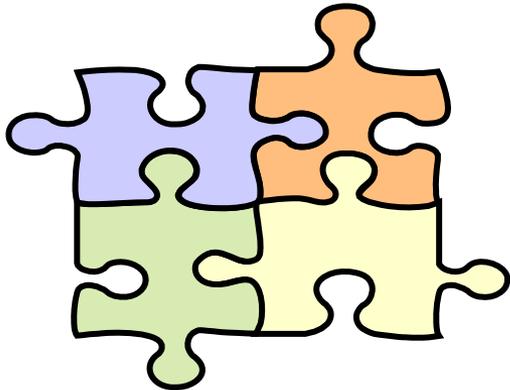
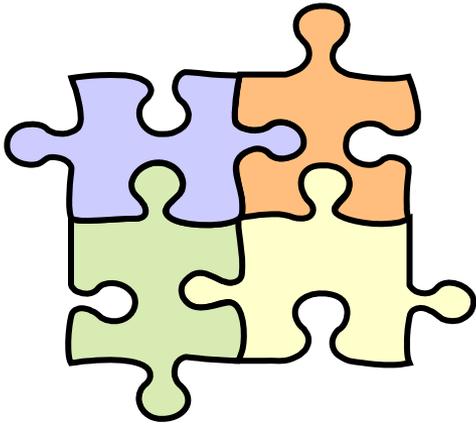


Essential Component: Ongoing Assessment





Essential Component

TIER 1 ASSESSMENT: ACADEMIC SCREENING



Four Types of Assessment

- **Screening-** Involves all children and is usually done at set benchmark points such as the beginning and middle of the school year or the end of a unit in a core program.
- **Diagnostic-** Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- **Progress Monitoring-** Involves frequent measurement to determine if students are making adequate progress or are in need of more intervention to achieve grade-level reading outcomes.
- **Outcome-** Provides a bottom-line evaluation of the effectiveness of the reading program in relation to established performance levels (e.g., end of school year).



Assessment: Essential to RTI

	Ongoing Assessment
School Level	<ul style="list-style-type: none">•School wide screening 3 times yearly (F,W,S)•Identify “at risk”•Reorganize instructional groups
Student Level	<ul style="list-style-type: none">•Progress monitoring measures in place and scheduled•Diagnostic Assessment•Assess additional factors•Systematic review of data to inform intervention

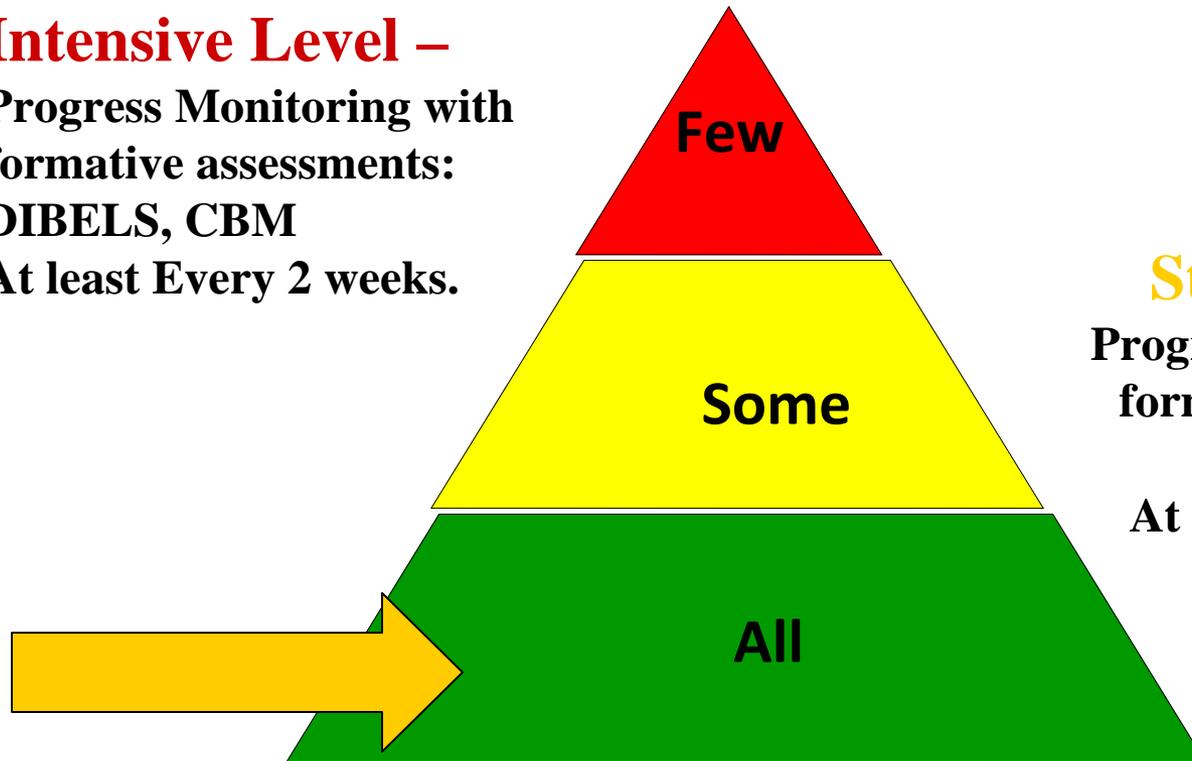
Tier 1



Assessments Indicators: How Are We Doing?

Intensive Level –

Progress Monitoring with
formative assessments:
DIBELS, CBM
At least Every 2 weeks.



Strategic Level

Progress Monitoring with
formative assessments:
DIBELS, CBM
At least 1 X per mth.

Core Level –

School-wide Academic Screening
“Benchmark Assessment” – 3 X year
Ongoing Program Assessments

Tier 1 – Academic Assessment

- Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning.
- The type of information collected is determined by the intended use of the results or type of decision that is needed.
 - RTI uses quick, yet reliable, assessment to screen all students
 - Identify students in need of additional supports or challenges above and beyond the typical grade-level supports.



Tier 1 – Academic Assessment

- RTI Tier 1 Assessment includes:
 - Screening
 - Benchmarking
 - Along with the typical classroom and school-wide assessments used to determine student learning
e.g.:
 - chapter tests
 - single skill mastery tests
 - daily timings
 - MontCAS (assesses outcomes)
 - daily check for understanding



Tier 1 – Academic Assessment

- **Screening Assessments**
 - quick and efficient measures of overall ability or
 - efficient measures of critical skills known to be strong indicators that predict student performance in a specific subject or behaviorally (e.g., # of office discipline referrals).
 - Benchmark assessments are often used for screening (see below) and you may hear the terms used interchangeably.
- **Benchmark Assessments**
 - measures of a student’s current achievement within a subject (e.g., reading) proficiency based on grade-level performance standards.
 - administered at least three times a year (fall, winter, and spring).
 - are easy to administer, score, and interpret.
 - are/can be screening assessments and provide information to plan instruction and inform needed interventions.



Curriculum-based Measurement

CBM

- A method of measuring student progress through direct assessment of academic skills.
- CBM measures are:
 - Valid and reliable results
 - Quick to administer and score
 - Directly related academic expectations (curriculum)
- When using CBM the instructor gives the student brief timed samples or “probes” which are given under standardized conditions.
 - The directions are read the same way each time a probe is given
 - Performance is scored for
 - Fluency, accuracy, speed



Reading CBM Example: Letter Naming and Letter Sound Fluency

- Administered for 1 minute
- Score is number of correct letters or sounds

b	c	h	a		
m	c	e	q	h	
d	j	y	a	n	
t	x	b	g	u	
s	z	p	f	l	
w	i	r	k	o	v



Reading CBM Example: Oral Reading Fluency

Denise and her parents go to the river almost every weekend when the weather is warm. Her parents are expert kayakers, but this is only Denise's second summer paddling a kayak. Her parents have decided Denise is ready for some "big water" and are taking her to the Ocoee River. 11 24 34 48 50

Denise is a little nervous as she takes her boat off the car at the put-in. She dresses for the river by putting on a spray jacket over her bathing suit. The water is very cold, and the waterproof jacket helps keep her warm. She pulls her spray skirt around her waist. This makes a waterproof seal when she sits in the cockpit of the boat and pulls the skirt tightly around the rim of cockpit of the boat. After putting on her life jacket and helmet, she pulls her boat to the edge of the water and sits in it with her legs stretched out in front of her. She holds her paddle as someone slides her into the water. 65 80 92 105 120 134 149 164 172

Although she is a little anxious, she remembers to keep paddling smoothly. As she and her family approach the first big rapid, her mother suggests they get out of the boats and walk down the river to look at the rapid. This is called "scouting" a rapid. Paddlers watch the patterns of the water and currents and decide which is the safest way to paddle without flipping over. 183 195 209 222 236 240

They get back into their kayaks. Denise and her father sit in the calm waters of an eddy and watch as her mother runs the rapids. Denise's heart is pounding as she watches her father paddle his way through the rapid. It is her turn. Her parents are sitting in an eddy at the end of the rapid waiting for her to paddle her boat into the fast-moving white water. 253 266 278 293 308 311

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Example of Benchmarks: DIBELS

See Handout DIBELS Benchmarks K-6

Grade	Fall	Winter	Spring
1	--	20	40
2	44	68	90
3	77	92	110
4	93	105	118
5	104	115	124
6	109	120	125



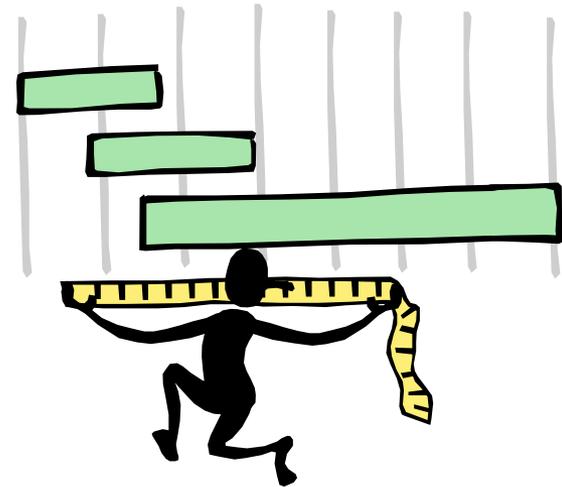
Resources: CBM and Data Management Systems

- AIMSWeb
 - K-8 – benchmark and progress monitoring
 - Early Literacy AND Early Numeracy measures
 - Reading (English & Spanish), Math, Spelling, Writing
 - \$ 1 .00/student/year (cost increases with added areas)
- University of Oregon/DIBELS
 - K- 6 – benchmark and progress monitoring
 - DIBELS measures
 - \$1.00/student/year
- www.studentprogress.org
- www.edhelper.com
- www.interventioncentral.org/
- Can make own data base and reports in Microsoft Excel



DATA Collection and Review

- Systematic and SYSTEMATIZED
 - Scheduled 3 x year Benchmarking (DIBELS and/or CBMs)
 - Data base established and maintained in one place
 - Consistency & fidelity critical
 - Administration
 - Recording
 - Scoring



DIBELS SCHEDULE OF ASSESSMENTS

DIBELS Oral Reading Fluency
(fluency)

DIBELS Retell Fluency
(comprehension)

DIBELS Nonsense Word Fluency
(phonics)

**DIBELS Phoneme
Segmentation Fluency**
(phonemic awareness)

**DIBELS Letter
Naming Fluency**
(phonics)

**DIBELS Initial Sound
Fluency**
(phonemic awareness)

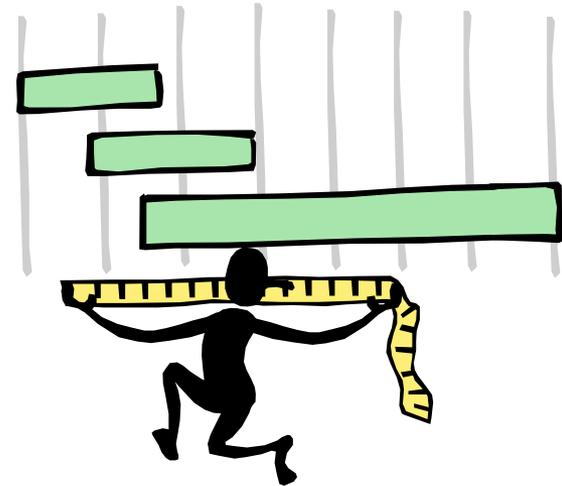
DIBELS Word Use Fluency
(vocabulary)

Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
<u>Preschool</u>			<u>Kindergarten</u>			<u>First Grade</u>			<u>Second Grade</u>			<u>Third Grade</u>		

