

A+ Inquiry Scenario Manuscript

Answer [Self-Assessment of ND MTSS \(SAND\)](#) Guiding Questions 1 and 2

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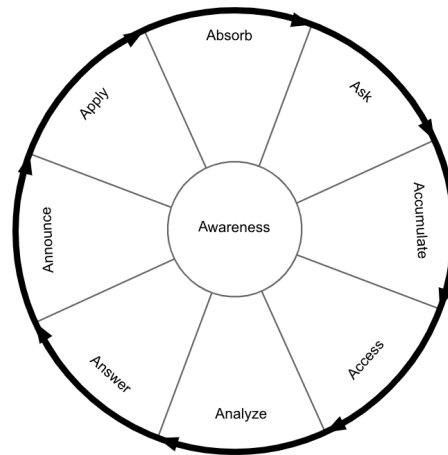


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Purpose

The purpose of this scenario is to demonstrate how a school may utilize the digital version of the [Self-Assessment of ND MTSS \(SAND\)](#) that was developed by the Statewide Longitudinal Data System (SLDS) to answer SAND Guiding Questions, “1. In which domains are the greatest gaps in current and optimal MTSS implementation?” and “2. Which specific items represent the greatest gaps in current and optimal MTSS implementation?” This scenario is intended to be a high level overview. A school will likely encounter intricate, contextually specific nuances when answering SAND Guiding Questions 1 and 2 that are not captured in this overview.

Absorb

Identify what is known and not known about the context

What is Known?

Great Plains Elementary School is implementing a Multi-Tiered System of Supports (MTSS). MTSS is a term used to describe an evidence-based model of educating students that uses data and decision-making to integrate academic, behavior and social-emotional instruction and intervention to maximize the success of all students. Great Plains’ implementation of NDMTSS is guided by six domains comprising 39 items on the [Self Assessment of NDMTSS Implementation \(SAND\)](#). The six domains include:

1. Leadership
2. Building the capacity/infrastructure for implementation
3. Communication and collaboration
4. Data-based decision making
5. Multi-tiered instructional/intervention model
6. Data/evaluation

What is Not Known?

The Great Plains Elementary School leadership team does not know where the greatest gaps exist in MTSS implementation at their school. Having a better understanding of where the greatest gaps exist will help inform their allocation of resources and action plan to improve MTSS implementation.

Ask

Formulate questions that can lead to unknown information

Great Plains Elementary School formulates the following Guiding and operational questions to guide subsequent steps that will help them gain a better understanding of where their greatest gaps exist in MTSS implementation:

- Guiding Question 1: In which domains are the greatest gaps in current and optimal MTSS implementation? ([see Action Plan and Guiding Questions on p. 23](#))
 - Operational Question 1: Which domains represent the lowest percentage of implementation?
- Guiding Question 2: Which specific items represent the greatest gaps in current and optimal MTSS implementation?" ([see Action Plan and Guiding Questions on p. 23](#))
 - Operational Question 2: Which items represent the lowest ratings?

Accumulate

Describe and collect data required to answer the question(s)

The Great Plains Elementary School leadership team completes the [SAND instrument](#) to collect data required to answer each operational question that was formulated in the Ask stage.

- Each team member reviews the SAND instrument and Endnotes independently and thinks about how they, personally, would respond to each item. Each item is rated on a scale from 0-3 (0 = not started; 1 = emerging/developing; 2 = operationalizing; 3 = optimizing) using the definition provided for each rating.
- After reviewing the SAND items independently, the team members come together to discuss their responses and reach an agreement on which answer best represents the current status of implementation at their school. Endnotes provide additional clarifying information or definitions that the team should utilize; especially as team members are first becoming familiar with the SAND instrument. Endnotes provide critical information for ensuring the SAND instrument is completed accurately and results in valid scores. The consensus scores are recorded on the SAND Scoring Sheet (see Appendix A).
- The leadership team enters data from the scoring sheet and uploads the scoring sheet in the [online SAND data entry form](#) (see Appendix B). This form also includes an item for uploading an action plan, which may be added at a later time (see Apply stage).

