

Decision-making rubric—to be implemented at least every 6 weeks

Three questions to guide discussion on data at problem solving team meetings:

- 1) What is the student’s goal? Current level?
- 2) What decision-making rule are we using (4-point; Trend; rubric)? Can we apply that now?
- 3) If a change needs to be made, what do we do?

FIRST, to make a decision on movement/non-movement between tiers, the following rubric should be applied:

Student should move to a more intensive tier	Student should stay in a tier and an instructional change should be made	Student should stay in a tier with no changes	Student should be moved to a less intensive tier
Trend of data or last 4 consecutive data points are below the goal line for the past 6 weeks, and when the student was checked 6 weeks prior	Trend of data or last 4 consecutive data points are below the goal line for the past 6 weeks	Trend of data or last 4 consecutive data points are even with the goal line	Trend of data or last 4 consecutive data points are above the goal line
Classroom work samples and assessment data indicate that the student is not making progress in the current curriculum, even after a change has been made	Classroom work samples and assessment data indicate that the student is making progress, but not at the expected rate	Classroom work samples and assessment data indicate that the student is adequate or expected progress	Classroom work samples and assessment data indicate that the student is making excellent progress and it does not appear that the intervention may be needed
Inappropriate classroom behaviors are escalating	Frustration is evident, although this has not yet manifested in inappropriate classroom behaviors	Classroom behavior is status quo or has improved	Classroom behavior has improved and frustration is less evident
Other?	Other?	Other?	Other?

SECOND, if a change needs to be made, the team questions:

1. Has the instruction/intervention been as **intense** as it could be?
 - a. T/S ratio, curriculum used, time engaged
2. Has the instruction/intervention been delivered with **fidelity**?
 - a. Implementation reports are provided by the teacher or someone has observed implementation
3. Is the instruction/intervention **evidence-based**?
 - a. References are provided or someone has checked on this
4. Has the **duration** of the instruction been lengthy enough?
 - a. Does the team feel that lack of results is due to not having the intervention in place long enough?