Workshop Information

To prepare for today's session at your table:

1. Select a spokesperson.
2. Select a recorder.
3. Note your assigned table number.

The PowerPoint for today's training is posted at: http://www.interventioncentral.org/camden

PART 1: Building an Intervention Toolkit: Highlights Reel

Jim Wright
www.interventioncentral.org

2-Day Workshop: Outcome Goals…

"We are looking forward to the launch of the District's MTSS Initiative on July 12 & 13 with Jim Wright…. The work completed this summer and fall…will guide our MTSS work throughout the school year.

As a result of this work, we will increase our effectiveness of:

- *implementing research-based Tier 1 interventions to help struggling students in the classroom, and*
- *utilizing data to progress monitor and share in highly structured and efficient MTSS Committee Meetings."*

Source: Camden Schools MTSS Training Invitation Memo: June 2022

MTSS & Your School: Maintaining Perspective…

1. Nothing changes in your current problem-solving process based on this 2-day training.

2. The goal is not to convince you to adopt an MTSS model. MTSS is about providing support to at-risk learners, so it is not a 'new thing' for your schools. In fact, you've been doing it all along.

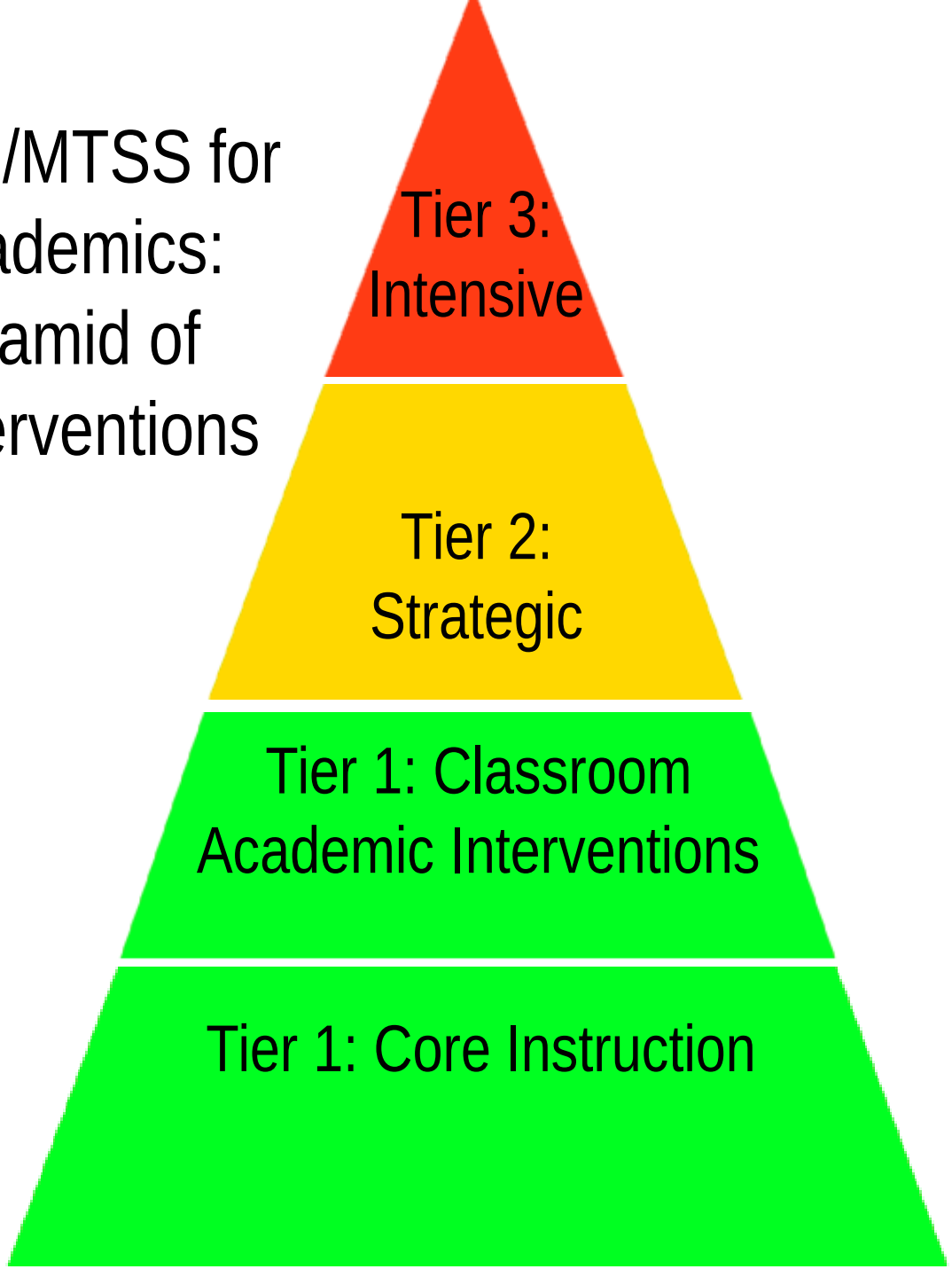
3. Many things you already do in your classroom probably 'count' as Tier 1 activities. This 2-day workshop series will be a conversation about how you can repurpose your current intervention practices to get even better MTSS results: "Work smarter, not harder" will be our mantra.

RTI/MTSS for Academics: An Introduction. What does the RTI/MTSS model look like?

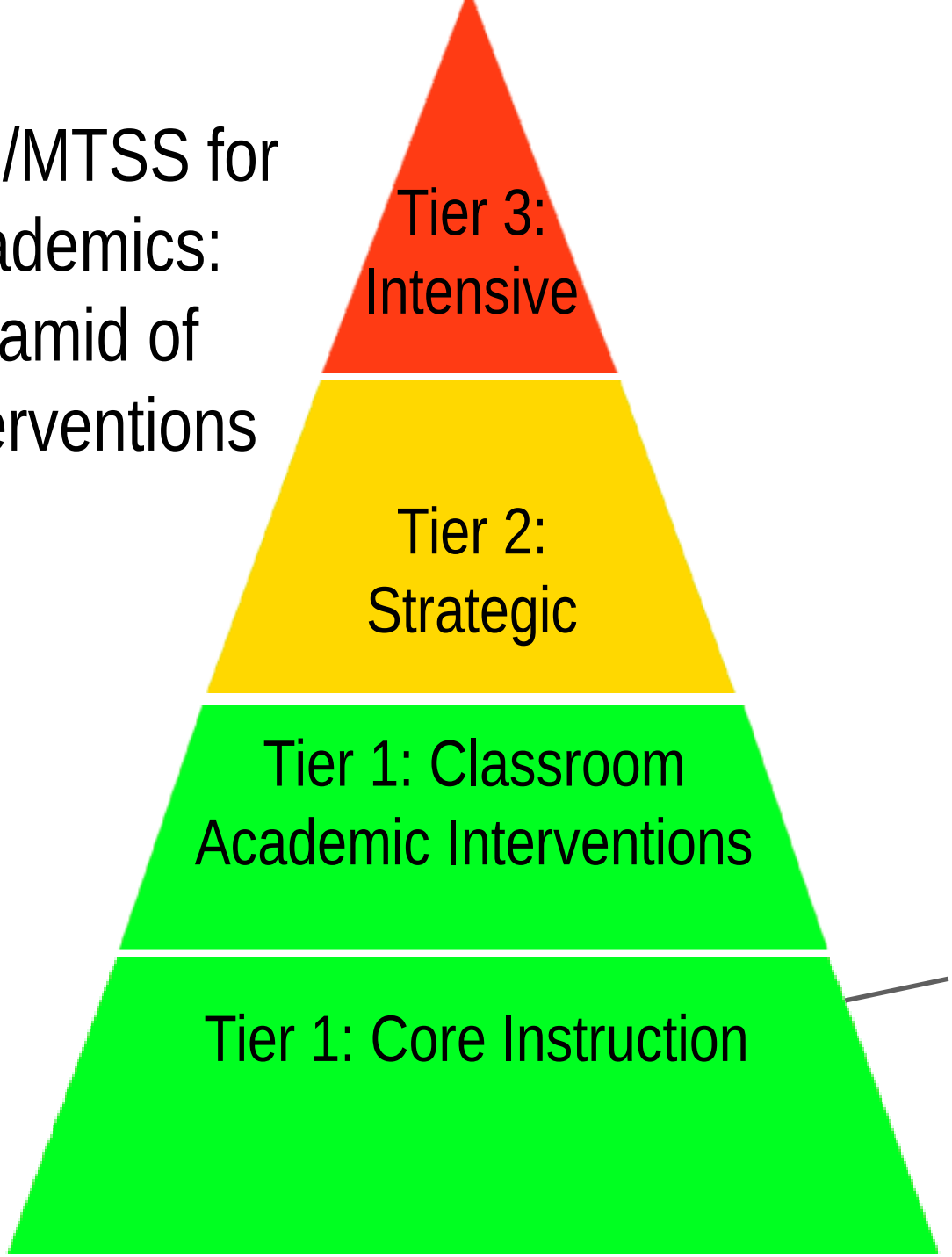
RTI/MTSS for Academic Support: Key Ideas

1. **Early intervention is cost-effective.** Small academic problems are easier and less costly to fix than big problems.
2. **Interventions are put into writing.** Teachers write down individual interventions so that other educators can know what strategies do or do not benefit those learners.
3. **Data determines who needs interventions.** The school uses academic data to move students into / out of intervention services.
4. **Interventions are monitored.** Teachers collect progress-monitoring data for any RTI/MTSS intervention that 'counts' –so they can judge whether it is actually helping the student.
5. **RTI/MTSS is everyone's responsibility.** Every educator in the school has a defined role and toolkit of resources to participate in RTI/MTSS for academics.

RTI/MTSS for Academics: Pyramid of Interventions



RTI/MTSS for Academics: Pyramid of Interventions



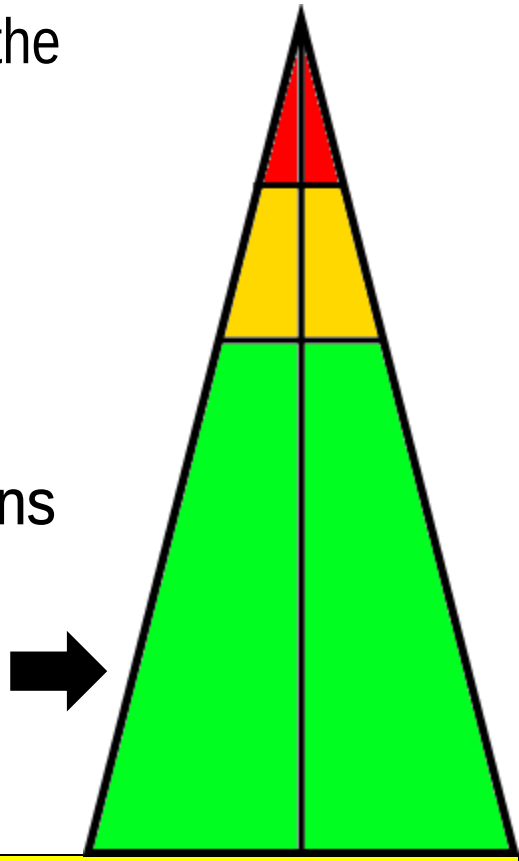
Tier 1: Core Instruction (100%). Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

MTSS: Tier 1: Whole-Group Instruction

- Strong core instructional practices are the **foundation** of MTSS. They underlie and strengthen **classroom instruction**.

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

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



The Challenge of Learning Differences…

Students often bring learning differences to their general-education classrooms that significantly impact their success.

Learning Problems

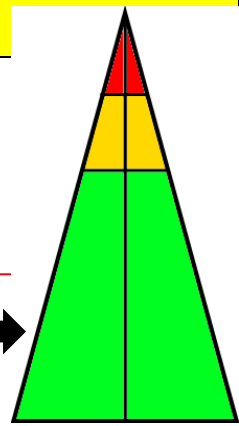
Attention

Behavior

Language Issues

One positive step is to have an efficient toolkit of research-based instructional strategies appropriate for the entire class.

Tier 1: Core Instruction. The teacher's whole-group instruction...



…incorporates essential elements of **explicit and systematic instruction** into lessons.

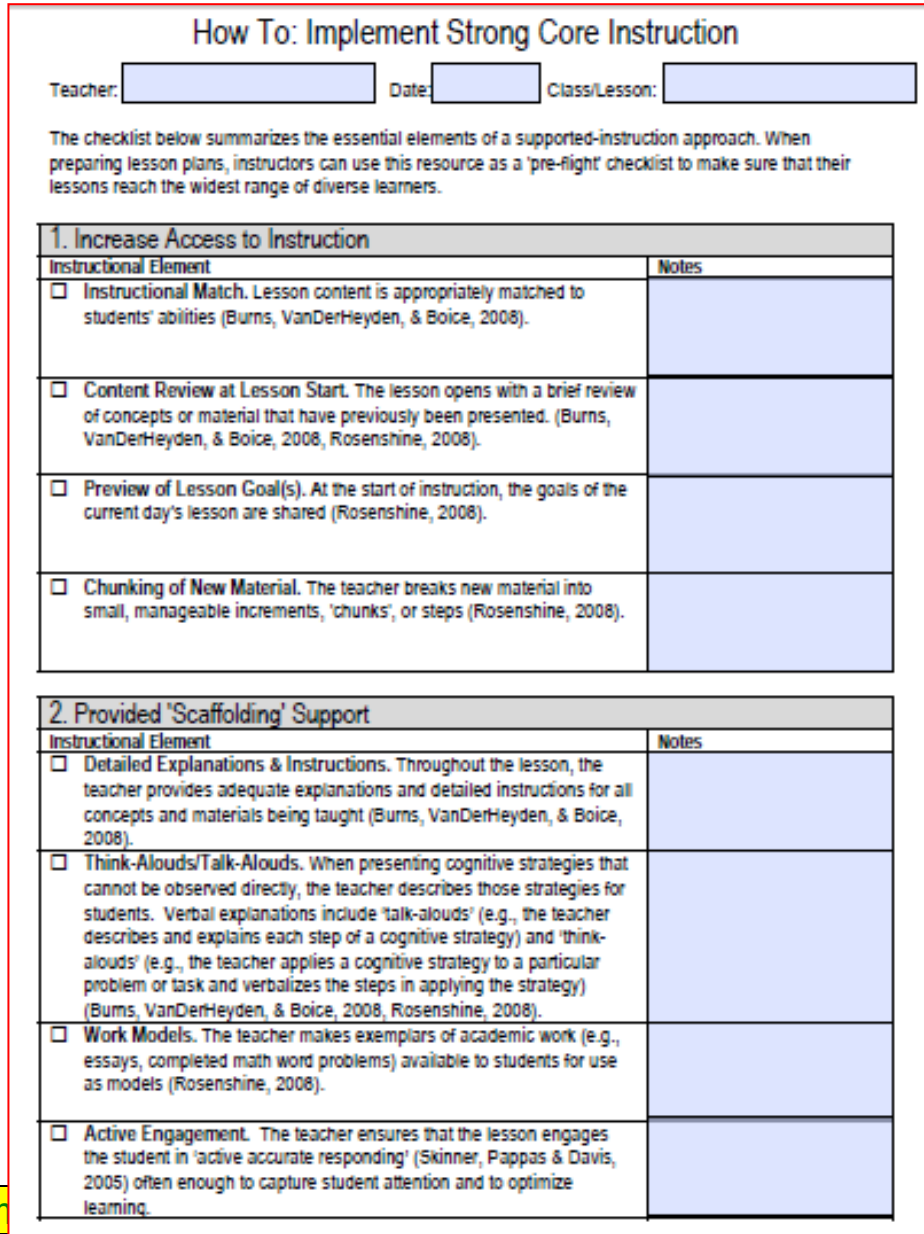
…uses strategies to promote **student engagement.**

…includes **frequent assessment** to gauge student mastery in real time.

…provides **differentiated instruction** matched to student needs.

MTSS: Tier 1: Core Instruction: **Direct Instruction**

Teachers can strengthen their lessons by incorporating into them elements of direct instruction. (NEW RESOURCE! Available on workshop page: www.interventioncentral.org/camden)



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
☐ **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ **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).	
☐ **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ **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).	
☐ **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).	
☐ **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).	
☐ **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

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How To Implement Strong Core Instruction

Increase Access to Instruction

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How to: Implement Strong Core Instruction

1. Access to Instruction

- ❑ Instructional Match
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Activity: Strong Direct Instruction

1. Review this list of **elements** of **direct instruction**.
2. Discuss how your school might use this or a similar checklist to create school-wide expectations for strong, consistent Tier 1 (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
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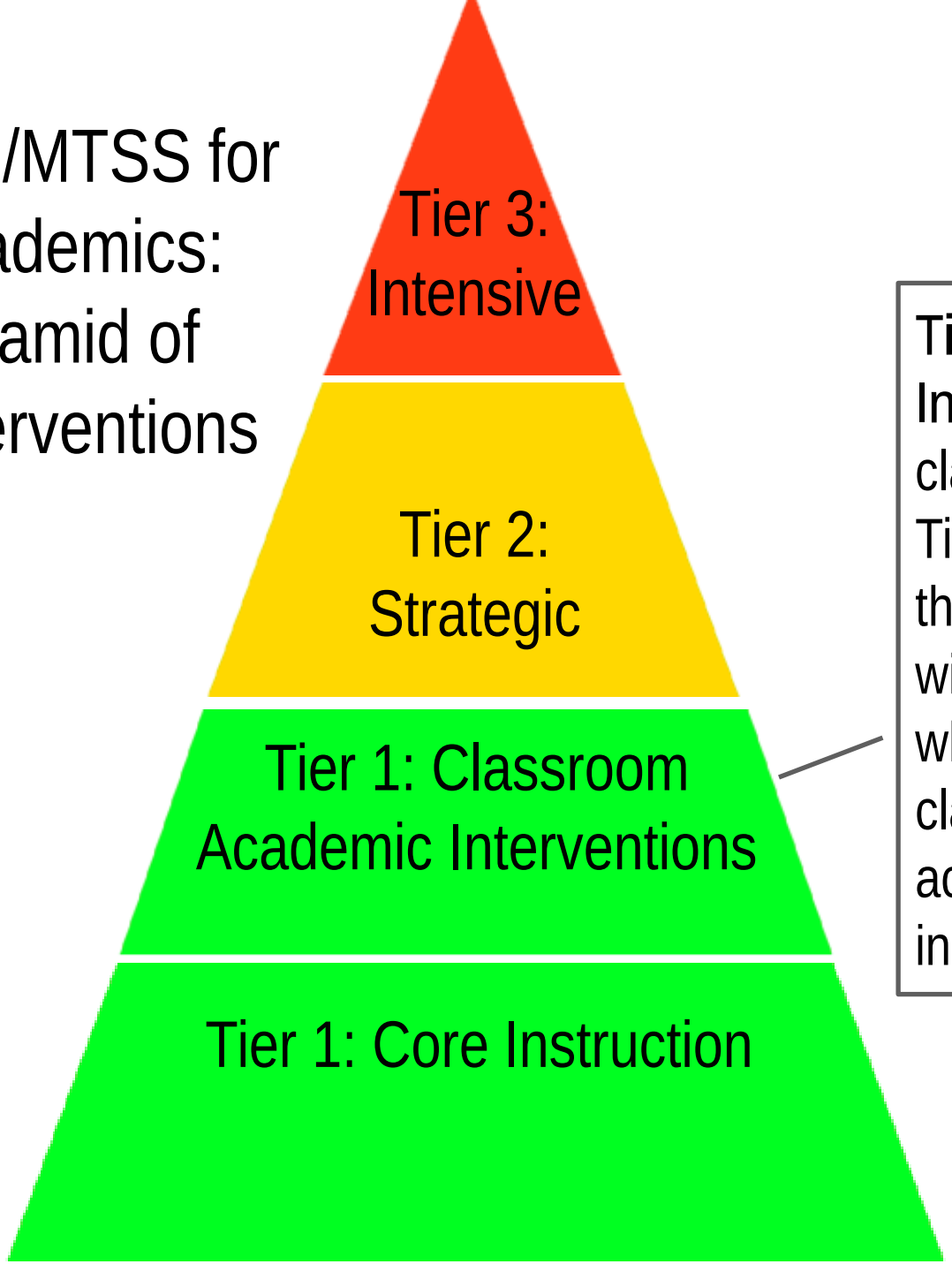
RTI/MTSS for Academics: Pyramid of Interventions



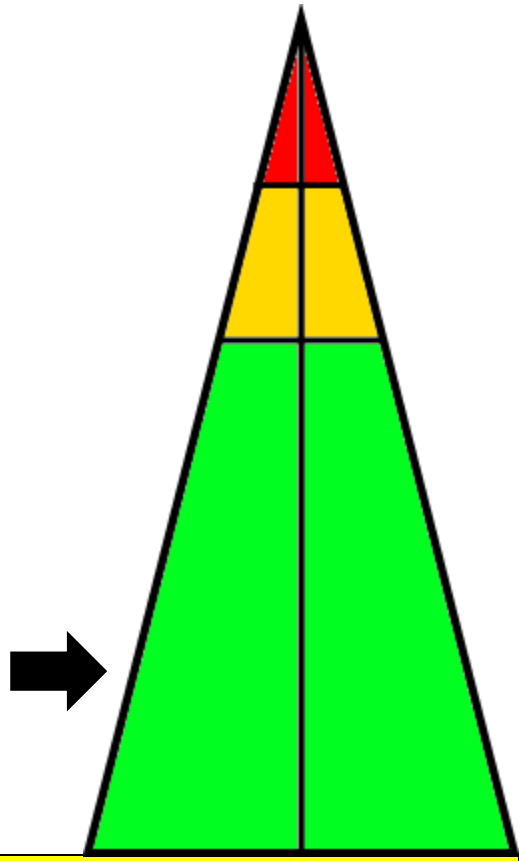
Tier 1: Classroom Intervention. The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional classroom support to achieve success in core instruction.

MTSS: Tier 1: Classroom Intervention

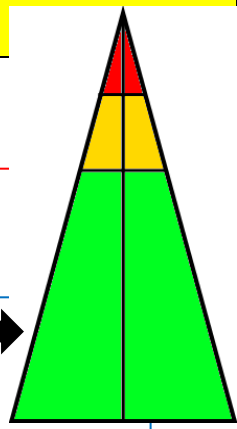
- Teachers sometimes need to put academic interventions in place for **'red flag' students**. These are students whose **academic delays** or **difficulties** require a sustained **remediation plan** that will last at least several weeks.

  Tier 1 interventions take place in the **classroom**, typically **during core instruction**.

  Tier 1 interventions are often modest in scope but can still have strong **positive outcomes**. They follow the full MTSS **problem-solving approach**--adapted to the realities of a busy classroom environment.



Tier 1: Classroom Intervention. The teacher...



…has access to a bank of academic intervention ideas and data-collection methods accessible by all staff.

…uses standardized form(s) to record classroom interventions.

…defines the student's presenting academic problem(s) in clear and specific terms.

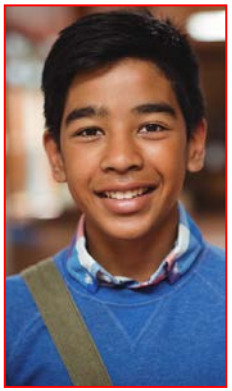
…chooses appropriate academic intervention(s) supported by research.

…selects method(s) to monitor student progress, setting a goal and collecting baseline data.

RTI Files...

Case 1: Neda: Grade 4: Math-Fact Fluency

Case 2: Tomás: Grade 7: Reading Comprehension



Case 3: Russell: Grade 10: Attendance & Preparedness

Teacher Problem-Solving: Just a Part of the Job…

Instructors regularly engage in problem-solving efforts, such as:

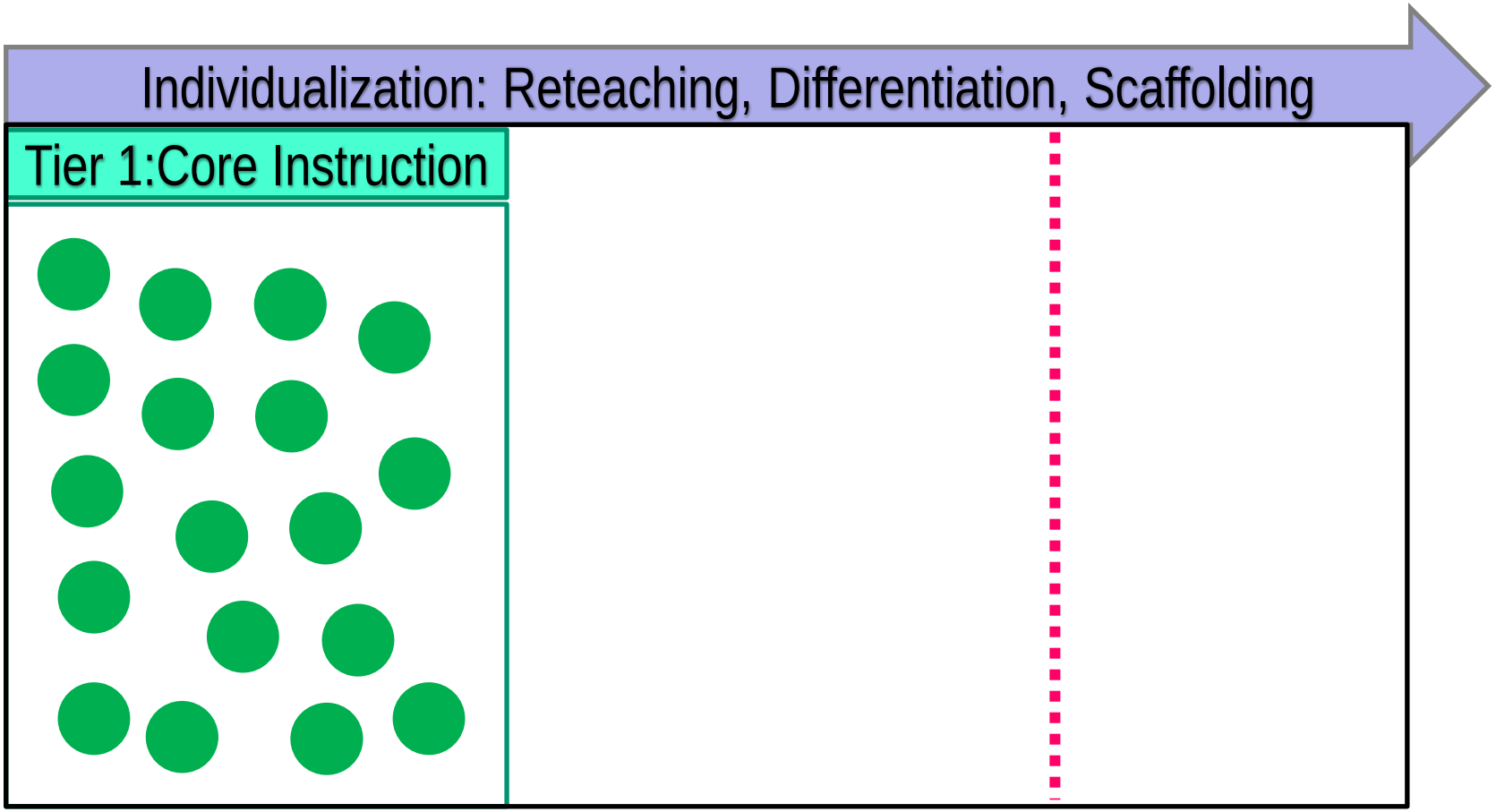
- searching the Internet for ideas to help a struggling learner.
- pulling a student aside to identify deficits in knowledge or skills and reteach instructional content as needed.
- conferencing with a student to develop an action-plan to improve academic performance.
- brainstorming with members of the grade-level or instructional team for ideas to support a student.
- meeting with a consultant (school psychologist; reading or math teacher, etc.) for intervention suggestions.
- scheduling student-parent conferences to enlist home and school to boost academic performance or address behaviors.

Teacher Problem-Solving: All the Work, Little Credit…

In this era of accountability, classroom intervention efforts are not acknowledged unless they are documented: *"Teachers are already doing 90% of the work. But they are often getting zero credit."*

RTI/MTSS provides a structure and toolkit for teachers to record and share classroom intervention plans. With little or no extra time, instructors can get full credit for their problem-solving work.

