**Classroom and/or Building Response**

**Then....**

**Oskaloosa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s Levels of Support and Intervention**

Student does not “meet expectations” on multiple Grade Level Benchmarks in one Core subject area or one or two Grade Level Benchmarks in two Core subject areas

Tier 2 Supports?

Tier 1 Supports?

Student does not “meet expectations” on a Grade Level Benchmark. They earn a “1”.

Tier 1 Supports?

Student begins to struggle with classroom tasks. Teacher notices that on a formative level the student does not understand the content/skills. The student is potentially going to earn a “1” on a Grade Level Benchmark

**Behavior**

**If….**

Student does not “meet expectations” on multiple Grade Level Benchmarks in two Core subject areas and even possibly in an “encore” course(s)

Tier 2 Supports?

* What do we want ALL students to know and be able to demonstrate? (GLB’s and Components)
* How will we know they are learning? (Formative assessment)
* How will we respond when they don’t know? (Intervention)
* How will we respond when they already know? (Differentiation)

Student does not “meet expectations” on any of Grade Level Benchmarks in any subject they are taking

Tier 3 Supports?

Student does not “meet expectations” on multiple Grade Level Benchmarks in more than two Core subject areas and possibly in an “encore” course(s)

Tier 2 or 3 Supports?