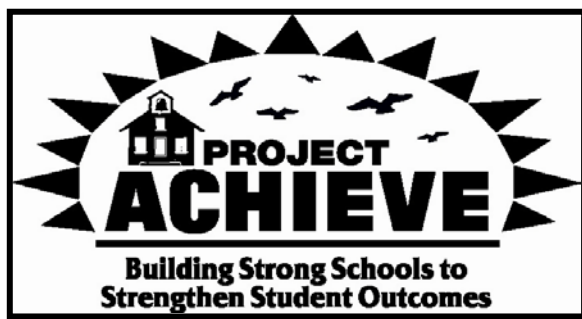

**Conducting Annual School-wide
Review of Student Progress
Monitoring and Quarterly Student
Achievement Review (Q-STAR)
Meetings to Evaluate All Students'
Academic and Behavioral Progress**

**Process, Preparation, and
Implementation**

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What Effective Schools Do

Conducting Annual School Review of Student Progress Monitoring and Quarterly Student Achievement Review (Q-STAR) Meetings to Evaluate All Students' Academic and Behavioral Progress: Process, Preparation, and Implementation

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Introduction and Context

The ultimate goal of education is to maximize the academic and social, emotional, behavioral progress of all students. Academically, this goal has been formalized at the state and national levels through assessments that determine whether students, across different grade levels, have reached high levels of proficiency—typically, on high-stakes tests. Behaviorally, this goal is critical given research that clearly correlates the social, emotional, and behavioral status of students to their academic achievement (Cawalti, 1995; Greenberg, et. al. 2003; McNeely, Nonnemaker, & Blum, 2002; Payton, et. al, 2008; Wang, Haertel, & Walberg, 1993; Zins, et. al, 2004).

In order to evaluate students' academic and/or behavioral success, schools often collect different types of data that serve different purposes:

- Screening data are used either to quickly identify a student's current level of functioning or specific areas of concern that may impede his or her progress or success;
- Progress monitoring data are used to track a student's progress in a specific area, comparing the progress with a desired goal or outcome;
- Mastery or Proficiency data are used to validate that a student has acquired specific areas of knowledge, information, or concepts, or that she or he has mastered specific skills at a pre-designated level of competence;

- Application data are used to evaluate a student's ability to transfer knowledge and skills to new situations, texts, contexts, or areas of thinking or problem solving; and to apply knowledge and skills that enable them to successfully analyze, synthesize, and evaluate complex concepts, situations, and material;
- Diagnostic data are used to explain why a student is not making progress in a specific area so that appropriate instructional or intervention approaches are linked to the source of the problem, (re)-establishing progress and success; and
- Eligibility data are compared to one or more criteria that determine whether a student qualifies for specific supports, strategies, services, or programs designed to facilitate progress and proficiency.

Relative to progress monitoring, virtually all schools complete a formal quarterly assessment of every student's academic progress that is summarized on their report card. (Note: Some report cards also evaluate student behavior and effort, respectively.) Critically, report card grades typically are based on more frequent classroom-based assessments of student learning, mastery, and proficiency that involve, for example, students' classroom participation, in-class and homework assignments, projects and labs, and quizzes and tests. For students with disabilities, report card grades are supplemented with more detailed evaluation data based either on their 504 Plans (for students who require accommodations) or their Individualized Education Plans (IEPs; for students who require special education services and supports).

More recently, due to increased attention to students' response to classroom instruction and/or response to academic or behavioral intervention (RtI²), evaluations of student progress now include, for example, "short-cycle" assessment, mastery- or criterion-referenced assessment, curriculum-based measurement (CBM), curriculum-based or authentic assessment (CBA), computer-assisted learning assessment, and behavioral change assessment. (Note: some of these assessment approaches overlap; they are not all mutually exclusive.)

- Short-Cycle Assessment involves tests that evaluate a prescribed body of academic knowledge or skills that students are expected to attain over a specific period of time. These literacy, mathematics, science, or written expression tests often occur twice or three times per year, they match the form and format of the state's proficiency tests, and they evaluate students' progress toward proficiency in the curricular standards at a particular grade or school level.
- Mastery- or Criterion-referenced Assessment involves periodic assessments that measure students' mastery (based on specified performance criteria) and progress in specific curricular areas. The content of these assessments often reflect a pre-defined scope and sequence of knowledge or skills that are based, for example, on an instructional expert, a published trade book or series, a district's pacing chart or chronology, or a state's proficiency standards or benchmarks. Thus, assessment content or focus typically changes as students master previous material or levels. The graded paragraphs or stories that students read in the Reading Mastery curriculum are examples of criterion-reference

assessments. As students meet the fluency, accuracy, and comprehension criteria for each passage, they progress to the next level of skill or difficulty.

- Curriculum-based Measurement (CBM) often involves assessment “probes” with single words to decode, grade-level passages to read, mathematical problems to solve, words to spell, or stories or paragraphs to write that students complete in five minutes or less, and that can be administered every one to three weeks. When the data are charted, a student’s progress toward a goal (e.g., increasing reading fluency from 60 words per minute to 90 words per minute on a fifth grade reading passage) can be monitored over time. Examples here include DIBELS and the assessments on AIMSweb.
- Curriculum-based or Authentic Assessment (CBA) involves targeted assessments that evaluate whether students have attained specific instructional goals (e.g., knowledge, comprehension, application, analysis, synthesis, or evaluation) in a specific scope and sequence or proficiency/state standard area, within an academic area (e.g., literacy, mathematics, written expression, oral expression). Examples here include unit or chapter tests that accompany some textbooks or teacher-created tests, projects or field-experiences that demonstrate students’ ability to apply knowledge or skill, or in-class or homework assignments.
- Computer-assisted Learning Assessment involves assessments embedded into the instructional modules of a computer application or program that are focused on teaching students specific areas of academic knowledge or skill. Some of the assessment results determine whether information or instruction is re-introduced or reviewed. Other assessment results determine whether the student progresses to new information or instruction, or the next curricular level of the application or program.
- Behavioral Change Assessments involve assessments that determine whether one or more behavioral targets (e.g., out-of-seat, verbal or non-verbal off-task, refusal to follow directions incidents) have changed in response to modified classroom instruction or directed interventions for or with one or more students. Typically involving behavioral observations of the student(s), and interviews or behavior ratings by teacher(s), the assessments track the decrease or elimination of inappropriate behavior (when present), and the initiation and increase of expected appropriate behavior.

