

Tiers I and II Critical Components Checklist

School: _____ Target Area: Reading Math Behavior

Window: 1 2 3 Grade Level (if applicable): _____

Directions: For each selected target area and grade-level, please use the scale provided to indicate the degree to which each critical component of a Problem-Solving/Response to Intervention (PS/RtI) model is present in paperwork (i.e., permanent products) derived from data meetings (i.e., meetings in which the PS/RtI model is used to examine Tier I and/or II instruction). See the attached rubric for the criteria for determining the degree to which each critical component is present in the paperwork.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
Problem Identification		
1. Data were used to determine the effectiveness of core instruction	0 1 2	
2. Decisions were made to modify core instruction or to develop supplemental (Tier II) interventions	0 1 2	
3. Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention	0 1 2	
Problem Analysis		
4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks	0 1 2	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2	
Intervention Development and Implementation		
6. Modifications were made to core instruction		
a. A plan for implementation of modifications to core instruction was documented	0 1 2 N/A	
b. Support for implementation of modifications to core instruction was documented	0 1 2 N/A	
c. Documentation of implementation of modifications to core instruction was provided	0 1 2 N/A	

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
7. Supplemental (Tier II) instruction was developed or modified		
a. A plan for implementation of supplemental instruction was documented	0 1 2 N/A	
b. Support for implementation of supplemental instruction was documented	0 1 2 N/A	
c. Documentation of implementation of supplemental instruction was provided	0 1 2 N/A	
Program Evaluation/RtI		
8. Criteria for positive response to intervention were defined	0 1 2	
9. Progress monitoring and/or universal screening data were collected/scheduled	0 1 2	
10. A decision regarding student RtI was documented	0 1 2	
11. A plan for continuing, modifying, or terminating the intervention plan was provided	0 1 2	

Additional Comments:
