i> The student is capable of performing the skill and can identify when use of the skill is appropriate—but nonetheless is not motivated to use the skill.	Use various strategies to engage the student in the skill (e.g., select high-interest learning activities; offer incentives to the student for successful use of the skill, etc.).

Response to Intervention

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Hypothesis Statement

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4. Select your assessment question(s). Choose 1 or more questions about the student to be the focus of data collection. Review the questions list on pp. 6-7 of handout.

5. Choose your data tools. For each question posed, select one or more data-collection tools to answer it. Review the listing of tools on pp. 4-5 of handout.

6. Decide how to set a goal. For each method of data collection chosen, decide how you will set an intervention outcome goal: e.g., consult benchmark norms, use a criterion-referenced standard; collect group norms.

Assessment Questions:		
•	↓	↓
•	↓	↓
•	↓	↓

Data-Collection Worksheet: Activity

3. **Write a Hypothesis Statement.** Based on your knowledge of this student, write a 'hypothesis' statement that pinpoints the likely 'root cause' of the academic problem. See p.15 of handout for a listing of possible hypotheses:
(A) Skill Deficit; (B) Fluency Deficit; (C) Retention Deficit;
(D) Endurance Deficit; (E) Motivation Deficit.



Hypothesis Statement

--

Response to Intervention



Classroom Intervention: Check Out Sample Strategies. What are examples of academic interventions?

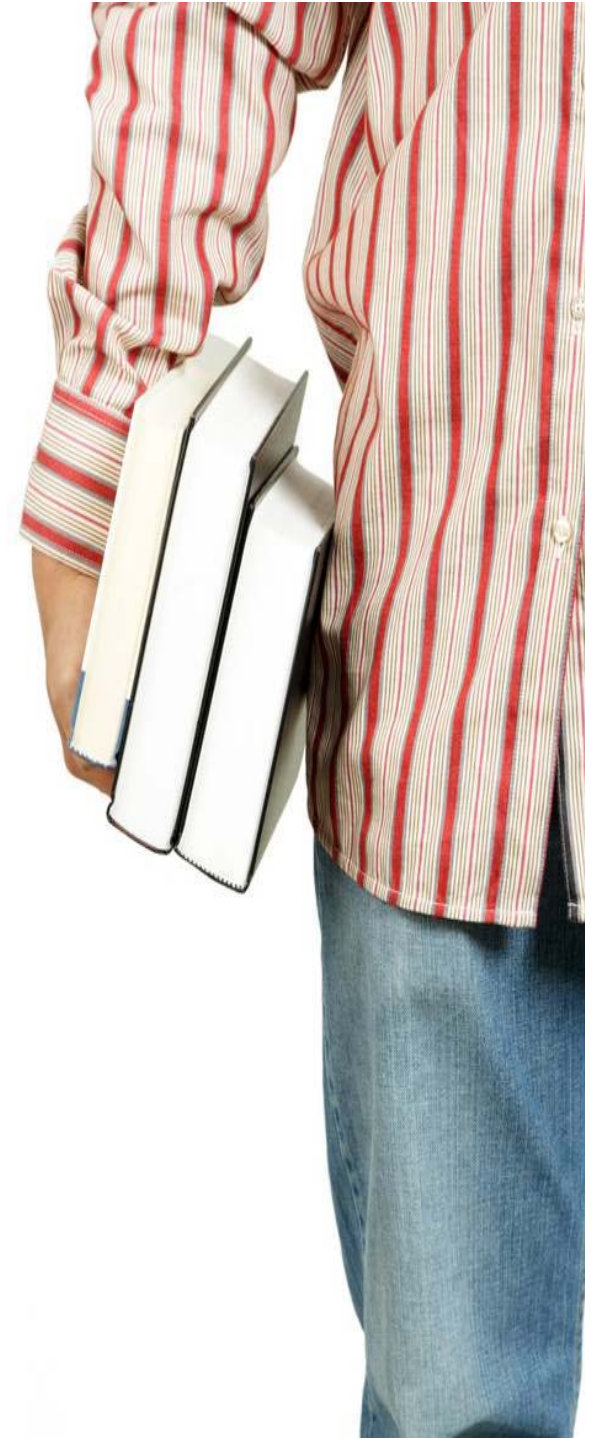
Interventions: Quality Indicators

Academic interventions selected at Tier 1 should:

- have research to support them.
- logically address the student's identified area(s) of deficit (the 'prescription' model).
- include instructions (i.e., a 'script') to allow the interventionist to carry out the intervention correctly and with consistency.

Sampler: Academic Interventions:

1. Incremental Rehearsal (Phonics)
2. Reading Racetrack (Vocabulary)
3. Group-Based Repeated Reading (Fluency)
4. Linking Pronouns to Referents (Comprehension)
5. Read-Ask-Paraphrase (Comprehension)
6. Ask-Read-Tell (Comprehension)
7. Sentence Combining (Syntax)
8. Cover-Copy-Compare (Math Fact)
9. Classwide Peer Tutoring (Math Facts)
10. Work Planning Skills (Self-Regulation)
11. Learning Contracts (Self-Regulation)



Sample Strategies to Promote...Phonics/Alphabets

Letter Names: Incremental Rehearsal

Step 1: The tutor writes down on a series of flash cards the letters that the student needs to learn.

K	P	b
t	m	c
D	l	a
w	q	h
N	C	Y

Incremental Rehearsal of Letter Names

Step 2: The tutor reviews the letter identification cards with the student. Any card that the student can answer within 2 seconds is sorted into the 'KNOWN' pile. Any card that the student cannot answer within two seconds—or answers incorrectly—is sorted into the 'UNKNOWN' pile.

'KNOWN' Letters

b	P
Y	C
h	q
D	a
m	t

'UNKNOWN' Letters

K
N
w
l
c

Incremental Rehearsal of Letter Names

Step 3: The tutor is now ready to follow a nine-step incremental-rehearsal sequence: First, the tutor presents the student with a single index card containing an 'unknown' letter. The tutor reads the letter aloud, then prompts the student to read off the same unknown letter.



K

Incremental Rehearsal of Letter Names

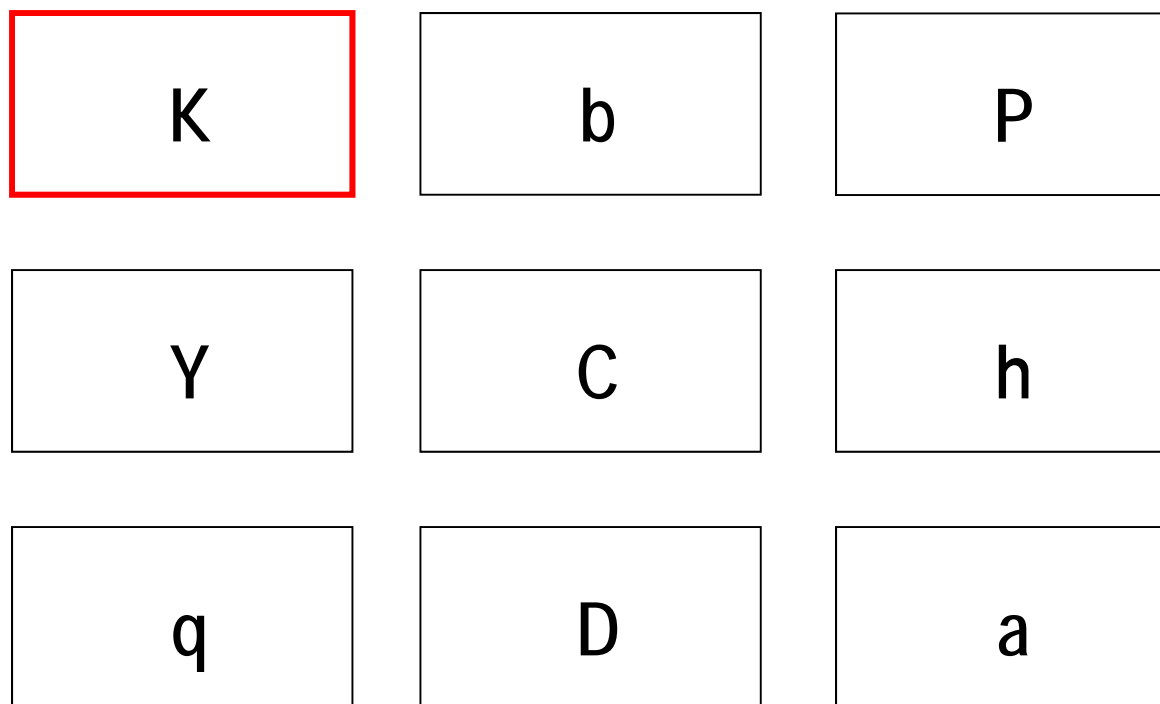
Step 3 (Cont.): Next the tutor takes a letter from the 'known' pile and pairs it with the unknown letter. When shown each of the two letters, the student is asked to identify it.

K

b

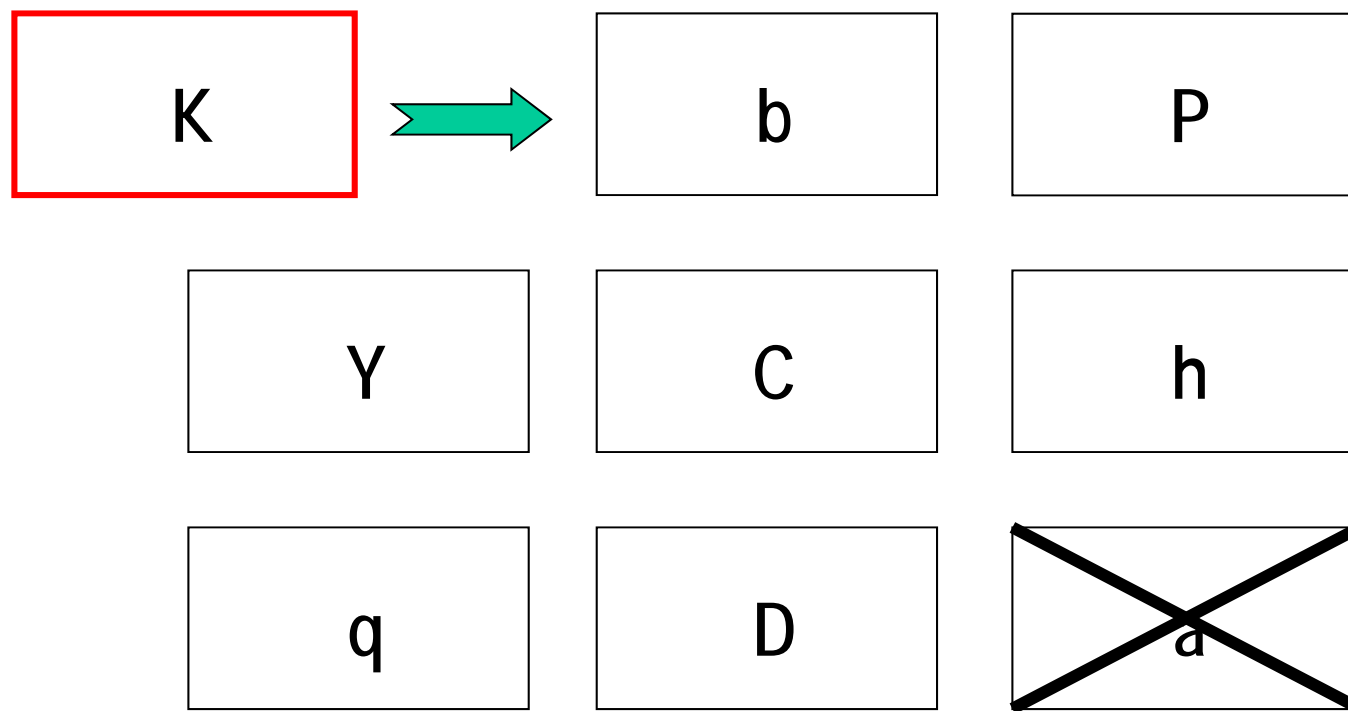
Incremental Rehearsal of Letter Names

Step 3 (Cont.): The tutor then repeats the sequence--adding yet another known letter card to the growing deck of flash cards being reviewed and each time prompting the student to answer the whole series of letter names. This process continues until the review deck contains a total of one 'unknown' letter and eight 'known' letters (a high ratio of 'known' to 'unknown' material).



