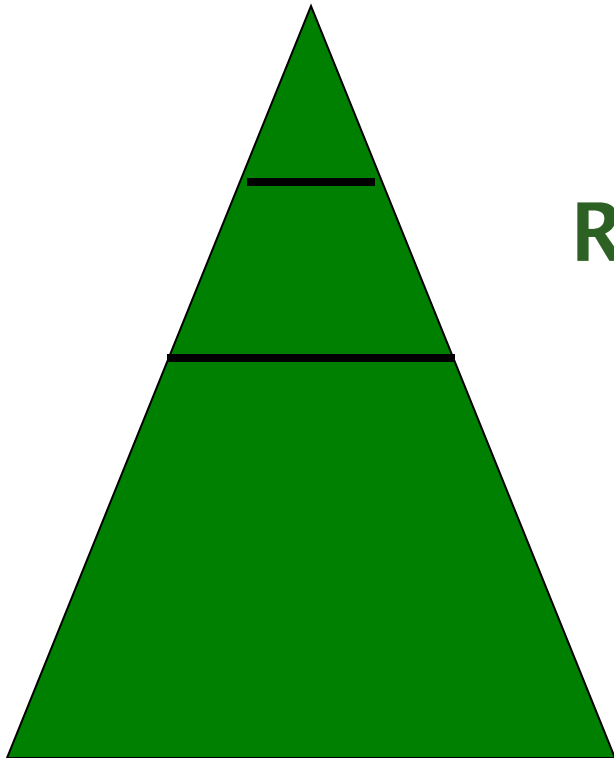


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# RTI Universal Screening and Progress Monitoring for English Language Learners

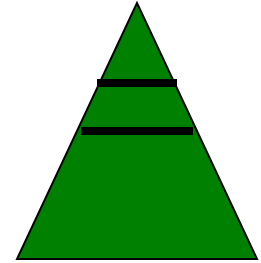


**RTI TAC Summer Institute  
Latham, N.Y.**

**Seth Aldrich, Ph.D.  
Bilingual School Psychologist  
N.Y. State Licensed Psychologist**

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# RTI for English Language Learners (ELLs): Assessments for Universal Screening and Progress Monitoring

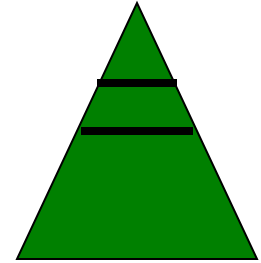


## Participants will learn

- ❑ Evidence-base for using universal screening and progress monitoring such as Curriculum Based Measures (CBM) for ELLs
- ❑ Examples of how various RTI universal screening and progress monitoring assessments address important questions to support ELLs
- ❑ Cautions, considerations and adaptations when conducting universal screening and progress monitoring for ELLs

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# RTI for English Language Learners (ELLs): Assessments for Universal Screening and Progress Monitoring

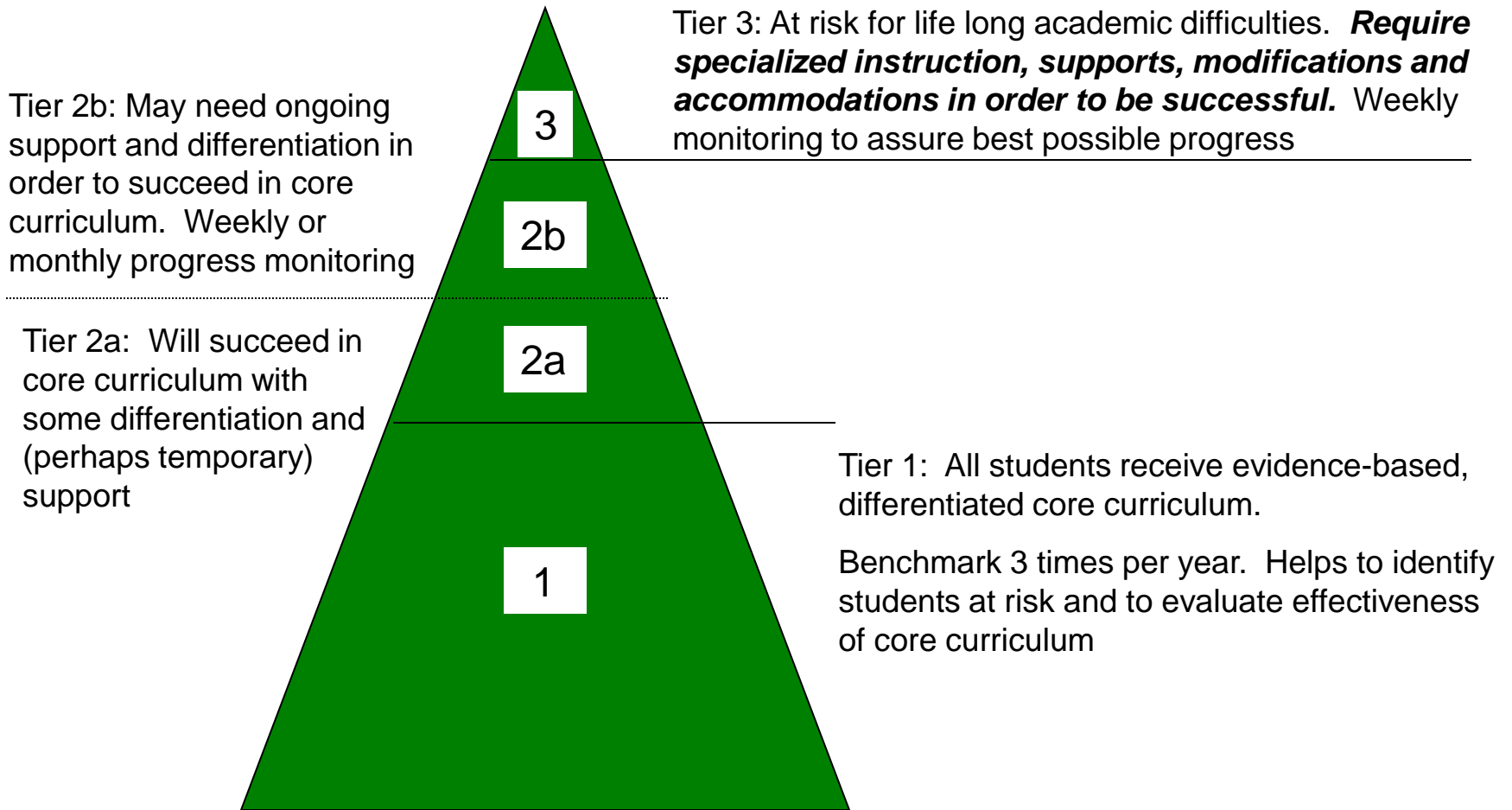


**Participants will learn** how various RTI assessments can be utilized to:

- ❑ Accurately and efficiently identify and understand needs of ELLs
- ❑ Prioritize services and plan targeted interventions
- ❑ Evaluate outcomes and make instructional/intervention modifications if needed.

# Response to Intervention (RTI)

## Differentiation/Intervention/Assessment – 3 Tiers



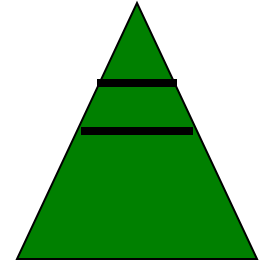
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Why do we assess at all  
in schools?

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RTI for English Language Learners (ELLs):  
Assessments for Universal Screening and  
Progress Monitoring



## Why assess in schools?

- **Identify instructional needs in order to guide instruction**
- **Monitor progress of individual students**
- **Prioritize students for supports (including ‘child find’)**
- **Evaluate program effectiveness (core instruction as well as ‘high stakes’ programs)**
- **Tracking AYP (accountability)**
- **Communicate effectively with key audiences**

# RTI Universal Screening and Progress Monitoring Assessment for ELLs



Asking the right questions

Observing with the right tools

Making the right conclusions

Using the information to benefit students



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# RTI Assessment for ELLs

## **Some things we need to know in order to understand and teach ELLs (and everyone else)**

- What do the students know (What do I need to teach)?
- Who are the students who need additional supports?
- Are there specific areas that warrant additional instruction, intervention and or closer (e.g., diagnostic) examination?
- Is the student making progress (Do I stay the course or make an instructional adjustment)?
- Are programs in our school effective in meeting student needs?



# RTI Assessment for ELLs

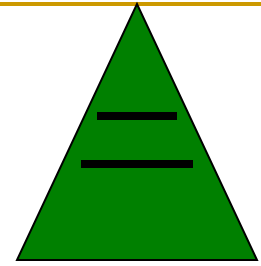


For ELL we may need to know:

- What is the student's experience speaking English?
- How much English does the student understand/communicate?
- What has the student learned in their native language?

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**RTI for English Language Learners (ELLs):  
Assessments for Universal Screening and  
Progress Monitoring**

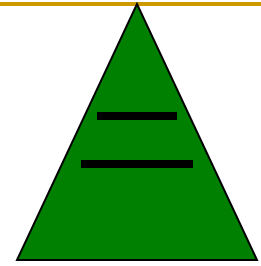


**Benchmark should accomplish:**

- **Identify instructional needs in order to guide instruction (target weak skills)**
- **Prioritize students for supports (including ‘child find’)**
- **Evaluate program (core instruction, intervention) effectiveness**
- **Tracking AYP (accountability)**

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RTI for English Language Learners (ELLs):  
Assessments for Universal Screening and  
Progress Monitoring

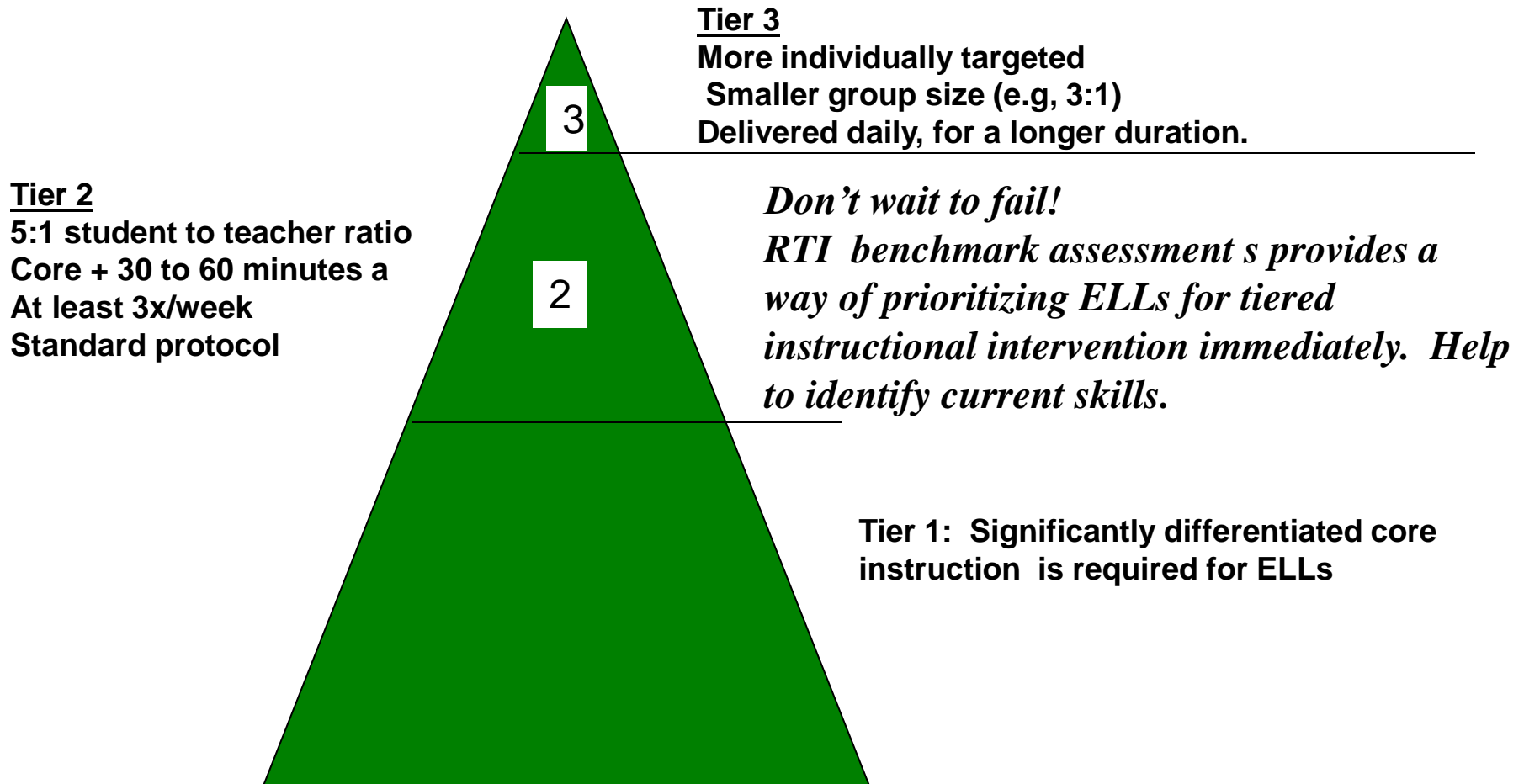


**Progress monitoring should accomplish:**

- Identify interventions that work best for individual students (very important for ELLs since many interventions have weak evidence at best)
- Use information diagnostically ('resistance to multiple evidence based interventions')

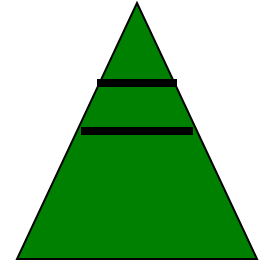
# Response to Intervention (RTI) for ELLs

## Differentiation/Tiered Intervention for ELLs



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**RTI for English Language Learners (ELLs):  
Assessments for Universal Screening and  
Progress Monitoring**



**Assessment qualities needed for RTI assessments**

- Reliability
- Validity
- Feasibility of appropriate administration and use
- Multiple *equated* forms
- Sensitive to improvement
- Measure important things (e.g., important skills, prediction of risk)
- Data is organized and communicated effectively with key audiences

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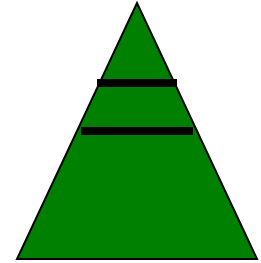
***See tool ratings on [rti4success.org](http://rti4success.org)***

# Universal Screening and Progress Monitoring Tools on [rti4success.org](http://rti4success.org) (Literacy)

Measure	Benchmark	Progress monitor	ELL features/comments
AIMSweb (CBM)	Yes	Yes	Spanish probes and norms
Discovery Education	Yes		
DIBELS (CBM)	Yes	Yes	Span probes, cut off scores
Istation (computer)	Yes		
Predictive Assess of Reading	Yes		
STAR (Computer)	Yes	Yes	
STEEP (CBM)	Yes	Yes	Assists with RTI intervention
PALS	Yes		
(CBM-R) (CBM)	Yes (Gr 2-4)		No data management
Yearly Progress Pro		Yes	
Easy CBM (CBM)		Yes	
Scholastic (Computer)	Phonics inv	Reading inventory	

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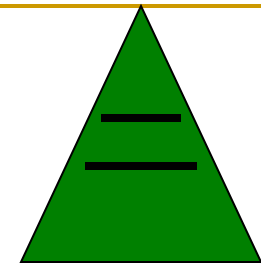
**RTI for English Language Learners (ELLs):  
Assessments for Universal Screening and  
Progress Monitoring**



# Why Curriculum-Based Measures (CBM)?

# RTI for English Language Learners (ELLs): Assessments for Universal Screening and Progress Monitoring

## Why do we assess at all in schools?



Identify instructional needs in order to guide instruction	Monitor progress of individual students	Prioritize students for supports (including 'child find)	Evaluate program effectiveness	Tracking AYP (accountability)
Locally developed tests				
Running records 1? 5?	Running records 1? 5?	Running records 1? 5		
		NYS ELA (AIS limited) 1? 6	NYS ELA (limited) 1? 6	NYS ELA 1? 6
Commercially available diagnostic tests 1, 5,6		Commercially Available diagnostic tests 1,5,6	Commercially Available diagnostic tests 1,5,6	Commercially Available diagnostic tests 1,5,6
<b>CBM 1,2,3,4,5,6</b>	<b>CBM 1,2,3,4,5,6</b>	<b>CBM 1,2,3,4,5,6</b>	<b>CBM 1,2,3,4,5,6</b>	<b>CBM 1,2,3,4,5,6</b>

### Assessment Qualities

1. Reliability , validity
2. Feasibility (efficiency) of administration and use
3. Multiple equated forms
4. Sensitive to improvement
5. Measure important things (predict risk)
6. Organized and communicated effectively



---

# Understanding Needs of ELLs

## Learning to read

Studies have shown that those **same underlying skills and abilities** important for beginning reading with native English speakers are also associated with reading success (or problems) for ELLs (Lesaux & Geva, 2006; Genesee, Lindholm-Leary, Saunders and Christian, 2006).

- Phonemic awareness
- Phonics
- Rapid automatic naming
- Working memory

Fortunately, many of the underlying skills that predict reading success for ELLs such as phonics, phonemic awareness, reading fluency, and rapid naming and can be accurately assessed in English (with consideration for understanding the directions) (Lesaux & Geva, 2006)

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# Assessments for Universal Screening and Progress Monitoring: Considerations for ELL

## **Some evidence for Early literacy CBM measures for ELLs**

Nonsense Word Fluency is a good predictor of reading success in kindergarten and first grade for ELLs (Fien, Baker, Smolkowski, Smith, Kame'enui & Beck, 2008)

Student performance on phonics and phonemic awareness, assessed in either native language or in English, predicts ELL's acquisition of academic skills in English (August and Shanahan, 2006; Baker, Cummings, Good, and Smolkowski, 2007).

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# Assessments for Universal Screening and Progress Monitoring: Considerations for ELL

## Some evidence for Reading CBM for ELLs

Baker and Good (1995) found that oral reading fluency (R-CBM) in English was reliable and valid for native Spanish speaking ELLs and was sensitive to their progress over time. They also found that their R-CBM performance was as predictive of other English reading measures as it was for native English speakers.

Reading CBM in Spanish in the beginning of the year, predicted reading fluency in English at the end of the year for Spanish speaking ELLs (DeRamirez and Shapiro (2007)

## Conducting benchmark Assessment in L1

### (Recent arrivals and students in bilingual programs)

A solid foundation of *academic skills* in the student's first language (L1) appears to benefit acquisition of English academic skills as students are able to 'transfer' these academic skills in their L1 making learning in English progress faster and more easily.

AIMSweb and DIBELS have graded reading passages for CBM as well as Early Literacy (phonics, phonemic awareness) measures in Spanish

AIMSweb has aggregate norms for Spanish CBM measures

DIBELS uses predictive cut off scores

## Conducting Universal Screening in English (language of instruction)

General Outcome Measures in English help to identify students who would be predicted to struggle in the core curriculum without multi-tiered supports in a feasible, timely manner.

Benchmark assessments serve to identify risk, prioritize students for intervention and gather reliable, valid baseline data so that progress can be measured.

Make sure that the ELL understands the directions!

Interventioncentral.org and *RTI for ELLs* have CBM Spanish directions for reading, math written expression.

# Universal screenings for ELLs



Many students in early grades as well as ELLs struggle in academic areas for reasons other than those associated with diagnosable conditions.

Benchmarks help us to prioritize students for increasingly intensive intervention. Extreme caution must be taken when considering diagnosis of the child, especially ELLs.

# Assessments for Universal Screening and Progress Monitoring

## Universal screening Questions:

Question	Recommended assessment(s) for ELL	Who conducts for ELL?
<b>Can the student see? Hear?</b>	Well Child checkup	Family physician/ nurse, specialist (e.g., optometrist)
<b>Is the student coming to school?</b>	Attendance records	School nurse or person in charge of taking attendance
<b>Does the student have the basic prerequisite academic skills to be successful in school?</b> <b>Does the student need supplemental instruction and supports in order to be successful in school?</b> <b>To what degree is the student at risk (which tier)?</b> <b>What is the least restrictive environment?</b>	Universal CBM screening in L1 for those who have been instructed in L1. Universal CBM screening in English for those who will be instructed in English	Teachers and paraprofessionals can easily learn to conduct CBM with a high degree of inter-rater reliability. Progress monitoring of ELLs learning in English should be conducted in English (directions may need to be provided in L1).
<b>What does the child need to learn?</b>	Qualitative assessment of errors ('diagnostic')	Teachers without skills in student's L1 may conduct assessment, but providing student with clarification in his/her L1 can be very helpful.

# Understanding Needs of ELLs

ELLs should have 'universal screening' of language history

## **BICS – Basic Interpersonal Communication Skills**

Develops within one to two years

Influenced by language abilities in L1, acculturation (motivation),

## **CALP – Cognitive Academic Language Proficiency**

Develops in five to nine years

Influenced by language abilities in L1, acculturation (motivation)

All too often mistaken for BICS and leads to mistaken diagnosis of educational Disabilities: Speech/language impairment, LD, MR, ADHD

Importance of obtaining thorough language history ([Language History Survey available at interventioncentral.org](http://interventioncentral.org))



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# RTI Assessment for ELLs - Curriculum Based Measures

## Curriculum Based Measures (CBM)

The key to understanding CBM is in its **predictive validity**. CBM is a general outcome measure (GOM) that has been demonstrated to predict:

- **Student performance on tests of reading comprehension** (better than tests of reading comprehension predict performance on other tests of reading comprehension) (Shinn, Good, Knutson, Tilly, & Collins, 1992; Hamilton & Shinn, 2003)
- **Academic success of ELLs one year later** (DeRamirez and Shapiro (2007))
- **Performance on statewide testing** (Stage & Jacobsen, 2001)

## RTI Assessment for ELLs - Curriculum Based Measures

CBM is like a thermometer  
or a scale.



