



Screening and Intervention Record Forms

Tri-Community Elementary School, Pennsylvania

Topic: Response to Intervention in Elementary-Middle Math

Practice: Screening and Monitoring

Tri-Community Elementary School uses these screening and intervention record forms, developed by the Pennsylvania Training and Technical Assistance Network, in 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.



Grade:		Tier 1 Screening and	I Intervention Record Form	
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)	Grade: Date	: Meeting:	Beginning Midyear _	End of Year
Goal for Next Quarter: Percentage of students at proficient level based on benchmark/standard Strategies Selected for Implementation This Quarter (Tier 1)	leeting Attendees	Position	Meeting Attendees	Position
Goal for Next Quarter: Percentage of students at proficient level based on benchmark/standard Strategies Selected for Implementation This Quarter (Tier 1)				
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Strategies Selected for Implementation This Quarter (Tier 1)			tudents at proficient level bas	ed on
	benchmark/stand	ard		
Logistics for Implementation of Strategies Selected ("To-do's")	Strategies Selected	d for Implementation	This Quarter (Tier 1)	
Logistics for Implementation of Strategies Selected ("To-do's")				
Logistics for Implementation of Strategies Selected ("To-do's")				
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Tier 2 Screening and Intervention Record Form

Students Identified for Tier 2

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	Measure		Measure		Measure	
	1					
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Goal for Next	Quarter (11e	r 2)				
Strategies Sale	atad fay Imn	lomontot:	on This Quanto	(Tion 2)		
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Strategies Sele	ected for Imp	lementatio	on This Quarter	· (Tier 2)		
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Logistics for I	mplementatio	on of Stra				
Logistics for In	mplementatio	on of Stra	tegies Selected ("To-do's")	Fragu	onev
Logistics for I	mplementatio	on of Stra		"To-do's")	Frequ	ency

Kovaleski, J. F., & Marco, C. M. (2005). *Screening Information Recording Form* (SIRF). Unpublished manuscript. Pennsylvania Training and Technical Assistance Network (PaTTAN). (2008). *Data analysis team script*. Harrisburg: Pennsylvania Department of Education.



Tier 3 Screening and Intervention Record Form

Students Identified for Tier 3 Assessment Score Score Score Assessment Assessment **Student Name** Measure Measure Measure **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

Kovaleski, J. F., & Marco, C. M. (2005). *Screening Information Recording Form* (SIRF). Unpublished manuscript. Pennsylvania Training and Technical Assistance Network (PaTTAN). (2008). *Data analysis team script*. Harrisburg: Pennsylvania Department of Education.

NEXT MEETING Date:_____

Location:____

Time:



EXAMPLE Tier 1 Screening and Intervention Record Form

Grade:	<u>1</u>	Date: <u>9/28/09</u>	Meeting:	<u>X</u>	Beginning	Midyear	End of Ye	ear
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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