



SAMPLE MATERIAL

Screening and Intervention Record Forms

Tri-Community Elementary School, Pennsylvania

Topic: Response to Intervention in Primary Grade Reading

Practice: Universal Screening

Tri-Community Elementary School uses these screening and intervention record forms, developed by the Pennsylvania Training and Technical Assistance Network, at data team meetings to document student performance, goals, and plans within an RtI framework. The forms are used at beginning-, middle-, and end-of-year reviews of assessment results across Tier 1 core instruction and Tier 2 and Tier 3 interventions. Data teams record current student performance, goals and targeted skills, strategies discussed and chosen, implementation logistics, students considered for tiered services, and student placement decisions. An example of a completed Tier 1 form is included.

For description of the screening program components, view *Conducting Universal Screening*, a video interview with the literacy coach at Tri-Community Elementary School.

Tier 1 Screening and Intervention Record Form

Grade: _____ Date: _____ Meeting: ____ Beginning ____ Midyear ____ End of Year

Meeting Attendees	Position	Meeting Attendees	Position

Target Skill: Percentage of students at proficient level based on benchmark/standard

Goal for Next Quarter: Percentage of students at proficient level based on benchmark/standard

Strategies Selected for Implementation This Quarter (Tier 1)

Logistics for Implementation of Strategies Selected (“To-do’s”)

Tier 2 Screening and Intervention Record Form

Students Identified for Tier 2

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

Goal for Next Quarter (Tier 2)

Strategies Selected for Implementation This Quarter (Tier 2)

Logistics for Implementation of Strategies Selected (“To-do’s”)

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency

Tier 3 Screening and Intervention Record Form

Students Identified for Tier 3

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

Goal for Next Quarter (Tier 3)

Strategies Selected for Implementation This Quarter (Tier 3)

Student Name	Strategies	Person Responsible	Frequency

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency

NEXT MEETING Date: _____ Location: _____ Time: _____

EXAMPLE Tier 1 Screening and Intervention Record Form

Grade: 1 Date: 9/28/09 Meeting: X Beginning Midyear End of Year

Target Skill (Percentage of students at proficient level based on benchmark/standard):

47% of the students in first grade are at the proficient level on the Phoneme Segmentation Fluency subtest of DIBELS (35 psm). 48% are emerging this skill (11-34 psm), and 5% are in the at-risk range (less than 10 psm).

Goal for Next Quarter (Percentage of students at proficient level based on benchmark/standard):

By the January benchmark assessment, 80% of the students in first grade will reach proficiency on Phoneme Segmentation Fluency subtest (35 psm or better). No students will be in the at-risk range.

Strategies Selected for Implementation this Quarter:

- *Teacher Directed Pathways to Achieving Literacy Success*
- “say-it and move it” activities
- letter name-sound training
- segmenting and blending activities
- *Early Reading Intervention* for small groups

Logistics for Implementation of Strategies Selected (“To-do’s”):

- Bi-monthly meetings of teachers to discuss implementation of strategies;
- Ms. Jones will demonstrate the xx strategy for Mr. Pierce, and follow up with coaching twice per month in his classroom.
- Ms. Principal will arrange for a substitute for Ms. Jones for demonstration and coaching.

Students Identified for Tier 2:

Name	Assessment Measure	Score
Kevin C.	DIBELS PSF	8 psm
Mary N.	DIBELS PSF	5 psm
Emma P.	DIBELS PSF	5 psm
Susie V.	DIBELS PSF	3 psm