



*We, the Granville School Community, will provide a safe, respectful environment where all students, using their full potential, achieve excellence, develop individual strengths and become responsible caring citizens. We will foster the value of lifelong learning.*

Criteria Document for Academic Intervention Services at:

***Mary J. Tanner Primary Building***

*Serving Grades UPK, K, 1, 2, 3*

## **Guidance for Academic Intervention Services at the primary/elementary level:**

Mary J. Tanner Primary believes that Academic Intervention Services, known as AIS, is a way to provide additional targeted instruction to students that are at-risk or not meeting the rigor of grade level expectations. The students may receive assistance in either English Language Arts and or Mathematics based on a set of criteria. Extra assistance is defined as instruction in addition to the regular core instruction within the school day. Regular Core instruction is defined as: main set of standards that are taught to the class in various pedagogical approaches that may include small or whole group instructional delivery. AIS services can be provided by a classroom teacher or an AIS provider depending on the method of delivery. This additional instruction will be geared to the needs of the individualized student(s).

Each AIS student's progress is closely monitored and assessed frequently by a highly qualified professional. All students receiving AIS will be tracked in an effort to review progress and make instructional decisions based on data. If a student meets the entrance or exit criteria, and both the AIS and classroom teachers have made a recommendation for a student to receive, exit or change the service, parents will receive communication by the teacher and a formal letter from our office.

*Disclaimer: The criteria listed is based on approximate grade level expectations for the time of year in conjunction with the NYS Learning Standards. This is not a checklist, but to be utilized as a guide to flag students. If a student is not meeting some of the component criteria on the document, this shall provoke a collaborative conversation to determine if AIS services are warranted.*

### **Some components utilized to make informed decisions for students:**

- Classroom instruction results
- Benchmark assessments
- Differentiated instruction
- Explicit Direct Instruction
- Progress monitoring
- Universal data points
- Multi-Tiered Systems of Support-MTSS

**Benchmark Assessments:** The following benchmarks are given to students to assist in determining their progress over the course of the school year and elementary career.

- Fountas & Pinnell reading assessment
- Math CKLA assessments
- ELA CKLA Assessments
- Specific classroom/grade level assessments

**Differentiated Instruction:** Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. Below are four hallmarks of true differentiated instruction derived from the work of *Carol Ann Tomlinson*.

**Content** – what the student needs to learn or how the student will get access to the information;

**Process** – activities in which the student engages in order to make sense of or master the content;

**Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

**Learning environment** – the way the classroom works and feels.

**Progress Monitoring:** This is used to assess the student(s) or entire class on a skill and to quantify the rate of improvement over a period of time.

**Universal Data Points:** A screening given to all students that assess reading, writing and mathematics.

- iReady computer-based assessment
- Fountas & Pinnell reading assessment (2019-2020)

