

RIOT x ICEL MATRIX

This matrix includes examples, but is *not* an exhaustive list of data sources for hypothesis validation

| | R Review | I Interview | O Observe | T Test |
|-------------------------|---|--|---|---|
| I Instruction | Lesson plans, permanent products (e.g., written pieces, worksheets, projects), etc. | Stakeholders about: effective teaching practices, instructional decision making, use of support technology, etc. | Instructional routines, academic engaged time, transitions, opportunities to respond, student engagement options, etc. | Classroom environment scales, checklists and questionnaires, etc. |
| C Curriculum | Curriculum materials, scope & sequence, standards/benchmarks, etc. | Stakeholders about: core and support curricula used for supplemental/intensive instruction, technology integration, district implementation and expectations, etc. | Student response to curricular demands, alignment of assignments (curriculum materials) with standards/benchmarks (curriculum), student performance options, etc. | Level of assignment and curriculum material difficulty, readability level/difficulty of tests, etc. |
| E Environment | School rules and policies, daily schedule, physical layout of school/classroom, etc. | Stakeholders about: classroom routines, behavior management plans, rules, situational expectations, etc. | Physical layout of learning spaces, environmental/other distractions, social expectations, peer interactions, etc. | Classroom environment scales, checklists and questionnaires, etc. |
| L Learner | Health records, error analysis, educational history, pattern of behavior problems, etc. | Stakeholders about: strengths, challenges, health concerns, peer interactions, student needs, etc. | Use of supportive technology, target behavior(s), dimensions and nature of the problem, time on task, access barriers, transitions, etc. | Standardized cognitive and academic assessments, interest inventories, motivations scales, behavior rating scales, etc. |