

Section 1

School-Wide Screening



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OVERVIEW

Patterned on public-health models, responsiveness to intervention (RTI) is a multitiered instructional delivery and intervention process frequently used to prevent chronic learning problems. An important first step in any prevention approach is the school-wide (also known as universal) screening of students to accurately identify those who are at risk for learning difficulties. In this section, we define school-wide screening, outline important features of a screening process, describe the role screening plays within an RTI model and its significance, provide detailed information about implementation, and list resources for obtaining further information.

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Features

Definition and Features

Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors (e.g., tardiness, aggression, or hyperactivity).

The basic question in a screening measure is whether or not the student should be judged as “at risk.” For example, the school nurse who uses the Snellen eye chart (Snellen, 1862) wants a quick indicator of students who might have difficulty seeing from a distance. If a student has difficulty reading the eye chart, a referral is made for a more in-depth assessment. In a similar way, the classroom teacher uses a screening measure to identify students who meet the screening criteria for possible at-risk status. These students are then considered for a more in-depth assessment, such as monitoring their progress during the next six weeks with specific assessments.

For a screening measure to be useful, it should satisfy three criteria (Jenkins, 2003):

1. It needs to identify students who require further assessment
2. It needs to be practical
3. It needs to generate positive outcomes (accurately identifies students without consuming resources that could be put to better use)

For each of these criteria, several considerations are part of the selection of appropriate screening measures. These considerations are described below and the reader is referred to a paper presented by Joseph Jenkins at the 2003 RTI Symposium and accessible on the National Research Center on Learning Disabilities’ web site (<http://www.nrcl.org/symposium2003/jenkins/index.html>) for more detailed information about these considerations.

Accuracy. The main purpose of a screening instrument is to identify students whose performance on the measure warrants further investigation. Because screening does not directly result in diagnosis, it is better for a screening instrument to err on the side of false positives (students identified as at risk,

who through more intense assessment are found to have been misidentified) than on the side of false negatives (students not identified through screening who later turn out to be at risk). Therefore, a wider net with which to capture potentially at-risk students can be cast with screening measures. A potential drawback of having more false positives is the added expense of the additional testing and the provisions of services to more students, while a drawback of having more false negatives is that those students miss the opportunity to benefit from early intervention services. Ultimately, however, a school will want to find a measure that reaches an acceptable balance of efficiency and accuracy. To do this, schools will need to maintain data on how well the measure identifies students as at risk (e.g., track the number of false positives and false negatives). Such fine-tuning can help save resources.

One way to attempt to establish an acceptable balance is to use a decision-making model, which displays the distribution of true positives and true negatives, as well as the false positives and false negatives. A decision-making model also provides a mechanism for calculating the sensitivity and specificity of your screening tool. Sensitivity is the probability that the screening tool identifies those students who do have SLD, and specificity is the probability

Figure 1.1. Clinical Decision-Making Model

| | | SCREEN | | |
|---------|--------|---------------------|---------------------|--------------------------|
| | | At risk | Not at risk | |
| OUTCOME | RD | True Positive a | False Negative b | Sensitivity $a / a+b$ |
| | Normal | False Positive c | True Negative d | Specificity $d / c+d$ |

(Catts, 2006)

that the tool does not incorrectly identify those students who do not have SLD. See Figure 1.1 for an example of a decision-making table.

Cut score. Accuracy of screening also is determined by what cut scores are used. A cut score, also called cut point, is the score that represents the dividing line between students who are not at risk and those who are potentially at risk. The goal of school-wide screening is to identify those students who may be at risk for not acquiring the relevant skill and who may require further intervention. Schools will need to consider the emphasis given to particular levels of criteria performance when establishing cut scores. Additionally, some students perform on the “edge” of either side of the cut score, and guidelines will need to be established for determining when a student’s performance warrants further investigation.