# Criteria for 2019-2020

## Kindergarten-ELA and Math

| Content Area<br>ELA   | Start of School Year   | End of First Trimester<br>(December)  | End of Second Trimester<br>(March)   | <b>End of the Year Expectations</b><br>If students achieve the following criteria, they may not be recommended for AIS services in grade 1.  |
|---|--|---|--|--|
| <b>Report Card</b>  | -----  | 3's and 4's on first trimester report card  | 3's and 4's on first and second trimester report card  | Consistent 3's on trimester 3 and 4 of Kindergarten report card  |
| <b>Early Literacy</b>   | <b>Performance Level:</b> <ul style="list-style-type: none"> <li>● letter identification 50%</li> <li>● Letters in name are known</li> </ul> | <b>F &amp; P Level instructional</b><br><br><b>Performance level:</b> <ul style="list-style-type: none"> <li>● Letter identification 75%</li> <li>● Sounds 75%</li> </ul> | <b>F &amp; P Level C instructional</b><br><br><b>Performance level:</b> <ul style="list-style-type: none"> <li>● Letter identification 100%</li> <li>● Sounds 100%</li> <li>● Sight Words 60%</li> </ul> | <b>F &amp; P Level D instructional</b><br><br><b>Performance level:</b> <ul style="list-style-type: none"> <li>● Letter identification 100%</li> <li>● Sounds 100%</li> <li>● Sight Words 80%</li> </ul> |
| <b>Math</b>   | Reference DIAL screening<br>Counting: None<br>Identifying #s: None<br>Shapes: None   | Counting: 20<br>Identifying #s: 6<br>Shapes: 4  | Counting: 50<br>Identifying #s: 20<br>Shapes: 7<br>Patterns: Basic   | Counting: 100<br>Identifying #s: 20<br>Shapes: 7-2D and 3-3D<br>Patterns: Recognize and Create   |
| <b>iReady<br/>ELA/Math<br/>*emerging, various<br/>factors</b> | Norm-referenced target score for Fall iReady<br>Reading-362 Math -362  | Norm-referenced target score for Winter iReady<br>Reading-396 Math-373  | Norm-referenced target score for Spring iReady<br>Reading-424 Math-412   | Norm-referenced target score for Kindergarten Spring iReady<br>Reading - 424-479 Math -412-454   |
| <b>Teacher<br/>Recommendation</b>                             | Classroom/AIS teacher recommendation based on evidence supplied by teacher recommendation.   | Classroom/AIS teacher recommendation based on evidence supplied by teacher recommendation   | Classroom/AIS teacher recommendation based on evidence supplied by teacher recommendation.   | Classroom/AIS teacher recommendation based on evidence supplied by teacher recommendation.   |

\*Other classroom assessments

## First Grade-ELA

| Content Area<br>ELA                             | Start of School Year<br>(End of Kindergarten Grade Results)  | End of First Trimester<br>(December)   | End of Second Trimester<br>(March)   | End of the Year Expectations<br>If students achieve the following criteria, they may not be recommended for AIS services in grade 2.  |
|---|--|--|--|---|
| <b>Report Card</b>                              | Kindergarten report card – 2 <sup>nd</sup> and 3 <sup>rd</sup> trimester – 3’s or 4’s  | 3’s and 4’s on first trimester first grade report card   | 4’s and 4’s on first and second trimester first grade report card  | Consistent 3’s on third trimester first grade report card   |
| <b>iReady</b>                                   | Norm-referenced target for Fall iReady 434   | Norm-referenced target for Winter iReady 458   | Norm-referenced target for Spring iReady 480   | Spring iReady score at/or above the grade level norm 480-536  |
| <b>Writing Benchmarks</b>                       | <ul style="list-style-type: none"> <li>● Write first and last name</li> <li>● Able to write common CVC words</li> </ul>  | <ul style="list-style-type: none"> <li>● Independently write 1 sentence using phonetic spelling.</li> </ul>  | <ul style="list-style-type: none"> <li>● Write 2 sentences with capitalization and punctuation.</li> </ul>   | <ul style="list-style-type: none"> <li>● Restating a question in an answer statement.</li> <li>● Correctly write 3 consecutive sentences on a related topic.</li> <li>● Correctly spell grade level words used in independent writing.</li> </ul> |
| <b>Early Literacy Profile and Reading level</b> | <p style="text-align: center;"><b>F &amp; P level D</b></p> Performance level for: <ul style="list-style-type: none"> <li>● Letter identification</li> <li>● Letter Sounds</li> <li>● Pre-primer words 100%</li> </ul> | <p style="text-align: center;"><b>F &amp; P level F</b></p> Performance level for: <ul style="list-style-type: none"> <li>Pre-primer words 100%</li> <li>Primer-50%</li> </ul> | <p style="text-align: center;"><b>F &amp; P level H</b></p> Performance level for: <ul style="list-style-type: none"> <li>Student mastered all Pre-primer, Primer and First grade sight words 50%</li> </ul> | <p style="text-align: center;"><b>F &amp; P level ≥ J</b></p> Performance level for sight words: <ul style="list-style-type: none"> <li>All pre-primer, all primer and First grade words.</li> </ul>  |
| <b>Teacher Recommendation</b>                   | Classroom/AIS teacher recommendation based on end of the year expectation.   | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation.  | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation.  | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation.   |

