***ASSESSMENT DIRECTIONS: Please use the data sets provided below to complete Steps 1-3 of the worksheet***

| Percent of Class Scoring by SSS Achievement Level | | |
|---|---|---|
| | SSS Reading | SSS Math |
| Achievement Level 5 | 0% | 0% |
| Achievement Level 4 | 0% | 0% |
| Achievement Level 3 | 12% | 4% |
| Achievement Level 2 | 12% | 19% |
| Achievement Level 1 | 76% | 78% |

| Percent of Class by Weakest SSS Reading Area | |
|---|---|
| Subtest | Percentage |
| VOCABULARY | 40% |
| INFO TEXT | 36% |
| READING APP | 12% |

| Percent of Class by Weakest SSS Math Area | |
|---|---|
| Subtest | Percentage |
| GEO & MEASUREMENT | 52% |
| BASE 10 | 15% |
| EXP & EQUATION | 11% |
| RATIOS/PROP & RELATION | 11% |
| STATS & PROB | 11% |
| FRACTIONS RATIOS & STATS | 4% |

| | | | | | | | SSS READING | | | | SSS MATH | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STUDENT NAME | CUR GRD LVL | ELL | SWD | FRL | TEST DATE | LOWEST 30% IN SCHOOL | ACHV LVL | DEVEL SCORE | LEARNING GAINS | WEAKEST FCAT SUBTEST AREA | ACHV LVL | DEVEL SCORE | LEARNING GAINS | WEAKEST FCAT SUBTEST AREA | PMP LETTER |
| | 08 | C2-LZ | | Y | 4/22/2014 | MATH | 2 | 0221 | | VOCABULARY | 1 | 0192 | | GEO & MEASUREMENT | R/M * |
| | 08 | | | Y | 4/22/2014 | READING | 1 | 0205 | YES | INFO TEXT | 1 | 0213 | YES | GEO & MEASUREMENT | R/M |
| | 08 | | | Y | 4/22/2014 | MATH | 2 | 0220 | YES | LIT ANALYSIS | 1 | 0202 | YES | GEO & MEASUREMENT | |
| | 08 | | | Y | 4/22/2014 | | 3 | 0233 | | LIT ANALYSIS | 3 | 0238 | YES | GEO & MEASUREMENT | |
| | 08 | | | Y | 4/22/2014 | | 2 | 0219 | | LIT ANALYSIS | 2 | 0226 | | GEO & MEASUREMENT | R/M |
| | 08 | B1-LF | | Y | 4/22/2014 | READING | 1 | 0185 | | INFO TEXT | 1 | 0210 | YES | GEO & MEASUREMENT | R/M * |
| | 08 | | | Y | 4/22/2014 | MATH | | | | INFO TEXT LIT ANALYSIS READING APP VOCABULARY | 1 | 0208 | YES | RATIOS/PROP & RELATION STATS & PROB | M |
| | 08 | C1-LZ | Y | Y | 4/22/2014 | | 3 | 0234 | YES | LIT ANALYSIS | 1 | 0219 | | GEO & MEASUREMENT | M * |
| | 08 | | | Y | 4/22/2014 | | 3 | 0228 | YES | LIT ANALYSIS | 1 | 0210 | YES | STATS & PROB | M |
| | 08 | C1-LF | | Y | 4/22/2014 | READING | 1 | 0200 | | VOCABULARY | 2 | 0226 | YES | STATS & PROB | R/M * |
| | 08 | | | Y | 4/22/2014 | READING | 1 | 0202 | | LIT ANALYSIS | 2 | 0224 | | GEO & MEASUREMENT | R/M |
| | 08 | C2-LZ | | Y | 4/15/2013 | | 1 | 0203 | | INFO TEXT | 1 | 0196 | | EXP & EQUATION | |
| | 08 | | | Y | 4/22/2014 | READING | 1 | 0200 | | INFO TEXT | 1 | 0212 | | GEO & MEASUREMENT | R/M * |
| | 08 | | Y | Y | 4/22/2014 | READING MATH | 1 | 0171 | | VOCABULARY | 1 | 0204 | YES | GEO & MEASUREMENT | |
| | 08 | A2-LY | | Y | 4/15/2013 | | 1 | 0187 | | INFO TEXT | 1 | 0175 | | EXP & EQUATION | |
| | 08 | C2-LZ | | Y | 4/22/2014 | READING MATH | 1 | 0199 | | READING APP | 1 | 0183 | | GEO & MEASUREMENT | R/M * |
| | 08 | B2-LF | | Y | 4/22/2014 | READING | 1 | 0201 | YES | VOCABULARY | 1 | 0209 | YES | BASE 10 | R/M * |
| | 08 | | Y | Y | 4/22/2014 | MATH | | | | INFO TEXT LIT ANALYSIS READING APP | 1 | 0204 | | BASE 10 | M |

## SSS READ DETAILS

| Percentage of Questions Answered Correctly by Strand | | | | |
|---|---|---|---|---|
| | Number of Students | | | |
| Percentage of Questions Answered Correctly | INFO TEXT | LIT ANALYSIS | READING APP | VOCABULARY |
| 76% to 100% | 1 | | 2 | 2 |
| 51% to 75% | 4 | 5 | 6 | 2 |
| 26% to 50% | 8 | 15 | 12 | 13 |
| 0% to 25% | 14 | 7 | 7 | 10 |

| | | | | | INFO TEXT | | | LIT ANALYSIS | | | READING APP | | | VOCABULARY | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CUR GRD LVL | TEST DATE | DEVEL SCALE SCORE | ACHV LVL | ERN | POS | FLG | ERN | POS | FLG | ERN | POS | FLG | ERN | POS | FLG |
| | 08 | 4/22/2014 | 221 | 2 | 5 | 8 | | 6 | 11 | | 12 | 16 | | 4 | 10 | * |
| | 08 | 4/22/2014 | 205 | 1 | 0 | 8 | * | 4 | 11 | * | 12 | 16 | | 1 | 10 | * |
| | 08 | 4/22/2014 | 220 | 2 | 4 | 8 | * | 5 | 11 | * | 12 | 16 | | 5 | 10 | * |
| | 08 | 4/22/2014 | 233 | 3 | 6 | 8 | | 5 | 11 | * | 14 | 16 | | 8 | 10 | |
| | 08 | 4/22/2014 | 219 | 2 | 7 | 8 | | 4 | 11 | * | 12 | 16 | | 4 | 10 | * |
| | 08 | 4/22/2014 | 185 | 1 | 0 | 8 | * | 2 | 11 | * | 4 | 16 | * | 5 | 10 | * |
| | 08 | 4/22/2014 | 0 | 1 | 0 | 8 | * | 0 | 11 | * | 0 | 16 | * | 0 | 10 | * |
| | 08 | 4/22/2014 | 234 | 3 | 6 | 8 | | 7 | 11 | | 14 | 16 | | 7 | 10 | |
| | 08 | 4/22/2014 | 228 | 3 | 5 | 8 | | 5 | 11 | * | 11 | 16 | | 9 | 10 | |
| | 08 | 4/22/2014 | 200 | 1 | 2 | 8 | * | 6 | 11 | | 6 | 16 | * | 2 | 10 | * |
| | 08 | 4/22/2014 | 202 | 1 | 3 | 8 | * | 3 | 11 | * | 5 | 16 | * | 7 | 10 | |
| | 08 | 4/15/2013 | 203 | 1 | 3 | 10 | * | 5 | 15 | * | 7 | 12 | | 3 | 8 | * |
| | 08 | 4/22/2014 | 200 | 1 | 2 | 8 | * | 4 | 11 | * | 7 | 16 | * | 4 | 10 | * |
| | 08 | 4/22/2014 | 171 | 1 | 1 | 8 | * | 3 | 11 | * | 4 | 16 | * | 1 | 10 | * |
| | 08 | 4/15/2013 | 187 | 1 | 1 | 10 | * | 4 | 15 | * | 3 | 12 | * | 4 | 8 | * |
| | 08 | 4/22/2014 | 199 | 1 | 3 | 8 | * | 6 | 11 | | 4 | 16 | * | 3 | 10 | * |
| | 08 | 4/22/2014 | 201 | 1 | 4 | 8 | * | 6 | 11 | | 5 | 16 | * | 3 | 10 | * |
| | 08 | 4/22/2014 | 0 | 1 | 0 | 8 | * | 0 | 11 | * | 0 | 16 | * | 0 | 10 | * |

**Tier 1 Problem Solving Worksheet**
**Review of Universal Screening/Large Group Data**

School: _____ Date: _____

General description of concern:

_____
_____
_____
_____
_____

**<u>Step 1</u> – Problem Identification: What is the Problem?**

What is the target skill? _____
_____
_____
_____

What is the benchmark/expected level of performance? **<u>80%</u> (Tier 1)**

What percent of students are currently meeting expectation? (Be sure to include data that directly assesses the target skill you want the students to master.) _____

What is the difference between expected level and current level of performance?
**E – C = P**
**E**xpected – **C**urrent = **P**roblem

80% – _____ % = _____%

Based on your analysis, which tier of intervention would be most appropriate to implement in response to the identified problem? _____

Do we have enough information to complete Problem Identification? _____
If yes, go to Problem Analysis
If no, what information is still needed?_____
When will we meet again? _____

**<u>Step 2</u> - Problem Analysis: Why is the problem occurring?**

**Record each hypothesis for why the problem is occurring and the corresponding prediction statement. Circle the assessment method and specific data that will be used to validate or refute the hypothesis. Circle "Yes" or "No" to indicate whether or not the hypothesis was validated.**

**Target skill: _____**

Hypothesis 1: *The problem is occurring because…*

_____

_____

Prediction Statement 1: *If* _____
*would occur, then the problem would be reduced.*

Assessment Method(s) (circle): R I O T (**R**eview, **I**nterview, **O**bserve, **T**est)
Specific Data to be collected:
Validated? Yes/No

Hypothesis 2: *The problem is occurring because…*

_____

_____

Prediction Statement 2: *If* _____
*would occur, then the problem would be reduced.*

Assessment Method(s) (circle): R I O T (**R**eview, **I**nterview, **O**bserve, **T**est)
Specific Data to be collected:
Validated? Yes/No

Hypothesis 3: *The problem is occurring because…*

_____

_____

Prediction Statement 3*: If* _____
*would occur, then the problem would be reduced.*

Assessment Method(s) (circle): R I O T (**R**eview, **I**nterview, **O**bserve, **T**est)
Specific Data to be collected:
Validated? Yes/No

Hypothesis 4: *The problem is occurring because…*

_____

_____

Prediction Statement 4: *If* _____
*would occur, then the problem would be reduced.*

Assessment Method(s) (circle): R I O T (**R**eview, **I**nterview, **O**bserve, **T**est)
Specific Data to be collected:
Validated? Yes/No

