

Early Intervention Program (EIP) Guidelines 2004-2005

Table of Contents

Purpose.....	1
Program Structure	
Staff.....	2
Delivery Models.....	2
Class Size.....	2
Class Segments.....	2
Eligibility	3
Assessment and Accountability.....	3
Reporting Procedures.....	3
Student Assessment.....	3
Exit Criteria.....	3
Parental Involvement	3
Accountability.....	3
Appendices	
Appendix 1 – EIP Class Size Rules	4
Appendix 2 – OSA EIP Placement Criteria.....	7
Appendix 3 – EIP Checklists	9
Appendix 4 – OSA EIP Exit Criteria.....	21

PURPOSE

Children start school at a designated chronological age, but differ greatly in their individual development and experience base. The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

I. PROGRAM STRUCTURE

1. **STAFF:** EIP must be staffed by certified teachers. Through 2002-2003, full-time paraprofessionals may assist kindergarten EIP teachers for the purposes of reducing the student-teacher ratio to meet class size reduction rules.
2. **DELIVERY MODELS:** Any combination of the following models may be used within a system or school depending on the unique needs and characteristics of the students and school. There are five models:
 - (1) **Augmented** – The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services.
 - (2) **Self-Contained** – This model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement.
 - (3) **Pull-Out** – EIP students are removed from the classroom for instruction by an additional certified teacher. This model may serve a maximum of 14 students at a time.
 - (4) **Reduced Class Model** – This model allows for the combination of EIP students with regular education students in smaller classes. The reduced class model uses a sliding scale in which the class size reduces as the number of EIP students increases (see Appendix 1).
 - (5) **Reading Recovery Program** – Students are removed from the classroom for one segment of reading. One segment of Reading Recovery is defined as a minimum of 30 minutes. Students must be served a minimum of 45 days. Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.

Other School Designs – Schools may submit to the Georgia Department of Education (GDOE) a school design model. Use of this model requires a written description of how EIP students will be provided services above and beyond the regular classroom setting. Other school designs must include the following:

- an appropriate and effective program for accelerating student learning.
- services through a state-certified teacher.
- the use of EIP funds that provide supplemental instruction above and beyond those services provided by the state.
- compliance with the maximum class size rule.

3. **CLASS SIZE:** A class for EIP must follow Appendix E of the class size rule (see Appendix 1).
4. **CLASS SEGMENTS:** A segment for grades K-3 is defined as a minimum of 45 minutes. A segment for grades 4-5 is defined as a minimum of 50 minutes. A Reading Recovery segment is defined as a minimum of 30 minutes.

II. ELIGIBILITY

The following will apply for student eligibility:

- Under Method 1, eligibility determination is made at the school level by identifying the students functioning below the normal expectation for the respective grade as determined by criteria established by the Office of Student Achievement (see Appendix 2).
- Placement of students under Method 2 of the OSA criteria must be consistent throughout the system.
- For kindergarten and grade 1, Method 2 allows students to qualify for EIP based on various criteria, including the EIP Checklist (see Appendix 3).
- For grades 2-5, Method 2 allows up to 3% of the students to qualify for EIP based on various criteria, including the EIP Checklist (see Appendix 3).

III. ASSESSMENT AND ACCOUNTABILITY

1. **REPORTING PROCEDURES:** Eligibility records and exit documentation must be maintained at the local school and made available for monitoring upon request.
2. **STUDENT ASSESSMENT:** Students must be moved into EIP, provided assistance, and moved out of EIP upon reaching grade level performance. Students placed in the EIP must be administered a formative assessment that will reflect achievement gains throughout the academic year.
3. **EXIT CRITERIA:** Program exit criteria shall be as developed by the Office of Student Achievement (see Appendix 4).
4. **PARENTAL INVOLVEMENT:** The school shall provide a ten calendar-day notice for an opportunity to conference with the student's parents or guardians and the student to discuss the student's performance and the role of the Early Intervention Program. EIP funds may not be used for parent workshops (see Georgia School Laws, Section 20-2-167).

5. ACCOUNTABILITY: The Office of Student Achievement will consider the following EIP data in identifying performing and non-performing schools:

- The length of time that students spend in the EIP
- Performance of EIP students on the Criterion-Referenced Competency Tests (CRCT).

