

JMCSS RTI² Student Packet Appendix



Jackson-Madison County School System

RTI² Student Packet Appendix

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APPENDIX A

Jackson-Madison County School System

Gap Analysis Worksheet

Student Name: _____

Current Tier: _____

Grade/Teacher: _____

Date of Review: _____

ASSESSMENT USED:	
Students current benchmark performance:	
Student's current rate of improvement (ROI):	
Current benchmark expectation:	
Number of weeks left in the school year:	
End of year benchmark	

Step 1: Determine Gap

_____ / _____	=	_____	Is Gap Significant? <input type="checkbox"/> Yes <input type="checkbox"/> No
Current benchmark expectation	Current benchmark performance	Current Gap	

If Gap is significant, complete Step 2.

Step 2: Gap Analysis

_____ - _____	=	_____	_____	_____
End of year benchmark	Current performance	Difference		



_____ / _____	=	_____	Is this reasonable*? <input type="checkbox"/> Yes <input type="checkbox"/> No
Difference	Weeks left in the year	Rate of Improvement Needed	

OR

_____ / _____	=	_____	Is this reasonable*? <input type="checkbox"/> Yes <input type="checkbox"/> No
Difference	Student's Current ROI	Number of weeks to meet goal	

*A reasonable ROI is one that is no more than twice (2x) the ROI of typical peers.

Step 3: Conclusion

- ☐ This student's rate of improvement needed to catch up to grade level standards is **unreasonable**. Special Education services may be warranted.
- ☐ This student's rate of improvement needed to catch up to grade level standards is **reasonable**. Special Education services are not warranted.
- ☐ The student's rate of improvement could not be configured due to a *negative* rate of improvement.
- ☐ _____

School Psychologists Signature

Date

Jackson-Madison County School System
Rate of Improvement (ROI) Worksheet

Student Name: _____ Current Tier: _____
 Grade/Teacher: _____ Date of Review: _____

ASSESSMENT USED:	
Student's score on the first probe administered:	
Student's score on the last probe administered:	
Fall benchmark expectation:	
Spring benchmark expectation:	

Step 1: Determine Typical ROI

_____ - Spring benchmark expectation:	_____ / Fall benchmark expectation	_____ = Number of weeks	_____ = Typical ROI (slope)
---	--	----------------------------	--------------------------------

Step 2: Determine Student ROI

_____ - Student's score on the last probe administered	_____ / Student's score on the first probe administered	_____ = Number of weeks	_____ = Student ROI (slope)
---	--	----------------------------	--------------------------------

Step 3: Compare Student ROI to Typical ROI

_____ X _____ = Typical ROI 2 Aggressive ROI	Is student's ROI < Aggressive/Reasonable ROI? <input type="checkbox"/> Yes <input type="checkbox"/> No
_____ X _____ = Typical ROI 1.5 Reasonable ROI	

If the team answers "yes", consider a change in intervention:

- Increasing frequency of intervention sessions
- Changing intervention
- Changing intervention provider
- Changing time of day intervention is delivered
- Increasing intensity (Tier) of intervention

 School Psychologists Signature

 Date

APPENDIX B

3-Week Intervention Log

Interventionist: _____ Home Room Teacher: _____ Grade: _____

Group Focus					Focus:					Focus:					Focus:				
Lesson Plan/Materials																			
Dates for the week					Dates:					Dates:					Dates:				
# of min. of intervention, each day					Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
AIMSWeb/Diagnostic Screener																			
Student:																			
BM	PM	PM	PM		M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Student:																			
BM	PM	PM	PM		M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Student:																			
BM	PM	PM	PM		M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Student:																			
BM	PM	PM	PM		M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

School Data Review Meeting: Individual Child

Name of Student: _____ Teacher: _____ Grade: _____

Date	Discussion	Next Steps	Person Responsible	Date to be Completed

School Data Review Meeting: Group

Date: _____

Grade: _____

Grade, Subject, Teacher	Student	Discussion	Next Steps	Person Responsible	Date to be Completed

