

5	<i>Team structures</i>	Teams make decisions based on NEITHER of the following: (1) individual student data (progress monitoring data) OR (2) schoolwide/districtwide data (DIBELS, AIMSWEB, CBM) District and/or school assessments NOT consistently used for the following purposes: (1) Screening (2) Progress Monitoring (3) Diagnostic	Teams make decisions based on 1 of the following: (1) individual student data (progress monitoring data) OR (2) schoolwide/districtwide data (DIBELS, AIMSWEB, CBM) District and/or school assessments consistently used for 1 OR 2 of the following purposes: (1) Screening (2) Progress Monitoring (3) Diagnostic	Teams make decisions based on BOTH of the following: (1) individual student data (progress monitoring data) AND (2) schoolwide/districtwide data (DIBELS, AIMSWEB, CBM) District and/or school assessments consistently used for ALL 3 purposes: (1) Screening (2) Progress Monitoring (3) Diagnostic
6a	<i>Assessments</i>	0 of the following district and/or school assessments consistently used with the recommended frequencies: (1) Screening: 3x per year (2) Progress Monitoring: 1x per week – 1x per month (3) Diagnostic: as needed	1 or 2 of the following district and/or school assessments consistently used with the recommended frequencies: (1) Screening: 3x per year (2) Progress Monitoring: 1x per week – 1x per month (3) Diagnostic: as needed	ALL 3 of the following district and/or school assessments consistently used with the recommended frequencies: (1) Screening: 3x per year (2) Progress Monitoring: 1x per week – 1x per month (3) Diagnostic: as needed
7	<i>Protocol</i>	No protocol developed	Protocol developed but does not sufficiently meet the needs of all learners	Protocol developed and sufficiently meets the needs of all learners

8	<i>Behavior support systems</i>	No formal behavior support system in place	Components of behavior support system but no comprehensive behavior support system	Fully implementing a system of behavior supports (i.e. PBS which includes teaching 3-5 schoolwide rules or expectations, a reinforcement/consequence system for those expectations, and tiered behavior supports)
9	<i>Interventions available</i>	(1) Interventions sufficiently address all big 5 components of reading; (2) Staff trained to use interventions; (3) Available to all students in-need across district/school <i>0 items answered yes</i>	(1) Interventions sufficiently address all big 5 components of reading; (2) Staff trained to use interventions; (3) Available to all students in-need across district/school <i>1-2 items answered yes</i>	(1) Interventions sufficiently address all big 5 components of reading; (2) Staff trained to use interventions; (3) Available to all students in-need across district/school <i>All 3 items answered yes.</i>