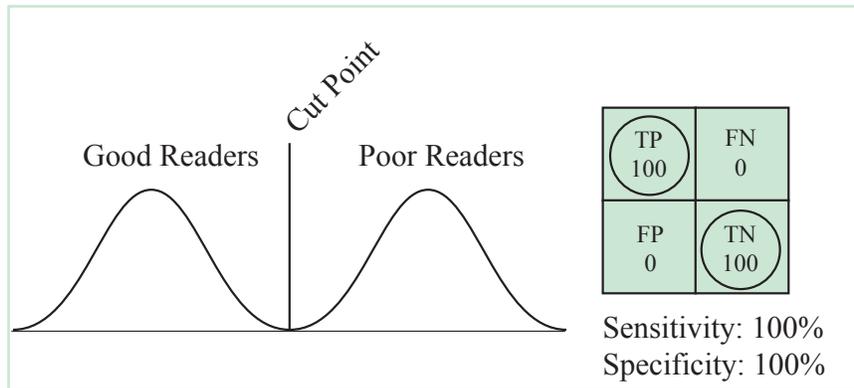
Adjusting cut scores directly affects the distribution of true positives, true negatives, false positives, and false negatives. Figures 1.2, 1.3, and 1.4 provide examples of changes in this distribution resulting from changes in the cut score.

Criterion versus norm referenced. Screening measures can use either a criterion referenced or normative comparison standard of performance. In the former, a specific criterion level of skills is specified as indicating an acceptable level of proficiency or mastery. In the normative comparison, the screening results are compared to an appropriate peer group (e.g., other students in first grade). Criterion measures are preferred because they give more accurate information about performance on relevant skills. In selecting an appropriate criterion measure, the school should attempt to link the mea-

asures at each grade level to appropriate existing performance measures, including existing performance standards in the school’s curriculum. The content will need to be relevant to age/grade level and the skill in question.

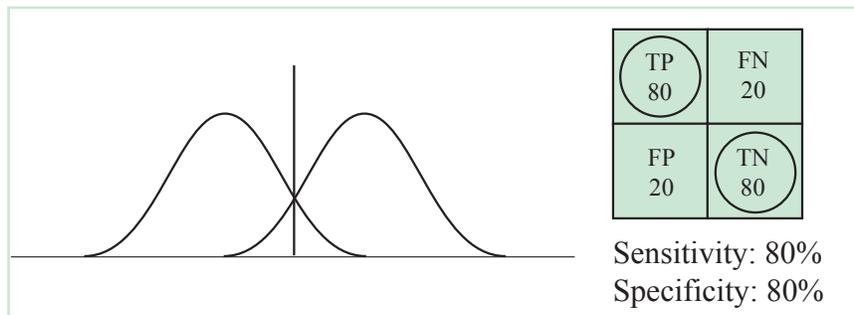
Efficiency. A screening procedure must be brief as well as simple enough to be implemented reliably by teachers. Teachers must view the procedures as reasonable and important, or they may not reliably implement them (Jenkins, 2003). School-wide train-

Figure 1.2. The Ultimate Screen



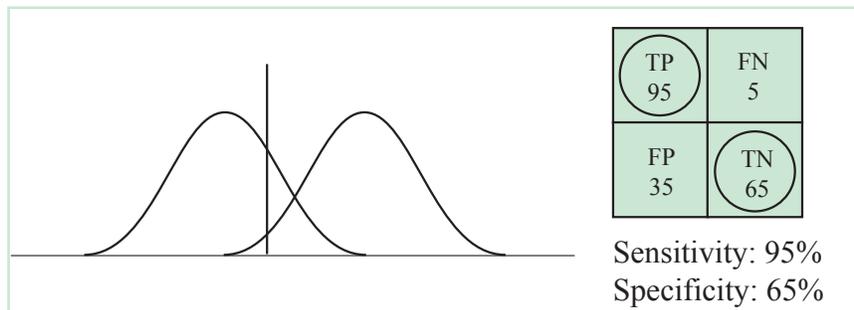
(Catts, 2006)

Figure 1.3. Typical Screen



(Catts, 2006)

Figure 1.4. Typical Screen (Change in Cut Score)



(Catts, 2006)

ing on implementation and school-wide scheduling of screening procedures may be helpful in ensuring they are completed reliably.

SCHOOL-WIDE SCREENING WITHIN AN RTI MODEL

In the RTI model, screening is used to designate students who might be in need of closer monitoring in their general education curriculum or of a more intense intervention.

Screening is important as it represents the first gate or point of entry into subsequent tiers of RTI instruction. Screening is not a one-time process but an iterative system during the school year and across grade levels. During the course of primary instruction (Tier 1), the school uses school-wide screening (consistency) in essential academic areas to identify each student's level of proficiency (usually three times per year). The screening data are organized to allow for comparison of both group and individual performance on specific skills (National Association of State Directors of Special Education [NASDSE], 2005). In this way, the screening can serve three purposes:

1. Identify individuals in need of further assessment and possible movement to Tier 2 intervention
2. Provide feedback about class performance to help school leadership identify when a teacher might require support
3. If implemented on a regular basis across grade levels, identify false negatives, students who slip through the screening at one level but are then identified at later points in their school years.

The following excerpt from Fuchs & Fuchs (2006) summarizes the recommendations for best practice of school-wide screening within an RTI model:

How to target students for preventative intervention. Regardless of the number of tiers employed within the RTI system, a second procedural dimension concerns how students are targeted to enter the RTI process and receive preventative intervention. Some RTI systems employ one-time school-wide screening, whereby all children in a school are assessed on a brief measure at the beginning of the school year. Students who score below a norm-referenced cut point (e.g., less than 25th percentile on the Woodcock Reading Mastery Tests – Word Identification) or below a performance benchmark associated with

poor long-term outcome (e.g., less than 15 on curriculum-based measurement word identification fluency at the beginning of first grade) enter preventative intervention. In systems that rely on one-time school-wide screening to identify students who enter preventative intervention, the assumption is that low performance relative to the normative cut point or the performance benchmark at the beginning of a school year constitutes evidence that the child has failed to respond to Tier 1 general education during previous school years and therefore requires preventative intervention.

In other versions of RTI, school-wide screening is conducted to identify a subset of students whose response to Tier 1 general education is then monitored for a relatively short period of time to (dis)confirm the risk status indicated via school-wide screening. Only the subset of students who (a) first meet the school-wide screening cut point and (b) then evidence poor rates of improvement over five to eight weeks of Tier 1 general education are deemed in need of a preventative intervention.

Our *recommendation* is that schools use school-wide screening in combination with at least five weeks of weekly progress monitoring in response to general education to identify students who require preventative intervention. Our *rationale* is that one-time universal screening at the beginning of the year can over-identify students who require preventative intervention. For example, in our research (Compton, Fuchs, Fuchs & Bryant, 2006), conducted in reading at first grade, 50 percent of students identified on the basis of one-time screening spontaneously “recovered,” i.e., made good progress over the course of first grade without preventative intervention. Identifying students for preventative intervention based on one-time screening means that schools are pressed to deliver costly preventative intervention to large numbers of students who do not need those services, thereby watering down the nature of preventative intervention. By contrast, our research (Compton et al., 2006) shows that five weeks of weekly progress monitoring can reduce or even eliminate the provision of preventative intervention to these “false positives”; hence, our recommendation to incorporate short-term progress monitoring in response to general education for determining students who require preventative intervention. (pages 39-40)

Changes *Changing Structures, Roles,* *and Responsibilities*

As with most elements within the RTI model, the implementation of school-wide screening procedures necessitates a closer collaboration among general education and specialist staff. School leaders will need to effectively plan for the implementation of school-wide screening to include both the acquisition of resources and the time (scheduling) needed to administer screening. Schools will need to identify a standard procedure for identifying stu-

dents as at risk (e.g., create a table of cut points or patterns of performance). Finally, schools will need to review screening results to inform the process of selection and cut-point determination—this is an iterative, continual process. Table 1.1 divides school personnel into three main areas and describes some of the responsibilities that personnel within these areas may be expected to undertake in school-wide screening.

