

## Guide for Selecting the Evaluation Process

STEP 1: UNIVERSAL SCREENING (see Appendix A.1 for examples)	YES	NO	EVIDENCE
Universal screening is administered school wide at least 3 x per year.			
Progress monitoring is done systematically for Tier 2 and 3 students.			
Collaboration teams within the building meet at least every 6 weeks.			
Diagnostic assessments (specific ones determined by collaborative team) are given. (see Appendix A.1 for examples of diagnostic assessments).			
<b>**If the answer to any of these questions is "no", proceed to a Patterns of Strengths and Weaknesses model.**</b>			
STEP 2: CORE INSTRUCTION	YES	NO	EVIDENCE
Is core instruction at least 90 uninterrupted minutes in reading?			
Is core instruction at least 60 minutes uninterrupted in math?			
Has <b>differentiated instruction</b> been provided to the student at the core level? (see Appendix B.1)			
Is core instruction sufficient for 80% of kids?			
<p><b>**Differentiated instruction</b> is the way in which a teacher anticipates and responds to a variety of student needs in the classroom. To meet student needs, teachers differentiate by modifying the <b>content</b> (what is being taught), the <b>process</b> (how it is taught), and the <b>product</b> (how students demonstrate their learning).**</p>			
<b>**If the answer to any of these questions is "no", proceed to a Patterns of Strengths and Weaknesses model.**</b>			
STEP 3: TIER 2 INTERVENTIONS (supplemental)	YES	NO	EVIDENCE
Has an additional 30 minutes of intervention beyond core been provided in reading?			
Has an additional 20-30 minutes of intervention beyond core been provided in math?			
Has progress monitoring been done at least bi-weekly?			
Was the group size no more than 3-5 students in reading?			
Was the group size no more than 6-8 students in math?			
<b>**If the answer to any of these questions is 'no', proceed to a Patterns of Strengths and Weaknesses model.**</b>			

## Guide for Selecting the Evaluation Process (cont.)

STEP 4: TIER 3 INTERVENTIONS (intensive)	YES	NO	EVIDENCE
Has an additional 60 minutes of intervention beyond core been provided in reading?			
Has an additional 50-60 minutes of intervention beyond core been provided in math?			
Has progress monitoring been done at least weekly?			
Was the group size no more than 1-3 students in reading?			
Was the group size no more than 3-5 students in math?			
<b>**If the answer to any of these questions is 'no', proceed to a Patterns of Strengths and Weaknesses model.**</b>			

### Other Factors to Consider:

\*\* Tier 3 **DOES NOT** equal special education, even though some students receiving special education services may receive Tier 3 interventions.\*\*

\*\* Differentiation is a key component of effective core instruction and does not constitute an intervention.\*\*