
*Multiple Criteria at each level should be considered when determining which Tier a child should be placed on. A child must meet 3 or more of the bulleted criteria to be considered for that Tier.*

**For RTI purposes the benchmarking and progress monitoring scores from the end of the previous year will be used as well as the November I-Ready scores. September I-Ready scores are to be used for identifying the baseline for individual student growth.***

***NOTE: DIBELS Next Benchmarks are given in September, January, & May. The Benchmark Goals and Cut Points are to be used as follows when screening:***

Beginning of Year: September, October, November
Middle of Year: December, January, February
End of Year: March, April May

<table>
<thead>
<tr>
<th><strong>RTI Teacher Team Grade Level Liaisons 2014-2015</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Kindergarten:</strong></td>
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<tr>
<td><strong>First Grade:</strong></td>
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<td><strong>Second Grade:</strong></td>
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<td><strong>Third Grade:</strong></td>
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<td><strong>Fourth Grade:</strong></td>
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<td><strong>Fifth Grade:</strong></td>
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Kindergarten:

Testing IN:

Tier 1: (Intervention should begin in classroom based on target area of weakness.)

- “Below benchmark” on DIBELS Next screening (intervention should be started and documented in classroom)
- Below average K screening
- 60%-89% on Scott Foresman Placement Test at beginning of year
- YELLOW on overall I-Ready Score in Sept.

Tier 2:

**Goals and Interventions must be developed, implemented, documented, and then reviewed by RTI Data Analysis Team prior to Tier 3 services.

- “Well Below Benchmark” on DIBELS Next screening
- Well Below Average K screening
- 59% or Below on Scott Foresman Placement Test at beginning of year or entrance
- RTI Teacher Team (formerly TST) recommendation (K Screening is considered as well as teacher recommendation after interventions have been implemented and documented for 6-8 weeks)
- RED on overall I-Ready score

Tier 3:

**ALL Tier 3 recommendations will be made by RTI Data Analysis Team, with intervention provided by classroom teacher and Tier 2 provider, with Tier 2 intervention provided for AT LEAST 6 weeks AND student has not met target goals.

- “Well Below Benchmark” on DIBELS Next Screening
- Tier 2 Goals set by RTI Data Analysis Team (formerly Teacher Support Team) and classroom teacher not being met with valid and reliable intervention in place.
- RTI Data Analysis Team Referral for screening results shows need for further testing.

Testing OUT (ALL TIERS): (Student must meet ALL bulleted criteria)

- ✓ Must have 85% or better on 3 or more of the ELA assessments in target area of concern
- ✓ “On or Above Benchmark” on DIBELS Next Benchmarking or Progress Monitoring Tool (must be at benchmark for at least 6 weeks) WITH teacher recommendation
- ✓ Meeting classroom expectations as noted by K check-listing results
- ✓ GREEN on overall I-Ready Score
FIRST GRADE:

Testing IN:

Tier 1: (Intervention should begin in classroom based on target area of weakness.)

- “Below Benchmark” on DIBELS Next screening
- Below grade level expectations on ELA module assessments or content area assessments (comprehension)
- YELLOW on overall I-Ready score
- Below grade level expectation in Reading A-Z (see chart below)

<table>
<thead>
<tr>
<th>Beginning of Year (Sept.-Nov.)</th>
<th>Middle of Year (Dec.-Feb.)</th>
<th>End of Year (March-May)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; B</td>
<td>C&amp;D</td>
<td>E, F, G</td>
</tr>
</tbody>
</table>

- 60-89% on Scott Foresman Placement Test at beginning of year
- Between 18-21 on Sound/Symbol portion of beginning of year 1st Grade Screening
- Between 18-21 on Letter Identification portion of beginning of year 1st Grade Screening
- Between 15-25 words read correctly out of 35 “Tricky Words” portion of beginning of year 1st Grade Screening (THIS MAY NEED ADJUSTING FOR 2014-2015 SCHOOL YEAR AS THESE WORDS WERE INTRODUCED TOO LATE IN THE 13/14 YEAR.)

Tier 2:

**Goals and Interventions must be developed, implemented, documented, and then reviewed by RTI Data Analysis Team prior to Tier 3 services.

- “Well Below Benchmark” on DIBELS Next Screening
- 65% or below on 3 or more of the ELA module assessments or content area assessments (comprehension)
- RED on overall I-Ready Score
- Below 17 on Sound/Symbol portion of beginning of year 1st Grade Screening
- Below 17 on Letter Identification portion of beginning of year 1st Grade Screening
- Below 25 words read correctly out of 35 “Tricky Words” portion of 1st Grade Screening (THIS MAY NEED ADJUSTING FOR 2014-2015 SCHOOL YEAR AS THESE WORDS WERE INTRODUCED TOO LATE IN THE 13/14 YEAR.)
- Below Grade Level Expectation in Reading A-Z (see chart below):

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</tr>
</thead>
<tbody>
<tr>
<td>aa or below</td>
<td>C or below</td>
<td>below F</td>
</tr>
</tbody>
</table>

- 59% or below on Scott Foresman Placement Test at beginning of school year
**Tier 3:**

**ALL Tier 3 recommendations will be made via RTI Data Analysis Team, following intervention by classroom teacher and Tier 2 Provider, when Tier 2 intervention has been provided for AT LEAST 6 weeks AND student has **not** met target goals.**

- “Well Below Benchmark” on DIBELS Next Screening
- RED on overall I-Ready score and showing little to no growth with Tier 2 intervention
- Tier 2 Goals set by RTI Data Analysis Team (formerly Teacher Support Team) and classroom teacher not being met with valid and reliable intervention implemented
- RTI Data Analysis Team referral for screening results shows need for further testing

**Testing OUT (ALL TIERS): (Student must meet ALL bulleted criteria)**

✓ Must have 85% or better on 3 or more of the ELA assessments in target area of concern (can include Reading A-Z comprehension/vocabulary assessments).
✓ “On or Above Benchmark” on DIBELS Next Benchmarking or Progress Monitoring Tool (must be at benchmark for at least 6 weeks) WITH teacher recommendation
✓ On or Above Grade Level on Reading A-Z Benchmarking  

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<tbody>
<tr>
<td>C or above</td>
<td>F or Above</td>
<td>H or Above</td>
</tr>
</tbody>
</table>

✓ Meeting classroom expectations as determined by grade level team
✓ **GREEN** on overall I-Ready Score
SECOND GRADE:

Testing IN:

Tier 1: (Intervention should begin in classroom based on target area of weakness.)

- “Below Benchmark” on DIBELS Next screening
- YELLOW on overall I-Ready score
- Below grade level expectations on ELA module assessments or content area assessments (comprehension)
- 60%-89% on Scott Foresman Placement Test at beginning of Year or entrance

Tier 2:

**Goals and Interventions must be developed, implemented, documented, and then reviewed by RTI Data Analysis Team prior to Tier 3 services.**

- “Well Below Benchmark” on DIBELS Next Screening
- 64% or below on 3 or more of the ELA module assessments or content area assessments (comprehension)
- RED on overall I-Ready Score
- In bottom 15% of beginning of year “Tricky Word” Assessment
- 59% or below on Scott Foresman Placement Test at beginning of school year

Tier 3:

**ALL Tier 3 recommendations will be made by RTI Data Analysis Team, with intervention by classroom teacher and Tier 2 Provider, when Tier 2 intervention has been provided for AT LEAST 6 weeks AND student has not met target goals.**

- “Well Below Benchmark” on DIBELS Next Screening
- RED on overall I-Ready score and showing little to no growth with Tier 2 intervention
- Tier 2 Goals, set by RTI Data Analysis Team (formerly Teacher Support Team) and classroom teacher, not being met with valid and reliable intervention in place
- RTI Data Analysis Team referral for screening results shows need for further testing.

Testing OUT (ALL TIERS): (Student must meet ALL bulleted criteria)

- Must earn 85% or better on 3 or more of the ELA assessments in target area of concern
- “On or Above Benchmark” on DIBELS Next Benchmarking or Progress Monitoring Tool (must be at benchmark for at least 6 weeks) WITH teacher recommendation
- Meeting classroom expectations as designed by grade level team
- GREEN on overall I-Ready Score
THIRD GRADE:

Testing IN:

Tier 1: (Intervention should begin in classroom based on target area of weakness.)

- “Below Benchmark” on DIBELS Next screening
- Below grade level expectations on ELA module assessments or content area assessments (comprehension)
- **YELLOW** on overall I-Ready score
- 64% or Below on 1st Scott Foresman Benchmark (5 week test)

Tier 2:

**Goals and Interventions must be developed, implemented, documented, and then reviewed by RTI Data Analysis Team prior to Tier 3 services.**

- “Well Below Benchmark” on DIBELS Next Screening
- 64% or below on 3 or more of the ELA module assessments or content area assessments (comprehension)
- 64% or below on 2 or more of the Scott Foresman Benchmark tests
- **RED** on overall I-Ready Score

Tier 3:

**ALL Tier 3 recommendations will be made via RTI Data Analysis Team, with intervention from classroom teacher and Tier 2 Provider, when Tier 2 intervention has been provided for AT LEAST 6 weeks AND student has not met target goals.**

- “Well Below Benchmark” on DIBELS Next Screening
- “Well Below Benchmark” on DIBELS Next DAZE assessment
- **RED** on overall I-Ready score and showing little to no growth with Tier 2 intervention
- Tier 2 Goals set by RTI Data Analysis Team (formerly Teacher Support Team) and classroom teacher not being met with valid and reliable intervention
- RTI Teacher Team referral for screening results shows need for further testing.