Table 1.1: Changing Structures/Responsibilities

| General Education* | Specialist/Support Staff* | Administration* |
|---|---|--|
| <p>Administer school-wide screening measurements across content (reading, writing, math) areas according to schedule.</p> <p>Administer assessments, chart results, and evaluate results.</p> <p>Identify students for further monitoring for intervention by comparing results to predetermined cut points.</p> <p>Provide information to parents if using the results for reporting student progress.</p> | <p>Assist general education teachers in implementation efforts.</p> <p>Collect data on a screening tool and associated cut points to help inform the process.</p> <p>Collaborate with the general education teacher to assist in determination of students for further assessment.</p> <p>Present students identified as at risk during screening to school teams as candidates for more intensive progress monitoring at Tier 1 and possible entry to Tier 2 and beyond.</p> | <p>Lead effort to create infrastructure for school-wide screening.</p> <p>Provide necessary technology, materials, resources, and professional development to staff.</p> <p>Provide initial and continuing professional development opportunities for new staff and refresher training.</p> <p>Ensure fidelity of implementation through routine, periodic observation and discussions with staff.</p> <p>Research the availability of screening tool options with staff committee (or entire staff) to select appropriate tools/methods. Coordinate this system so that it meets multiple requirements, including determination of adequate yearly progress reports for the No Child Left Behind Act of 2001 (P.L. 107-110) (NCLB 2001).</p> <p>Determine when/whether classroom performance warrants intervention (e.g., entire class performance is considerably lower than other classes in the same grade level).</p> <p>Provide aggregated data from school-wide screening results to teachers and district personnel.</p> |

* General Education includes the general education teacher

* Specialist/Support Staff includes the special education teacher, reading or learning specialists, related services personnel, paraprofessionals

* Administration includes building principals and assistants as well as curriculum or assessment specialists at building or district levels

Activities/Tools

Methods and Procedures

The following three activities (*Activity 1.1: Essential Task List for School-Wide Screening*, *Activity 1.2: Standards to Judge High-Quality School-Wide Screening*, and *Activity 1.3: Internal Resources Needed to Implement School-Wide Screening*) provide a way for your school to think about implementing school-wide screening.

Activity 1.1

Essential Task List for School-Wide Screening

Directions: In the second column, write the name(s) of the individual or team who will assume responsibility for the task identified in the first column. In the third column, write the deadline for or status of the task.

| Task | Responsible Individual/Team | Timeline/Status |
|---|-----------------------------|-----------------|
| Review your screening instrument's items to be certain that content is aligned with the curriculum for each grade level. | | |
| Once a tool has been selected, determine and secure the resources required to implement it. | | |
| Determine initial professional development needs and continuing professional development support. | | |
| Administer the screening measure three times a year (e.g., early fall, mid-term, and late spring). | | |
| Create a database that aligns with the screening instrument to hold student information and scores. | | |
| Organize the screening results (e.g., graphs and tables) to provide a profile of all students and their comparisons with each other. | | |
| Monitor results at the classroom level and make decisions about when teachers/instructional programs require more scrutiny and support. | | |
| Add screening results to a database so that students' performance can be monitored over time. | | |
| Specify written steps to follow when further scrutiny is needed for students judged to be at risk. | | |

Activity 1.2

Standards for Judging High-Quality School-Wide Screening

Directions: Read each of the standards for judging high-quality school-wide screening. The checklist is formatted so that you can indicate current and planned implementation.

- If the practice has been implemented, indicate that with a checkmark (√).
- If the practice is being developed, rank its priority: 1 = highest priority through 3 = lowest priority.

| Standard | Status | |
|---|--------------|------------------|
| | In Place (√) | Priority (1-2-3) |
| Screening is school-wide, meets accepted psychometric standards ¹ , and has evidence of documented reliability ² and concurrent ³ and predictive validity ⁴ within the particular school setting. | | |
| Individuals involved in the screening measures' administration, scoring, and interpretation are appropriately trained. | | |
| The site obtains reading screening data or information about reading skills following a designated fixed schedule. | | |
| At least 95 percent of the students participate in the school-wide screening. Reasons for excluding students from the school-wide screening are reasonable and appropriate (e.g., severe/profound disabilities). | | |
| Alternative methods to obtain information about reading skills for students excluded from reading assessments have individual curricular relevance and allow students' achievement to be measured and evaluated. | | |

¹ Psychometric standards are the theoretical approaches and procedures used to measure the difference between individuals' knowledge, attitudes, abilities, and personality traits.

² Documented reliability is the extent to which a measurement yields consistent results over repeated testing of the same measure under identical conditions.

³ Concurrent validity occurs when a new measurement or test correlates well with a previously validated measure. These two concurrent measures may be for the same construct or for different but related constructs.

⁴ Predictive validity is the extent to which quantitative attributes predict scores on some criterion measure where one measure occurs earlier and is meant to predict some later measure.

Activity 1.3

Internal Resources Needed to Implement School-Wide Screening

Directions: In *Activity 1.2: Standards for Judging High-Quality School-Wide Screening*, you identified which school-wide screening standards had been implemented in your school and which standards still need attention. In the space below, list the resources (material, curriculum, space, equipment, and people) your school will need to effectively implement school-wide screening.

| Material/Curriculum | Space/Equipment | People |
|---------------------|-----------------|--------|
| | | |

Resources

Resources

The following five tables (1.2 to 1.6) list measures that hold potential as screening tools for reading ability (Jenkins, 2003).

Table 1.2. Early and Mid-kindergarten Screens

| Measure/Study | Sample | Type of Evidence | Result | | | |
|--|------------------|------------------|---------|-------------|-------------|---|
| | | | At Risk | Sensitivity | Specificity | Criterion |
| Letter Identification (Scanlon & Vellutino, 1996) | 1407 Early-Mid K | Classification | At Risk | Sensitivity | Specificity | Criterion |
| | | | 10% | 32% | 95% | Severe reading difficulty grade 1 (teacher-identified) |
| Letter Identification (Scanlon & Vellutino, 1996) | 1407 Early-Mid K | Classification | At-Risk | Sensitivity | Specificity | Criterion |
| | | | 35% | 75% | 75% | Severe reading difficulty grade 1 (teacher-identified) |
| Combination of: Phoneme Segmentation Letter Naming Fluency Syllable Elision (O'Connor & Jenkins, 1999) | 129 Nov. K | Classification | At-Risk | Sensitivity | Specificity | Criterion |
| | | | 18 % | 100% | 88% | Below 8th percentile Woodcock Reading Mastery Test (WRMT Basic Rd.) Scale Grade 1 |
| Same combination with revised cut scores | 101 Nov. K | Classification | At-Risk | Sensitivity | Specificity | Criterion |
| | | | 20% | 100% | 86% | Same |
| Same combination with revised cut scores | 215 Nov. K | Classification | At-Risk | Sensitivity | Specificity | Criterion |
| | | | 18 % | 91% | 86% | Same |

(Continued on page 1.12)

Table 1.2. Early and Mid-kindergarten Screens (Continued)

| Measure/Study | Sample | Type of Evidence | Result | | | |
|--|-------------------|--------------------------|------------------------------------|-------------|-------------|---|
| | | | At-Risk | Sensitivity | Specificity | Criterion |
| Texas Primary Reading Inventory (TPRI) Combination of: Letter Sound Identification Blend Onset-Rimes and Phonemes (Foorman, Fletcher, et al., 1998) | 421 December K | Classification | 56% | 95% | 56% | Below 23rd percentile Woodcock Johnson (WJ) Broad Reading Spring Grade 1 |
| DIBELS-Oral Reading Fluency (OnRF) (Good, Simmons, & Kame'enui, 2001) | 353 Winter K | Concurrent Validity | .36 WJ-R Reading Readiness Cluster | | | |
| | | Predictive Validity | .36 WJ-R Reading Cluster | | | |
| | 378 Winter K | (Mid K - Spring Grade 1) | .45 CBM-ORF | | | |

