

Connecting CCSS and RTI

<b>PACING GUIDE:</b>	<b>Date Started:</b> _____
	<b>Units:</b> _____
	<b>Interim Assessment Dates:</b> _____
	<b>Formative Assessment Dates:</b> _____
	<b>Date Ended:</b> _____

<b>Grade</b>			
<b>Strand</b>			
<b>Topic</b>		<b>Anchor Standard</b>	
<b>Overview</b>			
	<b>Standards</b>	<b>Students will...</b>	
<p><b>Evidence-based Instructional Practices:</b> Teachers select evidence-based instructional practices that build the skills students need to meet the standards.</p>			
<p><b>Assessment Practices:</b> Teachers use multiple-measures to measure learning and the current skill level of a student or group of students. Multiple measures, both formal and informal, determine how students are responding to evidence-based instructional practices.</p>			

**Interventions:** Interventions are delivered, in addition to the high quality core instruction, to those students not meeting benchmark/expectations as determined by the data gathered from multiple measures. Interventions are focused on the skill area of need, based on the standards, identified by assessment measures outlined above. Classroom teachers can intervene by increasing the intensity (frequency, focus and duration) of the evidence-based instructional practices outlined above or by using additional strategies focused on the skill area of need. The intensity of the intervention is based on the intensity of student need.

Increased Intensity of Evidence-based  
Instructional Practices

Programs

**Progress Monitoring:** Upon delivery of interventions, teachers will continue to monitor and document individual student progress; the intensity (frequency, focus and duration) of progress monitoring increases with student need.

Progress Monitoring Tools