Testing OUT (ALL TIERS): (Student must meet ALL bulleted criteria)

- Must have 85% or better on 3 or more of the ELA assessments in target area of concern (can include Scott Foresman Benchmarks)
- “On or Above Benchmark” on DIBELS Next Benchmarking or Progress Monitoring Tool (must be at benchmark for at least 6 weeks) WITH teacher recommendation
- Meeting classroom expectations as designed by grade level
- **GREEN** on overall I-Ready Score
FOURTH GRADE:

**Testing IN:**

**Tier 1:** (Intervention should begin in classroom based on target area of weakness.)

- “Below Benchmark” on DIBELS Next screening
- Below grade level expectations on ELA module assessments or content area assessments (comprehension)
- **YELLOW** on overall I-Ready score
- 64% or Below on 1st Scott Foresman Benchmark (5 week test)
- NYS test scores fall within a score of 291-298

**Tier 2:**

**Goals and Interventions must be developed, implemented, documented, and then reviewed by RTI Data Analysis Team prior to Tier 3 services.**

- “Well Below Benchmark” on DIBELS Next Screening
- 64% or below on 3 or more of the ELA module assessments or content area assessments (comprehension)
- 64% or below on 2 or more of the Scott Foresman Benchmark tests
- **RED** on overall I-Ready Score
- NYS test scores fall within a score of 260-290

**Tier 3:**

**ALL Tier 3 recommendations will be made by RTI Data Analysis Team, with intervention from classroom teacher and Tier 2 Provider, when Tier 2 intervention has been provided for AT LEAST 6 weeks AND student has not met target goals.**

- “Well Below Benchmark” on DIBELS Next Screening
- “Well Below Benchmark” on DIBELS Next DAZE assessment
- **RED** on overall I-Ready score and showing little to no growth with Tier 2 intervention
- Tier 2 Goals set by RTI Data Analysis Team (formerly Teacher Support Team) and classroom teacher are not being met
- RTI Data Analysis Team referral for screening results shows need for further testing.
- NYS test scores fall within a score of 259 and Below

**Testing OUT (ALL TIERS):** (Student must meet at least four bulleted criteria)

- ✓ Must have 85% or better on 3 or more of the ELA assessments in target area of concern (can include Scott Foresman Benchmarks)
- ✓ “On or Above Benchmark” on DIBELS Next Benchmarking or Progress Monitoring Tool (must be at benchmark for at least 6 weeks) WITH teacher recommendation
- ✓ Meeting classroom expectations as designed by grade level
- ✓ **GREEN** on overall I-Ready Score
NYS test scores fall within a score of 299 and Above.

**FIFTH GRADE:**

**Testing IN:**

**Tier 1:** (Intervention should begin in classroom based on target area of weakness.)

- “Below Benchmark” on DIBELS Next screening
- “Below Benchmark” on DIBELS Next DAZE assessment
- Below grade level expectations on ELA module assessments or content area assessments (comprehension)
- YELLOW on overall I-Ready score
- 64% or below on content area comprehension assessments
- NYS test scores fall within a score of 287-295

**Tier 2:**

**Goals and Interventions must be developed, implemented, documented, and then reviewed by RTI Data Analysis Team prior to Tier 3 services.**

- “Well Below Benchmark” on DIBELS Next Screening
- 64% or below on 3 or more of the ELA module assessments or content area assessments (comprehension)
- RED on overall I-Ready Score
- NYS test scores fall within a score of 260-286

**Tier 3:**

**ALL Tier 3 recommendations will be made by RTI Data Analysis Team, with intervention from classroom teacher and Tier 2 Provider, when Tier 2 intervention has been provided for AT LEAST 6 weeks AND student has not met target goals.**

- Well Below Benchmark on DIBELS Next Screening
- Well Below Benchmark on DIBELS Next DAZE assessment
- RED on overall I-Ready score and showing little to no growth with Tier 2 intervention
- Tier 2 Goals set by RTI Data Analysis Team (formerly Teacher Support Team) and classroom teacher not being met
- RTI Data Analysis Team referral for screening results shows need for further testing.
- NYS test score of 259 and Below.

**Testing OUT (ALL TIERS):** (Student must meet at least four bulleted criteria)

- Must have 85% or better on 3 or more of the ELA assessments in target area of concern (can include Scott Foresman Benchmarks)
- “On or Above Benchmark” on DIBELS Next Benchmarking or Progress Monitoring Tool (must be at benchmark for at least 6 weeks) WITH teacher recommendation
- Meeting classroom expectations as designed by grade level team
- GREEN on overall I-Ready Score
NYS test scores fall within a score of 296 and Above.