APPENDIX 1

EIP CLASS SIZE RULES

Early Intervention Program (EIP)

Self-Contained and Pull-out* Models

	<u>Funding Size</u>	<u>Maximum Class Size</u>
Kindergarten	11	14
Grades 1-3	11	14
Grades 4-5	11	14

Self-contained classes may be multi-grade-level classes as long as the class size does not exceed the maximum class size.

Augmented Class Model – Kindergarten*

A state certified early childhood/elementary teacher will work for a minimum of one segment (45 minutes) with no more than 14 Early Intervention Program students.

FUNDING CLASS SIZE	<u>MAXIMUM SYSTEM AVERAGE CLASS SIZE</u>			
	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>04-05</u>
15 Maximum Class Size				
Regular Kindergarten	19	20	20	18
Maximum Class Size with				
Full-time paraprofessional	22	22	22	20

A maximum of 14 EIP students may be in an augmented class.

Augmented Class Model – Grades 1-3*

A state certified early childhood/elementary teacher will work for a minimum of one segment (45 minutes) with no more than 14 EARLY INTERVENTION PROGRAM students.

FUNDING CLASS SIZE	<u>MAXIMUM SYSTEM AVERAGE CLASS SIZE</u>			
	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>04-05</u>
17 Maximum Class Size	22	23	23	21
Maximum Class Size				
with full-time paraprofessional	24	23	23	21

A maximum of 14 EIP students may be in an augmented class.

Augmented Class Model – Grades 4-5*

A state certified early childhood/elementary teacher will work for a minimum of one segment (50 minutes) with no more than 14 EARLY INTERVENTION PROGRAM students.

FUNDING CLASS SIZE		<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>04-05</u>
		<u>MAXIMUM SYSTEM AVERAGE CLASS SIZE</u>			
23	Maximum Class Size	30	32	32	30

A maximum of 14 EIP students may be in an augmented class.

*Under the augmented and pull-out models, students will be counted as regular segments and EIP segments to the extent necessary to equal the total number of segments served by the teacher, but not to exceed 90 segments for kindergarten, 102 segments for grades 1-3, and 138 segments for grades 4-5.

Reduced Class Model – Kindergarten

<u>EIP Students</u>	<u>Non-EIP Students</u>	<u>Maximum Total in Class</u>
1	14	15
2	13	15
3	11	14
4	10	14
5	9	14
6	7	13
7	6	13
8	5	13
9	3	12
10	2	12
11	1	12

A full-time paraprofessional may be used in kindergarten models to increase class size by 2 students. The 2 additional students may be either EIP or regular students.

Reduced Class Model – Grades 1-3**

<u>EIP Students</u>	<u>Non-EIP Students</u>	<u>Maximum Total in Class</u>
1	16	17
2	14	16
3	13	16
4	12	16
5	10	15
6	8	14
7	7	14
8	5	13
9	4	13
10	2	12

Reduced Class Model – Grades 4-5**

EIP Students	Non-EIP Students	Maximum Total in Class
1	22	23
2	20	22
3	18	21
4	16	20
5	14	19
6	12	18
7	10	17
8	8	16
9	6	15
10	4	14
11	2	13
12	1	13

**Paraprofessionals may not be used to reduce teacher/student ratio in grades 1-5.

Reading Recovery

The Reading Recovery Program may be used as a model for the Early Intervention Program.

Funding Size
11

Maximum Class Size
14

Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.

APPENDIX 2

OSA EIP PLACEMENT CRITERIA

Placement Procedures for the Early Intervention Program (EIP) Grades K-5
Approved by the ECC (02/21/02) and Adopted by the SBOE (03/14/02)

For students entering or in Kindergarten:

Use Method 1 to identify students entering or in Kindergarten.

Method 1) This includes students who score at the *needs extra instructional assistance* on the Fall Georgia Kindergarten Assessment Program-Revised (GKAP-R).

Use Method 2 to identify students who do not qualify using Method 1.

Method 2) This includes students who do not have GKAP-R scores or whose documented performance shows that their performance is that as described in the Performance Descriptions at the Beginning of Kindergarten as *needs extra instructional assistance*. Documented performance must include one or more of the following: local assessments, standardized norm-referenced tests (below the 35th percentile), portfolios, Student Support Team (SST) Checklist, EIP Checklist, or other checklists.

For students entering or in Grade 1:

Use Method 1 to identify students entering or in Grade 1.

Method 1) This includes students who score at the *not ready for first grade* or *ready with extra instructional assistance in first grade* on the Spring GKAP-R or retained students who do not meet standards on the Criterion-Referenced Competency Tests (CRCT) and who score at Performance Level 1 (*does not meet*) on the CRCT in reading or mathematics.

Use Method 2 to identify students who do not qualify using Method 1.

Method 2) This includes students whose documented performance shows that their performance is that as described in the Performance Descriptions for Students at the End of Kindergarten as *not ready for first grade* or *ready with extra instructional assistance*. Documented performance must include one or more of the following: local assessments, standardized norm-referenced tests (below the 35th percentile), portfolios, Student Support Team (SST) Checklist, EIP Checklist, or other checklists.

For students entering or in Grades 2-5:

Use Method 1 to identify students entering or in Grades 2-5.

Method 1) This includes students who do not meet standards on the CRCT and who score at Performance Level 1 (*does not meet*) on the CRCT in reading or mathematics.

Use Method 2 to identify students who do not qualify using Method 1.

Method 2) This includes students who meet standards on the CRCT in reading or mathematics but whose documented performance shows that they are performing at Performance Level 1 (*does not meet*) on the CRCT in reading or mathematics. This population of students who meet CRCT standards but need additional instructional assistance shall not exceed 3% of the population for a particular grade.

For students in Grades 1-5 without CRCT scores:

This includes students who do not have CRCT scores but whose documented performance shows that they are performing at Performance Level 1 (*does not meet*) on the CRCT in reading or mathematics. Documented performance must include one or more of the following: local assessments, standardized norm-referenced tests (below the 35th percentile), portfolios, Student Support Team (SST) Checklist, EIP Checklist, other checklists, or performance as described by Performance Descriptors for the Beginning of Kindergarten or for Performance Level 1 of the CRCT.

APPENDIX 3

EIP Checklists

Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators. When using the EIP Teacher Checklists, refer to the table below to determine student eligibility.

Grade	READING	MATH	Total/Combination
Kindergarten			11 qualifiers
One	4 out of 6 qualifiers	4 out of 6 qualifiers	12 qualifiers
Two	4 out of 6 qualifiers	4 out of 6 qualifiers	12 qualifiers
Three	4 out of 6 qualifiers	4 out of 6 qualifiers	12 qualifiers
Four	5 out of 7 qualifiers	4 out of 6 qualifiers	13 qualifiers
Five	5 out of 7 qualifiers	4 out of 6 qualifiers	13 qualifiers

**EIP TEACHER CHECKLIST FOR
KINDERGARTEN ELIGIBILITY**

Teacher _____ Date _____

Student _____ Age _____

This checklist has been referenced to the QCC content standards. The content standards are listed. These are the content standards assessed on the GKAP-R.

Has the student attended a Pre-K program? Yes No (Circle)

1. _____ Previously retained in kindergarten.
2. _____ Demonstrates difficulty identifying upper- and lower-case letters of the alphabet out of sequence. (LA.K.19)
3. _____ Unable to recognize and select the numerals for 0 through 10. (MA.K.15)
4. _____ Demonstrates difficulty recognizing any of the following colors:
Blue Red Black Brown Orange Yellow Green
5. _____ Demonstrates difficulty in identifying basic geometric shapes (circle, triangle, rectangle, square, oval, and diamond). (MA.K.4)
6. _____ Demonstrates difficulty cutting on a straight line with scissors.
7. _____ Demonstrates difficulty recalling first and last name.
8. _____ Demonstrates difficulty counting by rote, 0 through 10. (MA.K.17)
The student counted to _____.
9. _____ Demonstrates difficulty counting four squares.
10. _____ Demonstrates difficulty printing name. (LA.K.36) (Student may write his/her name on the back of the Kindergarten Checklist or on a sheet of paper.)
11. _____ Demonstrates difficulty following teacher's directions.

PLACEMENT

_____ Meets criteria for EIP placement (at least 6 characteristics).

_____ Does not meet criteria for EIP placement.

NOTE: Assessment instruments to assess EIP eligibility such as the Diagnostic Skills Checklist (DSC), the ABC Extended, or the Boehm may be used in addition to the Kindergarten Checklist.