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



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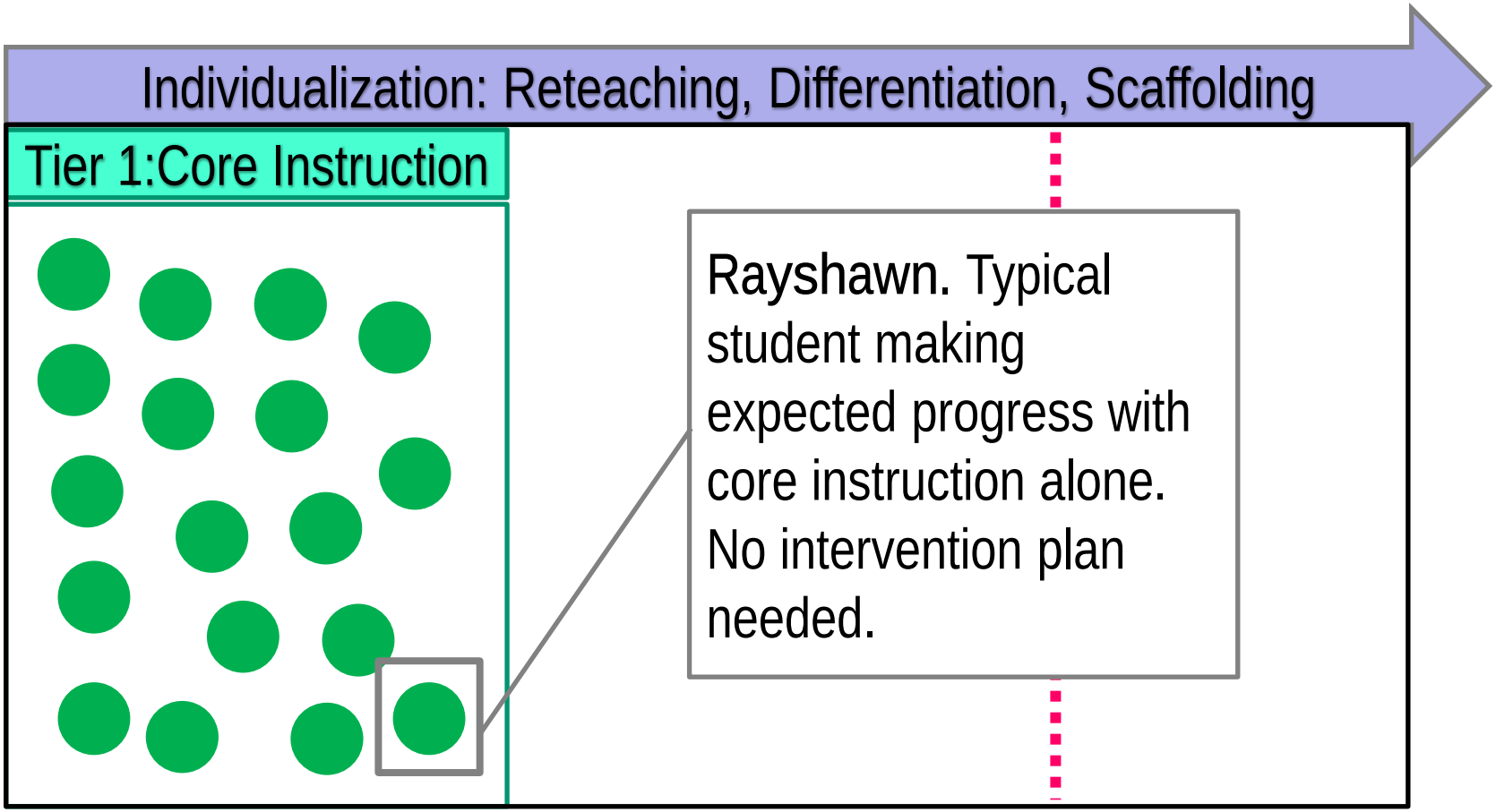

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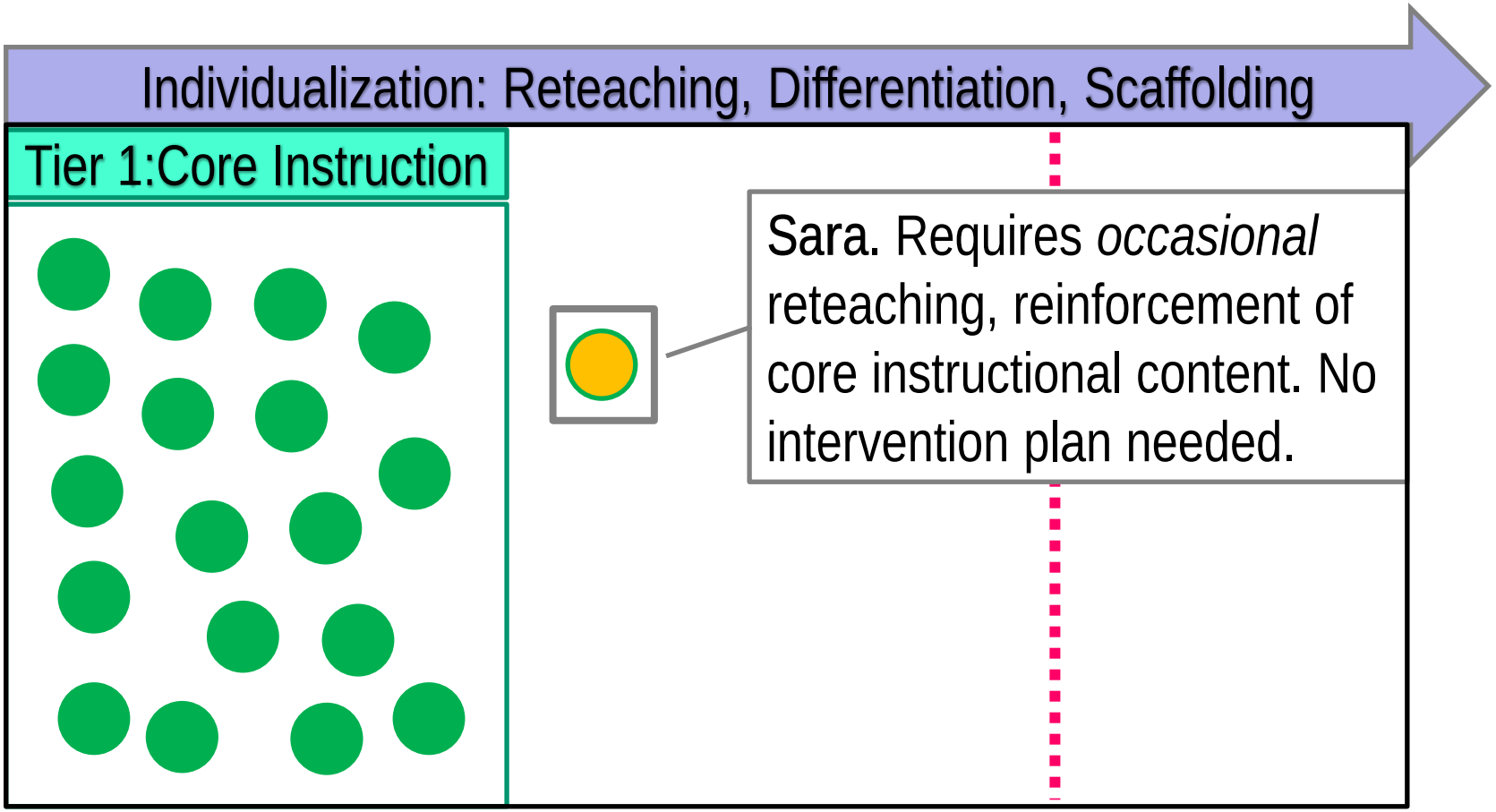

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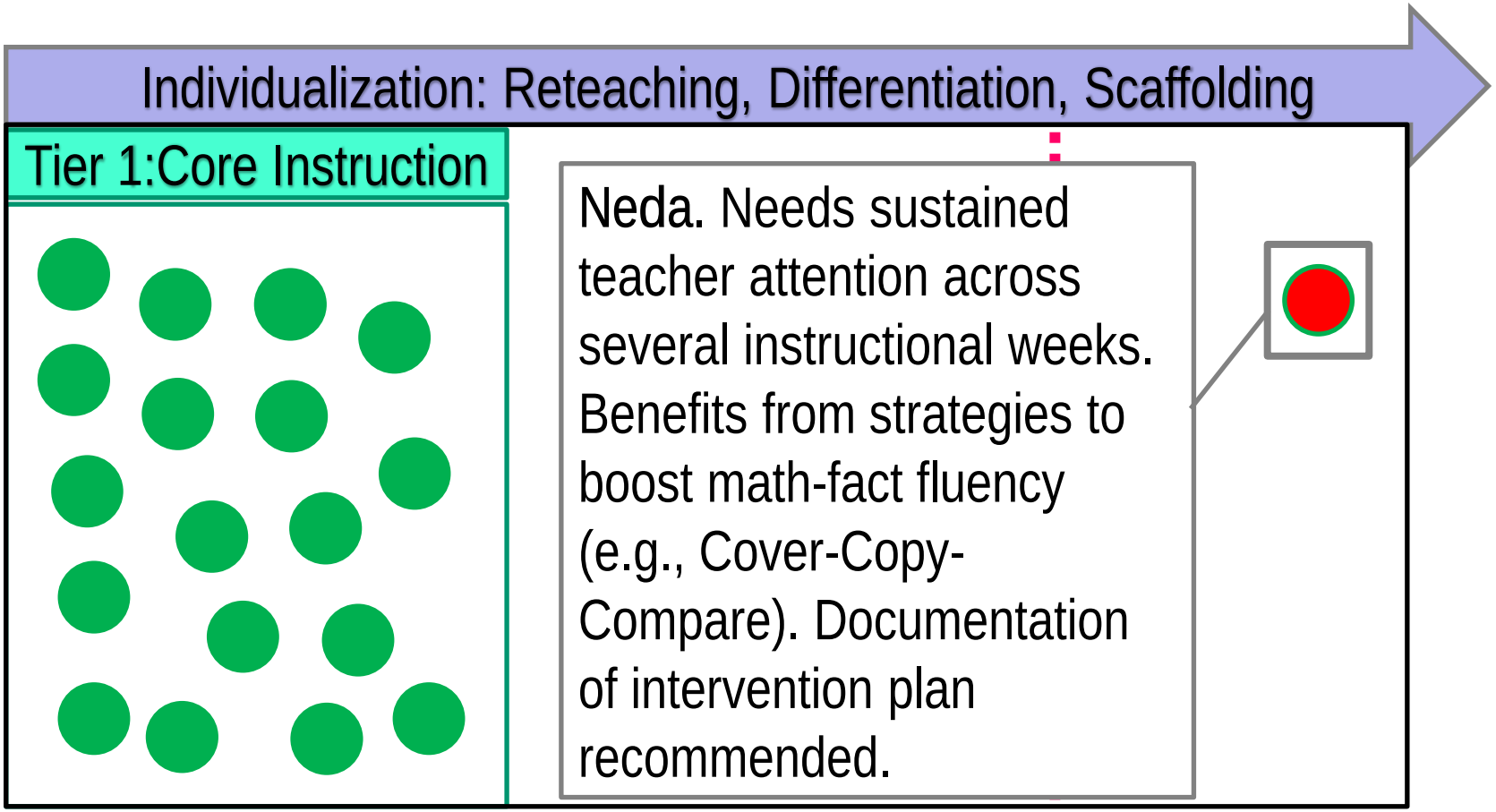
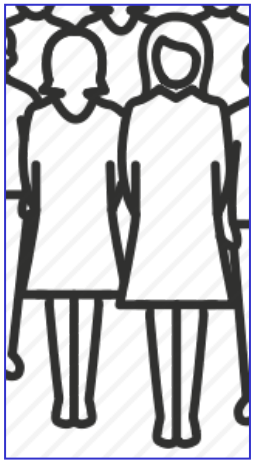


Teachers & Classroom Support Plans: Finding the Balance

When helping teachers to plan Tier 1/classroom interventions, what is the right balance between *too little* and *too much* support?

Teacher Alone

Teacher & Consultant



Teacher & Grade-Level/Instructional Team

Teacher & RTI Problem-Solving Team

Too *Little* Support

"Sweet Spot": Appropriate Support

Too *Much* Support

Tier 1 Intervention Plans: Essentials…

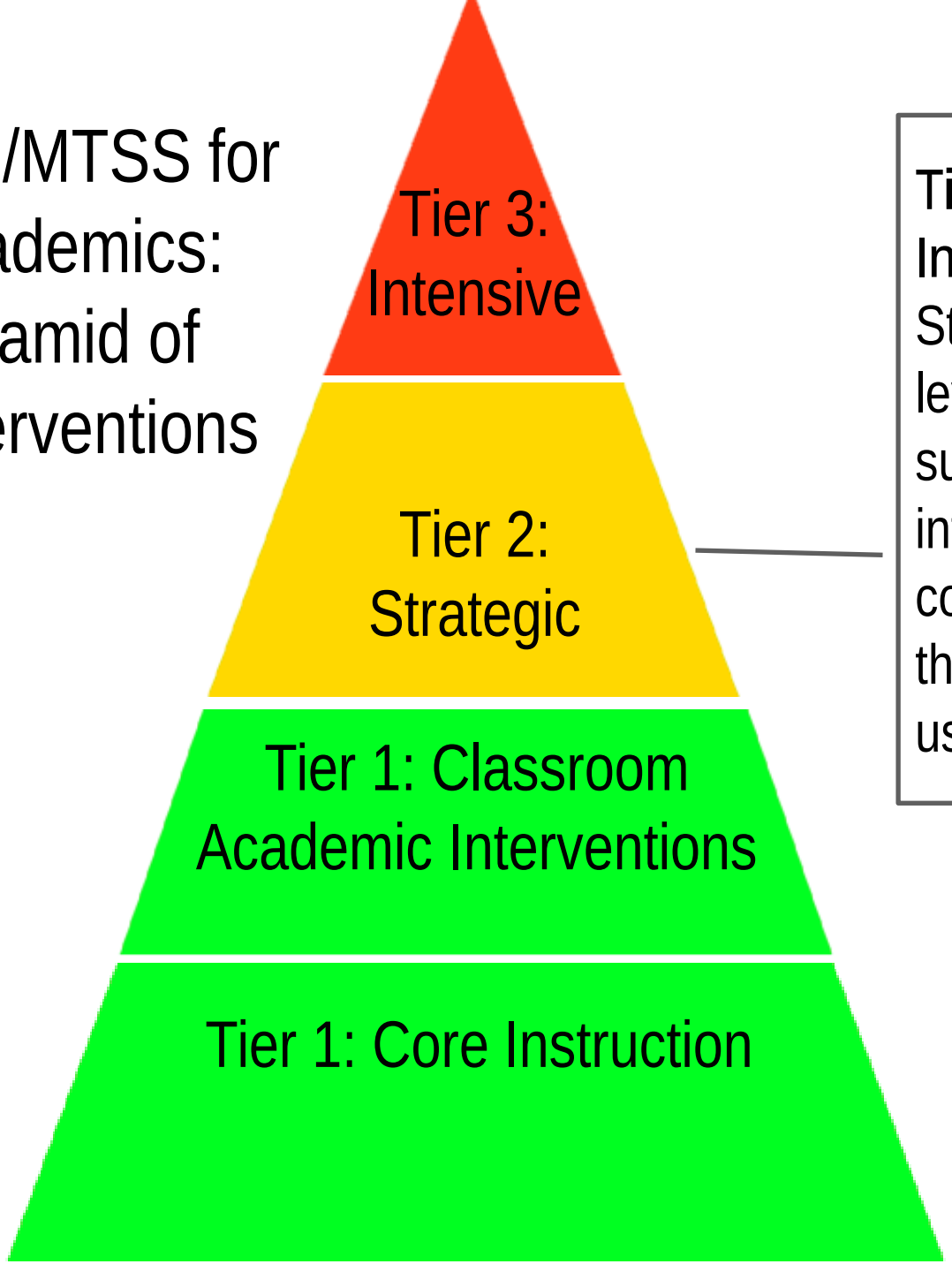
- At Tier 1, problem-solving occurs when the teacher meets briefly with a team (e.g., grade-level team, instructional team, department) or a consultant.
- The teacher defines the student problem(s), selects intervention(s), decides how to monitor the intervention, and documents the intervention plan—with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

Activity: What Are Expectations of the Teacher as Academic 'First Responder'?

- Review this list of teacher steps to implement Tier 1/classroom interventions.
- Which steps might be most challenging for teachers?
- What training, resources, and/or support will teachers need to perform these steps?

Elements of Effective Classroom Academic Intervention
1. *Describe the student academic problem(s) clearly and specifically*
2. *Find/use effective academic-intervention strategies.*
3. *Use instructional adjustments/ accommodations as appropriate.*
4. *Record (write down) intervention efforts.*
5. *Collect data on whether academic performance improves*
6. *Communicate with the student.*
7. *Communicate with parent(s).*

RTI/MTSS for Academics: Pyramid of Interventions

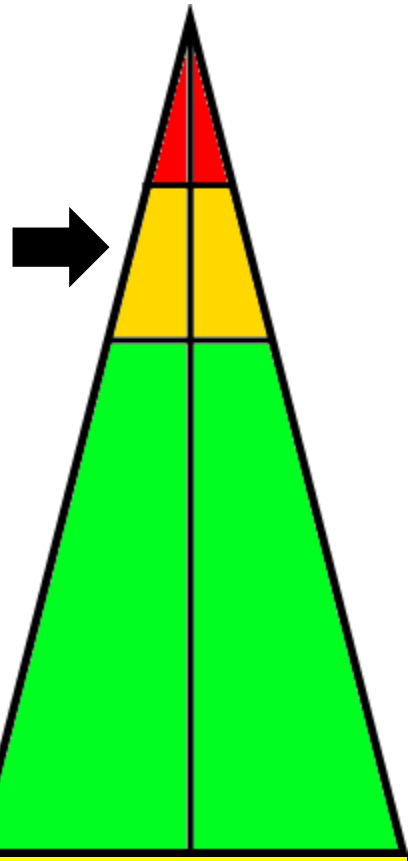


Tier 2: Strategic Intervention (10-15%). Students with off-grade-level skill deficits receive supplemental small-group interventions outside of core instruction to fill in those gaps. Interventions used are research-based.

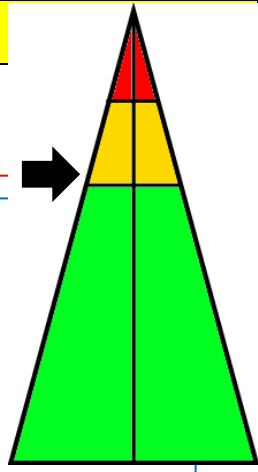
MTSS: Tier 2: Supplemental Intervention

- When students have **moderate academic delays** that cannot be addressed by classroom support alone, they are placed in **Tier 2** (supplemental) intervention. About **10-15%** of students may qualify for Tier 2 services.

  Tier 2 academic interventions are typically delivered in **small-group** format. Students are recruited for Tier 2 services based upon data. Enrollment in these intervention groups is **dynamic**. At several points during the school year, students' progress is **evaluated**. Those who have made progress sufficient to no longer need supplemental help are **exited** from Tier 2 services, while new students at-risk for academic failure are **recruited**.



Tier 2: Supplemental Intervention. At Tier 2,...



…students enter and exit Tier 2 services based primarily on objective academic data (e.g., school-wide screening tool(s): 20-25th% or below).

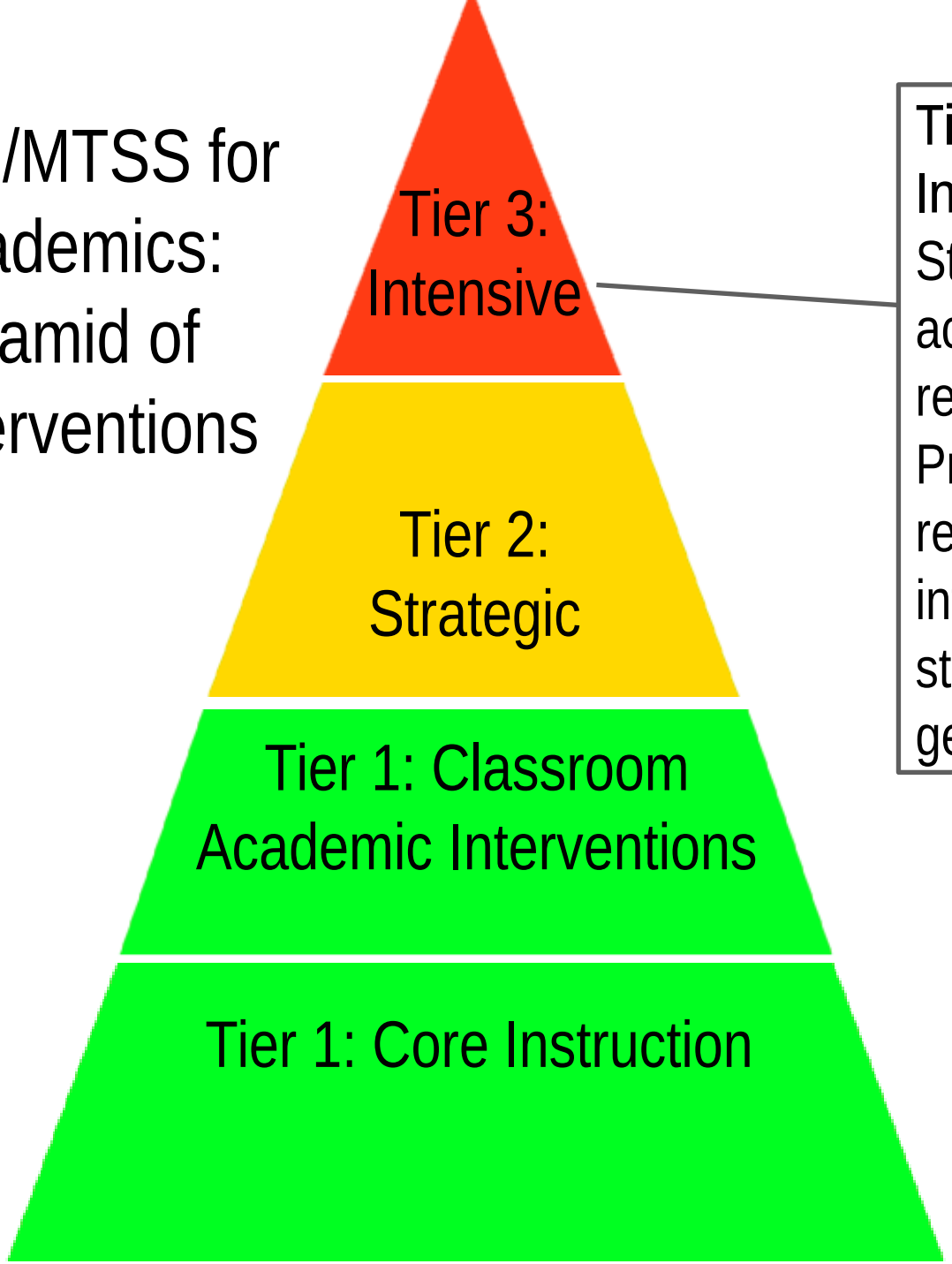
…interventions are documented in writing before Tier 2 services begin, and Tier 2 plans are archived electronically for easy access.

…the interventionist employs academic programs or practices supported by research.

…interventions seek to fix 'off-grade-level' academic deficits—and are not simply a reteaching of classroom instruction .

…the interventionist collects progress-monitoring data at least twice per month to monitor the success of the intervention.

RTI/MTSS for Academics: Pyramid of Interventions



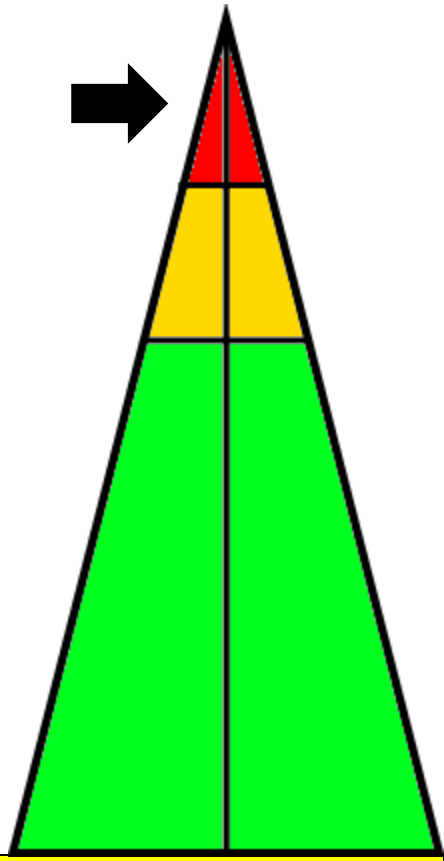
Tier 3: Intensive Intervention (1-5%). Students with intensive academic gaps are reviewed by the RTI/MTSS Problem-Solving Team and receive a customized intervention plan. Most students at Tier 3 are **still** general-education.

MTSS: Tier 3: Intensive Intervention

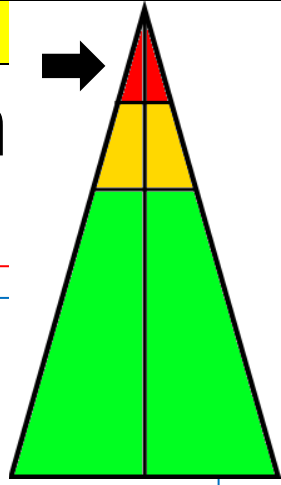
- Students with substantial academic (and/or behavioral) deficits who do not respond to lesser interventions may need a Tier 3 intervention. In a typical school, **1-5% of students** may need Tier 3 support in a given year. The **MTSS Problem-Solving Team** designs and implements the Tier 3 intervention plan.

  The Team identifies the most important blockers to student success and develops a customized **intervention plan** to address those concerns.

  Tier 3 stands apart from lesser Tiers because of the **intensity of intervention** and **customized, problem-solving focus**.



Tier 3: Intensive Intervention. The MTSS Problem Solving Team…



…meets on referred students within 1-2 weeks of initial referral.

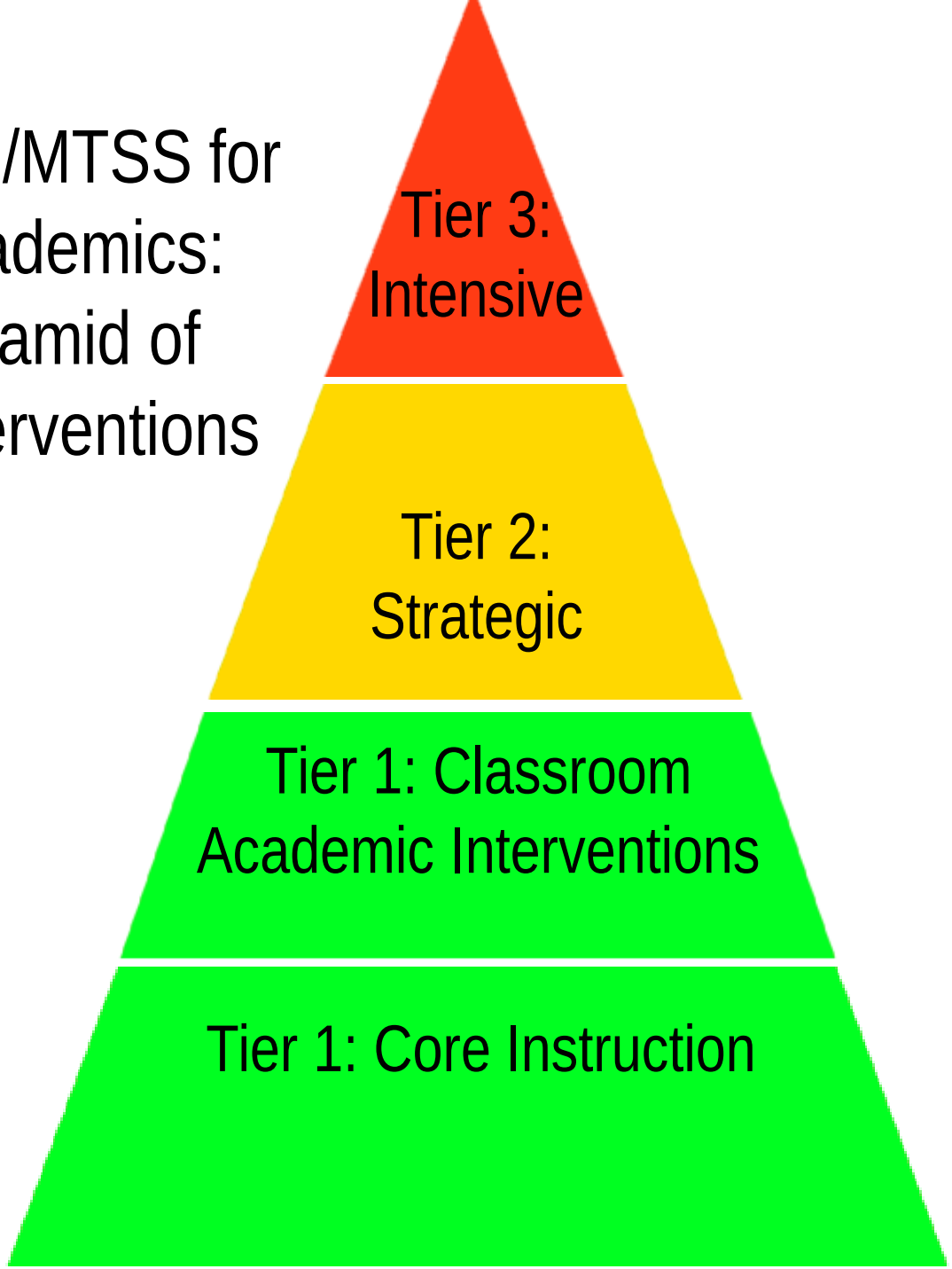
…follows a standardized problem-solving meeting format, with defined meeting roles and steps.

…produces a written record of RTI/MTSS /MTSS Team meeting discussion, including a customized intervention plan.

…routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.

…expects that providers of Tier 3 interventions will collect data at least weekly to monitor student progress.

RTI/MTSS for Academics: Pyramid of Interventions



Academic-Intervention Workshop Agenda:

1. *How to write an effective problem-identification statement.*
2. *Sampling of reading interventions.*
3. *Consultants: Tips for productive meetings with teachers.*
4. *Including accommodations in classroom intervention plans.*
5. *Tool demonstration: Classroom Support Plan Writer.*

Describe the Academic Problem…

At your tables, discuss how you might use this 3-part Problem ID format and/or list of reasons explaining academic problems to better understand a student's academic problem(s).

Conditions	Problem Description	Typical/Expected Level of Performance
When shown CVC words from all vowel families via flashcards	Terrance requires adult prompting, hints, and occasional direction to sound out and blend the words	while classmates perform the task with prompting only.

Hypotheses for Academic Problems

- Skill Deficit
- Fluency Deficit
- Retention Deficit
- Endurance Deficit
- Generalization Deficit
- Motivation Deficit

'Click or Clunk' Check Sheet

My Reading Check Sheet*

Name: _____ Class: _____

Sentence Check... "Did I understand this sentence?"

If you had trouble understanding a word in the sentence, try...

- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...

- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

Paragraph Check... "What did the paragraph say?"

If you had trouble understanding what the paragraph said, try...

- Reading the paragraph over.

Page Check... "What do I remember?"

If you had trouble remembering what was said on this page, try...

- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

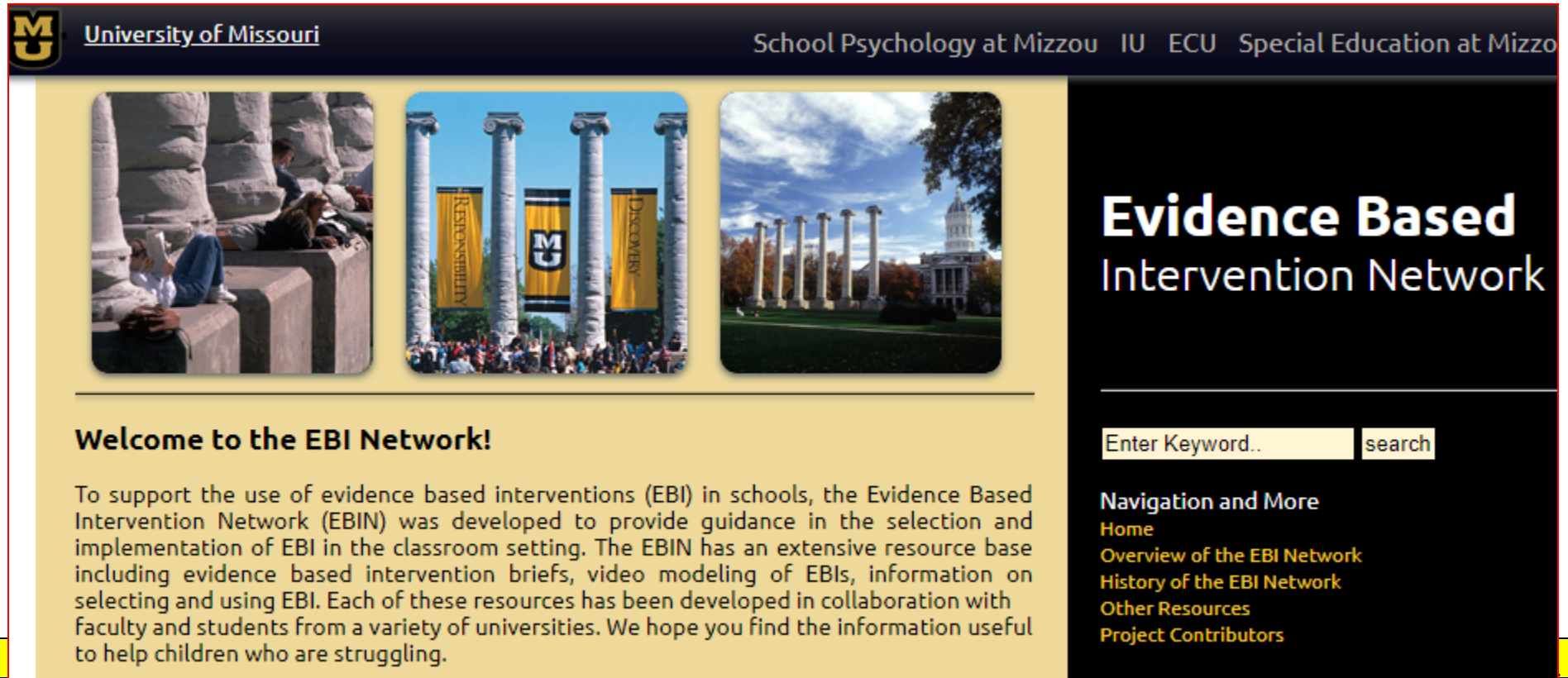
*Adapted from Anderson (1980), Babbs (1984)

Intervention Sources: Florida Center for Reading Research

- This website is a product of a research center at Florida State University.
- The site includes free **lesson plans** for reading across grades K-5. (Many of the grade 4-5 resources are appropriate for secondary students with reading delays.)

