

# Richmond Rtl Inservice

## Assessment and Progress Monitoring

# Screening Assessments

- Administered 3-4 Times/Year
- Given to all Students
- Used to Identify At-Risk Groups
- Assists in Forming Intervention Groups
- Evaluates Student Progress

# Diagnostic Assessments

- Identify Student Strengths and Needs
- Focus on Critical Skills
- Indicates Strategic Instruction Needs
- May Require Multiple Assessments

# Progress Monitoring

- Typically a Formative Assessment
- More Frequent Measurements: Bi-Weekly
- Determined by Teacher/Student Need
- May be Timed: ORF
- Charted for Problem Solving Team

# DISTRICT ASSESSMENTS

## FORMATIVE READING ASSESSMENTS

DIBELS: Grades Kdg.

FORF Grades 6 -12

MAZE Grades 9 -12

LANGUAGE! Progress Indicators!

## FORMATIVE MATH ASSESSMENTS

Grades Kdg.-5

District Pre –Tests

Chapter/Unit tests

# Outcome Assessments

- Summative Assessment of Academic Achievement
- Teaching and Learning Effectiveness Indicator
- Typically Standardized Assessments
- CCE's with Predictive Validity

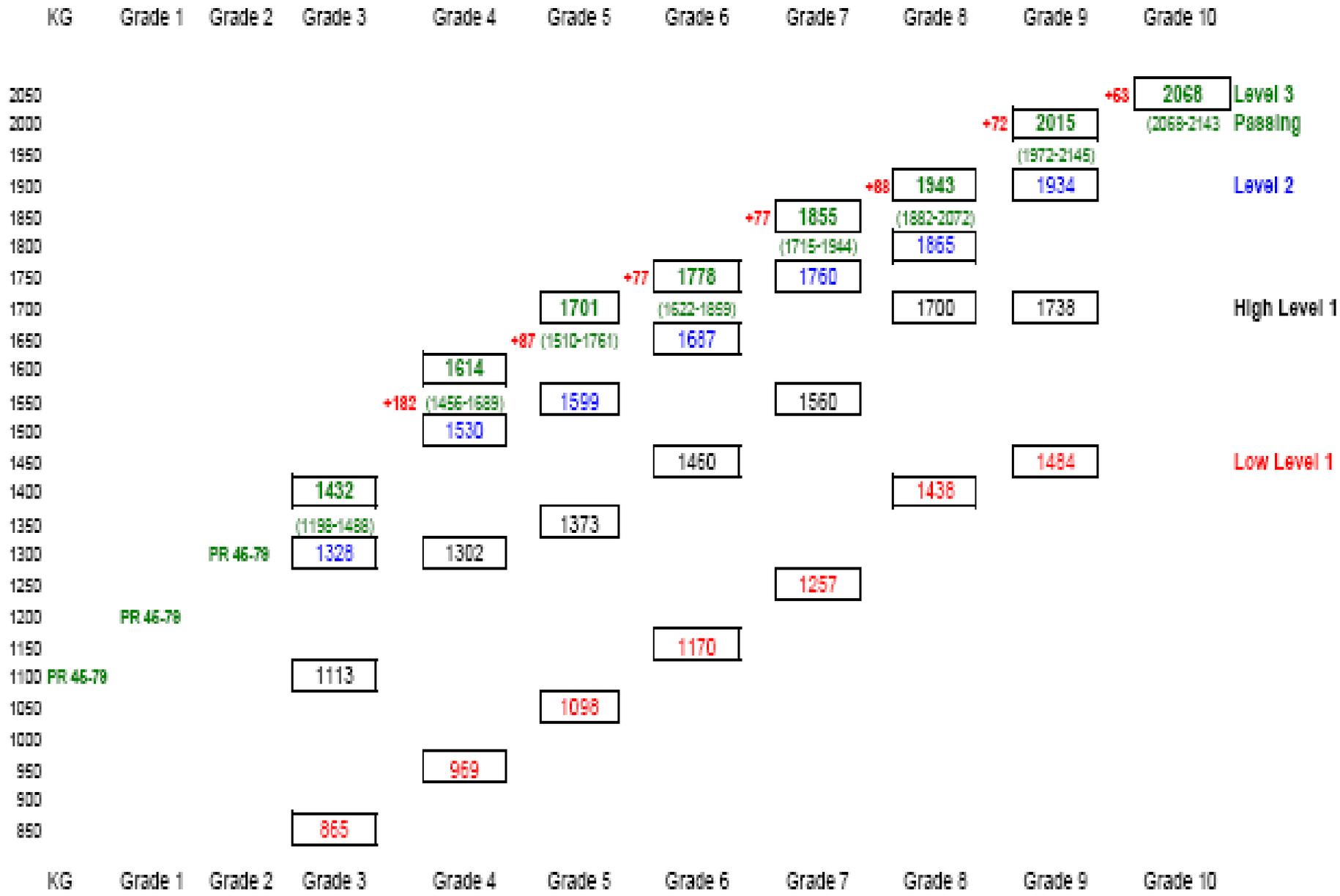
# Informal Assessments

- Are Non-Standardized
- Ex.: Quick Check for Comprehension
- Often Used to Determine if Formal Diagnostics/Assessments are Needed

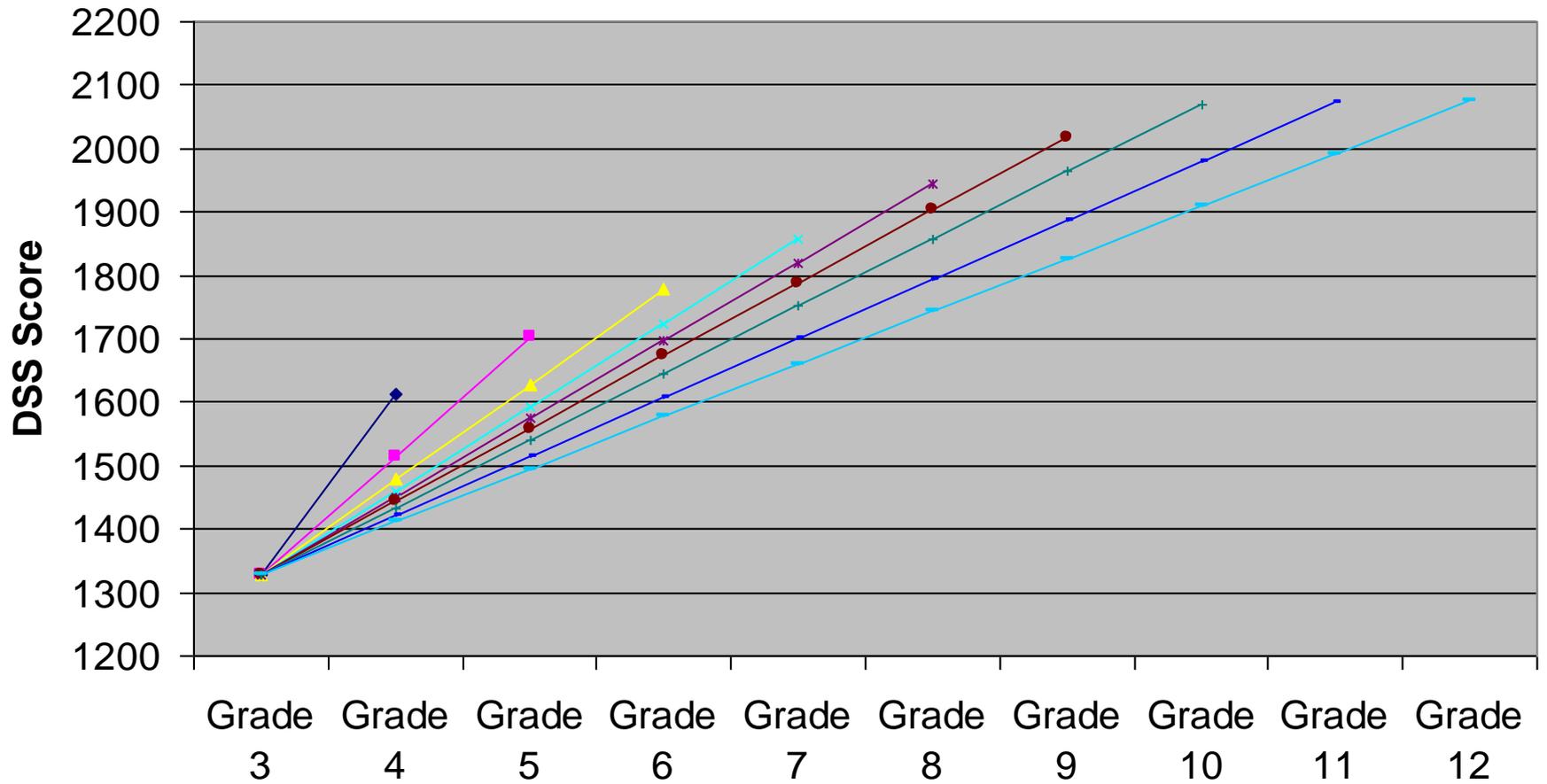


# Why Monitor Progress?

- Unless we monitor progress, we cannot determine the rate at which the gap is closing.
- Continuous feedback improves instructional planning (formative assessment)
- Allows earlier decisions about what to do
  - Increase time, decrease time, revisit problem-solving, etc.
- Provides measure of intervention effects
  - Getting better, staying the same, or getting worse
- We don't know the effectiveness of an intervention until we implement it and monitor progress



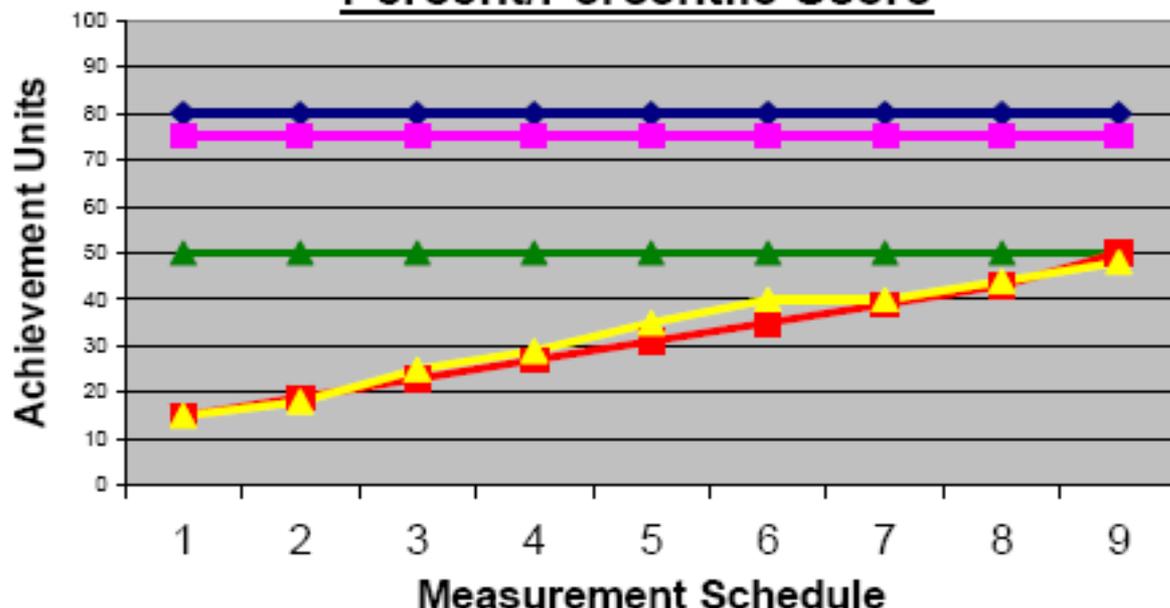
## Current 4th Grade Level 2 Target Lines (target line ends when at grade level)