**EIP TEACHER CHECKLIST
FIRST GRADE**

Teacher _____ Date _____

Student _____ Age _____ Grade _____

This checklist has been referenced to the QCC content standards. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

READING (4 out of 6 qualifiers) _____

- 1.____ Does not recognize words in familiar contexts. (LA.K.13)
- 2.____ Experiences difficulty demonstrating left –to- right and top-to-bottom progression. (LA.K.16)
- 3.____ Experiences difficulty demonstrating visual similarities and differences in words. (LA.K.17)
- 4.____ Does not distinguish between written letters, words, and sentences. (LA.K.18)
- 5.____ Does not recognize rhyming words (e.g., CVC words, word families, etc.). (LA.K.22)
- 6.____ Demonstrates difficulty reading selected sight words. (LA.K.23)

MATH (4 out of 6 qualifiers) _____

- 7.____ Demonstrates difficulty identifying basic geometric shapes (circle, square, triangle, rectangle, oval, and diamond). (MA.K.4)
- 8.____ Does not name and identify coins (penny, nickel, dime, and quarter) and dollar bills. (MA.K.10)
- 9.____ Does not recognize and select the numerals (0 through 10) or words zero through ten. (MA.K.15)
- 10.____ Demonstrates difficulty counting the number of elements in a set and writes the corresponding numeral (0 through 10). (MA.K.16)
- 11.____ Experiences difficulty determining equivalence (using physical models) by establishing one-to-one correspondence between two sets (same as, fewer than, and more than). (MA.K.19)
- 12.____ Demonstrates difficulty combining and separating sets of objectives by a given characteristic (size, shape, color, and quantity) as readiness for the operations of addition and subtraction. (MA.K.26)

OTHER INDICATORS

- 13. ___ Handwriting and spacing of words below grade level expectancy. (LA.K.36)
 - 14. ___ Needs additional assistance with reading skills involving decoding/phonics. (LA.K.20)
 - 15. ___ Unable to write a complete sentence correctly. (LA.K.34)
 - 16. ___ Demonstrates difficulty with listening comprehension. (LA.K.9)
 - 17. ___ Demonstrates difficulty with sequential memory skills. (LA.K.3)
 - 18. ___ Verbal language skills below grade level expectancy or diagnosed language deficient. (LA.K.9)
 - 19. ___ Demonstrates difficulty completing daily classroom assignments and/or homework.
 - 20. ___ SST recommendation
 - 21. ___ Previously retained in grade _____.
 - 22. ___ Scores below percentile cut-off on norm-referenced test (35th percentile for first-third), or identified on the GKAP-R as needing instructional assistance.
-

PLACEMENT

- ___ Meets criteria for EIP placement in **reading** (at least 4 out of 6 qualifiers).
- ___ Meets criteria for EIP placement in **math** (at least 4 out of 6 qualifiers).
- ___ Meets criteria for EIP placement (**total or combination of** at least 12 qualifiers).
- ___ Does not meet criteria for EIP placement.

**EIP TEACHER CHECKLIST
SECOND GRADE**

Teacher _____ Date _____

Student _____ Age _____ Grade _____

This checklist has been referenced to the QCC content standards. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

READING (4 out of 6 qualifiers) _____

1. _____ Does not use word order and sentence structure to read. (LA.1.16)
2. _____ Does not demonstrate an understanding of relationships by using pictures, context clues, word meanings, and prior knowledge in reading. (Semantics- "Does it make sense?") (LA.1.17)
3. _____ Experiences difficulty integrating language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently. (LA.1.19)
4. _____ Demonstrates difficulty reading with fluency and expression. (LA.1.20)
5. _____ Does not recognize EXPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction. (LA.1.21)
6. _____ Does not recognize IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction. (LA.1.22)

MATH (4 out of 6 qualifiers) _____

7. _____ Does not determines the value of a set of coins up to \$0.50 using quarters, nickels, pennies, and dimes. (MA.1.13)
8. _____ Demonstrates difficulty telling time to the half-hour and hour. (MA.1.18)
9. _____ Needs additional assistance translate words to numerals and numerals to words (0 through 20). (MA. 1.23)
10. _____ Does not identify place value by determining number of tens and ones in a given number. (MA.K.1.27)

