

**EIT/VTSS DECISION-MAKING RUBRIC**

**Decision-making rubric—to be implemented at least every 6-10 data points (based on weekly progress monitoring)**

Three questions to guide discussion on data at problem solving team meetings:

1. What is the student’s goal? Current level?
2. What decision‐making rule are we using (4‐point; Trend; rubric)? Can we apply that now?
3. If a change needs to be made, what do we do?

**FIRST**, to make a decision on movement/non‐movement between tiers, the following rubric should be applied:

|  |  |  |  |
| --- | --- | --- | --- |
| **Student should move to a more intensive tier** | **Student should stay in a tier and an instructional change**  **should be made** | **Student should stay in a tier with no changes** | **Student should be moved to a less intensive tier** |
| Trend of data or last 4 consecutive data points are below the goal line for the past 4-6 weeks, and when the student was checked 4-6 weeks  prior | Trend of data or last 4 consecutive data points are below the goal line for the past 4-6 weeks | Trend of data or last 4 consecutive data points are even with the goal line | Trend of data or last 4 consecutive data points are above the goal line |
| Classroom work samples and assessment data indicate that the student is not making progress in the current curriculum, even after a change has been made | Classroom work samples and assessment data indicate that the student is making progress, but not at the expected rate | Classroom work samples and assessment data indicate that the student is making adequate or expected progress | Classroom work samples and assessment data indicate that the student is making excellent progress and it does not appear that the intervention is needed |
| Inappropriate classroom behaviors are escalating | Frustration is evident, although this has not yet manifested in inappropriate classroom behaviors | Classroom behavior is status quo or has improved | Classroom behavior has improved and frustration is less evident |

**SECOND**, if a change needs to be made, the team questions:

* 1. Has the instruction/intervention been as **intense** as it could be?
     + Factors: Teacher/Student ratio, curriculum used, time engaged
  2. Has the instruction/intervention been delivered with **fidelity**?
     + Implementation reports are provided or someone has observed implementation
  3. Are the instruction/intervention/progress monitoring tools **evidence-based**?
     + References are provided or someone has checked on this
  4. Has the **duration** of the instruction been lengthy enough?
     + Does the team feel that lack of results is due to not having the intervention in place long enough?