Response to Intervention &
THE BIG PICTURE

3-Tier Reading Model

Tier 1
Core Classroom
All students

Tier 2
Intervention
20-30%

Tier 3
Intensive Intervention
5-10%

4 Kinds of Reading Assessments

An effective, comprehensive reading program includes reading assessments to accomplish four purposes:

- **Outcome**—to provide a bottom-line evaluation of the effectiveness of the reading program.
- **Screening**—to determine which children are at risk for reading difficulty and who will need additional intervention.
4 Kinds of Reading Assessments

- **Progress Monitoring**—to determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.
- **Diagnosis**—to help teachers plan instruction by providing in-depth information about students’ skills and instructional needs.

Defining *At Grade Level*

- *At grade level* is often used to refer to the average or typical reading skill for a grade level. The use of the term here is different.
- It’s not the same as a grade equivalent score or class average.
- Students are *at grade level* if they meet expectations for reading proficiency on a state assessment or are predicted to meet expectations. (About the 40th percentile).

What is *Reliable* Assessment?

- Reliability of the assessment refers to the stability or consistency of test scores.
- To have confidence in assessment, we would expect a similar score if the students were tested:
  a) On a different day.
  b) By a different tester.
  c) On a minimally different set of items.
What is *Valid* Assessment?

- Validity of assessment refers to evidence that the test measures what it is supposed to measure.
- Validity is established by showing that the test agrees with or predicts scores on other accepted measures.
- Screening tests must have predictive validity.

What is *Efficient* Assessment?

- It takes a minimum amount of time to give.
- It is not expensive.
- Data are easy to interpret and manage.
- Key reading skills have been selected for measurement.
- There is a big pay-off in terms of the usefulness of the information gathered.

What is *Fidelity of Implementation*?

- Administering the same assessment – the same way
- Scoring it in the same way
- Rules cannot be altered or modified
- Items cannot be eliminated or repeated
- Instruction cannot be given
What is Screening?

- All children are assessed.
- Each child's assessment is brief, 10 minutes or less.
- Screenings are given at the beginning, middle, and end of the year.
- The purpose is to flag children who are at risk for not being at grade level.

Use of Screening Data

- Screening is useful for predicting who is likely to have reading difficulty.
- The primary purpose of screening is to identify children before they fail and make sure the instruction is appropriate.
- Identification is not enough! Screening is only valuable if it leads to differentiated instruction.

What is Progress Monitoring?

- Assessing a child every few weeks on alternate forms of a task, such as oral passage reading fluency, to measure growth resulting from instruction.
Why Monitor Progress?

- Children’s responses to instruction cannot be assumed. About 1 in 3 do not respond as we hope they will.
- Students with true disabilities can be identified by poor response to instruction; refer them for additional evaluation.
- We should document objectively whether students are on the right track toward improvement; we are all biased observers.

Progress Monitoring

- Progress monitoring (PM) is conducted frequently and is designed to:
  - Estimate rates of student improvement
  - Identify students who are not demonstrating adequate progress
  - Compare the efficacy of different forms of instruction and design more effective, individualized instructional programs for problem learners

Progress: The Teacher's Map
Limitations of Progress Monitoring

- Large discrepancies between student and grade level curriculum
- Lack of specificity of skills taught and assessment
- Lack of consistency between order of skills taught and those test items in assessment

What to Consider When a Student Does Not Make Progress

- Three questions you can ask yourself when a student does not make progress toward the goal:
  1. Is my instruction aligned with the needs of this student?
  2. Is the intensity of instruction enough for this student?
  3. Are the group size and group dynamics conducive to learning for this student?

What is Diagnostic Assessment?

- It’s given to the “at-risk” children.
- It takes more time than screening.
- It is designed to inform instruction.
What Gets Diagnosed?

- Strengths and weaknesses in specific skills along the continuum of reading development:
  - Phonemic awareness
  - Phonics inventory
  - Spelling inventory
  - Passage reading fluency
  - Language comprehension
- Student characteristics so that small, flexible, homogeneous groups can be formed for intensive instruction.

Lower Level and Higher Level Skills Must Be Assessed

Decoding (the ability to read the words accurately and fluently) and language comprehension (understanding those words).

Four-Part Processing System
Diagnostic Challenges

- Time
- Appropriate Diagnostic materials
- Analyzing data based materials

Caution

The devil is in the details

So How Do we Start?
Domains to Assess and Diagnostic Assessments to Use

- Review the charts in the Participant’s Handout
- Determine which domains to assess
- Determine which assessments will be used for each grade

How To I Know Which Domains To Assess?

<table>
<thead>
<tr>
<th>Grade</th>
<th>CBM Probe</th>
<th>Cut-Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Letter Sound Fluency</td>
<td>&lt; 10 letters/minute</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Word Identification Fluency</td>
<td>&lt; 15 words in 1 minute</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Passage Reading Fluency</td>
<td>&lt; 15 words in 2 minutes</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Passage Reading Fluency</td>
<td>&lt; 30 words in 3 minutes</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Maze Fluency</td>
<td>&lt; 15 Maze replacements/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 minutes extra</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Maze Fluency</td>
<td>&lt; 20 Maze replacements/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.5 minutes extra</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Maze Fluency</td>
<td>&lt; 25 Maze replacements/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 minutes extra</td>
</tr>
</tbody>
</table>

Select the Domains

- Phonics
- Phonological Awareness
- Sight Words
- Letter Name Knowledge
- Concepts about Print
- Spelling
- Comprehension
- Oral Reading Fluency
- Writing
Ehri’s Phases of Word Reading

- Incidental visual cues
- Letter knowledge
- Partial phoneme awareness
- Complete phoneme awareness
- Early sight word learning
- Phoneme-grapheme correspondence
- Reading fluently by sound, syllable, morpheme, whole word, families, and analogies

Sounds and Symbols: Basic Building Blocks

- Phonemes and sound patterns
- Grapheme units and sequences
- Syllable spellings
- Morphemes

Each layer builds on the others.

Letter Name Fluency (LNF)

Letter name fluency is a test of rapid letter naming. It works well as a risk indicator for most children from fall of kindergarten through fall of first grade.

Each probe is a random array of upper and lower case letters. Students can track across the line with their finger.
**DIBELS**

**Letter Naming Fluency (LNF)**

Students are asked to read aloud the names of alphabetic letters for one minute.

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**Initial Sound Fluency**

- Intended for most children from late preschool through winter of kindergarten.
- May be appropriate to monitor progress of older children with very low skills in phonological awareness.
- Reliability in early kindergarten is lower than reliability at mid-K and up.
Phoneme Segmentation Fluency

- sea /s/ /ea/
- his /h/ /i/ /z/
- learn /l/ /ir/ /n/
- wrapped /r/ /a/ /p/ /t/ 

Nonsense Word Fluency

- Nonsense word fluency is intended for most children from spring of kindergarten through spring of first grade.
- It may be appropriate for monitoring the progress of older children with low sound-symbol association abilities and poor decoding skills.

Nonsense Word Fluency (NWF)

- kik
- woj
- sig
- faj
- yis
- kaj
- fek
- av
- zin
- zez
- lan
- nul
- zem
- og
- nom
- yuf
- pos
- vok
- viv
- feg
- bub
- dij
- sij
- vus
- tos
- wuv
- nij
- pik
- nok
- mot
- nif
- vec
- al
- boj
- nen
- suv
- yig
- dit
- tum
- joj
- yaj
- zof
- um
- vim
- vel
- tig
- mak
- sog
- wot
- sav
Oral Reading Fluency (ORF)

- Intended for use from mid-first grade through third grade
- Passages are standardized for one-minute time samples of words correct per minute (w.c.p.m.)
- Benchmark goals are
  - 40 w.c.p.m. in spring of first grade
  - 90 w.c.p.m. in spring of second grade
  - 120 w.c.p.m. in spring of third grade

ORF Directions—First Passage

"Please read this out loud. If you get stuck, I will tell you the word so you can keep reading. When I say 'Stop,' I may ask you to tell me about what you read, so do your best reading. Start here. Begin."

SAMPLE STUDENT PAGE
Choose The Measures

• Early Literacy
  – Dolch Words
  – Phonological Awareness Inventory
  – Phonics Inventory
  – Letter Names
• Reading
  – QRI
  – DAR

Diagnostic Assessments

• To provide more information about students’ skills and instructional needs to plan instruction (educational)

• To diagnose a medical, psychological, or educational handicapping condition through expert evaluation by one or more related disciplines (SLP, occupational therapist, psychologist, social worker, developmental pediatrician, neurologist, etc.)

