TAXONOMY OF INTENSIVE INTERVENTION FORM

Student Name: _____

Intensive Intervention Platform: _____

Taxonomy Dimension	IIP	ADJ 1	ADJ 2	
1. Strength	☐	■	■	Notes:
2. Dosage	☐	☐	☐	Notes:
3. Alignment	☐	☐	☐	Notes:
4. Attention to Transfer	☐	☐	☐	Notes:
5. Complexity	☐	☐	☐	Notes:
6. Behavioral Support	☐	☐	☐	Notes:
7. Individualization	■	☐	☐	Notes:

LEGEND

Rating Schedule:

IIP   Teacher analyzes potentially suitable interventions *before* implementation.

ADJ 1   Instructional Adjustment 1: Teacher reanalyzes intervention because student is making inadequate progress and requires individualization.

ADJ 2   Instructional Adjustment 2: Teacher reanalyzes intervention because student is making inadequate progress and requires individualization.

Coding Scale for Dimensions 1–6:

0   Fails to address standards

1   Addresses standards minimally

2   Addresses standards moderately

3   Addresses standards well

FIGURE 3.4. Blank Taxonomy of Intensive Intervention Form.

Write the numeral for each ten frame.

●	●	●	●	●

= ☐

●	●	●	●	●
●	●			

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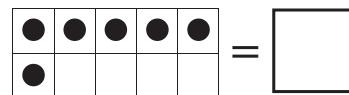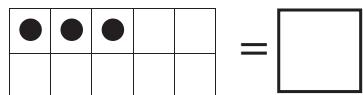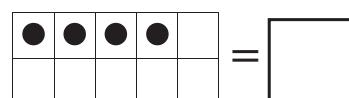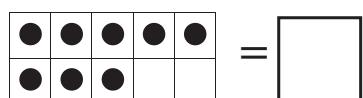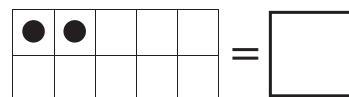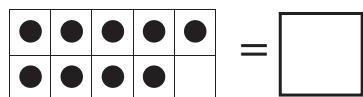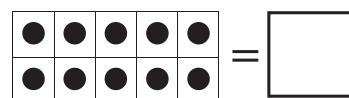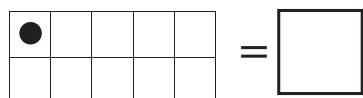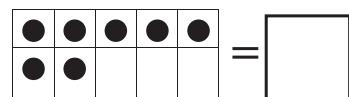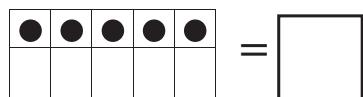
FIGURE 4.1. Practice with ten frames can support student learning of base-ten understanding in making a 5 or making a 10. Reprinted with permission from Whole Number Foundations Level K, University of Oregon Center on Teaching and Learning.

Count the models in each box starting with 10 for the ten-stick. Write the numeral for each model in the space below.
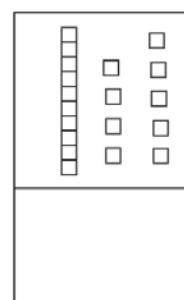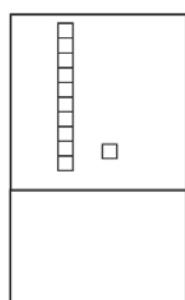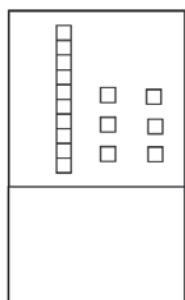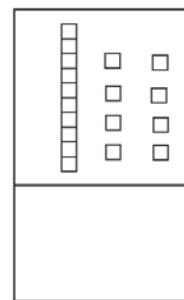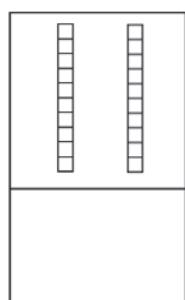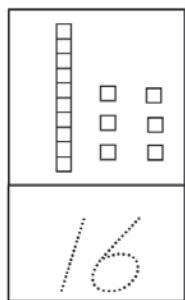
Trace and write the numerals from 15-20.

FIGURE 4.2. Having students work with representational models, such as pictures of base-ten blocks and unit cubes, can help develop understanding of place value and composing and decomposing numbers into tens and ones. Reprinted with permission from Whole Number Foundations Level K, University of Oregon Center on Teaching and Learning.

Directions: Give students the clock template. Have students put a dot in the middle of the face dial. Tell students to answer the questions in column A by drawing the hour and minute hands from the dot on the clock to show the times. Have students write the time in column B.

Column A	Column B
What time do I wake up?	
What time do I eat breakfast?	
What time do I go to school?	
What time do we have lunch at school?	
What time is afternoon recess?	
What time do we go to P.E.?	
What time is school over?	
What time do I need to be home for dinner?	
What time do I brush my teeth?	
What time do I go to bed?	

FIGURE 5.1. Time of day: analog clock activity.

Directions: Provide students with a price for an item and the amount used to pay for it—for example: Item costs $3.86. Give $4.00. Determine change. Give students dollars and coins to work with on this activity. Have students work with a partner to fill out the following table for each item. Have students identify different coin combinations and dollars to find the change.

Price for Items	Amount Paid	Change
$0.26	$1	
$3.86	$4	
$2.25	$5	
$0.68	$1	
$2.50	$5	

FIGURE 5.2. Making change.

13 − 4 9	13 − 4 9	14 − 8 6	
12 − 8 4		16 − 7 9	
16 − 8 8		18 − 9 9	
16 − 9 7		12 − 6 6	
17 − 8 9		14 − 9 5	

FIGURE 6.12. Cover–copy–compare.

6 × 5 30	8 × 6 48	7 × 9	6 × 9
9 × 8	8 × 5	7 × 8	6 × 6
7 × 7	6 × 9	5 × 9	8 × 4
9 × 4	6 × 9	9 × 5	8 × 7
6 × 7	8 × 8	4 × 8	5 × 7

FIGURE 6.13. Taped problems.