Incremental Rehearsal of Letter Names

Step 4: At this point, the last 'known' letter that had been added to the student's review deck is discarded (placed back into the original pile of 'known' items) and the previously 'unknown' letter name is now treated as the first 'known' letter in new student review deck for future drills.



Incremental Rehearsal of Letter Names

Step 4: The student is then presented with a new 'unknown' letter to identify and the review sequence is once again repeated each time until the 'unknown' letter is grouped with nine 'known' letters—and on and on. Daily review sessions are discontinued either when time runs out or when the student answers an 'unknown' letter incorrectly three times.

N

K

b

P

Y

C

h


Q

D

Sample Strategy to Promote...Sight-Word Vocabulary

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.
- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.
- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.
- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

	28 were	27 five	26 some	25 had	24 know	23 stop	22 then
▶	1 had						21 five
	2 five						20 some
	3 stop						19 then
	4 know						18 were
	5 then						17 had
	6 were						16 know
	7 some						15 stop
8 five	9 stop	10 were	11 had	12 know	13 some	14 then	

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. *Journal of Behavioral Education*, 7, 219-233.

Response to Intervention



Reading Racetrack Score Sheet

Student: _____ Wordlist: _____ Date: _____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. *Journal of Behavioral Education*, 7, 219-233.

Sample Strategy to Promote...Reading Fluency

Group-Based Repeated Reading

(Available on Conference Web Page)

An effective *group repeated reading intervention* (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Group-Based Repeated Reading

Preparation. To prepare for each tutoring session, the tutor creates or obtains these materials:

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.
- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

Procedure. The group repeated reading intervention has 4 components: passage preview, repeated readings, phrase-drill error correction, and contingent reward:

1. *Passage Preview.* The tutor reads the practice passage aloud once while students follow along silently, tracking their place with an index finger. During this initial read-through, the tutor stops several times at unpredictable points and asks a student selected at random to read the next word in the passage. (NOTE: This 'assisted cloze' strategy -- Homan, Klesius, & Hite, 1993--ensures that students pay close attention to the tutor's modeling of text.)

Group-Based Repeated Reading

Procedure.

2. *Repeated Readings.* The tutor next has the students read the practice passage aloud 3 times . For each read-aloud, the students engage in sequential reading, with the process continuing in round-robin fashion until the passage is completed. When a student misreads or hesitates in reading a word for 3 seconds or longer, the tutor states the correct word. At the beginning of each repeated reading, the tutor selects a different student, to ensure that by the end of the 3 readings, each student will have read each sentence in the passage once.

Group-Based Repeated Reading

Procedure.

3. *Phrase Drill Error Correction.* At the end of each reading, the tutor reviews error words (misreads or hesitations for 3 seconds or longer) with students. The tutor points to each error word, ensures that students are looking at the word, and asks them to read the word aloud in unison.

If students misread or hesitate for 3 seconds or longer, the tutor pronounces the error word and has students read the word aloud together (choral responding). Then the tutor has students read aloud a phrase of 2-3 words that includes the error word--performing this action twice.

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward.* At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale*:
 - *When asked to read aloud, I did my best reading.*
 - *When others were reading, I paid close attention.*
 - *I showed good behaviors and followed all directions quickly.*

The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.





































Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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.

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>When others were reading, I paid close attention.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>The degree to which Reading Group Students met this behavior goal</p> <p style="text-align: center;">  1  2  3 </p>	 1  2  3	 1  2  3	 1  2  3

Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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.

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p style="text-align: center;">1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward (Cont.)* At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale*. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

Sample Strategies to Promote...Reading Comprehension

Reading Comprehension 'Fix-Up' Skills: A Toolkit (Cont.)

- [Student Strategy] **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as 'referents')—especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun's referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: *"The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with it Cambrian Period."*

Reading Comprehension: Self-Management Strategies

- RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy—to be used as an organizer and verifiable work product.

READ-ASK-
PARAPHRASE
(RAP) Sheet:
Reading
Comprehension:
Cognitive Strategy
(Available on
Conference Web
Page)

Read-Ask-Paraphrase (RAP) Sheet

Name: Date: Title/Pages of Reading:

Student Directions: For each paragraph from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Reading Comprehension: Self-Management Strategies

- CREATE A PLAN FOR ASSIGNED READINGS (ART). A means to develop self-monitoring skills in comprehension is to teach students a cognitive strategy : ART: Ask-Read-Tell (McCallum et al., 2010). For challenging passages, the student is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:
 1. ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.
 2. READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.
 3. TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read.

Source: McCallum, R. S., Krohn, K. R., Skinner, C. H., Hilton-Prillhart, A., Hopkins, M. Waller, S., & Polite, F. (2010). Improving reading comprehension of at-risk high-school students: The art of reading program. *Psychology in the Schools*, 48(1), 78-86.

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).

Conference Web
Page)

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.

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.

Sample Strategy to Promote...Writing: Grammar & Syntax

Sentence Combining (Online)

Students with poor writing skills often write sentences that lack 'syntactic maturity'. Their sentences often follow a simple, stereotyped format. A promising approach to teach students use of diverse sentence structures is through sentence combining.

In sentence combining, students are presented with kernel sentences and given explicit instruction in how to weld these kernel sentences into more diverse sentence types either

- by using connecting words to combine multiple sentences into one or
- by isolating key information from an otherwise superfluous sentence and embedding that important information into the base sentence.

Sources: Saddler, B. (2005). Sentence combining: A sentence-level writing intervention. *The Reading Teacher*, 58, 468-471.

Strong, W. (1986). *Creative approaches to sentence combining*. Urbana, OL: ERIC Clearinghouse on Reading and Communication Skill & National Council of Teachers of English.

Formatting Sentence Combining Examples

- 'Connecting words' to be used as a sentence-combining tool appear in parentheses at the end of a sentence that is to be combined with the base clause.

Example: **Base clause:** The car stalled.

Sentence to be combined: The car ran out of gas. (because)

Student-Generated Solution: *The car stalled because it ran out of gas.*

- The element(s) of any sentence to be embedded in the base clause are underlined.

Example: **Base clause:** The economic forecast resulted in strong stock market gains.

Sentence to be embedded: The economic forecast was upbeat.

Student-Generated Solution: *The upbeat economic forecast resulted in strong stock market gains.*

Formatting Sentence Combining Examples

Sentence-Combining: Connecting

- 'Connecting words' to be used as a sentence-combining tool appear in parentheses at the end of a sentence that is to be combined with the base clause.

Example: **Base clause:** The car stalled.

Sentence to be combined: The car ran out of gas. (because)

Student-Generated Solution: *The car stalled because it ran out of gas.*

Sentence-Combining: Embedded

- The element(s) of any sentence to be embedded in the base clause are underlined.

Example: **Base clause:** The economic forecast resulted in strong stock market gains.

Sentence to be embedded: The economic forecast was upbeat.

Student-Generated Solution: *The upbeat economic forecast resulted in strong stock market gains.*

Response to Intervention

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
<p>Multiple (Compound) Sentence Subjects or Objects:</p> <p>Two or more subjects can be combined with a conjunction (e.g., <i>or</i>, <i>and</i>).</p> <p>Two or more direct or indirect objects can be combined with a conjunction (e.g., <i>or</i>, <i>and</i>).</p>	<ul style="list-style-type: none"> • Skyscrapers in the city were damaged in the hurricane. <u>Bridges</u> in the city were damaged in the hurricane. <i>Skyscrapers and bridges in the city were damaged in the hurricane.</i> • When they travel, migratory birds need safe habitat. When they travel, migratory birds need <u>regular supplies of food</u>. <i>When they travel, migratory birds need safe habitat and regular supplies of food.</i>
<p>Adjectives & Adverbs: When a sentence simply contains an adjective or adverb that modifies the noun or verb of another sentence, the adjective or adverb from the first sentence can be embedded in the related sentence.</p>	<ul style="list-style-type: none"> • Dry regions are at risk for chronic water shortages. <u>Overpopulated</u> regions are at risk for chronic water shortages. <i>Dry and overpopulated regions are at risk for chronic water shortages.</i> • Health care costs have risen nationwide. Those health care costs have risen <u>quickly</u>. <i>Health care costs have risen quickly nationwide.</i>

Response to Intervention

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
<p>Connecting Words: One or more sentences are combined with connecting words.</p> <p>Coordinating conjunctions (e.g., <i>and, but</i>) link sentences on an equal basis.</p> <p>Subordinating conjunctions (e.g., <i>after, until, unless, before, while, because</i>) link sentences with one of the sentences subordinate or dependent on the other.</p>	<ul style="list-style-type: none"> • The house was falling apart. No one seemed to care. (but) <i>The house was falling apart, but no one seemed to care.</i> • The glaciers began to melt. The earth's average temperature increased. (because) <i>The glaciers began to melt because the earth's average temperature increased.</i>
<p>Relative Clauses: Sentence contains an embedded, subordinate clause that modifies a noun.</p>	<ul style="list-style-type: none"> • The artist was the most popular in the city. The artist painted watercolors of sunsets. (who) <i>The artist who painted watercolors of sunsets was the most popular in the city.</i>
<p>Appositives: Sentence contains two noun phrases that refer to the same object. When two sentences refer to the same noun, one sentence be reduced to an appositive and embedded in the other sentence.</p>	<ul style="list-style-type: none"> • The explorer paddled the kayak across the raging river. The explorer was <u>an expert in handling boats</u>. <i>The explorer, an expert in handling boats, paddled the kayak across the raging river.</i>

Response to Intervention

Table 1: Sentence-combining types and examples (Saddler, 2005; Strong, 1986)

Type of Sentence	Sentence Combining Example
Possessive Nouns: A sentence that describes possession or ownership can be reduced to a possessive noun and embedded in another sentence.	<ul style="list-style-type: none">Some historians view the Louisiana Purchase as the most important expansion of United States territory. The Louisiana Purchase was <u>President Jefferson's</u> achievement. <p><i>Some historians view President Jefferson's Louisiana Purchase as the most important expansion of United States territory.</i></p>

Sample Strategies to Promote...Math Facts

Math Facts: Cover-Copy-Compare

In this intervention to promote acquisition of math facts, the student is given a sheet with the math facts with answers. The student looks at each math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).

Cover-Copy-
Compare Math
Fact Student
Worksheet

Math Facts	Student Response
1. $9 \times 7 = 63$	1a. $9 \times 7 = 63$
	1b.
2. $9 \times 2 = 18$	2a.
	2b.
3. $9 \times 4 = 36$	3a.
	3b.
4. $9 \times 1 = 9$	4a.
	4b.
5. $9 \times 9 = 81$	5a.
	5b.
6. $9 \times 6 = 54$	6a.
	6b.
7. $9 \times 3 = 27$	7a.
	7b.
8. $9 \times 5 = 45$	8a.
	8b.
9. $9 \times 10 = 90$	9a.
	9b.
10. $9 \times 8 = 72$	10a.
	10b.

Peer Tutoring in Math
Computation with Constant
Time Delay



Peer Tutoring in Math Computation with Constant Time Delay

- **DESCRIPTION:** This intervention employs students as reciprocal peer tutors to target acquisition of basic math facts (math computation) using constant time delay (Menesses & Gresham, 2009; Telecsan, Slaton, & Stevens, 1999). Each tutoring 'session' is brief and includes its own progress-monitoring component--making this a convenient and time-efficient math intervention for busy classrooms.

Peer Tutoring in Math Computation with Constant Time Delay

MATERIALS:

Student Packet: A work folder is created for each tutor pair. The folder contains:

- 10 math fact cards with equations written on the front and correct answer appearing on the back. NOTE: The set of cards is replenished and updated regularly as tutoring pairs master their math facts.
- Progress-monitoring form for each student.
- Pencils.

Peer Tutoring in Math Computation with Constant Time Delay

PREPARATION: To prepare for the tutoring program, the teacher selects students to participate and trains them to serve as tutors.

Select Student Participants. Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able and willing to follow directions;
- Shows generally appropriate classroom behavior;
- Can attend to a lesson or learning activity for at least 20 minutes.

