



International Reading Association Webinar Series on RTI Guiding Principle #3: Assessment

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Overview

- Quick review of RTI and IRA RTI Principle #3
 - www.reading.org (go to RTI)
- 2 Key ideas for RTI Assessment
- Implementing RTI Assessments
- Thinking through an RTI System
- Chat



Background

- New (alternative) process for identifying specific learning disabilities
 - Origins - President's Commission on Excellence in Special Education (2002)
 - Children with LD should first be considered general education students;
 - Special education should embrace a model of prevention as opposed to failure.
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Response to Intervention



Guiding Principles


1. Instruction
2. Responsive Teaching & Differentiation
3. Assessment
4. Collaboration
5. Systemic & Comprehensive
6. Expertise

Reading.org – insert RTI in search

Principle 3

An RTI approach demands assessment that can inform language and literacy instruction meaningfully.


Multiple purposes for assessment should be clearly identified and appropriate tools and techniques employed. Not all available tools and techniques are appropriate for all purposes.



RTI Assessment

Requirements: Data-based documentation of repeated assessments of achievement at reasonable intervals

Intent: To use assessment information to differentiate instruction in order to make it more responsive to students' needs and more likely to accelerate reading growth



Two Big RTI Assessment Ideas

- **Different assessments for different purposes**
- **Inquiry-oriented assessment**

The Typical Assessment Approach



Screening



Intervention

Progress monitoring

The Expanded Assessment Approach



Screening



Diagnostic



Intervention/Instruction



Formative Progress Monitoring



Interim-Benchmark Progress Monitoring

Types & Purposes for Assessments

Type	Purpose	Frequency	Scope
Screening/ Summative	Identify level of performance	Once a year	Very broad
Diagnostic	Identify focus of intervention	Once a year or more as needed	Specific strengths & needs
Formative	Inform ongoing instruction	Ongoing	Fine-tuned, aligned with lessons
Interim/ Benchmark	Monitor overall progress	3-4 times a year	Broad

An RTI approach demands assessment that can inform language and literacy instruction meaningfully.



- Teacher knowledge and ability to identify and administer powerful assessment tools & techniques, and use the results to make informed instructional decisions.



- **Differentiated instruction**

Inquiry-Oriented Assessment




- Teacher knowledge and ability to identify and administer powerful assessment tools & techniques, and use the results to make informed instructional decisions.




All assessment information is viewed as a “springboard” to understanding student learning--not as static “facts.”

Cautions for Screening/Interim

- Differences across screening/interim assessments
 - False negatives & positives on screening
 - Ceilings and floors on screening & interim
 - Problem of using screening & interim results to determine instructional focus to meet students' needs
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Types of Screening/Interim Measures

- **CBM/DIBELS - Oral reading fluency**
 - **Norm-referenced or state-referenced tests (Gates, ITBS)**
 - **Phonological awareness**
 - **Word reading**
 - **PALS**
 - **Letter sound fluency**
 - **MAP**
- 

Screen

C
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	No Risk	At Risk
Acceptable Performance	True Negative (Specificity)	False Positive
Poor Performance	False Negative	True Positive (Sensitivity)

False Negatives Using WCPM Measures

15% to as high as 47%, depending on the benchmarks used

(Schilling et al., 2007; Jenkins, et al., 2007; Pressley, et al., 2005; Reidel, 2007; Valencia et al., 2010).