RTI DIAGNOSTIC PROCESS									
District Achievement Standard	80	80	80	80	80	80	80	80	80
Present Achievement Standard for District Reference Group	75	75	75	75	75	75	75	75	75
Present Achievement Standard for School Reference Group	50	50	50	50	50	50	50	50	50
Targeted Student Improvement Line	15	19	23	27	31	35	39	43	50
Student Progress Record	15	18	25	29	35	40	40	44	48

School Name: \_\_\_\_\_ Assessment: \_\_\_\_\_

## RTI Diagnostic Process Percent/Percentile Score



- ◆ District Achievement Standard
- Present Achievement Standard for District Reference Group
- ▲ Present Achievement Standard for School Reference Group
- Targeted Student Improvement Line
- ▲ Student Progress Record

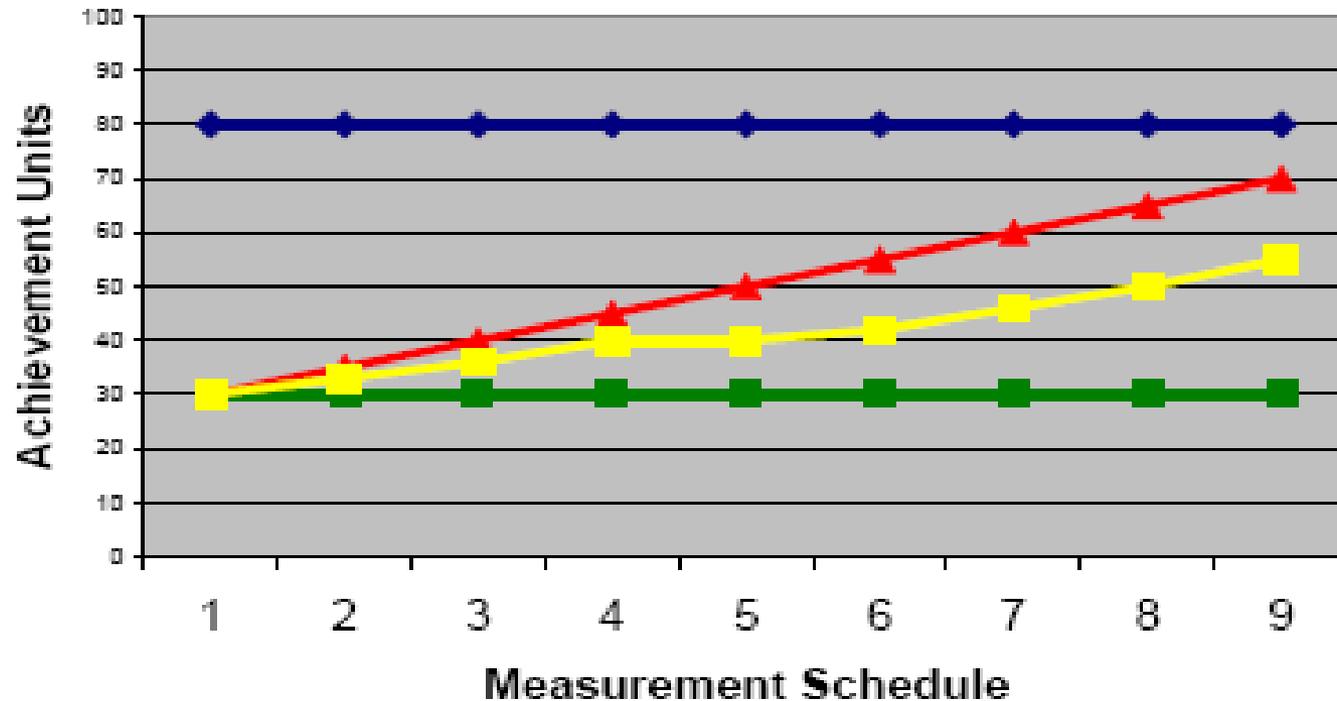
### RTI PROCESS RECORD

District Achievement Standard	80	80	80	80	80	80	80	80	80
Present Achievement Standard for School/Grade/Class	30	30	30	30	30	30	30	30	30
Targeted School/Grade/Class Improvement Line	30	35	40	45	50	55	60	65	70
School/Grade/Class Progress Record	30	33	36	40	40	42	48	50	55

