

	Tier 1 General education with differentiation	Tier 2 3–5x/week 30–45 minutes Small group (3–6 homogeneous) Standard protocol	Tier 3 and Special Education 5x/week 45 minutes Individual or pair with common needs Problem-solving protocol
Screening 3x/year	Prescribed CBMs		Any off-grade-level screening measures (determined from a history of working with a small subset of students)
	Text level—Benchmark Running record (K–2) or grade-level informal reading inventory Informal screening measures		
Diagnostic: tests selected for particular children based on screening results	Phonological awareness tasks (K–1) Informal phonics inventory (grades 1–2)	Program—prescribed	Phonological awareness tasks Detailed phonics inventory Textbook interview Metacognitive/strategy interview Attitude survey
Progress monitoring	<i>Monthly—students performing below level</i> Text level (K–2) High-frequency words (K–3) Oral reading fluency (grades 2–6)	<i>Every 2 weeks</i> CBMs specific to targeted intervention	<i>Every week</i> CBMs specific to targeted skills (with grade-level adjustments, as needed) Text reading level (K–2) High-frequency word inventories (as needed in grades 3–4) Retelling idea units (as needed in grades 3–6)
Other	State-mandated tests Program criterion- referenced tests	Program criterion- referenced tests	<i>(Optional)</i> Woodcock–Johnson Achievement Battery Peabody Picture Vocabulary Test–IV Expressive Vocabulary Test–2

FIGURE 3.1. Sample assessment system summary for a three-tiered framework. (Page 43)

Stahl, K.A.D., + McKenna, M.C. (2013)
Reading Assessment in an RTI
Framework, NY: Guilford.