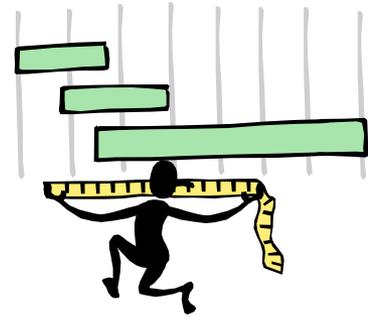


DATA Collection and Review

- Systematic and SYSTEMATIZED
 - Assign responsibility
 - Data collection
 - Data entry
 - Data reports
 - Data review
 - Review
 - RTI Steering Team
 - All Teachers
 - Parent Reports



Tier 1 Benchmark Screening

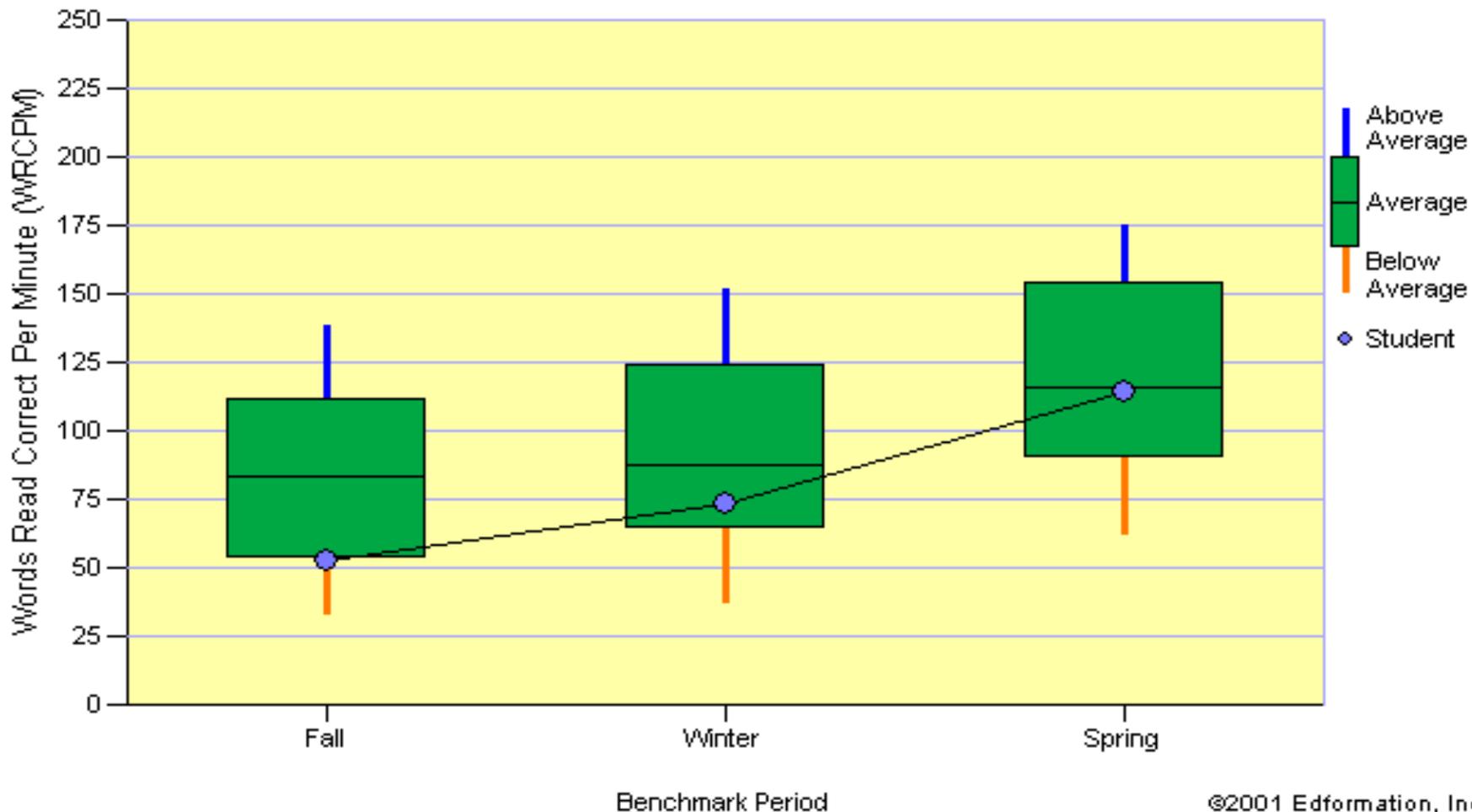


- **Fall: Initial Performance Assessment**
 - Identify Students At Risk
 - Instructional Planning
 - Initial Data Point for Progress Monitoring
- **Winter and Spring: Follow-Up Assessment**
 - How are we doing?
 - Instructional Planning
 - Outcomes
- **Tier 1 Data also provide System Level Information:**
 - Resource allocation
 - Professional development needs



Tier 1 : Screening of ALL Students

Hartford School District - Wilson Elementary
 P. Cotten (Grade 3)
 Reading - Standard Benchmark Passages



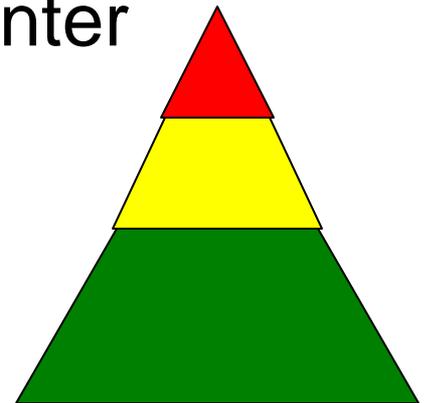
©2001 Edformation, Inc.

Where are we now?

Data Evaluation Activity



- See Handout “Reading Improvement Outcome...” School-wide Academic Evaluation
- Record Grade-Level Data
 - Benchmark
 - Strategic
 - Intensive
- Evaluate Net Change between Fall, Winter
- Evaluate School Overall
- Brainstorm Areas of Concern



READING IMPROVEMENT OUTCOME EVALUATION

Fall Benchmarks, 200____
NET CHANGE

Winter Benchmarks, 200____



Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov



Each sticky note has student's name, teacher, and score

Intensive

Strategic

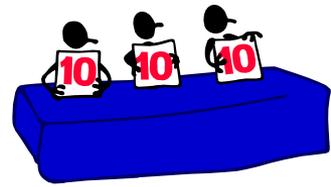
Benchmark



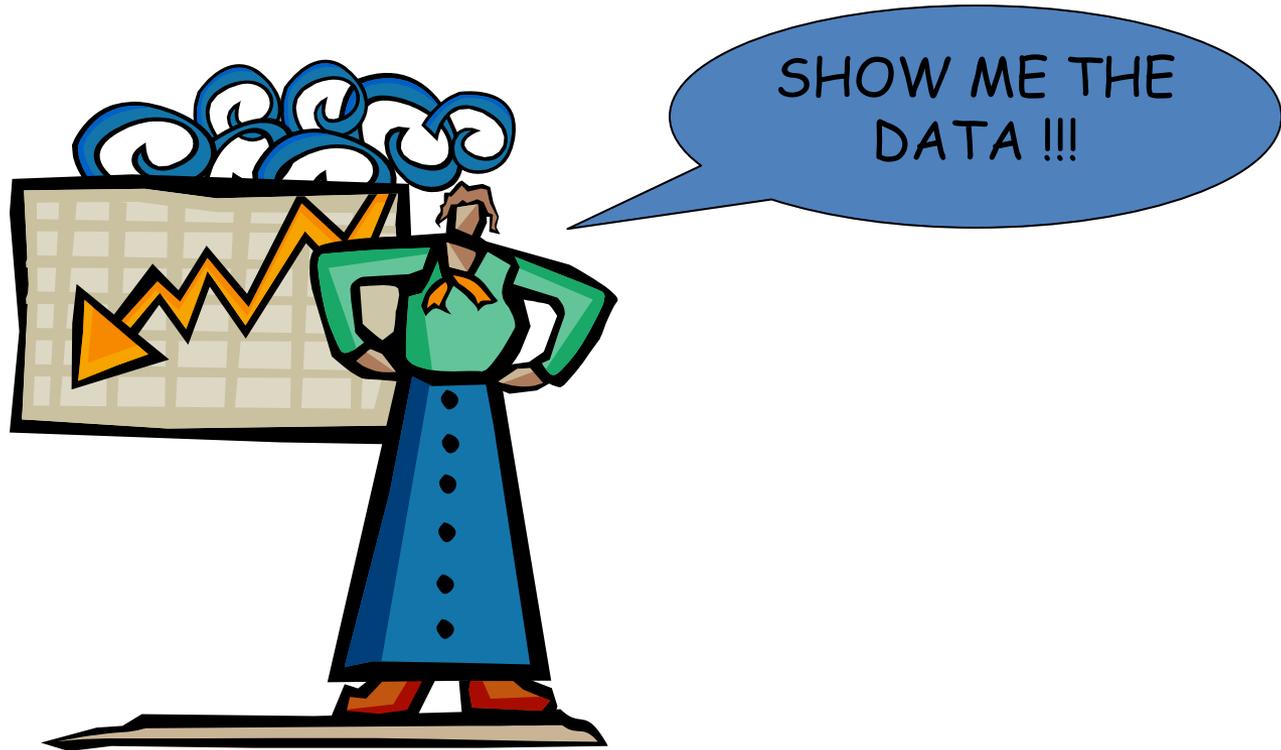
Magnet Board Visual Display



EVALUATION PROCESS



So...is it working...
and can we prove it?



Data

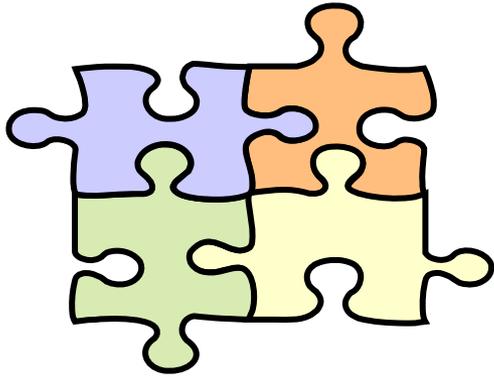
NOT: “GOOD” or “BAD”



SIMPLY INFORMATION

- School data collection system is in place
- Data is summarized and reviewed frequently
- Data is shared with staff on a regular basis in a useable format
- Data is used for goal setting and evaluation





Essential Component

TIER 1 PROBLEM SOLVING

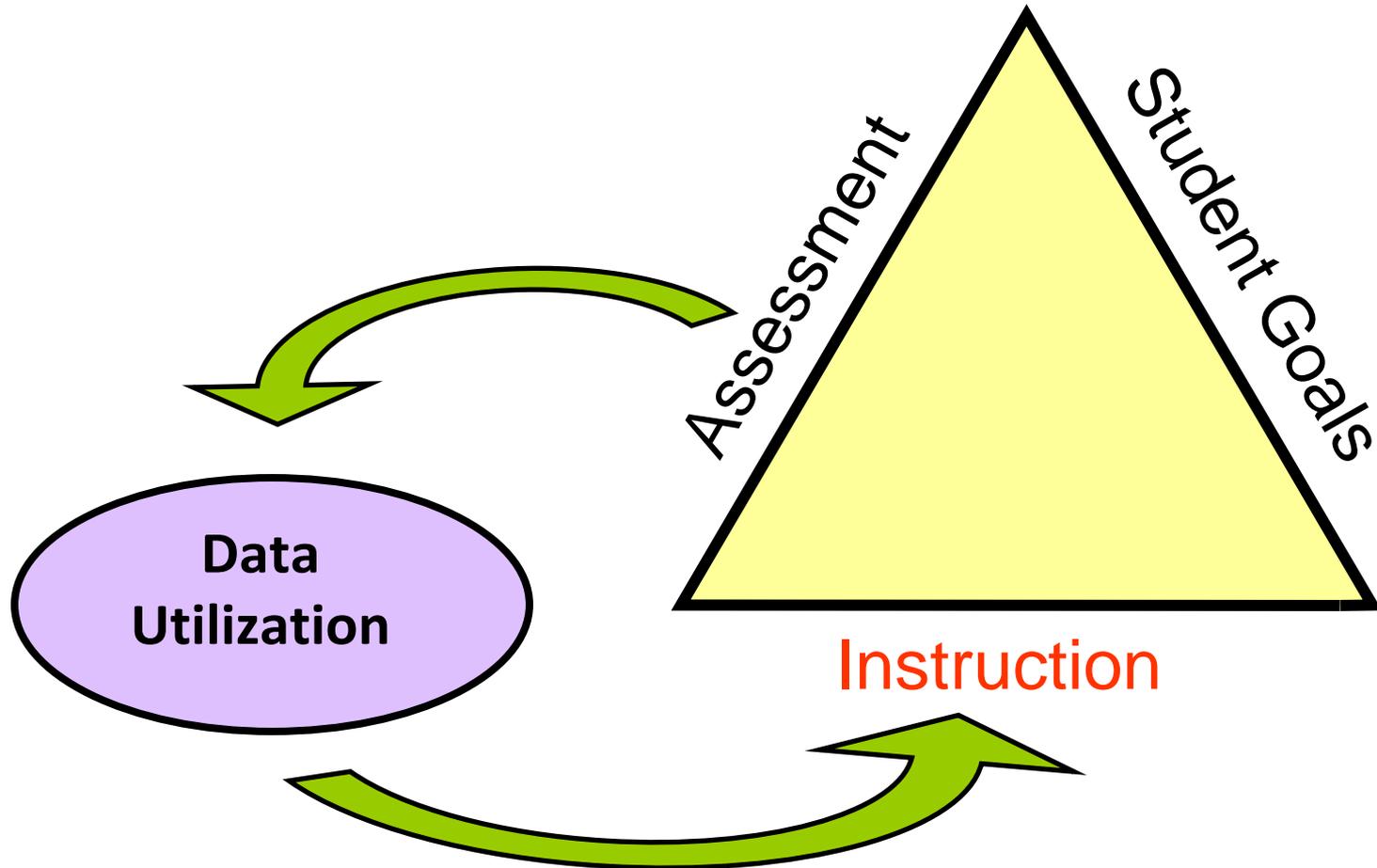


Benefits of Problem Solving

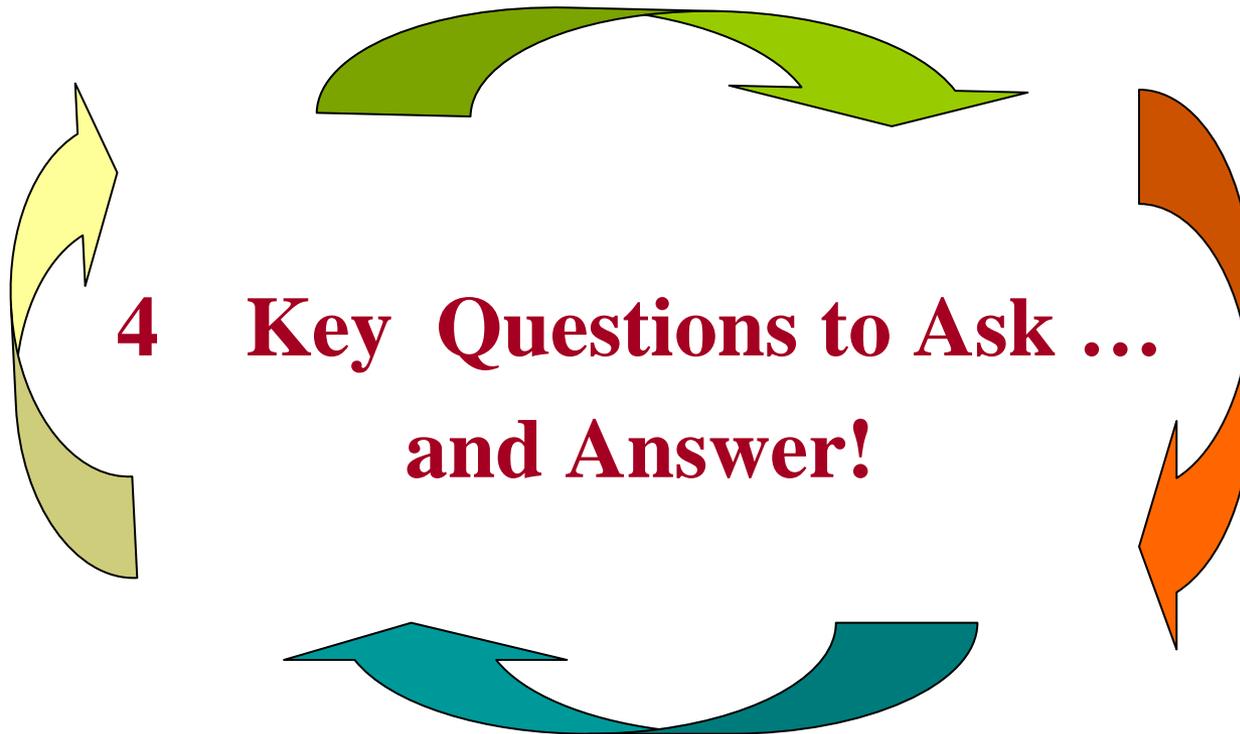
- ✓ Systematically Defines Levels of Need within a School
- ✓ Addresses Academic and Behavioral Problems
- ✓ Utilizes Research Based Methods to Deliver Evidence-Based Interventions



Ongoing Cycle: Instruction, Assessment and Student Goals

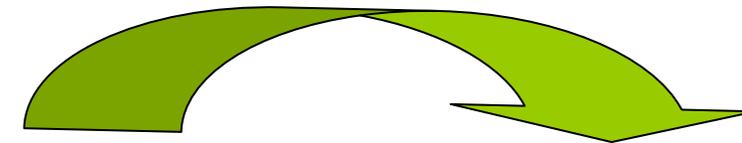


Problem Solving

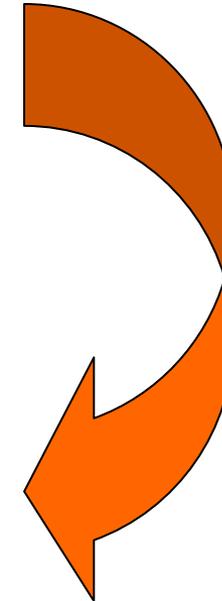


The 4 Questions and 4 Steps in Problem Solving

Step 1: What is the Problem ?

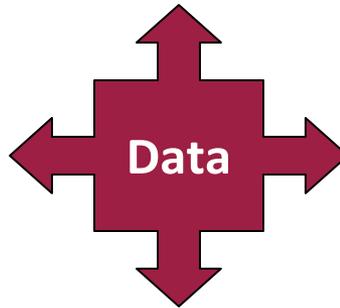


Problem Identification & Validation

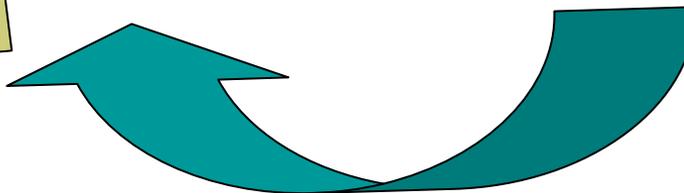


Step 2: Why is it occurring?

Problem Analysis

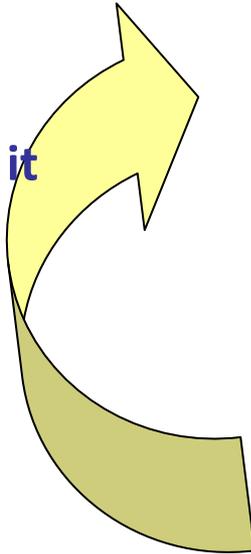


Step 3: What Should be done about it?
Intervention Development & Implementation



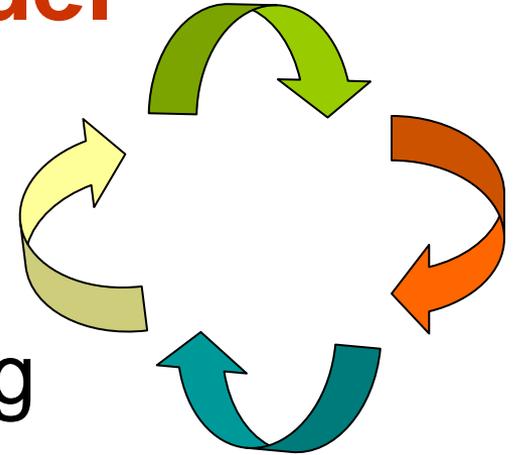
Step 4: Did it work?

Outcome Evaluation & Follow-Up



Problem Solving Consultation Model

- Uses scientific method
- Data feedback loop
- Data-based decision making
 - Eliminates bias
 - Takes subjectivity out of decisions
- Can be applied:
 - System vs. individual level
 - Regardless of “presenting problem”



Tier 1 Problem Solving in RTI

- Uses Screening Data
 - Aggregate data by classroom, grade, school, and/or district
 - Evaluate difference between school goal and actual performance, e.g.,
 - Goal = 80 % Performance = 57% “Problem” = 23 %
 - Determine where goals are not met
 - Problem solve: why, what can be done?
 - Verify fidelity of assessment
 - Verify fidelity of core curriculum and instruction implementation
 - Verify adequate and scheduled instructional time
 - Explore need for professional development
 - Other reasons.....



The 4 Steps of Problem Solving

1) Define the problem

2) Analyze the problem

3) Generate solutions and
Implement a plan

4) Evaluate outcomes



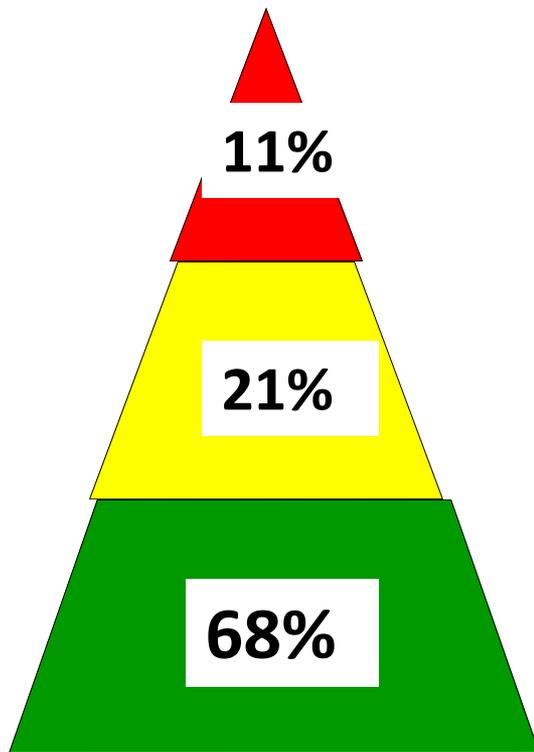
Here are Real Life Examples from the
Montana RTI Pilot Project Schools.....



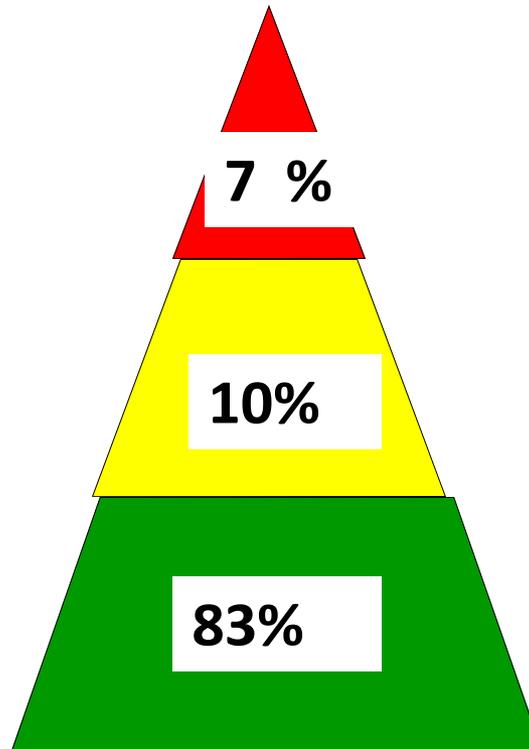
Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov

School A

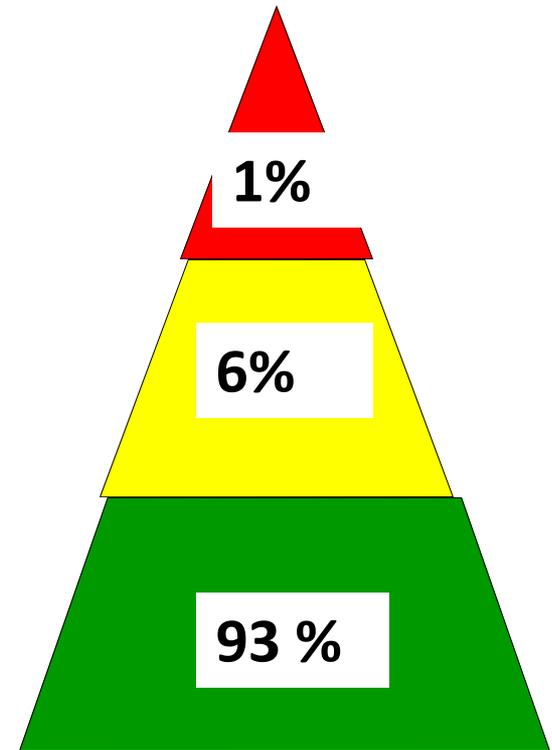
School-Level Progress



Fall 2006



Fall 2007



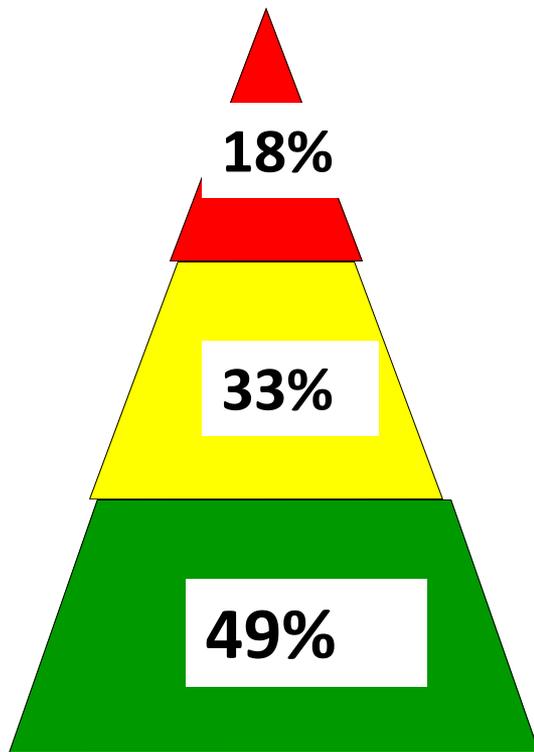
Winter 2008

Success attributed to:
“implementing core basal and
targeted interventions with fidelity”

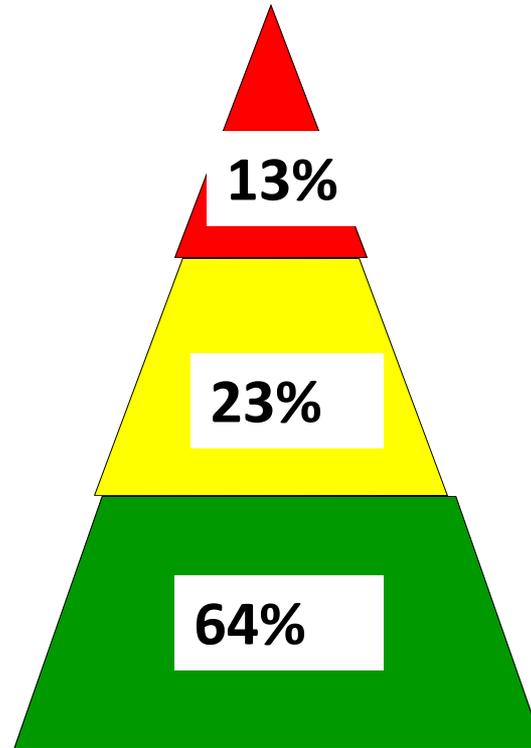


School B

School-Level Progress

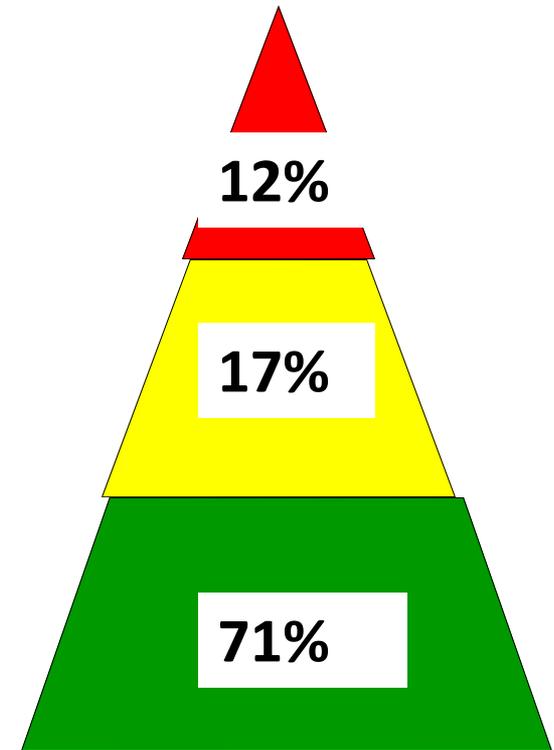


Fall 2006



Winter 2007

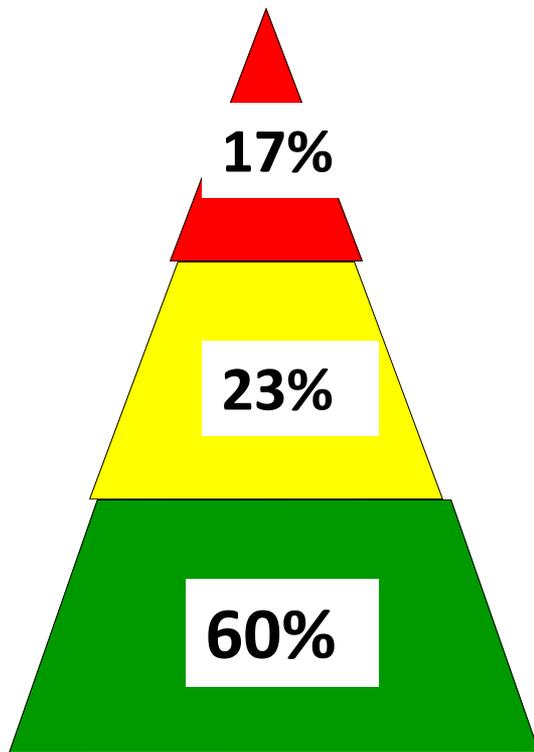
Success attributed to: New reading series (Houghton-Mifflin) that replaced non-sequenced reading curriculum; "walk-to-read" method