**Step 3 - Intervention Design: What are we going to do about it?**

**Comprehensive Intervention Planning Form**

**Who is the intervention plan being developed for?** _____

**What is the target skill?** _____

**What is the expected level of performance?** _____

**What is the current level of performance?** _____

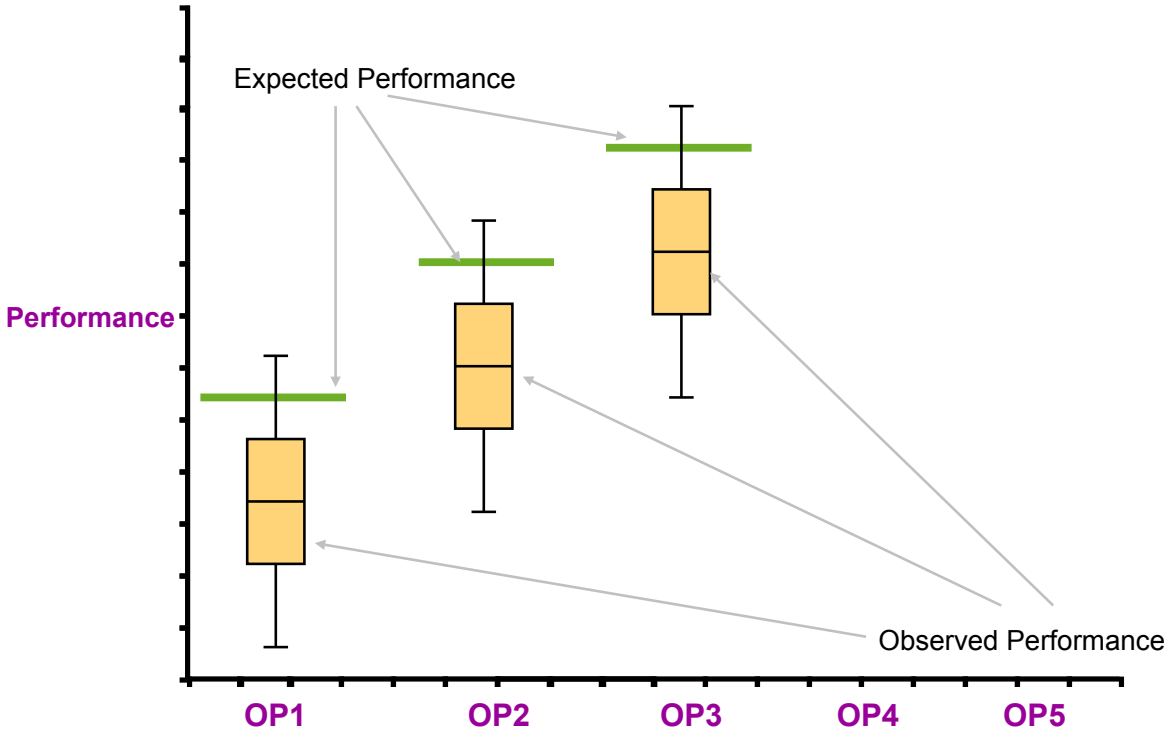
**Verified Hypotheses:** _____

| Intervention Plan | Support Plan (For the interventionist) | Fidelity Documentation | Monitoring Plan for Determining Student Progress |
|---|---|---|---|
| Who is responsible? | Who is responsible? | Who is responsible? | Who is responsible? |
| What will be done? | What will be done? | What will be done? | What data will be collected and how often? |
| When will it occur? | When will it occur? | When will it occur? | How will we decide if the plan is effective? |
| Where will it occur? | Where will it occur? | How will data be shared? | |

***DIRECTIONS: Use the <u>scenario and graph below</u> to complete Step 4***

**<u>Step 4</u> – Response to Instruction/Intervention: Is it working?**

*The 8th grade PLC members at Justice Middle School review statewide mathematics assessment data to plan for instruction for their 8th grade students. The data indicate that 97% of students scored below proficiency in math. Geometry and Measurement was identified as the "Weakest Math Area" for the majority of students. The 8th grade teachers implemented a Tier 1 intervention that focused on providing students increased exposure and practice opportunities to use geometry and measurement skills to apply formulas, solve problems, develop and interpret graphical data displays, and verify answers experimentally. The teachers administered a bi-weekly progress monitoring measure in order to monitor their students' acquisition of skills in this area of math. The graph below represents the students' performance on the first three bi-weekly probes.*



1. Based on your review of the data, is the response to instruction/intervention positive, questionable, or poor? Please explain your rationale.

   _____
   _____
   _____
   _____

2. What instructional decisions would you recommend based on the students' response to instruction/intervention? Please explain your rationale.

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____