Intervention Sources: Evidence-Based Intervention Network

- This site is co-sponsored by school psychology programs at East Carolina University and University of Missouri.
- It contains research-based ideas for reading, math, and behavior interventions.



CLASSROOM SUPPORT PLAN WRITER

Classroom Support Plan Writer: Free Educator Tool

The Classroom Support Plan Writer (CSP Writer) is a free web-based tool that educators can use on a computer OR smart phone to:

- browse collections of reading, math, writing, behavior, and accommodation ideas.
- select specific intervention ideas matched to particular groups or individuals.
- add personal notes to the plan to clarify implementation.
- label, download, and print the resulting customized 'Classroom Support Plan'.

The Classroom Support Plan Writer. Use this FREE web-based app to write and print classroom intervention plans with academic and/or behavioral components.

URL: https://interventioncentral-vue.firebaseapp.com/

Lab Work: Intervention Scavenger Hunt

1. Go to the workshop page: http://www.interventioncentral.org/camden

2. Find the links under the heading **Free Intervention Websites/Resources**.

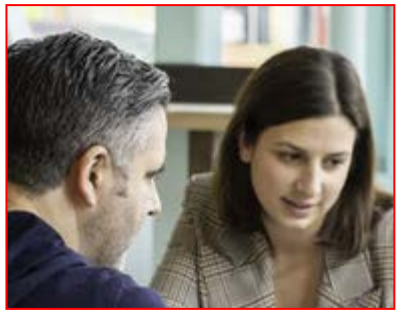
3. Review any of these links to find at least 1 intervention strategy that you believe could address the student problem you identified earlier today.

4. Share this intervention idea with your table.

Lab Work: Consulting with Teachers…

Review the tips shared today for consulting with your teacher colleagues.

Pick ONE idea from this list that you feel is *especially* important for teaching staff to remember.



Consultation Tips:

1. *Classroom interventions address classroom problems.*
2. *Intervention-planning is negotiation.*
3. *Limit conversation to 'the fixable'.*
4. *Focus on the needs of 'the struggling learner'.*
5. *Redefine 'successful intervention'.*
6. *The teacher remains responsible for the intervention.*

Interventions, Instructional Adjustments & Modifications: Sorting Them Out (Handout; pp. 7-8)

- **Academic Intervention.** An *academic intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage application of an existing skill to new situations or settings. Example: Read-Ask-Paraphrase.

- **Instructional Adjustment/ Accommodation.** An *instructional adjustment* (also known as an 'accommodation') helps the student to fully access and participate in the general-education curriculum without changing the instructional content or reducing the student's rate of learning. Examples: Chunking larger tasks into smaller sub-tasks; keyboarding a writing assignment in lieu of handwriting.

- **Modification.** A *modification* changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated. Example: Open book test for one.

Three Reasons Teachers Should Write Down MTSS Tier 1/Classroom Intervention Plans…

1. **Consistency.** When strategies are put into writing, they are more likely to be carried out routinely instead of used sporadically.
2. **Memory aid.** Teachers have MUCH better recall and fidelity in carrying out interventions if captured in written form.
3. **Permanence.** When plans are documented, they can be archived and shared with future teachers, MTSS Team, CSE, etc.

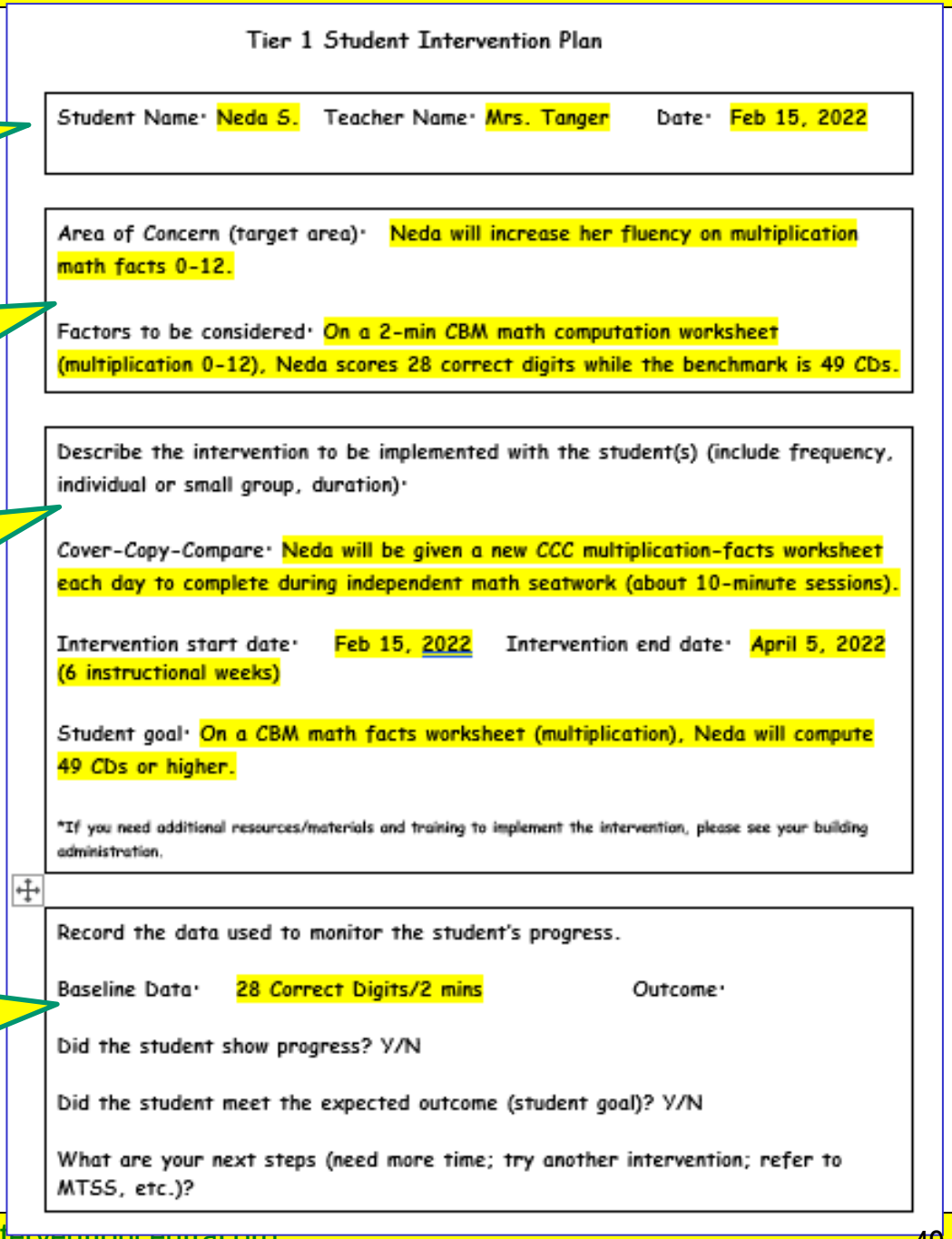
Case Information

Problem Description

Interventions

How To: Create a Written Record of Classroom Interventions: *Camden Schools Form*

Plan to Monitor Progress



Tier 1 Student Intervention Plan

Student Name: Neda S. Teacher Name: Mrs. Tanger Date: Feb 15, 2022

Area of Concern (target area): Neda will increase her fluency on multiplication math facts 0-12.

Factors to be considered: On a 2-min CBM math computation worksheet (multiplication 0-12), Neda scores 28 correct digits while the benchmark is 49 CDs.

Describe the intervention to be implemented with the student(s) (include frequency, individual or small group, duration):

Cover-Copy-Compare: Neda will be given a new CCC multiplication-facts worksheet each day to complete during independent math seatwork (about 10-minute sessions).

Intervention start date: Feb 15, 2022 Intervention end date: April 5, 2022 (6 instructional weeks)

Student goal: On a CBM math facts worksheet (multiplication), Neda will compute 49 CDs or higher.

*If you need additional resources/materials and training to implement the intervention, please see your building administration.

Record the data used to monitor the student's progress.

Baseline Data: 28 Correct Digits/2 mins Outcome:

Did the student show progress? Y/N

Did the student meet the expected outcome (student goal)? Y/N

What are your next steps (need more time; try another intervention; refer to MTSS, etc.)?

PART 2: Tier 1: Building a Classroom Data-Collection Toolkit

Jim Wright
www.interventioncentral.org

Camden Central School District

Camden High School

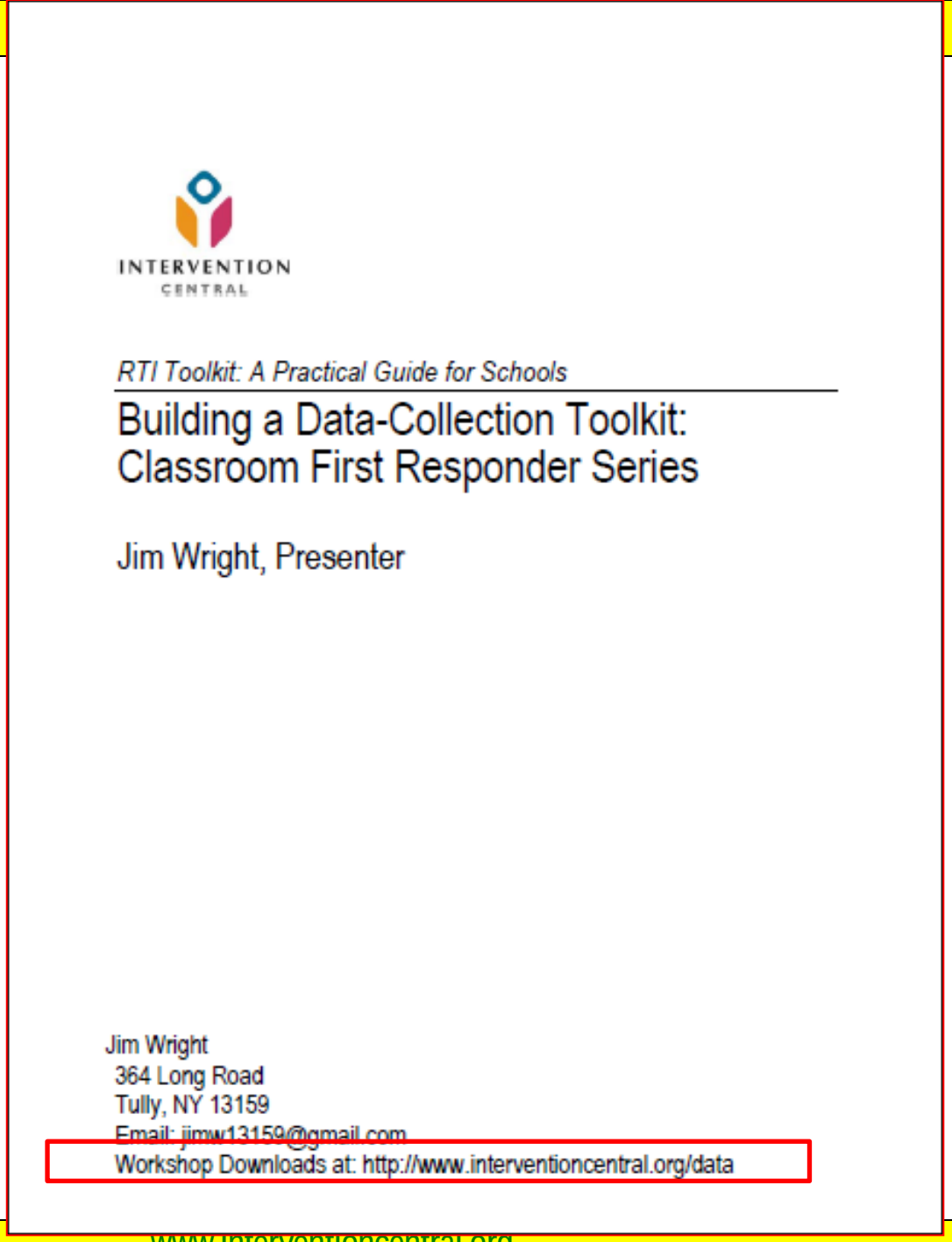
Camden Middle School

Camden Elementary School

McConnellsville Elementary School

INTERVENTION CENTRAL

Handout



INTERVENTION CENTRAL

RTI Toolkit: A Practical Guide for Schools

Building a Data-Collection Toolkit: Classroom First Responder Series

Jim Wright, Presenter

Jim Wright
364 Long Road
Tully, NY 13159
Email: jimw13159@gmail.com
Workshop Downloads at: http://www.interventioncentral.org/data

Workshop data-collection resources available at:

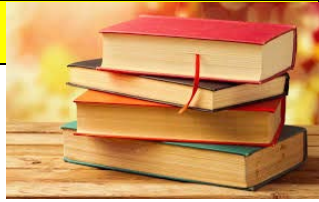
http://www.interventioncentral.org/data

Today's PowerPoints can be accessed at:

http://www.interventioncentral.org/camden

Lab Work: What is Your Data-Collection Challenge?

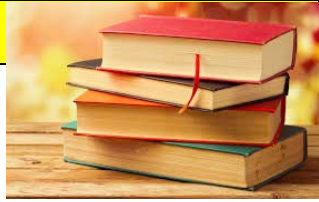
- Write down at least 1 academic or behavior goal that you find challenging to measure in the classroom.
- Share with your table.



The Struggling Student: Data Tells a Story…

Whenever a student has academic or behavioral challenges, you look to data to tell a coherent story. If any of these elements are missing, the 'data story' can become garbled:

❖ What academic/behavior problem(s) is the student experiencing?	*Neda lacks fluency in multiplication math facts.*
❖ What is the student's current performance?	*On a 2-min CBM math-fact worksheet (multiplication), Neda completes 28 correct digits.*
❖ What goal will you set to show that the behavior has improved?	*On a 2-min CBM math-fact worksheet, Neda will complete 49 correct digits.*
❖ How will you use data as feedback to judge your intervention's effectiveness?	*The teacher will administer the CBM math-fact worksheet weekly.*



The Struggling Student: Data Tells a Story…

Whenever a student has academic or behavioral challenges, you look to data to tell a coherent story. If any of these elements are missing, the 'data story' can become garbled:

- What academic/behavior problem(s) is the student experiencing?

  Jason fails to comply with adult requests during math instruction.

- What is the student's current performance?

  On a behavior report card (BRC), Jason is rated as 'poor' in compliance on 80% of days.

- What goal will you set to show that the behavior has improved?

  On a BRC, Jason will be rated as 'good' in compliance on 80% of days.

- How will you use data as feedback to judge your intervention's effectiveness?

  The math teacher will complete the BRC daily. The intervention will be reviewed after 6 instructional weeks.

RTI/MTSS Files…

Case 1: Andrew:
Kdg: Letter knowledge

Case 2: Lyla:
4th Grade: Reading fluency

Case 3: Jared:
8th Grade: Reading comprehension

Classroom Intervention Plan

Description of the Student Problem (Handout; pp. 5-6)		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with mixed-case letter names for 3 seconds	**Andrew correctly identifies 34 out of 52**	**while most classmates can correctly identify all letter names.**

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.
On alternate days, teacher or teaching assistant will spend 10 mins with Andrew using Flashcards with 3-Second Delay to review mixed-case letter names.

Progress-Monitoring. Select a method to monitor student progress.	
Type of Data Used to Monitor: **CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe**	
Baseline	Outcome Goal
8 correct letter names per min	**24 correct letter names per min (6 wks)**
How often will data be collected? (e.g., daily, every other day, weekly): **Weekly**	

Classroom Intervention Plan

Problem Description

Intervention Description

Plan to Monitor Progress

Description of the Student Problem (Handout; pp. 5-6)		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with mixed-case letter names for 3 seconds	**Andrew correctly identifies 34 out of 52**	**while most classmates can correctly identify all letter names.**

Intervention
What to Write: Write a brief description of the intervention(s) to [illegible] student. TIP: If you have a script for this intervention, you can ju[illegible] here and attach the script to this sheet.
On alternate days, teacher or teaching assistant will s[illegible] with Andrew using Flashcards with 3-Second Delay to[illegible] case letter names.
Progress-Monitoring. Select a method to monitor student progress.
Type of Data Used to Monitor: **CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe**

Baseline	Outcome Goal
8 correct letter names per min	**24 correct letter names per min (6 wks)**

How often will data be collected? (e.g., daily, every other day, weekly): **Weekly**

RTI/MTSS Files: Case 1

Andrew
Kindergarten

Problem: Limited letter knowledge

Intervention:
Flashcards:
3-Second Delay

RTI/MTSS Files: Case 1

- **Problem:** Andrew is a Kindergarten student who does not know the names of all mixed-case letters (skill deficit).
- **Intervention:** His teacher, Ms. Coleman, decides to use **Flashcards with 3-Second Delay** to teach unknown letter names.

1

Classroom Intervention Plan for Andrew

Description of the Student Problem (Handout; pp. 6-7)		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When shown flashcards with mixed-case letter names for 3 seconds	Andrew correctly identifies 34 out of 52	while most classmates can correctly identify all letter nam[illegible]

Classroom peer performance

General Problem: *Andrew does not know all letter names.*

Phonics: Letter Names: Flashcards/3-Second Delay

- The tutor has a deck of 5 letter-name flashcards and has defined a session criterion for mastery: e.g., *the student will name all letters in the deck correctly 3 times in a row*.
- The tutor shows each flashcard to the student, saying, "Look at this letter and say the name of the letter."
- If the correct response comes within 3 seconds, the tutor says, "Yes, the name of the letter is [letter name]."
- If the student responds incorrectly or hesitates, the tutor says, "No, the name of the letter is [letter name]. Say [letter name]."
- When all flashcards are presented, tutor shuffles cards and repeats.
- When the student attains the mastery criterion, the tutor repeats the above procedures with a new deck of 5 letter flashcards.

Source: Ferkis, M. A., Belfiore, P. J., & Skinner, C. H. (1997). The effects of response repetitions on sight word acquisition for students with mild disabilities. Journal of Behavioral Education, 7, 307-324.

Classroom Intervention Plan for Andrew

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.
On alternate days, teacher or teaching assistant will spend 10 mins with Andrew using Flashcards with 3-Second Delay to review mixed-case letter names.

- **Progress-Monitoring:** Mrs. Coleman selects free progress-monitoring probes for CBM Letter Names from easyCBM to monitor Andrew's flashcard intervention.
  Each probe contains a randomized list of mixed-case letters and takes 1 minute to administer to the student.

  At **baseline**, Andrew can correctly name 8 mixed-case letters in 1 minute. The **goal** at the end of 6 weeks is for Andrew to correctly name 24 letters per minute (Kdg: Fall: 50th percentile).

1

Sample CBM Letter Names Fluency Probe: easyCBM

Assessor Copy **Form K-2**

Student Name: _____ Date: _____

Letter Names

Procedures

Place the probe marked "Letter Names Student Copy" in front of the student. Read the directions to the student. When you are finished administering the test, enter the student results on the website for scoring and record keeping.

Directions

"When I say begin, say the name of each letter. I will stop you after 60 seconds. Start at the top of the page and read across each row." Demonstrate by sweeping your finger from left to right across the first row. **"Move your marker down after each row."** Demonstrate. **"Any questions?... Ready?...Begin."** At 60 seconds, say **"Stop."** Mark the last letter with a bracket.]

Note: This is a 60 second timed test.

Scoring

If student:

- Self corrects, write S.C. above letter name and count as correct.
- Says incorrect letter name, slash through letter name, and count as incorrect.
- Hesitates more than 3 seconds, supply the letter name and count as incorrect.
- Skips letter, circle the letter and count as incorrect.
- Clearly loses his/her place, point to the next letter.

X	o	s	A	B	O	E	a	x	T	10
r	e	S	Z	t	L	N	R	C	p	20
D	m	n	P	f	I	K	F	c	M	30
i	k	G	z	v	U	W	Q	h	w	40
u	l	y	d	V	b	J	q	j	A	50
o	E	T	X	s	A	O	x	B	a	60
e	R	t	C	L	r	S	p	N	Z	70
n	P	K	M	D	f	c	m	F	I	80
z	U	i	h	w	G	v	Q	W	k	90
d	V	u	b	l	j	A	q	J	y	100

 # Correct _____

Source: easyCBM.com

Classroom Intervention Plan for Andrew

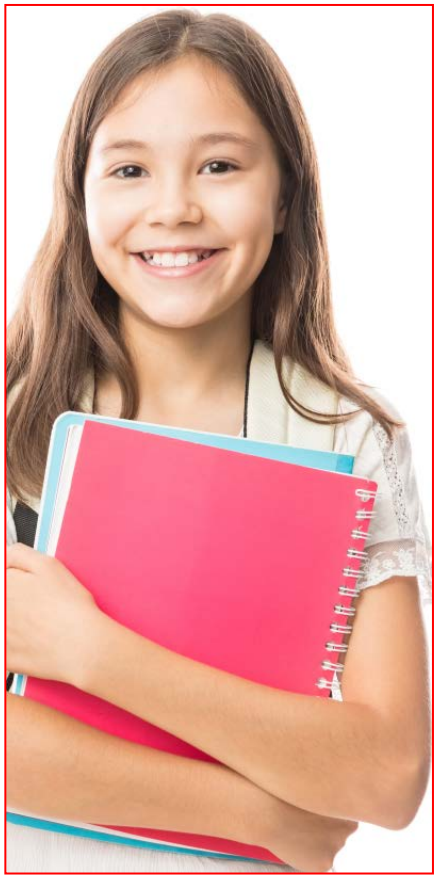
Progress-Monitoring. Select a method to monitor student progress.	
Type of Data Used to Monitor: CBM/Mixed-Case Letter Names (materials from easyCBM.com): 1-minute probe	
Baseline	Outcome Goal
8 correct letter names per min	24 correct letter names per min (6 wks)
How often will data be collected? (e.g., daily, every other day, weekly): Weekly	

RTI/MTSS Files: Case 2

Lyla
Grade 4

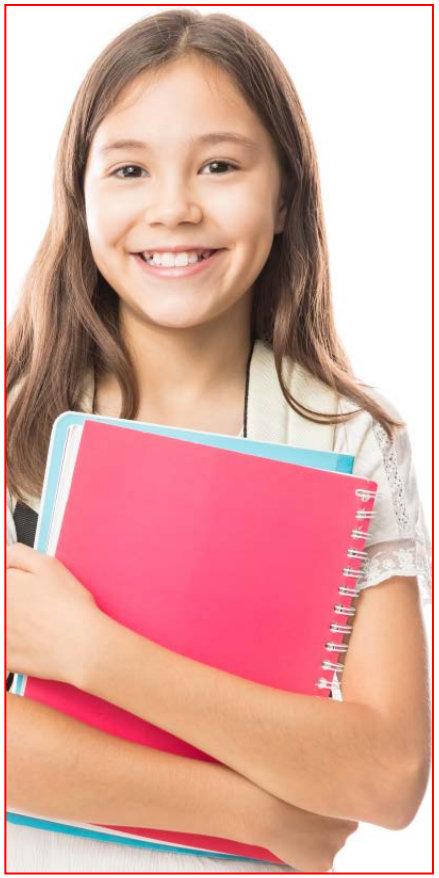
Problem: Reading fluency

Intervention: Passage Preview in Stages



RTI/MTSS Files: Case 2

- **Problem:** Lyla reads with accuracy but reads aloud at a much slower rate than her 4th-grade classmates (fluency deficit).
- **Intervention:** Her general-education teacher, Ms. Robinson, decides to use **Passage Preview in Stages** to promote oral reading fluency. (Because Lyla is in a co-taught classroom, both teachers will assist in providing the intervention.)



2

Classroom Intervention Plan for Lyla

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When reading aloud for 1-min from a Gr 4 easyCBM Passage Reading Fluency probe	Lyla reads an average of 98 correctly read words (CRWs) per minute	while the peer norm (winter: 25th percentile) is 112 CRWs.

easyCBM benchmark norms

General Problem: *Lyla is not a fluent reader in grade-level passages.*

Reading Fluency: Passage Preview in Stages

- The student and tutor sit side-by-side at a table with a book between them.
- The tutor begins by reading aloud a section from the book for about 2 minutes while the student reads silently.
- At the end of the 2 minutes, the tutor stops reading and asks the student to read aloud the passage just read. If the student commits a reading error or hesitates for longer than 3-5 seconds, the tutor tells the student the correct word and has the student continue reading.
- For each new section in the passage, the tutor first reads that section aloud before having the student read aloud with feedback.

Sources: Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. Learning Disabilities Quarterly, 7, 39-44.

Van Bon, W.H.J., Boksebeld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. Journal of Learning Disabilities, 24, 471-476.

Classroom Intervention Plan for Lyla

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.
The 2 classroom teachers will each work with Lyla on alternate days for 10-minute sessions, using the Passage Preview in Stages intervention.

Sample CBM Passage Fluency Probe: easyCBM

Assessor Copy **Form 5-4**

Student Name: _____ Date: _____

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:

   "This is a story about Gaby. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."
2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "**Stop.**"

Gaby was nervous to start school. She had just moved to California after	13
growing up in Mexico. She didn't speak English very well and hadn't met any other	28
girls in her neighborhood who were her age. She had seen a few of them playing in	45
their yards, but she was too nervous to go and talk with them. She had so many	62
friends back in Mexico who were in her class in school. But she had left that all	79
behind to come and live in California.	86
Her dad had gotten a new job in Los Angeles, and Gaby had to move with	102
him. At first she was angry that she would have to leave her school and all of her	120
friends behind. Her parents convinced her that making new friends would be a good	134
experience. Besides, she would be able to spend time with some of her cousins who	149
had already moved to the U.S. She told herself that everything would be okay.	163
On the first day of school, she waited all alone at the bus stop. She saw a	180
girl slowly walking up the sidewalk and approaching her. Gaby was extremely	192
nervous. What would she say if the girl tried to talk to her? When the girl arrived,	209
she said hello to Gaby and asked her if she was new. Gaby had been practicing for	226
this moment so that she would know what to say. She said hi back and introduced	242
herself. Maybe this wouldn't be so bad after all.	251

Total Words Read:_____ - # of Errors:_____ = CWPM:_____

Source: easyCBM.com

CBM Passage Fluency Norms: Correctly Read Words Per Min: easyCBM

	Grade 4		
Percentile	**Fall**	**Winter**	**Spring**
10th	69	85	87
25th	87	112	112
50th	107	138	138
75th	132	159	167

Source: easyCBM.com

Classroom Intervention Plan for Lyla

Progress-Monitoring. Select a method to monitor student progress.

Type of Data Used to Monitor:

1-min Passage Reading Fluency Probes (Gr 4) from easyCBM.com

Baseline	Outcome Goal
98 CRWs per min	107 CRWs per min (6 wks)

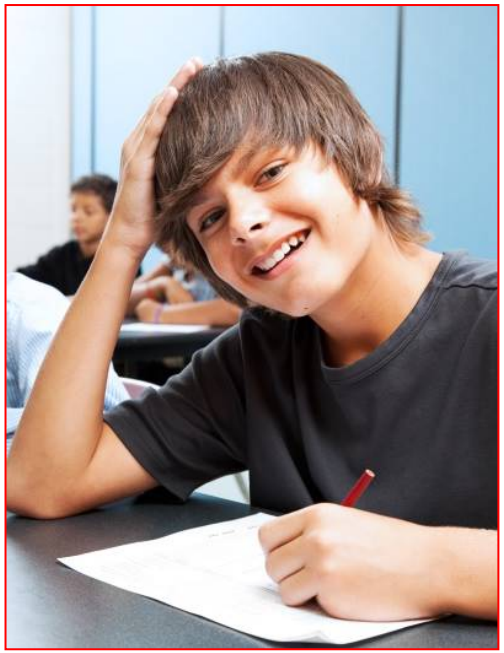
How often will data be collected? (e.g., daily, every other day, weekly): Weekly

RTI/MTSS Files: Case 3

Jared
Grade 8

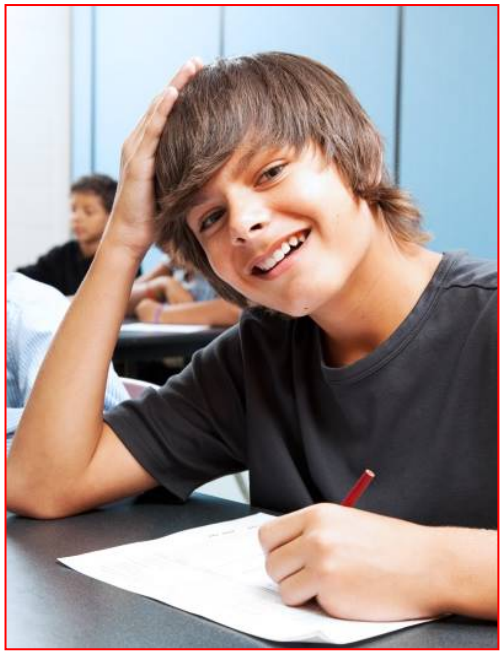
Problem: Failure to recall information from readings

Intervention:
Read Actively



RTI/MTSS Files: Case 3

- **Problem:** Jared is a fluent reader but frequently fails to monitor his understanding when reading assigned non-fiction passages. As a result, he often fails to recall key information (generalization deficit).
- **Intervention:** Jared's social-studies teacher, Mr. Griffin, chooses **Read Actively** as a student strategy to promote better recall of key ideas.



3

Classroom Intervention Plan for Jared

Description of the Student Problem		
Environmental Conditions or Task Demands	Problem Description	Typical or Expected Level of Performance
When assigned to read an informational passage and to complete a written recall	Jared is inconsistent in recalling main ideas/details from the passage	while written recalls from the majority of the class include mo ide

Classroom peer performance (work samples)

General Problem: *Jared does not recall key ideas from readings.*

Reading Comprehension: Read Actively

- The instructor teaches students to first read through each paragraph, paying attention to the topic and important details and facts.
- The instructor then directs students to cover the paragraph and state (or silently recall) the key details of the passage.
- Finally, the instructor prompts students to uncover the passage and read it again to see how much of the information in the paragraph the student accurately recalled.
- This process is repeated with all paragraphs in the passage.

Source: Gleason, M. M., Archer, A. L., & Colvin, G. (2002). Interventions for improving study skills. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), Interventions for academic and behavior problems II: Preventive and remedial approaches (pp.651-680). Bethesda, MD: National Association of School Psychologists.

Classroom Intervention Plan for Jared

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.
Mr. Griffin will supervise Jared's use of the Read Actively intervention during independent reading time. Initially, Mr. Griffin will sit with Jared and coach him in use of the strategy. The goal at the end of the initial 6 weeks is for Jared to use the strategy independently.

- **Progress-Monitoring:** Mr. Griffin decides to collect and evaluate Jared's written retells, using a written-retell rubric. After each reading, Jared writes a retell summarizing key information from the reading. The rubric scores the retell using 5 categories with each evaluated on a 4-point scale—for a maximum of 20 points.