Diagnostic Assessments

• May include a variety of standardized or specialized assessments, but should be closely aligned to the accountability outcomes for the grade.
• For those children who are having trouble achieving benchmark or grade level standards, you need to identify where they are in the progression of reading skill development.
• For example, can they segment initial sounds, final sounds, medial sounds? Do they know any sight words?
Formal Diagnostic Assessments

Informal Diagnostic Assessments

- Name some you use now
  - Letter naming
  - Phonological Awareness Survey
  - Phonics Inventory
  - Dolch Word List
Conduct Training Calibrations

- Running Records
- Prosody rating
- Retells
- Answers to Comprehension questions
- Writing Process Assessments

Assessment of Sight Words

• Which list?
  - Dolch
  - Fry
  - ELP
  - Core Reader

• How to score?
  - 1 second rule/automaticity
  - Decoded/accuracy
  - Unknown

The Boy and the Fox

One day a boy saw a fox sleeping on top of a rock. The boy said out loud, "If I kill the fox, I can always sell her skin. I can use the money to buy plant bean seeds. Then I will sell the beans. I will sell the beans to the people."

People will see my beans and say, "Oh, what nice beans this boy has." Then I will say, "Keep away from my beans." They won't listen to me, so I will shout to them loudly, "Keep away from my beans.""

The boy shouted so loudly that the fox woke and ran away. In the end, the boy was left with nothing.
During Diagnostic Assessment

• ADMINISTER Diagnostic MEASURES THE SAME WAY TO EVERY STUDENT BEING ASSESSED
• Curriculum Based Measures are also standardized tests that need to be given the same way to every student, every time!

During Informal Assessment

☐ CONDUCT PERIODIC CHECKS ON ADMINISTRATION PROCEDURES
  ✓ Determines adherence to establish protocol
  ✓ Assessment administration checklist of procedures
  ✓ FIDELITY

After Assessing

• SCORE ASSESSMENTS IMMEDIATELY
  – Follow standardization guidelines for scoring each measure.
• REVIEW WITH RTI TEAM ANY CONCERNS OR CONFLICTS THAT OCCURRED DURING THE ASSESSMENT
• SCHEDULE ANY MAKE-UP TESTING FOR STUDENTS THAT WERE ABSENT—REMEMBER THE 2 WEEK TIME FRAME!
Informal Phonics Inventory

- Review the **Beginning Decoding Skills Survey** in the Participant's handout.
- How might you use this survey with students?
- What information would it provide to drive instruction?

Using A Developmental Spelling Inventory

- Designed to assess students' knowledge of regular spelling correspondences, patterns, and rules.
- Organized so that students' need for instruction is directly apparent.
- Follows research-based progression of word learning.
After Assessing

- SHARE RESULTS AS SOON AS POSSIBLE WITH CLASSROOM TEACHER
- USE TO INFORM INSTRUCTION

Goals and Objectives in Reading

- **Present Level of Performance**
  - Given randomly selected passages at the third-grade level, J. R. currently reads aloud 65 words correct per minute.
- **Annual Goal**
  - Given randomly selected passages at the third-grade level, J. R. will read aloud 115 words correct per minute by the end of the year (or in 35 weeks).
- **Measurable Objective for Progress**
  - Given randomly selected passages at the third-grade level, J. R. will read aloud 1.4 additional words correct per minute each week \( \frac{115 - 65}{35} = 1.43 \).

**BUT**
What if student lacks so many WR skills and WA skills progress is not reflected?

Assessing Response to Intervention

**3 point decision rule**

- **Aimline**
- **Student Identified as Needing Intensive Support**
  - Modify intervention
  - Modify intervention
  - Determine resources needed to sustain progress (Gen Ed, SPED, Title, EA assistance, etc.)
  - Individualized intervention initiated
Graphing CBM Scores

Discrepancy 1: Skill Gap (Current Performance Level)
Discrepancy 2: Gap in Rate of Learning ("Slope of Improvement")

‘Dual-Discrepancy’: RTI Model of Learning Disability (Fuchs 2003)

Curriculum-Based Measurement

- Not interested in making kids work faster
- Interested in kids becoming better in academics
- The CBM score is an OVERALL INDICATOR of academic competence
- Students who score high on CBMs are better:
  - Decoders
  - At sight vocabulary
  - Comprehenders
  - Computers
  - Problem-solvers
- Correlates highly with high-stakes tests
THE BIG PICTURE