APPENDIX C

**TEACHER ONLY FILLS OUT
OBSERVATIONS FOR AREA OF
TIER III INTERVENTIONS**

Jackson-Madison County School System

Teacher Checklist – Basic Reading Skills

Student: _____ Date: _____
 School: _____ Teacher: _____

YES	NO	SOMETIMES	THE STUDENT:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoids reading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates a change in behavior when asked to read silently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates a change in behavior when asked to read orally
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Names alphabet letters correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes his/her name in print
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Matches letters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guesses words from initial letters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guesses words from pictorial clues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guesses words from context clues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sounds out vowels correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sounds out consonants correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sounds out words correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Blends sounds correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has an adequate sight word vocabulary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Substitutes sounds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Substitutes words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Omits sounds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Omits words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Repeats sounds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Repeats words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reads from left to right
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skips lines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moves head when reading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moves lips when reading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses finger to anchor self when reading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reads high frequent sight words correctly (the, and, but)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drops voice at the end of a sentence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reads orally with expression
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reads word-by-word
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reads faster silently than orally
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Corrects his/her own errors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observes small differences between words (plurals, verb endings, possessives)

Jackson-Madison County School System

Teacher Checklist – Reading Fluency

Student: _____ Date: _____
 School: _____ Teacher: _____

OFTEN	RARELY	SOMETIMES	WHEN READING ALOUD, DOES THE STUDENT:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stop frequently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make inappropriate pauses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Read word-by-word
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speak in a flat, monotone voice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Miss emotional and contextual cues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mix up who says which piece of a dialogue in a narrative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pay little attention to punctuation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Painstakingly sound out words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have difficulty with sounds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fail to recognize reoccurring words
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Emphasize the wrong syllable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ignore suffixes and prefixes

OFTEN	RARELY	SOMETIMES	WHEN READING SILENTLY, DOES THE STUDENT:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Read at about the same speed as when reading aloud
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shift eyes often on the page
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Need to stop and reread often
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seem to skim large chunks of text

Jackson-Madison County School System

Teacher Checklist – Reading Comprehension

Student: _____ Date: _____
 School: _____ Teacher: _____

YES	NO	SOMETIMES	THE STUDENT:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attempts to read using pictures and context clues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes common words in stories
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Begins to use phonetic cueing system (e.g., beginning sounds)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses decoding skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses context clues
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates fluent oral reading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands passive voice (Mice were eaten by the cat.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands relative causes (the cake that Mac ate)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands direct and indirect quotes within a passage
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands pronoun reference (he = Billy)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes meanings of antonyms and synonyms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes multiple meanings (fly – a fly, to fly)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands figurative language (hold your horses)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiates homonyms (road – rode)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Summarizes grade appropriate stories or passages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies the main idea in grade appropriate passages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies supporting details in grade appropriate passages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Compares and contrasts stories, characters, events, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses printed material to make and confirm predictions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Locates details and facts to answer questions and draw conclusions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses printed material to gather information (for reports, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comprehends material from a variety of sources (newspaper, magazine, content area text, trade books, reference materials)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows a sequences of written directions to complete a task (work sheet directions, recipes, directions for building a model)

Jackson-Madison County School System

Teacher Checklist – Mathematics Calculation

Student: _____ Date: _____
 School: _____ Teacher: _____

YES	NO	SOMETIMES	THE STUDENT:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Counts by rote to 20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Counts by tens
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands one-to-one correspondence
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reads numbers to 20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes addition correctly with one digit numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes addition correctly with two or more digit numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes subtraction correctly with one digit numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes subtraction correctly with two or more digit numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes multiplication correctly with one digit numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes multiplication correctly with two or more digit numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes division correctly with one digit numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes division correctly with two or more digit numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confuses operational signs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses fingers for computation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses manipulatives for computation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reverses numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keeps columns straight
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copies problem with adequate spacing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Finds page numbers correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses place values correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes problems involving more than one mathematical operation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes problems very slowly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoids the use of math
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Changes behavior when required to do math
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes math problems “in his/her head”
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows more ability in reading than math
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows more tension during math than other subjects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes math assignments at his/her level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Corrects his/her own errors