11. ____ Does not solve one-and two- step word problems related to appropriate first-grade objectives. Includes oral and written problems with extraneous information as well as information from sources such as bar graphs and pictographs. (MA.1.36)
12. ____ Experiences difficulty determining addition and subtraction facts up to 18 using strategies such as counting all of a set, part-whole, counting on, counting back, counting up, doubles, property of zero, and commutativity of addition. (MA.1.44)

OTHER INDICATORS

13. ____ Handwriting and spacing of words below grade level expectancy. (LA.1.38)
14. ____ Needs additional assistance with reading skills involving decoding/phonics. (LA.1.15)
15. ____ Unable to write a complete sentence correctly. (LA.1.34)
16. ____ Demonstrates difficulty with listening comprehension. (LA.1.5)
17. ____ Demonstrates difficulty with sequential memory skills. (LA.1.3)
18. ____ Verbal language skills below grade level expectancy or diagnosed language deficient. (LA.1.8)
19. ____ Demonstrates difficulty completing daily classroom assignments and/or homework.
20. ____ SST recommendation.
21. ____ Previously retained in grade ____.
22. ____ Scores below percentile cut-off on norm-referenced test (35th percentile).
-

PLACEMENT

- ____ Meets criteria for EIP placement in **reading** (at least 4 out of 6 qualifiers).
- ____ Meets criteria for EIP placement in **math** (at least 4 out of 6 qualifiers).
- ____ Meets criteria for EIP placement (**total or combination of** at least 12 qualifiers)
- ____ Does not meet criteria for EIP placement.

**EIP TEACHER CHECKLIST
THIRD GRADE**

Teacher _____ Date _____

Student _____ Age _____ Grade _____

This checklist has been referenced to the QCC content standards. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

READING (4 out of 6 qualifiers) _____

1. _____ Does not use word order and sentence structure to read. (Syntax-“Does it sound right?”) (LA.2.20)
2. _____ Does not demonstrate an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics-“Does it make sense?”) (L.A. 2.21)
3. _____ Does not integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently. (LA. 2.23)
4. _____ Does not read with fluency and expression. (LA.2.24)
5. _____ Demonstrates difficulty recognizing EXPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and non-fiction. (LA.2.25)
6. _____ Does not recognize IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and non-fiction. (LA.2.26)

MATH (4 out of 6 qualifiers) _____

7. _____ Does not apply appropriate instrument for determining specified measurement of height, weight, capacity, time, and temperature. (MA 2.10)
8. _____ Experiences difficulty determining amounts of money (in a collection up to \$1 and determines change less than \$0.50), using pennies, nickels, dimes, quarters, half-dollars, and dollars. (MA.2.14)
9. _____ Does not identify place value through hundreds and identifies the number of hundreds, tens, and ones in a given numeral. (M.A. 2.18)
10. _____ Does not solve one-and two- step word problems related to appropriate second-grade objectives. Includes oral and written problems and problems with extraneous information as well as information from sources such as bar graphs and pictographs. (M.A. 2.31)

11. ____ Does not recall addition facts (sums to 20) and related subtraction facts presented orally, vertically and horizontally (rewrite vertically). (M.A.2.36)
12. ____ Experiences difficulty adding combinations of 1, 2, and 3-digit numbers without and with regrouping, subtracts 1 and 2 digit numbers, 2 and 3 digit numbers without regrouping, include vertical and horizontal rewritten vertically. (MA.2.38)

OTHER INDICATORS

13. ____ Needs additional assistance with reading skills involving decoding/phonics. (LA.2.19)
14. ____ Unable to write a complete sentence correctly. (LA.2.43)
15. ____ Demonstrates difficulty with listening comprehension. (LA.2.6)
16. ____ Demonstrates difficulty with sequential memory skills. (LA.2.3)
17. ____ Experiences difficulty with following written directions. (L.A.2.17)
18. ____ Verbal language skills below grade level expectancy or diagnosed language deficient. (LA.2.9)
19. ____ Demonstrates difficulty completing daily classroom assignments and/or homework.
20. ____ SST recommendation.
21. ____ Previously retained in grade ____.
- 22 ____ Scores below percentile cut-off on norm-referenced test (35th percentile).
-

PLACEMENT

- ____ Meets criteria for EIP placement in **reading** (at least 4 out of 6 qualifiers).
- ____ Meets criteria for EIP placement in **math** (at least 4 out of 6 qualifiers).
- ____ Meets criteria for EIP placement (**total** at least 12 qualifiers)
- ____ Does not meet criteria for EIP placement.