Table 1.3. Late Kindergarten

| Measure/Study | Sample | Type of Evidence | Result | | | |
|--|--|-------------------------|----------------|-------------|-------------|---|
| | | | At Risk | Sensitivity | Specificity | Criterion |
| Dynamic Assessment Combination of: (1) Letter Naming Fluency (LSF) (2) Phoneme Segmentation (3) Sound Repetition (O'Connor & Jenkins, 1999) | 129 April K | Classification | 19% | 100% | 87% | Below 8th percentile WRMT Basic Reading - Spring Grade 1 |
| | Same combination with revised cut-scores (O'Connor & Jenkins, 1999) | 101 April K | At-Risk | 100% | 91% | Same |
| TPRI (1) Letter Sound Identification (LSI) (2) Blending Phonemes (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998) | 421 April K | Classification | 50% | 90% | 62% | Below 23rd percentile WJ-Broad Reading Grade 1 |
| | Composite of CTOPP-Blending and Elision (Speece, Mills, Ritchey, & Hillman, 2003) | 39 Spring K | Classification | 25% | 66.7% | 81.8% |
| | | Concurrent Validity | .68 | | | WJ-R Letter-Word ID |
| | | Predictive Validity | .73 | | | WJ-R Letter-Word ID |
| | | Spring Grade 1 | .73 | | | WJ-R Word Attack .62 CBM-ORF |
| DIBELS-Phoneme Segmentation Fluency (PSF) (Good et al., 2001) | 353 Spring K | Concurrent Validity | .62 | | | NWF |
| | | Predictive Validity | .68 | | | WJ-R Reading Cluster |
| | | Spring K-Winter Grade 1 | .62 | | | CBM-ORF |
| | | Spring K-Winter Grade 1 | .54 | | | WJ-R Reading Readiness Cluster |

(Continued on page 1.14)

Table 1.3. Late Kindergarten (Continued)

| Measure/ Study | Sample | Type of Evidence | Result | | | |
|---|---|--|---|-------------|-------------|--|
| Letter Name Fluency (LNF) (Speece et al., 2003) | 39 Spring K | Classification | At-Risk | Sensitivity | Specificity | Criterion Measure |
| | | | 25% | 50.0 | 78.8 | WJ-R Word Attack CBM-ORF |
| | | Concurrent Validity | .55 WJ-R Letter-Word ID | | | |
| | | Predictive Validity Spring Grade 1 | .55 WJ-R Letter-Word ID | | | |
| | | | .44 WJ-R Word Attack .69 CBM-ORF | | | |
| Other Predictions Spring Grade 1 | (1) LNF accounted for no unique variances in Letter Word ID, Word Attack, or CBM-ORF, after controlling for Phonological Awareness and NWF. | | | | | |
| DIBELS-Nonsense Word Fluency (NWF) (Speece et al., 2003) | 39 Spring K | Classification | At-Risk | Sensitivity | Specificity | Criterion |
| | | | (Lowest 25% of sample on NWF in Spring K) | 50.0 | 72.7 | Below 26th percentile WJ-R Word Attack CBM-ORF |
| | | Concurrent Validity | .91 WJ-R Letter-Word ID | | | |
| | | Predictive Validity Spring K-Spring Grade 1 | .59 WJ-R Letter-Word ID | | | |
| | | | .59 WJ-R Word Attack .71 CBM-ORF | | | |
| Other Prediction Spring Grade 1 | (1) NWF did not account for significant variances in WJ-R Letter-Word ID once phonology awareness was controlled. (2) NWF accounted for significant variance in WJ-R Word Attack and CBM-ORF, after Phonological Awareness was controlled. (3) NWF accounted for significantly more variance than LNF in Word Attack and CBM-ORF. | | | | | |

Table 1.4. Early First Grade

| Measure/Study | Sample | Type of Evidence | Result | | | |
|--|---|--|--|-------------|-------------|--|
| | | | At-Risk | Sensitivity | Specificity | Criterion Measure |
| Letter-Sound Fluency (LSF) (Speece & Case, 2001) | 142 Fall Grade 1 | Classification | 25% on LNF | 55.9 | 83.7 | Dually (Level and Slope) Discrepant (-1 Standard Deviation) on CBM-ORF |
| Combination of: (1) Letter Naming Fluency (2) Phoneme Segmentation (3) Sound Repetition (O'Connor & Jenkins, 1999) | 215 Oct. Grade 1 | | 17% | 100% | 87% | Same |
| TPRI Combination of: (1) Word Reading (2) Blending Phonemes | 599 Fall Grade 1 | Classification | 48% | 93% | 63% | WJ-Broad Reading Grade 1 |
| DIBELS-NWF (Fuchs, Fuchs, & Compton, 2003) | 151 Fall and Spring Grade 1 at-risk (defined by Letter Naming Fluency) | Concurrent Validity Fall Grade 1 | .58 WRMT-R Word ID .50 WRMT-R Word Attack | | | |
| | | Spring Grade 1 | .64 WRMT-R Word ID .51 WRMT-R Word Attack .80 CRAB Fluency | | | |
| | | Predictive Validity Fall-Spring Grade 1 | .57 WRMT-R Word ID .46 WRMT-R Word Attack .64 CRAB Fluency | | | |

