

HYPOTHESIS BANK

Reading and Math

- Academic – Reading
 - Phonological Awareness
 - Unable to distinguish between sounds
 - Unable to segment sounds
 - Unable to blend sounds
 - Unable to tell if two words rhyme
 - Decoding
 - Does not know letter names
 - Does not know consonant letter sounds
 - Doesn't know short vowel sounds
 - Doesn't have knowledge of vowel rules
 - Difficulty with letter discrimination (e.g. b and d)
 - Accuracy
 - Rushes through when reading
 - Does not self-correct or even attempt to
 - Leaves off endings or other parts of words
 - Transposes words when reading
 - Vocabulary
 - Low overall language development
 - Limited exposure
 - Fluency
 - Lacks automaticity when reading words
 - Speaks very slowly
 - Comprehension
 - Does not understand what is read
 - Does not connect what he/she reads to experience
 - Does not remember what is read
 - Difficulty due to amount of attention put into decoding (see above)
- Academic – Math
 - Conceptual Understanding (Number Sense)
 - Lacks one-to-one correspondence
 - Cannot count accurately
 - Cannot determine which number is larger (quantity discrimination)
 - Has difficulty determining and making patterns
 - Procedural Fluency (Computation)
 - Lacks accuracy with math facts
 - Lacks automaticity with math facts
 - Does not know steps for completing problems (e.g. long division)
 - Strategic Competence (Problem Solving)

HYPOTHESIS BANK

Reading and Math

- Cannot identify operations in word problems
 - Unable to visualize problems
 - Difficulty interpreting graphs and other visuals
 - Adaptive Reasoning (Justification, Explanation)
 - Difficulty explaining why or how he/she solved a problem
 - Does not reflect on the answer to ensure it makes sense
 - Productive Disposition
 - Does not view mathematics as sensible, useful, and worthwhile
 - Does not have a belief in diligence and one's own efficacy
- Behavioral
 - Low Motivation
 - Seeking Escape/Avoidance
 - Seeking Attention of Peers
 - Seeking Attention of Adults
 - Seeking Tangible Reinforcement
 - Seeking Power/Is Defiant
 - Seeking Other Reinforcement
 - After school activities causing difficulty (e.g. poor homework completion)
- Social/Emotional
 - Social Skills (e.g. difficulty working with intervention group)
 - Anxiety
 - Depression
 - Low Adaptability (e.g. difficulty with transitions)
 - Lack of Confidence
- Medical
 - Attention Problems
 - Hyperactivity
 - Vision
 - Hearing
 - Attendance
 - Sleep Problems
 - Diet Problems
 - Other Health/Medical Issue or Diagnosis

R4 Decision-Making Rules & Process

Level	Summary of Intervention & Decision-Making
Universal Screening	All students are assessed three times a year (fall, winter, spring) in reading using AIMSweb to mark student progress with national or district grade level norms.
Tier I	<p>All students receive high-quality standards-based core curriculum and instruction.</p> <ol style="list-style-type: none"> 1. Those students whose benchmark scores are below the 25th percentile for national or district grade level norms are recommended for Tier II interventions. 2. Those students whose benchmark scores are below the 10th percentile relative to national or district norms are recommended for Tier III interventions.
Tier II	<p>Students with similar needs are organized into small groups and provided a research-validated intervention. The intervention may address multiple skill sets and is delivered with fidelity.</p> <p>Individual student goals are established using national or district grade level norms. Progress is monitored 2 times per month (strategic monitoring) and results are charted. Decisions are made about continued intervention based on if the:</p> <ol style="list-style-type: none"> a. Trendline is equal to the slope of the aimline <ul style="list-style-type: none"> → continue the intervention b. Trendline is significantly below the aimline (3 consecutive and consistent data points) <ul style="list-style-type: none"> → increase the intervention (smaller group, more time) → change the intervention (especially if high integrity) c. Trendline is above the aimline (6 consecutive and consistent data points) <ul style="list-style-type: none"> → raise the goal → consider if the intervention is needed → fade the intervention → reassess to grade level norms d. Trendline is variable (some points above and some below the aimline) <ul style="list-style-type: none"> → examine the integrity of implementation → consider student factors (absences, illnesses, different teacher) <ol style="list-style-type: none"> 1. Students may remain in Tier II until they achieve proficiency on progress monitoring measures equal to the 25th percentile for the grade level (relative to national or district norms) in that benchmark period. 2. Students not making progress after 3 consecutive and consistent data points for at least 2 or more Tier II interventions each should be considered for more intense interventions and monitoring (Tier III).
Tier III	<p>Students receive intense, research-validated interventions in very small groups or individually. Progress is monitored weekly (progress monitoring). The decision rules used in Tier II are applied to the progress of students in Tier III.</p> <ol style="list-style-type: none"> 1. Students may receive less intense interventions and monitoring if their progress in grade level material improves to the between the 10th and 25th percentile on national or district grade level norms. 2. Students may be recommended for a special education evaluation if:

RtI Decision-Making Rules & Process

	<ol style="list-style-type: none">a. The student's trendline continues to be below the aimline (with a grade level goal at the 50th percentile) for 8-12 weeks of Tier III intervention. (The discrepancy continues to grow between the student's performance and the average peer performance.)b. The student requires resources and/or services beyond those available through general education to increase the trendline (or show a positive response to the intervention).
Special Education Referral	Parent permission to evaluate the student for special education eligibility. Tier III interventions will be maintained using the resources available through general and special education to maintain a positive response to the intervention. Progress continues to be monitored weekly. If the student qualifies for special education services, survey level assessment is completed to plan future progress monitoring at the student's appropriate level. Goals are set...