40																		40
39																		39
38																		38
37																		37
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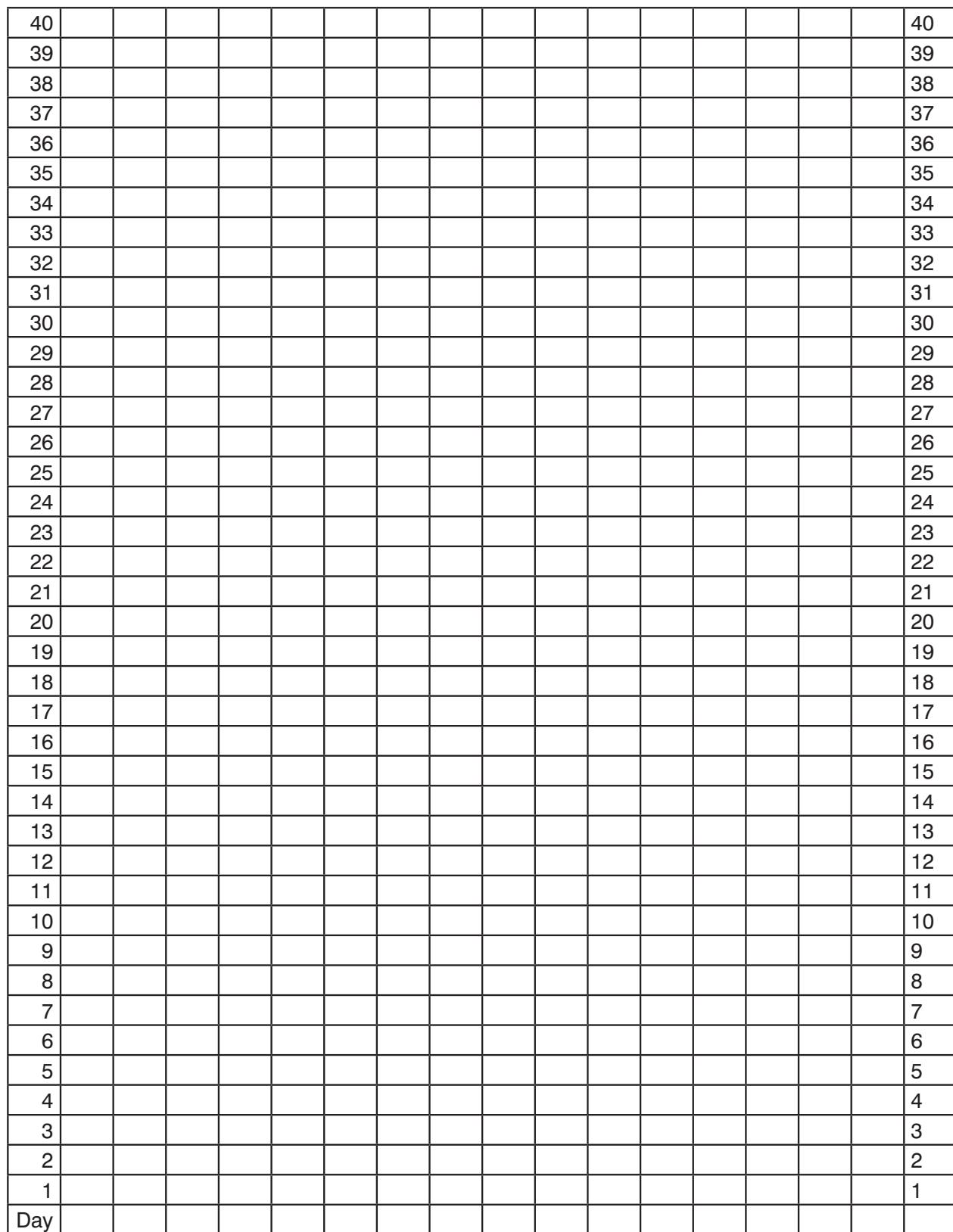
FIGURE 6.14. Flash card graph.

Instructions: *Friends are sharing food at their lunch tables. For each situation, show your thinking using drawings, words, and symbols.*

1. At the first table, two friends share three small sandwiches equally. How many sandwiches does each friend eat?

2. At the second table, four friends share 10 small sandwiches equally. How many sandwiches does each friend eat?

Extension: *What if there was a third table with four friends and 13 sandwiches? How many sandwiches does each friend eat? Is this more or less than what each friend eats at the first table?*

FIGURE 7.2. Lunchtime task starter.

Word Steps

What is the word?

Describe it in your own words.

Give three examples of the word (use pictures or words).

FIGURE 9.6. Word steps.

Section 1. Identifying Information

Check for basic information of the CAI program you select.

Name of CAI program	
Publisher	**Price**
CCSSM Domain	☐ Counting & Cardinality ☐ Operations & Algebraic Thinking ☐ Number & Operations in Base Ten ☐ Number & Operations–Fractions ☐ Measurement & Data Geometry ☐ Ratio & Proportional Relationships ☐ The Number System ☐ Expression & Equation ☐ Functions ☐ Statistics & Probability *If the application overlapped several areas, check all that apply.* Specific CCSSM #: _____
Mathematics Skills	☐ Early Numeracy/Number Sense ☐ Calculation ☐ Reasoning/Problem Solving ☐ Vocabulary/Concepts ☐ Other (_____)
Objectives	
Content Level	☐ Primary ☐ Upper Elementary ☐ Middle School ☐ High School Specific Grade Levels: _____
Graphic/Theme Level	☐ Primary ☐ Upper Elementary ☐ Middle School ☐ High School
Type of CAI Program	☐ Drill and Practice ☐ Game Lecturing or Tutoring ☐ Simulation ☐ Supplementary Tool for Learning

Section 2. Evaluation

Select the appropriate score of each category like ☒ or ☑.

