

Bonham Elementary

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RTI RUBRIC K-2 READING

Needs improvement	Approaching Proficient	Proficient	Exemplar
<p>Teacher is:</p> <p>Teacher is not providing intervention (LLI)</p> <p>Teacher at desk</p> <p>No clear objective. Teacher is not taking notes or anecdotal records</p> <p>No "I Can..." statements for stations and there is no practice of mini-lesson instruction.</p> <p>The students not in the small group are provided stations which are tied to some grade level TEKS. The activity options are known to students through what is available during station time at station location.</p>	<p>The teacher is:</p> <p>Providing small group instruction, but other students are engaged in tasks that meet very little rigor or are not highly essential.</p> <p>Teacher does have documentation for most students.</p> <p>Some stations have "I Can..." statements and a few practice mini-lesson instructions.</p> <p>The students not in the small group are provided stations which are tied to grade level TEKS. The activity options are known to some students through 'Goal Setting Conference' held between teacher and students.</p>	<p>Teacher is:</p> <p>Providing small group instruction, but other students are engaged in tasks that are essential.</p> <p>Teacher has documentation for all students.</p> <p>Most stations have "I Can..." statements and some practice mini-lesson instructions.</p> <p>The students not in the Leveled Literacy Intervention group are provided a choice of stations which meet whole class TEKS needs identified through data disaggregation. The activity options are known to most students through 'Goal Setting Conference' held between teacher and students.</p>	<p>Teacher is:</p> <p>With LLI group while other students are working on enrichment or intervention quietly.</p> <p>Clear objective and goal</p> <p>Taking anecdotal records</p> <p>All stations have "I Can..." statements and are practiced from mini-lesson instructions.</p> <p>The students not in the Leveled Literacy Intervention group are provided a choice of stations which meet specific needs identified through data disaggregation. The activity options are known to students through 'Goal Setting</p>

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			Conference' held between teacher and each student.
<p>Students are:</p> <p>Not engaged in LLI, no enrichment, no intervention.</p> <p>Students playing games on Ipads or chromebooks, free time, talking, snack time.</p> <p>students are not in groups, are off task and chit chatting with their neighbors.</p>	<p>Students are:</p> <p>Most students are engaged, minimal off task.</p> <p>There is some success with students during rotation through more than two stations.</p> <p>Students are engaged on a task that is not highly essential for the duration of the rotation time.</p>	<p>Students are:</p> <p>Most students are engaged, minimal off task.</p> <p>Most students successfully rotate through stations.</p> <p>Students are engaged on a task that is highly essential for most of the rotation length.</p>	<p>Students are:</p> <p>Engaged in Strategies such as letter/sound games, HFW, onset and rime, break words apart to figure out the word, use pictures to help identify a word, 1-1 correlation are some of the strategies to further student's reading (or specific and based upon disaggregation of data need)..</p> <p>Independent , understand tasks and roles. Imagine literacy - Reading to other, taking fluency rates, exit tickets for each station match the performance of the tasks. Technology is enlisted to provide the variety of station choices.</p>

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RTI 3-6 RTI READING, MATH, SCIENCE

Needs improvement	Approaching proficient	Proficient	Exemplar
<p>Teacher is:</p> <p>Teacher is not providing intervention</p> <p>Teacher at desk</p> <p>No clear objective.</p> <p>Teacher providing instruction not tied to “Rtl block”</p> <p>Teacher is not taking notes or anecdotal records</p>	<p>Teacher is:</p> <p>Providing small group instruction (enVision Math Diagnostic Intervention System lessons, Imagine Learning Math Printables), but other students are engaged in tasks that meet very little rigor or are not highly essential.</p> <p>Teacher does have documentation for most students</p> <p>No clear objective for small group instruction</p> <p>While small group instruction is taking place, few students are utilizing resources (enVision Game Centers, enVision Center Games, Imagine Learning Math Printables--for practice)</p>	<p>Teacher is:</p> <p>Providing small group instruction (enVision Math Diagnostic Intervention System lessons, Imagine Learning Math Printables) other students are engaged in tasks that meet essential learning .</p> <p>Teacher does have documentation for all students.</p> <p>Objective aligned</p> <p>While small group instruction is taking place, most students are utilizing resources (enVision Game Centers, enVision Center Games, Imagine Learning Math Printables--for practice and Imagine Learning Math Task Applications)</p>	<p>Teacher is:</p> <p>With group of students focused on essential accelerated learning while other students are working on enrichment or independent tasks quietly.</p> <p>Clear objective and goal</p> <p>Taking anecdotal records</p> <p>Teacher checks independent work for accountability.</p> <p>Students are grouped by struggling TEK/objective based on teacher observation, exit tickets, CFA. Groups change often and students are shared with teachers. No more than 3 to 4 students in a group.</p> <p>While small group instruction is taking place, every student</p>

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			<p>is utilizing specific resources based upon student needs-- identified through data disaggregation (enVision Game Centers, enVision Center Games, Imagine Learning Math Printables--for practice and Imagine Learning Math Task Applications)</p>
<p>Students are:</p> <p>Students playing games on l pads or chromebooks, free time, talking, snack time.</p> <p>Students are not in groups, are off task and chit chatting with their neighbors.</p>	<p>Most students are engaged, minimal off task.</p> <p>Students are engaged on a task that is not highly essential .</p> <p>Students are working on a task assigned to the whole class .</p>	<p>Students are:</p> <p>Most students are engaged, minimal off task.</p> <p>Students are working on a task assigned to the whole class.</p> <p>Independent , understand tasks and roles.</p> <p>Students may be engaged in IL or lmath.</p>	<p>Students are:</p> <p>Students are engaged in a task that focuses on essential learning and or enrichment if they are not with their teacher.</p> <p>Independent, understand tasks and roles.</p> <p>Students may be engaged in IL or lmath.</p> <p>Students are working on a task that is differentiated for them and their specific needs.</p> <p>Held accountable for independent tasks.</p>

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