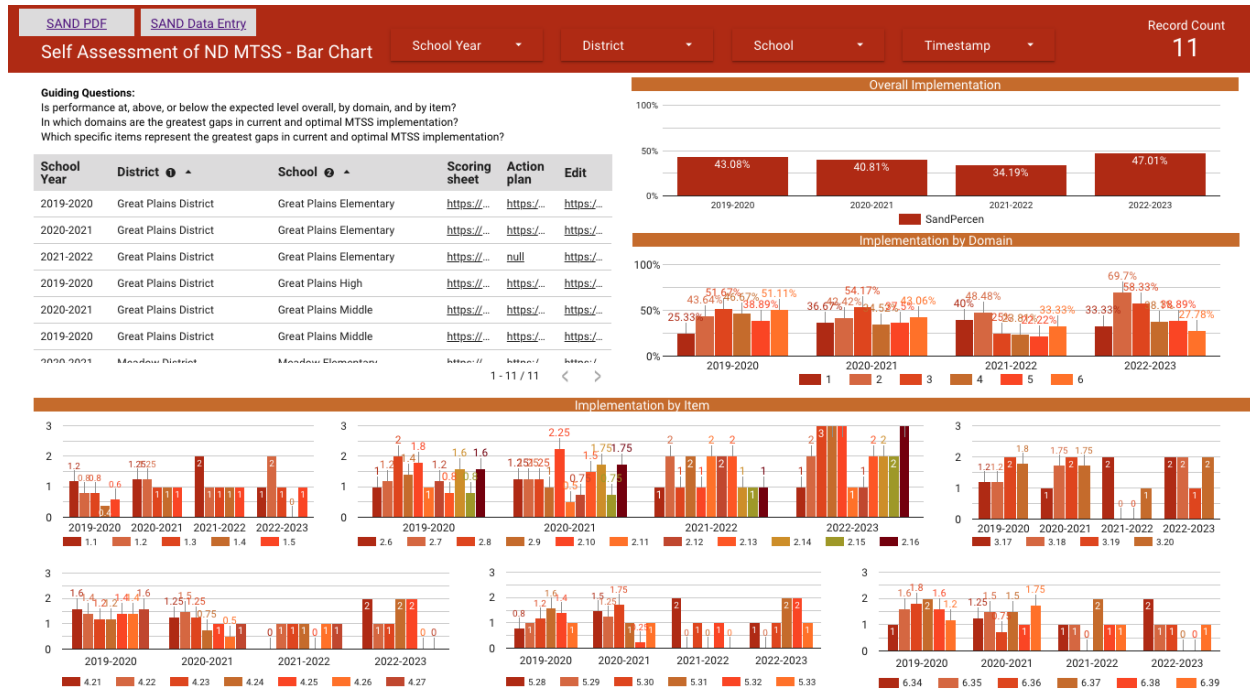
Access

Retrieve data that have been collected in preparation for analysis

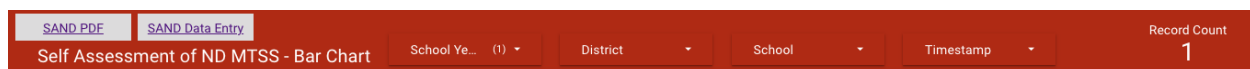
Collected data that can help answer the operational questions posed in the Ask stage are automatically organized and summarized on the [ND MTSS SAND Google Data Studio](#)

[Dashboard](#). The dashboard includes multiple pages with charts and tables summarizing all iterations of data entered into the online form, allowing analysis of SAND data for a single year and longitudinally across years. The dashboard also includes links to edit responses and view action plans and scoring sheets relevant to each iteration of the SAND that was submitted using the online form. The Great Plains Elementary School leadership team follows a series of steps to access required data on the dashboard.

Go to the [SAND Google Data Studio Dashboard](#)



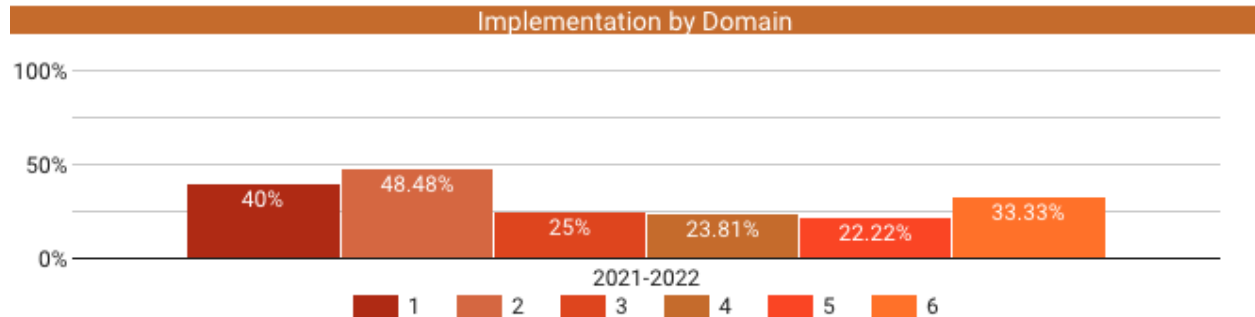
Selects the applicable school year, district, and school from the filters.



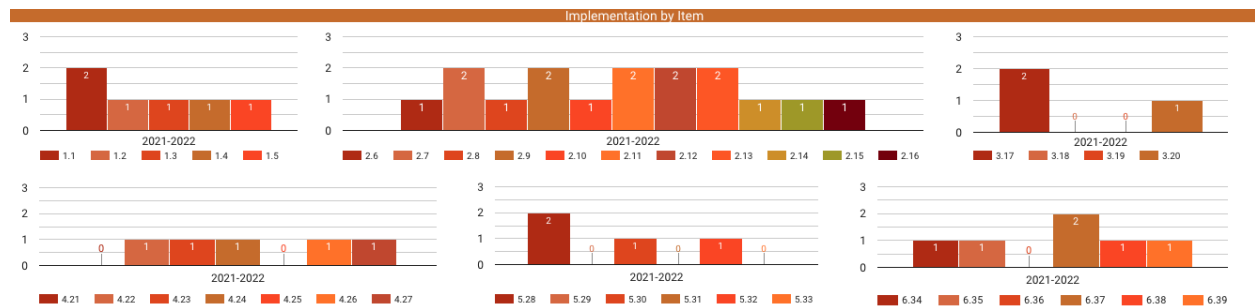
Review the school year, district, and school details in the table on the dashboard to verify selection of the correct filters.

School Year	District	School	Scoring sheet	Action plan	Edit
2021-2022	Great Plains District	Great Plains Elementary	https://...	null	https://...

Data required for analysis to help answer Operational Question 1, “Which domains represent the lowest percentage of implementation?” are displayed in a column chart in the Implementation by Domain section of the dashboard.



Data required for analysis to help answer Operational Question 2, “Which items represent the lowest ratings?” are displayed in a column chart in the Implementation by Item section of the dashboard.