Peer Tutoring in Math Computation with Constant Time Delay

Select Student Participants (Cont.). Students being considered for the reciprocal peer tutor program should at minimum meet these criteria (Telecsan, Slaton, & Stevens, 1999, Menesses & Gresham, 2009):

- Is able to name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).
- [To document a deficit in math computation] When given a two-minute math computation probe to complete independently, computes **fewer** than 20 correct digits (Grades 1-3) or **fewer** than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).

Reciprocal Peer Tutoring in Math Computation: Teacher Nomination Form

Teacher: _____ Classroom: _____ Date: _____

Directions: Select students in your class that you believe would benefit from participation in a peer tutoring program to boost math computation skills. Write the names of your student nominees in the space provided below.

Remember, students who are considered for the peer tutoring program should—at minimum—meet these criteria:

- Show generally appropriate classroom behaviors and follow directions.
- Can pay attention to a lesson or learning activity for at least 20 minutes.
- Are able to wait appropriately to hear the correct answer from the tutor if the student does not know the answer.
- When given a two-minute math computation probe to complete independently, computes **fewer** than 20 correct digits (Grades 1-3) or **fewer** than 40 correct digits (Grades 4 and up) (Deno & Mirkin, 1977).
- Can name all numbers from 0 to 18 (if tutoring in addition or subtraction math facts) and name all numbers from 0 to 81 (if tutoring in multiplication or division math facts).
- Can correctly read aloud a sampling of 10 math-facts (equation plus answer) that will be used in the tutoring sessions. (NOTE: The student does not need to have memorized or otherwise mastered these math facts to participate—just be able to read them aloud from cards without errors).

Peer Tutoring in Math Computation: Teacher Nomination Form

Number	Student Name	NOTES
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Peer Tutoring in Math Computation with Constant Time Delay

Tutoring Activity. Each tutoring 'session' last for 3 minutes. The tutor:

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
- *Provides Tutor Feedback.* [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card.

[When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.

- *Provides Praise.* The tutor praises the tutee immediately following correct answers.
- *Shuffles Cards.* When the tutor and tutee have reviewed all of the math-fact carts, the tutor shuffles them before again presenting cards.

Peer Tutoring in Math Computation with Constant Time Delay

Progress-Monitoring Activity. The tutor concludes each 3-minute tutoring session by assessing the number of math facts mastered by the tutee.

The tutor follows this sequence:

- *Presents Cards.* The tutor presents each card to the tutee for 3 seconds.
- *Remains Silent.* The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.
- *Sorts Cards.* Based on the tutee's responses, the tutor sorts the math-fact cards into 'correct' and 'incorrect' piles.
- *Counts Cards and Records Totals.* The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.

Peer Tutoring in Math Computation with Constant Time Delay

Tutoring Integrity Checks. As the student pairs complete the tutoring activities, the supervising adult monitors the integrity with which the intervention is carried out. At the conclusion of the tutoring session, the adult gives feedback to the student pairs, praising successful implementation and providing corrective feedback to students as needed. NOTE: Teachers can use the attached form *Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist* to conduct integrity checks of the intervention and student progress-monitoring components of the math peer tutoring.

Peer Tutoring in
Math
Computation:
Intervention
Integrity Sheet:
(Part 1:
Tutoring
Activity)

Peer Tutoring in Math Computation with Constant Time Delay: Integrity Checklist

Tutoring Session: Intervention Phase

Directions: Observe the tutor and tutee for a full intervention session. Use this checklist to record whether each of the key steps of the intervention were correctly followed.

Correctly Carried Out?	Step	Tutor Action	NOTES
__ Y __ N	1.	Promptly Initiates Session. At the start of the timer, the tutor immediately presents the first math-fact card.	
__ Y __ N	2.	Presents Cards. The tutor presents each card to the tutee for 3 seconds.	
__ Y __ N	3.	Provides Tutor Feedback. [When the tutee responds correctly] The tutor acknowledges the correct answer and presents the next card. [When the tutee does not respond within 3 seconds or responds incorrectly] The tutor states the correct answer and has the tutee repeat the correct answer. The tutor then presents the next card.	
__ Y __ N	4.	Provides Praise. The tutor praises the tutee immediately following correct answers.	
__ Y __ N	5.	Shuffles Cards. When the tutor and tutee have reviewed all of the math-fact cards, the tutor shuffles them before again presenting cards.	
__ Y __ N	6.	Continues to the Timer. The tutor continues to presents math-fact cards for tutee response until the timer rings.	

Response to Intervention

Peer Tutoring in Math Computation: Intervention Integrity Sheet (Part 2: Progress- Monitoring)

Tutoring Session: Assessment Phase			
Directions: Observe the tutor and tutee during the progress-monitoring phase of the session. Use this checklist to record whether each of the key steps of the assessment were correctly followed.			
Correctly Carried Out?	Step	Tutor Action	NOTES
__Y__N	1.	Presents Cards. The tutor presents each card to the tutee for 3 seconds.	
__Y__N	2.	Remains Silent. The tutor does not provide performance feedback or praise to the tutee, or otherwise talk during the assessment phase.	
__Y__N	3.	Sorts Cards. The tutor sorts cards into 'correct' and 'incorrect' piles based on the tutee's responses.	
__Y__N	4.	Counts Cards and Records Totals. The tutor counts the number of cards in the 'correct' and 'incorrect' piles and records the totals on the tutee's progress-monitoring chart.	

Response to Intervention

Math Tutoring: Score Sheet

Tutor 'Coach': _____ Tutee 'Player': _____

Directions to the Tutor: Write down the number of math-fact cards that your partner answered correctly and the number answered incorrectly.

Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:
Date:	Cards Correct:	Cards Incorrect:

Peer Tutoring in Math Computation: Score Sheet

Sample Strategies to Promote...Work Planning Skills

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust



The student is trained to follow a plan>work>self-evaluate>adjust sequence in work-planning:

- **Plan.** The student creates a work plan: inventorying a collection of related tasks to be done, setting specific outcome goals that signify success on each task, allocating time sufficient to carry out each task.
- **Work.** The student completes the work.
- **Self-Evaluate.** The student compares actual work performance to the outcome goals to evaluate success.
- **Adjust.** The student determines what to do differently in the future to improve performance and outcomes.

Source: Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children*, 69, 431-447.

Independent Work: Student Planner

Student: Russell Smith Teacher/Staff Member: Mrs. Lampe Date: 11 /04/15

		Planning	Planning	Planning	Self-Evaluation	Self-Evaluation
	Date: _/_/___	Task: Describe the assignment or task to be completed.	Time Allocated: E.g., "20 minutes"; "11:20 to 11:40"	Performance Goal: Your goal for the amount, accuracy, and/or quality of work to be completed.	Actual Performance: Amount, accuracy, and/or quality of the work actually completed.	Goal Met?: Did you achieve the goal within the time allocated?
1	_/_/___	Select Topic				<input type="checkbox"/> YES <input type="checkbox"/> NO
2	<u>11/10/15</u>	Locate Sources	2 hours	Find at least 3 reputable sources	Found 3 sources	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
3	_/_/___	Create Notes from Sources				<input type="checkbox"/> YES <input type="checkbox"/> NO
4	_/_/___	Organize Notes into Paper Outline				<input type="checkbox"/> YES <input type="checkbox"/> NO

Adjustment: Find any 'NO' responses in the Goal Met? column. In the space below, write the number of that goal and your plan to improve on that goal next time.

Number of Goal Not Met & Action Plan to Fix: 2 Estimate at least 3 hours to find source material on next assignment

Number of Goal Not Met & Action Plan to Fix: _____

Number of Goal Not Met & Action Plan to Fix: _____

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Sample Strategies to Promote...Academic Self-Management

Learning Contracts: Put Student Promises in Writing...

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.
- This contract is signed by the student, the instructor, and (optionally) the parent.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. *Journal of the Scholarship of Teaching and Learning*, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. *Middle School Journal*, 39(5), 13-22.

Troy Blue's Learning Contract

I am taking part in this learning contract because the strategies listed here will help me to learn the material and perform well in this course. This contract is in effect through the end of the current semester.

Negotiable Items

I have chosen to complete the following actions:

- 1 I will spend a minimum of 1 hour per day reviewing notes and working on assignments.
- 2 After each class, I will use a copy of class notes supplied by the teacher to fill in any gaps in my notes.
- 3 .

Non-Negotiable Items

I am also expected to complete the following actions:

- 1 I will be on-time for class.
- 2 I will turn in at least 80% of assigned homework, with all work completed.
- 3 I will check in with the instructor during his free period at least once per week and bring any questions from current work.

Teacher Responsibilities

My teacher will help me to achieve success in this course through these actions/supports:

1. Answer questions and offer help during weekly free-period check-ins.
2. Remind Troy weekly about any missing assignments.
3. Supply review copy of class notes each period.

Sign-Offs

Mr. Frank Smith

Troy Blue

Diane Blue

Mr. Smith
Teacher

Troy Blue
Student

Diane Blue
Parent

Learning Contract:
Example:
Negotiable and
Non-Negotiable
Elements

Learning Contracts: Put Student Promises in Writing...

Benefits. Learning contracts:

- provide academic structure and support,
- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and
- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. *Journal of the Scholarship of Teaching and Learning*, 13(4), 36-53.

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Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented.

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Student Actions. The contract lists any actions that the student is pledging to complete to ensure success in the course. This example divides actions into 2 groups: 'Negotiable' & 'Non-Negotiable'.

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Negotiable and
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Teacher Actions. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

able Items-----

en to complete the following actions:

pend a minimum of 1 hour per day reviewing notes and working on assignments.

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2-----

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actions:

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ing his free period at least once per week and bring any

Sign-Off. Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

Sign-Offs

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Diane Blue

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05:00

www.interventioncentral.org

Group Activity: *Academic Interventions*


At your tables:

- Consider the academic intervention ideas shared here.
- Discuss how you might use one or more of these strategies in your classroom or school.

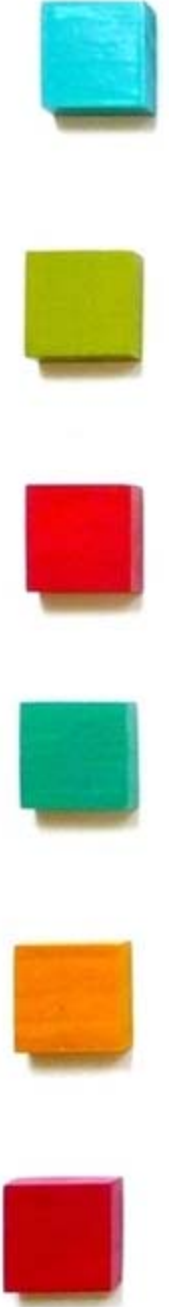
Sampler: Academic Interventions:

1. Incremental Rehearsal (Phonics)
2. Reading Racetrack (Vocabulary)
3. Group-Based Repeated Reading (Fluency)
4. Linking Pronouns to Referents (Comprehension)
5. Read-Ask-Paraphrase (Comprehension)
6. Ask-Read-Tell (Comprehension)
7. Sentence Combining (Syntax)
8. Cover-Copy-Compare (Math Fact)
9. Classwide Peer Tutoring (Math Facts)
10. Work Planning Skills (Self-Regulation)
11. Learning Contracts (Self-Regulation)

Response to Intervention



Classroom Intervention: Collect Data. What are teacher-friendly ways to collect data to monitor student progress on interventions?



*Monitoring Student Progress on
Classroom Interventions: Five Big*



Ideas. These 5 big ideas can help teachers to more effectively and efficiently collect and interpret student data in the classroom ...

pp. 13-14



Data Collection: 5 Big Ideas...

- *Define the student problem clearly.* Before selecting a method of data collection to monitor student progress, the teacher must first define the academic or behavioral problem clearly (Christ, 2008). These are called 'problem identification [ID] statements'.

Problem ID statements can often be improved with information about frequency, intensity, or other objective data to clarify the severity of the problem. 'Sam never turns in homework' can be improved with information about frequency, e.g., 'Sam turns in homework only about 25 percent of the time.'

1



Data Collection: 5 Big Ideas...

