

## Checklist of Observable Processes During RTI Full Implementation Stage

Assessment		
<input type="checkbox"/>	Universal Screening	Benchmark screening is completed three times per year.
<input type="checkbox"/>	Informal Diagnostic Screeners	The school has assembled a tool kit of several informal diagnostic screeners.
<input type="checkbox"/>	Informal Diagnostic Screeners	Informal diagnostic screeners are used to inventory which skills the student has mastered, and pinpoint which skills are deficit.
<input type="checkbox"/>	Progress Monitoring	Progress monitoring is completed on all intervention students at least every 3 weeks with either the universal screener or an informal diagnostic screener.
<input type="checkbox"/>	Progress Monitoring	Teachers graph the progress monitoring data to see each student's rate of improvement.
<input type="checkbox"/>	Data Management & Reporting	The staff of the school has routines for how and when to collect data.
<input type="checkbox"/>	Data Management & Reporting	Entering data into a data management system is done systematically and completely within a few days of the close of the assessment window.
<input type="checkbox"/>	Data Management & Reporting	Each teacher reviews reports from the system.
<input type="checkbox"/>	Data Management & Reporting	The principal, reading coach, and/or RTI coordinator review updated data reports at least monthly.
Data Analysis		
<input type="checkbox"/>	Data Analysis Techniques	Teachers have moved beyond the "stoplight phenomenon" of looking only at the instructional recommendation levels of benchmark, strategic, and intensive.
<input type="checkbox"/>	Data Analysis Techniques	Teachers analyze probe error patterns to identify whether the student has an accuracy issue, a fluency issue, or both.
<input type="checkbox"/>	Data Analysis Techniques	Teachers use insights from error pattern analysis (or miscue analysis) to determine group placement for below-benchmark students.
<input type="checkbox"/>	Data Analysis Techniques	Informal diagnostic screener data are analyzed, along with data from the universal screener.
<input type="checkbox"/>	Data Analysis Procedures	Data are analyzed after each progress-monitoring cycle.
<input type="checkbox"/>	Data Analysis Procedures	RTI coordinator or instructional coach meets with teachers regularly to discuss data.
<input type="checkbox"/>	Data Analysis Procedures	Data are discussed at grade-level team meetings.
<input type="checkbox"/>	Data Analysis Procedures	Principal regularly reviews data with teachers.
Grouping		
<input type="checkbox"/>	Grouping Procedures	Teachers place students in skill groups to address deficits as evident from the informal diagnostic measures, or from error pattern analysis.
<input type="checkbox"/>	Grouping Procedures	Teachers no longer group by "strategic groups" or "intensive groups."
<input type="checkbox"/>	Grouping Procedures	Each skill group has a focused instructional goal, and materials are identified to address the specific skill needs.

## Checklist of Observable Processes During RTI Full Implementation Stage (continued)

Intervention Instruction		
<input type="checkbox"/>	Intervention Instruction	Intervention instruction is a high priority and groups meet daily for 30 minutes (except beginning-of-the-year kindergarten, where they may meet for 15 minutes).
<input type="checkbox"/>	Intervention Instruction	Appropriate materials or programs are selected that will support teacher in providing targeted instruction to match the group's instructional focus.
<input type="checkbox"/>	Intervention Instruction	Instruction is explicit and systematic.
<input type="checkbox"/>	Intervention Instruction	Effective modeling is evident during each group's lesson with an "I do, we do, you do" cycle.
<input type="checkbox"/>	Intervention Instruction	Teachers provide immediate corrective feedback whenever a student makes a mistake.
<input type="checkbox"/>	Intervention Instruction	Teachers keep notes about each student in an intervention log.
Problem Solving		
<input type="checkbox"/>	Problem-Solving Processes	School has a process for discussing the progress of each below-benchmark student.
<input type="checkbox"/>	Problem-Solving Processes	Discussion includes analysis of the data for individual students, and which students are making an insufficient rate of progress (progress-monitoring points are below their aim line).
<input type="checkbox"/>	Problem-Solving Processes	Problem-solving group makes changes to intensify instruction for the below-aim line students.