

EVALUATION WORKSHEET

(DOCUMENTATION OF CORE INSTRUCTION/LEP)

Items summarized from and based on:

Illinois State Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention (RtI) Framework: A Guidance Document

Student: _____ Grade: ____ School: _____ Date: _____

Appropriate sources of information to consider in responding to the items below include, but are not limited to:

1. Principal's observations of teacher performance conducted on a regular basis and during the instructional period for the targeted subject area.
2. Checklists of instructional integrity completed by content specialists, curriculum supervisors, or teachers as self-check or peer-check measures.
3. Information gathered through the district leadership, improvement, and/or curriculum review and adoption processes.
4. Professional development plans.

*******Initial next to each item completed and sign at the end of the worksheet.*******

A. READING

____ 1. What is the core curriculum for Reading? _____

____ 2. What source(s) indicate(s) that the Reading curriculum is scientifically based (check all that apply and provide reference or information)?

Strongest Evidence:

____ Peer-reviewed journal articles: _____

____ Credentialed expert panel reviews: _____

____ Independent reviews indicating alignment with State standards: _____

Moderate-level Evidence:

____ Field studies conducted by publisher: _____

Weaker Evidence:

____ Local or internal district reviews: _____

____ High proportion of students meeting state standards: _____

____ Other: _____

____ 3. What essential components of reading instruction does the curriculum include (check all that apply)?

____ Phonemic Awareness

____ Vocabulary

____ Phonics

____ Comprehension

____ Fluency

- ____ 4. What evidence indicates that the curriculum is effective (check all that apply)?
____ State assessment data demonstrate that _____ percent of students are meeting benchmarks.
____ Local district-wide assessments based on national norms indicate that _____ percent of students are achieving at grade level.
____ Local universal screening/benchmark data indicate that _____ percent of students are meeting benchmarks.
____ Progress monitor data collected for students receiving intervention due to not meeting benchmarks indicates that _____ percent of these students are maintaining an adequate rate of growth.
____ Other: _____
- ____ 5. The core reading curriculum has been in place in the school since _____
- ____ 6. Reading teacher (name): _____
- ____ 7. How was the student's teacher trained in using the Reading curriculum? _____

When did the training occur? _____
- ____ 8. Does the student's Reading teacher adequately use the prescribed procedures and materials associated with the core curriculum? _____
How was this determined? _____
- ____ 9. What additional effective instructional methods/techniques are implemented by the student's Reading teacher? (i.e. differentiation, scaffolding, frequent opportunities to respond, corrective feedback)

How was this determined? _____
- ____ 10. How long has the student been taught the core Reading curriculum? _____

B. MATH

- ____ 1. What is the core curriculum for Math? _____

- ____ 2. What source(s) indicate(s) that the Math curriculum is scientifically based (check all that apply and provide reference)?
- Strongest Evidence:*
- ____ Peer-reviewed journal articles: _____
- ____ Credentialed expert panel reviews: _____
- ____ Independent reviews indicating alignment with State standards: _____
- Moderate-level Evidence:*
- ____ Field studies conducted by publisher: _____
- Weaker Evidence:*
- ____ Local or internal district reviews: _____
- ____ High proportion of students meeting state standards: _____
- Other: _____
- ____ 3. Which of the “5 Big Areas of Math” does the curriculum include?
- ____ Conceptual Understanding ____ Adaptive Reasoning
- ____ Procedural Fluency ____ Productive Response
- ____ Strategic Competence
- ____ 4. What evidence indicates that the curriculum is effective (check all that apply)?
- ____ State assessment data demonstrate that _____ percent of students are meeting benchmarks.
- ____ Local district-wide assessments based on national norms indicate that _____ percent of students are achieving at grade level.
- ____ Local universal screening/benchmark data indicate that _____ percent of students are meeting benchmarks.
- ____ Progress monitor data collected for students receiving intervention due to not meeting benchmarks indicates that _____ percent of these students are maintaining an adequate rate of growth.
- ____ Other: _____
- ____ 5. The core Math curriculum has been in place in the school since _____
- ____ 6. Math teacher (name): _____
- ____ 7. How was the student’s Math teacher trained in using the curriculum? _____
- When did the training occur? _____
- ____ 8. Does the student’s Math teacher adequately use the prescribed procedures and materials associated with the core curriculum? _____
- How was this determined? _____

- ____ 9. What additional effective instructional methods/techniques are implemented by the student's Math teacher? (i.e. differentiation, scaffolding, frequent opportunities to respond, corrective feedback)

How was this determined? _____

- ____ 10. How long has the student been taught the Math curriculum? _____

C. LIMITED ENGLISH PROFICIENCY

- ____ 1. What is the child's primary home language? _____
(If English, do not complete the rest of section C.)

