

RTI (Part 2): Assessment

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module explores the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed (est. completion time: 2 hours).
- *STAR Legacy Cycle*
- **Related to This Module**
 - [Link: Module Outline](#)
 - [Video: Navigating an IRIS STAR Legacy Module](#)
 - [Link: IRIS and Adult Learning Theory](#)
 - [Wrap-Around Content Map](#)

Challenge

- **Video:** Last year, the S-Team at Rosa Parks Elementary School decided to implement the response-to-intervention (RTI) approach to provide immediate help to struggling readers and to identify students with learning disabilities while they are in the early grades.

Notes

Initial Thoughts

- What is RTI?
- How will teachers initially identify struggling readers?
- How will the teachers decide which students need more intensive instruction?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - Know the available options regarding assessment and identification for RTI
 - Understand the assessment process at each tier in the RTI approach
 - Know how to interpret the assessment data and make informed instructional and placement decisions
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: A Quick Overview of RTI

- Explanation of RTI
- Research Shows
- Advantages to Implementing RTI [bullet points]
 - Link: research-validated practices [definition]
- Components of RTI
 - Standard Protocol Approach
 - Link: standard treatment protocol [definition]
 - Components [bullet points]
- The Importance of Assessment in the RTI Approach
 - Four primary components of RTI [numbered list]
- FYI

Notes

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❖ Page 2: Universal Screening Components

- Universal Screening Assessment Options
 - Frequency
 - Purpose of Multiple Screenings
 - Measure [bullet points]
 - Link: alternate versions [definition]
 - Audio: Alfredo Artiles explains why measures should be culturally valid
 - Criteria [bullet points]
 - Criterion-reference measure
 - Norm-referenced measure
- Keep in Mind

Notes

❖ Page 3: Identification of Struggling Readers

- Video: The S-Team has picked a universal screening measure, which teachers will use to identify students in the bottom 25 percent of each 1st-grade class as struggling readers
- Rosa Parks Elementary Universal Screening Plan
- Administration of the Universal Screening
 - Video: Mrs. Hernandez performs an assessment with Mai
 - Video: Mrs. Hernandez performs an assessment with LaToya
- Decision-Making Based on the Universal Screening Results
 - Students' scores
- Activity: Find out the results for Mrs. Hernandez's class using two other assessment measures then help identify the struggling readers using the hypothetical results
 - Link: Results

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❖ Page 4: Tier 1 Components

- High-Quality Instruction
 - [Link: effective instruction \[definition\]](#)
 - [Link: research-validated practices \[definition\]](#)
- Frequent Progress Monitoring
 - Progress Monitoring
 - CBM is useful in making tier decisions [bullet points]
 - Research Shows
 - Selecting a Measure
 - [Link: List of available measures](#)
 - [Video: Watch as José is given an assessment; see how his teacher scores it](#)
 - [Audio: Leonard Baca discusses the issue of linguistic diversity in relation to administering and scoring progress monitoring probes](#)
 - [Audio: Alfredo Artiles discusses concerns about using Spanish translations of English-language assessments](#)
 - [Link: Sample CBM graph](#)
 - [Link: Blank graph](#)
 - [Link: Commercially available CBM graphing software](#)
 - FYI

Notes

❖ Page 5: Tier 1 Decision-Making Process

- [Link: rate of growth \[definition\]](#)
- [Link: performance level \[definition\]](#)
- Rate of Growth
 - Determine the Slope
 - [Link: CBM graphing software](#)
 - [Student's plotted scores](#)
 - [Link: IRIS slope calculator](#)
 - Evaluate Student Rate of Growth [bullet points]
 - [Activity: Help Phoebe calculate Ian's progress slope and evaluate his rate of growth](#)
 - [Link: Ian's CBM graph](#)

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- Performance Level
 - Identify Expected Performance Level
 - Link: Short-Term Goal Calculation
 - FYI
 - Evaluate Student Performance Level
 - Student's plotted scores
 - Activity: Help Phoebe evaluate Ian's performance level
 - Link: Ian's CBM graph
- Teacher's Material Center
 - Link: Short-Term Goal Calculator
 - Link: Slope Calculator
 - Link: Progress Monitoring Resources
 - Link: Graph Paper
 - Link: Short-Term Goal Calculation Directions
 - Link: Slope Calculations Directions
 - Link: CBM Graphing Software Resources

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❖ Page 6: Identifying Students Who Do Not Make Adequate Progress in Tier 1

- Video: Learn about Rosa Parks's universal screening plan
- Rate of Growth
 - Determine DeJuan's Slope
 - DeJuan's slope information (graphic)
 - DeJuan's CBM Graph (graphic)
 - Evaluate DeJuan's Rate of Growth
- Performance Level
 - Identify DeJuan's Expected Performance Level
 - Evaluate DeJuan's Performance Level
- Let's Review DeJuan's Tier 1 Performance
- Performance Results for the Other Students
 - Link: Megan's and Jack's data
 - RTI Tier 1 Decisions (graphic)
 - Activity: Help Mrs. Hernandez evaluate LaToya's and Ryan's data (box with links)

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- Link: LaToya's CBM graph and evaluation
- Ryan's CBM graph and evaluation

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❖ Page 7: Tier 2 Components

- Targeted Intervention
- Frequent Monitoring
 - Link: Graph of Tier 1 and Tier 2 interventions
- RTI Tier Decision Process
 - Link: Using performance level and rate of growth in conjunction
 - Research Shows
 - Decision process
 - Evaluating students in Tier 2 [bullet points]
- In Summary
 - RTI Decision Process
- FYI

Notes

❖ Page 8: Identifying Students Who Do Not Make Adequate Progress in Tier 2

- Video: Discover how Mrs. Hernandez collaborates with Ms. Washington to evaluate the progress of her students' in Tier 2
- Interpreting the Data
 - Activity: Click each student's picture to see his or her data and how Mrs. Hernandez uses the performance level and rate of growth to make instructional decisions
 - Link: DeJuan's Tier 2 data
 - Link: LaToya's Tier 2 data
 - Link: Ryan's Tier 2 data
 - Link: Jack's Tier 2 data

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❖ Page 9: Tier 3 Components

- Intensive Individualized Intervention
 - General education/Special education [bullet points]
 - Link: Criterion for special education services
- Frequent Monitoring
 - Guiding Instruction
 - Decision Rules
 - Link: Goal line
 - Using CBM graphs to make instructional decisions

Notes

❖ Page 10: Assessment in Tier 3

- Video: Find out what happens in Tier 3 at Rosa Parks
- Tier 3 at Rosa Parks is special education services
- Epilogue

Notes

❖ Page 11: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 12: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team

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- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Video: Summary of the module
- Audio: Candy Justa, a kindergarten teacher, describes how easy it is to implement progress monitoring in the classroom
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]