**EIP TEACHER CHECKLIST
FOURTH GRADE**

Teacher _____ Date _____

Student _____ Age _____ Grade _____

This checklist has been referenced to the QCC content standards. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

READING (5 out of 7 qualifiers) _____

1. _____ Does not use word order and sentence structure to read. (Syntax-“Does it make sense?”) (LA.3.20)
2. _____ Does not demonstrate an understanding of semantic relationship by using context clues, word meanings, and prior knowledge in reading. (Semantics-“Does it make sense?”) (LA.3.2)
3. _____ Experiences difficulty increasing existing sight vocabulary (instant recognition). (LA.3.22)
4. _____ Experiences difficulty Integrating language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently. (LA.3.23)
5. _____ Does not read with fluency and expression. (LA.3.24)
6. _____ Does not recognize EXPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction. (LA.3.25)
7. _____ Does not recognize IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction. (LA.3.26)

MATH (4 out of 6 qualifiers) _____

8. _____ Does not identify and write fractions to describe parts of a whole using both regions and discrete sets (halves, thirds, fourths, sixths, eights, and tenths). (MA.3.3)
9. _____ Does not recognize properties (such as sides and angles) of geometric shapes (such as triangles, rectangles, circles, squares, and closed and not closed figures) and recognizes and names solid figures (such as cylinders, cones, spheres, and cubes). (MA.3.5)
10. _____ Does not identify place value through hundred thousands, thousands, hundreds, tens, and ones in a given number. (MA.3.21)

11. ____ Does not solve one- and two-step word problems related to appropriate third-grade objectives. Includes oral and written problems and problems with extraneous information as well as information from sources such as pictographs, bar graphs, tables, and charts. (MA.3.36)
12. ____ Experiences difficulty determining basic multiplication and division facts through 9 X 9 by using strategies such as skip counting, multiplying by zero and one, dividing by one, splitting arrays, commutative property of multiplication, and using known facts to find unknown facts. (MA.3.44)
13. ____ Does not select appropriate symbol (+, -, x, -, <, >, =) for use in a number sentence. (MA. 3.47)

OTHER INDICATORS

14. ____ Does not write a short paragraph about a topic. (LA.3.39)
15. ____ Does not write about self-selected topics. (LA. 3.40)
16. ____ Does not write in a variety of genres to include:
 Personal narratives
 Imaginative stories
 Content area pieces
 Correspondence (including writing letters and addressing envelopes). (LA.3.41)
17. ____ Does not apply correct principles of grammar, parts of speech, and usage and mechanics (LA.3.42)
18. ____ Needs additional assistance with applying standard rules of capitalization and punctuation. (LA.3.42)
19. ____ Spells frequently used sight words incorrectly. (LA.3.36)
20. ____ Needs additional assistance with reading skills involving decoding/phonics. (LA.3.19)
21. ____ Experiences difficulty in following written directions. (LA.3.16)
22. ____ SST recommendation.
23. ____ Previously retained in grade ____.
24. ____ Scores below percentile cut-off norm-referenced test (35th percentile).

PLACEMENT

- ____ Meets criteria for EIP placement in **reading** (at least 5 out of 7 qualifiers).
- ____ Meets criteria for EIP placement in **math** (at least 4 out of 6 qualifiers).
- ____ Meets criteria for EIP placement (**total or combination of** at least 13 qualifiers)
- ____ Does not meet criteria for EIP placement.

**EIP TEACHER CHECKLIST
FIFTH GRADE**

Teacher _____ Date _____

Student _____ Age _____ Grade _____

This checklist has been referenced to the QCC content standards. The content standards are listed. Students may qualify for EIP specifically in reading and/or math, or for a combination of indicators.