- ____ 2. If other than English, when was English proficiency screened? _____

- ____ 3. What is the student's proficiency in the English language?
Listening _____
Speaking _____
Reading _____
Writing _____

- ____ 4. What evidence indicates that the curriculum in the area(s) of concern is/are effective for LEP students (check all that apply)?
- ____ State assessment data demonstrate that most LEP students are meeting benchmarks.
- ____ Local district-wide assessments based on national norms indicate that most LEP students are achieving at grade level.
- ____ Local universal screening/benchmark data indicate that most LEP students are meeting benchmarks.
- ____ Progress monitor data collected for LEP students receiving intervention due to not meeting benchmarks indicates that most of these students are maintaining an adequate rate of growth.
- ____ Other: _____

Contributors:

I have reviewed evidence of the information I initialed above and believe it to be true and accurate.

Principal Date

Name/Title Date

Name/Title Date

Name/Title Date

SLD EVALUATION WORKSHEET, PART A

(ASSESSMENT OF ACHIEVEMENT)

Items summarized from and based on:

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Student: _____ Grade: ____ School: _____ Date: _____

*******Initial next to each item completed and sign at the end of the worksheet.*******

- ____ 1. What is your Universal Screening/Benchmarking tool? _____
- ____ 2. How often does universal screening/benchmarking occur? _____
- ____ 3. How was the student's benchmark and progress monitoring data compared to age- and/or grade-level expectations shared with parents? _____
- ____ 4. Parents were notified via _____ about:
 - ____ State policies regarding the amount/nature of performance data that would be collected and the general education services that would be provided.
 - ____ Strategies for increasing the student's rate of learning.
 - ____ Their right to request an evaluation.
- ____ 5. What progress monitoring tool(s)/method(s) has/have been used to assess the student's response to intervention? _____
- ____ 6. Check the student's areas of deficit and list the progress monitoring tool directly linked to each:
 - ____ Reading: _____
 - ____ Writing: _____
 - ____ Math: _____
- ____ 7. List the following:
 - Frequency of progress-monitoring: _____
 - Duration of intervention and progress-monitoring: _____
- ____ 8. What source(s) indicate(s) that the progress monitoring tool/method was used with fidelity (i.e., as intended; check all that apply)?
 - ____ Observation(s) of implementation integrity.
 - ____ Interview checklist(s) of implementation integrity.
 - ____ Self-evaluation checklist(s) of implementation integrity.
 - ____ Other: _____

____9. What source(s) (e.g., National Center on Student Progress Monitoring) indicate(s) that the progress monitoring tool/method meets the criteria as an appropriate measure (i.e., acceptable psychometric characteristics, number of alternate forms, sensitivity to small improvements, ability to create links to instructional design, and efficiency of administration)? _____

____10. The student's progress was compared to (check all that apply):
 ____ Performance during baseline data collection.
 ____ Normative rate of progress displayed by peers.
 ____ Rate of progress needed to close the performance gap with typical peers.

Attach **SLD Evaluation Worksheet, Part B** for each Tier II and Tier III intervention.

Contributors:

I have reviewed evidence of the information I initialed above and believe it to be true and accurate.

| | | | |
|---------------------|---------------|---------------------|---------------|
| _____ Principal | _____ Date | _____ Name/Title | _____ Date |
| _____ Name/Title | _____ Date | _____ Name/Title | _____ Date |

SLD EVALUATION WORKSHEET, PART B (SUPPLEMENTAL INTERVENTION)

Items summarized from and based on:

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Response to Intervention (RtI) Framework: A Guidance Document**

Student: _____ Grade: ____ School: _____ Date: _____

Complete this form for EACH supplemental Tier 2 and 3 intervention.

*******Initial next to each item completed and sign at the end of the worksheet.*******

Intervention # ____ Tier: ____ Implementer: _____

Intervention: _____

- ____ 1. What source(s) indicate that the intervention is scientifically research based (e.g., Florida Center for Reading Research, What Works Clearinghouse, etc.)?

- ____ 2. Was the intervention provided based on application of the problem-solving method? _____
- ____ 3. Was the intervention appropriate for the group of students receiving the intervention? _____
- ____ 4. What evidence suggests that the intervention has yielded successful responses from other students? _____
- ____ 5. What training did the implementer receive on the intervention? _____

- ____ 6. Did the implementer demonstrate proficiency with the intervention? _____
- ____ 7. What source(s) indicate(s) that the intervention was delivered with integrity (i.e., as intended; check all that apply)?
____ Observation(s) of implementation integrity.
____ Interview checklist(s) of implementation integrity.
____ Self-evaluation checklist(s) of implementation integrity.
____ Other: _____
- ____ 8. For how many minutes per week was the intervention provided? _____
Does progress monitoring data indicate this was a sufficient intensity for changes in skill level to occur? _____

____ 9. For how many weeks was the intervention provided? _____
Does progress monitoring data indicate this was a sufficient length of time for
changes in skill level to occur? _____

____ 10. What source(s) indicate(s) that changes were made to the intervention when
data indicated inadequate progress (check all that apply)?
____ Progress Monitor Summary or other Instructional Planning Form
____ BBT documentation
____ Progress monitoring graphs.
____ Other: _____
____ N/A: Progress monitoring graphs indicate that the intervention resulted in
a sufficiently positive rate of progress.

Contributors:

I have reviewed evidence of the information I initialed above and believe it to be true and
accurate.

Principal Date

Name/Title Date

Name/Title Date

Name/Title Date