

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](#) 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](#) and use the [Intervention Plan \(For Small Groups or Individual Students\)](#) to document ratings and adaptations over time.

	0 Fails to Address Standard	1 Addresses Standard Minimally	2 Addresses Standard Moderately	3 Addresses Standard Well
Strength	<ul style="list-style-type: none"> No validated studies No effect size can be determined Reported effect size is ≤ 0 	$0.2 < \text{Effect Size} < 0.34$ (researcher-designed measure)	Effect size 0.35 - 0.55 (researcher-designed measure) -OR- Effect size 0.20 - 0.3 (standardized measure)	Effect Size > 0.55 (researcher-designed measure) -OR- Effect Size > 0.3 (standardized measure)
Dosage	Same as Tier I (opportunities to respond and receive corrective feedback are similar to Tier 1)	Slightly more than Tier 1 (e.g., 2-3x more opportunities to respond and receive corrective feedback)	Same as Tier 2 (e.g., 4-5x more opportunities to respond and receive corrective feedback)	Substantially more than Tier 2 ($>5x$ more opportunities to respond and receive corrective feedback)
Alignment	Does not align to students' or student's needs	Only address some of a students' or student's deficits, overemphasizes already mastered skills, and is not aligned to grade-level standards	Addresses most students' or student deficits, does not overemphasize already mastered skills, and aligns to curriculum standards	Addresses all of students' or student's deficits, does not overemphasize already mastered skills, and aligns to curriculum standards

Promoting Transfer	Does not promote transfer	Promotes transfer in only one (1) of the following ways: <ul style="list-style-type: none"> Promotes self-regulation and goal setting Cumulative review Varied contexts 	Promotes transfer in 2-3 of the following ways: <ul style="list-style-type: none"> Promotes self-regulation and goal setting Cumulative review Varied contexts 	Promotes transfer in all of the following ways: <ul style="list-style-type: none"> Promotes self-regulation and goal setting Cumulative review Varied contexts Empirical evidence of transfer
Comprehensiveness	Does not incorporate any principles of explicit instruction	Incorporates 1-2 of the following principles of explicit instruction: <ul style="list-style-type: none"> Provides directions in simple, direct language Models efficient strategies Ensures sufficient background knowledge Gradually fades instructional support Provides Sufficient independent practice Incorporates systematic cumulative review 	Incorporates 3-4 of the following principles of explicit instruction: <ul style="list-style-type: none"> Provides directions in simple, direct language Models efficient strategies Ensures sufficient background knowledge Gradually fades instructional support Provides Sufficient independent practice Incorporates systematic cumulative review 	Incorporates 5-6 of the following principles of explicit instruction: <ul style="list-style-type: none"> Provides directions in simple, direct language Models efficient strategies Ensures sufficient background knowledge Gradually fades instructional support Provides Sufficient independent practice Incorporates systematic cumulative review
Behavioral Support	Does not incorporate behavioral supports	Incorporates 1 of the following behavioral supports: <ul style="list-style-type: none"> Strategies to develop perseverance with challenging academic content Methods to promote attention, engagement, and other aspects of executive function Behavioral principles that minimize noncompliant or disruptive behavior 	Incorporates 2 of the following behavioral supports: <ul style="list-style-type: none"> Strategies to develop perseverance with challenging academic content Methods to promote attention, engagement, and other aspects of executive function Behavioral principles that minimize noncompliant or disruptive behavior 	Incorporates all of the following behavioral supports: <ul style="list-style-type: none"> Strategies to develop perseverance with challenging academic content Methods to promote attention, engagement, and other aspects of executive function Behavioral principles that minimize noncompliant or disruptive behavior
Can the intervention be individualized with a data-based process to meet student needs (individualization)? YES or NO				