As schools and districts integrate their progress monitoring (and other assessment) approaches into more comprehensive RtI² service delivery systems, many have organized their curriculum and instruction, student assessment and evaluation, and academic and behavioral interventions along a three-tiered (or more) continuum that is guided by student learning, progress, mastery, and proficiency outcomes. Critically, these tiers reflect the intensity of instruction, assessment, and intervention needed by students to succeed. This intensity increases when students do not progressively respond to:

- Effective classroom instruction, classroom management, and classroom-based instructional modifications or interventions as needed (Tier 1);

- More strategic curricular modifications, instructional accommodations, or targeted interventions that are implemented in general education classrooms or related settings, usually with the assistance of academic or behavioral support specialists, following a formal data-based functional analysis to determine the reasons for the student’s lack of progress (Tier 2); or
- More intensive modifications, accommodations, or interventions that may include services, supports, strategies, or programs delivered by general education teachers, support specialists, and/or special education personnel involving more intensive or multidisciplinary functional analyses and formal, written intervention plans (Tier 3).

Relative to assessment, these tiers often guide which assessments students take, or how frequently they take them. That is, while all students complete the screening or mastery/proficiency assessments given in a school or required by the district, students receiving Tier 2 or Tier 3 supports, strategies, services, or programs may complete additional assessments to determine the success of these approaches, or they may complete certain assessments more frequently to monitor their progress. Indeed, depending on the academic or behavioral outcomes desired, students receiving Tier 2 approaches may need progress monitoring assessments on a monthly basis, while students receiving Tier 3 approaches may need weekly or bi-monthly assessments.

Reviewing Evaluation Data at the School and Student Levels

With all of the assessment information and data that are collected, formally and informally, on different students by different people at different times, it is important for school personnel to periodically review their data collection processes and whether or not these processes are helping students to progress over time. Relative to the former area, an annual (in April) review of the school’s RtI² data collection and analysis process is strongly recommended. This review typically is completed by the school’s Curriculum and Instruction Committee with other relevant, school-level teams (e.g., the School Leadership Team—SLT, and the School Prevention, Review, and Intervention Team—SPRINT; see below).

Relative to the latter area, **Q**uarterly **S**Tudent **A**chievement **R**eviews (Q-STARs) also are strongly recommended. These reviews systematically track the academic and social, emotional, and behavioral achievement of every student in the school, and they are completed by each grade level in an elementary school or each instructional team in a middle or high school. Typically, representatives from the Curriculum and Instruction and SPRINT teams, respectively, also attend these different grade- or instructional-level meetings.

The Annual RtI² School-wide Review of Progress Monitoring. A primary goal of the annual spring RtI² School-wide Review of Progress Monitoring meeting is to catalog, analyze, and evaluate the different classroom, grade or instructional team, and school-level assessments being used (a) to monitor the academic and social, emotional, and behavioral progress, mastery, and proficiency of all students, and (b) to make student-specific instructional or intervention decisions. This review should determine:

- Whether the assessment information and data collected across the school directly relate to needed or expected federal, state, district, and school outcomes;
- Whether the data collection and analysis process across the school is effective, efficient, accurate, and useful—relative to these needed or desired student outcomes; and
- Whether new assessment approaches either have been mandated by the district, state, or federal government, or have been developed such that the school’s process must be adapted or can be improved.

The primary outcomes of the meeting should be:

- To explicitly validate the relationship of all existing assessments to federal, state, district, and school outcomes;
- To determine what classroom, grade or instructional, and school-level assessments have been used during the past year, and will be used during the coming year to track students’ academic and social, emotional, and behavioral progress and proficiency;
- To incorporate these assessments into a data management system (e.g., a computer spreadsheet or “virtual data wall”) so that students’ assessment results and progress can be easily monitored and analyzed from the end of the current year into the new school year; and
- To develop an action plan to ensure that all needed assessment materials (including technological) and training/professional development resources are purchased, prepared, and/or available for staff at the beginning of the new school year.

To accomplish the goals, three school-level committees typically are involved before and during the actual meeting. Using the school committee structure recommended by Project ACHIEVE (see www.projectachieve.info)¹, these teams/committees are the School Leadership

¹ Project ACHIEVE is a nationally-recognized, evidence-based school effectiveness and improvement program that is listed on the National Register of Evidence-based Programs and Practices. Project ACHIEVE uses a committee blueprint involving the following school-level committees: the School Leadership/Improvement Team; the Curriculum and Instruction committee; the School Discipline/School Climate Committee; the Professional Development/Teacher Mentoring and Support Committee; the Community and Family Outreach Committee; the School Prevention, Review, and Intervention Team (SPRINT).

Team, the Curriculum and Instruction Committee, and the School Prevention, Review, and Intervention Team (SPRINT team). Below is a brief description of each of these teams/committees:

The School Leadership Team (SLT) is primarily responsible for overseeing the planning and implementation of the school's strategic planning process and annual School Improvement Plan. This team makes many site-based management and fiscal decisions, and determines whether desired building, staff, and student outcomes have occurred. SLT members include the school's Administration, Committee Chairs from the other school-level committees, and a representative sample of teachers, pupil personnel staff, support staff, parent and/or community leaders, and sometimes students. This team is the leadership group under which the other school-level committees are organized and/or responsible.

The Curriculum and Instruction Committee is a school-level committee with representatives from each grade level in an elementary school, or from each instructional or department team in a middle or high school. It also includes representatives from those who provide instructional or intervention services or supports (e.g., instructional specialists or consultants, special education teachers), administrators, and relevant others. Meeting on at least a monthly basis with goals and outcomes connected to the School Improvement Plan, this committee looks at the most effective ways to teach and infuse the primary academic areas of literacy, mathematics, and written/oral expression throughout the instructional process and day. It also oversees the training and implementation of new and existing district- and building-level curricula such that they are most effectively taught to all students. Finally, this committee often oversees the strategic academic instruction and intervention programs in the school. While functioning at the school level, the curriculum and instruction process has many layers that extend from the school level up to the district level, and from the school level down to the grade (or instructional team) level and into each teacher's individual classroom.

The School Prevention, Review, and Intervention (SPRINT) Team is a school-level team made up of the best academic and behavioral intervention specialists in or available to the school. Meeting on a weekly basis, it is responsible for the development and implementation—in direct consultation with regular classroom teachers—of many of the strategic (with the Curriculum and Instruction Committee) and intensive academic and/or behavioral interventions needed by students not responding to effective classroom instruction. Using a data-based functional assessment problem-solving and intervention process that focuses on early intervention services, the SPRINT team includes many of the school's instructional consultants, related services and special education personnel, and other direct service instructional and intervention support staff.