Jackson-Madison County School System

Teacher Checklist – Mathematics Reasoning

Student: _____ Date: _____
 School: _____ Teacher: _____

YES	NO	SOMETIMES	THE STUDENT:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Applies math operations to real life problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completes word problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands basic math concepts such as more or less
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes and names basic shapes (circle, square, diamond)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Experiences success with puzzles, codes, and card games
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understand basic time concepts (yesterday, before)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Names the days of the week correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Names months correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses the calendar correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tells time to the nearest half-hour
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tells time correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses basic money terms correctly (penny, dime, dollar)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Makes change correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses basic measurements correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses tables and/or graphs correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chooses appropriate operations to complete math problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Guesses at answers instead of trying to solve problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Solves problems with missing elements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiates between essential and nonessential information in solving problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Solves problems with a rote, inflexible approach
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses manipulatives creatively to solve problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks for assistance from the teacher instead of attempting to solve the problem
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Solves problems involving a sequences of steps

Jackson-Madison County School System

Teacher Checklist – Written Expression

Student: _____ Date: _____
 School: _____ Teacher: _____

YES	NO	SOMETIMES	THE STUDENT:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Orients the book in proper position and turns pages from the left
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Copies materials correctly from board to desk
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses correct spacing for letters and words (writes letters <i>on</i> , not above or below, the base line)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writes fluently, is not slow or labored
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses a variety of sentences structures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes own letter/numeral reversals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses correct capitalization and punctuation in daily written work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses correct grammar in written work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses plurals correctly (regular and irregular)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses subject and verb appropriately
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expresses questions correctly: yes/no and “wh” questions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses negation correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses pronouns correctly (personal, demonstrative, and reflexive)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses writing to communicate information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides reader with appropriate amount of information (detail, background, context)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses appropriate degree of familiarity (e.g., business vs. friendly letter)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approaches written tasks in prescribed format using appropriate conventions (e.g., fiction, information, requesting, personal)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses content skills appropriately
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writes about a single event, experience, or point of view
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adds descriptive detail
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expresses original ideas, humor, and imagination
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidences overall organization pattern in written composition
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sequences events or points logically within paragraphs and/or composition
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reports a clear beginning, middle, and end
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses topic appropriate vocabulary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoids fragments and run-on sentences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Presents details and facts to develop and support the main idea
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses effective writing processes: pre-writing activities (e.g., topic choice)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates use of drafting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses proofing skills (e.g., precise phrasing)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shares written work (e.g., peer editing)

Jackson-Madison County School System

Teacher Checklist – Listening Comprehension

Student: _____ Date: _____
 School: _____ Teacher: _____

YES	NO	SOMETIMES	THE STUDENT:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enjoys have stories read aloud
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has an attention span for verbal presentation adequate for age level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attends to all of what is said rather than “tuning out” portions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is able to ignore auditory distractions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Faces source of sound directly – does not tilt one ear toward teacher
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds after first presentation – does not often ask for things to be repeated
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands materials presented through the visual channel (written or drawn)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responds to questions within expected time period
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follows two- or three-step directions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates understanding (verbally or nonverbally) of the main idea of a verbal presentation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comprehends <i>who, what when, where, why, and how</i> questions appropriate for age level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates understanding of vocabulary appropriate for age level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Discriminates likenesses and differences in words (toad – told) and sounds (t – d)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates understanding of temporal (before/after), position (above/below), and quantitative (more/several) concepts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands subtleties in word or sentence meaning (idiom, figurative language)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interprets meaning from vocal intonation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands a variety of sentence structures (cause-effect passive voice: – The ball was bounced by the girl.) and clauses (clause that modifies the subject: - The dog that chased the cat was hit.)

APPENDIX D

PARENT LETTERS: READING

- Moving from Tier I to Tier II
- Moving from Tier I to Tier III
- Returning to Tier I
- Moving from Tier II to Tier III
- Returning to Tier II
- Progress Monitoring Letter

Jackson-Madison County School System
Response to Intervention (RTI)
Moving from Tier I to Tier II
Reading

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year each student at your child's school is given a universal screening assessment to determine his or her reading abilities. Your child's scores show that he/she is experiencing some challenges in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving direct reading instruction daily in Tier I (general classroom instruction), he/she has still not shown the needed growth to maintain grade level progress. Your child will now be receiving an additional _____ minutes of reading interventions each day in Tier II. This Tier II intervention will be done in small groups with trained personnel using research based materials. Your child's progress will continue to be monitored every two weeks or more. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not a subject. Improvement in any skill area requires regular ongoing practice. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Jackson-Madison County School System

Response to Intervention (RTI)