School/Grade/Class: \_\_\_\_\_ Assessment: \_\_\_\_\_

### RTI Process Record

### School/Grade/Class System Analysis

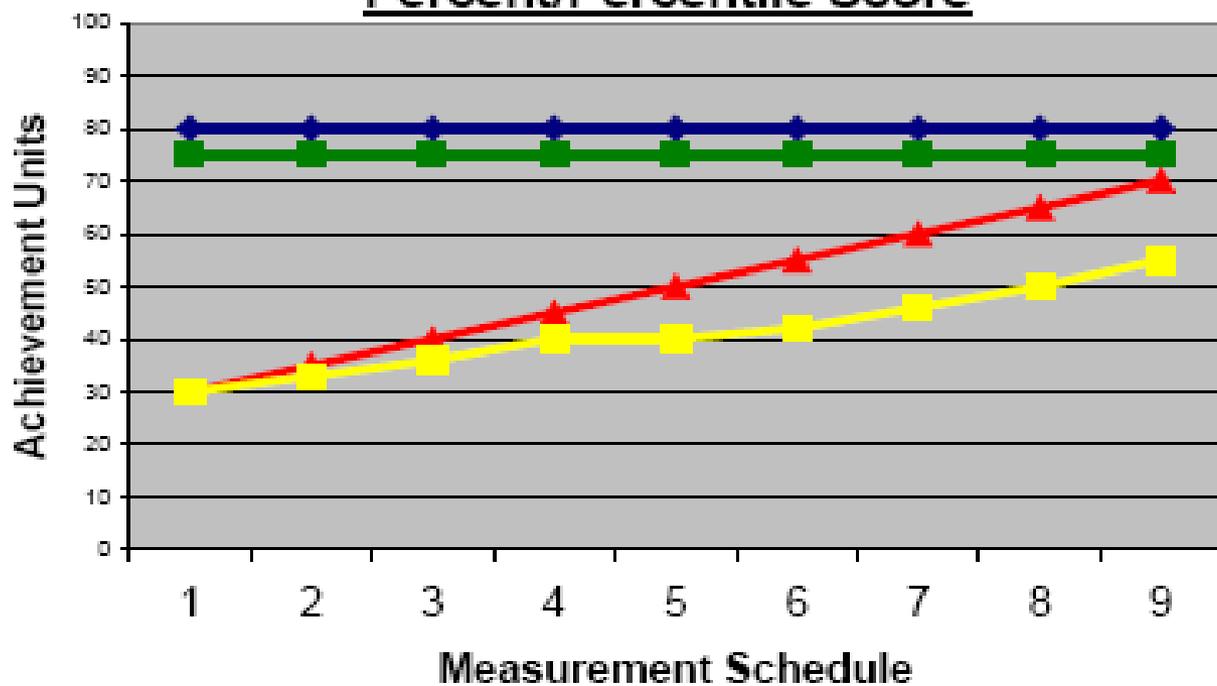


- ◆ District Achievement Standard
- Present Achievement Standard for School/Grade/Class
- ▲ Targeted School/Grade/Class Improvement Line
- School/Grade/Class Progress Record

**RTI PROCESS RECORD**

District Achievement Standard	80	80	80	80	80	80	80	80	80
Present Achievement Standard for Reference Group	75	75	75	75	75	75	75	75	75
Targeted Student Improvement Line	30	35	40	45	50	55	60	65	70
Student Progress Record	30	33	36	40	40	42	48	50	55

Student Name: \_\_\_\_\_ Assessment: \_\_\_\_\_

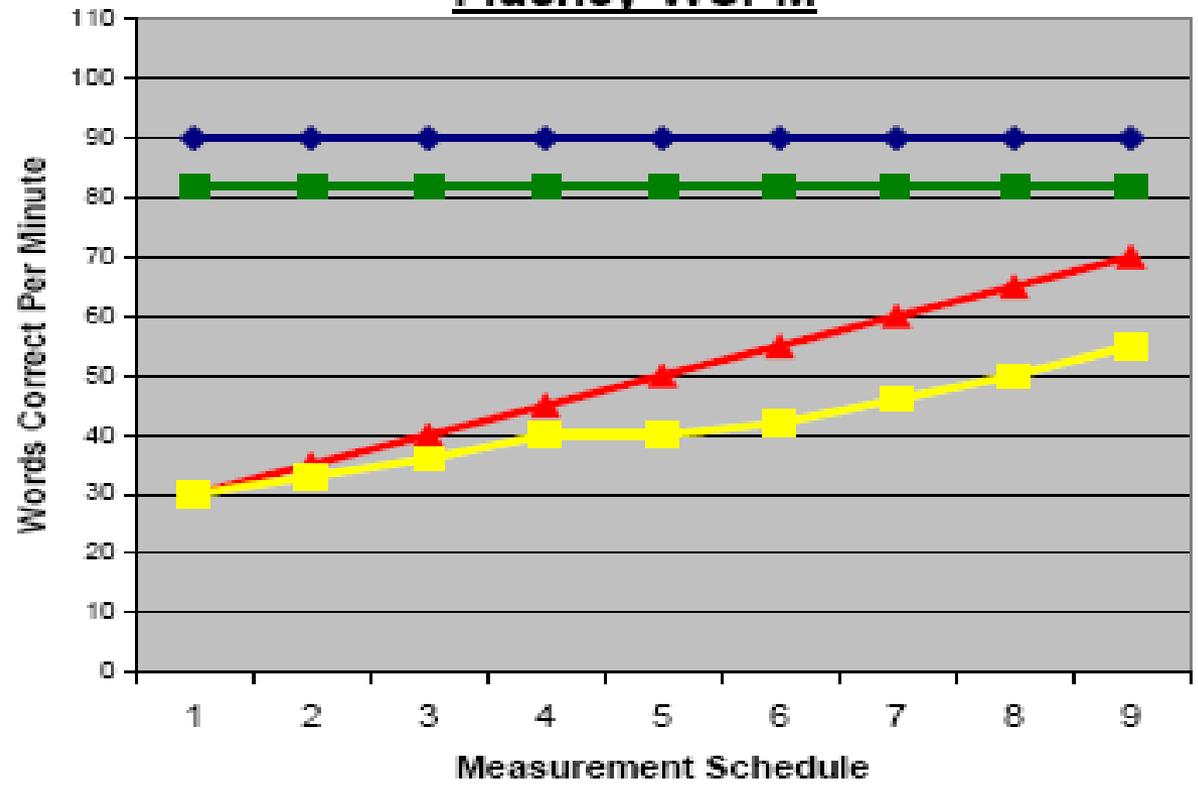
**RTI Process Record**  
**Percent/Percentile Score**

- ◆ District Achievement Standard
- Present Achievement Standard for Reference Group
- ▲ Targeted Student Improvement Line
- Student Progress Record

RTI PROCESS RECORD										
District Achievement Standard	90	90	90	90	90	90	90	90	90	90
Present Achievement Standard for Reference Group	82	82	82	82	82	82	82	82	82	82
Targeted Student Improvement Line	30	35	40	45	50	55	60	65	70	
Student Progress Record	30	33	36	40	40	42	46	50	55	

