



A2i Usage

Teacher does not use A2i.

Teacher gives A2i assessments.

Teacher gives A2i assessments **& logs into the platform after assessment round to reset groups & view data.**

Teacher gives A2i assessments, logs into the platform after the assessment round to reset groups & view data **& uses at least 1 form of A2i data monitoring for additional information (Graphs, Target Outcomes, etc).**

Teacher gives A2i assessments, logs into the platform after assessment round to reset groups & view data, uses at least 1 form of A2i data monitoring for additional information, **& utilizes other tools (e.g.: Resources Page, Lesson Menu, etc.)**

Teacher gives A2i assessments, logs into the platform after assessment round to reset groups & view data, uses at least 1 form of A2i data monitoring for additional information, **& utilizes other tools (e.g.: Resources Page etc.) & helps colleagues.**



Differentiation

Teacher does not individualize instruction during the literacy block.

Teacher uses some Individualization strategies during the literacy block.

Teacher uses A2i recommendations to individualize during the literacy block.

Teacher uses A2i recommendations to **differentiate all teacher managed time OR child managed time.**

Teacher uses A2i recommendations to **differentiate all teacher managed AND child managed time.**

Teacher uses A2i recommendations to differentiate teacher managed & child managed time **& helps colleagues.**



Classroom Structure

Classroom structure is not set up to allow for differentiation. The teacher manages all student learning.

Classroom structure is partially set up to allow for differentiation. The teacher manages all student learning.

Classroom structure is set up to allow for some differentiation. The teacher directly manages a majority of student learning.

Classroom structure is set up to allow for some differentiation. **Students are accountable for their behavior (CM). Teacher is able to work with students to meet their minutes part of the time.**

Classroom structure is set up to allow for differentiation. **With support, students are accountable for their work, materials, & behavior (CM). Teacher is able to spend a majority of their time working with students to meet their minutes.**

Classroom structure is set up to allow for differentiation. Students are accountable for their work, materials, & behavior (CM). **Teacher is able to work with students as needed at any time (TM). CM & TM recommended minutes are being met & the teacher helps colleagues.**



Instructional Materials

No use of research-based materials available or used.

Too many or too few research-based (CF/MF) materials & the available materials are not being used effectively.

Research-based (CF/MF) materials are being used inconsistently or are not available.

Research-based (CF/MF) materials are being used effectively for students reading at/near grade-level reading.

Research-based (CF/MF) materials are being used **effectively across all reading-levels & informed by data.**

Research-based (CF/MF) materials are being used effectively across all reading-levels, informed by data, **improving student outcomes & teacher helps colleagues.**



Partnership

No engagement.

Engagement is mandatory & often unproductive.

Engagement is mandatory. Partnership is emerging & becoming more productive.

Engagement is **collaborative**. **Partnership is established & becoming more productive.**

Engagement is collaborative. Partnership is established, **productive, & leads to effective action.**

Engagement is collaborative. Partnership is established, productive, leads to effective action, **student outcomes, & teacher helps colleagues.**