



Oregon RTI Reading Rubric Tier 2 - Elementary

School District:

School:

Completed by:

Date Completed:

Directions: This document should be used by School Leadership Teams to help evaluate your Multi-Tiered Support Systems in the area of *elementary literacy*. This rubric specifically examines *Tier 2 support systems* and helps determine next steps for improving the quality of those systems. Additional rubrics are available to help examine the quality of *Tier 1 supports* and *Tier 3 supports*.

Oregon RTI Reading Rubric – Tier 2 Elementary

Special considerations for schools with dual language programs

In order for an item to be considered *“in place”* or *“robust”*, it must meet all of the criteria for both languages, if a Tier 2 level of support is to occur in both languages per the district model. For example, when deciding to rate item #1 (Interventions are evidence based) as *“in place”*, the school would need to have approved, evidence based interventions in both languages of instruction. If they only have evidence-based English interventions, they would rate this item as *“partially in place”*. If the model does not require interventions to be provided in a language other than English, the team would only rate the English Tier 2 level of support.

Oregon RTI Reading Rubric – Tier 2 Elementary

INTERVENTIONS			
Not In Place	Partial Implementation	Consistent Implementation	Robust Implementation
<i>1. Interventions are evidence-based</i>			
No evidence-based interventions are in use at any grade levels	Evidence-based materials are in use at some grade levels and staff have been trained to use them.	Evidence-based materials from the district protocol are used at ALL grade levels and staff have been trained to use them.	Evidence-based materials from the district protocol are used at ALL grade levels and staff have been trained to use them AND Training includes follow-up refreshers and support for all staff who teach interventions.
<i>Notes:</i>			
<i>Evidence:</i> District reading protocol with Interventions Initial and ongoing training schedules/materials			
<i>2. Delivered in addition to the core</i>			
All Interventions are provided during the 90-minute core. OR No Interventions are happening.	Interventions are sometimes provided during the 90-minute core	Interventions are ALWAYS provided outside the 90-minute core at all grade levels and are provided for the appropriate time.	Provided outside the 90 minutes at all grade levels, for the appropriate time AND Aligned with core instruction (use of common terms such as "r-controlled" vs. "bossy r" or instructional routines such as blending, counting phonemes, etc.)
<i>Notes:</i>			

Oregon RTI Reading Rubric – Tier 2 Elementary

Evidence: Master schedule indicates intervention time

INTERVENTIONS *(Continued)*

Not In Place

Partial Implementation

Consistent Implementation

Robust Implementation

3. Intensity of interventions

There are no interventions being used.
OR
There is only one intervention available for all students.

Interventions of varying intensity are used at some grade levels. More intense interventions could include:

- Increased time
- More explicit program
- Smaller Group size

Interventions of varying intensity are used at all grade levels. More intense interventions could include:

- Increased time
- More explicit program
- Smaller Group size

Notes:

Evidence:
District matching matrix, Intervention grouping document, student intervention profiles

4. System to monitor fidelity

Fidelity of intervention support is not monitored.

Monitoring fidelity of intervention supports is inconsistent

There is a system of doing fidelity checks and follow up support for individual intervention teachers (e.g.

There is a system of doing fidelity checks and follow up support that addresses

Oregon RTI Reading Rubric – Tier 2 Elementary

		coaching, modeling, peer observations).	school-wide needs for intervention training.
<i>Notes:</i>			
<i>Evidence:</i> Intervention “look fors” checklist			

INTERVENTION PLACEMENT

Not In Place	Partial Implementation	Consistent Implementation	Robust Implementation
<i>5. Targeted and matched to student need</i>			
Intervention placement based primarily on staff recommendations or funding source	Intervention placement based only on screening data overall risk category.	Intervention placement includes use of screening data sub tests (e.g. accuracy, fluency, etc.)	Intervention placement based on screening and placement test data (when available) or screening and diagnostic data for all students.
<i>Notes:</i>			
<i>Evidence:</i> District decision rules, Intervention matrix or menu indicating diagnostic assessments or placement criteria			
<i>6. Percentage of students served is appropriate</i>			

Oregon RTI Reading Rubric – Tier 2 Elementary

No students receive interventions	Providing interventions to too many students is straining capacity and resources OR Too few students receive interventions	Percentage of students receiving interventions is appropriate given your resources and capacity (e.g. roughly 20% of students receive interventions)	Percentage of students receiving interventions is appropriate given your resources and capacity (e.g. roughly 20% of students receive interventions) AND The school allocates more intervention resources to grades that have more needs.
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Notes:

Evidence:

District decision rules, Number of students receiving intervention support as % of school population. This should include students with IEPs for reading.

INTERVENTION PLACEMENT *(Continued)*

Not In Place	Partial Implementation	Consistent Implementation	Robust Implementation
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7. Documentation of Interventions

Oregon RTI Reading Rubric – Tier 2 Elementary

No documentation is kept.	Records are kept but do not include all of the following: <ul style="list-style-type: none"> ● intervention program ● priority skill ● progress monitoring graphs ● group size, time and teacher ● daily attendance records 	Students have a file that includes ALL the following information for each intervention: <ul style="list-style-type: none"> ● intervention program ● priority skill ● progress monitoring graphs ● group size, time and teacher ● daily attendance records 	Students have a file that includes ALL the following information for each intervention: <ul style="list-style-type: none"> ● intervention program ● priority skill ● progress monitoring graphs ● group size, time and teacher ● daily attendance records AND There is a system in place for the file to follow the student to subsequent grades and/or school transfers.
<i>Notes:</i>			
<i>Evidence:</i> Student intervention profiles			

Oregon RTI Reading Rubric – Tier 2 Elementary

PROGRESS MONITORING

Not In Place	Partial Implementation	Consistent Implementation	Robust Implementation
<i>8. Evidence-based progress monitoring measure used</i>			
Progress is not monitored with any assessments OR Only in-curriculum assessments or other non-evidence based assessments (e.g. CFAs) are used to track progress.	Evidence-Based Progress Monitoring Measures are used at some grade levels	Evidence-Based Progress Monitoring Measure used at all grade levels	
<i>Notes:</i>			
<i>Evidence:</i> Progress monitoring in the database			
<i>9. Frequency of progress monitoring is appropriate</i>			
Student progress data are not collected.	Progress monitoring data are collected at the recommended frequency that allows teams to make appropriate decisions about student progress at some grade levels.	Progress monitoring data are collected at the recommended frequency that allows teams to make appropriate decisions about student progress at all grade levels.	Progress monitoring data are collected at the recommended frequency that allows teams to make appropriate decisions about student progress at all grade levels. AND Students who are exited from interventions receive continued progress monitoring
<i>Notes:</i>			
<i>Evidence:</i> Schedule of progress monitoring, PM data in the database			

Oregon RTI Reading Rubric – Tier 2 Elementary

10. Correct level and measure used

Student progress data are not collected.	Students are progress monitored only at grade level	Progress monitoring measure is matched to the student’s targeted instructional level and focus skill(s).	Progress monitoring measure is matched to the student’s targeted instructional level and focus skill(s) AND Students who are monitored off-grade level are also monitored on-grade level on a set schedule.
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Notes:

Evidence: Schedule of progress monitoring, PM data in the database

PROGRESS MONITORING (Continued)

Not In Place	Partial Implementation	Consistent Implementation	Robust Implementation
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11. Goal setting

No formal goals set for student progress OR Student goals are not ambitious, appropriate, and attainable	Ambitious, appropriate, and attainable goals are set for student progress	Ambitious, appropriate, and attainable goals are set for student progress AND Progress toward goal(s) shared with students regularly	Ambitious, appropriate, and attainable goals are set for student progress AND Progress toward goal(s) shared with students AND and families regularly.
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Notes:

Evidence: Graphs

12. Critical elements of progress monitoring graphs

Oregon RTI Reading Rubric – Tier 2 Elementary

<p>Progress monitoring is not entered into a data system or graphed.</p>	<p>Progress monitoring graphs contain regularly graphed student data points but NOT:</p> <ul style="list-style-type: none"> • Aimlines drawn to an appropriate goal • Phaselines are drawn when interventions are “changed” with the change clearly identified 	<p>Progress monitoring graphs contain regularly graphed student data points and 1 of the following:</p> <ul style="list-style-type: none"> • Aimlines drawn to an appropriate goal • Phaselines are drawn when interventions are “changed” with the change clearly identified 	<p>Progress monitoring graphs contain regularly graphed student data points and BOTH of the following:</p> <ul style="list-style-type: none"> • Aimlines drawn to an appropriate goal • Phaselines are drawn when interventions are “changed” with the change clearly identified
<p><i>Notes:</i></p>			
<p><i>Evidence:</i> PM data in the database</p>			

INTERVENTION REVIEW MEETINGS

Not In Place	Partial Implementation	Consistent Implementation	Robust Implementation
<p><i>13. Agenda</i></p>			
<p>No agenda used</p>	<p>SOME grade-level teams use a common agenda, with guiding questions, that follows the problem-solving steps, and the agenda guides group vs. individual student analysis.</p>	<p>ALL grade-level teams use a common agenda, with guiding questions, that follows the problem-solving steps, and the agenda guides group vs. individual student analysis.</p>	<p>ALL grade-level teams use a common agenda, with guiding questions, that follows the problem-solving steps, and the agenda guides group vs. individual student analysis. AND</p>