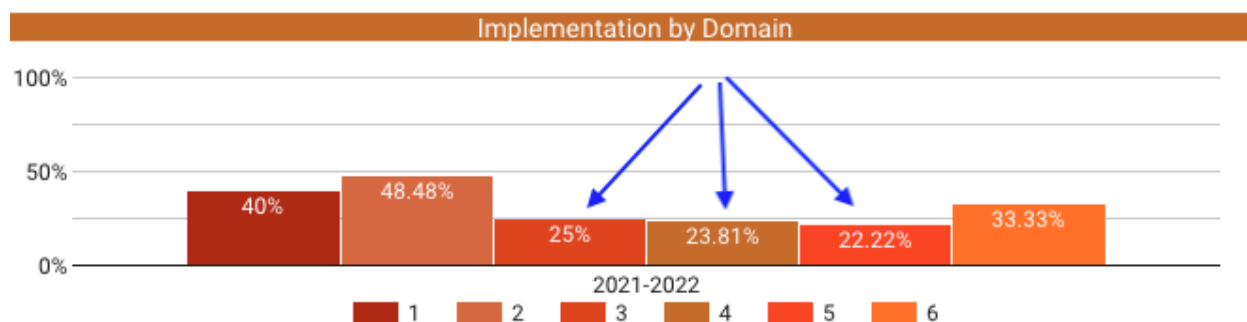


Analyze

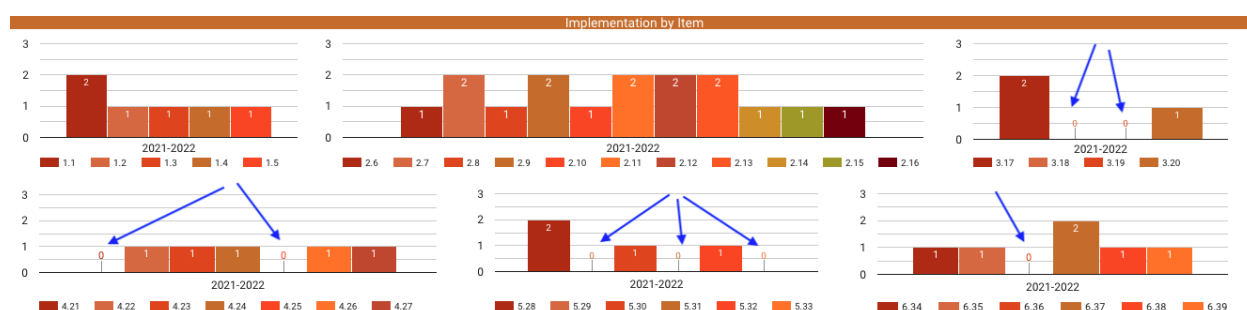
Conduct analysis of the retrieved data

The leadership team analyzes data relevant to Operational Questions 1 and 2 in the Implementation by Domain and Implementation by Item sections.

They analyze data relevant to Operational Question 1 by conducting a visual analysis of the column chart in the Implementation by Domain section, and they identify the shortest columns and corresponding percentages of MTSS implementation by domain. In this case, the shortest columns represent Domains 3, 4, and 5.



They analyze data relevant to Operational Question 2 by conducting a visual analysis of the column charts in the Implementation by Item section, and they identify the shortest columns and corresponding percentages of MTSS implementation by item. In this case, the shortest columns represent items 18, 19, 21, 25, 29, 31, 33, and 36.



Answer

Respond to the question(s) posed in the Ask stage based on data analysis

Great Plains Elementary School answers Guiding Questions 1 and 2 ([see Action Plan and Guiding Questions on p. 23](#)) based on data analysis by responding to the operational versions of these questions that were formulated in the Ask stage.

Guiding Question 1 states, “In which domains are the greatest gaps in current and optimal MTSS implementation?” Operational Question 1 states, “Which domains represent the lowest percentage of implementation?” Analysis of data in the Implementation by Domain section on the ND MTSS SAND dashboard revealed the following answer:

- All domains are being implemented at less than or equal to 50% of optimal implementation. The domains with the three lowest percentages of implementation in order from lowest to highest percentage are:
 - Domain 5: 22.22%
 - Domain 4: 23.81%

- Domain 3: 25.00%

These results indicate the greatest domain-level gaps in current and optimal implementation are in the areas of Multi-tiered Instructional/Intervention Model (Domain 5), Data-Based Decision-Making (Domain 4), and Communication and Collaboration (Domain 3).

Guiding Question 2 states, “Which specific items represent the greatest gaps in current and optimal MTSS implementation?” Operational Question 2 states, “ Which items represent the lowest ratings?” Analysis of data in the Implementation by Item section on the ND MTSS SAND dashboard revealed the following answer:

- Zero items are rated as 3 (optimizing). Nine items are rated as 2 (operationalizing). Twenty-two items are rated as 1 (emerging/developing). The following eight items are assigned the lowest rating, 0 (not started): 18, 19, 21, 25, 29, 31, 33, and 36. These results indicate the greatest item-level gaps in current and optimal implementation are in the following areas by domain.
 - Domain 3
 - Item 18: Staff are provided data on MTSS implementation fidelity and student outcomes.
 - Item 19: The infrastructure exists to support the school’s goals for family and community engagement in MTSS.
 - Domain 4
 - Item 21: Integrated data-based decision-making for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers.
 - Item 25: Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored.
 - Domain 5
 - Item 29: Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices, and school-wide behavior, and social-emotional data.
 - Item 31: Tier 2 (supplemental) behavior and social-emotional practices exist that address integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the skills taught.
 - Item 33: Tier 3 (intensive) behavior and social-emotional practices include integrated strategies that are developed based on students’ needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught.
 - Domain 6
 - Item 36: Effective data tools are used appropriately and independently by staff.

Announce

Inform applicable stakeholders of analysis results and discuss as appropriate

The Great Plains Elementary School MTSS team discusses limitations and implications of the results. They use questions 3-6 in the [Action Plan and Guiding Questions section of the SAND](#) to guide their discussion. They share the findings with other stakeholders as appropriate.

Action Plan and Guiding Questions

1. In which domains are the greatest gaps in current and optimal MTSS implementation?
2. Which specific items represent the greatest gaps in current and optimal MTSS implementation?
3. Which specific MTSS implementation actions or activities will your team focus on improving within your school?
4. Which are most immediately actionable?
5. Which would be most impactful?
6. Which would be most foundational (aligned with where you want to be)?

Apply

Make decisions and take actions based on data analysis results and relevant discussions

The leadership team writes and implements an action plan based on data analysis results and relevant discussion. They document their action plan using the template provided in the [Action Plan and Guiding Questions section of the SAND](#).

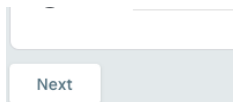
Action/Activity	Who is responsible?	When will it be started?	When will it be completed?	When/how will we evaluate it?
VERSION 2.0				

The leadership team uploads their action so it is available through a link on the ND MTSS SAND dashboard by following a series of steps:

Click the appropriate URL in the edit column of the table on the ND MTSS SAND dashboard. The edit feature allows an action plan to be uploaded and other responses to be edited in the online form if needed.

School Year	District ① ▲	School ② ▲	Scoring sheet	Action plan	Edit
2021-2022	Great Plains District	Great Plains Elementary	https://...	null	https://...

Click the next button at the bottom of each page until the page with the item to upload an action plan appears.



Click the Add File button to upload the action plan.

Action plan

Upload the action plan based on analysis of SAND data submitted in this form. You may upload the action plan at a later time through a link on the SAND dashboard that will allow you to edit this form.

[Add file](#)

Click the Submit button to submit the form with the uploaded action plan.

☐ Send me a copy of my responses.

[Back](#) [Submit](#)

The uploaded action plan may be viewed by clicking the URL in the action plan column of the table on the ND MTSS SAND dashboard.

District ① ▲	School ② ▲	Scoring sheet	Action plan	Edit
Great Plains District	Great Plains Elementary	https://...	https://...	https://...

This concludes the demonstration of a use case for how a school may utilize the [Self-Assessment of ND MTSS \(SAND\)](#) prototype developed by the Statewide Longitudinal Data System (SLDS) through an A+ Inquiry lens.

Appendices

Appendix A: SAND Scoring Sheet

SAND Scoring Sheet**THIS SCORING SHEET HAS ABBREVIATED LANGUAGE AND SHOULD ONLY BE USED TO RECORD AND DISPLAY RESPONSES**

Rate each item on a scale from 0=3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing)