  At **baseline**, Jared scores an average of 9 points of 20 on the rubric. If the intervention is effective, the teacher expects that Jared's rubric ratings will rise to at least 15 of 20 (a rating of 'Mastery').

3

RETELLING RUBRIC

Name_____ Date_____

Objective	Beginning 1	Developing 2	Mastery 3	Exemplary 4	Score
Uses complete sentences in retelling the passage	Uses incomplete sentences	Uses complete and incomplete sentences – not all sentences are cogent	Uses complete sentences with simple structure	Uses complete sentences with varied structures	_____
Captures the salient idea of each event	Does not recall all salient ideas or inaccurately expresses two or more ideas	Expresses one salient idea incompletely or inaccurately	Accurately captures the salient idea of each event but is overly verbose or not specific enough	Accurately and succinctly captures the salient idea of each event	_____
Sequences events cohesively	Does not include all events or does not state all events in correct order	States events in order but without any transitions	Sequences events using traditional transition words (e.g., *first, then, next, finally*)	Sequences events using adverbs (e.g., *then, next, therefore, that's why*) and conjunctions (e.g., *so, if, because*)	_____
Incorporates vocabulary from the passage	Does not incorporate any vocabulary words from the passage	Incorporates vocabulary words exactly as used in the passage	Uses appropriate synonyms for vocabulary words from the passage	Uses vocabulary words from the passage in novel ways	_____
Retells the passage with prosody	Does not complete the retelling of the passage and may say "I can't remember" or "I forget"	Restates, pauses, or self-corrects while retelling the passage and may overuse "um"	Retells the passage haltingly but persistently	Retells the passage with ease, confidence, and expression	_____

Source: https://www.neuhaus.org/reading-challenges/reading-challenges---screening-measures---retelling-rubric

Retell Rubric: Courtesy of Saddleback Valley (CA) School District. Available online.

This resource includes sample rubrics for:

- Descriptive Text
- Narrative Text
- Problem/Solution Text
- Sequential/Time Order Text
- Procedural Text
- Compare/Contrast Text
- Cause/Effect Text

Individual Reading Retelling Rubric: Cause/Effect Text Structure

Name Jared P. Date March 17, 2021.

Text Title The Boston Tea Party. Level 1010 Lexile

Circle one: **Oral Retelling** **Written Retelling**

Prompt: Tell me about what you read.

Rubric

4 Gives accurate information using explicit details with elaboration
3 Gives accurate information with explicit details
2 Gives limited information; may include some inaccuracies
1 Unable to give information related to the text
0 No score indicates no response

	Unaided	Aided	Rubric Score
• States author's intended purpose			1 2 3 4
• States and understands the importance of the concept	X		1 **2** 3 4
• States the event or happening	X		1 2 **3** 4
• Provides details about the cause of the event	X		1 2 **3** 4
• Provides details about the effect of the happening or event	X		1 2 **3** 4
• Clearly links causes and effects	X		1 **2** 3 4
• Demonstrates an understanding of diagrams, tables, or graphs encountered in the text	X		1 **2** 3 4
• Provides a summary of the concept and how it has personal relevance			1 2 3 4
		Total Rubric Score	15

Comments:

Classroom Intervention Plan for Jared

Progress-Monitoring. Select a method to monitor student progress.	
Type of Data Used to Monitor: Written Retells and Retelling Rubric from https://www.neuhaus.org/	
Baseline	Outcome Goal
Global Rubric Rating: 9/20 pts	Global Rubric Rating: 15/20 pts (6 wks)
How often will data be collected? (e.g., daily, every other day, weekly): Weekly	

Problem-Solving in Schools: Telling the Data Story

Teachers will want data to tell a student's intervention story when meeting with:

- **parent** and **student** to develop a plan to improve that student's course standing.
- the building's **RTI/MTSS Problem-Solving Team** to describe classroom intervention efforts.
- the **Section 504 Committee** to discuss whether the supports in a student's current 504 Accommodation Plan are adequate in the classroom.
- the **Special Education Eligibility Team** to review classroom efforts to support a student now being considered for an IEP.

Low-Stakes, High-Stakes: The Quality of Student Data Should Match Costs of 'Being Wrong'

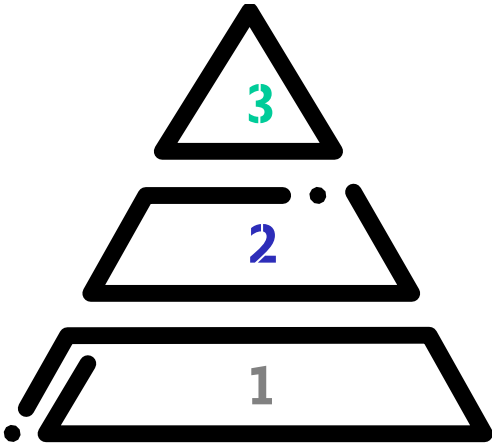
"[In school problem-solving], the greater the costs associated with being wrong, the greater the need for sufficient information of high quality. If the consequences of being wrong are not too severe, we can afford to collect a little information or use information of questionable quality. On the other hand, if the cost of being wrong is great, multiple forms of evidence need to be collected and information must be used that is of high quality."

Source: Hosp, J. L. (2008). Best practices in aligning academic assessment with instruction. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp.363-376). Bethesda, MD: National Association of School Psychologists. p. 365

RTI/MTSS Continuum of Services: Tiers 1-3

Tier 3: Intensive Intervention (1-5%). Students who failed to respond to lesser interventions are reviewed by the RTI/MTSS problem-solving team and receive an individualized intervention plan. Groups are capped at 3 students and meet daily for at least 30 minutes.

Tier 2: Strategic Intervention (10-15%). Students receive small-group intervention (group size of 5-7) at least 3 times weekly for 30 minutes. The focus is on finding and fixing off-grade-level skill gaps.



Tier 1: Classroom Instruction (100%). The teacher provides strong core instruction, differentiates as needed for individual students.

Lab Work: What Are Your 'Go-To' Tools for Classroom Data Collection?

- List those routine data-collection methods that you use to track individual students' academic performance, behavior, work completion, and/or other important classroom information.
- Share your list with your table.

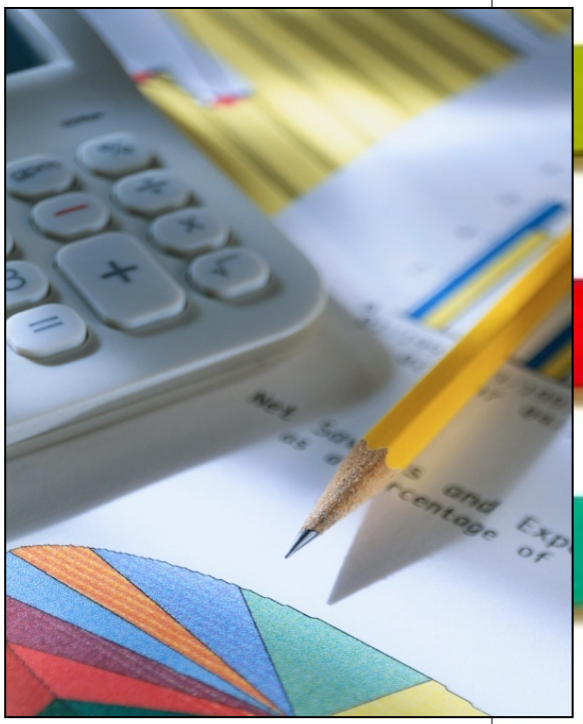
Teachers Are Assessment Experts…

Teacher Source of Information	Tool(s) to Collect More Consistent Data…
Student Interview	Standard Questionnaire
Observation of Student Performance	Analytic Rubric
	Checklist
	Behavior Report Card
Independent Work	Curriculum-Based Measures

Classroom Data Collection: Agenda

1. *Data Collection: Behavior.* How can behavior report cards be used to measure classroom behavior?
2. *Data Collection: Curriculum-Based Measurement.* How can CBMs help schools to track academic performance?
3. *Data Collection: Big Ideas.* What key concepts can give better results from data?
4. *How to Monitor Student Progress on Classroom Interventions.* What are the 7 steps to creating a strong monitoring plan?

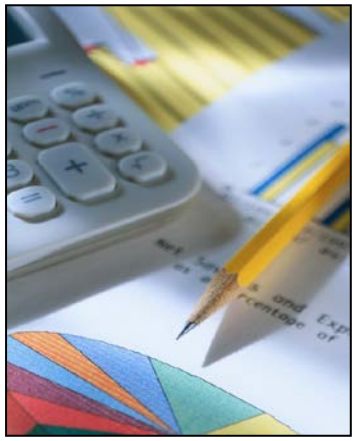
Behavior Management: Show Me the Data. What are feasible 'go-to' methods educators can use to track almost any classroom behavior?



Collecting Behavioral Data: Methods

Behavior Report Cards

Checklists



Classroom Data Tool: Behavior Report Cards

- **What It Is:** A teacher-created rating scale (see pp. 30-34) 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., YES/NO). 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.)

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright _____ 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.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright 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.

Total YES Score:___ Total NO Scor

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Completes assignments within the a time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
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Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Follows class rules--no more than 1 rule violation per session.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

1

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright _____ 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.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	Y N	Y N	Y N	Y N	Y N
Completes assignments within the time allocated. Did the student succeed in this behavior goal? ❑ YES ❑ NO					
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO					
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N

Completes independent assignments within time allocated.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

1

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright _____ 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.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this beha ❑ YES ❑ NO					
Completes assignments with Did the student succeed in t ❑ YES ❑ NO					
Complies with teacher requests. (2 noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Completes assignments with at least 80% accuracy.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

1

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright _____ 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.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% acc Did the student succeed in this beh ❑ YES ❑ NO					
Complies with teacher requ noncompliance per period) Did the student succeed in this b ❑ YES ❑ NO					

Complies with teacher requests--no more than 1 incident of noncompliance per period.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

1

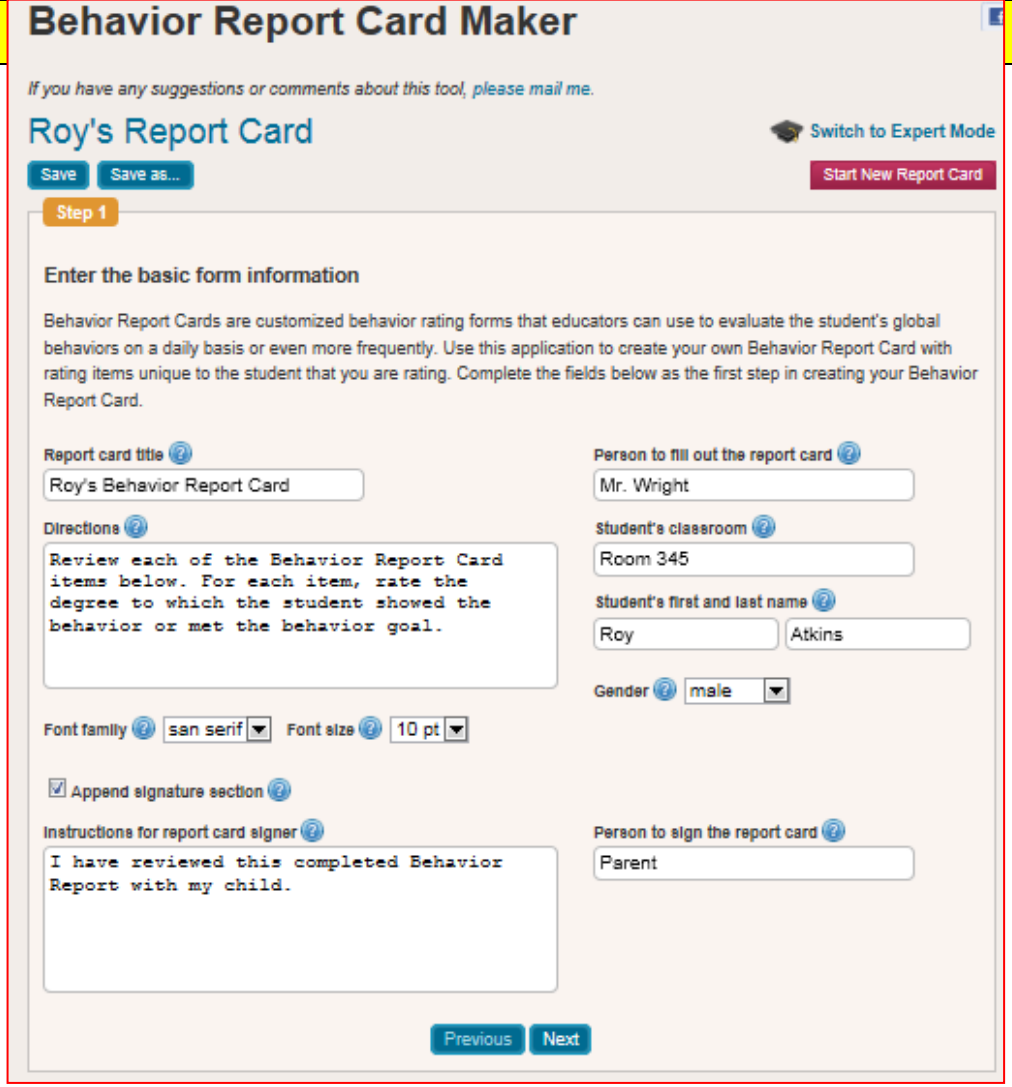
Rick: Behavior Report Card Example

Rick is a middle-school student who completes a learning contract with his math teacher to:

- get to class on time.
- turn in homework.
- comply with teacher requests.

We will create a behavior report card to track Rick's progress…

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



Classroom Data Tool: **Checklist**

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. (See pp. 27-29).

  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.

2

Classroom Data Tool: **Checklist**

- What It Can Measure:

  - ❑ Step-by-step cognitive strategies
  - ❑ Behavioral routines
  - ❑ Generalization: Target behavior carried out across settings

Classroom Data Tool: Checklist

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.

Classroom Data Tool: Checklist

How to Disagree Respectfully
☐ Remain calm.
☐ Listen actively and ask clarifying questions.
☐ Think about the other person's point of view.
☐ Explain your viewpoint clearly.
☐ Act nonjudgmentally.

Task Analysis Example: Math Word Problem: 7-Step Self-Check

	Checklist Item
1.	**Reading the problem.** I read the problem carefully. When I do not understand part of the problem (such as a vocabulary word), I try to figure it out before going forward.
2.	**Paraphrasing the problem.** I put the math problem into my own words--and keep at this step until I feel that I am describing the problem correctly.
3.	**Drawing the problem.** I make a drawing that presents the problem as one or more pictures.
4.	**Creating a plan to solve the problem.** Now that I understand what the problem is asking me to do, I make a plan to solve it.
5.	**Predicting/Estimating the answer.** Using my estimating skills, I come up with my best guess for what the answer will be.
6.	**Computing the answer.** I solve the problem, showing all of my work so that I can remember the steps that I followed.
7.	**Checking the answer.** I check my work for each step of the problem to make sure that it is correct. I also compare my actual answer to make sure that it is close to my estimate.

Advantages of Behavior Checklists…

1. DEFINING BEHAVIORAL EXPECTATIONS. The teacher creates a behavioral checklist to clarify behavioral expectations.

2. TEACHING THE BEHAVIOR. The teacher uses the checklist as a guide to teach the behavior to the student.

3. REINFORCING SHARED EXPECTATIONS. The checklist encourages multiple educators working with the student to share the same behavioral expectations.

4. PROMPTING THE BEHAVIOR. Adults can use the checklist to prompt the student to show desired behaviors.

5. SELF-MANAGING THE BEHAVIOR. The student can use the checklist to self-evaluate/self-monitor performance of the behavior.

6. COMMUNICATING WITH PARENTS. The checklist is a convenient tool to communicate expectations to the student's parent(s).

Classroom Data Tool: Checklist

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.

2

Pivot Points. What are key classroom competencies that ANY student needs for school success?

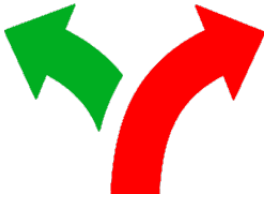
Handout posted on workshop page.

The Struggling Student in a General-Education Setting: Pivot Points

Directions. The student competencies in the table below represent 'pivot points'—opportunities for educators to support the at-risk student to 'pivot' them toward school success. \Number in descending order the **5** competencies that you believe pose the greatest challenge for students in your classroom or school to attain.

Ranking	Student Competency
	A. **Basic Academic Skills**. The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.
	B. **Academic Survival Skills**. The student possesses the academic survival skills (e.g., homework skills, time management, organization) necessary to manage their learning.
	C. **Work Completion**. The student independently completes in-class work and homework.
	D. **Transitions**. The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).
	E. **Attentional Focus**. The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.
	F. **Emotional Control**. The student manages emotions across settings, responding appropriately to setbacks and frustrations.
	G. **Peer Interactions**. The student collaborates productively and has positive social interactions with peers.
	H. **Self-Efficacy**. The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').
	I. **Self-Understanding**. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.
	J. **Self-Advocacy**. The student advocates for their needs and negotiates effectively with adults.

The Struggling Student in a General-Education Setting: Pivot Points



Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

The following slides present 10 such pivot points that include competencies in academics, behavior, self-management, and motivation.

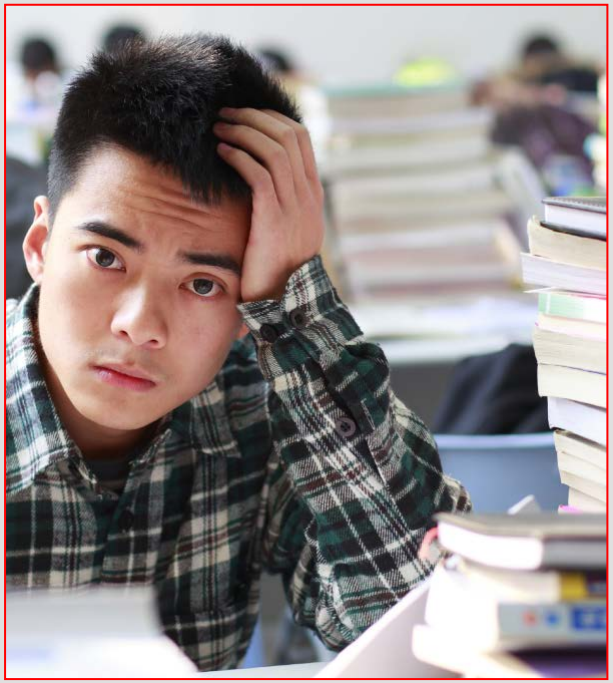
Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.

Pivot Points: Strengthening the Student Skillset

Basic academic skills

Emotional control

Academic 'survival skills'



Peer interactions

Work completion

Self-efficacy

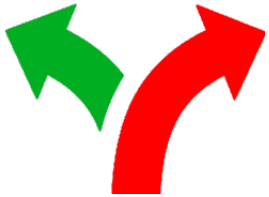
Transitions

Self-understanding

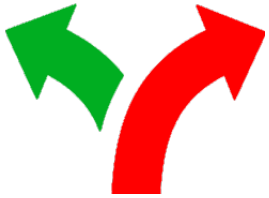
Attentional focus

Self-advocacy

Pivot Points: The Struggling Student in a General Education Setting

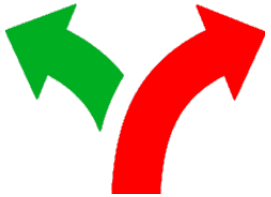


1. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

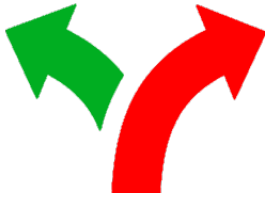


2. **Academic Survival Skills.** The student possesses the academic survival skills (e.g. homework skills, time management, organization) necessary to manage their learning.

Pivot Points: The Struggling Student in a General Education Setting

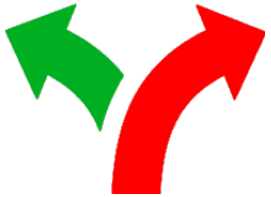


3. **Work Completion.** The student independently completes in-class work and homework.

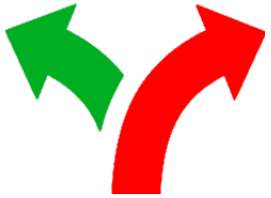


4. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).

Pivot Points: The Struggling Student in a General Education Setting

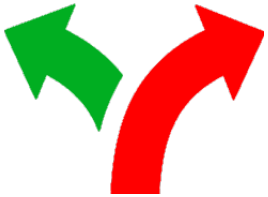


5. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.

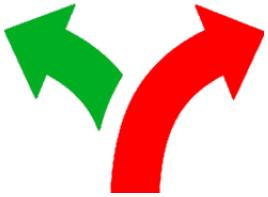


6. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.

Pivot Points: The Struggling Student in a General Education Setting

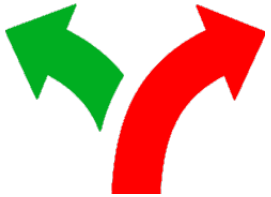


7. **Peer Interactions.** The student collaborates productively and has positive social interactions with peers.

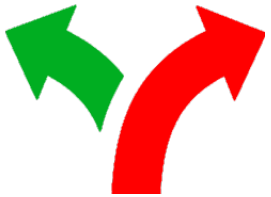


8. **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').

Pivot Points: The Struggling Student in a General Education Setting

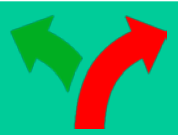


9. **Self-Understanding.** The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.



10. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY



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... settings, responding appropriately to ...

...as positive social interactions with peers.

...ir academic abilities, believing that ...lt in improved outcomes.

...e patterns of strength and weakness in ...tioning.

10. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

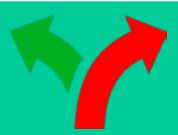
DIRECTIONS. Review the 10 'pivot points' discussed today.

1. Select up to 3 that your table finds most challenging.

2. Number those selected in order from greatest ('1') to least ('3') importance.

3. Be prepared to report out.

Pivot Points: The Struggling Student in a General-Education Setting: ACTIVITY



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10. **Self-Advocacy.** The student advocates for their needs and negotiates effectively with adults.

How to Monitor Basic Academic Skills: Curriculum-Based Measurement (CBM)

Lab Work: HS: Optional Activity: Make a Checklist

1. Go to the workshop page: http://www.interventioncentral.org/camden
2. In the *Checklist* section of the 'Data Tool' table, click on either of these links:
   - Self-Check Behavior Checklist Maker
   - Academic Survival Skills Checklist Maker.
3. Use the web app to create, download, and view a checklist that you can use with one or more students.

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: 1 min
    - number naming: 1 min
    - number sense: 1 min
    - oral reading fluency: 1 min
    - reading comprehension (maze): 3 mins
    - production of writing: 3 mins
    - math fact computation: 2 mins

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

- *3rd Grade: 19 Words Per Minute*

- *3rd Grade: 70 Words Per Minute*

- *3rd Grade: 98 Words Per Minute*

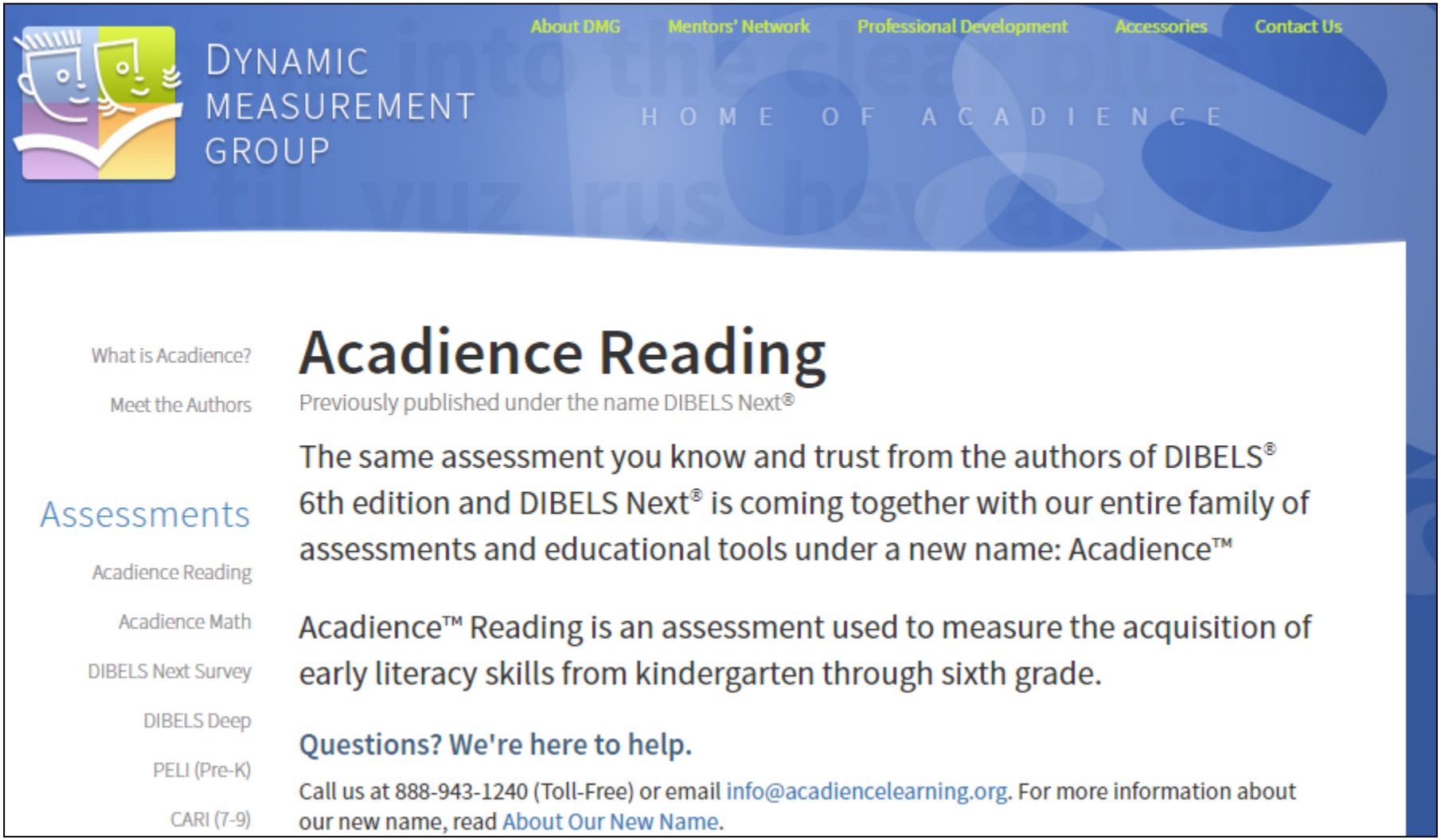
DIBELS: A Reading Assessment Toolkit

There are a variety of measurement products on the market that have been designed using CBM research.

The example presented here is a widely-used battery of fluency assessments for reading called DIBELS Next: https://dibels.org/dibelsnext.html. (DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills.) NOTE: DIBELS is being renamed Acadience Learning.

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

Acadience: https://acadiencelearning.org/



1. **Phonemic Awareness:** The ability to hear and manipulate sounds in words.

2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to form words.

3. **Fluency with Text:** The effortless, automatic ability to read words in connected text.

4. **Vocabulary:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to convey meaning.

Five Components of Reading

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

DIBELS Next: 6 Reading Assessment Types

- First Sound Fluency: Phonemic Awareness
- Letter Naming Fluency: Alphabetics/Phonics
- Phoneme Segmentation Fluency: Alphabetics/Phonics
- Nonsense Word Fluency: Alphabetics/Phonics
- DIBELS Oral Reading Fluency (DORF)
- DIBELS Maze Passages (DAZE): Comprehension

How to Track Classroom Reading Interventions

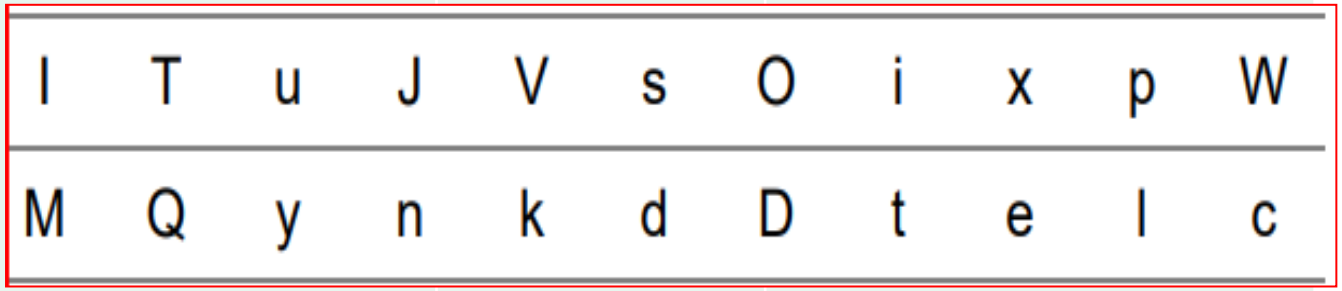
DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
First Sound Fluency (FSF). The examiner reads words aloud from a list. The student says the first sound for each word.	Phonemic Awareness 	1 minute	• Kdg: Fall & Winter screenings

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
Letter Naming Fluency (LNF). The student reads aloud the names of letters from a sheet with randomly arranged letters.	Alphabetic Principle/ Phonics	1 minute	• Kdg: All year • Grade 1: Fall screening



I	T	u	J	V	s	O	i	x	p	W
M	Q	y	n	k	d	D	t	e	l	c

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/ Screening
Phoneme Segmentation Fluency (PSF). The examiner reads words aloud from a list. The student says the individual sounds making up each word.	Phonemic Awareness 	1 minute	• Kdg: Winter & Spring screenings • Grade 1: Fall screening

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
Nonsense Word Fluency (NWF). The student reads aloud from a list of VC and CVC nonsense words.	Alphabetic Principle/ Phonics	1 minute	• Kdg: Winter & Spring screenings • Grade 1: All year • Grade 2: Fall screening

m u s a v w e c m i v d o p

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/Screening
DIBELS Oral Reading Fluency (DORF). The student reads aloud from a text passage and is then asked to retell the main details of the reading.	Reading Fluency	1 minute for initial reading; 1 minute for student retell	• Grade 1: Winter & Spring Screenings • Grades 2-6: All year

DIBELS NEXT
Example: DORF

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Land Bridge

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

How to Track Classroom Reading Interventions

DIBELS Next Literacy Fluency Measures

Measure	Reading Component(s) Assessed	Time to administer	Grade Range/ Screening
Daze. The student is given a Maze passage to read silently. For each response item, the student reviews 3 choices and selects the word that best completes the meaning of that part of the passage.	Reading Comprehension	3 minutes	• Grades 3-6: All year

DIBELS NEXT
Example: DAZE

Taking Great Nature Photographs

Many people love looking at a beautiful landscape or at waves crashing into rocks on a wind-swept beach. They may want to capture a [distant / need / bit] of it on camera in order to [share / blur / how] it with others. Because the subject [is / remember / when] so beautiful, they think, "This is [rather / whole / sure] to be a wonderful photograph!"

