

# Fidelity Checklist

## **What is fidelity and why is it important to measure?**

Fidelity can be defined as the degree of exactness with which something is copied or reproduced. When an educator implements an instructional practice, their adherence to the steps required for the practice is critical in maintaining fidelity. If an expected practice is intended to ensure a specific outcome, it is important for that practice to be replicated each time it is used.

## **Who should use fidelity checklists?**

Districts and LEAs should make use of fidelity tools to ensure that instructional practices meet the anticipated provision determined to impact student outcomes. This document serves as a general fidelity checklist intended for a wide array of instructional methods. However, teams should adapt this tool to align with specific instructional strategies.

Educators can use fidelity checklists to support their implementation of instructional practices. Those who use the checklist can observe and evaluate the adherence to the instructional protocol for each practice.

## **When should fidelity checklists be used?**

As educators make use of an instructional practice, they should ensure that they are conducting the practice according to the protocol. While fidelity does rely on the repetition of the same provision each time the practice is used, it is unreasonable to assess each time.

Critical times to use the checklist include:

1. During the first implementation of the practice (to correct any errors early).
  - a) Best practice includes an instructor implementing the practice to another instructor with a third-party evaluator scoring the fidelity checklist. Videoing the event can also allow for an objective third-party view.
2. Regularly scheduled intervals (to ensure no new errors have occurred).
3. Following the student's expected proficiency score or after several attempts where the student has not made expected progress.
4. At any time when the instructor would benefit from a refresher regarding the implementation of the practice.

## **Instructional Strategy: Explicit Instruction: I Do, We Do, You Do Fidelity Checklist**

### **Instructional Methods: (5 pts) \_\_\_\_/5 pts**

Skill Support: Procedural fluency tasks (3pts)

- ☐ The educator will model the procedure while gradually releasing the student to become fluent in the modeled procedure.

Materials: (2pts)

- ☐ Materials required for the type of modeled content taught.

### **Intervention Implementation: (10 pts/1 pt each) \_\_\_\_/10 pts**

*Goal:* To increase independence of procedural tasks

- ☐ During the “I do” phase, the educator demonstrates a task.
- ☐ The educator verbally identifies the steps involved.
- ☐ Next is the “we do” phase. The educator guides the student to complete a new task that matches all the same procedures with the educator.
- ☐ The educator continues to verbally explain the task and the student is now an active observer.
- ☐ Last is the “you do” phase. The educator provides the student another task that matches the same procedures.
- ☐ However, this time the student completes the task unassisted, guided to verbally explain the steps
- ☐ Provide students with tools needed to support their understanding (reference charts, books, materials...).
- ☐ Provide feedback for error corrections.
- ☐ Provide feedback for positive praise.

### **Student Engagement: (10 pts/ 2 pts each) \_\_\_\_/10 pts**

- ☐ The student observes the educator as they complete the task (I do).
- ☐ The student begins to actively observe/begin to participate with the educator as they complete the task (we do).
- ☐ The student begins to use the provided self-talk to guide them to complete the steps.
- ☐ Students respond to error corrections or praise.
- ☐ Students demonstrate understanding of the procedural task independently.

Instructional Strategy: \_\_\_\_\_  
Fidelity Checklist

**Scoring (5 pts/1 pt each) \_\_\_\_/5 pts**

- ☐ The instructor keeps accurate data of the intervention skill, duration, frequency, and methods.
- ☐ The instructor keeps accurate data collection of attempts and correct responses.
- ☐ The instructor keeps accurate data collection of errors.
- ☐ The instructor keeps accurate data collection of intervention events.
- ☐ The instructor uses the score for progress monitoring reporting.

**Fidelity Score**

The score for the intervention implementation and student engagement subset must earn 7 points each to indicate a minimum level of fidelity. If either of these subsets are below 7 points each, additional support is needed for the specific area.

Subset	Score	Points Possible	Percent
Instructional Methods		5	
Intervention Implementation		10	
Student Engagement		10	
Scoring		5	
<b>Total</b>		<b>30</b>	<b>____/30 ____%</b>

Fidelity Score		Score
30/30	100%	Implementing with fidelity
22-29	75%-99%	Adequate, needs modeling for subsets
15-21	50%-74%	Needs additional support for subsets
0-14	0%-49%	Inadequate, fidelity not measured