1. Leadership Domain (Items 1-5)	Rating 0=3			
1. The principal is actively involved	0	1	2	3
2. A leadership team is established	0	1	2	3
3. The leadership team actively engages in ongoing professional development	0	1	2	3
4. A strategic plan for MTSS implementation is developed	0	1	2	3
5. The leadership team is actively facilitating implementation	0	1	2	3
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	Rating 0=3			
6. The critical elements of MTSS are defined and understood	0	1	2	3
7. Professional development and coaching provided to staff	0	1	2	3
8. The leadership team facilitates PD on data-based decision-making	0	1	2	3
9. The leadership team facilitates PD on multi-tiered instruction and intervention	0	1	2	3
10. Coaching is used to support MTSS implementation	0	1	2	3
11. Schedules provide adequate time for training and coaching	0	1	2	3
12. Schedules provide adequate time to administer assessments	0	1	2	3
13. Schedules provide adequate time for multiple tiers of instruction/interventions	0	1	2	3
14. Schedules provide adequate time for data-based decision-making	0	1	2	3
15. Processes, procedures, and decision-rules are established for DBPS	0	1	2	3
16. Resources to support MTSS implementation are identified and allocated	0	1	2	3
3. Communication and Collaboration Domain (Items 17-20)	Rating 0=3			
17. Staff have consensus and engage in MTSS Implementation	0	1	2	3
18. Staff are provided data on MTSS fidelity and student outcomes	0	1	2	3
19. The infrastructure exists to support family and community engagement	0	1	2	3
20. Educators actively engage families in MTSS	0	1	2	3
4. Data-Based Decision-Making Domain (Items 21-27)	Rating 0=3			
21. DBDM for student outcomes occurs across content areas, grade levels, and	0	1	2	3
22. Across tiers, data used to identify "gap" between expected and current outcomes	0	1	2	3
23. Data are used to identify reasons why students are not meeting expectations	0	1	2	3
24. Plans based on verified reasons why students are not meeting expectations	0	1	2	3
25. Student progress specific to academic or behavior goals are monitored	0	1	2	3
26. Data are used to address performance across diverse group	0	1	2	3
27. Resources for implementation of MTSS are addressed through data-based decision-making	0	1	2	3
5. Multi-Tiered Instructional /Intervention Model Domain (Items 28-33)	Rating 0=3			
28. Tier 1 academic practices clearly identify learning standards	0	1	2	3
29. Tier 1 behavior practices identify school-wide expectations	0	1	2	3
30. Tier 2 academic practices include common student needs, are linked to Tier 1	0	1	2	3
31. Tier 2 behavior practices include common student needs, are linked to Tier 1	0	1	2	3
32. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	0	1	2	3
33. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2	0	1	2	3
6. Data-Evaluations Domain (Items 34-39)	Rating 0=3			
34. Staff understand and have access to data sources	0	1	2	3
35. Policies and procedures for decision-making are established	0	1	2	3
36. Effective data tools are used appropriately and independently by staff	0	1	2	3
37. Data sources are used to evaluate the fidelity and impact	0	1	2	3
38. Available resources are allocated effectively	0	1	2	3
39. Data sources are monitored for consistency and accuracy	0	1	2	3

Appendix B: Online Data Entry Form

Self Assessment of ND MTSS

* Required

1. Email address *

2. Name of person submitting this form

3. School Year

Mark only one oval.

☐ 2019-2020

☐ 2020-2021

☐ 2021-2022

☐ 2022-2023

☐ Other:

4. District

Mark only one oval.

☐ Great Plains District

☐ Midwest District

☐ Meadow District

☐ Other:

5. School

Mark only one oval.

- ☐ Great Plains Elementary
- ☐ Great Plains Middle
- ☐ Great Plains High
- ☐ Midwest Elementary
- ☐ Midwest Middle
- ☐ Midwest High
- ☐ Meadow Elementary
- ☐ Meadow Middle
- ☐ Meadow High
- ☐ Other: _____

1. Leadership Domain
(Items 1-5)

0 = Not Implementing, 1 = Emerging/Developing, 2 = Operationalizing,
3 = Optimizing

6. Item 1 *

The principal is actively involved in and facilitates MTSS implementation

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3

7. Item 2 *

A leadership team is established that includes 6-8 members with cross- disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel) and is responsible for facilitating MTSS implementation

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

8. Item 3 *

The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

9. Item 4 *

A strategic plan for MTSS implementation is developed and aligned with the school improvement plan

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

10. Item 5 *

The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3

2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)

0 = Not Implementing, 1 = Emerging/Developing,
2 = Operationalizing, 3 = Optimizing

11. Item 6 *

The critical elements of MTSS are defined and understood by school staff

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3

12. Item 7 *

The leadership team facilitates professional development and coaching for all staff members on assessments and data sources used to inform decisions

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3

13. Item 8 *

The leadership team facilitates professional development and coaching for staff members on data- based decision-making relative to their job roles/responsibilities

