

# Coil RTI Progress Monitoring Form™

Curriculum Compacting

Student's Name \_\_\_\_\_

Targeted Skill, Knowledge or Behavior

- Academic skills/knowledge that are easily assessed  
(Targeted skill/knowledge: Multiplication facts)
- Student claims to be "bored" and says he already knows the work

Date(s) of Pre-assessment \_\_\_\_\_

Test score(s) 100% Checklist Indicator(s) **SAMPLE FORM**  
pretest

Observation(s)

Pretest covered all multiplication facts - single digits up to 9x9.

Performance Assessment

Student has an understanding of some of the skills/knowledge for this unit and could compact out of some of the work.	Student has an understanding of almost all of the skills/knowledge for this unit and could usually compact out and do alternate activities.	Student has mastered all the skills/knowledge for this unit and could compact out of the entire unit and do alternate activities.	Student has mastered all the skills/knowledge for this unit but has problems working independently doing higher level alternate activities.	Student has mastered all the skills/knowledge for this unit and works well independently doing higher level alternate learning activities.
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**Strategies or Interventions:** (Describe or list below)

Use the curriculum compacting strategy. Choices of alternate activities include:

- Collage of multiplication in everyday life

- Story: "The Land with No Multiplication"

- Inventing a card game involving multiplication

**Formative Assessments (Monitoring the Student's Response to Curriculum Compacting)**

Date \_\_\_\_\_

Test score \_\_\_\_\_ Checklist Indicator(s) \_\_\_\_\_

Observation(s)

## SAMPLE FORM

Student chooses to write the story "The Land with No Multiplication".

**Performance Assessment**

Student has an understanding of some of the skills/knowledge for this unit and could compact out of some of the work.	Student has an understanding of almost all of the skills/knowledge for this unit and could usually compact out and do alternate activities.	<b>Student has mastered all the skills/knowledge for this unit and could compact out of the entire unit and do alternate activities.</b>	Student has mastered all the skills/knowledge for this unit but has problems working independently doing higher level alternate activities.	Student has mastered all the skills/knowledge for this unit and works well independently doing higher level alternate learning activities.
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Date \_\_\_\_\_

Test score \_\_\_\_\_ Checklist Indicator(s) Checkpoint each day with teacher

Observation(s)

Student has difficulty working independently. Needs guidance in writing the story.

**Performance Assessment**

Student has an understanding of some of the skills/knowledge for this unit and could compact out of some of the work.	Student has an understanding of almost all of the skills/knowledge for this unit and could usually compact out and do alternate activities.	Student has mastered all the skills/knowledge for this unit and could compact out of the entire unit and do alternate activities.	<b>Student has mastered all the skills/knowledge for this unit but has problems working independently doing higher level alternate activities.</b>	Student has mastered all the skills/knowledge for this unit and works well independently doing higher level alternate learning activities.
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Date \_\_\_\_\_

Test score 95% post-test Checklist Indicator(s) \_\_\_\_\_

Observation(s)

Remains at mastery level & above in math facts. Needs to develop skills for independent learning.

**Performance Assessment**

Student has an understanding of some of the skills/knowledge for this unit and could compact out of some of the work.	Student has an understanding of almost all of the skills/knowledge for this unit and could usually compact out and do alternate activities.	Student has mastered all the skills/knowledge for this unit and could compact out of the entire unit and do alternate activities.	<b>Student has mastered all the skills/knowledge for this unit but has problems working independently doing higher level alternate activities.</b>	Student has mastered all the skills/knowledge for this unit and works well independently doing higher level alternate learning activities.
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Summarize the Student's Response to Curriculum Compacting

1. Student exceeded grade level mastery  
in multiplication.

2. Story challenged her to develop  
higher level thinking skills (application,  
analysis, synthesis + evaluation).

3. Needs help in learning to work  
independently.

**SAMPLE FORM**

Decision:

- Continue curriculum compacting as needed and appropriate
- Modify the intervention:
- Select / implement a new intervention  
Target independent learning skills.
- Move to the next tier (Tier \_\_\_\_\_)
- Refer for other special services: