

Tier Sort Challenge: Applying Tiered Instruction

Purpose:

Work collaboratively to determine which tier of support (Tier I, II, or III) best fits each scenario. Discuss what evidence supports your decision and how this might look in your classroom or school.

Scenario	Tier Placement (I, II, or III)	Evidence or Rationale for Tier Placement	Next Steps or Classroom Application
1. Academic – Main Idea All 5th-grade students are working on main idea and details during reading. The teacher models a think-aloud using a grade-level passage, then students use color-coded highlighters to identify main ideas and supporting details.	Tier 1	All student Grade-level modeling	Small Group Discussion
2. Academic – Small Group Inference After analyzing ACAP reading data, the teacher forms a small group of six students who consistently miss inference questions. She meets with them three times a week for 20 minutes using scaffolded passages and guided questioning strategies.	Tier 2	Small group 3 days/week scaffolding and guided	re-entry to general or tier 3 support
3. Behavior – Self-Monitoring Checklist Three 7th-grade students struggle with staying on task during transitions. The teacher implements a daily self-monitoring checklist and provides immediate feedback at the end of each period, paired with a brief weekly check-in with the counselor.	Tier 2	Small group Brief check-in daily self-monitoring	continued support or return to gen or Tier 3 support