# Taxonomy of Intervention Intensity: Academic Rating Rubric

This tool can support teams in selecting and evaluating validated interventions for small groups or individual students. Teams may consider using data available on the [National Center on Intensive Intervention Academic Tools Chart](http://example.com) and the publishers’ websites as well as results from previous implementation efforts. Each dimension will be rated on a scale of 0–Fails to Address Standard to 3—Addresses Standard Well. Visit the NCII website for additional information about the dimensions of the [Taxonomy of Intervention Intensity](http://example.com) and use the [Intervention Plan (For Small Groups or Individual Students)](http://example.com) to document ratings and adaptations over time.

<table>
<thead>
<tr>
<th></th>
<th>0 Fails to Address Standard</th>
<th>1 Addresses Standard Minimally</th>
<th>2 Addresses Standard Moderately</th>
<th>3 Addresses Standard Well</th>
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</thead>
<tbody>
<tr>
<td><strong>Strength</strong></td>
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<tr>
<td></td>
<td>No validated studies</td>
<td>0.2 &lt; Effect Size &lt; 0.34</td>
<td>Effect size 0.35 - 0.55 (researcher-designed measure) -OR- Effect size 0.20 - 0.3 (standardized measure)</td>
<td>Effect Size &gt; 0.55 (researcher-designed measure) -OR- Effect Size &gt; 0.3 (standardized measure)</td>
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<tr>
<td></td>
<td>No effect size can be determined</td>
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<td></td>
<td>Reported effect size is ≤ 0</td>
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<tr>
<td><strong>Dosage</strong></td>
<td>Same as Tier I (opportunities to respond and receive corrective feedback are similar to Tier 1)</td>
<td>Slightly more than Tier 1 (e.g., 2-3x more opportunities to respond and receive corrective feedback)</td>
<td>Same as Tier 2 (e.g., 4-5x more opportunities to respond and receive corrective feedback)</td>
<td>Substantially more than Tier 2 (&gt;5x more opportunities to respond and receive corrective feedback)</td>
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<tr>
<td><strong>Alignment</strong></td>
<td>Does not align to students’ or student’s needs</td>
<td>Only address some of a students’ or student’s deficits, overemphasizes already mastered skills, and is not aligned to grade-level standards</td>
<td>Addresses most students’ or student deficits, does not overemphasize already mastered skills, and aligns to curriculum standards</td>
<td>Addresses all of students’ or student’s deficits, does not overemphasize already mastered skills, and aligns to curriculum standards</td>
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<tr>
<td>Promoting Transfer</td>
<td>Does not promote transfer</td>
<td>Promotes transfer in only <strong>one (1)</strong> of the following ways:</td>
<td>Promotes transfer in <strong>2-3</strong> of the following ways:</td>
<td>Promotes transfer in <strong>all</strong> of the following ways:</td>
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<td></td>
<td></td>
<td>• Promotes self-regulation and goal setting</td>
<td>• Promotes self-regulation and goal setting</td>
<td>• Promotes self-regulation and goal setting</td>
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<td></td>
<td></td>
<td>• Cumulative review</td>
<td>• Cumulative review</td>
<td>• Cumulative review</td>
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<td></td>
<td></td>
<td>• Varied contexts</td>
<td>• Varied contexts</td>
<td>• Varied contexts</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Empirical evidence of transfer</td>
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<tr>
<td>Comprehensiveness</td>
<td>Does not incorporate any principles of explicit instruction</td>
<td>Incorporates <strong>1-2</strong> of the following principles of explicit instruction:</td>
<td>Incorporates <strong>3-4</strong> of the following principles of explicit instruction:</td>
<td>Incorporates <strong>5-6</strong> of the following principles of explicit instruction:</td>
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<tr>
<td></td>
<td></td>
<td>• Provides directions in simple, direct language</td>
<td>• Provides directions in simple, direct language</td>
<td>• Provides directions in simple, direct language</td>
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<td></td>
<td></td>
<td>• Models efficient strategies</td>
<td>• Models efficient strategies</td>
<td>• Models efficient strategies</td>
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<td></td>
<td>• Ensures sufficient background knowledge</td>
<td>• Ensures sufficient background knowledge</td>
<td>• Ensures sufficient background knowledge</td>
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<td></td>
<td>• Gradually fades instructional support</td>
<td>• Gradually fades instructional support</td>
<td>• Gradually fades instructional support</td>
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<td></td>
<td></td>
<td>• Provides sufficient independent practice</td>
<td>• Provides sufficient independent practice</td>
<td>• Provides sufficient independent practice</td>
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<td></td>
<td>• Incorporates systematic cumulative review</td>
<td>• Incorporates systematic cumulative review</td>
<td>• Incorporates systematic cumulative review</td>
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<tr>
<td>Behavioral Support</td>
<td>Does not incorporate behavioral supports</td>
<td>Incorporates <strong>1</strong> of the following behavioral supports:</td>
<td>Incorporates <strong>2</strong> of the following behavioral supports:</td>
<td>Incorporates <strong>all</strong> of the following behavioral supports:</td>
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<td></td>
<td></td>
<td>• Strategies to develop perseverance with challenging academic content</td>
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<td>• Strategies to develop perseverance with challenging academic content</td>
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<td></td>
<td></td>
<td>• Methods to promote attention, engagement, and other aspects of executive function</td>
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<td></td>
<td></td>
<td>• Behavioral principles that minimize noncompliant or disruptive behavior</td>
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</tr>
</tbody>
</table>

Can the intervention be **individualized** with a data-based process to meet student needs (individualization)? **YES** or **NO**