- *Take advantage of practical classroom progress-monitoring tools.* Teachers can use lots of data-collection methods to track student progress on academic or behavioral interventions: e.g., grades, rubrics, interviews, behavior report cards, and checklists.

Such 'informal' measures may appear to lack the rigor of more formal norm-referenced assessments. But the reduced stakes of classroom interventions mean that measures used to track success on these general-education interventions can also be less rigorous (Hosp, 2008).

2



Data Collection: 5 Big Ideas...

- *Baseline: Know the student's starting point.* When preparing to monitor a student on intervention, the teacher typically first collects 'baseline' data. The instructor assesses the student's academic or behavioral performance on one or more occasions *before* the intervention starts—and uses this preliminary data to estimate that student's starting point or current level of performance (Hixson, Christ & Bruni, 2014).

Baseline information is also used as a point of comparison throughout the intervention period to judge whether that student has made progress.

3



Data Collection: 5 Big Ideas...

- *Set an intervention goal.* Before launching an intervention and monitoring progress, the teacher establishes a student outcome goal (Hixson, Christ & Bruni, 2014). To compute this outcome goal, the instructor decides how many instructional weeks the intervention will last and calculates a 'realistic but ambitious' performance goal for the student to meet or exceed by the end of the intervention period.

The intervention goal allows the teacher a simple, unambiguous standard against which to judge the success of the intervention.

4



Data Collection: 5 Big Ideas...

- *Reduce the 'noise' in the data.* All real-world student performance data contains both real information and an element of error (Hosp, 2008).

Error in measurement is a natural element of data collection and can arise from many sources; e.g., fluctuations in mood and motivation; variability in data collection, scoring, and interpretation; the presence of environmental distractions. Error in data collection is ever-present. Teachers, however, can take action to minimize the 'noise', or 'error', and to maximize the 'signal', or 'true' information, that data contains.

5

Big Ideas in Data Collection: Activity

- Discuss the 5 big ideas presented here (handout: pp. 2-3).
- Pick **one** of the data-collection ideas that you feel is most important for classroom teachers to remember.

Monitoring Student Progress on Classroom Interventions: Five Big Ideas

1. Define the student problem clearly.
2. Take full advantage of practical progress-monitoring tools available in the classroom
3. Baseline: Know the student's starting point.
4. Set an intervention goal.
5. Reduce the 'noise' in the data.

Choose the right data tools. Select methods that can actually measure the academic skills or behavior that are the focus of intervention.



Classroom Data Tools: What Are They and What Can They Measure?

Teachers have a variety of tools that they can access to collect behavioral or academic information and monitor classroom interventions. This 'look-up' chart provides a review of the most common data sources and what they can measure:

Data Tool	What It Is	What It Can Measure
Archival Data	Existing data routinely collected by schools that provides useful ongoing information about the student's academic or behavioral performance.	<ul style="list-style-type: none"> • Attendance • Office disciplinary referrals • Other aspects of behavior or academic performance captured in the school database
Behavior Report Cards	A teacher-created rating scale that measures 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.	<ul style="list-style-type: none"> • General behaviors (e.g., complies with teacher requests; waits to be called on before responding) • Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Checklists	The dividing of 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.	<ul style="list-style-type: none"> • Step-by-step cognitive strategies • Behavioral routines • Generalization: Target behavior carried out across settings
Cumulative Mastery Records	A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts. This record is updated after every intervention session.	<ul style="list-style-type: none"> • Any discrete collection of academic items to be mastered: e.g., vocabulary, math facts, spelling words, letter or number names
Curriculum-Based Measures/Assessment	A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures. CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.	<ul style="list-style-type: none"> • Speed and accuracy in basic academic skills: e.g., letter naming, number naming, number sense, vocabulary, oral reading fluency, reading comprehension (maze), production of writing, math fact computation
Grades	Represent in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.	<ul style="list-style-type: none"> • Homework grades • Test grades • Quarterly report card grades
Interviews	Guided by prompts or questions, the student periodically provides feedback about	<ul style="list-style-type: none"> • Student routines outside of class (e.g., use of study hall time, homework regimen)

Handout: pp. 15-16

Classroom Assessment Methods

- | | |
|---|---------------------|
| 1. Archival Data | 7. Interviews |
| 2. Behavior Report Cards | 8. Logs |
| 3. Checklists | 9. Observation |
| 4. Cumulative Mastery Records | 10. Rubrics |
| 5. Curriculum-Based Measures/Assessment | 11. Self-Monitoring |
| 6. Grades | 12. Work Products |

Classroom Data Tool: Archival Data

- **What It Is:** Existing data routinely collected by schools that provides useful ongoing information about the student's academic or behavioral performance.

DISCIPLINARY REFERRAL

STUDENT: _____ CLASS-GRADE: _____ DATE: _____
STUDENT'S ID NO.: _____ LOCATION: _____
DATE OF INCIDENT: _____ TIME: _____ TEACHER: _____

NOTICE TO PARENT/GUARDIAN:
1. The purpose of this report is to inform you of a disciplinary incident involving the student.
2. You are urged to appreciate the action taken by the teacher and to cooperate with the corrective action initiated today.

REASON(S) FOR REFERRAL

- Cutting Class
- Excessive Tardiness
- Annoying to Classmates
- Destructive to School Property
- Lack of Class Materials
- Lack of Cooperation
- Rude, Discourteous
- Restless, Inattentive
- Excessive Talking
- Mischief

ACTIONS TAKEN PRIOR TO REFERRAL

- Checked Student's Folder
- Held Conference with Student
- Consulted Counselor
- Detained Student After School
- Changed Student's Seat
- Telephoned Parent
- Held Conference with Parent
- Sent Previous Report Home

PRESENT ACTION AND RECOMMENDATION(S)

- Student Regrets Incident, Cooperative
- Recurring Incidents Will be Reported
- Student Placed on Probation
- Student Suspended
- Student Will Make Up Time
- Case Referred to _____

Comments: _____

Please sign and return Need not be returned

FWK-OFFICE
Parent/Guardian Signature _____ WHITE-PARENTS
CANARY-TEACHER _____

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Classroom Data Tool: **Archival Data**

- What It Can Measure:
 - Attendance
 - Office disciplinary referrals
 - Other aspects of behavior or academic performance captured in the school database

Classroom Data Tool: Archival Data

- **Example:** Jason is an 8th-grade student who is frequently non-compliant and argumentative. He has received a number of office referrals.
- *Intervention:* The instructional team decides to minimize attention during non-compliance. They communicate daily reports to his parents of compliance and work completion. He is allowed privileges at home for positive school reports.
- *Data Tool:* The team chooses Office Disciplinary Referrals (ODRs) as one method to track the intervention.
Baseline: The week before the intervention, Jason receives 3 ODRs.
Goal: Jason will receive no ODRs in the last 2 weeks of the intervention.

Classroom Data Tool: Behavior Report Cards

- **What It Is:** A teacher-created rating scale that measures 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.

Classroom Data Tool: Behavior Report Card

- What It Can Measure:
 - General behaviors (e.g., complies with teacher requests; waits to be called on before responding)
 - Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

Response to Intervention

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:

2

Response to Intervention

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 [?] Roy's Behavior Report Card	Person to fill out the report card [?] Mr. Wright
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.	Student's classroom [?] Room 345
Font family [?] san serif [?] Font size [?] 10 pt [?]	Student's first and last name [?] Roy Atkins
<input checked="" type="checkbox"/> Append signature section [?]	Gender [?] male [?]
Instructions for report card signer [?] I have reviewed this completed Behavior Report with my child.	Person to sign the report card [?] Parent

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

Classroom Data Tool: Behavior Report Card

- **Example:** Charlene is an academically strong but disorganized 10th-grader.
- *Intervention:* Her social studies teacher creates a behavior report card with two items:
 - Brings all necessary work materials to class: Poor=1/Fair=2/Good=3
 - Has an organized desk for independent work: Poor=1/Fair=2/Good=3
- Charlene and her teacher will monitor her behaviors daily with the BRC.
- *Data Tool:* BRC
- *Baseline:* In 3 sessions before the intervention, Charlene averages a rating of 1.3 of 3/ 'work materials' and 1.0 of 3/ 'organized desk'.
- **Goal:** In the last week of the intervention, Charlene will receive a rating of at least 2.5 of a possible 3 on both items.

2

Classroom Data Tool: Checklist

- **What It Is:** The dividing of 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.

Classroom Data Tool: Checklist

- What It Can Measure:
 - Step-by-step cognitive strategies
 - Behavioral routines
 - Generalization: Target behavior carried out across settings

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.

3

Response to Intervention

Checklist Example: Problem- Solving Strategy

Math Word Problem: Problem-Solving Checklist

WHEN COMPLETING A MATH WORD PROBLEM, THE STUDENT FOLLOWS THESE STEPS:

1. **READING THE PROBLEM.** The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).
2. **PARAPHRASING THE PROBLEM.** The student restates the problem in his or her own words.
3. **DRAWING THE PROBLEM.** The student creates a drawing of the problem, creating a visual representation of the word problem.
4. **CREATING A PLAN.** The student decides on the best way to solve the problem and develops a plan to do so.
5. **PREDICTING THE ANSWER.** The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.
6. **COMPUTING THE ANSWER.** The student follows the plan developed earlier to compute the answer to the problem.
7. **CHECKING THE ANSWER.** The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.

SOURCE: Montague, M. (1992). The effects of cognitive and metacognitive strategy instruction on the mathematical problem solving of middle school students with learning disabilities. *Journal of Learning Disabilities*, 25, 230-248.

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 the title 'Self-Check Behavior Checklist Maker' in purple, accompanied by 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 to email suggestions. The interface is titled 'Untitled Document' and includes 'Save' and 'Save as...' buttons, along with a 'Start New Checklist' button. The main text area contains an introduction to the tool, explaining that it helps students gain control over their behaviors and provides a link to a manual. A 'Directions' section follows, with a link to the manual and a bullet point: 'To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down'.

Classroom Data Tool: Checklist

- **Example:** Mr. Stein identifies poor study skills as the main obstacle for Rodney, who is failing his science class.
- *Intervention:* Mr. Stein has a study-skills how-to checklist that he uses to tutor students in appropriate study habits. He will use this checklist to help Rodney improve his study habits.
- *Data Tool:* Through interview, observation, and review of student work, Mr. Stein will use the same study-skills checklist to track skills growth at weekly intervals.
- *Baseline:* In his first meeting with Rodney, Mr. Stein verifies that the student reliably uses 6 of the 11 study elements.
- *Goal:* At the end of 5-weeks, Mr. Stein expects that Rodney will reliably use at least 10 of the 11 study elements

3

Classroom Data Tool: **Cumulative Mastery Record**

- **What It Is:** A cumulative record of the student's acquisition/mastery of a defined collection of academic items such as multiplication math facts.

This record is updated whenever the student masters another academic item.

Classroom Data Tool: Cumulative Mastery Record

- What It Can Measure:
 - Any discrete collection of academic items to be mastered, such as:
 - vocabulary terms/definitions
 - math facts
 - spelling words
 - letter or number names
 - sight words.

Response to Intervention

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"/>

Cumulative
Mastery
Record:
p. 1



Response to Intervention



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"/>	Date:	<input type="text"/>	Item 21:	<input type="text"/>	Date:	<input type="text"/>
Item 2:	<input type="text"/>	Date:	<input type="text"/>	Item 22:	<input type="text"/>	Date:	<input type="text"/>
Item 3:	<input type="text"/>	Date:	<input type="text"/>	Item 23:	<input type="text"/>	Date:	<input type="text"/>
Item 4:	<input type="text"/>	Date:	<input type="text"/>	Item 24:	<input type="text"/>	Date:	<input type="text"/>
Item 5:	<input type="text"/>	Date:	<input type="text"/>	Item 25:	<input type="text"/>	Date:	<input type="text"/>
Item 6:	<input type="text"/>	Date:	<input type="text"/>	Item 26:	<input type="text"/>	Date:	<input type="text"/>
Item 7:	<input type="text"/>	Date:	<input type="text"/>	Item 27:	<input type="text"/>	Date:	<input type="text"/>
Item 8:	<input type="text"/>	Date:	<input type="text"/>	Item 28:	<input type="text"/>	Date:	<input type="text"/>
Item 9:	<input type="text"/>	Date:	<input type="text"/>	Item 29:	<input type="text"/>	Date:	<input type="text"/>
Item 10:	<input type="text"/>	Date:	<input type="text"/>	Item 30:	<input type="text"/>	Date:	<input type="text"/>
Item 11:	<input type="text"/>	Date:	<input type="text"/>	Item 31:	<input type="text"/>	Date:	<input type="text"/>
Item 12:	<input type="text"/>	Date:	<input type="text"/>	Item 32:	<input type="text"/>	Date:	<input type="text"/>
Item 13:	<input type="text"/>	Date:	<input type="text"/>	Item 33:	<input type="text"/>	Date:	<input type="text"/>
Item 14:	<input type="text"/>	Date:	<input type="text"/>	Item 34:	<input type="text"/>	Date:	<input type="text"/>
Item 15:	<input type="text"/>	Date:	<input type="text"/>	Item 35:	<input type="text"/>	Date:	<input type="text"/>
Item 16:	<input type="text"/>	Date:	<input type="text"/>	Item 36:	<input type="text"/>	Date:	<input type="text"/>
Item 17:	<input type="text"/>	Date:	<input type="text"/>	Item 37:	<input type="text"/>	Date:	<input type="text"/>
Item 18:	<input type="text"/>	Date:	<input type="text"/>	Item 38:	<input type="text"/>	Date:	<input type="text"/>
Item 19:	<input type="text"/>	Date:	<input type="text"/>	Item 39:	<input type="text"/>	Date:	<input type="text"/>
Item 20:	<input type="text"/>	Date:	<input type="text"/>	Item 40:	<input type="text"/>	Date:	<input type="text"/>

Cumulative
Mastery
Record:
p. 2

4

Classroom Data Tool: Cumulative Mastery Record

- **Example:** Henri is an ELL. Mrs. Rosser, his teacher, sees that he lacks important vocabulary needed for his science course.
- *Intervention:* Mrs. Rosser has prepared a vocabulary self-study 'crash course' for just such students. Focusing on 40 crucial entry-level biology terms, it contains definitions and numerous contextual examples. Students submit vocabulary-drill sheets.
- *Data Tool:* Mrs. Rosser will assess Henri weekly, having him supply definitions for a scrambled list of 20 terms. Mastered vocabulary items are noted on the Cumulative Mastery Record.
- *Baseline:* Henri defines 7 of the 40 terms satisfactorily.
- *Goal:* At the end of 4 weeks, the teacher expects that Henri will successfully define all 40 of the biology terms.

4

Classroom Data Tools: Activity

- The student is an underused resource in data collection.
- Consider **behavior report cards** and **checklists**. Discuss how you might have students use either or both as tools for self-monitoring.

Classroom Assessment Methods

1. Archival Data
2. **Behavior Report Cards**
3. **Checklists**
4. Cumulative Mastery Records

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Is:** A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures.

CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **What It Can Measure:**
 - Speed and accuracy in basic academic skills, such as:
 - letter naming
 - number naming
 - number sense
 - vocabulary
 - oral reading fluency
 - reading comprehension (maze)
 - production of writing
 - math fact computation

Curriculum-Based Measures (CBMs)

<i>CBM</i>	<i>Skill Area</i>	<i>Activity</i>
Letter Sound Fluency/Letter Name Fluency	Alphabetics/ Phonics	1 Minute: Student reads letter names or sounds from a randomly generated list.
Oral Reading Fluency	Reading Fluency	1 Minute: Student reads aloud from a text passage.
Reading Comprehension Fluency (Maze)	Reading Comprehension	3 Minutes: Student reads silently from a Maze passage and selects correct word in each choice item that restores meaning to the passage.
Early Math Fluency	Number Sense	1 Minute: Student completes an Early Math Fluency probe: (1) Quantity Discrimination; (2) Missing Number; or (3) Number Identification
Computation Fluency	Math Fact Fluency	2 Minutes: Student completes math facts and receives credit for each correct digit.
Written Expression	Mechanics/ Conventions of Writing	4 Minutes: Student reads a story-starter (sentence stem), then produces a writing sample that can be scored for Total Words Written, Correctly Spelled Words, Correct Writing Sequences.

CBM: Mechanics & Conventions of Writing

- Tracking student growth in emerging writing skills can be confusing and time-consuming for teachers.

However, Curriculum-Based Measurement-Written Expression (CBM-WE) is an efficient, reliable method of formative student assessment that yields numeric indicators that are instructionally useful--such as total words written, correctly spelled words, and correct writing sequences.

Response

Student Name: _____ Classroom: _____ Date: _____

One day, I was in my boat and a storm came up and carried me to a desert island. To survive...

CBM-Written Expression: Sample Story Starter

Source: Writing Probe Generator. Available at
<http://www.interventioncentral.org/teacher-resources/curriculum-based-measurement-probes-writing>

Total Words: ____ Correctly Spelled Words: ____ Correct Writing Sequence: ____

CBM Writing Assessment: Scoring

Total Words:

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Total Words = 45

5

Response to Intervention

- **CBM-WE: Total Words Written [4 Minutes]**. The student's writing sample is scored for the total words written.

Total Words Written (TWW): This measure is a count of the total words written during the CBM-WE assessment.					
Grade	Fall TWW (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring TWW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	8	3↔13	14	7↔21	0.45
2	24	14↔34	31	19↔43	0.43
3	36	23↔49	36	24↔48	0.35
4	41	30↔52	46	30↔62	0.25
5	51	34↔68	67	43↔91	--
6	44	31↔57	58	44↔72	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review*, 35, 435-450.

CBM Writing Assessment: Scoring
Correctly Spelled Words:

I **woud** drink water from the ocean
and I **woud** eat the fruit off of the
trees. Then I **woud** **bilit** a house
out of trees, and I **woud** gather
firewood to stay warm. I **woud** try
and fix my boat in my spare time.

Correctly Spelled Words = 39

5

Response to Intervention

- **CBM-WE: Correctly Spelled Words [4 Minutes]**. The student's writing sample is scored for the number of words spelled correctly.

Correctly Spelled Words (CSW): This measure is a count of correctly spelled words written during the CBM-WE assessment.					
Grade	Fall CSW (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring CSW (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	5	1↔9	10	3↔17	0.45
2	20	10↔30	27	15↔39	0.46
3	32	19↔45	33	21↔45	0.37
4	38	26↔50	44	29↔59	0.26
5	48	31↔65	65	42↔88	--
6	42	29↔55	56	41↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review, 35*, 435-450.

CBM Writing Assessment: Scoring

Correct Writing Sequences:

I *woud* drink water from the ocean
and I *woud* eat the fruit off of the
trees. Then I *woud bilit* a house
out of trees, and I *woud* gather
firewood to stay warm. I *woud* try
and fix my boat in my spare time.

Correct Writing Sequences = 37

5

Response to Intervention

- **CBM-WE: Correct Writing Sequences [4 Minutes]**. A point is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are correct in punctuation, capitalization, spelling, and syntactical and semantic usage.)

Correct Writing Sequences (CWS): This measure is a tabulation of correct 'writing sequences' written during the CBM-WE assessment. One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation, capitalization, spelling, and syntactical and semantic usage.

Grade	Fall CWS (Malecki & Jewell, 2003)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Spring CWS (Malecki & Jewell, 2003)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth (Tadatada, 2011)
1	2	0↔4	7	1↔13	0.36
2	15	5↔25	24	11↔37	0.44
3	28	14↔42	31	18↔44	0.35
4	38	25↔51	42	26↔58	0.22
5	46	28↔64	63	40↔86	--
6	41	27↔55	54	37↔71	--

Source: Gansle, K. A., VanDerHeyden, A. M., Noell, G. H., Resetar, J. L., & Williams, K. L. (2006). The technical adequacy of curriculum-based and rating-based measures of written expression for elementary school students. *School Psychology Review, 35*, 435-450.

The screenshot shows the 'Writing Probe Generator' page on the Intervention Central website. The page header includes the site logo, navigation links (Home, Academic Interventions, Behavior Interventions, Products, Workshops, CBM, Downloads, RTI Help, Contact), and social media icons. The main content area is titled 'Written Expression Probe Generator' and includes a description of the tool, its purpose, and a list of four steps for using it. Below the text, there are input fields for a title and a story starter, and a list of pre-formatted story starters to choose from.

INTERVENTION CENTRAL
Your source for RTI resources

Home Academic Interventions Behavior Interventions Products Workshops CBM Downloads RTI Help Contact

Writing Probe Generator

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

[Response to Intervention](#) Track, Document, Monitor & Manage RTI Data Made Easy [www.RTIinClass.com](#)
[Intervention Specialist](#) Family Addition Intervention. Don't wait for bottom: [\(813\) 833-3225](#) [FamilyChapmanEducation.com](#)
[Complete Solution for RTI](#) Benchmark and Targeted Assessments Online or Paper, Districtwide [www.bluebirdlearning.com](#)
[Common Core Activities](#) Online Tests, Lessons, and More! Reading, Writing, Math Content [www.easy2online.com](#) [AddChooos >](#)

Written Expression Probe Generator

Curriculum-Based Measurement Written Expression probes are brief, timed (4-minute) assessments that look at a student's mastery of writing mechanics and conventions. The student is given a 'story starter', a brief introductory story stem that serves as a stimulus for the student to create his or her own writing sample.

Written expression probes can be used at any grade level in which students are still working on such writing skills as punctuation, grammar, spelling, and capitalization. They can also be administered to individual students or entire groups. NOTE: You can download instructions for administering and scoring CBM Written Expression probes by clicking [here](#).

Directions: You can use this application to generate your own custom CBM Written Expression Story Starter to use immediately with your student(s). Just follow these steps:

1. **Select a title [optional].** You can give your story starter sheet a custom title (e.g., 'Jim's Writing Sample: October 24, 2011') by typing your title into the textbox 'Select a title for this worksheet' below.
2. **Select or write a story starter.** Enter a story starter of your choosing into the textbox 'Type in the story starter' below. Of course, you can write your own story starter. Or you can click on any of the pre-formatted story starters on the right side of the page and that story starter will automatically load into the text box for you to edit as needed.
3. **Download and view the Writing Probe Sheet.** When you have finished formatting your writing probe, you can download and view it in pdf format by clicking on the 'Download PDF' button.
4. **Email the Writing Probe Sheet [optional].** As a convenience, this application allows you to email your finished Writing Probe Sheet to whomever you choose by clicking on the 'Email PDF' button and following directions to enter your own email address as well as that of the intended recipient.

Select a title for this worksheet [optional]

Type in the 'story starter'

The zookeeper noticed that the cage was open and...

Click on the 'story starter' you wish to use.

← previous 1 2 next →

1. In the morning, I opened my door and saw Eric horses standing in the street. Then...
2. When the snow storm began, the lights went out just before...
3. The boy was on his way to see the dinosaur in the museum when...
4. When the woman looked out the window one morning, she saw that a large...

Free Online App: Writing Probe Generator

Create a probe to
assess the
mechanics and
conventions of
student writing.

URL: <http://www.interventioncentral.org/tools/writing-probe-generator>

Classroom Data Tool: Curriculum-Based Measurement/Assessment

- **Example:** Wade does not write quickly—a serious problem in English, where his essays are short, with scanty detail.
- *Intervention:* His instructor, Mr. Franklin, decides to instruct Wade in brainstorming to produce ideas that result in longer and more detailed passages. Wade will complete extra-credit writing assignments using the brainstorming approach and will self-monitor (count and record the length of each composition).
- *Data Tool:* To track fluency, Mr. Franklin will have Wade complete a 3-min CBM writing sample each week, scored as Total Words Written.
- *Baseline:* At the start, Wade writes an average of 21 words in 3 mins.
- *Goal:* The goal by the end of 6 weeks is that Wade will write at least 58 words in 3 minutes (6th-grade mastery), a fluency level that his teacher expects will transfer to independent writing assignments.

5

Classroom Data Tool: Grades

- **What It Is:** Represents in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.



Classroom Data Tool: Grades

- What It Can Measure:
 - Homework grades
 - Test grades
 - Quarterly report card grades

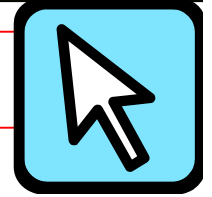


Classroom Data Tool: Grades

- **Grades as Progress-Monitoring Tools: Tutorial:**

Grades can be optimized in 2 ways to monitor interventions:

1. *Revise grading to yield a 'pure' measure of academic performance.* One trick for making grades a data source capable of reliably tracking the impact of an intervention is to partition the global grade into academic and non-academic components. The teacher then has the option to average the two components to calculate a composite grade. The advantage of this approach is that the instructor can use just the academic grade as a 'pure' measure of the student's actual performance.



Classroom Data Tool: Grades

- **Grades as Progress-Monitoring Tools: Tutorial:**

Grades can be optimized in 2 ways to monitor interventions:

2. *Increase frequency of grading opportunities.* The power of grades as a data source increases significantly when opportunities for grading occur more often (Weinstein & Wu, 2009). Collect relevant gradable student work at least weekly to provide grading information sufficient to evaluate ongoing growth in performance. This frequency results in the teacher's ability to have a real-time sense of academic performance across the entire class (allowing reteaching if needed), and to track short-term improvements in course performance for specific students.

6

Classroom Data Tool: Grades

- **Example:** Before class discussion of assigned readings, Ms. Letezio routinely starts her social-studies class by giving a 5-item multiple-choice Readiness Assessment Test (RAT) (Weinstein & Wu, 2009) to gauge understanding. She grades it on a scale of 0=Limited Knowledge to 5=Strong Knowledge (1 pt for each item).
- *Intervention:* A student, Russell, has difficulty retaining information from readings. Mrs. Letezio has him use Read-Ask-Paraphrase, a self-guided comprehension strategy, during outside reading.
- *Data Tool:* Ms. Letezio employs RAT grades as one data source to track the effectiveness of Russell's intervention plan.
- *Baseline:* Russell typically scores 2 of a possible 5 pts on RATs.
- *Goal:* The teacher sets the 5-week objective of moving the student to an RAT goal grade of at least 4 of 5 (80%).

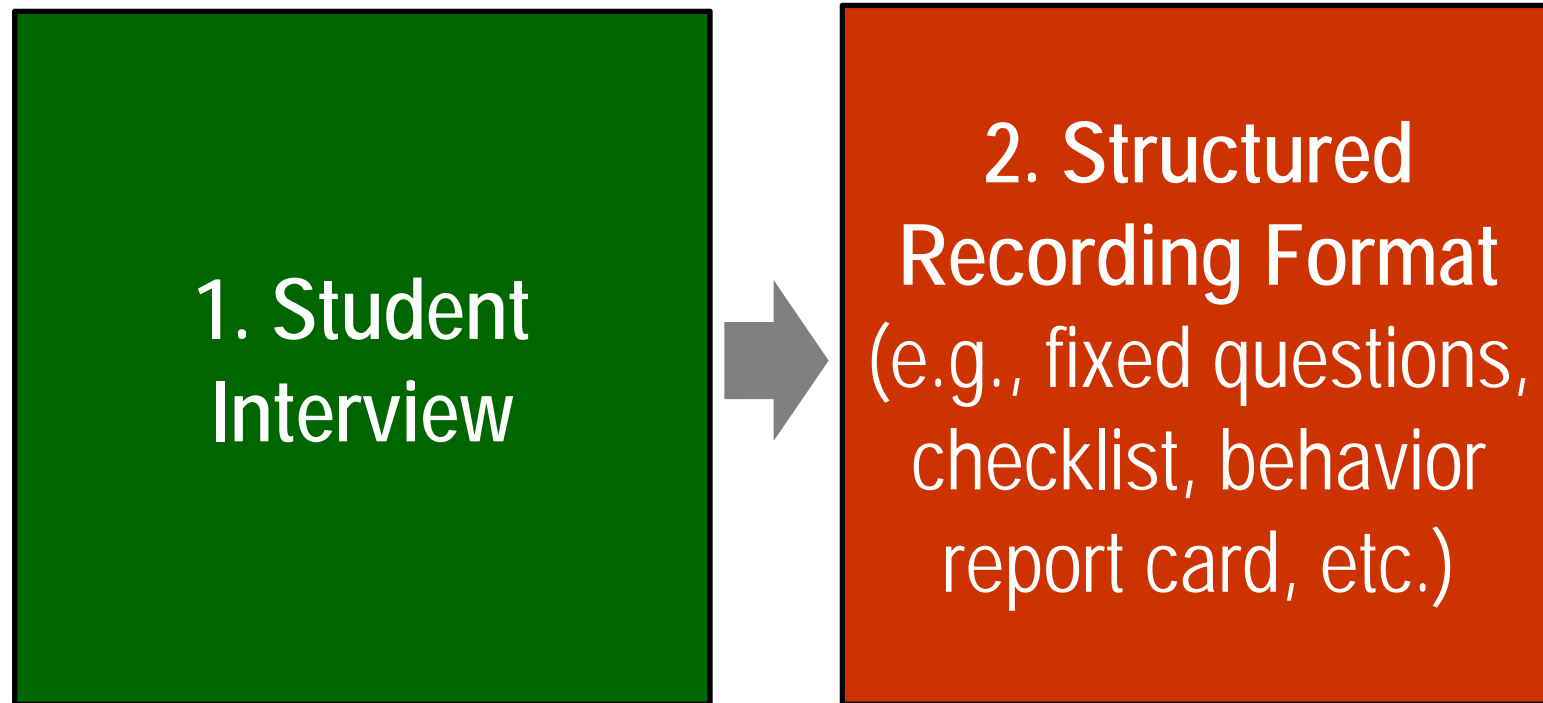
Classroom Data Tool: Interview

- **What It Is:** Guided by prompts or questions, the student periodically provides verbal feedback about academic performance, conduct, or other relevant intervention targets.

Interviews are most effective when structured questions are used that are designed to elicit objective student responses. The interviewer can also increase consistency of information collected in the interview by incorporating specific instruments: e.g., checklist, rubric, rating scale.

7

Classroom Data Tool: Interview



Classroom Data Tool: Interview

- What It Can Measure:
 - Student routines outside of class (e.g., use of study hall time, homework regimen)
 - Collecting covert information accessible only to the student (e.g., a learner's demonstration of ability to implement essential steps of a cognitive strategy)

Classroom Data Tool: Interview

- **Example:** Ms. Murphy, school counselor, checks in daily with Li-Anne, a sophomore who fails to turn in work across classes.
- *Intervention:* The counselor coaches Li-Anne to use study and organizational strategies to submit assignments on time.
- *Data Tools:* At each session, Ms. Murphy **interviews** Li-Anne about strategy use and checks on the status of current assignments. To ensure consistency, the counselor uses a 10-item **checklist** including 7 study/organizational steps and a standing question of whether she is caught up on all schoolwork.
- *Baseline:* The interview/checklist show that Li-Anne uses only 4 of 7 self-management steps and owes work in math and English.
- *Goal:* By the end of 5 weeks, Li-Anne will reliably use all 7 study/organizational strategies and be current on assignments. **7**

Classroom Data Tool: Logs

- **What It Is:** Written adult or student entries that track the frequency (and perhaps additional details) of relevant academic performance and/or behaviors.

Student Behavior Log

Student Name: _____

Date & Time	Location	Behavior	Outcome	Parents Contacted
				Y or N
				Y or N
				Y or N
				Y or N
				Y or N
				Y or N

Classroom Data Tool: Logs

- What It Can Measure:
 - Homework completion
 - Incidents of non-compliance
 - Student record of dates when he or she uses a self-guided academic intervention.
 - Listing of student-teacher meetings.

Classroom Data Tool: Logs

- **Example:** Mrs. Blue, a math teacher, has a student with an IEP, Ricky, who can become angry and non-communicative when he perceives the work as too difficult.
- *Intervention:* The teacher provides Ricky with a 'combination intervention: (1) academic supports to help him with his math skills; and (2) use of a 'break' ticket: a non-confrontational way for Ricky to take a short in-class break when needed.
- *Data Tool:* As one means to track outbursts, Mrs. Blue logs incidents when Ricky's conduct requires that the teacher interrupt instruction to deescalate and manage his behavior.
- *Baseline:* Ricky has 3 incidents/week requiring teacher involvement.
- *Goal:* In the final week of the 3-week intervention period, the goal is for Ricky to have no more than 0-1 incidents.

Classroom Data Tools: Activity

- Pick any of the methods for data collection just reviewed at this workshop.
- What are ways that you collect data in your classroom that are similar to any of these?

Classroom Assessment Methods

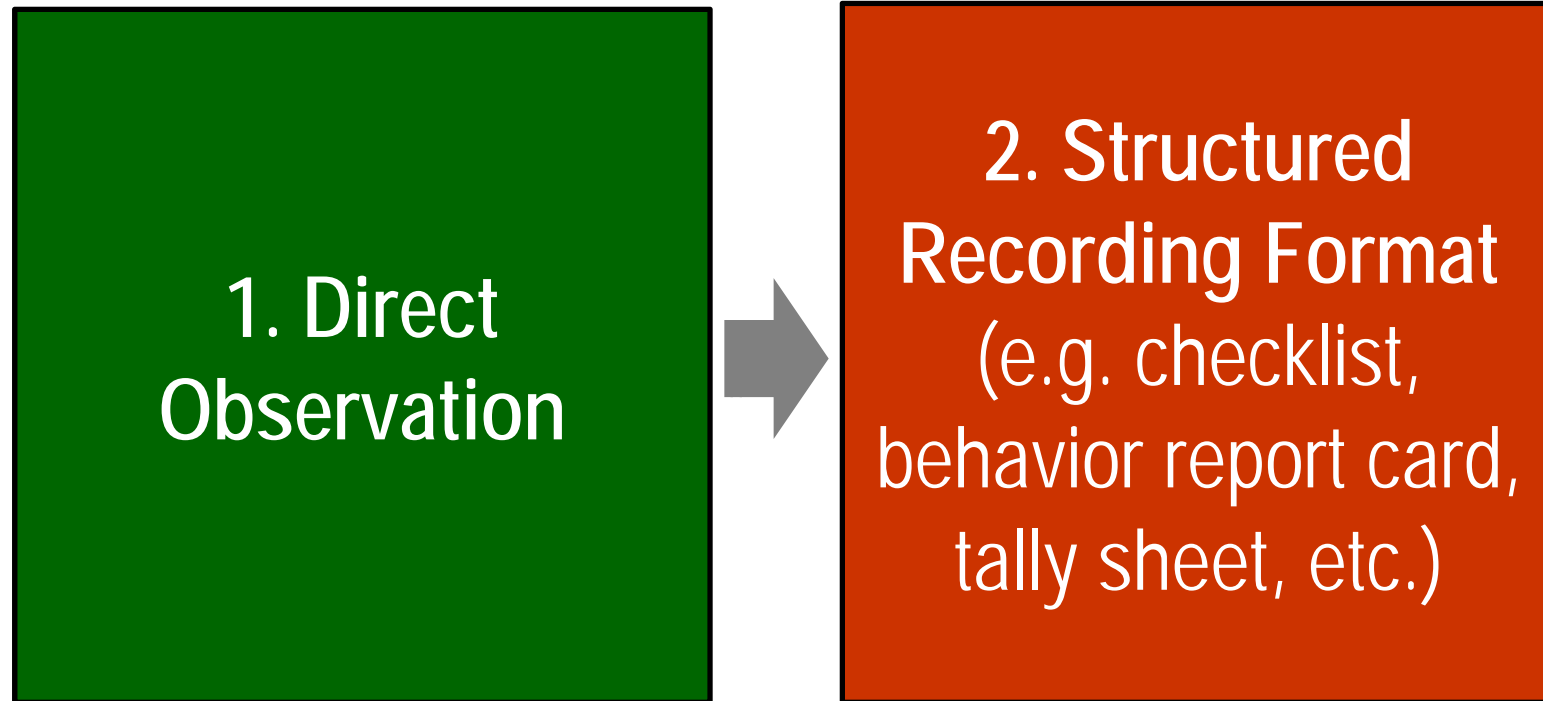
5. Curriculum-Based Measures/ Assessment
6. Grades
7. Interviews
8. Logs

Classroom Data Tool: Observation

- **What It Is:** Data on behavior or academic performance collected during direct observation of the student.