Moving from Tier I to Tier III

Reading

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year each student at your child's school is given a universal screening assessment to determine his or her reading abilities. Your child's scores show that he/she is experiencing some challenges in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving direct reading instruction daily in Tier I (general classroom instruction), he/she has still not shown the needed growth to maintain grade level progress. Your child will now be receiving an additional _____ minutes of reading interventions each day in Tier III. This Tier III intervention will be done in small groups with trained personnel using research based materials. Your child's progress will continue to be monitored every two weeks or more. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not a subject. Improvement in any skill area requires regular ongoing practice. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Jackson-Madison County School System

Response to Intervention (RTI)

Returning to Tier I

Reading

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year, each student at your child's school is given a universal screening assessment to determine his/her reading abilities. Your child's scores show that he/she has made some improvement in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct reading instruction daily in Tier I (general classroom instruction), and an additional _____ minutes of small group interventions in Tier II. The RTI program, along with your child's effort, has helped to show improved reading progress. At this time, your child will no longer need the additional Tier II interventions and will receive all reading instruction through his/her regular classroom. Your child's progress will continue to be monitored.

Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed. Reading aloud at home and discussing what is read will be of great importance to your child's continued growth. Please continue to encourage your child to give his/her best at school and let him/her know you believe in their ability to be successful. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Jackson-Madison County School System
Response to Intervention (RTI)
Moving from Tier II to Tier III
Reading

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year, each student at your child's school is given a universal screening assessment to determine his or her reading abilities. Your child's scores show that he/she continues to struggle with reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child is receiving direct reading instruction daily in Tier I (general classroom instruction), and an additional _____ minutes of small group interventions in Tier II, he/she has still not shown enough improvement. Your child will now be receiving an additional _____ minutes of Tier III reading interventions each day. This will be a total of _____ additional minutes of reading interventions each day. This Tier III instruction will be done in very small groups with trained personnel using research based materials. Your child's progress will continue to be monitored.

Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed. If you would like more information please contact your child's teacher.

Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not subject. Improvement in any skill area requires regular ongoing practice.

Respectfully,

Jackson-Madison County School System
Response to Intervention (RTI)
Returning to Tier II
Reading

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year, each student at your child's school is given a universal screening assessment to determine his or her reading abilities. Your child's scores show that he/she has made some improvement in reading. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct reading instruction daily in Tier I (general classroom instruction), and an additional _____ minutes of small group interventions in Tier III with trained personnel. The RTI program, along with your child's effort, has helped to show improved reading progress. At this time, your child will no longer need the additional Tier III intervention. In order to maintain your child's progress, they will continue to receive an additional _____ minutes of Tier II small group interventions along with direct reading instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Reading aloud at home and discussing what is read will be of great importance to your child's continued growth. Please continue to encourage your child to give his/her best at school and let him/her know you believe in their ability to be successful. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Jackson-Madison County School System
Response to Intervention (RTI)
Progress Monitoring Letter
Reading

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

A letter previously notified you that your student is receiving additional reading interventions. During this intervention period, your child has been receiving small group, systematic intervention in reading. Your child has had his/her progress monitored every other week using assessments that are specific to the intervention being used. Attached you will find a copy of your child's progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

Based on our progress measurements, we believe your child is:

	Making good progress and we plan to discontinue the additional intervention.
	Making good progress and we plan to decrease the amount of additional intervention time being provided.
	Making some progress and we plan to continue the intervention at this time.
	Making limited progress and we plan to consider changes in the intervention that we are providing.
	Making insufficient progress and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary.

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child's teacher.

Respectfully,

PARENT LETTERS:

MATHEMATICS

- Moving from Tier I to Tier II
- Moving from Tier I to Tier III
- Returning to Tier I
- Moving from Tier II to Tier III
- Returning to Tier II
- Progress Monitoring Letter

Jackson-Madison County School System
Response to Intervention (RTI)
Tier I to Tier II
Mathematics

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year, each student at your child's school is given a universal screening assessment to determine his or her math abilities. Your child's scores show that he/she is experiencing some challenges in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving direct math instruction daily in Tier I (general classroom instruction), he/she has still not shown the needed growth to maintain grade level progress. Your child will now be receiving an additional _____ minutes of math interventions each day in Tier II. This Tier II intervention will be done in small groups with trained personnel using research based materials. Your child's progress will continue to be monitored every two weeks or more. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Jackson-Madison County School System
Response to Intervention (RTI)
Tier I to Tier III
Mathematics