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

14. Item 9 *

The leadership team facilitates professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

15. Item 10 *

Coaching is used to support MTSS implementation

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

16. Item 11 *

Schedules provide adequate time for trainings and coaching support

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

17. Item 12 *

Schedules provide adequate time to administer academic, behavior and social-emotional assessments needed to make data-based decisions

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

18. Item 13 *

Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

19. Item 14 *

Schedules provide adequate time for staff to engage in collaborative, data- based decision-making

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

20. Item 15 *

Processes, procedures, and decision-rules are established for data-based decision-making

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

21. Item 16 *

Resources available to support MTSS implementation are identified and allocated

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

**3. Communication and
Collaboration Domain (Items 17-20)**

0 = Not Implementing, 1 = Emerging/Developing, 2 =
Operationalizing, 3 = Optimizing

22. Item 17 *

Staff have consensus and engage in MTSS Implementation

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

23. Item 18 *

Staff are provided data on MTSS implementation fidelity and student outcomes

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

24. Item 19 *

The infrastructure exists to support the school's goals for family and community engagement in MTSS

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

25. Item 20 *

Educators actively engage families in MTSS

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

**4. Data-Based Decision-Making
Domain (Items 21-27)**

0 = Not Implementing, 1 = Emerging/Developing, 2 =
Operationalizing, 3 = Optimizing

26. Item 21 *

Integrated data-based decision-making for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

27. Item 22 *

Across all tiers, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior and social-emotional goals

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

28. Item 23 *

Academic, behavior and social-emotional data are used to identify and verify reasons why students are not meeting expectations

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

29. Item 24 *

Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior and social-emotional expectations

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

30. Item 25 *

Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

31. Item 26 *

Data-based decision- making informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social- economic, language proficiency, disability status) are addressed

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

32. Item 27 *

Resources for and barriers to the implementation of MTSS are addressed through a data-based decision-making process

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

**5. Multi-Tiered
Instructional/Intervention Model
Domain (Items 28-33)**

0 = Not Implementing, 1 = Emerging/Developing, 2
= Operationalizing, 3 = Optimizing

33. Item 28 *

Tier 1 (core) academic practices exist that clearly identify learning standards school-wide expectations for instruction that engages students, and school-wide assessments

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

34. Item 29 *

Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices, and school-wide behavior and social-emotional data

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

35. Item 30 *

Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the academic, behavior and social: emotional skills taught

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

36. Item 31 *

Tier 2 (supplemental) behavior and social-emotional practices exist that address integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the skills taught

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

37. Item 32 *

Tier 3 (intensive) academic practices exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

38. Item 33 *

Tier 3 (intensive) behavior and social-emotional practices include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

6. Data-Evaluation Domain
(Items 34-39)

0 = Not Implementing, 1 = Emerging/Developing, 2 = Operationalizing, 3 = Optimizing

39. Item 34 *

Staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: identify students at-risk academically, socially, and/or emotionally; determine why student is at-risk; monitor student academic and social-emotional growth/ progress; inform academic and social-emotional instructional/intervention planning; determine student attainment of academic, behavior and social- emotional outcomes

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3

40. Item 35 *

Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3

41. Item 36 *

Effective data tools are used appropriately and independently by staff

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3

42. Item 37 *

Data sources are used to evaluate the implementation and impact of MTSS

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3

43. Item 38 *

Available resources are allocated effectively

Mark only one oval.

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3

44. Item 39 *

Data sources are monitored for consistency and accuracy in collection and entry procedures

Mark only one oval.

☐ 0

☐ 1

☐ 2

☐ 3

File Upload, Data Access, and Comments

45. Scoring sheet

Upload the SAND Scoring Sheet or other file where the data entered into this form were initially documented

Files submitted:

46. Action plan

Upload the action plan based on analysis of SAND data submitted in this form. You may upload the action plan at a later time through a link on the SAND dashboard that will allow you to edit this form.

Files submitted:

47. Gmail Address

Enter the Gmail/Google address that should have SAND Dashboard access to the data submitted in this form

48. Comments