However, [pictures / taking / puddle] a good nature photograph can be [tricky / shooting / majestic]. If you're not careful, a majestic [will / help / mountain] may look like a distant pebble. [Wind / Crashing / Placing] waves can easily become a gray [vibrant / light / blur], with

DIBELS Next: 6 Reading Assessment Types

- First Sound Fluency: Phonemic Awareness
- Letter Naming Fluency: Alphabetics/Phonics
- Phoneme Segmentation Fluency: Alphabetics/Phonics
- Nonsense Word Fluency: Alphabetics/Phonics
- DIBELS Oral Reading Fluency (DORF)
- DIBELS Maze Passages (DAZE): Comprehension

Curriculum-Based Measures (CBMs) from Intervention Central

CBM	*Skill Area*	*Activity*
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: Letter Knowledge

- The ability of young children to identify letter names and sounds quickly and accurately gives information about their phonics/alphabetics skills, which are necessary tools for reading.

Five Core Components of Reading

- "Phonemic Awareness: The ability to hear and manipulate sounds in words.
- Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.
- Fluency with Text: The effortless, automatic ability to read words in connected text.
- Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning."

SOURCE: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 20012, from http://reading.uoregon.edu/index.php

- **Letter Knowledge: Letter Name Fluency (LNF)** [1 minute]: The student is given a random list of upper- and lower-case letters and identifies the names of as many letters as possible.

Curriculum-Based Measurement: Letter Name Fluency (LNF) Norms

(Riverside, 2013)*

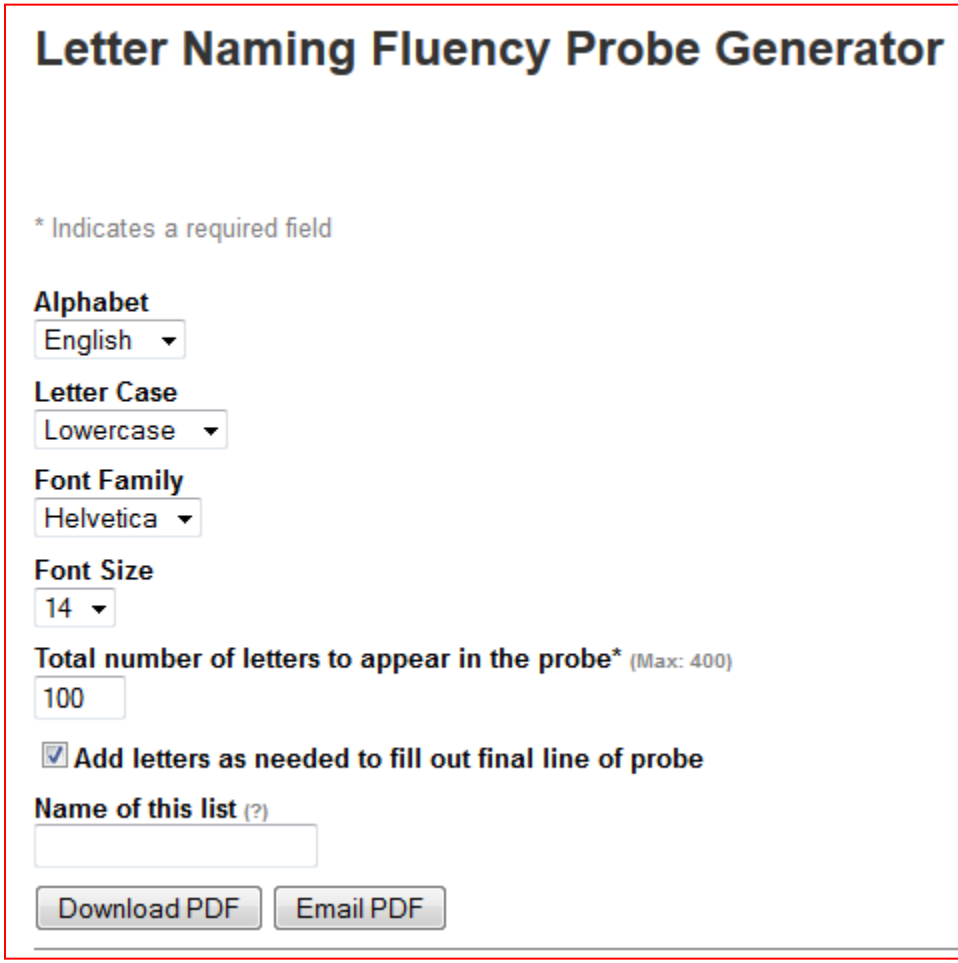
In the **CBM-Letter Name Fluency (LNF)** task, the student is given a random list of upper- and lower-case letters and has 1 minute to identify the names of as many letters as possible.

Grade	Percentile	Fall LNF (Riverside, 2013)	Winter LNF (Riverside, 2013)	Spring LNF (Riverside, 2013)	Weekly Growth (Calculated across 32 Instructional Wks)
K	50%ile	19	35	45	0.81
	20%ile	5	22	36	0.97
	10%ile	2	13	29	0.84
1	50%ile	40	56	68	0.88
	20%ile	28	42	49	0.66
	10%ile	20	34	42	0.69

Letter Name/Sound Fluency Probe Generator

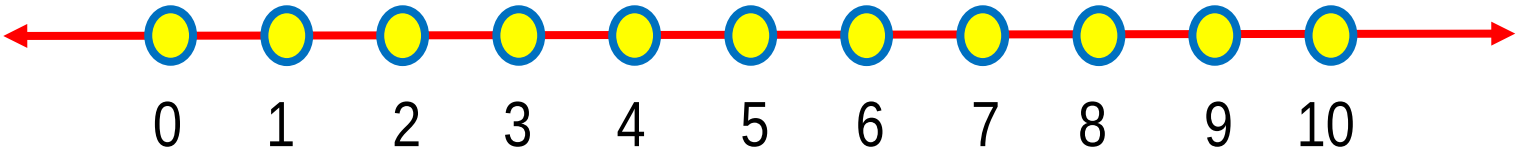
http://www.interventioncentral.org

Use this free online application to design and create Letter Name and Letter Sound Fluency Probes.



CBM: Early Math Fluency: Measuring 'Number Sense'

- Early Math Fluency measures track primary-grade students' acquisition of number sense (defined as mastery of internal number line)



- **Early Math Fluency: Quantity Discrimination** [1 minute]: The student is given a worksheet with number pairs and, for each pair, identifies the larger of the two numbers.

4	12

Quantity Discrimination (QD): 1 Minute: The student is presented with pairs of numbers randomly sampled from 1-20 and must identify the larger number in each pair.

Grade	Fall QD (Chard et al., 2005)	Fall:+/-1 SD (≈16th%ile to 84th%ile)	Winter QD (Chard et al., 2005)	Winter: +/-1 SD (≈16th%ile to 84th%ile)	Spring QD (Chard et al., 2005)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth
K	15	8↔22	20	8↔32	23	12↔34	0.25
1	23	16↔30	30	21↔39	37	28↔46	0.44

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. Assessment for Effective Intervention, 30(3), 3-14.

- **Early Math Fluency: Missing Number** [1 minute]: The student is given a worksheet with 4-digit number series with one digit randomly left blank and, for each series, names the missing number. **14 __ 16 17**

Missing Number (MN): 1 Minute: The student is presented with response items consisting of 3 sequential numbers with one of those numbers randomly left blank. (Each 3-number series is randomly generated from the pool of numbers 1-20.) The student attempts to name the missing number in each series.

Grade	Fall MN (Chard et al., 2005)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Winter MN (Chard et al., 2005)	Winter: +/-1 SD (≈16th%ile to 84th%ile)	Spring MN (Chard et al., 2005)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth
K	3	0↔7	10	3↔17	14	7↔21	0.34
1	9	3↔15	17	11↔23	20	14↔26	0.34

Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. Assessment for Effective Intervention, 30(3), 3-14.

- **Early Math Fluency: Number Identification** [1 minute]: The student is given a worksheet randomly generated numbers and reads off as many as possible within the time limit.

34	37	50	38	1

Number Identification (NID): 1 Minute: The student is presented with a randomly generated series of numbers ranging from 1-20 and names as many of those numbers aloud as time allows.

Grade	Fall NID (Chard et al., 2005)	Fall: +/-1 SD (≈16th%ile to 84th%ile)	Winter NID (Chard et al., 2005)	Winter: +/-1 SD (≈16th%ile to 84th%ile)	Spring NID (Chard et al., 2005)	Spring: +/-1 SD (≈16th%ile to 84th%ile)	Weekly Growth
K	14	0↔28	45	27↔63	56	38↔74	1.31
1	34	18↔50	53	36↔70	62	46↔78	0.88

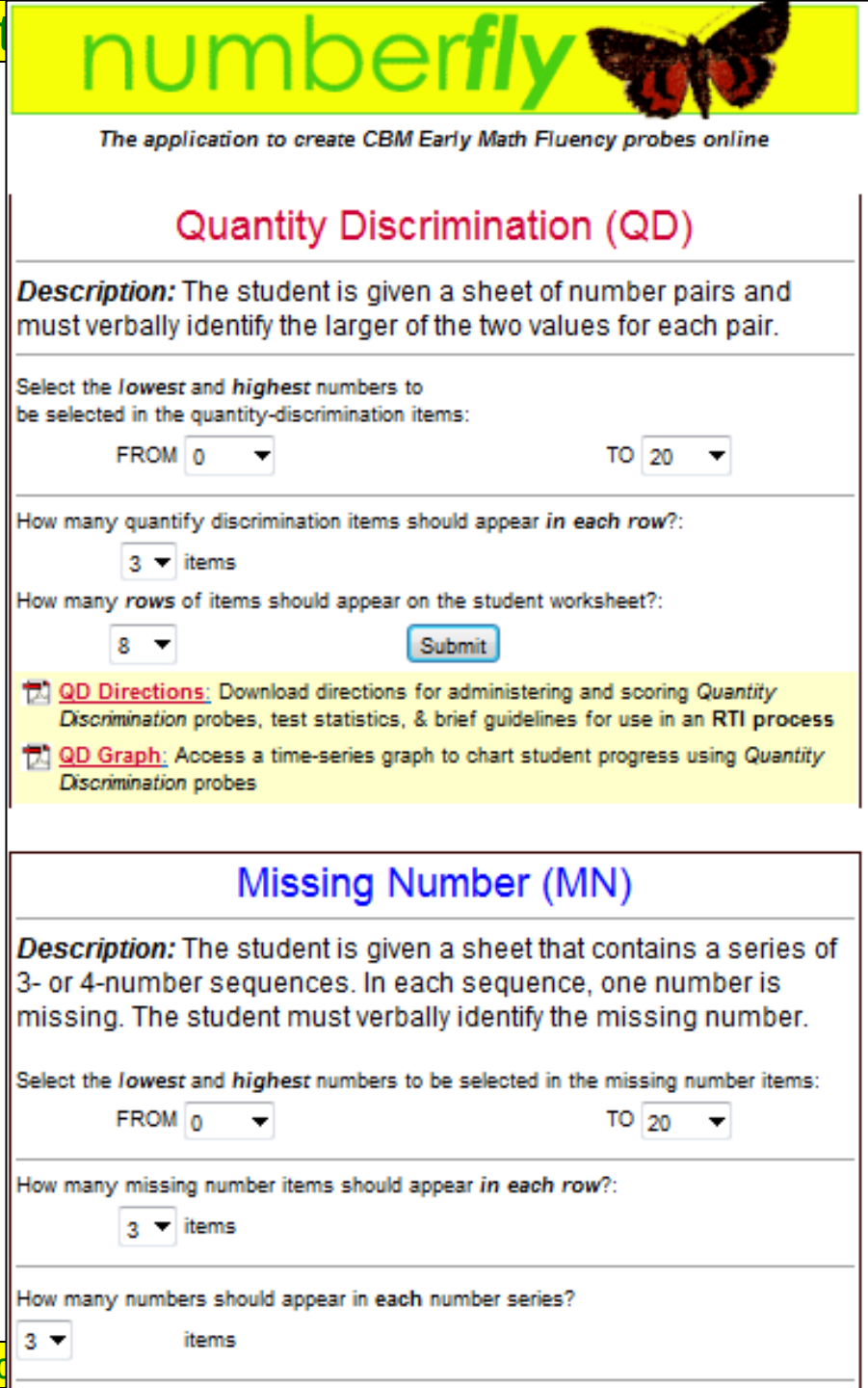
Source: Chard, D. J., Clarke, B., Baker, S., Otterstedt, J., Braun, D., & Katz, R. (2005). Using measures of number sense to screen for difficulties in mathematics: Preliminary findings. Assessment for Effective Intervention, 30(3), 3-14.

Numberfly Early Math Fluency Generator

http://www.interventioncentral.org

Use this free online application to design and create Early Math Fluency Probes, including:

- Quantity Discrimination
- Missing Number
- Number Identification



CBM: Math Computation Fluency

- Students should have fluent recall of basic-operation math facts to prepare them for demanding math courses in middle and high school.

Benefits of Automaticity of 'Arithmetic Combinations'

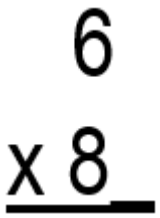
(Gersten, Jordan, & Flojo, 2005)

- There is a strong correlation between poor retrieval of arithmetic combinations ('math facts') and global math delays
- Automatic recall of arithmetic combinations frees up student 'cognitive capacity' to allow for understanding of higher-level problem-solving
- By internalizing numbers as mental constructs, students can manipulate those numbers in their head, allowing for the intuitive understanding of arithmetic properties…

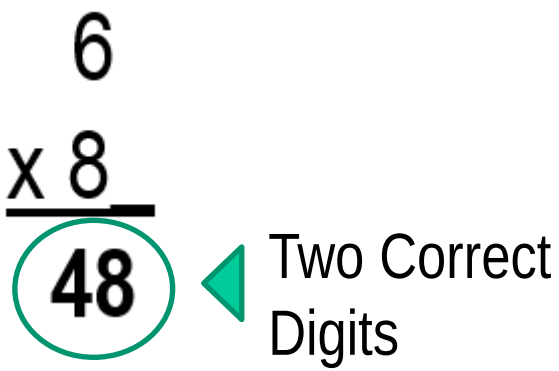
Source: *Gersten, R., Jordan, N. C., & Flojo, J. R. (2005). Early identification and interventions for students with mathematics difficulties. Journal of Learning Disabilities, 38, 293-304.*

- **Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Example: Student Worksheet



Example: Answer Key



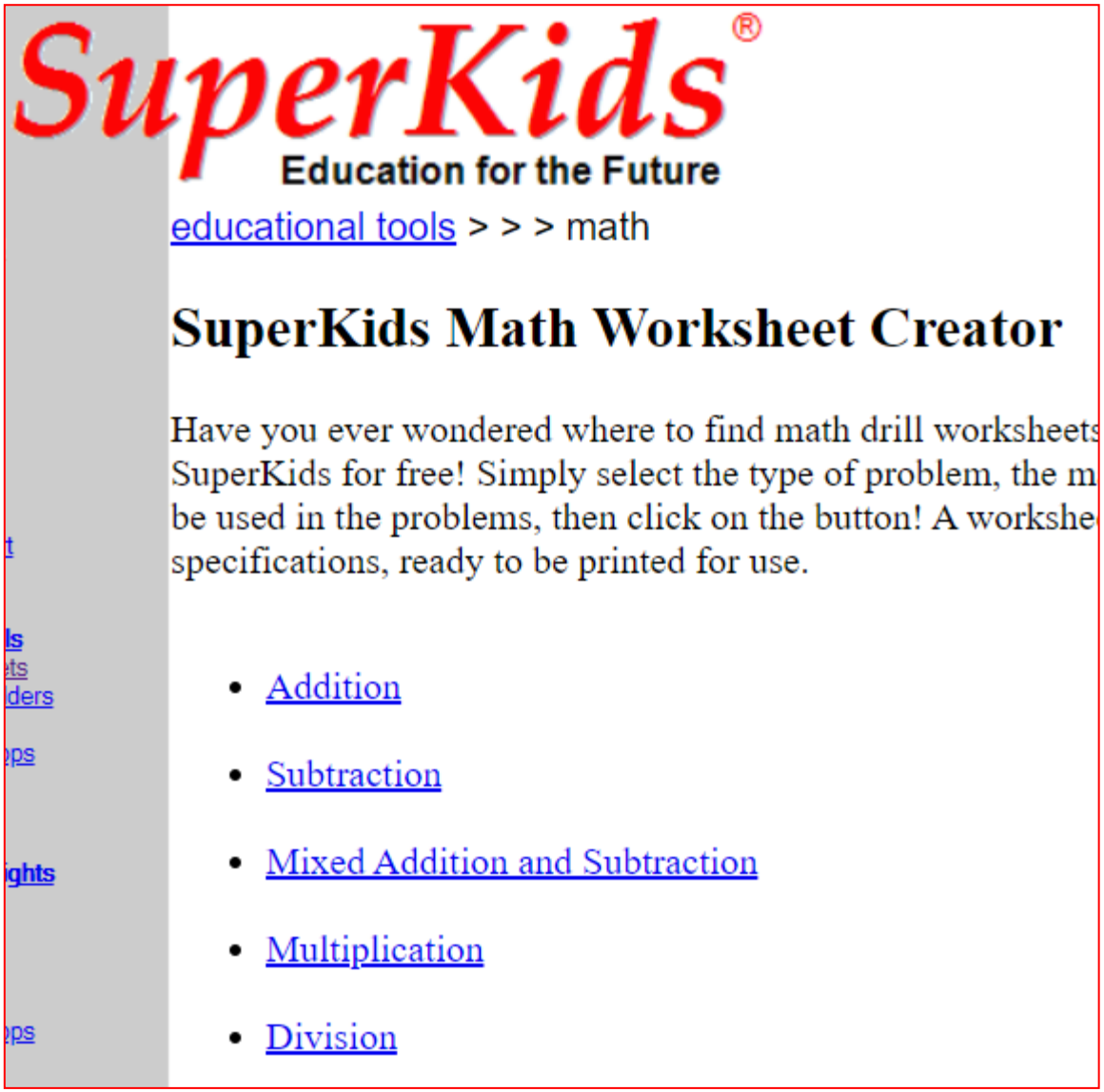
- **Math Computation Fluency** [2 minutes]: The student is given a math-fact worksheet and completes as many problems as possible. The worksheet is scored for number of correct digits.

Curriculum-Based Measurement: Math Computation (Adapted from Deno & Mirkin, 1977)	
Grade	**Digits Correct in 2 Minutes**
1-3	Frustration 20 or less Instructional 21-40 Mastery 41 or higher
4 & Up	Frustration 40 or less Instructional 41-80 Mastery 81 or higher
Comments: These math computation norms are still widely referenced. They are best regarded as a rough indicator of 'typical' student math computation skills.	

Superkids.com Math Worksheet Generators

http://www.superkids.com/aweb/tools/math/

Use this free online application to create CBM timed worksheets for basic math facts.



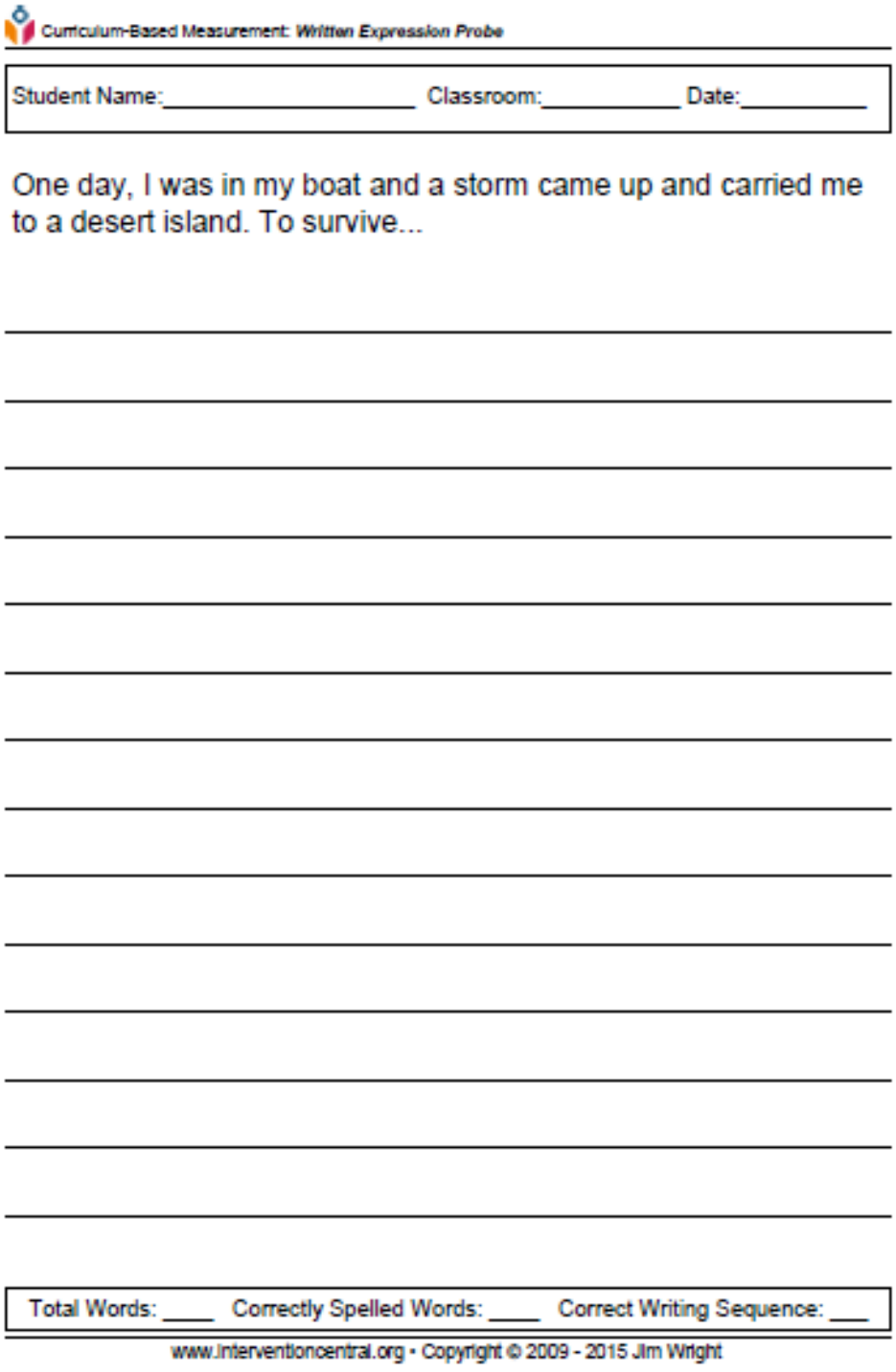
Mechanics & Conventions of Writing

- 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.

CBM-Written Expression: Sample Story Starter

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



Curriculum-Based Measurement: *Written Expression Probe*

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...

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

- 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

- 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

- 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.)

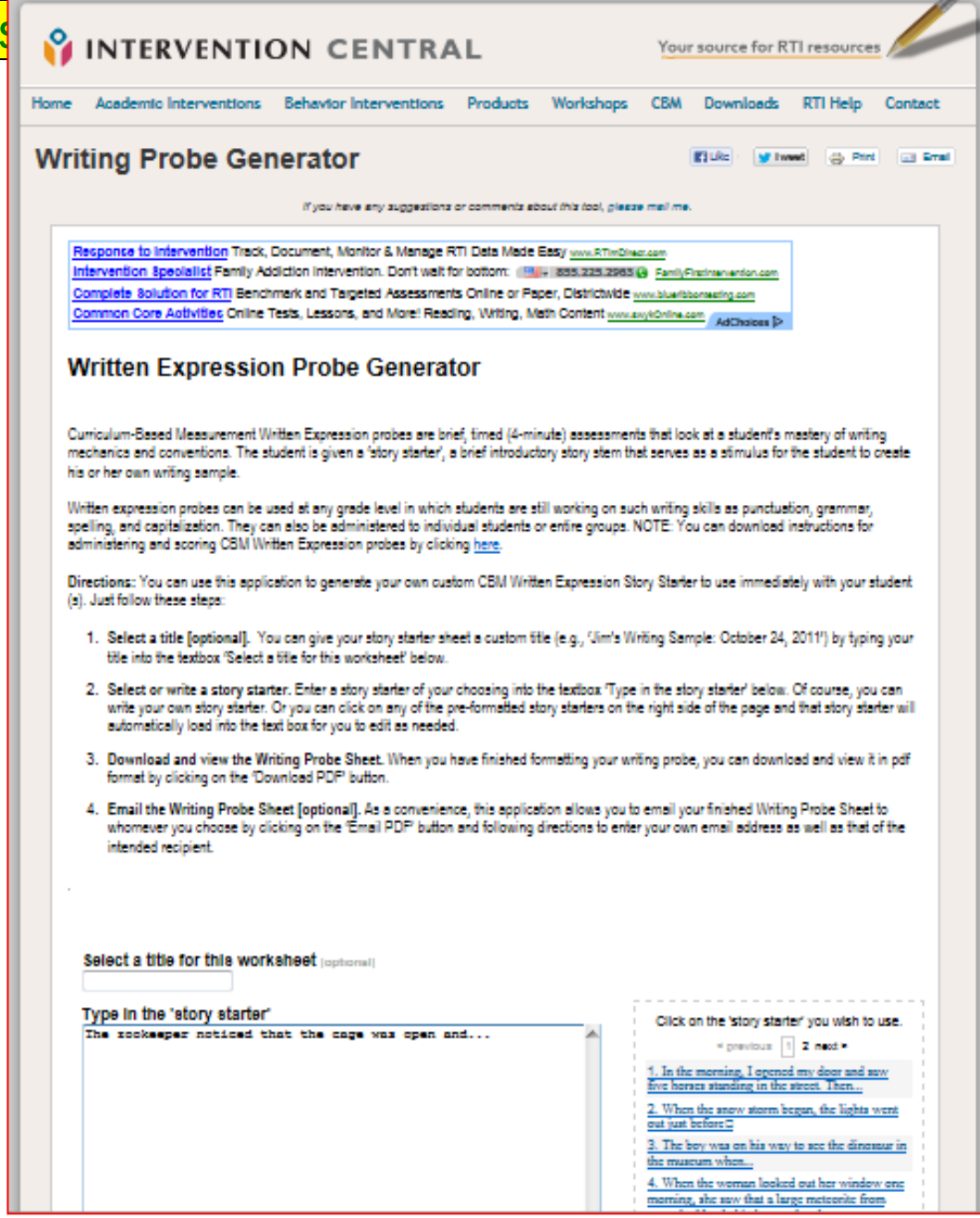
Correct Writing Sequences (CWS): This measure is a tabulation of correct 'writing sequences' written during the CBM-WE assessment. One Correct Writing Sequence is scored whenever two adjacent units of writing (e.g., two words appearing next to each other) are found to be correct in their punctuation,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

Writing Probe Generator

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



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

Data collection: Curriculum-based measurement: Takeaways

CBMs cover a range of basic academic skills. Their strengths are that they:

1. track skill accuracy.
2. monitor increases in fluency/ proficiency.
3. follow a uniform format and are given under timed, standardized conditions to minimize measurement error.
4. often include performance norms to help with data interpretation and goal-setting.

Discussion: Choosing CBMs.

- What is **one** CBM reviewed at today's training that you are interested in using back at your school?
- How could your school **make it easier** for teachers to use CBMs to track basic academic skills?

CBMs: Acadience Learning [DIBELS Next]

- First Sound Fluency (1 min)
- Letter Naming Fluency (1 min)
- Phoneme Segmentation Fluency (1 min)
- Nonsense Word Fluency
- Oral Reading Fluency (1 min)
- Maze Passages (Comprehension) (3 min)

CBMs: Intervention Central

- Letter Name/Sound Fluency (1 min)
- Early Math Fluency/Number Sense: 3 Types (1 min)
- Math Computation Fluency (2 min)
- Written Expression: 3 Types (4 min)

Monitoring Student Progress on Classroom Interventions: Big Ideas. These 8 big ideas can help teachers to more effectively and efficiently collect and interpret student data in the classroom ... pp. 2-4

Monitoring Student Progress on Classroom Interventions: Big Ideas

Teachers collect and interpret multiple streams of classroom data continuously to make ongoing judgments about whether groups or individual learners are understanding instructional content, making adequate progress in coursework, and behaving appropriately. Here are key 'big ideas' about monitoring student progress that can assist teachers in collecting more useful data efficiently and making better decisions about students' response to classroom interventions.

1. **Define the student problem clearly.** Before the teacher can select a method of data collection to monitor student progress, that instructor must first define the academic or behavioral problem clearly (Christ, 2008). Clear definitions of the presenting concern are called 'problem identification [ID] statements'.

   Problem ID statements can often be improved by making them more specific and, when appropriate, by adding information about frequency, intensity, or other objective data to clarify the severity of the problem. For example, an instructor may initially come up with this problem ID statement, 'Angela is disruptive in class.' This vague [illegible] proved with detail, e.g., 'Angela argues and refuses to comply when given a teacher [illegible] teacher's concern that 'Sam never turns in homework' can be improved if she consults her [illegible]ation about how frequently the student submits work, e.g., 'Sam turns in homework only about 25 percent of the time.'

   Table 1 provides examples of how to compose specific, data-based problem-ID statements.

Handout: pp. 2-4

Table 1: How to Strengthen Descriptions of Academic and Other Behaviors

Descriptions needing improvement.	***Joshua does not know his math facts.*** This description is too general: what does it mean to 'know a math fact' and what specific facts does the student not know?	***Anne doesn't respect adults.*** This description is vaguely worded and includes an unnecessary value judgement.
1. **Get Specific.** Describe behaviors in specific terms without added value judgments.	*Joshua does not know his multiplication 0-12 math facts.*	*Anne often fails to comply with teacher requests.*
2. **Use Data.** Make use of available data (when available) to provide additional information about current student performance.	*When shown multiplication 0-12 Scholastic math-fact flash cards for 3 seconds, Joshua can answer 32 of 58 correctly.*	*When given directives in math class, Anne complies with those directives about 50% of the time.*
3. **Reframe.** State behaviors (when possible) as positive 'goal' statements.	*When shown multiplication 0-12 Scholastic math-fact flash cards for 3 seconds, Joshua will answer 58 of 58 correctly [with 95% accuracy].*	*When given directives in math class, Anne will comply with those directives within 1 minute without argument or complaint at least 90% of the time.*

2. **Take full advantage of practical progress-monitoring tools available in the classroom.** There are a range of data-collection methods that teachers can use to track student progress on academic or behavioral interventions, such as grades, rubrics, student interviews, behavior report cards, and checklists. Many of these measures are teacher-made and have the advantage of measuring the student's actual observed behavior or academic performance (Howell, Hosp & Kurns, 2008).

Data Collection: 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 [problem ID] statements’.

1

Table 1: How to Strengthen Descriptions of Academic and Other Behaviors		
Descriptions needing improvement. Handout: p. 2	***Joshua does not know his math facts.*** This description is too general: what does it mean to 'know a math fact' and what specific facts does the student not know?	***Anne doesn't respect adults.*** This description is vaguely worded and includes an unnecessary value judgement.
1. **Get Specific.** Describe behaviors in specific terms without added value judgments.	*Joshua does not know his multiplication 0-12 math facts.*	*Anne often fails to comply with teacher requests.*
2. **Use Data.** Make use of available data (when available) to provide additional information about current student performance.	*When shown multiplication 0-12 Scholastic math-fact flash cards for 3 seconds, Joshua can answer 32 of 58 correctly.*	*When given directives in math class, Anne complies with those directives about 50% of the time.*
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Data Collection: 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: Big Ideas…

- *Use measures that yield a specific number value.* Instructors should select progress-monitoring tool(s) that can be converted to numeric data, so that the results can be charted over time as a coherent data series.

