

Student: _____
Date: _____
Grade: _____
Teacher: _____

## Multi-Tiered Process Fidelity Checklist

**This form will be completed by the SAT or grade level team prior to referral for an individual student. It will serve as documentation for the Multidisciplinary Evaluation Team and the Eligibility Committee to verify the provision of personalized instruction and intervention prior to finding a student eligible for special education as a student with a specific learning disability.**

**Core**

- Student received grade-level core instruction .  Yes  No
- Student was provided differentiated core instruction based on formal and informal assessment.  Yes  No
- Core reading instruction included the five essential components of reading (i.e., phonemic awareness, phonics, vocabulary, comprehension, and fluency).  Yes  No
- Core math instruction included essential math content strands and mathematical processes.  Yes  No
- Assessment data was collected and benchmarking occurred.  Yes  No
- The general education core curriculum succeeded in bringing a high percentage of students to mastery.  Yes  No

**Targeted**

- Student was provided small group (3-5 students), research-based intervention in areas of need as identified by assessment data (i.e., benchmark and diagnostic testing).  Yes  No
- Student’s progress toward identified goals was monitored at least every 2 to 3 weeks, unless prescribed differently by the program, and instruction was adjusted accordingly.  Yes  No
- Math intervention occurred at least 3 times per week for a minimum of 15 minutes per session, unless prescribed differently by the program.  Yes  No
- Reading intervention occurred at least 5 times a week for a minimum of 30 minutes per session, unless prescribed differently by the program.  Yes  No
- Intervention frequency, duration, and content is documented and available for review by the SAT, MDET, and/or Eligibility Committee.  Yes  No

**Intensive**

- Student was provided research-based intervention program in areas of need, in a smaller group of similarly-skilled students or 1 to 1, as identified by assessment data program.  Yes  No
- A minimum of one 9-week period of intervention was provided and progress monitoring occurred at least every 1 to 2 weeks, unless prescribed differently by the program.  Yes  No
- Intervention frequency, duration, and content is documented and available for review by the SAT, **OR** a referral for special education is being initiated *simultaneously with the implementation* of Intensive intervention.  Yes  No
- Prescriptive, intensive intervention, which is delivered in a different method than the student has previously received.  Yes  No
- Math intervention occurred at least 3 times per week for 15- 30 minutes per session, unless prescribed differently by the program.  Yes  No
- Reading intervention occurred at least 5 times a week for a minimum of 60 minutes per session, unless prescribed differently by the program.  Yes  No
- Intervention frequency, duration, and content *will be documented and available* for review by the SAT, MDET, and Eligibility Committee.  Yes  No

Person Completing Form: \_\_\_\_\_

Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_