



Teacher _____ Pre-Evaluation Date _____

Child's Name _____ Post Date _____

Objective _____

Response to Intervention Accountability Chart

Focus Moves Beginning Level

| Document the poster used to self-regulate or improve academic foundation skills | Pre-Evaluation Rubric Score | Post-Evaluation Rubric Score |
|---|-----------------------------|------------------------------|
| Belly Stretches | | |
| Figure 8's | | |
| Focus Shapes I | | |
| Hands and Feet I | | |
| Jumping Feet I | | |
| Shape Tracking | | |
| Smiley Jumps I | | |
| Smiley Tracing | | |
| Twister Puzzles I | | |
| Vision Moves | | |

Key

| | | |
|---|-----------------------------|--|
| 5 | Independent and Can Partner | Consistently self-initiates the poster activity in all environments. Presence not needed. |
| 4 | Inconsistencies | Consistently completes the poster independently when under supervision. May need guidance or redirection. Needs no prompts. |
| 3 | Mild Difficulty | Consistently completes the poster when provided verbal, gestural, and/or modeling prompts. |
| 2 | Moderate Difficulty | Consistently completes the poster when provided physical prompts and moderate physical assist or contact. Does not require full physical assistance. |
| 1 | Severe Difficulty | Requires full physical assistance or hand over hand to complete the poster. |
| 0 | Unable/Dependent | Cannot physically complete the poster or is unwilling to attempt the poster. |