\*Other classroom assessments

## First Grade-MATH

| Content Area<br><b>MATH</b>            | Start of School Year<br>(End of Prior Year's Results)   | End of First Trimester<br>(December)  | End of Second Trimester<br>(March)   | End of the Year Expectations<br>If students achieve the following<br>criteria, they may not be<br>recommended for AIS services.   |
|--|---|---|--|---|
| <b>Report Card</b>                     | 3's and 4's on report card  | 3's and 4's on report card  | 3's and 4's on report card   | Consistent 3's & 4's on 2 <sup>nd</sup> and 3 <sup>rd</sup><br>trimester first grade report card  |
| <b>Math Growth and<br/>Achievement</b> | <ul style="list-style-type: none"> <li>● Count to 100</li> <li>● Can recognizing #s to 20</li> <li>● Can add/subtract less than 10</li> </ul> | <ul style="list-style-type: none"> <li>● Count on from a given # between 1-30</li> <li>● Recognizing numbers up to 40</li> <li>● Can add/subtract within a total of 10</li> </ul> | <ul style="list-style-type: none"> <li>● Count on from a given # between 1-60</li> <li>● Recognizing numbers up to 80</li> <li>● Can add/subtract within a total of 15</li> <li>● Tell time to the nearest hour</li> </ul> | <ul style="list-style-type: none"> <li>● Add/subtract w/in 20</li> <li>● Write numbers to 120</li> <li>● Understand Place Value of 1s and 10s</li> <li>● Solve simple word problems</li> <li>● Recognize coins</li> <li>● Compare lengths</li> <li>● Tell time to the nearest hour/half hour</li> </ul> |
| <b>iReady</b>                          | Norm-referenced target for Fall iReady 402  | Norm-referenced target for Winter iReady 413  | Norm-referenced target for Spring iReady 455   | Spring iReady score at/or above the grade level norm 455-496  |
| <b>Teacher Recommendation</b>          | Classroom/AIS teacher recommendation based on end of the year expectation.  | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation.   | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation.  | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation.   |

\*Other classroom assessments

## Second Grade-ELA

| Content Area<br>ELA           | Start of School Year<br>(End of Prior Year's<br>Results)   | End of First Trimester<br>(December)   | End of Second Trimester<br>(March)  | End of the Year Expectations<br>If students achieve the following criteria,<br>they may not be recommended for AIS<br>services in grade 3.   |
|-------------------------------|--|--|---|--|
| <b>Report Card</b>            | Grade 1 report card –<br>2 <sup>nd</sup> and 3 <sup>rd</sup> trimester -<br>3's or 4's   | 3's and 4's on 1 <sup>st</sup><br>trimester<br>second grade report<br>card   | 3's and 4's on 1 <sup>st</sup> and<br>2 <sup>nd</sup> trimester<br>second grade report<br>card  | Consistent 3's or 4s on Quarter 3 and<br>Quarter 4 second grade report card  |
| <b>iReady</b>                 | Norm-referenced target<br>for Fall iReady 489  | Norm-referenced target<br>for Winter iReady 513  | Norm-referenced target<br>for Spring iReady 537   | Spring iReady score at/or above the grade<br>level norm 537-560  |
| <b>Writing Benchmark</b>      | <ul style="list-style-type: none"> <li>● Restating a question in an answer statement.</li> <li>● Correctly write 3 consecutive sentences.</li> <li>● Correctly spell grade level words used in independent writing.</li> </ul> | <ul style="list-style-type: none"> <li>● Write 3 consecutive sentences as a narrative.</li> <li>● Write details using action, thoughts, feelings and provide a sense of closure in the writing.</li> </ul> | <ul style="list-style-type: none"> <li>● Write 3-5 consecutive sentences/story/narrative.</li> <li>● Write details using action, thoughts, feelings and provide a sense of closure in the writing.</li> </ul> | <ul style="list-style-type: none"> <li>● Write 2 related paragraphs in narrative, informative, opinion.</li> <li>● Correctly spell grade-level words.</li> <li>● Restate question into an answer statement.</li> </ul> |
| <b>Reading Level</b>          | <b>F &amp; P level J</b><br><br>All pre-primer, Primer and First grade words.  | <b>F &amp; P level K</b><br><br>2nd grade sight words-30%  | <b>F &amp; P level L</b><br><br>2nd grade sight words-65%   | <b>F &amp; P level ≥M</b><br><br>Performance level for sight words:<br>All pre-primer, all primer, first grade and 2nd words.  |
| <b>Teacher Recommendation</b> | Classroom/AIS teacher recommendation based on end of the year expectation.   | Classroom/AIS teacher recommendation based on evidence supplied by teacher making  | Classroom/AIS teacher recommendation based on evidence supplied by teacher making   | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation.  |