  For example, a teacher uses writing samples to monitor a student's ability to construct complete sentences. The teacher converts each qualitative writing sample into chartable, numeric data by (1) counting up number of correctly formed sentences and (2) dividing this figure by the total number of sentences attempted to calculate percent of correctly formed sentences in the sample.

3

Data Collection: Big Ideas…

- *Choose measures that are sensitive to short-term gains.* Progress-monitoring should reveal in weeks—not months– whether the intervention is effective. When possible, teachers should select data-collection tools (e.g., CBMs) that accurately capture incremental student improvement within a 6-to-8-week timespan.

4

Data Collection: Big Ideas…

- *Measure target behaviors, not 'interventions'.* The goal of interventions is to *improve a target behavior*—by positively impacting academic performance or general conduct. So, teachers can actually choose a method to monitor a student progress *before* selecting an intervention. For example, a teacher wishes to increase a student's reading fluency. The teacher can next select from interventions such as repeated reading, duet reading, etc.. However, no matter what intervention(s) the teacher finally selects, the goal for progress-monitoring remains unchanged: reading fluency.

5

Reading Comprehension Interventions from IC:

1. Click or Clunk
2. Read-Ask-Paraphrase
3. Ask-Read-Tell
4. Read Actively
5. Reading Reflection Pause
6. Linking Pronouns to Referents
7. Mark It/Jot It
8. Double-Entry Reading Journal
9. Anticipation Guides
10. Partner Retell
11. Collaborative Strategic Reading (CSR)

Measure Target Behaviors—NOT Interventions

Target Behavior: Jared will retain essential information from assigned readings.

Reading Comprehension Interventions from IC:

1. Click or Clunk
2. Read-Ask-Paraphrase
3. Ask-Read-Tell
4. Read Actively
5. Reading Reflection Pause
6. Linking Pronouns to Referents
7. Mark It/Jot It
8. Double-Entry Reading Journal
9. Anticipation Guides
10. Partner Retell
11. Collaborative Strategic Reading (CSR)

Measure Target Behaviors—NOT Interventions

Target Behavior: Jared will retain essential information from assigned readings.

Data Collection Choice 1: Readiness Assessment Test: Brief 'quiz' after reading.

Data Collection Choice 2: Written-Retell Rubric: Brief retell and use of structured rubric after reading.

Data Collection: 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.

6

Data Collection: 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.

7

Data Collection: 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 data collection is ever-present. Teachers, however, can take action to minimize the 'noise', or 'error', that data contains.

Common Sources of Data 'Noise' (Error)
Variance in administration of assessments. Staff vary in their use of the data-collection instrument.
Variance in student performance. Factors such as emotional state, physical needs (hunger, fatigue) impact assessments.
Variance in environment. Distractions, unexpected changes in routine, etc., affect assessment results.

8

Big Ideas in Data Collection: Activity

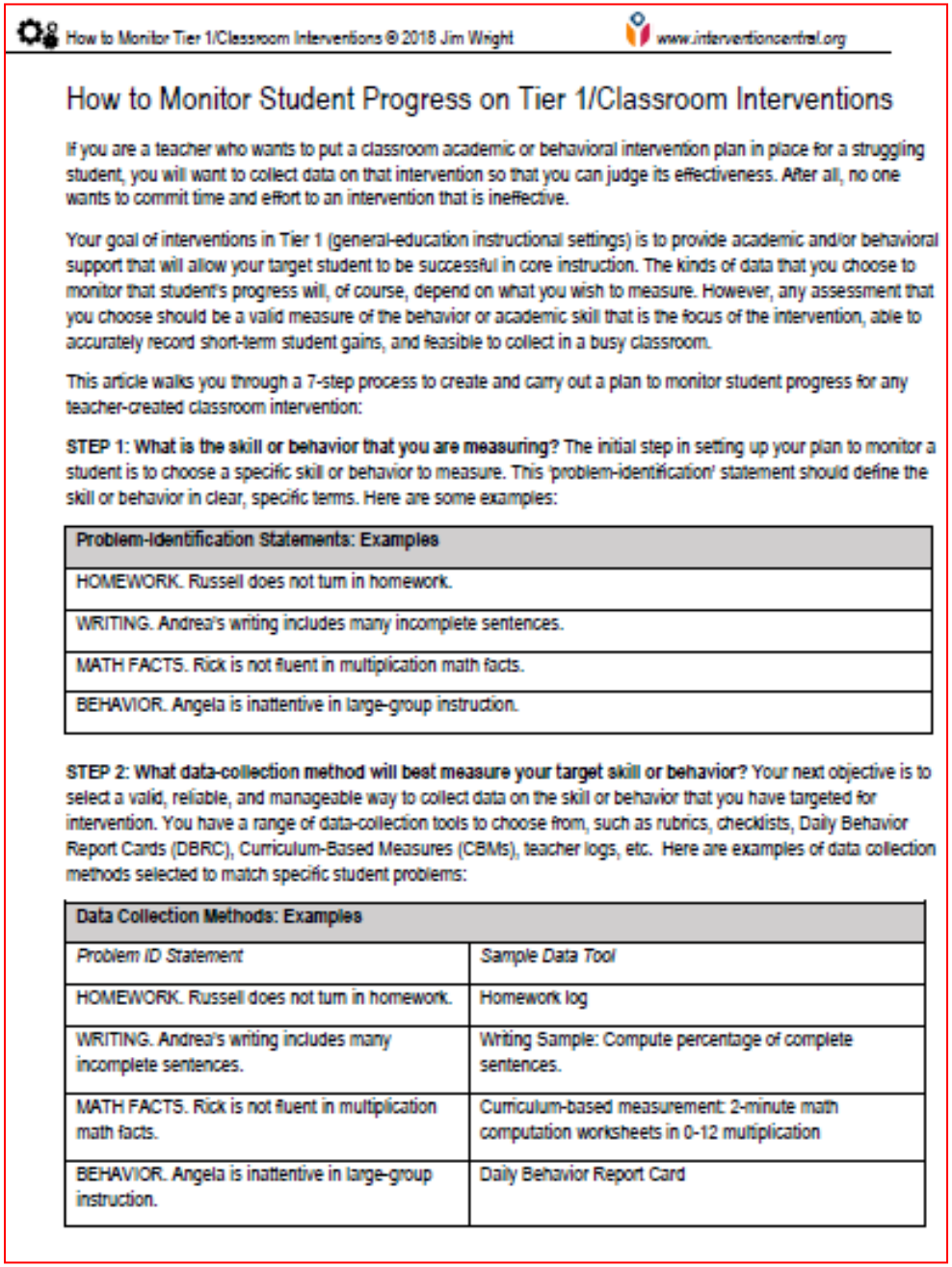
- Discuss the 8 big ideas presented here (handout: pp. 2-4).
- Pick **one** of the data-collection ideas that you feel is most important for classroom teachers to remember.

Monitoring Student Progress on Classroom Interventions: Big Ideas

1. Define the student problem clearly.
2. Take full advantage of practical progress-monitoring tools available in the classroom
3. Use measures that yield a specific number value.
4. Choose measures that are sensitive to short-term gains.
5. Measure target behaviors, not 'interventions'.
6. Baseline: Know the student's starting point.
7. Set an intervention goal.
8. Reduce the 'noise' in the data.

How to Monitor Student Progress on Tier 1/Classroom Interventions

How to Monitor Student Progress on Tier 1/Classroom Interventions pp. 15-23



How to Monitor Student Progress on Tier 1/Classroom Interventions

If you are a teacher who wants to put a classroom academic or behavioral intervention plan in place for a struggling student, you will want to collect data on that intervention so that you can judge its effectiveness. After all, no one wants to commit time and effort to an intervention that is ineffective.

Your goal of interventions in Tier 1 (general-education instructional settings) is to provide academic and/or behavioral support that will allow your target student to be successful in core instruction. The kinds of data that you choose to monitor that student's progress will, of course, depend on what you wish to measure. However, any assessment that you choose should be a valid measure of the behavior or academic skill that is the focus of the intervention, able to accurately record short-term student gains, and feasible to collect in a busy classroom.

This article walks you through a 7-step process to create and carry out a plan to monitor student progress for any teacher-created classroom intervention:

STEP 1: What is the skill or behavior that you are measuring? The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure. This 'problem-identification' statement should define the skill or behavior in clear, specific terms. Here are some examples:

Problem-Identification Statements: Examples
HOMEWORK. Russell does not turn in homework.
WRITING. Andrea's writing includes many incomplete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.
BEHAVIOR. Angela is inattentive in large-group instruction.

STEP 2: What data-collection method will best measure your target skill or behavior? Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention. You have a range of data-collection tools to choose from, such as rubrics, checklists, Daily Behavior Report Cards (DBRC), Curriculum-Based Measures (CBMs), teacher logs, etc. Here are examples of data collection methods selected to match specific student problems:

Data Collection Methods: Examples	
Problem ID Statement	*Sample Data Tool*
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card

Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?

2. What data-collection method will best measure your target skill or behavior?

3. How long will your intervention last?

4. What is the student's baseline performance?

5. What is the student's outcome goal?

6. How often will you collect data?

7. How does the student's actual performance compare with the outcome goal?

How to Monitor Classroom Interventions

STEP 1: What is the skill or behavior that you are measuring? The initial step in setting up your plan to monitor a student is to choose a specific skill or behavior to measure.

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BEHAVIOR. Angela is inattentive in large-group instruction.

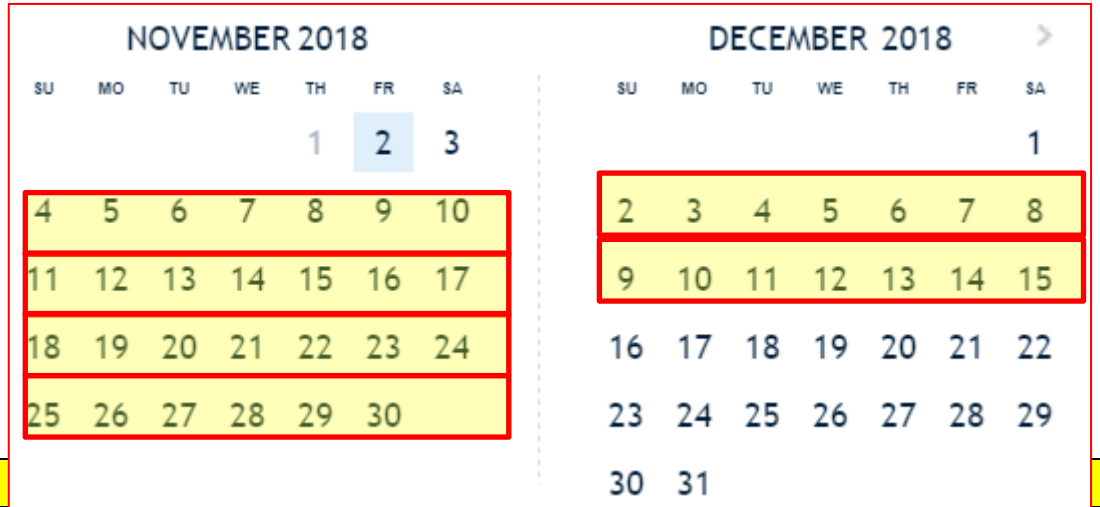
How to Monitor Classroom Interventions

STEP 2: What data-collection method will best measure your target skill or behavior? Your next objective is to select a valid, reliable, and manageable way to collect data on the skill or behavior that you have targeted for intervention. (For a list of assessment tools, see handout; pp. 5-7)

Data Collection Methods: Examples	
Problem ID Statement	***Sample Data Tool***
HOMEWORK. Russell does not turn in homework.	Homework log
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets in 0-12 multiplication
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card

How to Monitor Classroom Interventions

STEP 3: How long will your intervention last? When planning your classroom intervention, you should determine an end-date when you can review your progress-monitoring data and decide whether the intervention is successful. A good practice is to run your intervention for at least 6-8 instructional weeks before evaluating its effectiveness.



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DECEMBER 2018

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30	31					

Sample Written-Retell Rubric

RETELLING RUBRIC

Name_____ Date_____

Objective	Beginning 1	Developing 2	Mastery 3	Exemplary 4	Score
Uses complete sentences in retelling the passage	Uses incomplete sentences	Uses complete and incomplete sentences – not all sentences are cogent	Uses complete sentences with simple structure	Uses complete sentences with varied structures	_____
Captures the salient idea of each event	Does not recall all salient ideas or inaccurately expresses two or more ideas	Expresses one salient idea incompletely or inaccurately	Accurately captures the salient idea of each event but is overly verbose or not specific enough	Accurately and succinctly captures the salient idea of each event	_____
Sequences events cohesively	Does not include all events or does not state all events in correct order	States events in order but without any transitions	Sequences events using traditional transition words (e.g., *first, then, next, finally*)	Sequences events using adverbs (e.g., *then, next, therefore, that's why*) and conjunctions (e.g., *so, if, because*)	_____
Incorporates vocabulary from the passage	Does not incorporate any vocabulary words from the passage	Incorporates vocabulary words exactly as used in the passage	Uses appropriate synonyms for vocabulary words from the passage	Uses vocabulary words from the passage in novel ways	_____
Retells the passage with prosody	Does not complete the retelling of the passage and may say "I can't remember" or "I forget"	Restates, pauses, or self-corrects while retelling the passage and may overuse "um"	Retells the passage haltingly but persistently	Retells the passage with ease, confidence, and expression	_____

Source: https://www.neuhaus.org/reading-challenges/reading-challenges---screening-measures---retelling-rubric

How to Monitor Classroom Interventions

STEP 4: What is the student's baseline performance?
Before launching your intervention, you will first use your selected data-collection tool to record baseline data reflecting the student's current performance in the skill or behavior that you are measuring.

Baseline data represents a starting point that permits you to calculate precisely any progress the student makes during the intervention.

Because student data can vary, you should strive to collect at least 3 baseline data points.

Baseline Data: Examples		
Problem ID Statement	*Sample Data Tool*	*Baseline Data*
HOMEWORK. Russell does not turn in homework.	Homework log	Russell turned in homework on 20 percent of days when homework was assigned. **[Data source: percentage homework completion calculated from 1 week of homework log entries.]**
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, an average of 40 percent of sentences are found to be incomplete. **[Data source: median value of 3 writing samples collected on different days]**
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick calculates an average of 29 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. **[Data source: median value of 3 CBM worksheets collected on different days.]**
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item *"The student requires no more than 1 redirect for inattention during the class period"*, the teacher rates this item 'YES' during 1 of 5 days (20 percent). **[Data source: percentage calculated from 5 days of DBRC data collection.]**

How to Monitor Classroom Interventions

STEP 5: What is the student's outcome goal? You will next set an outcome goal that describes how the student is expected to perform on the target skill or behavior if the intervention is successful (e.g., after 6-8 weeks).

S.M.A.R.T. (SMART)

- ***S***PECIFIC
- ***M***EASURABLE
- ***A***PPROPRIATE, ACHIEVEABLE, ATTAINABLE
- ***R***EALISTIC, RESULTS-FOCUSED
- ***T***IME-BOUND

Outcome Goal: Examples		
Problem ID Statement	*Sample Data Tool*	*Outcome Goal*
HOMEWORK. Russell does not turn in homework.	Homework log	Russell will turn in at least 80 percent of assigned homework. [Data source: percentage homework completion calculated from final week of homework log entries.]
WRITING. Andrea's writing includes many incomplete sentences.	Writing Sample: Compute percentage of complete sentences.	On Andrea's writing samples, at least 90 percent of attempted sentences will be correct and complete. [Data source: median value of final 3 writing samples]
MATH FACTS. Rick is not fluent in multiplication math facts.	Curriculum-based measurement: 2-minute math computation worksheets	Rick will calculate an average of 49 correct digits in 2 minutes on a 0-12 multiplication math-fact worksheet. [Data source: average of final 2 CBM worksheets.]
BEHAVIOR. Angela is inattentive in large-group instruction.	Daily Behavior Report Card	On a DBRC item *"The student requires no more than 1 redirect for inattention during the class period"*, the teacher will rate this item 'YES' during at least 4 of 5 days (80 percent). [Data source: percentage calculated from final 5 days of DBRC data collection.]

How to Monitor Classroom Interventions

- **STEP 5: What is the student's outcome goal? (Cont.)** You can use several sources to calculate an outcome goal:
- *CBMs.* If you are using academic CBMs with benchmark norms, those grade-level norms can help you to set a goal for the student.
- *Classroom Norms.* If you are measuring a skill for which you lack benchmark norms, you may instead be able to compile classroom norms (i.e.., sampling your entire class or a subgroup of your class) and use those group norms to set an outcome goal.
- *Teacher-Defined Performance Goal (Criterion Mastery).* Sometimes, you must write an outcome goal—but don't have access to benchmark or classroom norms. In this case, you can always use your own judgment to define a meaningful outcome goal: e.g., the student will follow a 7-step process to solve a math word problem.

How to Monitor Classroom Interventions

STEP 5: What is the student's outcome goal? (Cont.)

TIP: For a student with a large academic deficit, you very likely will not be able to close that skill-gap entirely within one 6-8-week intervention cycle.

In this instance, you should instead set an ambitious **'intermediate goal'** that will demonstrate that your student is clearly closing the academic gap with peers.

Students with substantial academic delays may require several repeated intervention-cycles with intermediate goals before they can close the skill-gap sufficiently to bring them up to grade-level peers (**'final goal'**).

How to Monitor Classroom Interventions

STEP 6: How often will you collect data? The more frequently you collect data, the more quickly you will be able to judge whether an intervention is effective (Filderman & Toste, 2018). This is because more data points make trends of improvement easier to spot and increase your confidence in the pattern that the data is showing you.

Ideally, you should collect data at least weekly for the duration of the intervention period. If that is not feasible, you will want monitor student progress no less than twice per month.

How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? Once you have created your progress-monitoring plan for the student, you will put that plan into action. At the end of the pre-determined intervention period (e.g., in 6 weeks), you will review the student's cumulative progress-monitoring data, compare it to the outcome goal, and judge the effectiveness of the intervention.

How to Monitor Classroom Interventions

STEP 7: How does the student's actual performance compare with the outcome goal? (Cont.) Here are your outcome decision rules:

- *Outcome goal met.* If your student meets the outcome goal, the intervention is a success. You can stop the intervention or continue for a time if the student still benefits from it.
- *Progress but outcome goal not met.* If your student fails to meet the outcome goal, but you see clear signs that the student is making progress, you might decide that the intervention shows promise. Here, your next step would be to alter the existing intervention to intensify its effect: e.g., smaller group size; more frequent meetings).
- *Little or no progress observed.* If your student does not make progress, you should replace the intervention plan with a new strategy.

Data collection: How to monitor student progress on classroom interventions

Takeaways

The educator who follows all 7 steps for carrying out a classroom progress-monitoring plan is more likely to:

1. obtain trustworthy data reflecting student performance/progress.
2. be able to explain/justify their data-collection plan (e.g., why they chose a particular assessment or selected a specific goal, etc.).

Creating a Classroom Progress-Monitoring Plan: 7 Steps

1. What is the skill or behavior that you are measuring?

2. What data-collection method will best measure your target skill or behavior?

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Q: How can you and your fellow teachers use this 7-step process to **improve** MTSS data collection?

Assorted Academic Data Tools. What are additional teacher-friendly ways to monitor student academic performance?

Classroom Data Tools
pp. 5-9

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

When a teacher wants to monitor a student's progress on a classroom academic intervention, the instructor will (1) decide what data 'channel' to use to collect that data, and then (2) select a data tool designed to capture the desired information. Here are those steps:

Step 1: Select a Data 'Channel'. While there are many ways to collect data to monitor student academic performance, virtually all information is gathered through one of four general 'data channels': direct observation, interviews, work products, or self-monitoring.

- *Direct observation.* The evaluator watches the student engaged in the academic task and records significant behaviors observed during that observation.
- *Interviews.* The evaluator talks with the student and/or adults familiar with the student to collect useful information about the student's academic performance.
- *Work products.* The evaluator reviews completed student work (e.g., in-class or homework assignments, quizzes and tests, etc.) to draw conclusions about that student's academic performance.
- *Self-monitoring.* The student collects information about his or her own academic performance and shares that data with the evaluator.

The four channels described here give teachers access to vital information on student performance. However, it is likely that the data the teacher collects across multiple situations will be highly variable and subjective—unless that instructor makes an effort to collect information in a structured, consistent format over time.

For example, a teacher might observe a student weekly during independent work to monitor whether the learner is consistently applying all steps of an academic strategy. If the teacher simply jots down random notes during these observations, the information collected will probably vary considerably across time, depending on what the teacher decides to include in his notes on any given day. If instead, however, the teacher uses a checklist that includes the essential steps in the academic strategy, that instructor's observations are far more likely to record accurately and consistently what steps in the strategy the student actually uses.

Checklists, rubrics, and other tools can transform information collected via observation, interviews, work products, or self-monitoring into objective formative data that can be charted over time to track the outcomes of classroom interventions.

Step 2: Select a Data Tool. 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.	• Attendance • Office disciplinary referrals • Other aspects of behavior or academic performance captured in the school database

Classroom Data Tool: Flashcards: Student-Response Recording Sheet

- **What It Is:** Session data about student responses on flashcard-type interventions.

  When students are acquiring basic academic skills with flashcard interventions, the information that the teacher records as a natural part of each session can also serve as progress-monitoring data.

1

Flashcards: Student-Response Recording Sheet

Handout; pp. 8-9

Flashcards: Student-Response Recording Sheet

Student: _____ Interventionist: _____ Date: _____

Academic Focus. What collection of academic items is the focus of your intervention?
Examples: *mixed-case letter naming; multiplication math facts 0-12; sight words from Dolch Pre-Primer Word List*

Criteria for Mastery. Write your standard for determining that the student has mastered an item:
Example., *A math fact is mastered when the student answers it correctly from a flashcard within 3 seconds, responds correctly 4 times in a row in the session, and repeats this performance across at least 2 sessions.*

Record of Responses. During each session, use the table below to record the items you are working on and the student's responses. Note a correct response as '1' and an incorrect response as '0'. Place an 'X' to the left of each item when mastered. Example:

	Academic Item	Date	Date
X	9 x 6 =	001111	111111

Academic Item	Date:	Date:	Date:	Date:	Date:

1

Classroom Data Tool: Flashcards: Student-Response Recording Sheet

1. **Academic Focus.** What collection of academic items is the focus of your intervention?

Examples:

- mixed-case letter naming
- multiplication math facts 0-12
- sight words from Dolch Pre-Primer Word List
- spelling words
- letter identification
- vocabulary

1

Classroom Data Tool: Flashcards: Student-Response Recording Sheet

Intervention: Student-Response Recording Sheet

Step 1: Academic Focus

Academic Focus. What collection of academic items is the focus of your intervention?
Examples: mixed-case *letter naming; multiplication math facts 0-12; sight words from Dolch Pre-Primer Word List*

multiplication facts: 0-12

1

Classroom Data Tool: Flashcards: Student-Response Recording Sheet

2. **Criteria for Mastery.** Write your standard for determining that the student has mastered an item:

Criteria for Mastery. Write your standard for determining that the student has mastered an item:
Example., *A math fact is mastered when the student answers it correctly from a flashcard within 3 seconds, responds correctly/4 times in a row in the session, and repeats this performance across at least 2 sessions.*

Sam has mastered a math fact when he answers it correctly from a flashcard within 3 seconds, responds correctly 4 times in a row in the session, and repeats this performance across at least 2 sessions.

1

Classroom Data Tool: Flashcards: Student-Response Recording Sheet

3. **Record of Responses.** During each session, use the table below to record the items you are working on and the student's responses. Note a correct response as '1' and an incorrect response as '0'. Place an 'X' to the left of each item when mastered.

	Academic Item	Date: 5/4/21	Date: 5/6/21	Date: 5/11/21
X	9 x 6 =	001101	001111	111111

Sam has mastered a math fact when he answers it correctly from a flashcard within 3 seconds, responds correctly 4 times in a row in the session, and repeats this performance across at least 2 sessions.

1

Classroom Data Tool: Flashcards: Student-Response Recording Sheet

3. **Record of Responses.** TIP: You can record student responses on the back of the flashcard and transfer to the recording sheet at the end of the session.

9 x 6 =

5/4/21	*001101*
5/6/21	*001111*
5/11/21	*111111*

1

Flashcards: Student-Response Recording Sheet

Flashcards: Student-Response Recording Sheet

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	Academic Item	Date	Date
X	9 x 6 =	001111	111111

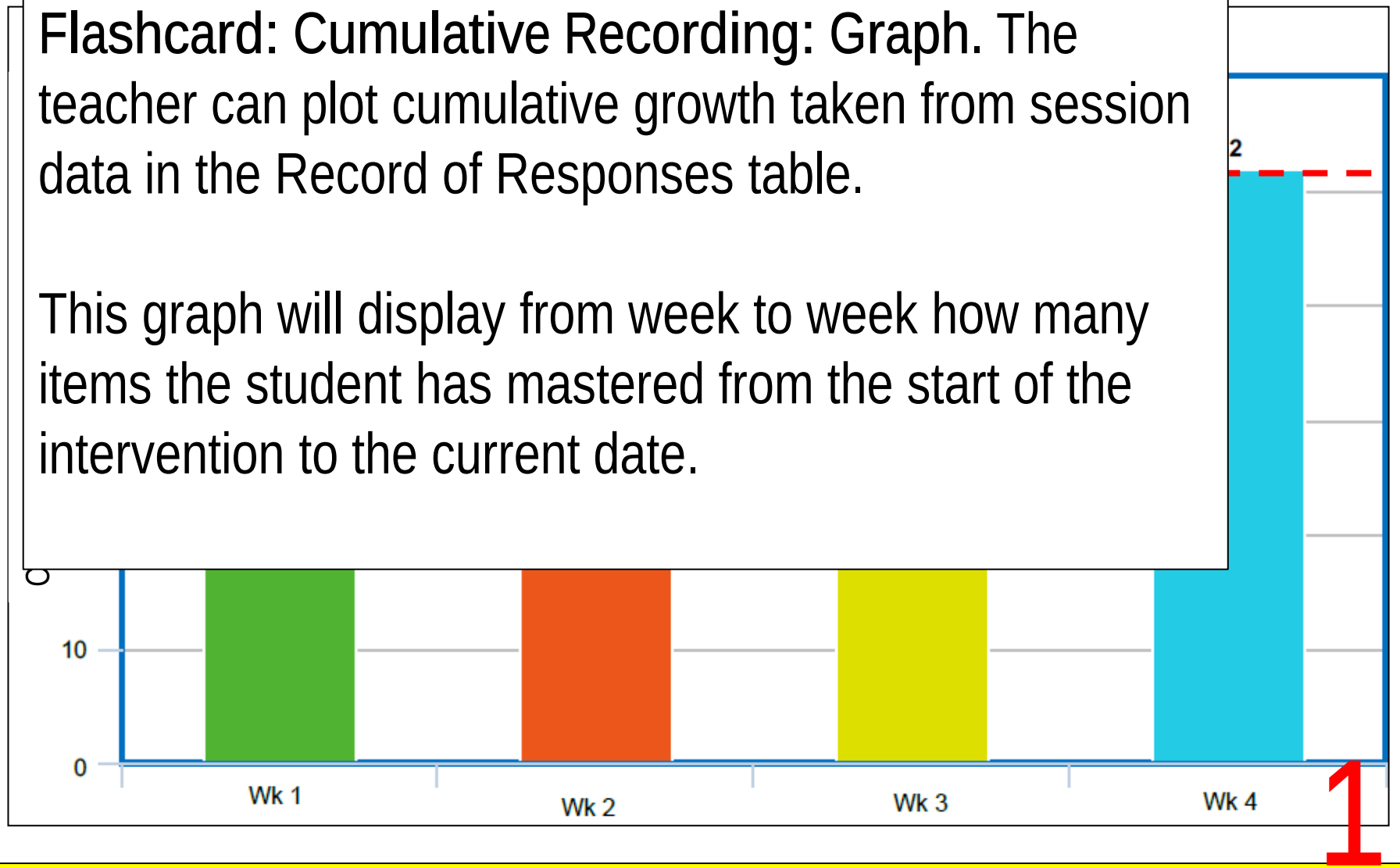
Academic Item	Date:	Date:	Date:	Date:	Date:

1

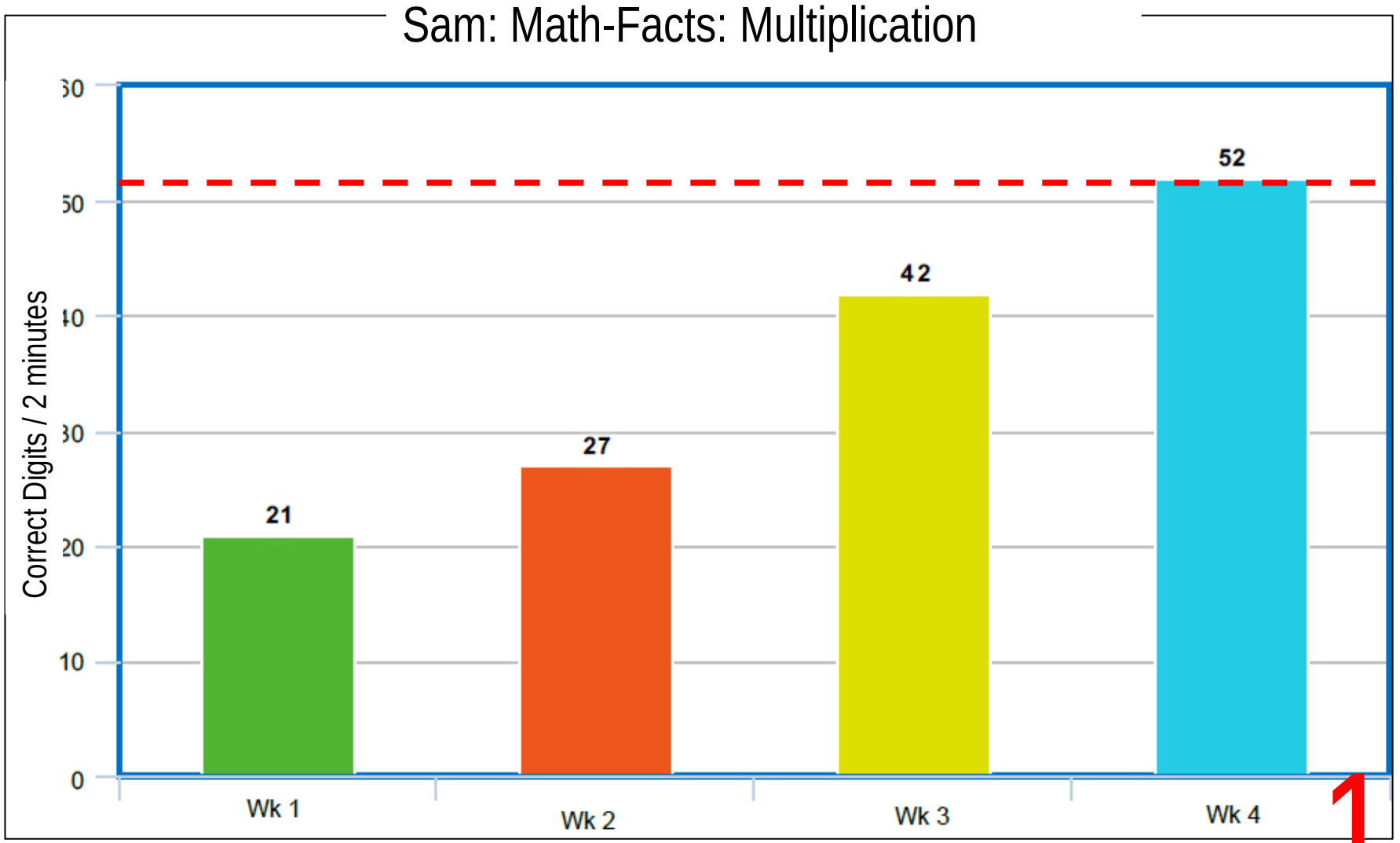
Flashcards: Cumulative Recording: Example

Flashcard: Cumulative Recording: Graph. The teacher can plot cumulative growth taken from session data in the Record of Responses table.

This graph will display from week to week how many items the student has mastered from the start of the intervention to the current date.



Flashcards: Cumulative Recording: Example



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.

2

Core Standards & Student Motivation/Self-Regulation

C… …ng & L… …ds: K-5

a. Prepares for discussion

Sc… …ation Center for Best Practices & Council of Chief State School Officers. (2010). Common core state standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors. Retrieved from http://www.corestandards.org/ p. 24

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.

2

Core Standards & Student Motivation/Self-Regulation

CCSS: ELA: Speaking & L…ds: K-5

b. Fulfills assigned discussion role(s) and follows rules

Sc… …ation Center fo… …f State School Of… fo… his… …lical su… …Retrieved fr… …p. 24

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.

2

Core Standards & Student Motivation/Self-Regulation

c. Engages in Q&A turn-taking and contributes ideas to discussion

...king & ...ds: K-5 ... standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors. Retrieved from http://www.corestandards.org/ p. 24

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.

2

Core Standards & Student Motivation/Self-Regulation

d. Reviews discussion content to summarize learning, draw conclusions

C…king &
L…ds: K-5

Sc… …ter fo… …ool O… …e sta… fo… …y in history/social studies, science, and technical subjects. Washington, DC: Authors. Retrieved from http://www.corestandards.org/ p. 24

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.
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   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.

2

Rubric: Example

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,

Sample Written-Retell Rubric

RETELLING RUBRIC

Name_____ Date_____

Objective	Beginning 1	Developing 2	Mastery 3	Exemplary 4	Score
Uses complete sentences in retelling the passage	Uses incomplete sentences	Uses complete and incomplete sentences – not all sentences are cogent	Uses complete sentences with simple structure	Uses complete sentences with varied structures	_____
Captures the salient idea of each event	Does not recall all salient ideas or inaccurately expresses two or more ideas	Expresses one salient idea incompletely or inaccurately	Accurately captures the salient idea of each event but is overly verbose or not specific enough	Accurately and succinctly captures the salient idea of each event	_____
Sequences events cohesively	Does not include all events or does not state all events in correct order	States events in order but without any transitions	Sequences events using traditional transition words (e.g., *first, then, next, finally*)	Sequences events using adverbs (e.g., *then, next, therefore, that's why*) and conjunctions (e.g., *so, if, because*)	_____
Incorporates vocabulary from the passage	Does not incorporate any vocabulary words from the passage	Incorporates vocabulary words exactly as used in the passage	Uses appropriate synonyms for vocabulary words from the passage	Uses vocabulary words from the passage in novel ways	_____
Retells the passage with prosody	Does not complete the retelling of the passage and may say "I can't remember" or "I forget"	Restates, pauses, or self-corrects while retelling the passage and may overuse "um"	Retells the passage haltingly but persistently	Retells the passage with ease, confidence, and expression	_____

Source: https://www.neuhaus.org/reading-challenges/reading-challenges---screening-measures---retelling-rubric

2

Retell Rubric: Courtesy of Saddleback Valley (CA) School District. Available online.

This resource includes sample rubrics for:

- Descriptive Text
- Narrative Text
- Problem/Solution Text
- Sequential/Time Order Text
- Procedural Text
- Compare/Contrast Text
- Cause/Effect Text

Individual Reading Retelling Rubric: Cause/Effect Text Structure

Name Jared P. Date March 17, 2021.

Text Title The Boston Tea Party. Level 1010 Lexile

Circle one: **Oral Retelling** **Written Retelling**

Prompt: Tell me about what you read.

Rubric

4 Gives accurate information using explicit details with elaboration
3 Gives accurate information with explicit details
2 Gives limited information; may include some inaccuracies
1 Unable to give information related to the text
0 No score indicates no response

	Unaided	Aided	Rubric Score
• States author's intended purpose			1 2 3 4
• States and understands the importance of the concept	X		1 **2** 3 4
• States the event or happening	X		1 2 **3** 4
• Provides details about the cause of the event	X		1 2 **3** 4
• Provides details about the effect of the happening or event	X		1 2 **3** 4
• Clearly links causes and effects	X		1 **2** 3 4
• Demonstrates an understanding of diagrams, tables, or graphs encountered in the text	X		1 **2** 3 4
• Provides a summary of the concept and how it has personal relevance			1 2 3 4
Comments:		**Total Rubric Score**	15

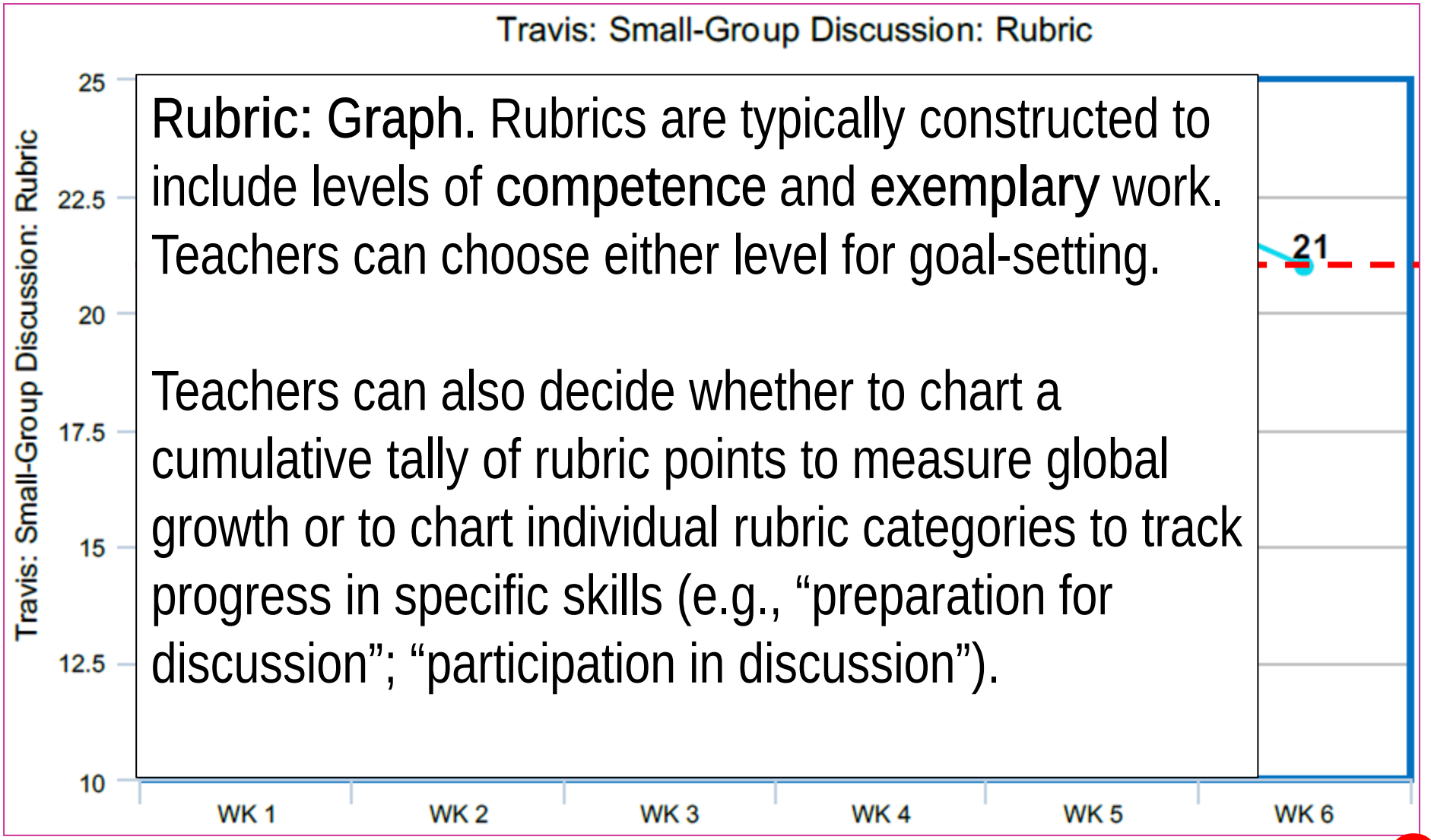
2

Classroom Data Tool: Rubric

- What It Can Measure:

  - ❑ Any complex, multi-dimensional task, such as:
    - ✓ participating in a discussion;
    - ✓ demonstrating comprehension via written retell;
    - ✓ writing a research paper;
    - ✓ preparing and presenting a PowerPoint;
    - ✓ completing and documenting a science lab project.

Rubric: Example

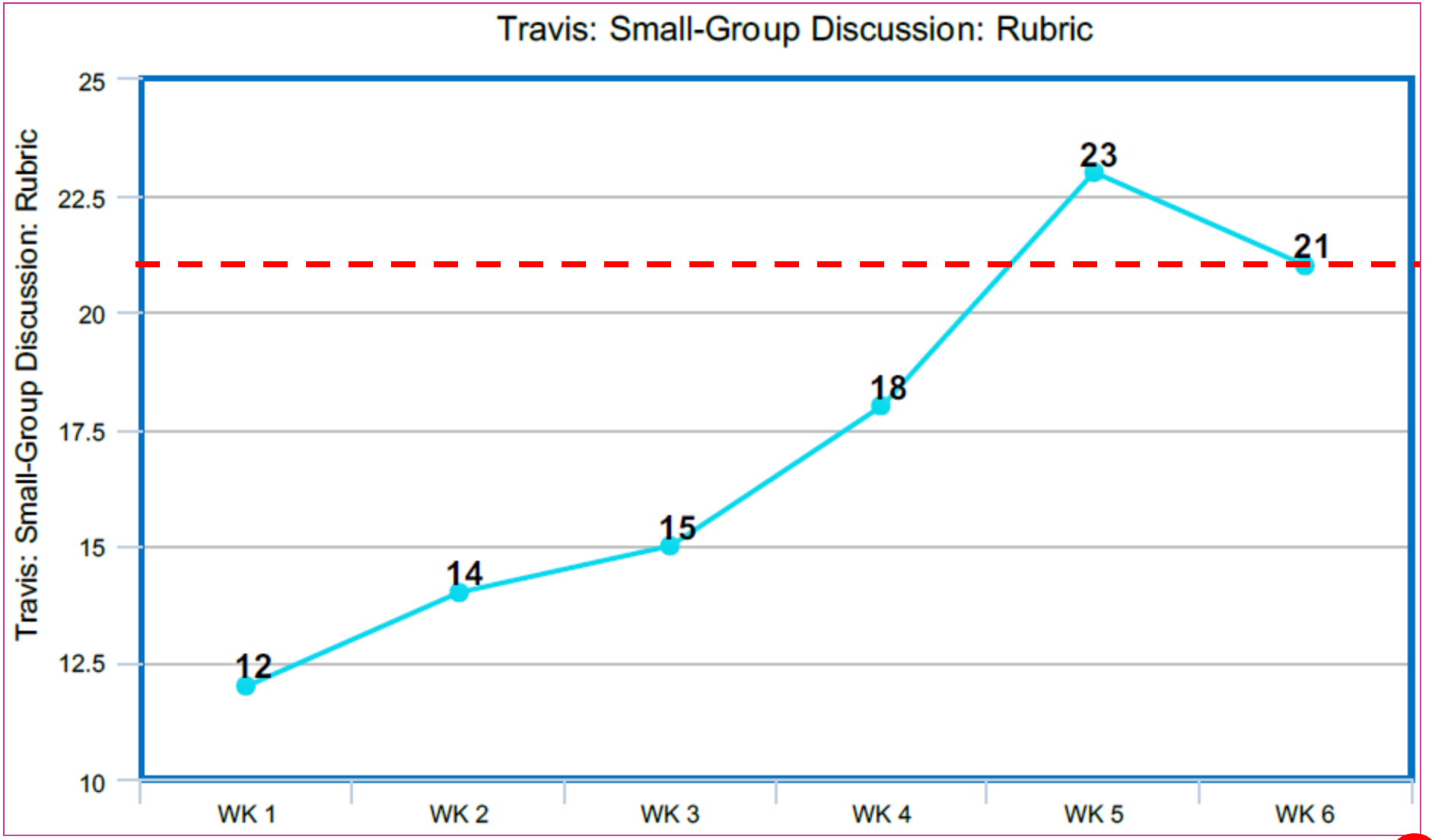


Rubric: Graph. Rubrics are typically constructed to include levels of **competence** and **exemplary** work. Teachers can choose either level for goal-setting.

Teachers can also decide whether to chart a cumulative tally of rubric points to measure global growth or to chart individual rubric categories to track progress in specific skills (e.g., “preparation for discussion”; “participation in discussion”).

2

Rubric: Example



2

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).

3

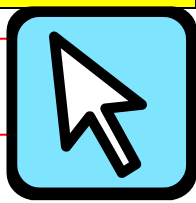
Classroom Data Tool: Work Products

- What It Can Measure:

  - ❑ Work completion
  - ❑ Work accuracy
  - ❑ Written evidence of problem-solving steps
  - ❑ Quality of student work (e.g., on writing assignments)

3

Classroom Data Tool: Work Products



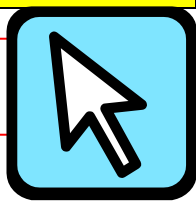
- Converting Work Products from Artifact to Data: Tutorial:

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.

3

Classroom Data Tool: Work Products



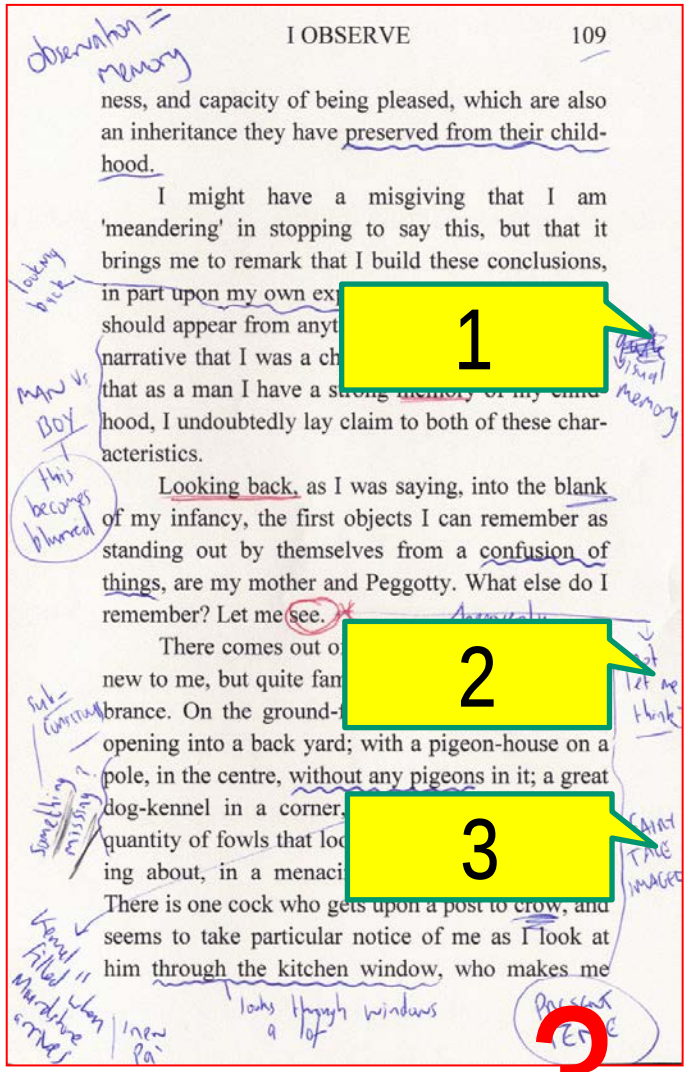
- Converting Work Products from Artifact to Data: Tutorial:

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.

3

Classroom Data Tool: Work Products

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



Classroom Data Tool: Work Products

- Syntax elements. The teacher can tally correct/incorrect syntactic usage in writing samples. Example: For the goal of writing complete sentences, the teacher (1) counts all **attempted** sentences in the sample, (2) counts number of **correctly formed** sentences, and (3) divides number of correct sentences by all sentences attempted to get a **percentage of correct sentences**.

3

Classroom Data Tool: Work Products

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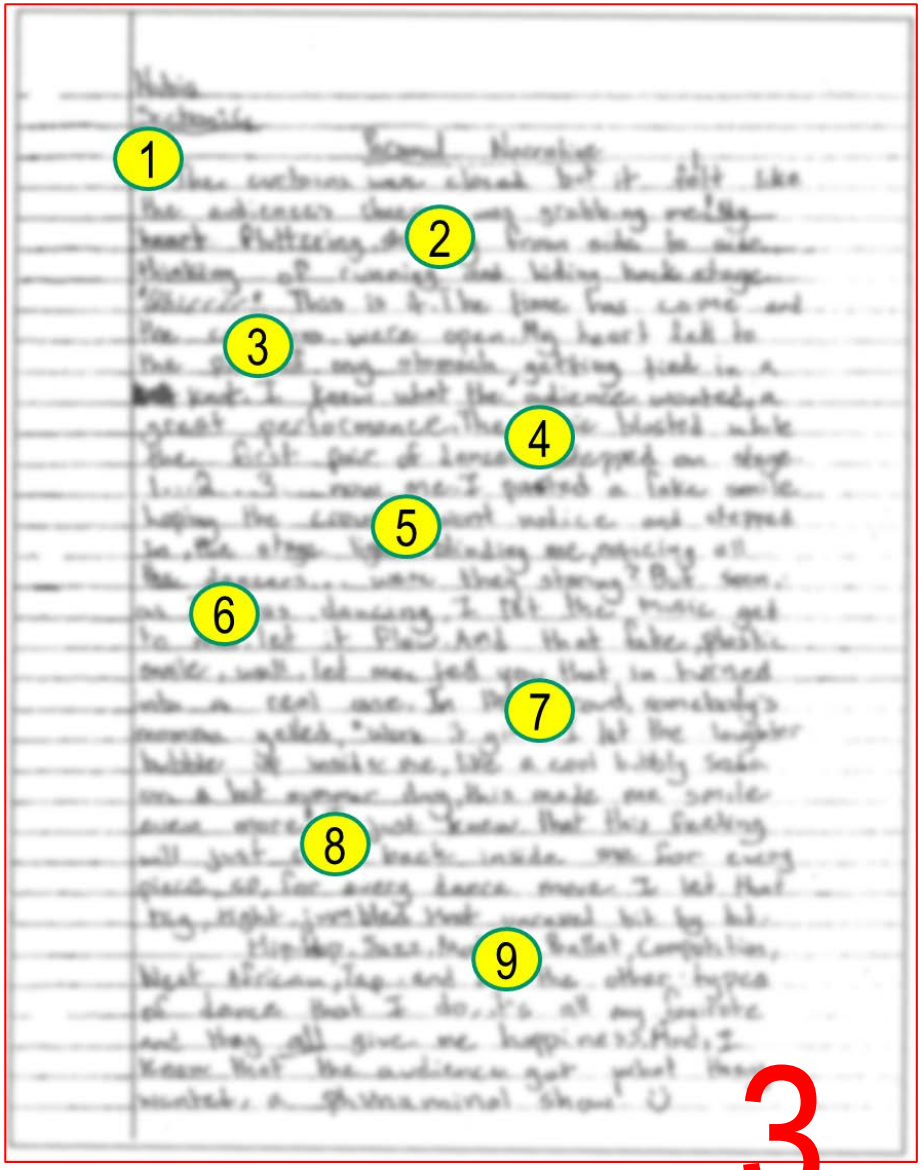

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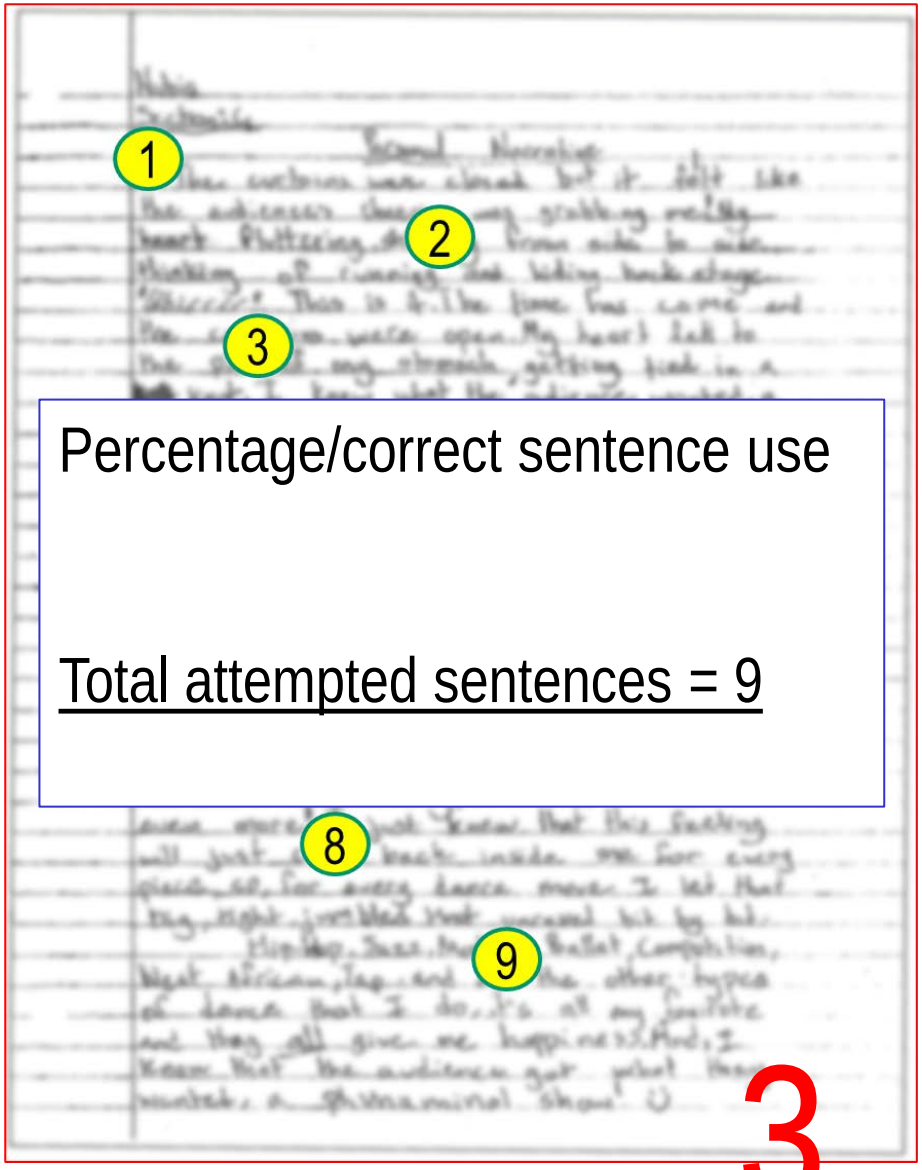

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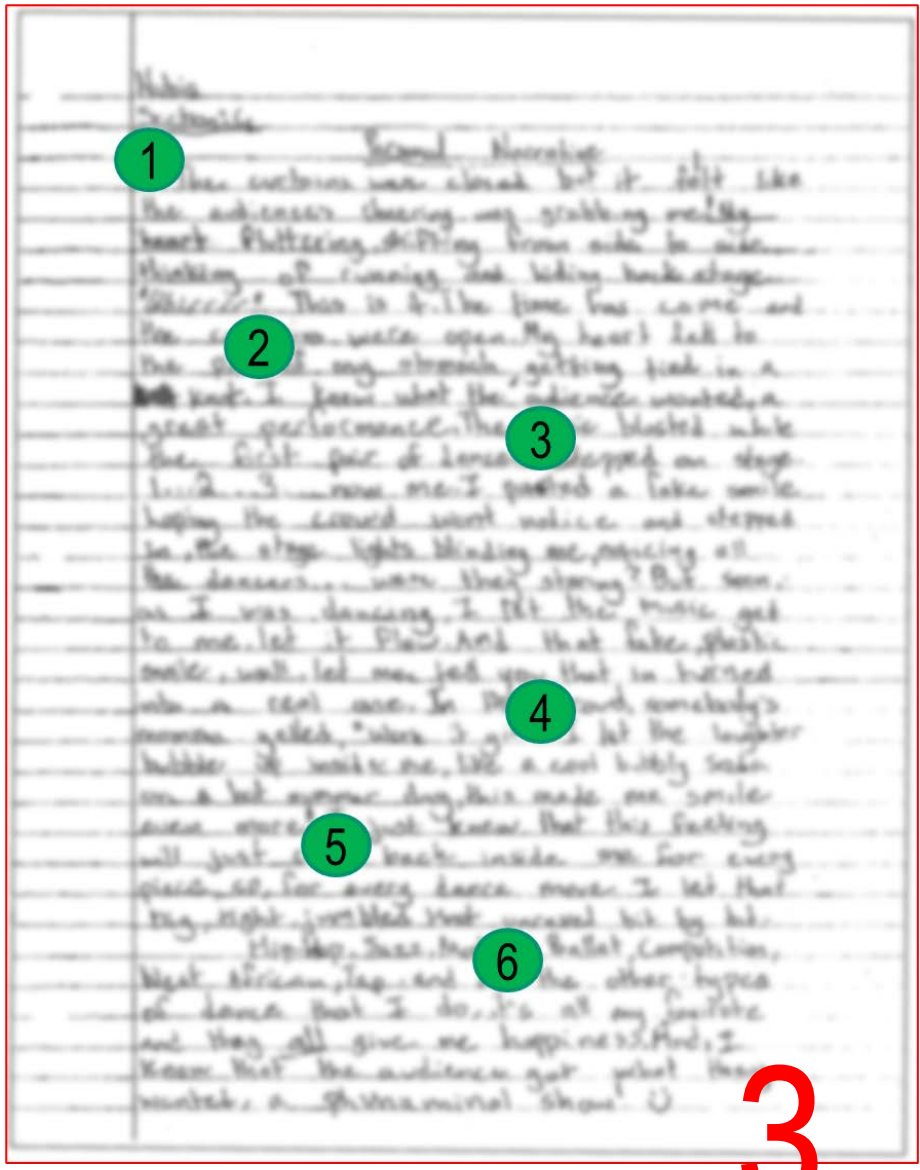

Classroom Data Tool: Work Products

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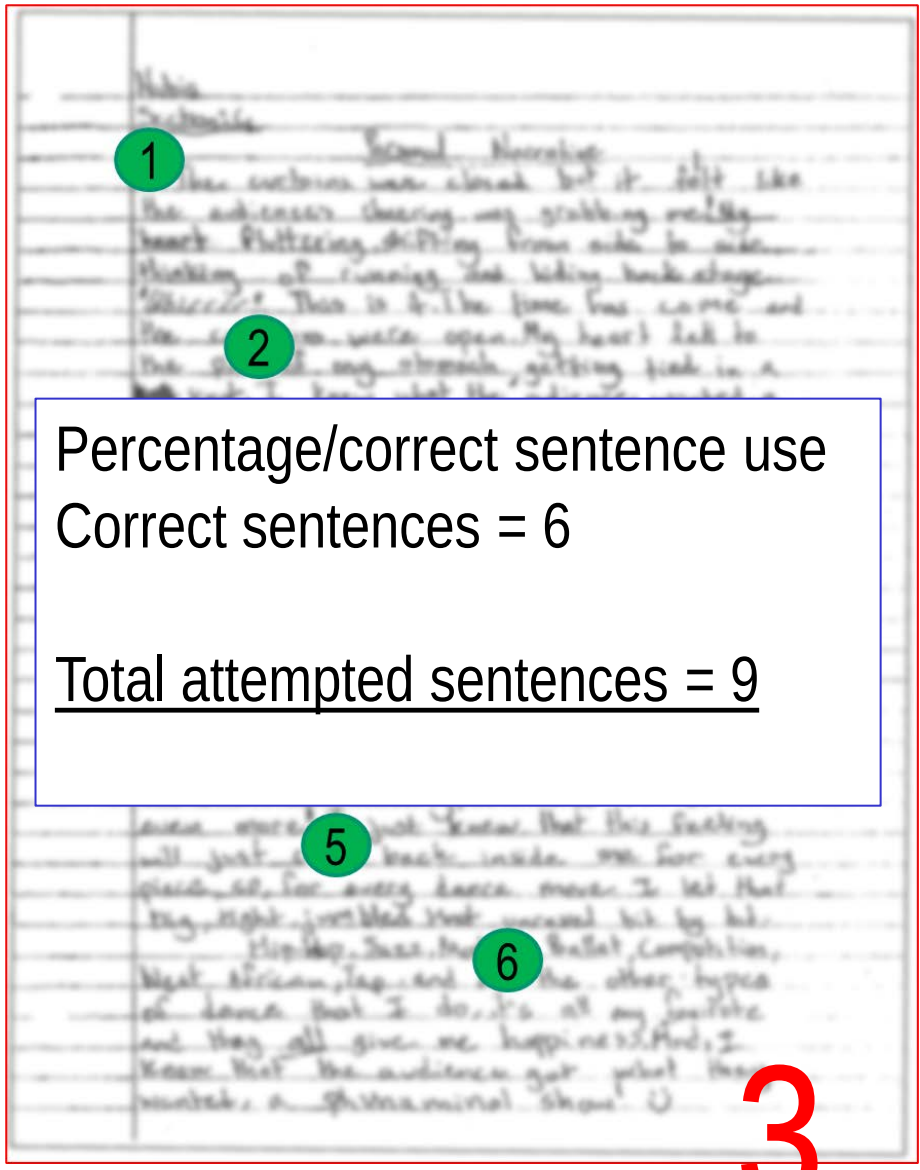

Classroom Data Tool: Work Products

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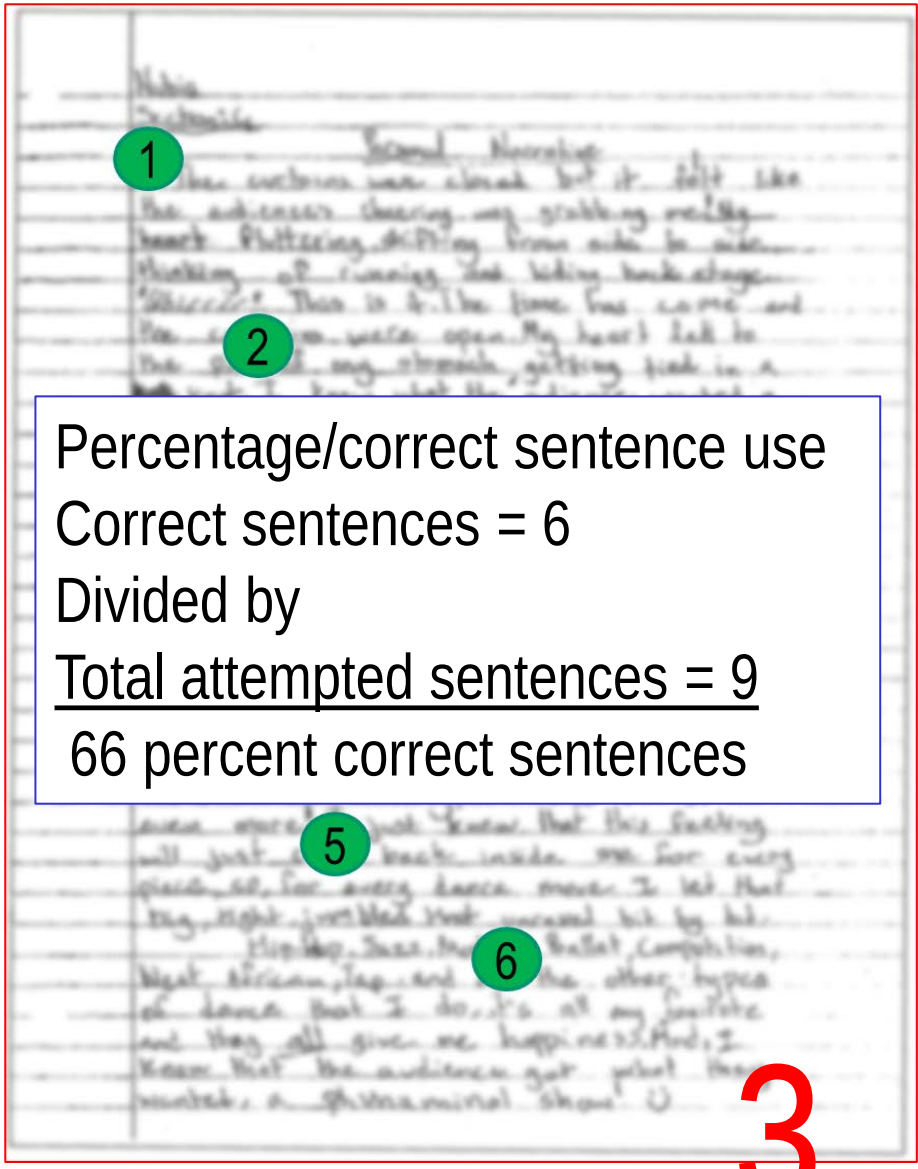


Classroom Data Tool: Grades

- **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.

4

Classroom Data Tool: Grades

- What It Can Measure:
  - ❑ Academic Performance

4

Classroom Data Tool: Grades

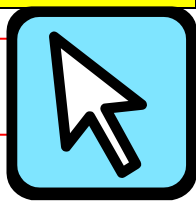
- ## Grades as Progress-Monitoring Tools

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.

4

Classroom Data Tool: Grades



- Grades as Progress-Monitoring Tools

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.

4

Classroom Data Tool: Grades

Grading Example: Comprehension: Measuring retention of assigned readings.

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

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

4

Readiness Assessment Tests (RATs): Sample Questions.

Multiple Choice.

A solar eclipse occurs when:

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

Short Answer.

A solar eclipse occurs when the _____ passes

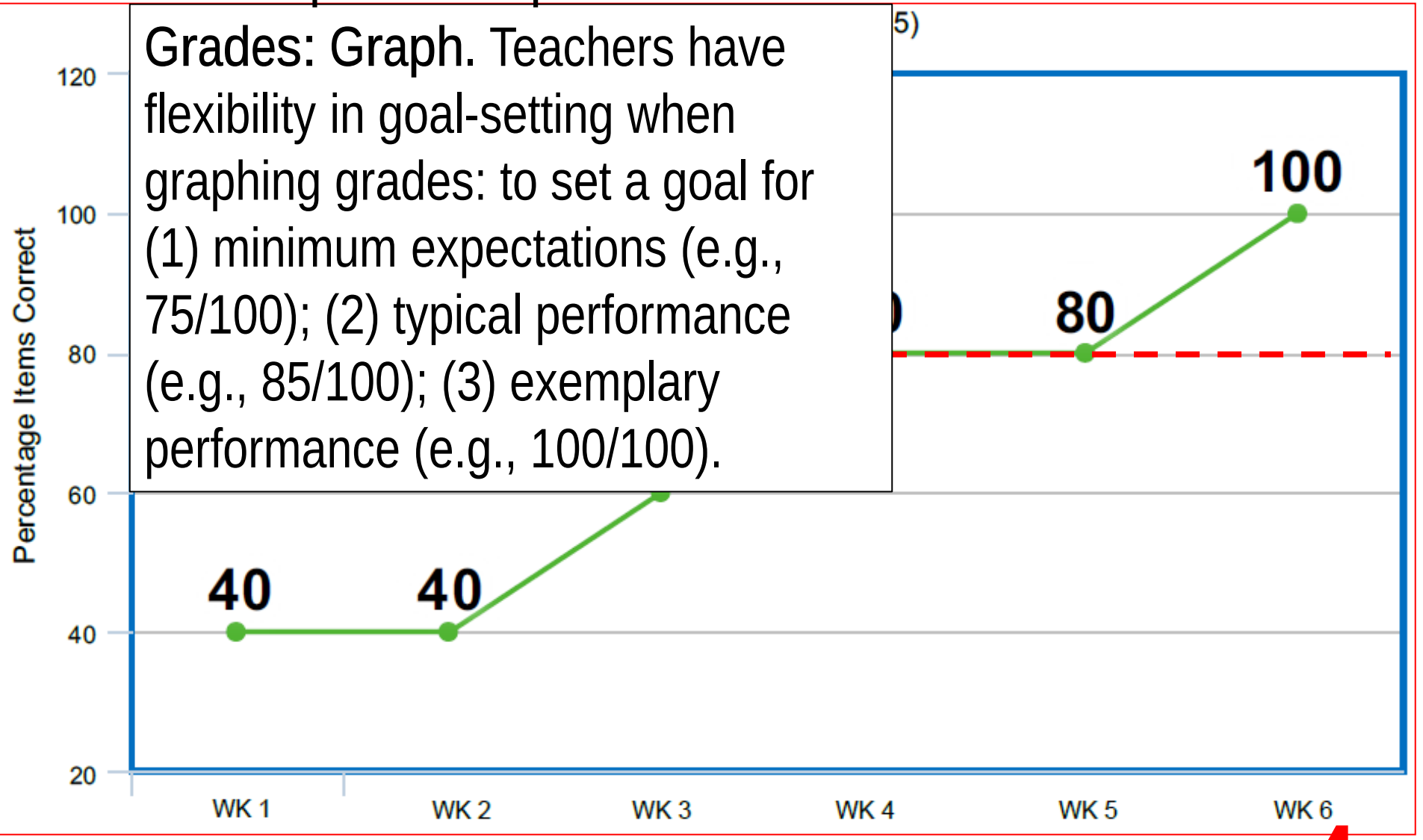
between the _____ and sun.

Essay

Write a brief essay explaining the cause of a solar eclipse. 4

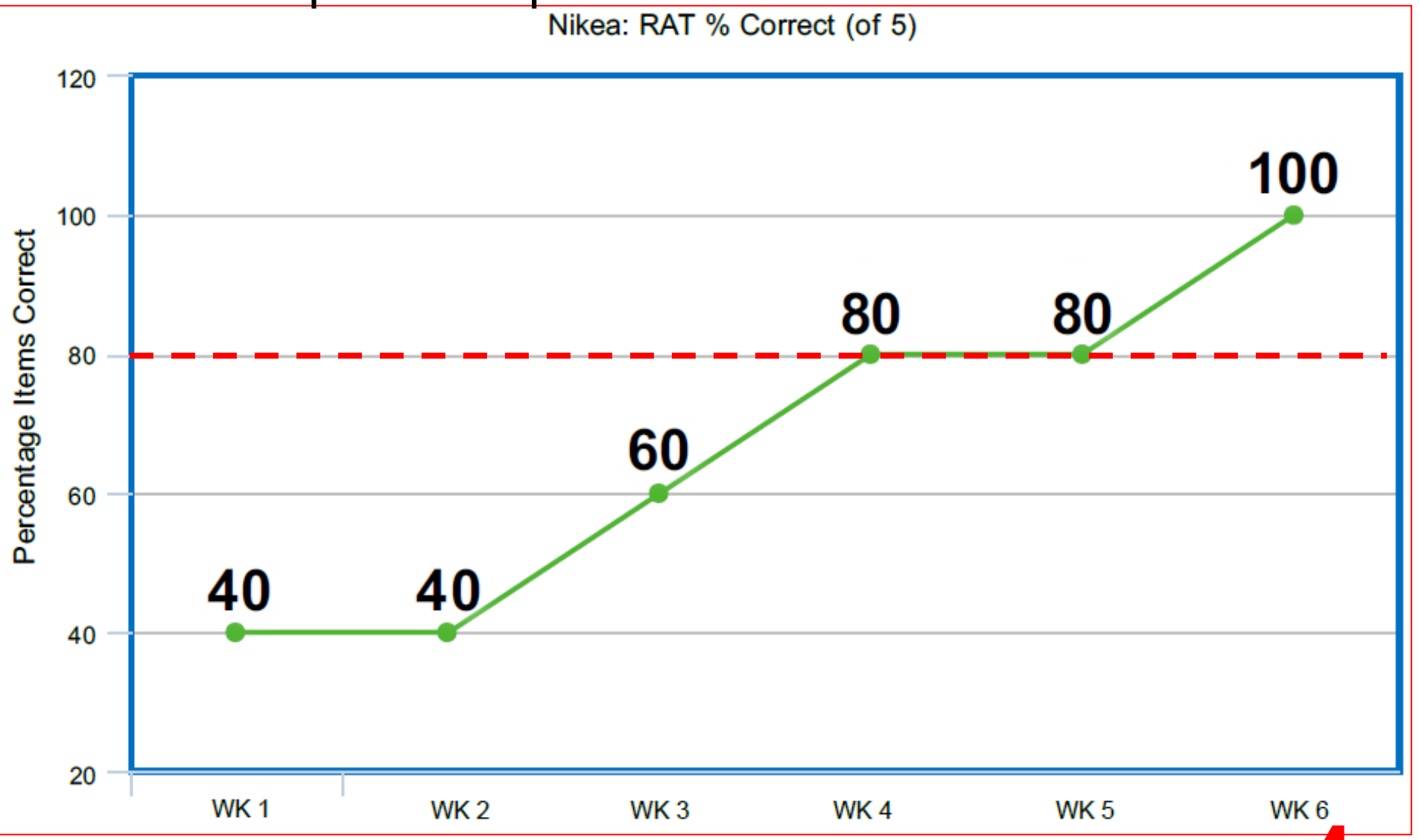
Grades Graph: Example

Grades: Graph. Teachers have flexibility in goal-setting when graphing grades: to set a goal for (1) minimum expectations (e.g., 75/100); (2) typical performance (e.g., 85/100); (3) exemplary performance (e.g., 100/100).



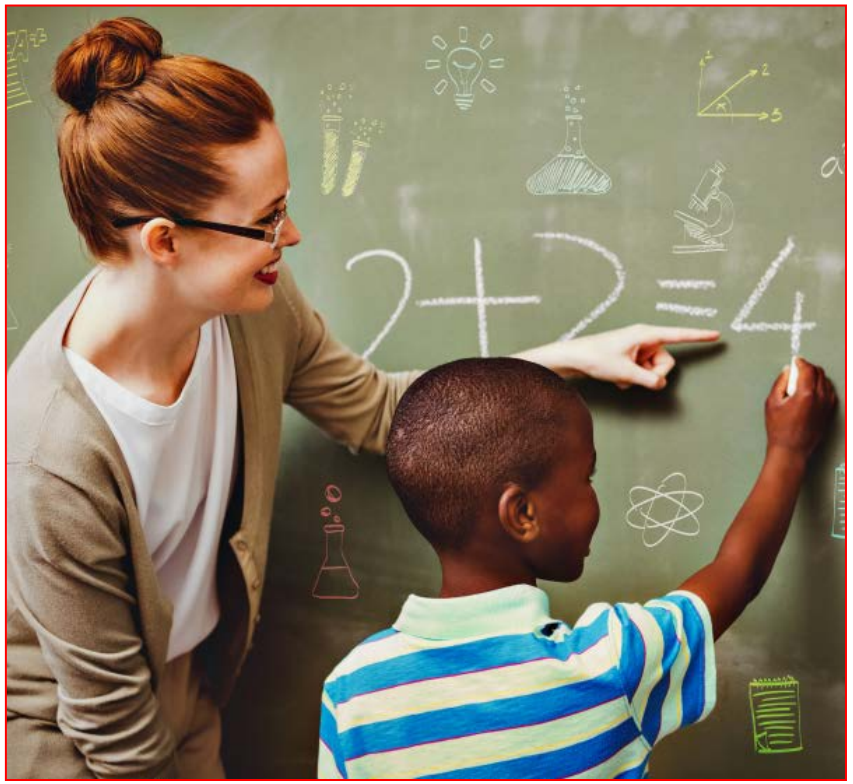
4

Grades Graph: Example



4

How to Track Use of Adult Prompts on Academic Tasks pp. 42-45



Tracking Adult Prompts

When students acquire new academic skills, they often require a transitional phase of teacher prompts to successfully perform those skills.

Prompts are a valuable tool to transition students to task-independence.

This segment presents a process and accompanying forms that teachers can use monitor progress toward task-independence—by tracking the type and number of prompts required for student performance.

External Prompt Types Look-Up Table

Table 1: Prompt Types (MacDuff et al., 2001)	
Manual Prompt	The student is guided manually to complete the skill. Guiding the student's hand to write letters on a worksheet is an example of a manual ('hand-over-hand') prompt. A partial manual prompt (e.g., the teacher guiding the student manually through only part of the task) is counted as a manual prompt.
Modeling Prompt	The student views a demonstration of the skill (e.g., demonstrated in person or via a video recording). Partial modeling (e.g., the teacher demonstrating a single step of a multi-step task) is counted as a modeling prompt.
Verbal Prompt	The student is prompted via verbal communication to demonstrate the skill. Verbal prompts can consist of a single word or several consecutive sentences. Encouragement and praise whose goal is to get the student to begin the task are considered verbal prompts.
Gestural Prompt	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

Recording Adult Prompts: A Data Source

The *Student Prompts Recording Form* provides space for the adult to record the kind and number of adult prompts that the student needs to complete an activity.

1

DATE: M T W Th F Oct 22, 2018 NOTES: Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.

	No Prompt	1	Gestural	2	Verbal	1	Modeling		Manual

Tracking Adult Prompts

Student Prompts Recording Form

Student: Rodney H. **Teacher:** Mrs. Salinger

Target Task/Behavior. Describe the task/behavior that you are targeting to reduce/eliminate task-initiation prompts.

Rodney has 15 minutes to independently complete a math-computation worksheet (multiplication: 10 problems)

Prompt Definitions. Use these definitions to classify the types of prompts you use with your student.

Prompt Types. (MacDuff et al., 2001)	
Manual	The student is guided manually to complete the skill.
Modeling	The student views a demonstration of the skill (e.g., demonstrated in person, via a video recording).
Verbal	The student is prompted via verbal communication to demonstrate the skill.
Gestural	The student is prompted via a gesture (e.g., nodding, pointing, motioning, tapping on a worksheet) to complete the skill.
No Prompt	The student requires no prompting to complete the skill.

Prompt Recording. In the sections below, record your use of task-initiation prompts to initiate the identified task/behavior. Write observation dates, number and type of prompts used, and notes explaining your prompt use.

1

DATE: M T W Th F Oct 22, 2018 NOTES: Rodney hesitated in starting his math worksheet. I pointed to the sheet--encouraged Rodney to start his work--showed him how to complete a sample problem. Then he started.

	No Prompt	Gestural	Verbal	Modeling	Manual
	1	2	1		

2

DATE: M T W Th F_____ NOTES: _____

	No Prompt	Gestural	Verbal	Modeling	Manual

3

DATE: M T W Th F_____ NOTES: _____

	No Prompt	Gestural	Verbal	Modeling	Manual

Student Prompts Recording Form

Tracking Adult Prompts

Student Prompts Recording Form

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Prompt (MacDuff et al., 2001)

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	No Prompt	Gestural	Verbal	Modeling	Manual
	1	2	1		

2 DATE: M T W Th F_____ NOTES: _____

	No Prompt	Gestural	Verbal	Modeling	Manual

3 DATE: M T W Th F_____ NOTES: _____

	No Prompt	Gestural	Verbal	Modeling	Manual

Student Prompts Recording Form

Tracking Adult Prompts

Student Prompts Recording Form

Student: _____Rodney H._____ **Teacher:** _____Mrs. Salinger_____

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No Prompt	The student requires no prompting to complete the skill.

2 DATE: M T W Th F_____ NOTES: _____

[ ] No Prompt [ ] Gestural [ ] Verbal [ ] Modeling [ ] Manual

3 DATE: M T W Th F_____ NOTES: _____

[ ] No Prompt [ ] Gestural [ ] Verbal [ ] Modeling [ ] Manual

Student Prompts Recording Form

Tracking Adult Prompts

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	No Prompt	1	Gestural	2	Verbal	1	Modeling		Manual

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	No Prompt	1	Gestural	2	Verbal	1	Modeling		Manual

2

DATE: M T W Th F_____ NOTES: _____

	No Prompt		Gestural		Verbal		Modeling		Manual

3

DATE: M T W Th F_____ NOTES: _____

	No Prompt		Gestural		Verbal		Modeling		Manual

Student Prompts Recording Form

Recording Adult Prompts: A Data Source

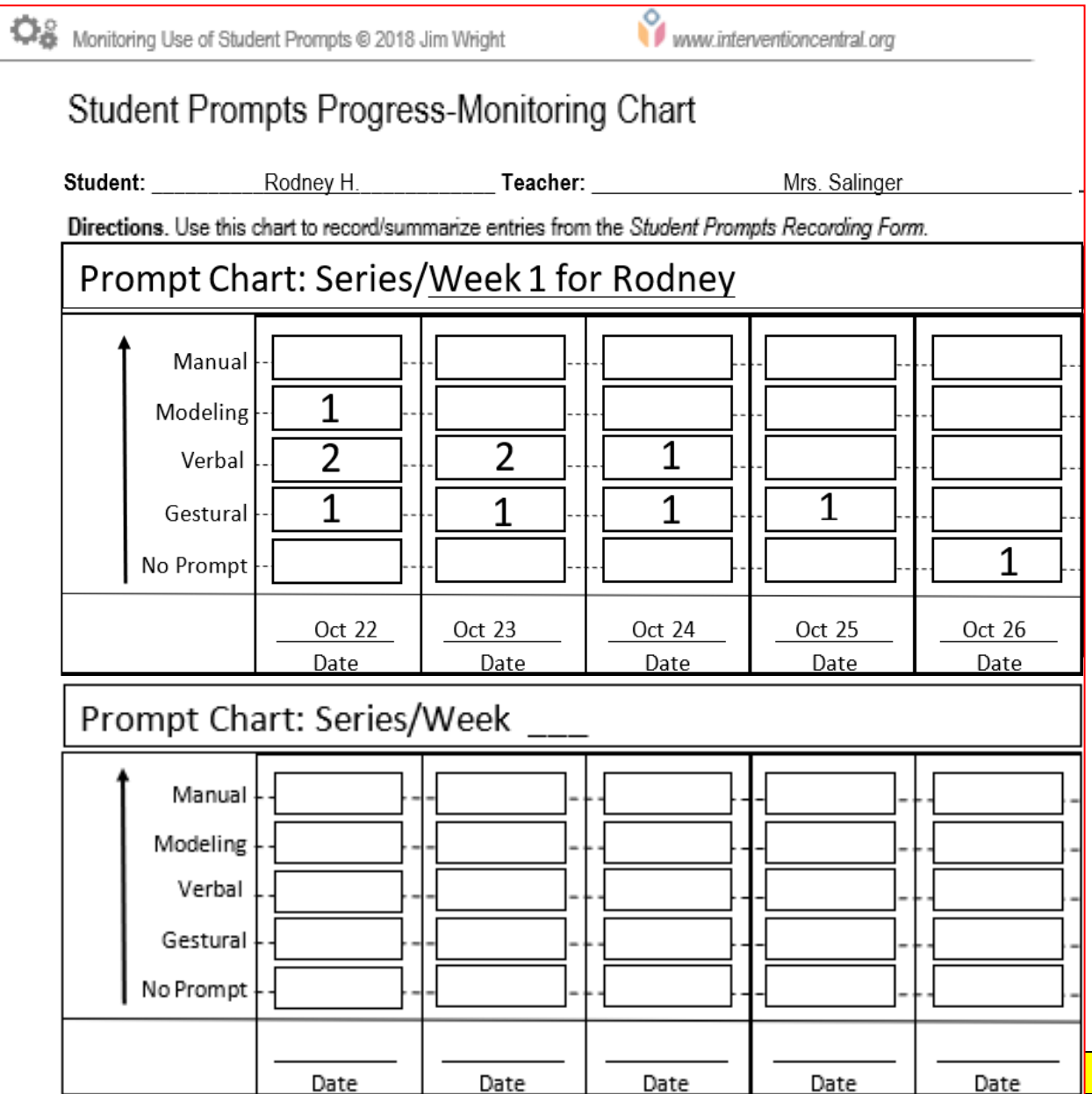
The *Student Prompts Progress-Monitoring Chart* allows the adult to keep a cumulative record of prompt-use, to look for decreases in degree of prompting needed for task completion.

Prompt Chart: Series/Week 1 for Rodney

	Oct 22 Date	Oct 23 Date	Oct 24 Date	Oct 25 Date	Oct 26 Date
Manual					
Modeling	1				
Verbal	2	2	1		
Gestural	1	1	1	1	
No Prompt					1

Student Prompts Progress-Monitoring Chart

Tracking Adult Prompts



Monitoring Use of Student Prompts © 2018 Jim Wright www.interventioncentral.org

Student Prompts Progress-Monitoring Chart

Student: Rodney H. **Teacher:** Mrs. Salinger

Directions. Use this chart to record/summarize entries from the *Student Prompts Recording Form.*

Prompt Chart: Series/Week 1 for Rodney

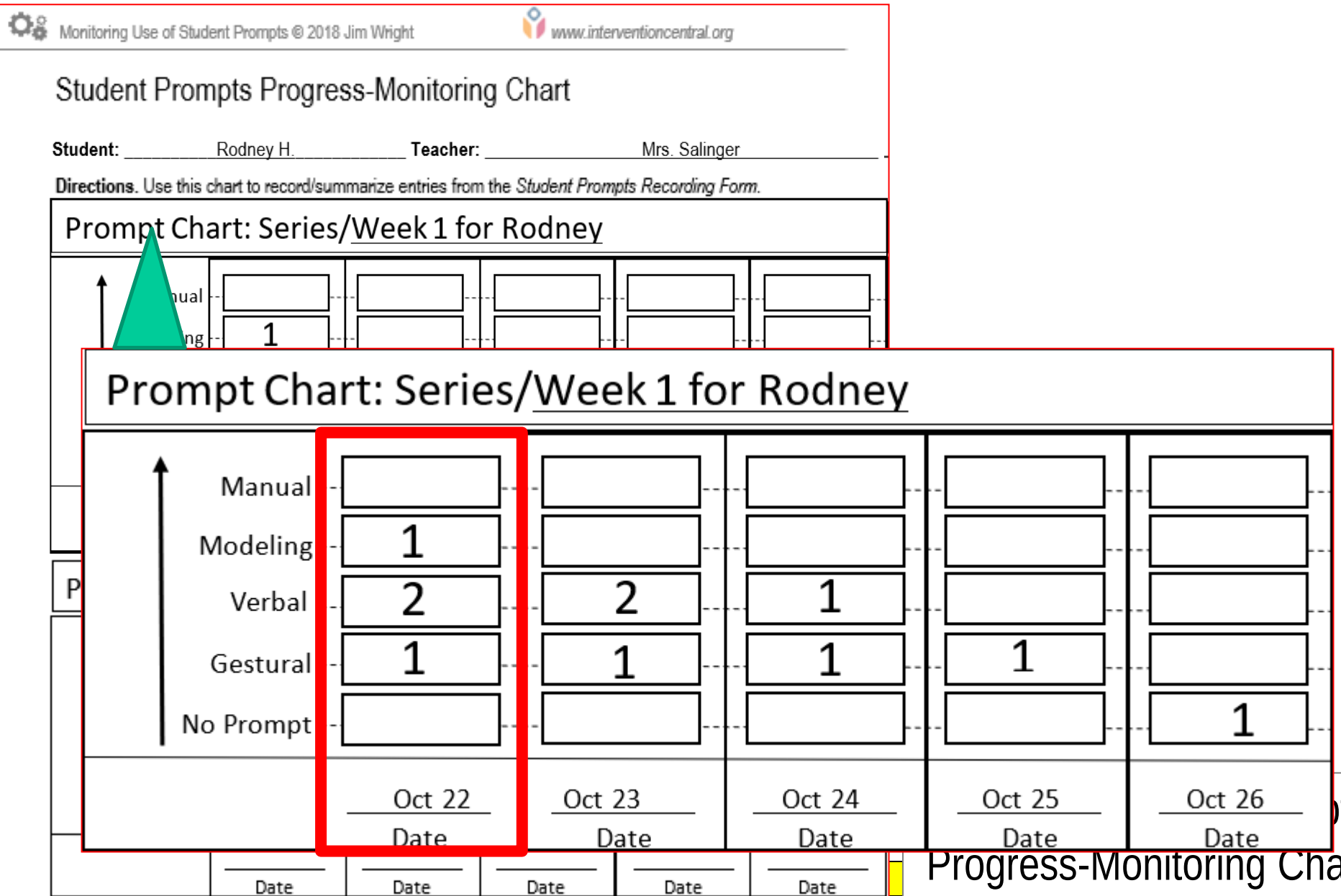
	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26
Manual					
Modeling	1				
Verbal	2	2	1		
Gestural	1	1	1	1	
No Prompt					1
	Date	Date	Date	Date	Date

Prompt Chart: Series/Week ___

Manual					
Modeling					
Verbal					
Gestural					
No Prompt					
	Date	Date	Date	Date	Date

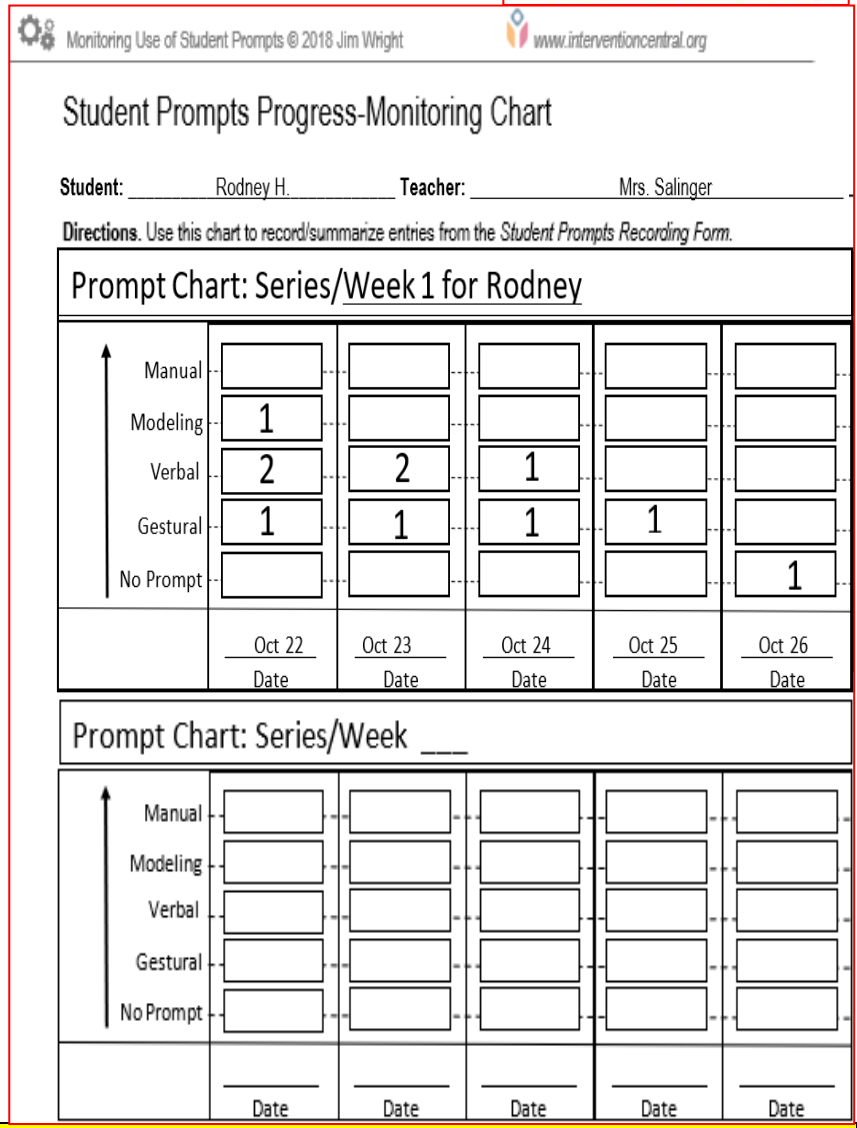
Student Prompts Progress-Monitoring Chart

Tracking Adult Prompts



Activity: Monitoring Adult Prompts

- Look over the forms on pp. 42-45.
- Discuss what students in your classroom or school might be appropriate to monitor with this prompt-tracking form. (Remember that sometimes we use prompts when not realizing it: e.g., 'nagging' the student.)



Monitoring Use of Student Prompts © 2018 Jim Wright www.interventioncentral.org

Student Prompts Progress-Monitoring Chart

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Manual					
Modeling	1				
Verbal	2	2	1		
Gestural	1	1	1	1	
No Prompt					1

Prompt Chart: Series/Week ___

	Date	Date	Date	Date	Date
Manual					
Modeling					
Verbal					
Gestural					
No Prompt					

Lab Work: Data-Collection Scavenger Hunt

1. Go to the workshop page: http://www.interventioncentral.org/camden

2. Find the links in the table **Data Tool.**

3. Review any of these links to make or find at least 1 data-collection tool that you could use in the coming school year.

4. Share this data-collection tool with your table.

Activity: Data Collection: Next Steps.

At your table:

- Consider the resources (*Big Ideas in Data Collection*; *Creating a Classroom Monitoring Plan: 7 Steps*) and practical data tools shared today.
- Share 2-3 'next steps' to apply learning from today back at your school.

CBMs: Acadience Learning

- First Sound Fluency (1 min)
- Letter Naming Fluency (1 min)
- Phoneme Segmentation Fluency (1 min)
- Nonsense Word Fluency
- Oral Reading Fluency (1 min)
- Maze Passages (Comprehension) (3 min)

CBMs: Intervention Central

- Letter Name/Sound Fluency (1 min)
- Early Math Fluency/Number Sense: 3 Types (1 min)
- Math Computation Fluency (1 min)
- Written Expression: 3 Types (4 min)

Additional Methods to Track Academic Progress:

- Flashcards: Student Response Recording Sheet
- Rubrics
- Work Products

Methods to Track Behaviors:

- Behavior Report Cards
- Behavior Checklists
- Teacher-Delivered Prompts: Frequency & Type