When conducting the annual RtI² School-wide Review of Progress Monitoring meeting, the most important questions to answer are:

- Are we collecting the “right” or “best” (i.e., most valid or predictive) student assessment data and information relative to federal, state, district, and school outcomes?
- Do the collected data accurately reflect the academic and behavioral status or functioning of students in their classrooms?
- Are we collecting too little, too much, or “just enough” data?
- Are we sacrificing instructional time because we are spending so much time assessing or testing our students?
- Are we compiling the data and information into an integrated, user-friendly electronic data management system that can easily, effectively, and efficiently sort, manipulate and analyze the data?
- Are the assessment and analysis outcomes used to successfully guide instruction and intervention as needed, and are they positively affecting student outcomes?

To answer these questions, it often is helpful to use or create the following tables:

- A table listing the most essential academic and social, emotional, and behavioral student outcomes at each grade level of the school (see Appendix I).

These outcomes will likely come from the state’s academic proficiency standards or benchmarks, and health, mental health, wellness, and behavior standards or expectations which are cross-walked with the district’s academic outcomes as reflected in, for example, the scope and sequence goals and objectives of adopted trade books, curricula, or end-of-course standards, and its health, mental health, wellness, and behavior standards or expectations and behavioral code of conduct.

- A table (see Table 1 below) listing the different assessments given to students during the course of a year differentiated by assessment source, school- and grade-level, and dates or frequency of administration.
- A table (see Table 2 below) that cross-walks the essential academic and social, emotional, and behavioral student outcomes at each grade level of the school (see Appendix I) with the different assessments given to students during the course of the school year (see Table 1).

Clearly, there are other ways to organize this information. For example, schools could analyze the types of assessment data collected (e.g., norm-referenced versus criterion-referenced), or the goals of the assessment (e.g., formative versus summative). In the final analysis, participants at the RtI² School-wide Review of Progress Monitoring meeting need to determine how to most effectively analyze their current assessment program or processes so that they can evaluate whether they are having the desired impact and effect.

Table 1. Examples of Student Evaluation or Progress Monitoring Information and Data organized by Assessment Source, School (and Grade) Level, and Dates or Frequency of Administration

<u>School Level</u>	Elementary (by Grade Level)	Secondary (by Grade Level)
<u>Assessment Source</u>	<u>Examples of Information or Assessments/Data</u>	
<u>Federal/State</u> (Dates of Assessment)	National Assessment of Educational Progress (NAEP) State Standards, Benchmark, or Proficiency Tests	
<u>District/School</u> (Dates/Frequency of Assessment)	Group Achievement Tests (e.g., Stanford Achievement Tests, California Achievement Tests, Iowa Tests of Basic Skills) Diagnostic, Criterion-referenced, Interim, or Progress Monitoring assessments (linked to the State Benchmark or Proficiency Tests) Attendance (Absences and Tardies) Office Discipline Referrals (ODRs) Suspensions/Expulsions	
<u>Grade</u> (Dates/Frequency of Assessment)	Criterion-referenced assessments/Progress assessments guided by Curricular Pacing Charts Curriculum-based Assessments/Measurements (e.g., AIMSweb, local CBM probes, Diagnostic or Informal Reading Assessments, DIBELS) On-line or Computer-based curricular assessments	
<u>Classroom/Teacher</u> (Dates/Frequency of Assessment)	Report Card and Classroom/Assignment Grades Curriculum-based and/or Classroom-based Authentic Assessments Portfolios Report Card Behavioral Assessments	

Table 2. Organizing Evaluation or Progress Monitoring Information and Data by School Level and Curricular Outcome or Proficiency

<u>School Level</u>	Elementary	Secondary
<u>Curricular Component and Outcomes</u>	<u>Information or Assessments/Data</u>	
<p><u>Literacy:</u> Phonological Awareness Phonetic Decoding/Alphabetic Principle Fluency Vocabulary Comprehension</p>		
<p><u>Mathematics:</u> Numeracy and Operations Algebra Geometry Measurement Data Analysis and Probability</p>		
<p><u>Writing/Language Arts:</u> Grapho-Motor Skill and Speed Written Communication: Process Structure Styles</p>		
<p><u>Social, Emotional, and Behavioral:</u> Awareness of Self and Others Positive Attitudes and Values Responsible Decision-Making Social Interaction Skills</p>		

In order to create these tables, answer the meeting questions, and accomplish the outcomes of the meeting noted above, the following steps are recommended:

- Step 1. Identify all of the existing formative and summative academic and behavioral assessments already being conducted in the school to monitor student progress—including who is administering them, when they are administered, what students or student groups are involved, and what data are reported and when.
- Step 2. Identify the essential academic (at least in literacy, mathematics, oral/written expression, and science), and social, emotional, and behavioral knowledge, skill, and application outcomes expected for all students at every grade level in the school.

As noted earlier, this information typically is an integration of state standards, proficiencies, and/or benchmarks; district curriculum and instruction mastery or outcome criteria; and individual course or text scope and sequence goals and objectives.

- Step 3. Identify the usefulness of each assessment from Step 1 in terms of reliably measuring and validly predicting the student academic or social, emotional, behavioral outcomes from Step 2.
- Step 4. Determine if there are assessment gaps, and decide what additional information or data/assessments are needed to close these gaps. That is, are there important academic or behavioral student outcomes that are not being assessed, assessed effectively (see Step 2), or assessed for all students or students with more strategic or intensive needs?
- Step 5. Based on Steps 1 through 4, and concurrent with Step 4, determine the time-, cost-, and value-benefits of the assessments being used.

Some of the important questions here are:

- Are there too many assessments in one or more outcome areas resulting in redundant results or student over-testing?
- Have certain assessments been chosen because of their reputations rather than their results, or because they are favored by a few staff members regardless of their (limited) impact?
- Are some assessments so expensive that other important ones cannot be afforded?
- Do some assessments involve more staff time (to prepare, administer, score, and interpret) than warranted given their contribution to understanding student progress?

The answers to these (and other) questions should result in decisions as to what assessments that should continue to be administered in the school to monitor student progress, and what additional assessments are needed.

- Step 6. All of these assessments that will be administered during the next school year should be organized on a Master Calendar that identifies: who will prepare and administer which assessments to what students; who will score, interpret, and report the respective assessments and to whom; and who will maintain the data-management system (see Step 7).
- Step 7. Develop (or update) a data-management system, including spreadsheets and other data analysis tools, for all of the formative and summative academic and behavioral assessments from Step 6 so that information and data on every student in the school can be collected, posted, analyzed, and tracked over time as part of the school's quarterly student review process.

Parenthetically, a computer-based data-management system provides advantages over the physical “data walls” used in some schools. Computer-based data-management systems can store and display more differentiated data, and track that data—and students’ progress over time—on a quarterly through annual (and multi-annual) basis. Computer-based data-management systems also are more effective and efficient in their ability to manipulate and analyze both within- and across-student data.

- Step 8. Share the outcomes of the entire process with the school's entire staff, train them in their different data collection and/or data reporting/recording responsibilities, and provide the staff with the necessary resources, supervision, or support to successfully prepare for the school's Quarterly Student Achievement Review meetings.

Summary. Schools at both the elementary and secondary levels should conduct annual RtI² School-wide Review of Progress Monitoring meetings. Schools in the same district should pool their results to ensure that evaluation and monitoring procedures are effective and efficient across the district. Critically, given the recent history and research with progress monitoring, elementary schools typically have more involved and sophisticated processes than secondary schools. Indeed, nationally, at the elementary school level, student progress monitoring has become more prevalent and “layered” with the increasing use of curriculum-based measurement tools (the DIBELS, AIMSweb, local CBM probes), other curriculum-based and authentic assessment approaches, and different interim, group achievement, and/or benchmark assessments.

At the secondary level, student progress monitoring is less prevalent, especially in the areas of literacy, mathematics, and oral and written expression. While some districts do use interim or benchmark assessments at the secondary level, many middle and high schools evaluate students’ academic progress and status largely through classroom exams, quarterly report cards, and student GPAs. Moreover, while some assessments of secondary students’ skills in literacy, mathematics, and oral and written expression occur in courses dedicated to those areas, these assessments focus more on the objectives of the course, rather than the progressive skills needed by students to demonstrate functional and applied competence by the time they graduate.

Relative to behavior, the most common student assessment data, at both the elementary and secondary levels, are counts of office discipline referrals (ODRs) and school suspensions or expulsions. These data, however, often are not well-organized or tracked, they exist only when students exhibit high levels of inappropriate classroom or school behavior, and they do not focus on what skills or behaviors the students need to learn or demonstrate. Significantly, elementary and secondary schools rarely identify the interpersonal, social problem solving, conflict prevention and resolution, emotional coping, and other behaviors that students need to learn, demonstrate, and apply in order to support the positive social and academic climate and functioning of their classroom(s) and school. Thus, not only do schools need to specify and teach to these behavioral targets, they need to evaluate the development and presence of these targets. And yet, as noted above, most schools evaluate behavior through a “deficit” model—counting students who have misbehaved to the degree that administrative responses are needed.

Quarterly Student Achievement Review (Q-STAR) Meetings. While periodic or on-going evaluation or progress monitoring occurs for some students on a weekly or bi-monthly basis (e.g., students receiving Tier 3 instructional or intervention supports, strategies, services, or programs) and others on a monthly or every-six-weeks basis (e.g., students receiving Tier 2 instruction or intervention), the academic and social, emotional, and behavioral progress of all students should occur quarterly. This is best done during the week before or after teachers have filed report card grades for all of their students.

Q-STAR meetings should include all of the teachers teaching at each respective grade-level at the elementary, and the instructional teams of teachers (who largely teach common student groups) at the secondary level. In addition to these teacher teams, each “Review Team” should be supplemented by representatives from the school’s School Leadership Team, Curriculum and Instruction Committee, and SPRINT team, as well as the following individuals (if they are not already on one of these three teams/committees):

- The academic and behavioral instruction or intervention teachers or consultants responsible for working with students with specific academic and/or behavioral needs or challenges, respectively;
- Relevant special education teachers;
- Relevant related services professionals (e.g., counselors, social workers, school psychologists, others);
- The school nurse, representatives from the Student Health Center (if present), or the equivalent;
- The building principal and other administrators as relevant; and
- Others as determined by administrative, student, or intervention need.

At each grade or instructional team level, Q-STAR reviews should determine/identify:

- The current academic and social, emotional, and behavioral status of every student in the school;
- The amount of academic and social, emotional, and behavioral progress, since at least the last Q-STAR meeting (or the equivalent), made by every student in the school; and
- Those “red flag” students who are not succeeding, not making progress, or whose classroom-based (i.e., Tier 1), strategic (i.e., Tier 2), or intensive (i.e., Tier 3) instructional or intervention supports, strategies, services, or programs do not appear to be working

Critically, when “red flag” issues arise, additional information or data likely will need to be collected either (a) to determine whether the concern is legitimate, and/or (b) to analyze and explain why the situation is occurring so that instructional or intervention recommendations or changes are made. Often, the Curriculum and Instruction Committee or the SPRINT team will assume responsibility for this task. However, at times, Q-STAR participants may have this information (e.g., when a teacher knows that a student’s attendance “problem” was due to a serious illness).

Preparing for the Q-STAR Meeting. The following activities should be completed prior to each Q-STAR meeting:

1. All of the information and data that should be considered at the meeting needs to be collected and loaded into the data-management system.
2. All of the information and data related to the goals or outcomes specified on students’ academic and/or behavioral intervention plans, 504 plans, or IEPs should be collected, organized, and available
3. A designated group of individuals, who will attend the Q-STAR meeting, should analyze the data using pre-determined criteria or decision-making rules. Decisions should be based on students’ current functional status, as well as on their progress—based on previous assessments—over time. The group tentatively organizes students into the following groups:
 - Group 1. Students who are succeeding and making good progress in all academic and behavioral areas (relative to state and grade-level expectations);
 - Group 2. Students who are making progress, but are behind in one or more academic areas (that need to be specified), or who are demonstrating mild to moderate behavioral difficulties;

- Group 3. Students who are making no or limited progress in one or more academic areas (that need to be specified), or who are demonstrating significant or extreme behavioral difficulties; and
- Group 4. Students who are losing academic or behavioral ground (in areas that need to be specified), have stopped engaging in the learning process, or are demonstrating behavioral reactions (either acting out or withdrawal/apathy) because of academic failure or frustration.

The academic and behavioral status and/or progress for every student in a school should be considered through this process. The results of this process should be compiled electronically in preparation for the formal Q-STAR meeting—identifying the names of the students in each category.

4. The participants who should attend each grade-level (at the elementary level) or instructional team (at the secondary level) Q-STAR meeting need to be identified, as well as the date and the beginning/end times for the meeting. An Agenda for the meeting should be organized and written, and sent out with the meeting announcement to the participants.
5. The roles and responsibilities for those leading, supporting, or bringing information/data to the meeting should be determined and communicated. In particular, all participants should review the data in the data-management system prior to the meeting, and teachers and other instructional specialists who are implementing strategic (i.e., Tier 2) or more intensive (i.e., Tier 3) instruction or interventions with students should review their outcome data and be prepared to share those data.

Organizing and Executing Q-STAR Meetings. The following sequence of activities is recommended during each Q-STAR meeting:

1. It is determined that all participants are present, and any needed information or data is in the meeting room.
2. The Agenda is reviewed and amended as needed.
3. Everyone reviews the list of Group 1 students as part of a single “consent agenda.” As this group consists of students who are succeeding and making good progress in all academic and behavioral areas, any student-specific discussions should be very brief. Any student who should not be in this category should be placed into one of the other groups for later discussion. Eventually, meeting participants should “vote” to accept these students as a group, and move to the next step.
4. In sequence, the individual students in Groups 2, 3, and 4, respectively, are discussed separately. When discussing each student, participants should determine (a) there is a legitimate academic or behavioral concern; (b) existing instructional or interventions supports, strategies, services, or programs are working or need more time to work; and/or

(c) there is a need to further clarify the existing problem(s) and begin a functional analysis to determine why they are occurring. If the latter is needed, participants decide who should accomplish this task. For students with similar concerns, this process may result in some group assessments leading to some group instructional or intervention approaches.

All of the decisions in this step are documented on a case-by-case basis, along with (if relevant) the staff assigned to specific tasks and their respective responsibilities. In some situations, the classroom teacher or the grade-level or instructional team may become responsible for the additional assessments or interventions needed. In other situations, the Curriculum and Instruction Committee or the SPRINT team may become responsible for assessing or developing interventions for specific students.

5. Everyone looks across the individual student information and data to identify possible group trends or circumstances. For example, have individual students been discussed during the meeting who share certain problems or outcomes, classrooms or courses, class schedules or instructional groupings, or services or supports? Do certain assessments appear to be over- or under-estimating student achievement? Are certain assessments redundant with others, or are they interfering with teacher instruction because they require a large amount of teacher time to administer, score, or interpret?
6. The meeting is summarized by stating specific student, staff, and other conclusions, decisions, and assignments.
7. The format and process within the meeting is critiqued by the participants, with recommendations on how to improve future meetings as relevant.
8. The meeting is adjourned, and meeting minutes are typed up and distributed.

Ways to Look at Student Progress over Time. As noted above, students' academic and behavioral progress over time should be considered at each Q-STAR meeting. Below are some important points when completing this task:

1. If possible, the scores for any norm-referenced tests used should involve standard scores or some other type of "normalized" score. Standard scores allow students' progress across different tests to be accurately and validly compared.
2. The "change scores" for the criterion-referenced and goal- or outcome-specific assessments are probably going to be more qualitative than quantitative.
3. The "baseline" score for score difference calculations can vary depending on what information is needed or most useful to participants at the Q-STAR meeting. For example, participants may want to look at student score changes from Fall to Winter, Winter to Spring, Fall to Year-End, etc.).

4. Change scores typically are most meaningful when there is external criterion or a “decision rule” that “defines” expected progress (or a potential problem).

For example, one criterion of progress for norm-referenced tests is when a student’s standard score is higher at the end of the year than at the beginning of the year.

For Curriculum-based Measurement tools, one criterion of progress is when a student is demonstrating increased fluency over time (e.g., words per minute read, digits or calculations per problem correct), and that fluency is approaching an expected performance level given the age- or grade-level of the student.

For Report Card grades, Quarterly Student Progress Review meeting participants may identify a potential student problem when a student’s grades (a) drop by two letter grades in two academic areas or more, (b) drop by three letter grades in three academic areas or more, (c) include two or more D’s, or (d) include one or more F’s.

For Attendance, meeting participants may decide that a potential problem exists when the student has been absent 10% of the quarter or marking period, and/or has been tardy 10% of the time.

5. Behavioral data (e.g., attendance) should be considered along with academic data when evaluating student progress or outcome changes over time.

Summary

In the context of evaluating students’ academic and social, emotional, and behavioral progress—relative to student mastery and proficiency, or to determine their response to effective instruction and intervention (RtI^2)—it is important for school personnel to periodically review their data collection processes and whether or not these processes are helping students to progress over time. To this end, this document described two types of meetings: an Annual RtI^2 School-wide Review of Progress Monitoring, and a typical Quarterly Student Achievement Review (Q-STAR) meeting.

The primary goal of the annual spring RtI^2 School-wide Review of Progress Monitoring meeting is to catalog, analyze, and evaluate the different classroom, grade or instructional team, and school-level assessments being used (a) to monitor the academic and social, emotional, and behavioral progress, mastery, and proficiency of all students, and (b) to make student-specific instructional or intervention decisions.

The primary goal of the Q-STAR meeting is to evaluate the academic and social, emotional, and behavioral status and progress of every student in a school. Students who are not succeeding, not making progress, or whose classroom-based (i.e., Tier 1), strategic (i.e., Tier 2), or intensive (i.e., Tier 3) instructional or intervention supports, strategies, services, or programs do not appear to be working are “red flagged,” and additional assessment and/or intervention is secured.

This document provided a step-by-step outline for each type of meeting and additional support discussion and materials so that schools can conduct effective meetings that result in successful outcomes for all students.

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Appendix I:

An Overview of Elementary through High School Outcomes for the Formative and Summative Evaluation of Literacy, Mathematics, Writing/Language Arts, and Behavior²

² Adapted from: Knoff, H. M. (2009). Implementing Response-to-Intervention at the School, District, and State Levels: Functional Assessment, Data-based Problem Solving, and Evidence-based Academic and Behavioral Interventions. Little Rock: Project ACHIEVE Press. (www.projectachieve.info)

An Overview of Elementary through High School Outcomes for the Formative and Summative Evaluation of Literacy, Mathematics, Writing/Language Arts, and Behavior

Introduction

As noted in the body of this document, as part of a school's annual spring RtI² School-wide Review of Progress Monitoring meeting, the School Leadership Team, Curriculum and Instruction Committee, and the School Prevention, Review, and Intervention (SPRINT) Team should identify the essential academic, and social, emotional, and behavioral outcomes expected for all students at every grade level. This information typically is an integration of (a) the state's academic proficiency standards or benchmarks, and health, mental health, wellness, and behavior standards or expectations—which are cross-walked with (b) the district's academic outcomes as reflected in, for example, the scope and sequence goals and objectives of adopted trade books, curricula, or end-of-course standards, and its health, mental health, wellness, and behavior standards or expectations and behavioral code of conduct.