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\*Other classroom assessments

## Second Grade-MATH

| Content Area<br>MATH               | Start of School Year<br>(End of Prior Year's<br>Results)  | End of First Trimester<br>(December)  | End of Second Trimester<br>(March)   | End of the Year Expectations<br>If students achieve the following<br>criteria, they may not be recommended<br>for AIS services.   |
|------------------------------------|---|---|--|---|
| <b>Report Card</b>                 | 3's and 4's on report card  | 3's and 4's on report card  | 3's and 4's on report card   | Consistent 3's and 4's on trimesters 2 and 3 second grade report cards.   |
| <b>Math Growth and Achievement</b> | <ul style="list-style-type: none"> <li>● Add/subtract within 20</li> <li>● Recognize numbers to 120</li> <li>● Solving word problems-1 step</li> <li>● Identify 10s and 1s for place value</li> </ul> | <ul style="list-style-type: none"> <li>● Solve 1-step word problems by adding/subtracting within 20</li> <li>● Skip count by 5s and 10s.</li> <li>● Tell time to the nearest hour and a half hour.</li> </ul> | <ul style="list-style-type: none"> <li>● Identify 1s, 10s, 100s for place value.</li> <li>● Identify/count all coins.</li> <li>● Solve 1-step word problems by adding/subtracting within 100.</li> </ul> | <ul style="list-style-type: none"> <li>● Add &amp; Subtract within 100</li> <li>● Understands place value to 100s</li> <li>● Solve 1-2 step word problems</li> <li>● Tell time in 5 minute intervals</li> <li>● Recognize coins &amp; their values and add mixed coins</li> <li>● Skip count by 2s, 5s and 10s</li> </ul> |
| <b>iReady</b>                      | Below norm-referenced target for Fall iReady 428  | Below norm-referenced target for Winter iReady 441  | Below norm-referenced target for Fall iReady 497   | Spring iReady score at/or above the grade level norm 497-506  |



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|-------------------------------|--|---|---|---|
| <b>Teacher Recommendation</b> | Classroom/AIS teacher recommendation based on end of the year expectation. | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation. | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation. | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation. |
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\*Other classroom assessments

### Third Grade-ELA

| <b>Content Area ELA</b>       | <b>Start of School Year (End of Prior Year's Results)</b>   | <b>End of First Trimester (December)</b>  | <b>End of Second Trimester (March)</b>  | <b>End of the Year Expectations</b><br>If students achieve the following criteria, they may not be recommended for AIS services in grade 3.   |
|-------------------------------|---|---|---|---|
| <b>Report Card</b>            | Grade 2 report card – 2 <sup>nd</sup> and 3 <sup>rd</sup> trimester - 3's or 4's  | 3's and 4's on 1 <sup>st</sup> trimester<br>3rd grade report card   | 3's and 4's on 1 <sup>st</sup> and 2 <sup>nd</sup> trimester<br>3 <sup>rd</sup> grade report card   | Consistent 3's or 4s on trimester 2 and trimester 3 on 3 <sup>rd</sup> grade report card  |
| <b>iReady</b>                 | Norm-referenced target for Fall iReady 511  | Norm-referenced target for Winter iReady 545  | Norm-referenced target for Spring iReady 561  | Spring iReady score at/or above the grade level norm 561-602  |
| <b>Writing Benchmark</b>      | <ul style="list-style-type: none"> <li>Write 5 consecutive complete/proper sentences.</li> <li>Correctly spell grade-level words.</li> <li>Restate question into an answer statement</li> </ul> | <ul style="list-style-type: none"> <li>Write 5 consecutive sentences.</li> <li>Write narratives to develop real or imagined experiences using details, sequence of events, introduction, thoughts, actions and a conclusion.</li> </ul> | <ul style="list-style-type: none"> <li>Write 5-8 consecutive sentences on a given topic</li> <li>Write narratives to develop real or imagined experiences using details, sequence of events, introduction, thoughts, actions, signal words and a conclusion.</li> </ul> | <ul style="list-style-type: none"> <li>Write 8-10 consecutive sentences</li> <li>Write narratives to develop real or imagined experiences using details, sequence of events, introduction, thoughts, actions, signal words and a conclusion.</li> </ul> |
| <b>Reading Level</b>          | <b>F &amp; P level M</b><br>Performance level for:<br>Sight Words < 133   | <b>F &amp; P level N</b>  | <b>F &amp; P level O</b>  | <b>F &amp; P level P</b><br>Performance level for Sight Words ≥ 220   |
| <b>Teacher Recommendation</b> | Classroom/AIS teacher recommendation based on end of the year expectation.  | Classroom/AIS teacher recommendation based on evidence supplied by teacher making   | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation.   | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation.   |

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\*Other classroom assessments

### Third Grade-MATH

| Content Area<br><b>MATH</b>   | Start of School Year<br>(End of Prior Year's Results)   | End of First Trimester<br>(December)  | End of Second Trimester<br>(March)   | End of the Year Expectations<br>If students achieve the following criteria,<br>they may not be recommended for AIS<br>services.   |
|---|---|---|--|---|
| <b>Report Card</b>  | 3's and 4's on report card  | 3's and 4's on report card  | 3's and 4's on report card   | Consistent 3's and 4's on trimesters 2 and 3;<br>3 <sup>rd</sup> grade report card  |
| <b>Math Growth and Achievement</b><br>(Possible new math program might change expectations for the middle of the school year) | <ul style="list-style-type: none"> <li>● Add/subtract within 100</li> <li>● Tell time by 5 minute intervals</li> <li>● Solve 1-2 step word problems</li> <li>● Identify/count all coins</li> <li>● Skip count by 2's, 5's &amp; 10's</li> </ul> | <ul style="list-style-type: none"> <li>● Tell time to the nearest minute</li> <li>● Rounding to nearest 10 or 100</li> <li>● Multiply/divide within 50</li> </ul> | <ul style="list-style-type: none"> <li>● Understand fractions as parts of wholes</li> <li>● Converting fractions to mixed numbers</li> <li>● Multiplying/dividing within 75</li> <li>● Calculating area</li> </ul> | <ul style="list-style-type: none"> <li>● Multiply/divide within 100</li> <li>● Tell Time in 1 min intervals</li> <li>● Recognize numbers &amp; place value beyond 999</li> <li>● Add &amp; Subtract w/ regrouping up to 999</li> <li>● Understanding a fraction is a part of a whole</li> <li>● Solve multi-step word problems with mixed operations</li> </ul> |

|                               |  |   |   |   |
|-------------------------------|--|---|---|---|
| <b>iReady</b>                 | Below norm-referenced target for Fall iReady 449                           | Below norm-referenced target for Winter iReady 464  | Below norm-referenced target for Spring iReady 507  | Spring iReady score at/or above the grade level norm.<br>507-516                                  |
| <b>Teacher Recommendation</b> | Classroom/AIS teacher recommendation based on end of the year expectation. | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation. | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation. | Classroom/AIS teacher recommendation based on evidence supplied by teacher making recommendation. |

\*Other classroom assessments