(Continued on page 1.16)

Table 1.4. Early First Grade (Continued)

| Measure/ Study | Sample | Type of Evidence | Result |
|--|---|---------------------|--|
| DIBELS-NWF (Good et al., 2001) | 342 Winter Grade 1 | Concurrent Validity | .36-.59 WJ-R Reading Readiness |
| | | Predictive Validity | |
| | | Spring Grade 1 | .82 CBM-ORF |
| | | Spring Grade 2 | .60 CBM-ORF |
| | | Spring Grade 2 (?) | .66 WJ-Reading Cluster |
| Word Identification Fluency (WIF) (Fuchs et al., 2003) | 151 Fall and Spring Grade 1 at-risk | Concurrent Validity | |
| | | Fall Grade 1 | .77 WRMT-R Word ID .59 WRMT-R Word Attack |
| | | Spring Grade 1 | .82 WRMT-R .52 WRMT-R .93 Comprehensive Reading Assessment Battery (CRAB) Fluency |
| | | Predictive Validity | |
| | | Spring Grade 1 | .63 WRMT-R Word ID .45 WRMT-R Word Attack .80 CRAB Fluency |

Table 1.5. Late First Grade and Early Second Grade

| Measure/Study | Sample | Type of Evidence | Result | | | |
|--|--------------------|---------------------|-------------------|-------------|-------------|---|
| TPRI Combination of: (1) Word Reading (2) Blending Phonemes (Foorman et al., 1998) | 376 Spring Grade 1 | Classification | At-Risk | Sensitivity | Specificity | Criterion |
| | | | 38% | 92% | 77% | Below 36th percentile WJ Broad Reading - Spring Grade 2 |
| TPRI Word Reading (Foorman et al., 1998) | 537 Fall Grade 2 | Classification | At-Risk | Sensitivity | Specificity | Criterion |
| | | | 29% | 91% | 85% | Below 36th percentile WJ Broad Reading Spring Grade 2 |
| CBM-ORF (Speece & Case, 2001) | 144 Fall Grade 2 | Classification | At-Risk | Sensitivity | Specificity | Criterion |
| | | | 25% on CBM-ORF | 77% | 80% | Dually (Level and Slope) Discrepant (-1 Standard Deviation) on CBM- ORF |

Table 1.6. CBM-ORF and MAZE

| Measure/Study | Sample | Type of Evidence | Result | | | |
|---|-------------------------------|---|---|-------------|-------------|------------------------------------|
| | | | At-Risk | Sensitivity | Specificity | Criterion |
| CBM-ORF (Stage & Jacobson, 2001) | 173 Sept Grade 4 | Classification | 32% | 66% | 76% | Not meeting standard on state test |
| Basic Academic Skills Samples (BASS)-Maze (Jenkins & Jewell, 1991) | 322 Fall Grades 2–6 | Concurrent Validity | Gates-McGinitie Total Reading | | | |
| | | | .65 | Grade 2 | | |
| | | | .63 | Grade 3 | | |
| | | | .75 | Grade 4 | | |
| | | | .76 | Grade 5 | | |
| | 374 Spring Grades 1–6 | Concurrent Validity | Metropolitan Achievement Test Total Reading | | | |
| | | | .78 | Grade 1 | | |
| | | | .76 | Grade 2 | | |
| | | | .66 | Grade 3 | | |
| | | | .72 | Grade 4 | | |
| | 322 Fall Grades 2–6 | Concurrent Percent Overlap | Bottom 15% of students on BASS-MAZE and Gates-McGinitie Total Reading | | | |
| | | | 57% | Grade 2 | | |
| | | | 75% | Grade 3 | | |
| | | | 54% | Grade 4 | | |
| | | | 50% | Grade 5 | | |
| 374 Spring Grades 1–6 | Concurrent Percent Overlap | Bottom 15% of students on BASS-Maze and Metropolitan Achievement Test Total Reading | | | | |
| | | 38% | Grade 1 | | | |
| | | 57% | Grade 2 | | | |
| | | 62% | Grade 3 | | | |
| | | 54% | Grade 4 | | | |
| | | | 62% | Grade 5 | | |
| | | | 60% | Grade 6 | | |