READING (5 out of 7 qualifiers) _____

- 1.____ Does not use word order and sentence structure to read. (Syntax- “Does it sound right?”) (LA.4.19)
- 2.____ Does not demonstrate an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics- “Does it make sense?”) (LA.4.20)
- 3.____ Experiences difficulty increasing existing sight vocabulary (instant recognition). (LA.4.21)
- 4.____ Does not integrate language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently. (LA.4.22)
- 5.____ Does not read with fluency and expression. (LA.4.23)
- 6.____ Does not recognize EXPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction. (LA.4.24)
- 7.____ Does not recognize IMPLICIT main ideas, details, sequence of events, and cause-effect relationships in fiction and nonfiction. (LA.4.25)

MATH (4 out of 6 qualifiers) _____

- 8.____ Does not round two-, three-, or four- digit numbers to the nearest ten, hundred, or thousand. (M.A.4.1)
- 9.____ Does not add and subtract fractions with like denominators using models. (MA.4.5)
- 10.____ Experiences difficulty solving one, two, or three-step word problems related to all appropriate fourth grade objectives including those presented orally and in writing; those in charts, tables, graphs: and those with extraneous or insufficient information. (MA. 4.22)
- 11.____ Does not collect, read, interpret, and compares data from charts, tables, and graphs (pictographs, bar graphs, and circle graphs) using a variety of scales and estimation. (MA. 4.25)

12. ____ Experiences difficulty adding and subtracting two- and three- digit whole numbers using vertical and horizontal presentations with and without regrouping with the horizontal rewritten vertically. (M.A. 4.31)
13. ____ Does not multiply (up to three-digit by one-digit or two- digit by two-digit numbers) and divide (up to three-digit by one-digit numbers) and multiplies two-digit numbers by multiples of one hundred without regrouping. (MA.4.33)

OTHER INDICATORS

14. ____ Does not write selections (compositions) of three or more paragraphs about a topic. (LA.4.39)
15. ____ Does not write about self-selected topics. (LA.4.40)
16. ____ Does not write in a variety of genres to include:
 Personal narratives
 Imaginative stories
 Responses to literature
 Content area pieces
 Correspondences (including writing letters, and addressing envelopes). (LA. 4.41)
17. ____ Experiences difficulty applying correct principles of grammar, parts of speech, and usage and mechanics. (LA.4.42)
18. ____ Does not communicate ideas by using the writing process: prewriting, drafting, revising. (LA.4.43)
19. ____ Needs additional assistance with applying standard rules of capitalization and punctuation. (LA 4.63) (LA 4.64)
20. ____ Spells frequently used sight words incorrectly. (LA.4.36)
21. ____ Needs additional assistance with reading skills involving decoding/phonics. (LA.4.18)
22. ____ Experiences difficulty in following written directions. (LA.4.15)
23. ____ SST recommendation
24. ____ Previously retained in grade ____.
25. ____ Scores below percentile cut-off norm-referenced test (35th percentile).

PLACEMENT

- ____ Meets criteria for EIP placement in **reading** (at least 5 out of 7 qualifiers).
- ____ Meets criteria for EIP placement in **math** (at least 4 out of 6 qualifiers).
- ____ Meets criteria for EIP placement (**total or combination of** at least 13 qualifiers)
- ____ Does not meet criteria for EIP placement.

APPENDIX 4

OSA EIP EXIT CRITERIA

Exit Procedures for the Early Intervention Program (EIP) Grades K-5 ECC Approved (02/21/02) and Adopted by the SBOE (03/14/02)

For students in Kindergarten:

This includes kindergarten students scoring at the “ready for first grade” level on the Spring Georgia Kindergarten Assessment Program-Revised (GKAP-R) or whose documented performance is that as described by one or more of the following: local assessments, portfolios, Student Support Team (SST) Checklist, EIP Checklist, other checklists, or student work as described by GKAP-R Performance Descriptions for the End of Kindergarten as “ready for first-grade.”

For students in Grades 1-5:

This includes students who score at either Performance Level 2 or 3 (*Meets or Exceeds the Standard*) on the Criterion-Referenced Competency Tests (CRCT) in reading or mathematics or whose performance indicates “on grade level” as documented by one or more of the following: local assessments, portfolios, Student Support Team (SST) Checklist, EIP Checklist, other checklists, or student work as described by CRCT Performance Descriptors for Performance Levels 2 or 3 of the CRCT.

For students in Grades K-5 without GKAP-R or CRCT scores:

This includes students who do not have GKAP-R or CRCT scores and whose performance indicates “on grade level” as documented by one or more of the following: local assessments, portfolios, Student Support Team (SST) Checklist, EIP Checklist, other checklists, or student work as described by GKAP-R or CRCT Performance Descriptors for the End of Kindergarten or for Performance Levels 2 or 3 (*Meets or Exceeds the Standard*) of the CRCT.