The objectivity and consistency of data is often improved if the observer uses instruments to structure the observation: e.g., checklist, rubric, rating scale.

Classroom Data Tool: Observation



Classroom Data Tool: Observation

- What It Can Measure:
 - Academic engagement
 - Out of seat
 - Any other observable behavior of interest

Classroom Data Tool: Observation

- **Example:** Mr. D'Andreas has a student, Rob, who is frequently out of seat during independent work.
- *Intervention:* Rob can earn points toward rewards (to be dispensed outside of class by the counselor) for remaining in his seat and increasing the length of engaged seatwork time.
- *Data Tool:* The teacher keeps a running tally/**log** of the number of times per class period that he **observes** Rob out of seat and has to direct him back to his desk.
- *Baseline:* In the week before the intervention, Mr. D'Andreas redirects Rob to his seat 4 times.
- *Goal:* The teacher sets the goal that, by week 4, Rob will have no more than 1 out-of-seat across the final week.

Classroom Data Tool: **Rubric**

- **What It Is:** An instrument designed to measure a student on complex tasks.

In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops written exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension.

Core Standards & Student Motivation/Self-Regulation

d. Reviews discussion content to summarize learning, draw conclusions

follows rules

Grade 5 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Analytic Rubric: 'Student Discussion Group' Example

Task: The student will take part in weekly in-class collaborative peer discussions of assigned readings, contributing ideas and responding appropriately to the ideas of others (from CCSSELA.5.SL.1).

Dimensions	Needs Work (1-3 pts)	Competent (4-6 pts)	Exemplary (7-9 pts)
Preparation	Has not completed the assigned readings and/or does not bring notes of the readings to the discussion..	Has completed the assigned reading(s) and brings notes of the readings to the discussion.	Has completed the assigned reading(s), brings notes of the readings to the discussion, and gives evidence of having done additional reading/research in the discussion topic.
Compliance With Discussion Rules/Roles	Fails to follow the rules set up for the discussion activity and/or does not adequately carry out the responsibilities of an assigned discussion role.	Follows the rules set up for the discussion activity. When assigned a role in discussion, adequately carries out the responsibilities of that role.	Follows the rules set up for the discussion activity. When needed, reminds others to adhere to discussion rules. When assigned a formal role (e.g., discussion leader), fully carries out the responsibilities of that role.
Contribution to Discussion	Does not actively sustain his or her part in the discussion. May pose questions of limited relevance to the discussion topic. May not respond appropriately to the comments of others.	Poses questions relevant to the discussion topic and responds appropriately to the comments of others. Remarks display a willingness to acknowledge the contributions of others in the discussion group,	Participates fully in the discussion. Poses questions relevant to the discussion topic and responds appropriately to the comments of others. Remarks display a good grasp of the topic and a willingness to acknowledge the contributions of others in the discussion group,

Rubric:
Example

Classroom Data Tool: Rubric

- What It Can Measure:
 - ❑ Any complex, multi-dimensional task, such as:
 - ✓ participation in a discussion;
 - ✓ writing a research paper;
 - ✓ preparing and presenting a PowerPoint;
 - ✓ completing and documenting a science lab project.

Classroom Data Tool: Rubric

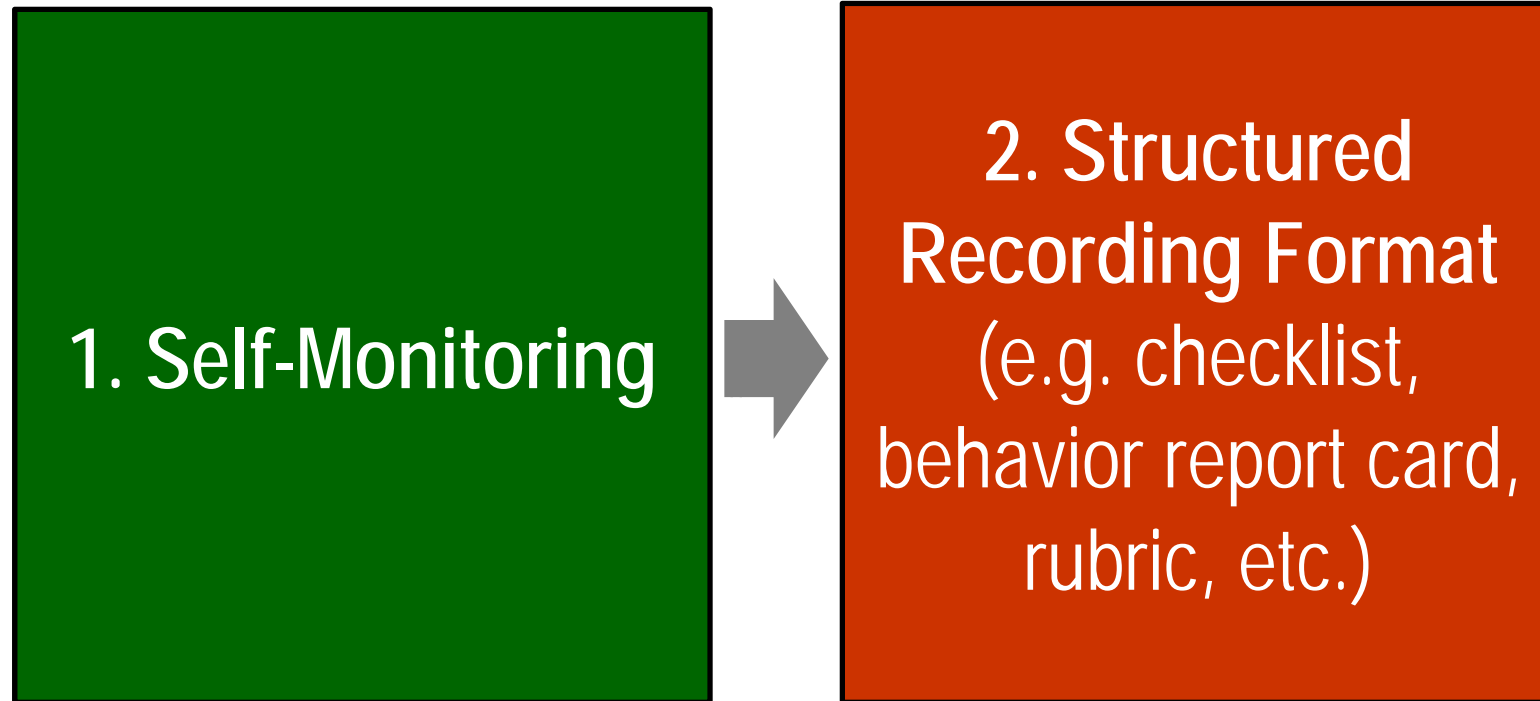
- **Example:** Travis participates little in small-group discussions.
- *Intervention:* His teacher, Mrs. Taylor, takes 2 tracks to address this problem: She (1) provides Travis with several reading-comprehension strategies to better grasp discussion content; and (2) demonstrates, models, and has Travis practice group-discussion behaviors. (NOTE: Because several of her students share this problem, tutorials take place in small-group format.)
- *Data Tool:* Mrs. Taylor will use a rubric to rate discussion-group behavior: 3 categories (each scored 1-9)—with a max score of 27.
- *Baseline:* An average of 2 ratings of discussion-group participation shows Travis with an aggregate score of 12 of a possible 27.
- *Goal:* Travis is to strive for an average total rubric score of at least 21 of 27 in the final week of the 5-week intervention.

Classroom Data Tool: **Self-Monitoring**

- **What It Is:** The student collects information about his or her own performance.

The objectivity and consistency of data collection increases if the self-monitoring student uses a structured instrument (e.g., behavior report card, rubric, checklist, etc.).

Classroom Data Tool: Self-Monitoring



Classroom Data Tool: Self-Monitoring

- What It Can Measure:
 - ❑ Collecting data from settings outside of the classroom (e.g., self-monitoring homework routines)
 - ❑ Monitoring covert information (e.g., student use of multi-step cognitive strategy to solve math problems)

Classroom Data Tool: Self-Monitoring

- **Example:** Lawrence is slow to start independent work.
- *Intervention:* His teacher decides on this strategy: Before each work session Lawrence declares to the teacher what he plans to accomplish and records this goal in his work log. At session's end, the student shows the teacher what he actually accomplished. Finally, the teacher rates Lawrence's performance as: (1) failed to achieve his goal; (2) partially achieved the goal; or (3) fully achieved the goal.
- *Data Tool:* The teacher will use Lawrence's work log as a way to monitor the intervention—and also spot-check his ratings for accuracy.
- *Baseline:* In 2 independent-work sessions before the intervention, the teacher rates Lawrence as **failing to achieve** the assigned work goal.
- *Goal:* Lawrence and his teacher agree that an acceptable outcome (by end of week 4) is to successfully achieve his self-set goal at every session.

Classroom Data Tool: Work Products



- **What It Is:** Student work that reflects performance on a series of similar in-class or homework assignments (e.g., successive writing assignments or ongoing math homework).

A work product is selected because it can reflect growth in the intervention target skill(s). The element(s) of the work product being tracked can be objectively measures and converted to numeric data (e.g., percentage of problems completed).

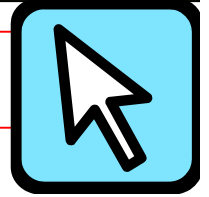


Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**

Teachers can find many inventive ways to convert work products into objective data. Here are some ideas to get started:

1. *Work Accuracy: Percentage.* Tracks the accuracy of student work containing a finite number of items, such as math number problems or end-of-chapter questions. Compute by dividing the number of correct answers by the total number of assigned items.



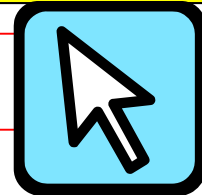
Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**
 2. *Work Attempted: Percentage.* Measures effort on student work containing a finite number of items. Calculate by dividing the number of items attempted (whether correct or not) by the total number of items.
 3. *Work Time: Time Log.* Indicates the amount of time required to complete the assignment. Compute by (1) having the student or teacher record the student's start and end time in working on the assignment and then (2) calculating the number of elapsed minutes.



Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**
 4. *Work Quality: Rubric.* Measures overall quality of the work. Calculate using teacher-made rubric or 4-point rubric included in this document.
 5. *Writing: Total Words Written.* Serves as a measure of writing fluency. Count up the total number of words (irrespective of spelling) in the writing sample.



Classroom Data Tool: Work Products

- **Converting Work Products from Artifact to Data: Tutorial:**

6. *Writing: Complete Sentences: Percentage.* Provides an indicator of percentage of correctly formed complete sentences in the writing sample. Calculate by (1) counting up all complete sentences and (2) dividing that figure by the total number of correct and incorrect sentences in the sample.
7. *Other.* Teachers are free to define additional targets to monitor in student work, e.g., number of paragraphs written or percentage of completed math problems in which the student records all intermediate steps to find the answer.

Classroom Data Tool: Work Products

- What It Can Measure:
 - Work completion
 - Work accuracy
 - Written evidence of problem-solving steps
 - Quality of student work (e.g., on writing assignments)

Classroom Data Tool: Work Products

- **Example:** Raina often turns in incomplete homework—especially in math.
- *Intervention:* The student verifies on a checklist that all parts of homework are complete and shows her assignments each morning to a check-in person (homeroom teacher).
- *Data Tool:* Her instructors use Raina's homework (work product) to monitor work completion—producing a data-point for homework completion: items attempted/total items.
- *Baseline:* Math homework becomes the primary intervention focus. Raina attempts about 60 percent of assigned problems (0.60).
- *Goal:* With the intervention in place, the math teacher sets as a 4-week goal that Raina will attempt at least 90 percent of assigned problems (0.90).

Classroom Data Tools: Activity

- Look over the methods for classroom data collection discussed at this workshop.
- Select 1-2 methods that you are **most interested** in exploring or using more frequently to monitor your students.

Classroom Assessment Methods

1. Archival Data	7. Interviews
2. Behavior Report Cards	8. Logs
3. Checklists	9. Observation
4. Cumulative Mastery Records	10. Rubrics
5. Curriculum-Based Measures/ Assessment	11. Self-Monitoring
6. Grades	12. Work Products

Ask the right questions.
Decide what questions that
data collection should attempt
to answer.



Progress-Monitoring Qs: Activity

- Turn to *Progress-Monitoring Questions: How Do I Measure...?* on pp. 17-18.
- Review the classroom assessment questions listed. Pick 1-2 questions that most interest you and discuss what classroom data sources might help to answer them.

Progress-Monitoring Questions: How Do I Measure...?

Before a teacher can select a method to monitor a student intervention, that instructor must first decide what assessment question(s) to answer. This 'look-up' chart lists the most common classroom assessment questions and specific assessments that can answer those questions.

Assessment Questions: How do I measure if the student...	Suggested Methods of Progress-Monitoring
<ul style="list-style-type: none"> • is becoming more accurate in an academic skill (goal: accuracy only)? 	<ul style="list-style-type: none"> • Cumulative Mastery Record: This approach is suitable when the student is mastering a fixed set of items (e.g., biology vocabulary; multiplication math facts 0-12). • Observation/Log: The teacher observes and records instances of successful student performance. • Work product: The teacher records the number/percentage of correct responses.
<ul style="list-style-type: none"> • is developing fluency in an academic skill (goal: accuracy plus speed)? 	<ul style="list-style-type: none"> • Curriculum-based basic skills such as reading, math, or writing. • Other timed measures of proficiency (e.g., measuring accuracy and speed on a running record).
<ul style="list-style-type: none"> • is increasing comprehension of independent reading? 	<ul style="list-style-type: none"> • Grades: Assign student comprehension or assigned readings and corrected with sufficient frequency to capture evidence of short-term improvements. • Work product: Short-answer questions. The teacher prepares questions suitable for assessing student comprehension of the reading (e.g., mix of factual and inferential questions). Question sets can be assigned as homework or included in quizzes. • Work product: Written retelling. The student is assigned to summarize important points of assigned readings ('written retellings'); the teacher tabulates the number/percentage of 'key ideas' or concepts included in the retelling.
<ul style="list-style-type: none"> • is mastering a multi-step cognitive strategy or behavior routine? 	<ul style="list-style-type: none"> • Checklist: The teacher or student uses a checklist to verify steps of the strategy successfully completed. • Work product: The student is directed to show work on assignment, e.g., perhaps assisted by visual organizers or other aids highlighting strategy steps. The teacher reviews completed work for evidence of strategy use. • Observation/Interview: An adult observes the student during the activity to record (perhaps with the help of a checklist or behavior report card) those steps successfully carried out. The observer may also ask the student to describe the steps being followed.
<ul style="list-style-type: none"> • is turning in homework or in-class assignments with greater frequency? 	<ul style="list-style-type: none"> • Log: The teacher keeps a record of homework turned in.



*Tier 1 Interventions:
Putting It All Together:*

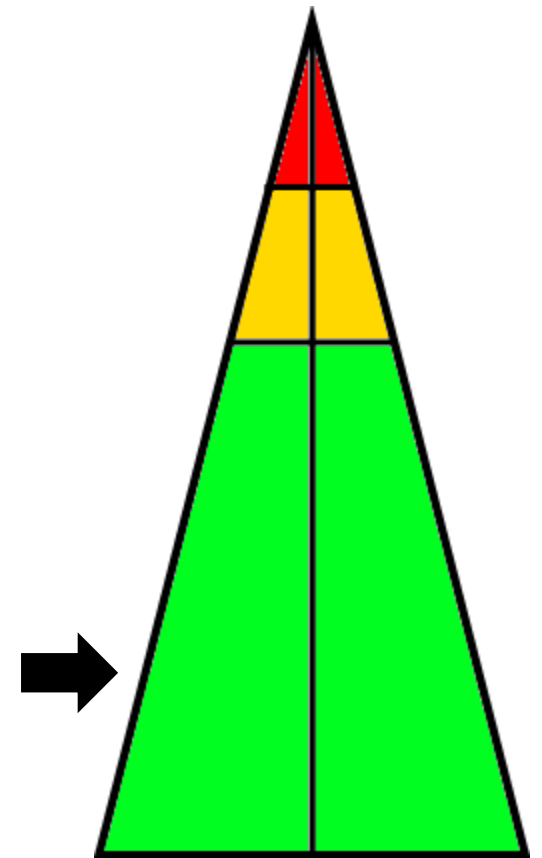
Classroom interventions are most effective and manageable when teachers can collaborate and follow a consistent problem-solving format.



RTI-Academics: Tier 1: Classroom Intervention

The teacher provides individualized interventions to support those 'red-flag' students who have mild to moderate academic delays or deficits.

Goal: With the additional support, students on classroom intervention will be successful and not require more intensive RTI help.



Tier 1 Intervention Plans: Essentials...



- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with the guidance of the team or consultant
- The teacher meets again with team or consultant several weeks later to check on the status of the intervention.

How To: Create a Written Record of Classroom Interventions

Classroom Intervention Planning Sheet: Math Computation Example

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions. (For a tutorial on how to fill out this sheet, review the accompanying directions.)

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:	John Samuelson-Gr 4	Interventionist(s):	Mrs. Kennedy, classroom teacher
Date Intervention is to Start:	M 8 Oct 2012	Date Intervention is to End:	F 16 Nov 2012
		Date Intervention Plan Was Written:	10 October 2012
		Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).	

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.
<p>Math Computation Time Drill (Rhymer et al., 2002)</p> <p><i>Explicit time-drills are a method to boost students' rate of responding on arithmetic-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stop watch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher 'calls time', stops the stopwatch, and tells the students to underline the last number written and to put their pencils in the air. Then students are told to resume work and the teacher restarts the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.</i></p>

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.
Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials.	Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.

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: Curriculum-based measurement: math computation assessments: 2 minute single-skill probes		Ideas for Intervention Progress-Monitoring <ul style="list-style-type: none"> Existing data: grades, homework logs, etc. Cumulative mastery log Rubric Curriculum-based measurement Behavior report card Behavior checklist
Baseline	Outcome Goal	
12 correct digits per 2 minute probe	24 correct digits per 2 minute probe	
How often will data be collected? (e.g., daily, every other day, weekly): WEEKLY		

Response to Intervention

Creating a Written Record of Classroom Interventions: Form

- *Case information.* The opening section of the form includes general information about the case, including:
 - Target student
 - Teacher/interventionist
 - Date of the intervention plan
 - Start and end dates for the intervention
 - Description of the student problem to be addressed

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:	<i>John Samuelson-Gr 4</i>	Interventionist(s):	<i>Mrs. Kennedy, classroom teacher</i>	Date Intervention Plan Was Written:	<i>10 October 2012</i>
Date Intervention is to Start:	<i>M 8 Oct 2012</i>	Date Intervention is to End:	<i>F 16 Nov 2012</i>	Total Number of Intervention Weeks:	<i>6 weeks</i>
Description of the Student Problem:		<i>Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).</i>			

Response to Intervention

Creating a Written Record of Classroom Interventions: Form

- *Intervention.* The teacher describes the evidence-based intervention(s) that will be used to address the identified student concern(s). As a shortcut, the instructor can simply write the intervention name in this section and attach a more detailed intervention script/description to the intervention plan.

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.

Math Computation Time Drill. (Rhymer et al., 2002)-See attached description

Creating a Written Record of Classroom Interventions: Form

- *Materials.* The teacher lists any materials (e.g., flashcards, wordlists, worksheets) or other resources (e.g., Internet-connected computer) necessary for the intervention.

Materials

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

Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials.

Creating a Written Record of Classroom Interventions: Form

- *Training.* If adults and/or the target student require any training prior to the intervention, the teacher records those training needs in this section of the form.

Training

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

Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.

Response to Intervention

Creating a Written Record of Classroom Interventions: Form

- *Progress-Monitoring.* The teacher selects a method to monitor student progress during the intervention, to include:
 - what type of data is to be used
 - collects and enters student baseline (starting-point) information
 - calculates an intervention outcome goal
 - The frequency that data will be collected.

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: <i>Curriculum-based measurement: math computation assessments: 2 minute single-skill probes</i>	<u>Ideas for Intervention Progress-Monitoring</u> <ul style="list-style-type: none"> • Existing data: grades, homework logs, etc. • Cumulative mastery log • Rubric • Curriculum-based measurement • Behavior report card • Behavior checklist 				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; padding: 2px;">Baseline</th> <th style="width: 50%; padding: 2px;">Outcome Goal</th> </tr> <tr> <td style="padding: 2px;"><i>12 correct digits per 2 minute probe</i></td> <td style="padding: 2px;"><i>24 correct digits per 2 minute probe</i></td> </tr> </table>		Baseline	Outcome Goal	<i>12 correct digits per 2 minute probe</i>	<i>24 correct digits per 2 minute probe</i>
Baseline		Outcome Goal			
<i>12 correct digits per 2 minute probe</i>		<i>24 correct digits per 2 minute probe</i>			
How often will data be collected? (e.g., daily, every other day, weekly): WEEKLY					

How To: Create a Written Record of Classroom Interventions

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This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions. (For a tutorial on how to fill out this sheet, review the accompanying directions.)

Case Information

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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.

Math Computation Time Drill (Rhymer et al., 2002)

Explicit time-drills are a method to boost students' rate of responding on arithmetic-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stop watch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher 'calls time', stops the stopwatch, and tells the students to underline the last number written and to put their pencils in the air. Then students are told to resume work and the teacher restarts the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.

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Training

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

Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.

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.

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12 correct digits per 2 minute probe	24 correct digits per 2 minute probe	
How often will data be collected? (e.g., daily, every other day, weekly): WEEKLY		

05:00

Tier 1 Intervention Activity:


Consider the process described here for developing and documenting Tier 1 academic intervention plans.

Discuss how this process compares with your school's current procedures for creating Tier 1 interventions.

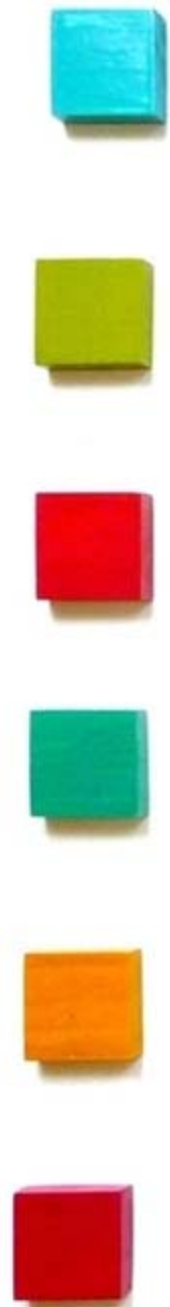
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Baseline	Outcome Goal		
12 correct digits per 2 minute probe	24 correct digits per 2 minute probe		
How often will data be collected? (e.g., daily, every other day, weekly):			
WEEKLY			



Classroom Intervention: Choose the Path. What are the next steps that your school can take during this school year ?



Next Steps: Activity

In your groups:

- Review the 4 goal statements on the next-steps planner (on right).
- For each goal, develop a plan to move toward that goal in the current school year (list implementation steps, key people, resources needed, additional comments).
- Be prepared to report out!

Tier 1: Building a Toolkit for Classroom Teachers as Intervention 'First Responders':

Participants: _____

School: _____ Date: _____

GOAL 1: The classroom teacher can meet with fellow teachers and/or consultants to plan Tier 1 interventions. These Tier 1 meetings follow a structured problem-solving format, with a convenient format to document the intervention.

<p>List the 'next steps' that you plan to follow to accomplish this goal:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 	<p>Who in your school or district will you need to enlist to help you with this goal?:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>What resources will you need beyond those supplied in this training to accomplish the goal?</p> <ol style="list-style-type: none"> 1. _____ 2. _____
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Comments: _____

GOAL 2: The classroom teacher is able to narrow the focus of problem-solving to one or two student problems stated in clear, specific, observable terms.

<p>List the 'next steps' that you plan to follow to accomplish this goal:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 	<p>Who in your school or district will you need to enlist to help you with this goal?:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ <p>What resources will you need beyond those supplied in this training to accomplish the goal?</p> <ol style="list-style-type: none"> 1. _____ 2. _____
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Comments: _____