Oregon RTI Reading Rubric – Tier 2 Elementary

			There is a process for monitoring the fidelity of the meeting (e.g. a checklist)
<i>Notes:</i>			
<i>Evidence:</i> Agenda, Check list			
14. Team participation			
No formal team exists	Team incorporates literacy specialist and/or administrators in the meeting but excludes other stakeholders	Some of the following stakeholders actively participate in the meeting: <ul style="list-style-type: none"> ● Classroom Teachers ● Literacy Specialist ● Administrator(s) ● SPED teacher ● EL Representative (if needed) ● IA's if available 	All of the following stakeholders actively participate in the meeting: <ul style="list-style-type: none"> ● Classroom Teachers ● Literacy Specialist ● Administrator(s) ● SPED teacher ● EL Representative (if needed) ● IA's are included
<i>Notes:</i>			
<i>Evidence:</i> Meeting notes			
15. Scheduling			
There are no formal intervention review meetings scheduled	Meetings are held only after the benchmark screening and possibly only twice a year.	Meetings are held approximately every 8-10 weeks, at a time when most staff can participate as needed, and are on the calendar for the whole school year ahead of time.	
<i>Notes:</i>			
<i>Evidence:</i> Calendar of meetings			

Oregon RTI Reading Rubric – Tier 2 Elementary

INTERVENTION REVIEW MEETINGS *(Continued)*

Not In Place	Partial Implementation	Consistent Implementation	Robust Implementation
<i>16. Documentation/Note Taking</i>			
No formal way to track decisions made during the meeting	Teams have a form to track changes made and general decision-making, but is not used consistently.	Teams consistently use a form to track changes made and general decision-making.	Teams consistently use a form to track changes made and general decision-making AND There is a process for that information to follow students to another school/grade level/district.
<i>Notes:</i>			
<i>Evidence:</i> Agenda Student intervention profile			
<i>17. Visual Displays of Data</i>			
Progress monitoring graphs are not displayed during the meeting.	Progress monitoring graphs are sometimes displayed during the meeting.	Student graphs are visually displayed at all meetings and organized in a way to help teams evaluate adequate progress Teams refer to student graphs when making decisions.	
<i>Notes:</i>			
<i>Evidence: Student graphs</i>			

Oregon RTI Reading Rubric – Tier 2 Elementary

INTERVENTION REVIEW MEETINGS *(Continued)*

Not In Place	Partial Implementation	Consistent Implementation	Robust Implementation
<i>18. Decision rules</i>			
No district decision rules have been created.	District decision rules for when to change interventions are not followed consistently. OR Some teams are using non-district decision rules.	District decision rules for when to change interventions are followed consistently.	District decision rules for when to change interventions AND to exit are followed consistently.
<i>Notes:</i>			
<i>Evidence: Decision rules in handbook</i>			
<i>19. Multiple data sources used</i>			
No additional sources of data are used.	District has agreements that progress monitoring data and in-program assessments are used, BUT they are not followed consistently.	District has agreements that progress monitoring data and in-program assessments are used AND They are followed consistently.	District has agreements that progress monitoring data and in-program assessments are used AND They are followed consistently AND Student perception data is used in decision making
<i>Notes:</i>			
<i>Evidence: meeting notes</i>			

Oregon RTI Reading Rubric – Tier 2 Elementary

Tier 2 Systems Summary: *Elementary Literacy*

INTERVENTIONS				
1. Interventions are evidence based	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
2. Delivered in addition to the core	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
3. Intensity of Interventions	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent/Robust</i>	
4. System to monitor fidelity	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
INTERVENTION PLACEMENT				
5. Targeted & matched to student need	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
6. Percentage of Students Served is appropriate	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
7. Documentation of Interventions	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
PROGRESS MONITORING				
8. Evidence-Based Progress Monitoring Measure Used	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent/Robust</i>	
9. Frequency of Progress Monitoring is appropriate	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
10. Correct Level and Measure used	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
11. Goal setting	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
12. Critical elements of progress monitoring graphs	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>

Oregon RTI Reading Rubric – Tier 2 Elementary

INTERVENTION REVIEW MEETINGS

13. Agenda	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
14. Team Participation	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
15. Scheduling	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent/Robust</i>	
16. Documentation/Note Taking	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
17. Visual Displays of Data	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent/Robust</i>	
18. Decision rules	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>
19. Multiple data sources used	<input type="checkbox"/> <i>Not in Place</i>	<input type="checkbox"/> <i>Partial</i>	<input type="checkbox"/> <i>Consistent</i>	<input type="checkbox"/> <i>Robust</i>

Oregon RTI Reading Rubric – Tier 2 Elementary

Action Planning

<i>Strengths</i>	<i>What has your team done to create these strengths? (e.g. training, communication, resource allocation, etc?)</i>
<i>Areas of Need</i>	<i>Next Steps to Address your Areas of Need? How can your strengths be leveraged to address your areas of need?</i>