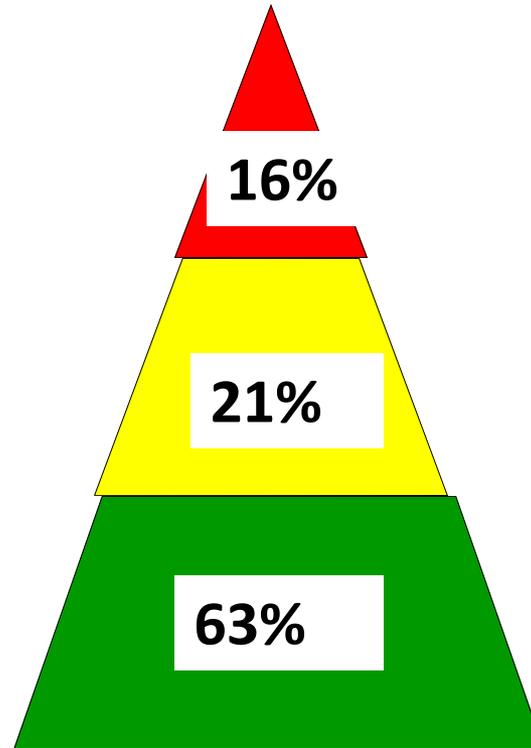
Fall 2007

School C

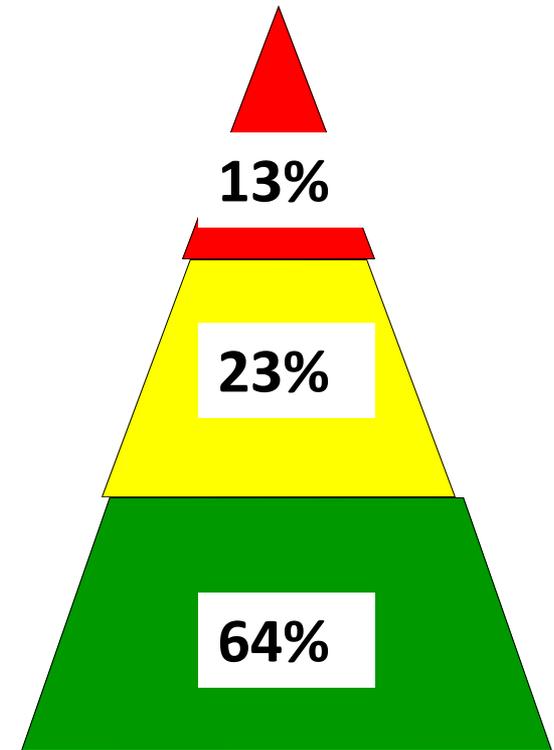
School-Level Progress



Fall 2006



Winter 2007

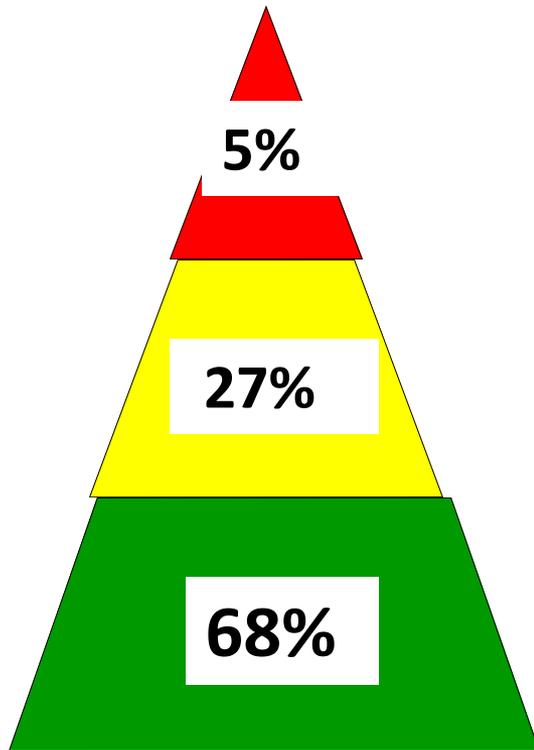


Fall 2007

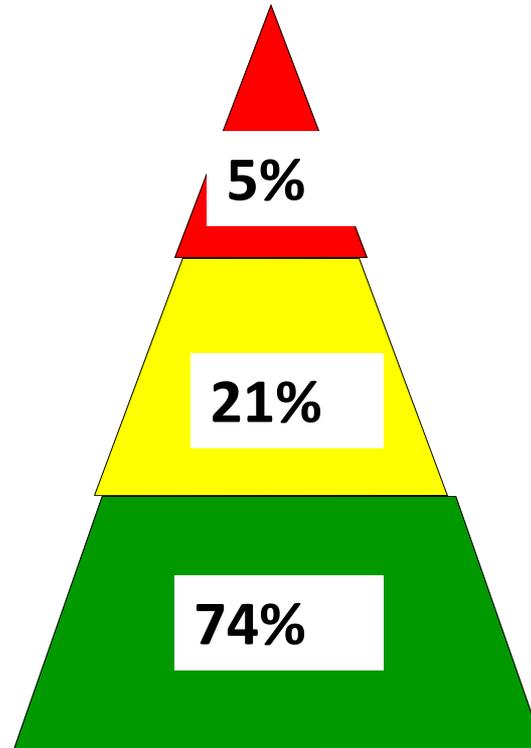
Reading First School for 4 years prior to RTI Pilot project: high mobility, high absenteeism, poverty, progress is slow but evident!

School D

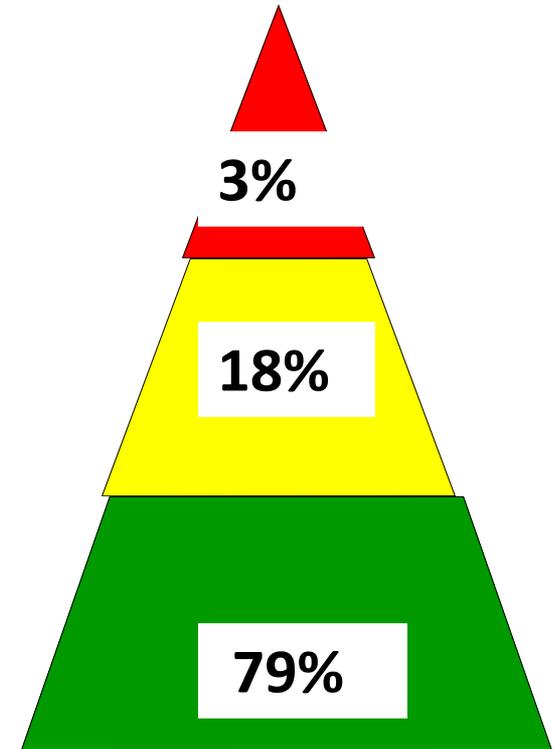
Level Progress



Fall 2006



Winter 2007



Fall 2007

Success attributed to: Improved diagnostic assessments that helped target Tier 2 interventions

Assessment: The Essential Pieces in RTI Process



	Ongoing Assessment
School Level	<ul style="list-style-type: none">•School wide screening 3 times yearly (F,W,S):•Identify “at risk”•Reorganize instructional groups
Student Level	<ul style="list-style-type: none">•Diagnostic Assessment•Progress monitoring measures in place and scheduled•Assess additional factors•Systematic review of data to inform intervention



Time to Discuss and Decide

- Where are we?
 - School-wide benchmark screening
 - Data review
 - Assessment scheduled established

- What do we need to do?



Montana RTI Self-Assessment: Ongoing Assessment