**Benchmark** – Well child visit

**Progress monitor** – predicts illness or return to healthy status

- It is **efficient** (enough that it can be taken frequently)
- Timely (**proactive** – identify problems right away)
- **Inexpensive**
- **Simple** (can be administered accurately by most adults)
- **Accurate** (reliable and valid based on 25\_+ years of research)
- **Sensitive to improvement** over short periods of time

CBM like a thermometer may not diagnose the disease, but it is an important measure of ‘health’ and progress to healthy status

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# RTI Assessment for ELLs - Curriculum Based Measures

## Curriculum Based Measures (CBM) examples

### Early literacy (kindergarten through first grade)

- **Letter Naming Fluency (LNF):** Number of letters named correctly in one minute from a sheet of randomly arranged letters
- **Letter Sound Fluency (LSF):** Number of letter sounds produced correctly in one minute from a sheet of randomly arranged letters
- **Phoneme Segmentation (PSF):** Number of unique phoneme segments produced in one minute
- **Nonsense Word Fluency (NWF):** Number of sounds produced in one minute as students read a list of 'nonsense words' (e.g., "bim").

### Reading (First grade and beyond)

- **Oral Reading Fluency or Reading CBM (R-CBM):** Number of words read correctly in one minute from graded passages.
- **MAZE (timed reading cloze assessment):** Number of words selected correctly in three minutes as student reads graded passages and for every seventh word, chooses one correct of three words.

# RTI Assessment for ELLs - Curriculum Based Measures

## Written Expression

**Judge the writing sample 1 (poor) to 10 (excellent)**  
Spelling Mechanics Grammar.

Student – Marco – Age 8

End of 2<sup>nd</sup> grade, 1 year (K) Spanish in Puerto Rico 2 years of English immersion with ESL.

Yo quiero un coche i un manson. Yo qero que mi  
mama sea feles.

I would wish four a car. I wish thet my mother be  
happy

## Curriculum Based Measures – CBM writing

### Written expression

There are several different scoring procedures for CBM written expression including:

- **Correctly Spelled Words (CSW):** Number of words spelled correctly in three minutes when writing a story based on a story starter and one minute of think time.
- **Correct Writing Sequences (CWS):** Number of correct word to word sequences written correctly (considering spelling, syntax and mechanics) in three minutes when writing a story based on a story starter and one minute of think time.

## RTI Assessment for ELLs - Curriculum Based Measures

CBM Written expression 3 minute writing sample, 1 minute think time with story starter (3 wishes)

Correct Writing Sequences (CWS):

\_Yo\_quiero\_un\_coche í un manson. \_ \_Yo qero  
que\_mí\_mama\_ sea feles.

Correct written sequences = 8

\_I\_would\_wish\_four\_a\_car. \_ I\_wish thet my\_mother  
be\_happy

Correct written sequences = 9

**AIMSweb aggregate (14,987 US kids - Spring 2<sup>nd</sup> grade - English):**  
**9 CWS = 19th %tile; 8 - 15<sup>th</sup> %tile**

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# RTI Assessment for ELLs - Curriculum Based Measures

## Curriculum Based Measures – CBM Math

### Tests of Early Math Skills (Kindergarten and first grade)

- **Oral Counting**: Number of correct sequences in one minute as students count up from one
- **Number Naming Fluency (NNF)**: Number of numbers named correctly in one minute from a sheet of randomly arranged numbers
- **Quantity Discrimination**: Number of numbers named in one minute when choosing highest value numbers on a sheet of number pairs
- **Missing Number (MN)**: Naming the number missing in number patterns.

### Math -CBM (First grade and beyond)

Math CBM: Number of correct digits produced in two or four minutes from **graded** math computation probes

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# Progress monitoring for ELLs

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*“You got to be careful if you don't know where you're going, because you might not get there.” - Yogi Bera*



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# RTI Progress Monitoring for ELLs

## Progress monitoring

Although we need an understanding of the learner to target individual needs, the focus of progress monitoring is to evaluate how well core instruction and an intervention or series of interventions are effective for a given student.

## Is there a **good student program fit?**

For ELLs this is very important because information about evidence based interventions for ELLs is limited. The effectiveness of interventions must be evaluated formatively through **systematic progress monitoring**

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# Measurable goals – Early Literacy

## Goal Statements – Early Literacy (Grades K–2)

- **(Phonics)** In (#) weeks **(Student name)** will read (#) letter names correctly in 1 minute from randomly selected Grade (#) Letter Naming sheets (English). Average rate of improvement will be (#) letter names per week.
  - **(Phonics)** In (#) weeks **(Student name)** will read (#) letter sounds correctly in 1 minute from randomly selected Grade (#) Letter Sound sheets (English). Average rate of improvement will be (#) letter sounds per week.
  - **(Phonics)** In (#) weeks **(Student name)** will read (#) sounds correctly in 1 minute from randomly selected Grade (#) Nonsense Word sheets (English). . Average rate of improvement will be (#) sounds per week.
  - **(Phonemic Awareness)** In (#) weeks **(Student name)** will produce (#) sound segments correctly in 1 minute from randomly selected grade (#) Phoneme Segmentation sheets (English). Average rate of improvement will be (#) phonemes per week.
-

