



## RTI Score Rubric

Use the answer columns to select the most applicable response to the question in the leftmost column. Once you've finished the survey, add each of your response's numerical values to calculate your RTI Score.

| Question  | (4) Awesome!  | (3) Almost There  | (2) Making Progress  | (1) Getting Started   |
|---|---|---|--|---|
| <b>Screening</b><br>How are you screening all students and putting the data to work?  | We screen all students and use the data to put students into tiers. We revisit the data after each test administration.                             | We screen all students and use the data well at the beginning of the year, but we don't consistently make adjustments throughout the year.  | We screen all students, but I'm not sure the data is being used effectively.   | We have a screener, but it's not being used consistently.                       |
| <b>Progress Monitoring</b><br>Are your progress monitoring tools helping you monitor students in tiers 2, 3, and special education? | We are using one consistent tool. Rate of improvement is being documented consistently. The data informs students' interventions and tier movement. | We have more than one resource. However, each tool is being implemented consistently. We use the data to make some decisions, but teachers view it as more of a chore than a useful data point. | We have one or more tools. Teachers also create weekly probes. The data is uploaded for compliance reasons, but not used to tier students. | We have some progress monitoring with fluency for lower grades, but that's all. |

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|---|--|--|--|---|
| <p><b>Professional Learning</b></p> <p>How much do your teachers understand about the significance of the RTI process and embrace it as a prevention tool for all students?</p> | Teachers have a deep understanding of the importance of the tier process and how it supports all students.         | Teachers understand either the significance of screening data or progress monitoring data, but not both.                                     | Teachers know RTI is important, but the paperwork may overshadow the significance of the actions.  | Teachers see RTI as a paperwork burden and little else.                 |
| <p><b>Interventions</b></p> <p>Are your interventions evidence-based, being used with fidelity, and making a difference?</p>  | We have a program that meets student needs. We have seen movement in our tiers and we are celebrating our success! | We have programs that we think are working. But, we aren't consistently evaluating tier movement or reflecting on the impact of our efforts. | Teachers search to find materials for interventions based screening data and deliver instruction in small groups. We aren't sure of the impact or effectiveness. | We have no consistency in delivering interventions across our district. |
| <p><b>Data</b></p> <p>Is data giving you the big picture and student-by-student detail you need to evaluate and adjust your processes?</p>                                      | We analyze data regularly and use it to make instructional decisions for students.                                 | We have a lot of data, but don't consistently use the same data to make decisions for students.  | Teachers are overwhelmed by data and have not embraced using it to make instructional decisions for students.  | We have very little data  |

## Tally Up Your Score

## Calculating your RTI Score

Use the numbers in the column headings to tally up your RTI score. Then, use the key on the next page to evaluate where to begin strengthening your RTI plans.

| Your Score          | Your Starting Place...   |
|---------------------|--|
| <p><b>5-9</b></p>   | <p>It looks like it's time to sit down, evaluate, rebuild, or start building your RTI process. There are elements that can be simplified and professional development to increase engagement for all parties. It's important to make sure everyone understands the objectives of the program and that you have the right tools in place. Don't be afraid to make wholesale changes that will make teachers' lives easier.<br/> <b>Focus on getting the data you need and making it available and actionable.</b></p> |
| <p><b>10-14</b></p> | <p>It looks like you are starting to build your plans and processes, but you may want to step back and reevaluate before you build a process that is difficult to maintain. <b>A key is keeping the end in mind, a simple RTI process for teachers that is sustainable and impacting students</b>, as you build or refresh your processes.</p>   |
| <p><b>15-17</b></p> | <p>You are well on your way! You have some good processes in place. With a few minor tweaks you can be RTI rock stars. A few areas may still benefit from professional learning. <b>Minor changes might include streamlining interventions and progress monitoring, and reducing teacher time to compile and analyze data.</b> Small changes will go a long way!</p>   |
| <p><b>18-20</b></p> | <p>Congrats! You have built a strong RTI process and really value and utilize data. As you reflected on these questions, you may have seen some areas you would still like to take to the next level. Now is the time to make the adjustments that will take your RTI plan from good to great!</p>   |

## What happens now?

Classworks helps schools and districts implement effective RTI plans across the country. Visit us at [classworks.com](https://classworks.com) to schedule a free RTI consultation with a Curriculum specialist.