

# Grade Level Problem-Solving Process

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# Table of Contents

General Information .....	3
Assessment Information.....	3
Step 1. Problem Identification .....	3
Overall Risk Indicators .....	4
Overall Risk Indicator Comparison (if applicable) .....	4
Determine Effectiveness of Tier 1 Supports .....	4
Step 2. Problem Analysis .....	4
Subskill Risk Indicators .....	5
Subskill Analysis and Interpretation.....	5
Step 3. Instructional Plan Development .....	6
Action Steps.....	6
Guiding Questions.....	6
Whole Group Instruction Plan .....	6
Alignment with Advanced Tiers .....	8
Monitoring and Support Plan .....	9
Step 4. Plan Implementation and Evaluation .....	10
Summary of Effectiveness.....	10
References .....	11

# Grade-Level Problem-Solving Process

This resource is designed to integrate with a wide range of universal screeners and guides individual teachers or grade-level teams through a structured problem-solving process.

## General Information

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**Date:**

**Teacher Name:**

**Grade Level:**

**Screening Assessment Tool:**

## Assessment Information

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Different assessments measure different subskills (e.g., Letter-Sound Fluency (LSF), Word Level Fluency, Oral Reading Fluency (ORF), etc.). Identify the skills assessed for your grade level and determine the benchmark (or “cutoff” score) used to determine levels of risk. *While Table 1 outlines four measures, the number of distinct subskills assessed may vary by grade level or time of year.*

Table 1. List the measures included in this screener.

	Subskill Measure	Benchmark Score
1		
2		
3		
4		
5	Overall/Composite	

## Step 1. Problem Identification

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The problem-solving process begins with determining whether a problem exists. Classroom-level data reports that reflect overall risk provide the first data point to interpret.

### Action Steps:

1. Review and analyze the current status of classroom-level or grade-level data
  - a. Overall risk indicators
  - b. Overall risk indicator comparison (completed in winter or spring)
2. Determine the effectiveness of Tier 1 supports

## Overall Risk Indicators

Table 2. Record overall risk indicator outcomes for all applicable screening periods.

Overall Risk Indicators	Low Risk	Some Risk	High Risk
<b>Fall</b>	Number: Percent:	Number: Percent:	Number: Percent:
<b>Winter</b>	Number: Percent:	Number: Percent:	Number: Percent:
<b>Spring</b>	Number: Percent:	Number: Percent:	Number: Percent:

## Overall Risk Indicator Comparison (if applicable)

Table 3. Use the data from Table 2 to record risk indicator status from one screening period to the next. Compare the change in risk indicator outcomes.

Risk Category	Previous Status	Description	Current Status
<b>Low Risk</b>	Number: Percent:	Of those students who were previously <b>low risk</b> , how many are now...	<b>Low Risk:</b> <b>Some Risk:</b> <b>High Risk:</b>
<b>Some Risk</b>	Number: Percent:	Of those students who were previously <b>some risk</b> , how many are now...	<b>Low Risk:</b> <b>Some Risk:</b> <b>High Risk:</b>
<b>High Risk</b>	Number: Percent:	Of those students who were previously <b>high risk</b> , how many are now...	<b>Low Risk:</b> <b>Some Risk:</b> <b>High Risk:</b>

## Determine Effectiveness of Tier 1 Supports

1. Is Tier 1 reading instruction sufficient for most students (80% or more at low risk)?
2. Did at least 95% of the students who began the year at low risk remain at low risk? (Winter and Spring only)

## Step 2. Problem Analysis

Problem analysis is all about digging deeper to understand the root causes behind the identified problem. This involves examining [subskills](#) (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension, etc.) to determine a priority skill on which to focus.

### Action Steps

1. Review and analyze risk levels across the assessed subskills
2. Use Figures 2 to support subskill analysis and data interpretation
3. Develop a data-validated hypothesis and determine the most important common instructional need

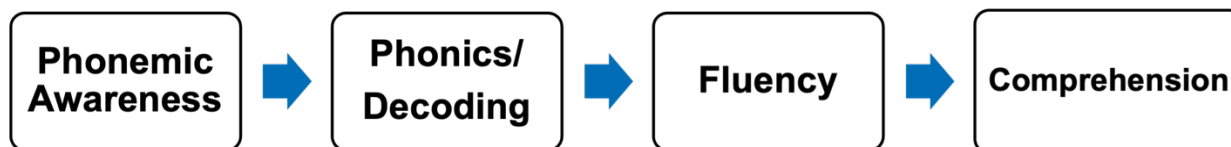


Figure 1. Hierarchy of reading skills.

## Subskill Risk Indicators

Screening tools typically include grade-level appropriate subtests that target skills predictive of reading outcomes and aligned to developmental stages of reading. Results should be used to identify where the breakdown in mastery has occurred. The Hierarchy of Reading Skills (Figure 1) provides a reference for organizing the subskills assessed by your screener.

Table 4. Record each measure's score below applicable to your grade level.

Subskill Assessed	Low Risk	Some Risk	High Risk
<b>Phonemic Awareness</b>	Number: Percent:	Number: Percent:	Number: Percent:
<b>Phonics</b>	Number: Percent:	Number: Percent:	Number: Percent:
<b>Fluency</b>	Number: Percent:	Number: Percent:	Number: Percent:
<b>Vocabulary</b>	Number: Percent:	Number: Percent:	Number: Percent:
<b>Comprehension</b>	Number: Percent:	Number: Percent:	Number: Percent:

## Subskill Analysis and Interpretation

Review the subskill data in Table 4 and apply the guidelines in Figure 2 to identify an area of focus.

% of Students Proficient	Guidelines for Tier 1 Planning
More than 80%	<ul style="list-style-type: none"><li>• Tier 1 is sufficient for <i>most</i> students.</li><li>• Consider additional small-group instruction for students who need more support.</li></ul>
60%-80%	<ul style="list-style-type: none"><li>• Tier 1 support should be enhanced.</li><li>• Consider modifications to whole group and small group instruction.</li></ul>
Less than 60%	<ul style="list-style-type: none"><li>• Tier 1 support in this area is <i>insufficient</i>.</li><li>• Focus on improving whole group instruction.</li><li>• Provide additional small-group instruction to students who need it.</li></ul>

Figure 2. Guidance for analyzing screening subtest data.

## Data-Validated Hypothesis

1. What is the most important common instructional need?
2. When should students typically master this skill (if applicable)?
3. Identify the critical components required for proficiency in this skill.
4. What common implementation barriers have or could preclude students from reaching expected levels of proficiency?

## Step 3. Instructional Plan Development

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Step 3 moves the problem-solving process from analysis to action. Use assessment data from Steps 1 and 2, along with [evidence-based practices](#), to develop a plan that addresses the most common instructional need.

### Action Steps

1. Create a goal statement for student outcomes
2. Decide and document next steps needed to improve student outcomes
  - a. Whole group
  - b. Small group
  - c. Alignment with advanced tiers
3. Determine how you will communicate, as well as monitor the plan

### Guiding Questions

1. What goal will you aim for by the next review meeting? Be sure it is tied to your most important common instructional need.
2. How will you measure success?

Table 5. Record the Tier 1 goal in the table below.

	Current Status	Goal for Next Screening	Measure of Success
% Low Risk			
% Some Risk			
% High Risk			

### Create a Goal Statement

By \_\_\_\_\_, risk indicator categories will improve by \_\_\_\_\_ as measured by \_\_\_\_\_.

### Whole Group Instruction Plan

A well-developed instructional plan considers how you teach (instruction), what you teach (curriculum), and where you teach (environment).

### Guiding Questions:

1. What skills do you need to target, teach or reteach, or strengthen?
2. What specific change(s) or modifications will you implement to support learning of that skill and target your goal?

Table 6. Record decisions related to whole group in the table below.

	Action Item	Instructional Decision
Instruction	What instructional strategies and/or routines are <b>currently</b> in place to teach the targeted skill(s)?	
	What instructional strategies and/or routines are best suited to effectively teach the targeted skill(s) that are <b>not currently</b> in place?	
	What specific changes or modifications will you implement to support learning of that skill and target your goal?	
	When this is working, what will it look like?	
Curriculum	What core materials do you <b>currently</b> have to effectively teach the targeted skill(s)?	
	What core materials do you <b>need</b> to effectively teach the targeted skill(s)?	
	What supplemental materials do you <b>currently have</b> to enhance your instruction of the targeted skill(s)?	
	What supplemental materials <b>might you need</b> to enhance your instruction of the targeted skill(s) (e.g. sound-spelling cards, decodables, etc.)?	