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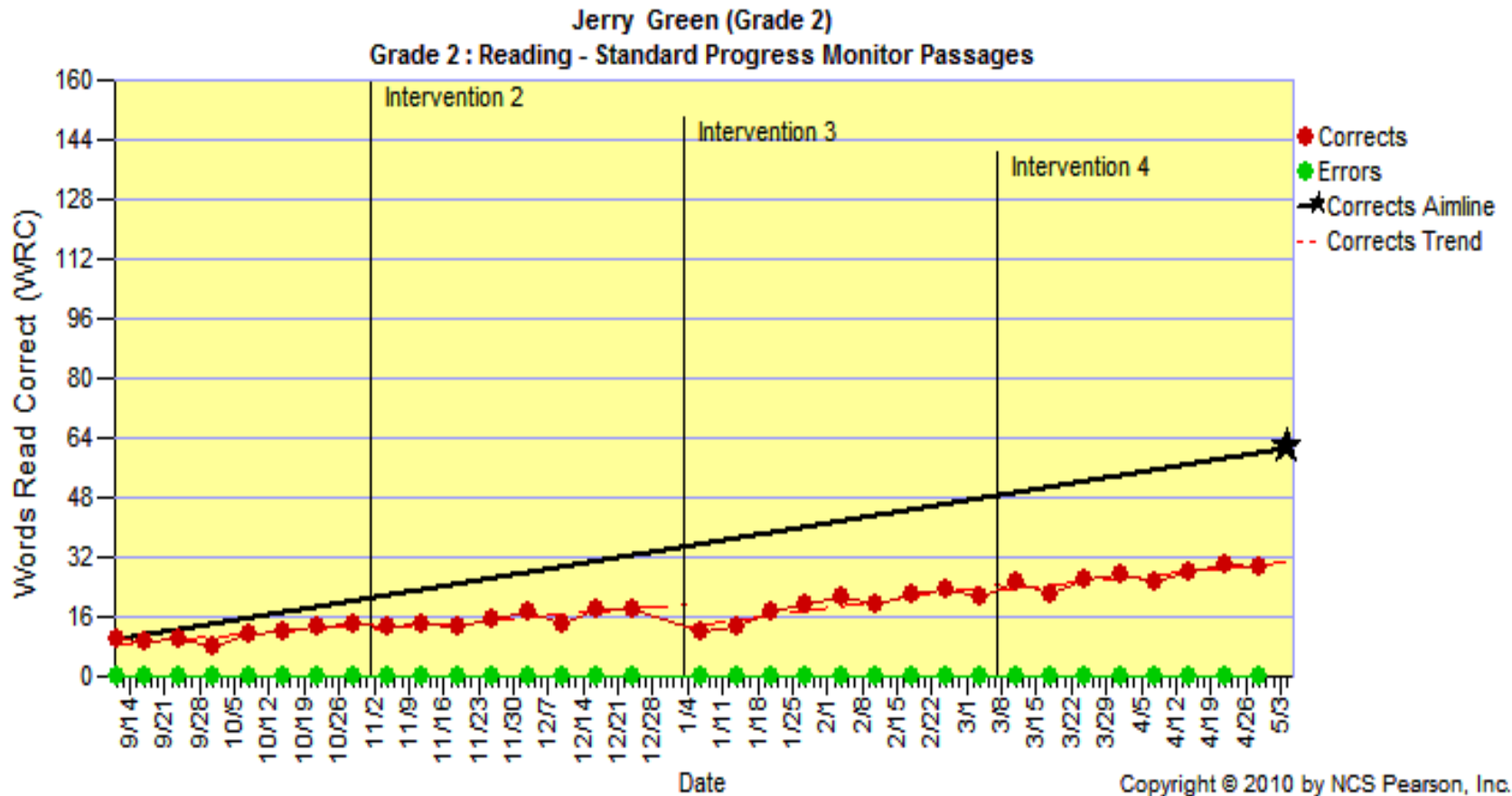
# Measurable goals - Reading, Writing, Math

## Goal Statements Examples – Grades 1–12

- **Reading Fluency** In (#) weeks (**Student name**) will read (#) Words Correctly in 1 minute from randomly selected grade (# – source) passages (English). On average his/her reading fluency will improve by at least (#) correct words per week.
- **Reading Comprehension** In (#) weeks (**Student name**) will identify (#) Words Correctly in 3 minutes from randomly selected grade (#) English MAZE passages (# source). On average his/her reading comprehension will improve by at least (#) correct words per week.
- **Written Expression** In (#) weeks (**Student name**) will write (#) correct written sequences in 3 minutes (English) when presented with randomly selected story starters. On average his/her written expression will improve by at least (#) correct written sequences per week.
- **Math Computation** In (#) weeks (**Student name**) will write (#) Correct Digits in 2 minutes from randomly selected grade (#) math problems. On average his/her computation skills will improve by at least (#) correct digits per week.

A picture tells 1,000 words: Graph data for efficient communication

## Example of AIMSweb progress monitoring graph



Slopes during each intervention period help to determine student – intervention ‘fit’.

**Progress Monitoring Improvement Report**  
from 09/10/2009 to 05/04/2010

**Goal Statement**

In 33.7 weeks, Jerry Green will achieve 61 Words Read Correct with 3 Errors from grade 2 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.55 Words Read Correct per week. The current average rate of improvement is 0.85 Words Read Correct per week.

Date	09/10	09/16	09/23	09/30	10/07	10/14	10/21	10/28	11/02	11/04	11/11	11/18	11/25
Corrects	10	9	10	8	11	12	13	14		13	14	13	15
Errors													
Goal/Trend ROI	1.55/ 0.69								0.71				

Date	12/02	12/09	12/16	12/23	01/04	01/06	01/13	01/20	01/27	02/03	02/10	02/17	02/24
Corrects	17	14	18	18		12	13	17	19	21	19	22	23
Errors													
Goal/Trend ROI					1.27								

Date	03/03	03/08	03/10	03/17	03/24	03/31	04/07	04/14	04/21	04/28			
Corrects	21		25	22	26	27	25	28	30	29			
Errors													
Goal/Trend ROI		0.85											

# Thorough documentation of core instruction (including differentiation) and interventions attempted.

## 9/10/2009 - Intervention 1 (Baseline Corrects = 10 : Goal Corrects = 61)

This year Jerry has received reading, math and writing instruction each day with his classroom teacher, Ms. Smith (for 90 minutes for English Language Arts and 45 minutes for math). For 40 minutes of the core reading program, Ms. Smith worked with Jerry in a smaller group with two other students who were working near Jerry's instructional level with the following core instructional approaches in a differentiated core curriculum.