This Appendix first presents a series of typical scope and sequence outcomes in the areas of literacy, mathematics, and writing/language arts from the elementary through high school levels. While these outcomes are organized in somewhat broad terms, they can be used to begin the discussion regarding what students should learn and master at each grade level. Note that many of the academic outcomes identified below have come from reviews of different publishers' curriculum-based scope and sequence charts, different states' academic benchmarks and related state standards criteria, and selected reviews of curriculum-based assessment protocols and conceptualizations (Hosp & MacConnell, 2008; Howell, 2008; Kelley, 2008; Robinson & Howell, 2008).

Given the adoption of the Common Core State Standards by many states across the country, school-level teams/committees involved in this meeting/process would be wise to review these academic standards and discuss their relevance to their school's curriculum, instruction, and progress monitoring/evaluation approaches (see www.corestandards.org/the-standards).

Literacy

The literacy skills and concepts that are essential for student success can be organized in a number of different ways. The five domains that are critical to student literacy instruction and success were reported by the National Reading Panel (NRP) in 2000, and they are listed below.

- **Phonological Awareness**. Phonological Awareness is an important predictor of students' later reading and spelling ability, and involves a student's conscious sensitivity to the sound structure of our language. The English language has about 41 phonemes, and Phonemic Awareness, which is a subset of Phonological Awareness, includes the ability to auditorally

distinguish these different units of speech and use them to form syllables and words. Among the important skills in this area are: phoneme isolation, identity, categorization, blending, segmentation, deletion, addition, and substitution.

- Phonics and Decoding/Alphabetic Principle. Phonics requires students to functionally understand the alphabet, to match letters or letter patterns with sounds (decoding), and to learn how to use this information to read and spell words—in isolation or in connected text—at more automatic levels over time.
- Fluency. Fluency involves a student’s ability to read text with speed, accuracy, and proper expression. Often measured by the number of words a student can read, with minimal errors, in one minute, fluency facilitates students’ understanding of what they are reading.
- Vocabulary. Students’ skills in “vocabulary” cover a wide range, as do definitions of this term. Vocabulary skill can range from (a) the ability to translate relatively unfamiliar words from print to speech; (b) the receptive understanding of spoken or written words and their meaning and/or context; and (c) the ability to communicate information through oral or written expression. According to the NRP, “both vocabulary and comprehension involve the meaning of the text, albeit at different levels. Vocabulary is generally tied closely to individual words while comprehension is more often thought of in much larger units.”
- Comprehension. Comprehension involves a student’s ability to derive the apparent, underlying, inferential, and/or symbolic (when present) meaning of words, passages, and texts. According to the NRP, “(1) reading comprehension is a cognitive process that integrates complex skills and cannot be understood without examining the critical role of vocabulary learning and instruction and its development; (and) (2) active interactive strategic processes are critically necessary to the development of reading comprehension. Comprehension, then, is the essence of reading, and the ultimate goal of literacy.”

Literacy

	Phonological Awareness	Phonics and Decoding/Alphabetic Principle	Fluency	Vocabulary	Comprehension
Grades K through 4	<p>Identifying and producing oral rhymes</p> <p>Identifying and working with Syllables in spoken words</p> <p>Identifying and working with onsets and rimes in spoken syllables</p> <p>Identifying and working with individual phonemes in spoken words (Phonemic Awareness)</p>	<p>Letter-sound Association</p> <p>Letter-sound correspondence</p> <p>Sound-symbol correspondence</p> <p>Letter and letter combination</p> <p>Letter-sound knowledge</p> <p>Decoding-spelling</p> <p>Decoding and word Recognition</p> <p>Blending</p> <p>Sight-word reading</p> <p>Reading connected text</p>	<p>Reading speed</p> <p>Reading/decoding accuracy</p> <p>Reading with expression</p>	<p>Listening vocabulary</p> <p>Speaking vocabulary</p> <p>Reading vocabulary</p> <p>Writing vocabulary</p>	<p>Oral language and listening</p> <p>Text comprehension</p> <p>Recognizing story structure</p> <p>Recall of details</p> <p>Sequence of events</p> <p>Use of context</p> <p>Cause and effect</p> <p>Main idea</p> <p>Paraphrasing</p> <p>Summarization</p> <p>Synthesizing</p> <p>Predicting</p> <p>Inferencing</p> <p>Evaluative thinking</p> <p>Analogies</p> <p>Media Literacy</p>
Grades 5 through 8		<p>Sound-spelling</p> <p>Decoding</p> <p>Decoding and word Recognition</p> <p>Sight-word reading</p> <p>Reading connected text</p>	<p>Reading speed</p> <p>Reading/decoding accuracy</p> <p>Reading with expression</p>	<p>Listening vocabulary</p> <p>Speaking vocabulary</p> <p>Reading vocabulary</p> <p>Writing vocabulary</p> <p>Academic Vocabulary</p> <p>Topic-specific/ technical vocabulary</p>	<p>Same as Grades K-4, as applied to both English/LA and content reading, with the following additions at the next developmental, grade, or age level:</p> <p>Evaluation</p> <p>Interpretation</p>

Literacy					
	Phonological Awareness	Phonics and Decoding/Alphabetic Principle	Fluency	Vocabulary	Comprehension
Grades 9 through 12		Decoding Decoding and word recognition Sight-word reading Reading connected text	Reading speed Reading/decoding accuracy Reading with expression	Same as Grades 5 through 8, except at the High School level	Same as Grades 5-8, as applied to both English/LA and content reading, with the following additions at the next developmental, grade, or age level. Information Interpretation, critical analysis, and evaluation

Mathematics

Mathematical skills and concepts that are essential for student success can be organized in a number of different ways. One example is provided below.

- Conceptual Knowledge: Outcomes here relate to the deep, conceptual understanding of mathematics that includes knowing the definitions, rules, and routines or procedures that are embedded in mathematical concepts. Conceptual Knowledge examples include an understanding of numeracy, number order, one-to-one correspondence, mathematical symbols, equality, place value, regrouping, the associative property, the distributive property, the commutative property, algebraic properties, trigonometry, and calculus.
- Factual Knowledge: Outcomes here relate to the basic, discrete pieces of knowledge (e.g., mathematical terminology and operations) that are needed for mathematic success, and that connect with conceptual knowledge so that students demonstrate mathematical skill. Factual Knowledge examples include an understanding and the use of computation facts, fractions, decimals, rounding and estimation, percentages, ratio and proportions, shapes and geometry, time, money, measurement, graphing, probability, and statistics.
- Strategic or Procedural Knowledge: Outcomes here relate to demonstrating the sequential steps involved in completing computation, application, or word problems.
- Application Knowledge or Problem-Solving Skills: Outcomes here relate to the ability to utilize mathematical knowledge, skills, and strategies to solve problems.