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year, each student at your child's school is given a universal screening assessment to determine his or her math abilities. Your child's scores show that he/she is experiencing some challenges in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although he/she is receiving direct math instruction daily in Tier I (general classroom instruction), he/she has still not shown the needed growth to maintain grade level progress. Your child will now be receiving an additional _____ minutes of math interventions each day in Tier III. This Tier III intervention will be done in small groups with trained personnel using research based materials. Your child's progress will continue to be monitored every two weeks or more. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Jackson-Madison County School System
Response to Intervention (RTI)
Returning to Tier I
Mathematics

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year, each student at your child's school is given a universal screening assessment to determine his/her math abilities. Your child's scores show that he/she has made some improvement in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct math instruction daily in Tier I (general classroom instruction), and an additional _____ minutes of small group interventions in Tier II. The RTI program, along with your child's effort, has helped to show improved math progress. At this time, your child will no longer need the additional Tier II interventions and will receive all math instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Jackson-Madison County School System
Response to Intervention (RTI)
Tier II to Tier III
Mathematics

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year, each student at your child's school is given a universal screening assessment to determine his or her math abilities. Your child's scores show that he/she continues to struggle with math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Although your child is receiving direct math instruction daily in Tier I (general classroom instruction), and an additional _____ minutes of small group interventions in Tier II, he/she has still not shown enough improvement. Your child will now be receiving an additional _____ minutes of Tier III math interventions each day. This will be a total of _____ additional minutes of math interventions each day. This Tier III instruction will be done in very small groups with trained personnel using research based materials. Your child's progress will continue to be monitored. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed. If you would like more information please contact your child's teacher.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Jackson-Madison County School System
Response to Intervention (RTI)
Returning to Tier II
Mathematics

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

Three times a year, each student at your child's school is given a universal screening assessment to determine his or her math abilities. Your child's scores show that he/she has made some improvement in math. Along with the universal screening, your child's progress has been monitored every two weeks or more. Your child has been receiving direct math instruction daily in Tier I (general classroom instruction), and an additional _____ minutes of small group interventions in Tier III with trained personnel. The RTI program, along with your child's effort, has helped to show improved math progress. At this time, your child will no longer need the additional Tier III intervention. In order to maintain your child's progress, they will continue to receive an additional _____ minutes of Tier II small group interventions along with direct math instruction through his/her regular classroom. Your child's progress will continue to be monitored. Additional assessments may be completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

We encourage you, as the parent or guardian, to ask your child to share his/her math work with you regularly. Be sure to encourage your child to do his/her best and let them know you believe in his or her ability to improve. If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Jackson-Madison County School System
Response to Intervention (RTI)
Progress Monitoring Letter
Math

Student: _____ Date: _____

School: _____ Teacher: _____

Dear Parent,

A letter previously notified you that your student is receiving additional math interventions. During this intervention period, your child has been receiving small group, systematic intervention in math. Your child has had his/her progress monitored every other week using assessments that are specific to the intervention being used. Attached you will find a copy of your child's progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

Based on our progress measurements, we believe your child is:

	Making good progress and we plan to discontinue the additional intervention.
	Making good progress and we plan to decrease the amount of additional intervention time being provided.
	Making some progress and we plan to continue the intervention at this time.
	Making limited progress and we plan to consider changes in the intervention that we are providing.
	Making insufficient progress and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary.