Category	Description		Score
Objective	Clearly stated and easily identified		3
	Easily identified although not clearly stated		2
	Difficult to be identified		1
Strategy	Strategies are provided for doing the work, and skills are broken down		3
	No strategy is provided, but skills are broken down		2
	No strategy, and skills are not broken down into small steps		1

(continued)

FIGURE 10.2. CAI mathematics program evaluation form. From Ok, Kim, Kang, and Bryant (2016). Adapted with permission from Sage Publications.

Category	Description		Score
Examples	Students are given three or more examples for each concept/skill		3
	Students are given one or two examples for each concept/skill		2
	No examples are given for each concept/skill		1
Practice	Many (e.g., at least five) practice opportunities are provided before moving on to the new skill/concept		3
	Some (e.g., one to four) practice opportunities are provided before moving on to the new skill/concept		2
	No practice opportunities are provided before moving on to the new skill/concept		1
Multiple Representations	Multiple representations including visual representations (e.g., graphs, pictures) were used to teach the target math skill		3
	Visual representations were used to teach the target math skill		2
	No visual representation connected to the target math skill was provided		1
Vocabulary	Vocabulary related to the target math skill was taught explicitly		3
	The definitions of vocabulary related to the target math skill were provided		2
	No vocabulary learning related to the target math skill		1
Error Correction and Feedback	Students are notified of correct/incorrect response and are given the correct answer		3
	Students are notified of correct/incorrect response, but not given the correct answer		2
	No notification and no correct answer given		1
Error Analysis	A record is kept of the types of errors that the student makes, and the analysis is reported		3
	A record is kept of the types of errors that the student makes, but nothing is reported		2
	No error analysis available		1
Progress Monitoring	Total points are provided, and progress is detected by the CAI program of tracking system		3
	Total points are provided, but no tracking available		2
	No total points are provided, nor is tracking available		1
Motivation	Keeps students engaged in learning		3
	Engages students at first, but loses their attention soon		2
	Little to no engagement		1

(continued)

FIGURE 10.2. *(continued)*

Category	Description	Score	
Navigation	Easy/simple navigation and easy to get help		3
	Easy/simple navigation but difficult to get help		2
	Not easy/simple navigation and difficult to get help		1
Visual and Auditory Stimuli	Background image and sound are not distracting, and sound can be turned off		3
	Background image and sound are not distracting, but sound cannot be turned off		2
	Background image and/or sound are distracting, and sound cannot be turned off		1
Font	Font size is sufficient and modifiable, and font type is easy to read		3
	Font size is sufficient or modifiable, but font type is easy to read		2
	Font size is not sufficient nor modifiable, and font type is not easy to read		1
Customized Settings	Can be customized easily for an individual student		3
	Can be customized but is limited for an individual student		2
	Cannot be customized for an individual student		1
Content Error and Bias	The content is free of errors, up to date, and free from bias (e.g., race, gender)		3
	The content is free of errors and up to date but is not free from bias (e.g., race, gender)		2
	The content is not free of errors, is dated, and is not free from bias (e.g., race, gender)		1

Section 3. Grading

A	Number of score 3 (_____) × 3 = (_____)	B	Number of score 2 (_____) × 2 = (_____)
C	Number of score 1 (_____) × 1 = (_____)		
Total	(A + B + C [_____]) ÷ 45 × 100 = (_____)%		

A (90–100%)	B (80–89%)	C (70–79%)	D (60–69%)	E (< 60%)

FIGURE 10.2. *(continued)*