	Action Item	Instructional Decision
Environment	What classroom routines need to be in place to be effective? <ul style="list-style-type: none"> <li>Are they already established?</li> <li>Do they need to be enhanced?</li> </ul>	
	When this is working, what will it look like?	

## Tier 1 Small Group Differentiated Instruction

### Guiding Questions:

1. Are there groups of students who have the same instructional needs? Identify those groups in Table 7.
2. How will the target skill(s) be differentiated?

Table 7. Determine students' most critical skill needed and record small group differentiation decisions.

Most Critical Skill	Students	Instructional Plan	Materials
Phonemic Awareness			
Phonics (Accuracy)			
Phonics (automaticity)			
Fluency (Accuracy)			
Fluency (Automaticity)			
Vocabulary			
Comprehension			

## Alignment with Advanced Tiers

Table 8. Use the questions below to organize your plan for alignment.



Guiding Questions	Next Steps
Are there groups of students who have the same needs? Identify those groups.	
How will you integrate strategies from the intervention into the classroom to promote generalization?	

## Monitoring and Support Plan

Table 9. Develop your monitoring and support plan using the questions below.

Guiding Questions	Decision	Who is Responsible?
<p>How will you make sure the plan is working?</p> <ul style="list-style-type: none"> <li>Determine check-in dates</li> </ul>		
<p>What data will you use to monitor the plan?</p> <ul style="list-style-type: none"> <li>Progress of the targeted skill(s)</li> <li>Implementation of the plan?</li> </ul>		
<p>How will you communicate the plan?</p>		

Guiding Questions	Decision	Who is Responsible?
What supports do you need to address the identified instructional need(s)? <ul style="list-style-type: none"> <li>• Professional Learning/Training</li> <li>• Coaching</li> <li>• Time</li> <li>• Materials</li> </ul>		

## Step 4. Plan Implementation and Evaluation

During the step, we put the plan into action and monitor its progress. The plan's success is evaluated using data to determine whether the problem still exists and how effective the core instruction has been.

### Action Steps

1. Evaluate progress on the goals and activities outlined in the implementation plan
  - a. Student outcomes data
  - b. Implementation data
  - c. Perception data
2. Summarize and document progress towards the goals and activities outlined in Step 3
3. Refine the implementation plan to address the opportunities for growth

### Summary of Effectiveness

Table 10. Evaluate the effectiveness of your Tier 1 plan using the questions in the table below.

Guiding Questions	Decision
Was the plan implemented as intended? How do you know?	
Did the plan have impact? <ul style="list-style-type: none"> <li>• What data can you provide?</li> <li>• Was the goal met?</li> </ul>	
Does student data indicate that the plan needs to be modified? If yes, how?	
What are some factors that could have contributed to the results?	

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#### **URLs Used in Document**

[Literacy Resources: Summary Findings and Practice Recommendations from High-Quality Research](https://www.dropbox.com/scl/fi/6fd3wz0a9az9jogeaxt73/Literacy_Resources_Practice_Recommendations.pdf?rlkey=kdabvzdppl4sh6509eawlnmw6&st=gux5axea&dl=0)

([https://www.dropbox.com/scl/fi/6fd3wz0a9az9jogeaxt73/Literacy\\_Resources\\_Practice\\_Recommendations.pdf?rlkey=kdabvzdppl4sh6509eawlnmw6&st=gux5axea&dl=0](https://www.dropbox.com/scl/fi/6fd3wz0a9az9jogeaxt73/Literacy_Resources_Practice_Recommendations.pdf?rlkey=kdabvzdppl4sh6509eawlnmw6&st=gux5axea&dl=0))

[Reading Learning Progression Rope](https://www.dropbox.com/scl/fi/9zn9jzrq0h4r4uwy6gwtu/Reading-Learning-Progression-Rope.png?rlkey=kvh6qtkut3t7fbtn77gqk67xg&st=fkbosggz&dl=0)

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