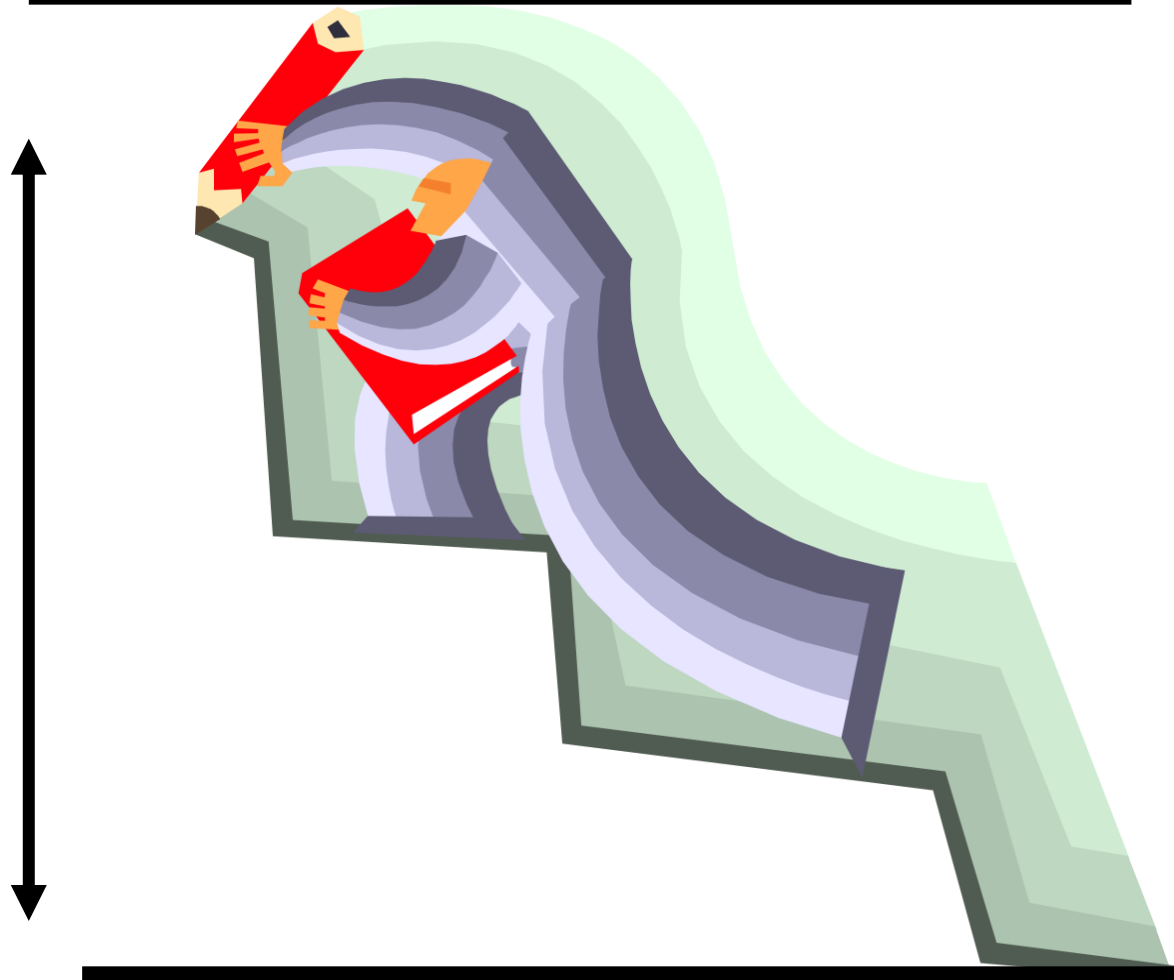


False Negatives

% of students identified as “low risk” on WCPM using DIBELS cut scores who scored below 50th %ile on NRT of comprehension:

	EL	English-Only
Grade 2	61%	12%
Grade 4	29%	0%
Grade 6	58%	22%

Ceilings & Floors in Testing




Cluster Analysis

	%	Wd ld	Mng	Flu
Auto Wd Callers	18	++	--	++
Strug Wd Callers	15	--	--	++
Wd Stumblers	17	--	+	--
Slow Comprehend	24	+	++	--
Slow Wd Callers	17	+	--	--
Disabled Rders	9	--	--	--

Grade 4 Student Profiles

H & T %ile	CWPM	Acc (%)	Exp. (1-4)	Comp	ITBS %ile	DIBELS
>75	151 175	89 100	3 4	80 1	70 30	No Risk No Risk
0-24	88 45	92 96	2 1	70 31	70 31	At Risk At Risk

Bringing Inquiry to Screening/Interim

- What does this assessment measure? How does that fit with our broad goals for students' reading?
 - Which kids performed differently than we would have predicted (better than or worse than we thought)?
 - What additional information do we need to help me plan instruction?
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Diagnostic



- Purpose
- Strategies
- Types of measures
- Who to assess
- Cautions

The many uses of IRI-like procedures:

Much more than a set of scores

Qualitative Analysis

- Comprehension
 - Oral reading, silent reading, listening
 - Literal & inferential comprehension questions
 - Retellings
 - Think-alouds
- Word recognition
 - Comparison of word rec in and out of context
 - Word recognition skills & strategies
- Vocabulary- listening & reading
- Fluency - expression, prosody, rate

6 Hen's Clean House (Level EFG): Score Sheet

Say: I'm going to ask you to read a story called "Hen's Clean House." It's about two friends who visit Hen in her clean house. Read the story and look at the pictures to find out what happens.

Hen had ^{spen}spent all day cleaning her house. It looked nice and neat.

Hen sat down to rest.

Just then, Pig ^{Kate sc}knocked at the door.
^{Squash}Squish! Squish! Squish!

"Pig, you have tracked mud in my house!" yelled Hen.

"I know," said Pig. "Isn't it nice and ^{suf sc}soft?"

Just then, Horse came in.

Clip, clop, clip, clop.

"Horse, you have mud on your feet. Just look at my nice clean house!" shouted Hen.

^{shw}"It doesn't look clean to me," said Horse. "We'll show you how to clean house."

Horse and Pig cleaned and ^{swept}swept and cleaned and swept.

"There," said Horse. "Did you learn how to clean house, Hen?"

(End oral reading time.)

(Begin oral reading time.)

Oral Reading Rate
Seconds: 95

Fluency
(Refer to Rubric for scoring fluency.)
Score: 2

Oral Reading Accuracy

Number of words = 108

Each error = .92

# OF ERRORS	% SCORE
1	99
2	98
3	97
4	96
5	95
6	94
7	94
8	93
9	92
10	91

STUDENT SCORE 90 %

Spent

spin

Neat

Knoc

knocked(sc)

Squish Squash -3

Soft

suf(sc)

Show

shin

Swept

swept - 2

accuracy = frustration


wcpm = some risk

comprehension = instructional


Two Types of Progress Monitoring

- Interim/benchmark assessment
- Formative classroom assessment

Formative Classroom Progress Monitoring

- Implemented during instruction to monitor and adjust
 - Examples of assessments
 - Running records
 - Think alouds
 - Samples of student work
 - Logs
 - Anecdotal records
 - Frequency & focus of assessment will depend on the child and her needs
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Key features of formative classroom progress monitoring

- Proximity to initial learning (issue of transfer & application, teachable moment)
 - Ability to adjust to individual students
 - Provides specific feedback to kids
 - Engages students in assessment
 - Teacher expertise & interpretation
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Student Work: An Example

Name Austen
Date Feb 4, 1992

Selection How spider got a thin waist
Number of pages SIX

1. What do you think this reading will be about?

~~How you retell a st~~

2. What do you already know about the topic?

Spiders

3. Retell the story as if you were telling it to a friend who hasn't read it.

Spider with lazy

4. How accurate was your prediction?

5. What surprised you in the story?

Probing Strategy Usage with Think Aloud

S: (reads title) Space Ship Earth

T: What were you thinking when you read the title?

S: A space trip to earth. (Reads text haltingly).
Boy! I had a lot of trouble with that.

T: What makes you think you had trouble?

S: I kept messing up.

T: What do you mean by messing up?

S: I kept reading sentences over.

T: What do you think caused you to read over like that?

S: Not understanding it.

T: OK, did any of the words give you trouble?

S: No



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