Student Name: \_\_\_\_\_ Assessment: \_\_\_\_\_

### RTI Process Record Fluency-WCPM

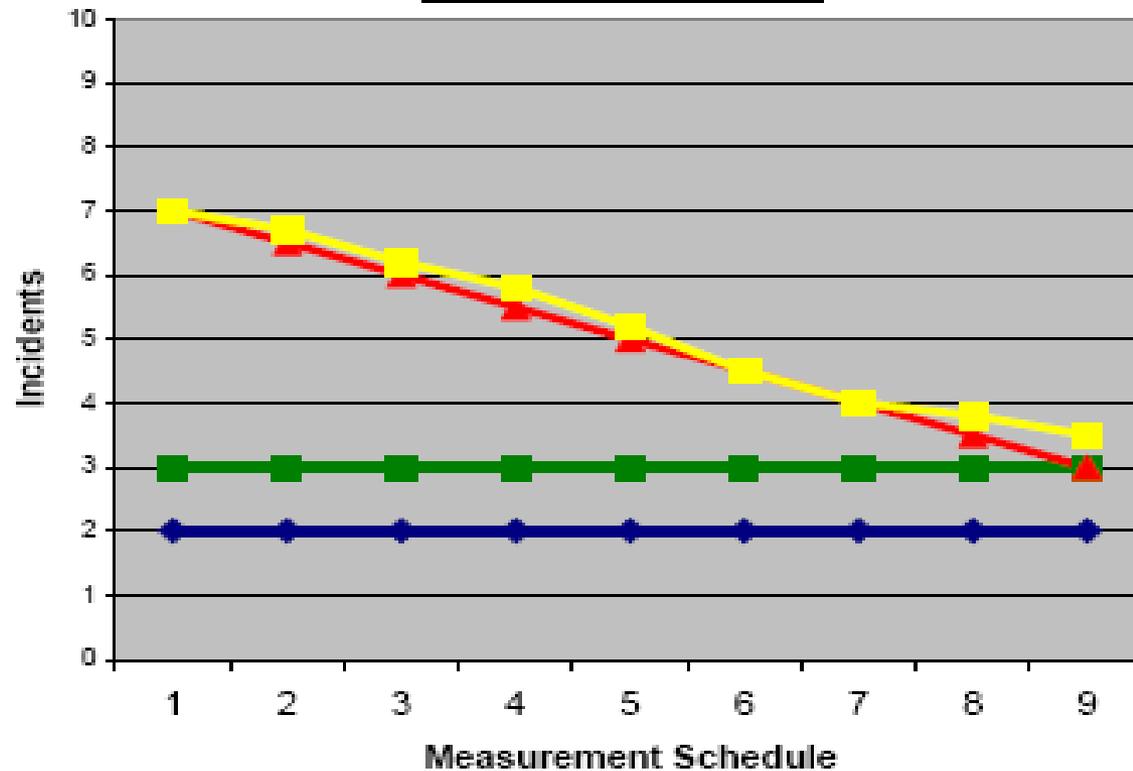


- ◆ District Achievement Standard
- Present Achievement Standard for Reference Group
- ▲ Targeted Student Improvement Line
- Student Progress Record

RTI PROCESS RECORD									
District Behavior Standard	2	2	2	2	2	2	2	2	2
Present Behavior Standard for Reference Group	3	3	3	3	3	3	3	3	3
Targeted Student Improvement Line	7	6.5	6	5.5	5	4.5	4	3.5	3
Student Progress Record	7	6.7	6.2	5.8	5.2	4.5	4	3.8	3.5

Student Name: \_\_\_\_\_ Assessment: \_\_\_\_\_

### RTI Process Record Student Behavior



- ◆ District Behavior Standard
- Present Behavior Standard for Reference Group
- ▲ Targeted Student Improvement Line
- Student Progress Record

# What is a “Good” response to Intervention?

## ■ Positive Response

- Gap is closing
- Can extrapolate point at which target student will “come in range” of peers- even if this is long range

## ■ Questionable Response

- Rate at which gap is widening slows considerably, but gap is still widening
- Gap stops widening but closure does not occur

## ■ Poor Response

- Gap continues to widen with no change in rate

# What is a “Good” Response to Intervention?