WEB

The following web-based resources may be helpful in researching, selecting, and implementing school-wide screening. NRCLD does not endorse these products; these resources are intended to be a source of information about programs and publications that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction and successfully implement an RTI program. Whether or not a program or publication has been listed does not constitute endorsement or lack of endorsement by NRCLD. These resources do not constitute an “approved” or “required” list. Also, many potentially useful programs or publications may not be listed here. We hope that readers will complete careful reviews of available alternatives.

EDCHECKUP

<http://www.edcheckup.com/>

The site offers an assessment system for screening student performance and measuring student progress toward goals in reading. Generic passages, which are independent from any particular basal reading series, also may be used to evaluate the effectiveness of reading instruction through the graphing of student reading data. Browsers must pay to view materials from this site.

EDPROGRESS

<http://www.edprogress.com/index.htm>

EdProgress focuses on assessment, large-scale testing and accountability, and systemic reform. With research-proven training materials, measurement tools, reporting systems, and teacher training interventions, EdProgress helps teachers become more focused on teaching and learning for all students. Browsers must pay to view materials from this site.

EVIDENCE-BASED PROGRESS MONITORING AND IMPROVEMENT SYSTEM

<http://www.aimsweb.com>

AIMSweb® is a formative assessment system that informs the teaching and learning process by providing continuous student performance data and reporting improvement to students, parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction. Browsers must pay to view materials from this site.

INTERVENTION CENTRAL

<http://www.interventioncentral.org>

This web site offers free tools and resources to help school staff and parents promote positive classroom behaviors and foster effective learning for all children and youth. The web site was created by Jim Wright, a school psychologist from Syracuse, N.Y.

MONITORING BASIC SKILLS PROGRESS (MBSP)

http://www.proedinc.com/store/index.php?mode=product_detail&id=0840

Developed by Lynn Fuchs, Carol Hamlett, and Douglas Fuchs, MBSP is a computer program for automatically conducting curriculum-based measurement and for monitoring student progress in reading, math computation, and math concepts and applications. The computer program provides immediate feedback to students about their progress and provides individual and class-wide reports to teachers to help them plan more effective instruction. Browsers must order and pay for materials from this site.

NATIONAL CENTER FOR LEARNING DISABILITIES

<http://www.nclld.org/index.php?option=content&task=view&id=571>

NCLD works to ensure that the nation’s 15 million children, adolescents, and adults with learning disabilities have every opportunity to succeed in school, work, and life. Materials on this site are free.

NATIONAL CENTER ON STUDENT PROGRESS
MONITORING
<http://www.studentprogress.org>

This center's mission is to provide technical assistance to states and districts and to disseminate information about progress monitoring practices proven to work in different academic content areas (grades K–5). Materials on this site are free.

NATIONAL CONSORTIUM ON ORAL READING FLUENCY
<http://nc-orfluoregon.edu/orflinks.html>

The purpose of this web site is to help integrate measurement within the decision-making process. Site developers believe that the profession needs to have immediate access to data, as primary information from research studies, as participants in research and development ef-

forts to collect such data, and as end users who would like to upload or download normative performance levels. This web site is designed to serve all three purposes. Materials on this site are free.

READING SUCCESS LAB
<http://www.readingsuccesslab.com>

The Reading Success Lab provides software solutions for identifying reading problems and improving reading skills. Some screening materials on this site are free, but browsers must order and pay for other materials from this site.

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