- ? Open Court basal series (90 minutes per day in classroom), incorporating explicit and integrated phonics, phonemic awareness, vocabulary lessons with fluency building lessons
- ? Part of Jerry's core instruction involved 30 minutes of reading, daily, with a peer tutor who was trained to administer the listening passage preview, paired reading and repeated reading intervention.
- ? The behavior plan that was successful the previous year (teacher behavior report card for engaged time and work completion) and reinforcement for books read through repeated reading was continued.

Tier 3 strategies beginning September 12 with Mrs. Jones, a reading specialist (group size 3:1 five days per week) included:

- ? Foundations to address identified phonics and phonemic awareness difficulties (daily 20 minutes)
- ? Repeated reading in generalization practice passages with high frequency words (daily 15 minutes)
- ? Explicit vocabulary instruction (daily 10 minutes) using words from stories Jerry reads in the classroom and in reading class.

## 11/2/2009 - Intervention 2

Intervention 2 (November 2)

When Progress was not evident in reading fluency, Ms. Smith modified the core instructional program to include:

- ? Additional guided practice and fluency building through repeated reading (15 minutes per day, five days per week) to address fluency concerns;

Additional practice in generalization passages that overlap the Foundations program

In the classroom, the peer continued intervention but also helped Jerry to master letter sounds, and high frequency words.

Mrs. Jones increased Foundations to 30 minutes per day and repeated reading intervention to 15 minutes per day.

## 1/4/2010 - Intervention 3

Because Jerry was making progress in phonics and phonemic awareness but struggled with fluency (and therefore comprehension) Read Naturally was used in the reading group by Mrs. Jones, 3 days per week, for 30 minutes in a group size of 3:1 in addition to other interventions

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# RTI Problem Solving

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“We can’t solve problems by using the same kind of thinking we used when we created them” - **Albert Einstein**

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# RTI Problem Solving

## **With RTI, stakes of school based problem solving teams are high**

Documenting follow through with evidence-based interventions as planned is an essential feature of RTI especially when disability is being considered (Gresham, 2001). With RTI, intervention ‘integrity’ (follow through as intended) is now part of a high stakes evaluation.

**Standard Protocol Approach** - Students are ‘placed’ into evidence-based intervention programs based on assessment information such as data from universal screenings.

Defined as “an approach to RTI that requires use of the same empirically validated treatment for all children with similar problems in a given domain.” Fuchs, Mock, Morgan and Young (2003)



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# RTI Problem Solving

**A tiered problem solving process in schools might be:**

- **Informal consultation** with colleagues (All tiers)
- **Data meetings** (efficient and responsive) (Tier 2 and 3)
- **Effective problem solving team meetings** to identify and understand more complex problems for individual students and then plan and evaluate interventions (typically Tiers 2b and 3)
- **Monitoring instruction and intervention implementation** (All tiers with more intense monitoring at Tiers 2b and 3)

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# RTI and evaluation of ELLs suspected of having educational disabilities

In schools where RTI was implemented there was more proportionate diagnosis of students of diversity with their white counterparts ( Burns & Senesac, 2005)

VanDerHeyden & Witt (2005) found that when RTI was implemented, prevalence of 'at risk' designation in one school decreased for the minority group from 55% to 10%.

# RTI – Tying it all together



## What might RTI look like for an ELL?

### Planning and coordinating resources for the ELL: Steps in the process

1. ELL participates in universal screening (CBM fall, winter, spring) in language of instruction (typically English) to investigate skills predictive of academic success (phonics, phonemic awareness, reading fluency, vocabulary, reading comprehension, mathematical calculation fluency, written expression)
2. Curriculum Based Measures (graded passages and writing samples) *may* be conducted in students native language (L1) if this is a question (e.g., recent arrival). Aimsweb and DIBELS provide early literacy and graded passages in Spanish. Obtain CBM Spanish directions at [interventioncentral.org](http://interventioncentral.org)

# RTI – Tying it all together



## What might RTI look like for an ELL?

### Planning and coordinating resources for the ELL: Steps in the process

Questions to address early on:

- What are the student's basic skills in reading, writing and math in L1?
- What skills does s/he need to learn (through error analysis)?
- How do I modify instruction so that he or she is successful 85 - 95% of the time?
- How much English literacy and math has s/he learned? (Related question: How well has s/he responded to the current program? )
- What are the student's receptive and expression communication skills?
- Establish reliable baseline so that progress can be assessed formatively.

# RTI – Tying it all together



## What might RTI look like for an ELL?

### Planning and coordinating resources for the ELL: Steps in the process

3. Based on evident skills, differentiate instruction and provide supports as needed. ELLs may require Tier 3 type supports in order to be successful in core instruction. Interventions should be evidence-based and target student instructional/behavioral needs. In addition to targeted interventions, at least 90 minutes of classroom instruction should be devoted to instruction in reading and writing in the early grades.

4. Determine whether student needs weekly or monthly CBM monitoring to assure academic progress. *Assess in the language of instruction* and translate directions until student clearly understands them in English. Decide what skills would be developmentally appropriate and instructionally relevant for monitoring.