Mathematics

	Numeracy and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability
Grades K through 4	Number Sense: Whole Numbers Place Value Estimation Language and Symbols Rational Numbers Fractions Equivalence Properties of Number Operations: Number Theory Numerical Operations and Estimation: Addition, Subtraction, Multiplication, Division Numerical and Operations Fluency	Patterns, Relations, and Functions: Sort and Classify Understand, use, apply Patterns Algebraic Representations: Expressions, Equations, and Inequalities Algebraic Models Analysis of Change: Quantitative and Qualitative	Geometric Properties Transformation and Analysis of Shapes Coordinate Geometry Visualization and Geometric Models	Physical Attributes of Mathematical and Real-world Objects Systems of Measurement: Time (Calendar and Clock), Money, Temperature, Length, Weight, Capacity, Mass, Perimeter/Area, Volume, Distance	Data Representation: Collect, organize, and display data Data Analysis Inferences and Predictions Probability
Grades 5 through 8	Same as Grades K-4, with the following additions at the next developmental, grade, or age level: Application of Computation: Factors, Ratios, Percentages, Least and Greatest Common Factors and Multiples	Same as Grades K-4, with the following additions at the next developmental, grade, or age level: Polynomials Linear Equations Points in Coordinate Planes	Same as Grades K-4, with the following additions at the next developmental, grade, or age level: Pythagorean theory	Same as Grades K-4, with additions or expansions at the next developmental, grade, or age level.	Same as Grades K-4, with additions or expansions at the next developmental, grade, or age level.

Mathematics

	Numeracy and Operations	Algebra	Geometry	Measurement	Data Analysis and Probability
Grades 9 through 12	<p>Same as Grades 5-8, with the following additions or expansions at the next developmental, grade, or age level:</p> <p>Computer mathematics</p>	<p>Same as Grades 5-8, with the following additions or expansions at the next developmental, grade, or age level:</p> <p>Trigonometry Calculus Discrete Mathematics Finite Mathematics</p>	<p>Same as Grades 5-8, with the additions or expansions at the next developmental, grade, or age level.</p>	<p>Same as Grades 5-8, with the additions or expansions at the next developmental, grade, or age level.</p>	<p>Same as Grades 5-8, with the following additions or expansions at the next developmental, grade, or age level:</p> <p>Statistics</p>

Writing/Language Arts

Writing and language arts skills and concepts that are essential for student success can be organized in a number of different ways. For example, the writing/language arts outcomes below are organized to relate to the following broad skill areas:

- Graphomotor Skill and Speed (the ability to write, legibility, and fluency)
- The process of effectively executing Written Communication (prewriting, drafting, revising, editing, and publishing)
- The structure of effective Written Communication (sentence formation, spelling, grammar, syntax, and semantics)
- Effective execution of different Written Communication Styles (e.g., narrative, expository, informational styles)

Writing/Language Arts		
Grades K through 4	Grades 5 through 8	Grades 9 through 12
Legibility Fluency Prewriting Drafting Revising Editing Publishing Narrative writing Expository writing Informational writing Sentence formation Sentence structure/formatting Punctuation/capitalization Syntax/grammar Semantic maturity and vocabulary Spelling	Same as Grades K-4, with the following additions and/or performance at the next development, grade, or age level: Narrative writing Expository writing Informational/research writing Descriptive writing Persuasive writing	Same as Grades 5-8, with the following additions and/or performance at the next development, grade, or age level: Writing that analyzes story elements such as characters, settings, conflicts Writing that evaluates the impact of ambiguities, nuances, and complexities using evidence from texts

Social, Emotional, and Behavioral Outcomes

From a health, mental health, and wellness perspective, the ultimate student goal is social, emotional, and behavioral competency and, ultimately, student self-management. While social competency and self-management look different across the age span because of genetic, biological, and developmental changes, collectively they are defined as a child or adolescent's ability to:

- Be socially, emotionally, and behaviorally aware of themselves and others;
- Demonstrate successful interpersonal, social problem solving, conflict prevention and resolution, and social-emotional coping and behavioral skills; and
- Effectively control their own emotions, and independently demonstrate prosocial behavior.

Critically, competency and self-management exist along a continuum from social-emotional competency/self-management (i.e., how students feel) to behavioral competency/self-management (i.e., what they think and then what they do). Using this cognitive-behavioral perspective, specific feelings, thoughts, beliefs, attributions, skills, and behaviors are identified that define what social competency/self-management looks like and, thus, what goals and outcomes should be targeted by schools.

More specifically, on a social level, skills that are important to self-management include listening, communication and conversation, cooperation, negotiation, refusal, help seeking, positive regard, and accepting responsibility skills. On an emotional level, important self-management skills include an awareness of one's own and others' feelings, the ability to manage those feelings, internal or self-statements that reflect a positive and constructive sense of self, and the ability to take another person's perspective. Finally, on a behavioral level, important self-management skills include how to follow directions, ignore distractions, respond to teasing, losing, or being rejected, how to accept consequences and apologize, and how to avoid difficult situations and respond appropriately to peer pressure.

As with academic outcomes, it is equally important for schools to identify the social, emotional, and behavioral expectations and outcomes for the students whom they teach; and to ensure that these different skills are taught in developmentally and instructionally appropriate ways. Two groups have provided broad overlapping blueprints of these social, emotional, and behavioral outcomes that can facilitate more specific school-level discussions: Project ACHIEVE (www.projectachieve.info), and the Collaborative for Academic, Social, and Emotional Learning (CASEL; www.casel.org). Below is a summary of the outcomes recommended by these two groups.

