

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: _____)
- Student claims to be "bored" and says he already knows the work

Pre-assessment: (Record all that apply)

Date(s) of Pre-assessment _____

Test score(s) _____ Checklist Indicator(s) _____

Observation(s)

Performance Assessment

Below expectation.....Exceeds Expectations

Student has an understanding of some of the skills/knowledge and could compact out of some of the work.	Student has an understanding of almost all of the skills/knowledge and could usually compact out and do alternate activities	Student has an understanding of 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)

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

Date _____				
Test score _____ Checklist Indicator(s) _____				
Observation(s)				
Performance Assessment				
Below expectation.....Exceeds Expectations				
Student has an understanding of some of the skills/knowledge and could compact out of some of the work.	Student has an understanding of almost all of the skills/knowledge and could usually compact out and do alternate activities.	Student has an understanding of 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.

Date _____				
Test score _____ Checklist Indicator(s) _____				
Observation(s)				
Performance Assessment				
Below expectation.....Exceeds Expectations				
Student has an understanding of some of the skills/knowledge and could compact out of some of the work.	Student has an understanding of some of the skills/knowledge and could compact out of some of the work.	Student has an understanding of 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.

Date _____				
Test score _____ Checklist Indicator(s) _____				
Observation(s)				
Performance Assessment				
Below expectation.....Exceeds Expectations				
Student has an understanding of some of the skills/knowledge and could compact out of some of the work.	Student has an understanding of almost all of the skills/knowledge and could usually compact out and do alternate activities.	Student has an understanding of 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.

Summarize the Student's Response to Curriculum Compacting

Decision:

- Continue curriculum compacting as needed and appropriate
- Modify the intervention:
- Select / implement a new intervention
- Move to the next tier (Tier _____)
- Refer for other special services: