1. **List and describe the six main features of RTI.**

   The six main features of RTI include universal screening, high-quality instruction, increasingly intense levels of instructional intervention, progress monitoring, databased decisions, and fidelity measures.

2. **What are the two types of assessment used in RTI? Briefly describe the purpose of each.**

   The two types of assessment used in Mathematics RTI are universal screening and progress monitoring.

3. **Imagine you are a second-grade mathematics teacher. You have just administered a CBM computation probe to your class for week.**

   a. Determine Bob's score for digits correct

      Bob’s score for digits correct. = 29

   B. graph 22, 24, 23, 29 (See Graph)

   C. Bob’s performance level. = 23 + 29 = 52 / 2 = 26

   D. Bob’s rate of growth. = 7/3 = 2.33

![Bob’s Data](chart)
4. Below are links to CBM criteria and graphs for three other students. View each graph and evaluate the student's performance level and rate of growth. Make an instructional decision for each student, and explain your answer.

* Student 1 had a 10 at a benchmark goal of 15. The student did not meet either goal of the goal line or adequate slope line. Therefore, the student needs to move to Tier 2 “Secondary Intervention.”

  Goal: Slope Greater than 4.0  
  Student slope: .33  
  \[
  \frac{10-8}{7-1} = \frac{2}{6} = .33 \text{ (student’s slope)}
  \]

* Student 2 had an adequate slope line but did not meet the goal line. The student needs continued progress monitoring to determine tier level and instructional level placement in the future.

  Benchmark Goal: 25  
  Student’s benchmark: 20  
  Slope goal: greater than .40  
  Student slope: 1  
  \[
  \frac{21-5}{17-1} = \frac{16}{16} = 1
  \]

* Student 3 met goals on the slope but not on the benchmark performance level. Therefore, the student needs to stay where he is at until both goals are met. If the student keeps improving, he will then move back down into secondary intervention.

  Benchmark goal: 30  
  Student benchmark: 29  
  Slope goal: greater than .40  
  Student slope: .69  
  \[
  \frac{30 - 10}{30 - 1} = \frac{20}{29} = .69
  \]

5. How can school personnel monitor fidelity of implementation of the main RTI components? How can they respond if a teacher is not implementing with fidelity?

Designated school personnel should be used to monitor teacher implementation of RTI components. If a teacher is not implementing RTI with fidelity, you can retrain and follow-up with support for that specific teacher.