

Response to Intervention Evaluation Rubric

Area of Implementation	Not Yet Implemented	Stage 1 Implementation	Stage 2 Implementation	Stage 3 Implementation
	(Training not completed No evidence of implementation or documentation)	(Training not completed however, some evidence of implementation – documentation is limited or incomplete)	(Training completed, some evidence of implementation – documentation is limited or incomplete)	(Training completed, strong evidence of implementation including documented cases with all components of RtI model)
Building Level Understanding and Leadership:	<ul style="list-style-type: none"> • Principal does not participate in the Problem Solving Process • Building has not participated in philosophy training 	<ul style="list-style-type: none"> • Principal participates minimally (knows when the meetings are but does not attend) • Coordinator participates in district level training and meetings • Building has had the initial philosophy staff development • Components (student focus team, progress monitoring tools, variety of intervention tools, data dialogues) have been discusses 	<ul style="list-style-type: none"> • Coordinator roles are defined and coordinator participates in district level training and meetings • Principal participates on the Student Focus Team periodically • Principal has identified individuals in the building to support the RtI Model including interventionists, progress monitors, and designated consultants 	<ul style="list-style-type: none"> • Principal participates on the Student Focus Team on a regular basis • Principal supports the problem solving process with personnel, time, and resources • Principal knows which children are receiving Tier II and Tier III interventions • Principal knows which staff are providing Tier II and Tier III interventions
Problem Solving Process:	<ul style="list-style-type: none"> • Building has not participated in consultation overview training • Building does not have a student focus team • Building does not utilize the problem solving model to identify and support individual student needs 	<ul style="list-style-type: none"> • Building has participated in the basic consultation overview training • Building does not have regular data dialogue meetings • Building has identified a student focus team; however the team does not meet on a regular basis and does not follow a protocol for meetings • Building does not utilize designated consultants to follow through with teachers throughout the problem solving process 	<ul style="list-style-type: none"> • Building has scheduled and frequent data dialogues at all levels • Building has a student focus team that meets on a regular basis, at least 2 times a month • Building has identified designated consultants that participate on the student focus team • Designated consultants have received collaborative consultation skills and expectations training 	<ul style="list-style-type: none"> • Student focus team meets on a regular basis (every week or every other week) • Building utilizes the problem solving process to meet individual student needs including designated consultants, data dialogues at all grade levels

<p>Progress Monitoring: Curriculum-Based Measurement and Behavior</p>	<ul style="list-style-type: none"> • Building has no progress monitoring tools for academics or behavior • Building has not participated in Progress Monitoring or Curriculum-Based Measurement training • Building does not progress monitor interventions at any level (Tier I, Tier II, or Tier III) 	<ul style="list-style-type: none"> • Building utilizes regular progress monitoring during some aspects of the learning environment • Building has tools available for screening students to identify students in need of an academic or behavior intervention • Building personnel have participated in the basic Curriculum Based Measurement training which includes Intervention Central resources 	<ul style="list-style-type: none"> • Building utilizes approved progress monitoring tools to monitor interventions in Tier II and Tier III • Building has identified resources for Curriculum Based Measurement that are available to the student focus team • Building personnel have participate in staff development on administration and scoring of Curriculum Based Measurement as well as graphing on AIMSweb 	<ul style="list-style-type: none"> • Building utilizes progress monitoring at all levels of instruction • Building staff, including general education and special education teachers utilize Curriculum Based Measurements to monitor student progress • Building makes instructional and intervention changes based on data collected from progress monitoring tools
<p>Intervention Development:</p>	<ul style="list-style-type: none"> • Building staff does not understand the difference between accommodations, modifications, and interventions • Building does not differentiate for students • Rigor and Relevance is not apparent in classrooms 	<ul style="list-style-type: none"> • Building has participated in staff development on accommodations, modifications, and interventions • Rigor and Relevance is apparent in classrooms throughout the building • Building understand and demonstrates differentiation • Building has some interventions available for students in need of academic and behavioral interventions 	<ul style="list-style-type: none"> • Building has multiple interventions available with variation in time, intensity and instruction • Building utilizes a variety of service providers to meet the need of individual children • Building has strong rigor and relevance throughout the building • Differentiation for all students is present 	<ul style="list-style-type: none"> • Building develops interventions based on student need and data collected • Rigor and relevance is present in every classroom • Differentiation is present in every classroom • Building has been creative in utilizing personnel to develop multiple interventions that vary in time, intensity and instruction
<p>Parent and Community Training:</p>	<ul style="list-style-type: none"> • Building has not communicated the purpose of RtI to parents 	<ul style="list-style-type: none"> • Building has provided information to parents on RtI when asked or when an academic or behavior concern arises • Building has informed parents when their student is referred to the student focus team 	<ul style="list-style-type: none"> • Building has informed all parents about the RtI model and what the model means for their student • Building invites parents of students referred to the student focus team meetings • Building has opportunities for parents to gain a stronger understanding of the RtI model and how they can support the process 	<ul style="list-style-type: none"> • Building has a documented method of informing parents about the RtI model • Building involves parents in every phase of the problem solving process • Building provides data to parents throughout Tier II and Tier II interventions