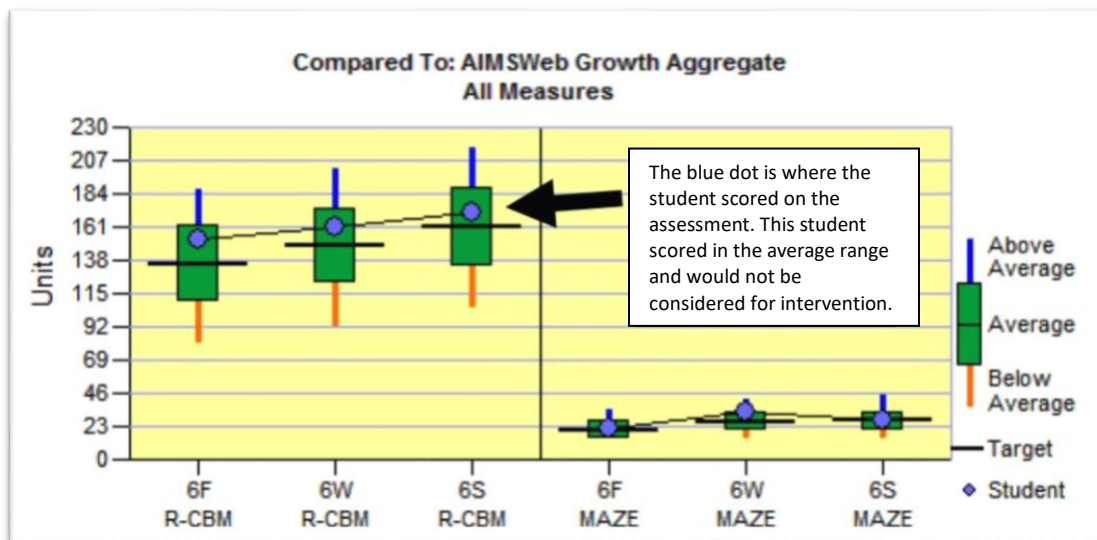
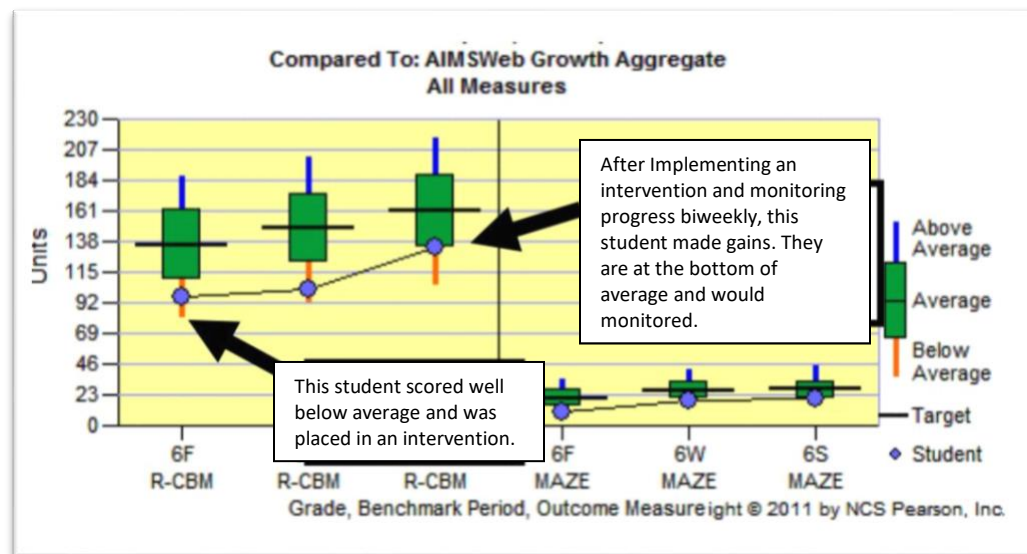
As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child's teacher.

Respectfully,

A Guide to Understanding Your Child's AIMSweb Score Report

What is this score report telling me about my child's/adolescent's performance? This score report is referred to as a “box and whisker plot.” Your child's performance is represented by the small circle or dot you see within the configuration. His/her performance can be compared to how other students performed at the national level on the specific measures outlined above. By locating the small circle relative to the graph components outlined below, you can make a comparison of your child's performance to how other students performed at the national level.

The Box: The box designates the score distribution for the average range. While the bottom of the box represents what is considered to be low average (25th percentile) the top of the box reflects the upper end of the average range (75th percentile). The Black Horizontal Line: This small line found within the green box represents the median or “middle score” within the national sample. You can determine where your child falls relative to the median score.



The Vertical Line Extending from the Top of the Box (Whisker): The vertical line extending from the top of the box reflects student performance ranging from the 76th to the 90th percentile. When the student's circle is above this line, it indicates the child is performing above the 90th percentile (Above Average).

The Vertical Line Extending from the Bottom of the Box (Whisker): The vertical line extending from the bottom of the box reflects student performance ranging from the 24th to the 10th percentiles. When the student's circle falls below the line, it indicates that the child is performing below the 10th percentile (Below Average).