# RTI – Tying it all together



## What might RTI look like for an ELL?

### Proving supports to ELLs

Parents are notified about the assessment and intervention process. Information is shared on a continuous basis.

Students at some risk would be monitored on a monthly basis using high quality assessments used for high stakes decisions such as CBM, and students at significant risk (those at 10<sup>th</sup> or 15<sup>th</sup> percentile or below) would be monitored on a weekly basis in areas of concern.

# RTI – Tying it all together



## What might RTI look like for an ELL?

### Proving supports to ELLs

The focus of evaluation in the RTI model is the instructional/intervention procedures and how they address individual students' needs (e.g., instructional match, academic engaged time, opportunities for guided practice with feedback and correction, instruction targeted to students' needs). It is expected that appropriate supports will be effective in helping ELLs become proficient in targeted academic skills.

Staff in schools knowledgeable about evidence based interventions (e.g., school psychologists, reading specialists, administrators) consult with teachers to assure that interventions are implemented according to procedures shown to be effective. It may be very helpful to have a professional with proper training and experience concerning RTI and ELLs to consult with teams to assure that proper assessments and interventions are in place.

# RTI – Tying it all together



## What might RTI look like for an ELL?

### Proving supports to ELLs

Some ELLs may be prioritized for further assessments in order to understand the nature of difficulties they are having. These might include:

- Curriculum Based Assessment (CBA)/Curriculum Based Evaluation (CBE)
- Brief Experimental trials
- Commercially available tests to survey skills in areas of concern
- Behavior checklists, observations
- More comprehensive vision or hearing testing

Focus is on factors that can be addressed through interventions



# RTI – Tying it all together



## What might RTI look like for an ELL?

### Proving supports to ELLs

When an individual student demonstrates skills that are significantly discrepant from the building wide norm and their progress is significantly below what would be expected for that after implementation of multiple evidence-based instruction/interventions they are determined to have a *dual discrepancy*. A dual discrepancy is used as one of the criteria for identifying learning disabilities. Extreme caution is advised with ELLs as they are likely to ‘underperform’ compared to the norm while learning English.

Additional assessments may be important to obtain a comprehensive understanding of the child especially in areas of concern (e.g., IQ, social/emotional/behavioral concerns, rapid naming, phonemic awareness and speech/language). Such evaluation is conducted by a multi disciplinary team with consult from professionals who have proper training and experience working with ELLs.

# RTI – Tying it all together



## What might RTI look like for an ELL?

**Staff, students or community supports with conversation level language skills in student's native language**

Conduct and or score Curriculum Based Measures in English Staff with conversational fluency may be trained to administer and score CBM in the student's native language.

# RTI – Tying it all together



## What might RTI look like for an ELL?

**Staff, students or community supports who are proficient in student's native language or are knowledgeable (experienced with the child's culture).**

- Translate *directions* of CBM measures and other assessment measures that apply to student's suspected grade/skill level into students' native language.
- Learn to administer and score a CBM writing sample in student's native language.
- Provide input (solicited hopefully) concerning any cultural issues that should be considered with the student or the student's parents when working with them.
- Students who are proficient in the new ELL's native language can be very useful resources.

## **When consultation with an expert in the area of ELL is advised**

It is always helpful to obtain assistance from those with expertise in supporting ELLs, however when an ELL is suspected of having a disability, by law assessments should be administered in the student's first language when feasible.

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# Some RTI Resources:

[centeroninstruction.org](http://centeroninstruction.org) – Excellent resources for educators concerning ELLs

[colorincolorado.org/](http://colorincolorado.org/) - Resources for ELLs, parents and teachers

[fcrr.org/](http://fcrr.org/) (Florida Center for Reading Research) – Reading First

[interventioncentral.org](http://interventioncentral.org) – Jim Wright’s website. Spanish CBM directions, Language History Survey (Spanish and in English), Spanish behavior report cards.

[www.ldonline.org/article/11498](http://www.ldonline.org/article/11498) - June 2005 National Joint Committee on Learning Disabilities (NJCLD) official paper. Good description of strengths and limitations of RTI.

[nrld.org/resource\\_kit/tools/SLDOverview2007.pdf](http://nrld.org/resource_kit/tools/SLDOverview2007.pdf) - National Research Center on Learning Disabilities – 2007

[www.fcrr.org/science/sciencePresentationsTorgesen.htm](http://www.fcrr.org/science/sciencePresentationsTorgesen.htm) - PowerPoint's from Dr. Joe Torgesen. Extremely helpful for evidence based instruction/intervention and assessment

[www.rtinetwork.org](http://www.rtinetwork.org) RTI Network - Sponsored by the National Center for Learning Disabilities. Gives a very nice overview of RTI and how it applies to various grade levels.

[rti4success.org/](http://rti4success.org/) RTI 4 Success. From the American Institutes for Research.

[www.ed.gov/about/bdscomm/list/mathpanel/factsheet.html](http://www.ed.gov/about/bdscomm/list/mathpanel/factsheet.html) National Math Advisory Counsel. The National Math Panel is putting together a consensus for effective math instruction much like the National Reading panel did for literacy.

[ies.ed.gov/ncee/wwc/](http://ies.ed.gov/ncee/wwc/) What Works Clearinghouse

[www.aimsweb.com](http://www.aimsweb.com) - Aimsweb website offers assessment and training materials as well as a wealth of information about CBM and RTI

[nprinc.com](http://nprinc.com) – National Professional Resources. *RTI for ELLs: Differentiation, Understanding, Support.*

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*Thanks!*

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