

Sample RTI Decision-Making Rubric

	Intervention Initiation Criteria	Intervention Change/Discontinuation Criteria
Tier II	<p>Academic: Student scores at or below 25th percentile on an academic universal screening tool</p> <p>Behavioral: 1) Student meets threshold for flagging criteria, <ul style="list-style-type: none"> • Three or more Office Discipline Referrals 2) Student is identified as “at risk” on a behavioral screener, or 3) Teacher nominates a student for behavioral intervention</p>	<p>Academic: Intervention change: Progress monitoring reflects a minimum of 6 consecutive data points below the goal line (needed rated of progress).</p> <p>Intervention discontinuation: Progress monitoring reflects a minimum of 6 consecutive data points above the 25th percentile.</p> <p>Behavioral: Intervention change: Student does not meet specified behavioral goal(s) (which should include a maintenance time frame such as 4-6 weeks).</p> <p>Intervention discontinuation: Student meets specified behavioral goal(s) (which should include a maintenance time frame such as 4-6 weeks).</p>
Tier III	<p>Academic: Minimum of 6 data points reflecting inadequate progress with the Tier II intervention</p> <p>Behavioral: Flagging criteria continue to increase (Office Discipline Referrals, absences, etc.) despite consistent provision of the Tier II intervention for a minimum of 6 weeks</p>	<p>Academic: Intervention change: Progress monitoring reflects a minimum of 6 consecutive data points below the goal line (needed rated of progress).</p> <p>Intervention discontinuation: Progress monitoring reflects a minimum of 6 consecutive data points above the 25th percentile.</p> <p>Behavioral: Intervention change: Student does not meet specified behavioral goal(s) (which should include a maintenance time frame such as 4-6 weeks).</p> <p>Intervention discontinuation: Student meets specified behavioral goal(s) (which should include a maintenance time frame such as 4-6 weeks).</p>

Blank RTI Decision-Making Rubric

	Intervention Initiation Criteria	Intervention Change/Discontinuation Criteria
Tier II	Academic: Behavioral:	Academic: Intervention change: Intervention discontinuation: Behavioral: Intervention change: Intervention discontinuation:
Tier III	Academic: Behavioral:	Academic: Intervention change: Intervention discontinuation: Behavioral: Intervention change: Intervention discontinuation:

Example Matrix Using Three-Tiered Model

This matrix represents corresponding roles and activities for implementation of universal screening, progress monitoring, and scientific, research-based interventions within a multi-tiered system. The system should include information related to reading, math, writing, behavior, and other applicable areas of concern.

SCREENING	Tier I	Tier II	Tier III
<i>What:</i>	-MAP (reading, math, language for all grades) -AIMSweb (reading, math, writing for all grades) -Office Discipline Referrals/Teacher Nomination form for all grades	N/A	N/A
<i>When:</i>	Universal screening/ benchmarking in the fall, winter and spring of the year in reading, mathematics, and writing. Behavioral screening will occur by flagging students at monthly PBIS meetings who receive three or more office discipline referrals and through a teacher nomination process.	N/A	N/A
<i>Who:</i>	-MAP – all core content teachers -AIMSweb – assessment team -ODRs/Teacher Nomination – PBIS Team	N/A	N/A
INTERVENTIONS	Tier I	Tier II	Tier III
<i>What:</i>	N/A	<p>Reading: Lexia (ensure recommended time is met)</p> <p>Behavior: Check-In/Check-Out, Behavior Contract, School-Home Note program, Check and Connect</p> <p>*List additional research-based interventions used at the school</p>	<p>Reading: Lexia (ensure recommended time is met); plus all recommended Lexia (direct instruction) lessons</p> <p>Behavior: Check-In/Check-Out, Behavior Contract, School-Home Note program, Check and Connect (must reflect a change in type and/or intensity of intervention from Tier II)</p> <p>* List additional research-based interventions used at the school</p>
<i>When:</i>	N/A	<p>Reading: Lexia - Daily (or as often as necessary to meet recommend times)</p> <p>Behavior: Check-In/Check-Out – Daily Behavior Contract – as specified in contract School-Home Note program - Daily Check and Connect – Weekly</p>	<p>Reading: Lexia - Daily (or as often as necessary to meet recommend times and complete direct instruction lessons)</p> <p>Behavior: Check-In/Check-Out – Daily Behavior Contract – as specified in contract School-Home Note program - Daily Check and Connect – Weekly</p>

<i>Who:</i>	N/A	Interventionist, classroom teacher, curriculum specialists, instructional assistants, and other trained personnel	Interventionist, classroom teacher, curriculum specialists, instructional assistants, and other trained personnel
PROGRESS MONITORING	Tier I	Tier II	Tier III
<i>What:</i>	N/A	<ul style="list-style-type: none"> -Reading - AIMSweb R-CBM, MAZE -Math – AIMSweb M-COM, M-CAP, District ALEKS monitoring tool -Writing – AIMSweb TWW, CWS -Behavior – CICO pts, ODRs, Excel data sheets 	<ul style="list-style-type: none"> -Reading - AIMSweb R-CBM, MAZE -Math – AIMSweb M-COM, M-CAP, District ALEKS monitoring tool -Writing – AIMSweb TWW, CWS -Behavior – CICO pts, ODRs, Excel data sheets
<i>When:</i>	N/A	<ul style="list-style-type: none"> -Academic areas - Minimum (bi-monthly) -Behavior – daily (or as directed by intervention/plan) 	<ul style="list-style-type: none"> -Academic areas - Minimum (weekly) -Behavior – daily (or as directed by intervention/plan)
<i>Who:</i>	N/A	Interventionist, classroom teacher, curriculum specialists, instructional assistants, and other trained personnel	Interventionist, classroom teacher, curriculum specialists, instructional assistants, and other trained personnel

Blank Matrix Using Three-Tiered Model

This matrix represents corresponding roles and activities for implementation of universal screening, progress monitoring, and scientific, research-based interventions within a multi-tiered system.

SCREENING	Tier I	Tier II	Tier III
<i>What:</i>		N/A	N/A
<i>When:</i>		N/A	N/A
<i>Who:</i>		N/A	N/A
INTERVENTIONS	Tier I	Tier II	Tier III
<i>What:</i>	N/A		
<i>When:</i>	N/A		
<i>Who:</i>	N/A		
PROGRESS MONITORING	Tier I	Tier II	Tier III
<i>What:</i>	N/A		
<i>When:</i>	N/A		
<i>Who:</i>	N/A		