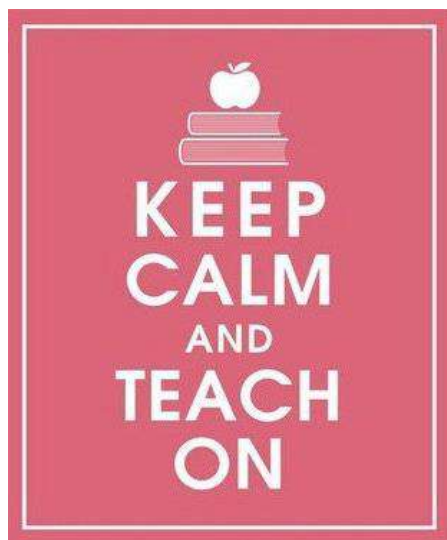


January 2014 – Response to Intervention Key Messages



“Keep Calm and Get Comfortable!”

“Keep Calm and Collaborate!”

“Keep Calm and Differentiate!”

In January:

- Student Growth Teams will meet with Kim once this month to talk about AIMSweb Winter Benchmarking results, revisions to the RtI/TAT Prep paperwork, and best practices for instruction with informational text.
- RtI Teams will meet twice this month to review goals, needs, and student progress. Teams should consider bringing formative assessment data from their grade level to RtI Teams to analyze and review.

January’s Dazzling Ideas from Your Colleagues!

Below are a few of your colleagues’ “Dazzling Ideas” that helped their students achieve and improve their skills! Think “consistency, engagement, and differentiation”!

TO IMPROVE COMPUTATION AND CONCEPTS & APPLICATIONS SKILLS

Dazzling Idea #1: An extra homework scoop from Libby Underhill, Grade 2 at Lincoln:

- “As a grade level, we focused our weekly homework on Math. We made our own homework sheets...I have copies of these if that would be helpful.”

TO IMPROVE NONSENSE WORD FLUENCY, SIGHT WORD KNOWLEDGE, and ORAL READING FLUENCY

Dazzling Idea #2: Differentiate, and keep lessons interactive! Ideas from Kim Bolte, Grade 1 at JW Smith:

- “I did do more progress monitoring with reading fluency last year, even before we did our first winter CBM testing.” (used the AIMSweb progress monitoring probes)

- “I did a lot of different oral games with the sight words for them to be able to spell them and read them.”
- “I did *Daily 5*, which broke up my whole group teaching into shorter lessons (15 minutes max).” (Helps to retain student attention)
- “I also used the interactive whiteboard lessons that we got with our curriculum last year. They had great phonics lessons on them.”
- “I just followed the whole group reading lessons with small groups, and we always ended with the “Popcorn” sight word game, and every Friday we did a ‘Making Words’ lesson that went with the phonics skill for that week.”

Dazzling Idea #3: Diagnose and differentiate with the “Quadrant Activity!” An idea from Lisa Schussman, Grade 1 at Lincoln:

- After our AIMSweb testing was completed in January, we did that “Quadrant Activity” (see attached) with each class. The ones that showed they were “prime” fluency intervention candidates received a fluency intervention. They went with a para or teacher and did Read Naturally. We moved kids in and out of the group as they needed it.

GIVE THESE DAZZLING IDEAS A TRY IN YOUR CLASSROOM! FEEL FREE TO CONTACT THESE TEACHERS FOR MORE INFORMATION!



Quadrant Activity: Determining Which Intervention or Skill Focus is Needed

Word Reading Accuracy Targets/Determining Instructional Reading Level

Generally, the following accuracy percentages are used to determine a student's instructional level:

End of Grade 1 to Grade 3: 90 – 94% accuracy

Grade 3 and up: 95 – 97% accuracy

The following chart displays high accuracy targets at various points in a grade level. These percentages are indicative of the top range of accuracy expected at a student's instructional level:

Grade	Beginning of Year	Middle of Year	End of Year
1	NA	80%	90%
2	92%	95%	97%
3 through 12	97%	97%	97%

Intervention Indicator Quadrant Chart

Using the students' R-CBM rate (words correct per minute) and the accuracy percentage, write each student's name in the quadrant that best describes his/her R-CBM performance. Use the key below to determine the type of assistance a student may need.

Quadrant 1 Strong Rate/High Accuracy	Quadrant 3 Strong Rate/Low Accuracy
Quadrant 2 Low Rate/High Accuracy	Quadrant 4 Low Rate/Low Accuracy

Quadrant 1 – These are typically students who have reached the benchmarks and are doing well in Tier 1/Core instruction. No special assistance or intervention required unless a teacher is noticing difficulties with vocabulary or comprehension.

Quadrant 2 – These students seem to have their phonics/decoding skills intact, but are having difficulty with pace and smoothness of reading. Classroom fluency work or a fluency intervention may be most appropriate for this group.

Quadrant 3 – These students read quickly but are not accurate. They may substitute, skip, or insert words. They may not be able to retell or answer questions correctly about the text. They need to work on slowing down when they read. They may also need work in vocabulary and comprehension. If you suspect problems in decoding, administer a phonics diagnostic (i.e. QPS). Otherwise, implement a vocabulary and/or comprehension intervention, like "Read, Cover, Remember, Retell".

Quadrant 4 - These students are slow, inaccurate readers. Administer diagnostics to this group in order to pinpoint needs, which may include decoding, word analysis, vocabulary, or comprehension (i.e. QPS and the Fountas and Pinnell Benchmark Assessment or an Individual Reading Inventory like the BRI).