RTI: HI DOE CAST
Webinar

Jim Wright
www.interventioncentral.org
Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/hi_doe
Where should CAST schools be in RTI implementation at this point?
RTI Implementation: Year 1: Month 5

Schools implementing RTI should:

• Have shared an overview of the RTI model with staff.

• Have begun to assemble Tier 1 intervention resources and forms for teacher use.

• Be preparing a staff development for teachers in the specifics of how to carry out, document, and monitor progress of Tier 1 interventions.
RTI Implementation: Year 1 (Cont.)

Schools implementing RTI should:

- Have begun to inventory their Tier 2/3 programs to determine which are research-based and where program gaps exist.
- Be investigating (and perhaps piloting) schoolwide screening tools that meet their needs.
- Be assembling a Tier 3 Problem-Solving Team that can meet on individual students to create customized intervention plans as needed.
RTI Implementation: Year 1 (Cont.)

Schools implementing RTI should:

• Have a Complex Area RTI Leadership Team in place (or soon to be in place) to create an RTI implementation plan for the remainder of the school year.
RTI: Webinar: 5 December 2013

*Where can teachers find more academic intervention ideas than are currently available on Intervention Central?*
Intervention Planner for Academics

http://www.interventioncentral.org/tools/academic-intervention-planner-struggling-students
Word Boxes/Word Sort

- This intervention strengthens K-1 students’ phonics/alphabets skills.
Building Sight-Word Vocabulary: 4 Methods

- Teachers can choose one or more methods to help students to acquire sight vocabulary.
Building Math-Fact Proficiency: Self-Administered Folding-In Technique (SAFI)

The math-fact self-administered folding-in intervention (math-fact SAFI) trains students to take charge of their own intervention to acquire and develop fluency in math-facts. Using flash cards, the student reviews math-facts with immediate performance feedback, engages in repeated practice to correct errors, and records on a running log those math-facts that have been mastered. An additional advantage of this intervention is that it has been shown to be effective with middle-school students.

## Math Facts SAFI: Student Checklist

(Hulac, Dejong, & Benson, 2012).

<table>
<thead>
<tr>
<th>Carried Out?</th>
<th>Intervention Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>1. Y/N</td>
<td>Start with the daily stack of cards from the last session. Or create a new &quot;daily stack&quot; by taking 7 cards from your weekly &quot;known&quot; stack and 3 cards from your weekly &quot;unknown&quot; stack and shuffling them.</td>
</tr>
<tr>
<td>2. Y/N</td>
<td>Take the first card from the top of the daily stack and place it flat on the table.</td>
</tr>
<tr>
<td>3. Y/N</td>
<td>Read the math-fact on the card and write the answer on the dry-erase board <strong>within 3 seconds</strong>.</td>
</tr>
<tr>
<td>4. Y/N</td>
<td>Turn the card over and compare the answer that you wrote to the answer on the card.</td>
</tr>
<tr>
<td>5. Y/N</td>
<td>If your answer is correct, sort that card into a &quot;daily known&quot; pile. If your answer is incorrect, sort that card into a &quot;daily unknown&quot; pile—then practice by writing the math-fact and correct answer on your dry-erase board <strong>three times in a row</strong>.</td>
</tr>
<tr>
<td>6. Y/N</td>
<td>Continue until you have answered all 10 daily cards. Then look at the daily &quot;known&quot; and &quot;unknown&quot; card stacks. If all daily cards are in the &quot;known&quot; stack, draw a star in the bottom left corner of your dry-erase board.</td>
</tr>
<tr>
<td>7. Y/N</td>
<td>Shuffle the 10 cards in the daily card deck.</td>
</tr>
<tr>
<td>8. Y/N</td>
<td>Continue reviewing all 10 cards in the daily deck as explained in steps 2-7 until you have drawn three stars in the bottom left corner of the dry-erase board. (In other words, continue until you have answered all 10 cards without error in a single run-through and have accomplished this feat a total of three times in the session.)</td>
</tr>
<tr>
<td>9. Y/N</td>
<td>When you have earned 3 stars, consider the entire daily stack to be &quot;known&quot; cards. So it's now time to update the daily deck.</td>
</tr>
<tr>
<td>10. Y/N</td>
<td>Take any 3 cards from your current daily 10-card deck and transfer them to the weekly &quot;known&quot; deck. Then, on the <strong>Student Log: Mastered Math-facts</strong> form, record the math-facts and current date for the 3 cards that you transfer. Congratulations! These now count as mastered math-facts!</td>
</tr>
<tr>
<td>11. Y/N</td>
<td>Next, take 3 cards from the weekly &quot;unknown&quot; stack and add them to your current daily deck to bring it back up to 10 cards.</td>
</tr>
<tr>
<td>12. Y/N</td>
<td>Begin reviewing the daily stack again (as outlined in steps 2-7) until your time runs out.</td>
</tr>
<tr>
<td>13. Y/N</td>
<td>Before ending the session, place rubber-bands around the weekly &quot;known&quot; and &quot;unknown&quot; decks and the daily stack that you are currently working on. Also, be sure that your <strong>Student Log: Mastered Math-facts</strong> form is up-to-date.</td>
</tr>
</tbody>
</table>
Strategic Note-Taking

- Students are taught a strategy to identify and record key lecture information.
Active Response Beads-Time Out:

- Active-Response Beads-Time Out (ARB-TO) is an intervention to replace in-class time-out that is easy to use. It promotes students' use of a relaxation strategy (count down from 10 using beads as manipulatives and with deep breathing) when upset. This intervention enhances behavioral self-management skills and minimizes exclusion from academic activities.

Intervention Central
http://www.interventioncentral.org

Intervention Central has a range of free academic and behavioral intervention ideas that span the grade levels.

New additions to the site include online applications to create customized academic and behavioral intervention plans.

The site also allows users to create free accounts and to save documents created with IC tools.
Evidence-Based Intervention Network
http://ebi.missouri.edu/

The EBI Network is a source for intervention scripts for academic and behavioral problems, along with videos modeling intervention practices.

Sponsored by the School Psychology Program at the University of Missouri, the site contains other intervention resources as well, including documents to help schools to better define the presenting student problem(s) and match them to appropriate interventions.
Response to Intervention

Cognitive Strategy Instruction
http://cehs.unl.edu/csi/

The Cognitive Strategy Instruction site was developed by the Special Education Department at the University of Nebraska-Lincoln.

The site specializes in cognitive strategies that students can learn to be more successful and independent in completing academic tasks.
What are examples of interventions appropriate for the 3 Tiers of RTI?
RTI ‘Pyramid of Interventions’

**Tier 1: Universal interventions.** Available to all students in a classroom or school. Can consist of whole-group or individual strategies or supports.

**Tier 2: Individualized interventions.** Subset of students receive interventions targeting specific needs.

**Tier 3: Intensive interventions.** Students who are ‘non-responders’ to Tiers 1 & 2 are referred to the RTI Team for more intensive interventions.

www.interventioncentral.org
RTI Support: Tier 1 (Classroom) Intervention

Tier 1 interventions are intended for ‘red flag’ students who struggle in the content area(s) and require additional individualized teacher support during core instruction. To successfully implement Tier 1 interventions, a teacher will need:

- Clear criteria to identify Tier 1 intervention students (e.g., students who are failing the course on a 5-week grade report).
- Research-based strategies to address the student’s academic (and perhaps motivational) deficits.
- A streamlined form to document (‘script’) the Tier 1 intervention plan.
- The ability to collect and interpret classroom data to judge whether the Tier 1 intervention is working.
- Guidelines for how long to implement the Tier 1 intervention before seeking additional RTI help for the student.

Ask-Read-Tell (ART) Cognitive Strategy

- The student is taught a strategy to use during independent reading that includes pre-reading, reading, and post-reading phases. A graphic organizer helps to structure the student steps.
Interventions at Tiers 2 & 3: Standard-Treatment vs. Problem-Solving

**Standard-Protocol.** Programs based on scientifically valid instructional practices (‘standard treatment protocol’) are created to address frequent student referral concerns. These services are provided outside of core instruction.

An elementary school, for example, may put into place the HELPS tutoring program (www.helpsprogram.org: targeting reading fluency) to address large numbers of students with delayed reading fluency skills.

• An advantage of the standard-protocol approach is that it is efficient and consistent: groups of students can be put into these group interventions to receive a highly standardized intervention.

• A limitation of the standard-protocol is that these group often cannot be individualized easily to accommodate a specific student’s unique needs.
RTI Interventions: Standard-Treatment vs. Problem-Solving

Problem-solving. When intervention plans are developed to match the unique profile of a particular student’s strengths and weaknesses, this approach is called the ‘problem-solving’ model.

The problem-solving approach is open-ended and investigative—and addresses the ‘whole child’.

• An advantage of the problem-solving approach is that the intervention can be customized to the student’s needs.

• A limitation of the problem-solving approach is that developing intervention plans for individual students can be time-consuming and resource-intensive.
Response to Intervention

Tier 2: Standard-Treatment Protocol

Students are selected for Tier 2 through one of two paths:

1. they are picked up proactively in a schoolwide academic screening and are found to fall below the 20th to 25th percentile (‘some risk’ range), or

2. they have not responded sufficiently to a Tier 1 (classroom) intervention and are judged to need supplemental intervention support provided at Tier 2.

Tier 2 interventions are typically standard-treatment protocol (generic programs matched to common student problems: e.g., reading fluency or math problem-solving).

A schoolwide ‘Data Analysis Team’ is an efficient means to manage student selection and placement in Tier 2.
### Response to Intervention

#### Selecting Performance ‘Cut-Points’ for Tier 2/3 Services: Example using EasyCBM Norms

<table>
<thead>
<tr>
<th>Grade 3 Reading Measures</th>
<th>Percentile</th>
<th>Passage Reading Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>20&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>75&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>90&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

- **10<sup>th</sup> Percentile:**
  - Fall: 31 WPM
  - Wint: 64 WPM
  - Sprg: 60 WPM

- **20<sup>th</sup> Percentile:**
  - Fall: 51 WPM
  - Wint: 81 WPM
  - Sprg: 81 WPM

- **50<sup>th</sup> Percentile:**
  - Fall: 83 WPM
  - Wint: 114 WPM
  - Sprg: 115 WPM

- **75<sup>th</sup> Percentile:**
  - Fall: 108 WPM
  - Wint: 147 WPM
  - Sprg: 144 WPM

- **90<sup>th</sup> Percentile:**
  - Fall: 138 WPM
  - Wint: 173 WPM
  - Sprg: 173 WPM

Tier 2 Interventions: Key Points

• Tier 2 interventions are supplemental; they take place outside of core instruction.

• If group-based, Tier 2 interventions are capped at 5-7 students to preserve effectiveness and integrity.

• 10-15% of the student population may qualify for Tier 2 support.

• Academic interventions at Tier 2 typically target ‘off-level’ skills (e.g., teaching basic math facts or vocabulary).

• Programs or practices used at Tier 2 are supported by research.

• Interventions are monitored at least 2X/month and typically last 6-8 instructional weeks.
Group-Based Repeated Reading
(Available on Conference Web Page)

An effective group repeated reading intervention (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components:

- Assisted Cloze preview (tutor reads text aloud)
- Group repeated-reading (alternating among students)
- Phrase-drill error correction (drill correct reading)
- Contingent rewards for good reading behaviors

A tutoring session using this group intervention will last about 15 minutes.

## Group Repeated Reading Intervention Behavior Rating Scale

**Student Name:** Reading Group Students  
**Date:**  
**Rater:** Tutor  
**Classroom:**

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>When asked to read aloud, I did my best reading.</td>
<td>🙁 ☹ 😊</td>
<td>🙁 ☹ 😊</td>
<td>🙁 ☹ 😊</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>When others were reading, I paid close attention.</td>
<td>🙁 ☹ 😊</td>
<td>🙁 ☹ 😊</td>
<td>🙁 ☹ 😊</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I showed good behaviors and followed all directions quickly.</td>
<td>🙁 ☹ 😊</td>
<td>🙁 ☹ 😊</td>
<td>🙁 ☹ 😊</td>
</tr>
<tr>
<td>The degree to which Reading Group Students met this behavior goal</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
### Group Repeated Reading Intervention Behavior Rating Scale

**Student Name:** Reading Group Students  
**Date:** ____________

**Rater:** Tutor  
**Classroom:** ____________

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>When asked to read aloud, I did my best reading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How well Reading Group Students did in meeting the behavior goal?</td>
<td>P 1 F 2 G 3</td>
<td>P 1 F 2 G 3</td>
<td>P 1 F 2 G 3</td>
</tr>
<tr>
<td>When others were reading, I paid close attention.</td>
<td></td>
<td></td>
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<td>P 1 F 2 G 3</td>
</tr>
</tbody>
</table>
Tier 3 Interventions: ‘Problem-Solving’ Approach

Schools define Tier 3 interventions in one of two ways:

1. **Failure to Respond to Lesser Interventions.** The student requires an intervention sufficiently intensive (e.g., group size of 3 or fewer; daily sessions of 30 minutes or more) to qualify as Tier 3, or

2. **Case Complexity.** The student has multiple factors (e.g., academic and behavioral) that demand immediate attention, and require an open-ended problem-solving approach.

The RTI Problem-Solving Team is the appropriate group to oversee Tier 3 interventions, (1) ensuring fair access to intensive resources and (2) having the breadth of knowledge to design unique, customized interventions.
Tier 3 Interventions: ‘Problem-Solving’ Approach

Tier 3 interventions are often customized ‘wrap-around plans’ that fit the student’s needs and are matched to available resources. These stakeholders might have a role in Tier 3 intervention plans:

– Reading/Math Intervention Teacher: The student may receive intensive group-based or individual reading or math support.

– Classroom Teachers: Strategies for academic/behavioral support might be selected to strengthen core instruction.

– Parent(s): The parent(s) may assist with school-home reward systems, coaching of student homework completion, etc.

– Student: The student can assume an intervention (e.g., behavioral self-monitoring; academic survival skills).
Tier 3 Intervention Example: Kevin

- Kevin is a 6th grade student who has received small-group Tier 2 reading support (targeting his limited reading fluency and comprehension) for 4 months.
- Kevin has not made the expected progress in his Tier 2 reading program.
- Additionally, Kevin is becoming increasingly non-compliant in the classroom, despite the teacher’s documented intervention efforts to manage his behaviors.
- Because Kevin’s reading delays and problem behaviors are preventing academic success, he is referred to the RTI Problem-Solving Team to develop a customized Tier 3 plan to address his needs.
## Tier 3 Intervention Plan for Kevin: 6th Grade

The RTI Problem-Solving Team meets with Kevin’s instructional team and Kevin’s mother to develop a customized ‘wrap-around’ intervention plan. **Non-compliance, delayed reading fluency/comprehension** are target concerns:

### Reading Teacher.
Kevin is making ‘promising progress’ in his reading group but is not yet hitting his intervention goals. The RTI Team switches Kevin into an individual tutoring program (HELPS) to meet daily. (Sessions will alternately be led by the reading teacher and a paraprofessional.)

### Classroom Teachers.
Kevin is to be taught to use a self-directed cognitive strategy: ASK-READ-TELL (ART) with a reading partner to increase his comprehension of challenging assigned readings. Teachers will also complete a daily Behavior Report Card tracking Kevin’s classroom compliance and will communicate ratings to home.

### Parent.
Kevin’s mother agrees to use assisted-dozee reading fluency intervention with Kevin to get him started on challenging reading assignments. Also, based on school reports about compliance, Kevin’s mother will allow or withhold home privileges: e.g., access to computer games.

### Student.
Kevin is responsible for participating in the ASK-READ-TELL intervention, will self-rate his behaviors (Behavior Report Card) to compare results with teacher ratings.
Intervention Program Example: HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
  - adult modeling of fluent reading,
  - repeated reading of passages by the student,
  - phrase-drill error correction,
  - verbal cueing and retell check to encourage student reading comprehension,
  - reward procedures to engage and encourage the student reader.
RESPONSE TO INTERVENTION:

HELPS Reading Fluency Program

www.helpsprogram.org

LINK AVAILABLE ON CONFERENCE WEB PAGE

The HELPS Education Fund

The HELPS Education Fund is the non-profit foundation that is used to support teachers' free access to the HELPS Program materials.

The Fund is also used to support students' overall educational success, particularly for students from economically disadvantaged backgrounds. Through the HELPS Education Fund, teachers and schools can apply to receive free educational services related to reading instruction. Teachers and schools can also apply for free educational materials beyond the free, downloadable materials offered on this website.

The HELPS Education Fund is financially supported in two ways. First, rather than downloading the HELPS Program materials for free from this website, teachers or schools can set up a purchase of a set of pre-assembled, professionally developed HELPS Program materials (for only $45 per set). Second, individuals or organizations can make tax-deductible donations directly to the Fund. 100% of proceeds from purchased HELPS materials and 100% of donations to the HELPS Education Fund are used to improve educational outcomes for students.

RELATED LINKS

- ANYS.org
- Big Ideas in Beginning Reading
- Doing What Works
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Easy CBM
- The Education Trust
- Evidence Based Intervention Network
- Mandela Center for Reading Research
- Information Control
- National Center for Education Statistics
- National Center for Research in

UPDATES

Program Updates
Updated on April 6, 2013
- Thousands of educators are using HELPS
- Sharing HELPS with other educators is easy

Research Updates
Updated on July 1, 2013
- Recent journal publication about HELPS
- Pilot studies of small group helps program

Website Updates
Updated on July 1, 2013
- HELPS website improves in several ways

ASK-READ-TELL (ART): Student Worksheet (McCallum et al., 2010)

Name: __________________________ Passage/Page Numbers: __________________________ Date: __________

Directions: Use the checklist below to guide your reading of this passage. Check off each step when completed.

Step 1: Goal Before Reading: I look at the title of the passage and ASK myself these questions:

- What is the main topic of the passage? What does it discuss?
- What information do I already know about this topic?

Based on the title, what are two questions about this passage's topic that I would like to have answered in my reading?

1. ____________________________________________?
2. ____________________________________________?

Step 2: Goal While Reading: I READ the passage carefully for full understanding:

- While reading, I stop after each paragraph to ask, "Did I understand what I just read?"
- If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.
- If I do not understand the paragraph, I mark it with a minus (-) sign and:
  - reread the paragraph;
  - slow my reading;
  - focus my full attention on what I am reading;
  - underline any words that I do not know and try to figure them out from the reading (context).

Step 3: Goal After Reading: I TELL what I learned from the passage:

- Based on my reading, here are answers to my two questions from Step 1:
  1. ____________________________________________
  2. ____________________________________________

- When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.
Longwood High School Behavior Report Card

Student Name: Brian
Date: ________________

Rater: Mr. Wright
Classroom: Classroom 345

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Between classes, Brian traveled quickly from one class to another, avoided spending too much time socializing with other students, and did not bother other students or adults along the route.

Did Brian succeed in this behavior goal?
☑ YES  ☐ NO

Brian avoided engaging in rough, physical 'horse-play' with other students at lunch.

Brian spoke respectfully and complied within 1 minute with adult requests without argument or complaint.

The behavior goal was:

☑ Accomplished  ☐ Not Accomplished

I have reviewed this completed Behavior Report with my child.

Mentor Signature: __________________________ Date: ________________

Comments:
Behavior Report Card Maker

Generate teacher-created behavior rating scales for daily behavioral assessment.

URL: http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker
Classroom Academic Interventions: Reading Fluency

• ASSISTED CLOZE INTERVENTION: INCREASE READING FLUENCY. The teacher selects a passage at the student's instructional level. The teacher reads aloud from the passage while the student follows along silently and tracks the place in the text with a finger. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage.

The process continues until the entire passage has been read. Then the student is directed to read the text aloud while the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher provides error correction.

RTI: Webinar: 5 December 2013

How does a school go about finding the right schoolwide screening tools?
Building-Wide Screening: Assessing All Students  
(Stewart & Silberglit, 2008)

Screening data in basic academic skills are collected at least 3 times per year (fall, winter, spring) from all students.

- Schools should consider using ‘curriculum-linked’ measures such as Curriculum-Based Measurement that will show generalized student growth in response to learning.

- If possible, schools should consider avoiding ‘curriculum-locked’ measures that are tied to a single commercial instructional program.

Response to Intervention

Building-Wide Screening: Using a Wide Variety of Data
(Stewart & Silberglit, 2008)

Screenings can be compiled using:

- Fluency measures such as Curriculum-Based Measurement (e.g., AIMSweb, DIBELS, EasyCBM)
- Existing data, such as office disciplinary referrals.
- Computer-delivered assessments, e.g., Measures of Academic Progress (MAP) from www.nwea.org

Applications of Screening Data (Stewart & Silberglit, 2008)

Screening data can be used to:

• Evaluate and improve the current core instructional program.

• Allocate resources to classrooms, grades, and buildings where student academic needs are greatest.

• Guide the creation of targeted Tier 2/3 (supplemental intervention) groups.

• Set academic goals for improvement for students on Tier 2 and Tier 3 interventions.

CCSS: Grade 4 ELA Fluency Goal

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Five Core Components of Reading

• “Phonemic Awareness: The ability to hear and manipulate sounds in words.

• Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.

• Fluency with Text: The effortless, automatic ability to read words in connected text.

• Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

• Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning.”

National Reading Panel Report (2000): Conclusions Regarding Importance of Oral Reading Fluency:

“An extensive review of the literature indicates that classroom practices that encourage repeated oral reading with feedback and guidance leads to meaningful improvements in reading expertise for students—for good readers as well as those who are experiencing difficulties.”-p. 3-3
Schoolwide Screening Tools: 2 Types

Schoolwide screening tools tend to fall into 2 broad categories:

1. Basic Skills. These screeners sample basic academic skills such as oral reading fluency and math computation fluency. An example is DIBELS Next.

The assumption built into basic-skills screeners is that students who lack proficiency in these foundation skills will struggle to attain the Common Core Standards.
DIBELS Next

DIBELS is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.

Transition to DIBELS Next Today

Getting Started With DIBELS Brochure
Transitioning to DIBELS Next
DIBELS Next® Benchmark Goals
Basic-Skills Screener Example: DIBELS Next

“DIBELS ORF [Oral Reading Fluency] is a standardized, individually administered test of accuracy and reading fluency with connected text for students in grades 1 through 5 and above. It is a standardized set of passages and administration procedures designed to identify children who may need additional instructional support, and monitor progress toward instructional goals.”

<table>
<thead>
<tr>
<th>Curriculum-Based Measures (CBMs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CBM</strong></td>
</tr>
<tr>
<td>Letter Sound Fluency/Letter Name Fluency</td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
</tr>
<tr>
<td>Reading Comprehension Fluency (Maze)</td>
</tr>
<tr>
<td>Early Math Fluency</td>
</tr>
<tr>
<td>Computation Fluency</td>
</tr>
<tr>
<td>Written Expression</td>
</tr>
</tbody>
</table>
Schoolwide Screening Tools: 2 Types (Cont.)

Schoolwide screening tools tend to fall into 2 broad categories:

2. Curriculum Skills. These screeners sample student skills and knowledge that correspond to grade-level curriculum expectations. An example is Measures of Academic Progress.

The assumption built into curriculum-skills screeners is that when teachers can map the ‘holes’ in a student’s academic skills, they can adjust instruction to address those gaps.
Measures of Academic Progress
Understanding each student’s academic level gives teachers the power to help them excel. MAP® computerized adaptive assessments are the tools that make it possible – providing educators with the detailed information they need to build curriculum and meet their students’ needs, one child at a time.

MAP

MAP OVERVIEW  MAP ALIGNMENT  MAP SCORING  USING THE DATA
“MAP is a system of computerized adaptive assessments, meaning that each student taking a MAP test receives a set of items that is optimal for the student's ability level. The MAP Mathematics, Reading, and Language Usage tests are available for students in Grades 2-10.”

Schoolwide Screening Tools: Selecting Tools that Match Current Student Group Performance

Schools should select screening tools that will provide valuable added information about current schoolwide academic performance.

- In schools where a substantial number of general-education students struggle with basic academic skills, that school should select “basic-skills” tools for schoolwide screening.

- Schools in which the great majority of general-education students (e.g., 90% or more) fall at or above proficiency on basic-skills screenings may want to adopt a “curriculum-skills screener” that provides more complete information about each student’s skill set.