Project ACHIEVE’s Social, Emotional, and Behavioral Competencies

Personal/Self-Management Competencies and Behaviors

The ability to demonstrate effective, positive, or prosocial:

- Attention Control thoughts, attitudes, beliefs, expectations, attributions, and behaviors
- Emotional Control and Coping thoughts, attitudes, beliefs, expectations, attributions, and behaviors
- Self-Concept or Self-Esteem thoughts, attitudes, beliefs, expectations, attributions, and behaviors

Interpersonal Competencies and Behaviors

The ability to demonstrate effective, positive, or prosocial:

- Initiation, Engagement, Interaction, and Response thoughts, attitudes, beliefs, expectations, attributions, and behaviors
- Social Problem-Solving thoughts, attitudes, beliefs, expectations, attributions, and behaviors
- Conflict Prevention and Resolution thoughts, attitudes, beliefs, expectations, attributions, and behaviors

Environmental/Situational Competencies and Behaviors

The ability to demonstrate effective, positive, or prosocial:

- Interactions, Responses, and Reactions that support Classroom and Building functioning
- Interactions, Responses, and Reactions that support Academic Engagement, Work Completion, and Achievement
- Interactions, Responses, and Reactions that support Social, Emotional, and Behavioral Engagement, Work Completion, and Achievement

Among the specific skills here are:

Preschool through Middle School Stop & Think Social Skills

At the preschool to the Grade 1 level, the ten primary skills are:

Listening
Following Directions
Using Nice Talk
Asking for Help
Waiting for Your Turn

Waiting for an Adult’s Attention-
How to Interrupt
Ignoring
Dealing with Teasing
Dealing with Losing
Dealing with Consequences

At the preschool to the Grade 1 level, the ten advanced skills are:

Ignoring Distractions	Joining an Activity
Rewarding Yourself	Using Brave Talk
Sharing	Dealing with Being Left Out
Deciding What to Do	Dealing with Anger
Asking for Permission	Apologizing

At the Grade 2 through Grade 3 level, the ten primary skills are:

Listening	Waiting for an Adult's Attention-
Following Directions	How to Interrupt
Asking for Help	Dealing with Losing
Ignoring Distractions	Apologizing
Dealing to Teasing	Dealing with Consequences
Contributing to Discussions/ Answering Classroom Questions	

At the Grade 2 through Grade 3 level, the ten advanced skills are:

Deciding What to Do	Avoiding Trouble
Asking for Permission	Dealing with Anger
Joining an Activity	Dealing with Being Rejected or Left Out
Giving/Accepting a Compliment	Dealing with Accusations
Understanding Your/Others' Feelings	Dealing with Peer Pressure

At the Grade 4 through Grade 5 level, the ten primary skills are:

Listening	Apologizing
Following Directions	Dealing with Consequences
Asking for Help	Dealing with Anger
Ignoring (Distractions)	Dealing with Being Rejected or Left Out
Dealing with Teasing	Walking Away from a Fight

At the Grade 4 through Grade 5 level, the ten advanced skills are:

Setting a Goal	Understanding Your/Others' Feelings
Evaluating Yourself	Dealing with Accusations
Responding to Failure	Dealing with Fear
Beginning/Ending a Conversation	Dealing with Peer Pressure
Giving/Accepting a Compliment	Dealing with Another Person's Anger

Finally, at the Middle School/Early Adolescent level, the ten primary skills are:

Listening/Following Directions	Dealing with Consequences
Asking for Help	Understanding Your/Others' Feelings
Ignoring (Distractions)	Dealing with Anger/ Walking Away from a Fight
Dealing with Teasing, Being Rejected, or Left Out	Dealing with Peer Pressure
Apologizing	Dealing with Accusations

At the Middle School/Early Adolescent level, the ten advanced skills are:

Setting a Goal	Standing Up for your Rights
Evaluating Yourself	Responding to Failure
Beginning/Ending a Conversation	Avoiding Trouble
Giving/Accepting a Compliment	Dealing with Fear
Being a Good Leader	Dealing with Another Person's Anger

Summary of Classroom and Building Routines

Classroom Routines—Instructional

Participating in Classroom Discussions
Answering Questions During Lessons
Working in a Cooperative Group
Doing Seatwork or Independent Work
Assignments
When You Finish a Classroom Paper or
Assignment
Transitions from One Classroom Subject
to Another
Taking Books and Other Materials to Class
Taking Timed Tests

Classroom Routines—Procedural

Entering a Classroom
Hanging Coats and Backpacks
Lining Up to Leave the Classroom (During
the School Day)
The Dismissal Skill

Classroom Routines—Situational

When Your Teacher Gives You a Time Out
When Your Teacher Asks You to Leave the
Classroom (As a Consequence)
When the Teacher is Absent
Visitors in the Class or Building

Building Routines—Procedural

Walking in Line in the Building
Hallway Walking
Passing in between Classes (During the
School Day)
Using Your Locker
Getting Food in the Cafeteria
Busing Food/Tables in the Cafeteria
Keeping the School Clean
Bathroom Behavior
Entering the Auditorium
Audience Behavior
Playing Games at Recess
Free Play during Physical Education Time
Responding to the Safety Patrol
Getting on the Bus
Riding on the Bus

Special Situation Routines

Reporting an Accident or a Dangerous
Situation
Walking Away from a Fight/Conflict
Deciding Whether to Follow the Group

Key CASEL Social-Emotional Learning Competencies

Awareness of Self and Others

Awareness of feelings:	The capacity to accurately perceive and label one's feelings
Management of feelings:	The capacity to regulate one's feelings
Constructive sense of self:	The capacity to accurately perceive one's strengths and weaknesses and handle everyday challenges with confidence and optimism
Perspective taking:	The capacity to accurately perceive the perspectives of others

Positive Attitudes and Values

Personal responsibility:	The intention to engage in safe and healthy behaviors and be honest and fair in dealing with others
Respect for others:	The intention to accept and appreciate individual and group differences and to value the rights of all people
Social responsibility:	The intention to contribute to the community and protect the environment

Responsible Decision Making

Problem identification:	The capacity to identify situations that require a decision or solution and assess the associated risks, barriers, and resources
Social norm analysis:	The capacity to critically evaluate social, cultural, and media messages pertaining to social norms and personal behavior
Adaptive goal setting:	The capacity to set positive and realistic goals
Problem solving:	The capacity to develop, implement, and evaluate positive and informed solutions to problems

Social Interaction Skills

Active listening:	The capacity to attend to others both verbally and non-verbally to demonstrate to them that they have been understood
Expressive communication:	The capacity to initiate and maintain conversations and to clearly express one's thoughts and feelings both verbally and nonverbally
Cooperation:	The capacity to take turns and share in both pairs and group situations
Negotiation:	The capacity to consider all perspectives involved in a conflict in order to resolve the conflict peacefully and to the satisfaction of all involved
Refusal:	The capacity to make and follow through with clear "NO" statements, to avoid situations in which one might be pressured, and to delay acting in pressure situations until adequately prepared
Help seeking:	The capacity to identify the need for support and assistance and to access available and appropriate resources

(CASEL, 2003, 2006)