

## Understanding RTI and Assessment

A new solution to an old challenge



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11/19/2009

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## We live in a changing world! Change demands new solutions!



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## Goals of This Presentation

- ▶ Understand RTI and what it entails.
- ▶ Understand the Principles of Good Assessment.
- ▶ Understand the role of Assessment in the RTI Process.

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## What is RTI (Response to Intervention)?

- A little History
  - First appearance in the 1970's
  - Need for faster instruction–evaluation cycles: Can't wait a year for annual results
  - Pressures from NCLB: Results Now!
  - Inclusion in IDEA 2004

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## What is RTI (cont.)

- Many definitions; many models
- Key characteristics
  - Fundamental, good assessment practice
  - Effective linkage of assessment and instruction
  - Identifying needs based on frequent assessment of student progress
  - Assess–Instruct–Assess–Instruct–Assess.....
  - Use of Assessment results to inform decision–making and instruction
  - Tiered Instruction
    - Tier 1: "Regular" Instruction
    - Tier 2: Short term instruction to address specialized needs
    - Tier 3: Longer term instruction to address generalized needs

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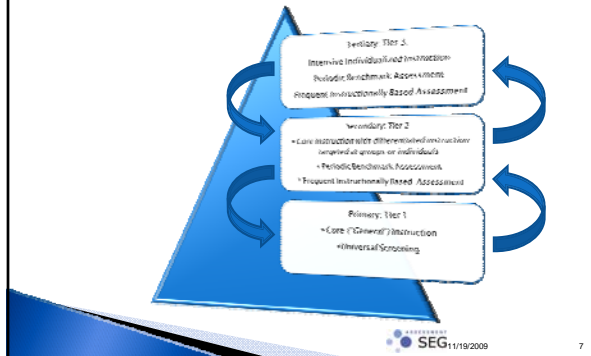
## An RTI Model

- ▶ Universal Screening/Assessment of All Students
  - Placement into Tier 1, Tier 2, Tier 3 Instruction
  - Deliver Instruction
    - Tier 1: "Regular" (Core, General) Instruction
    - Tier 2: Short term instruction
    - Tier 3: Longer term instruction
- ▶ Periodic Benchmark Assessments
  - Back to Tier 1
  - Remain in Tier 2
  - Forward to Tier 3
- ▶ Frequent review of student status
  - Review (assessment) level of success in recent instruction
  - Determine next steps for instruction

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## RTI Illustrated



## The Key to Effective RTI is Effective Assessment

- ▶ What is effective assessment?
  - Aligned to instructional targets and what's important (goals, standards, objectives)
  - Linked to Instruction
  - Frequent
  - Multiple Observations (over time)
  - Multiple Methods
  - Informative (focus on decision-making)
  - Uses Technically Sound Instruments
- ▶ Components of Effective Assessment
  - Universal Screening
  - Benchmark Assessment
  - Curriculum-based/Instructional Assessment

## Principles of Assessment

- ▶ What are Assessments
  - ▶ PROXY for Knowledge and Skills
  - ▶ The map, not the territory
  - ▶ "Imperfect Rulers"
  - ▶ Importance of Multiple Methods and Multiple Observations
- ▶ Reasons to Assess
  - ▶ Importance of aligning assessments to assessment goals
  - ▶ Placement
  - ▶ Program Evaluation
  - ▶ Monitor student progress
  - ▶ Decide whether or not student has met standards and can receive a certificate
- ▶ The assessment continuum
  - ▶ Formative v. Summative
  - ▶ Learning vs Auditing
  - ▶ Process or product
- ▶ Traditional versus alternative assessment (multiple assessment methods)
- ▶ Signaling (What is tested is signaled as important)

## Principles of Assessment (cont.)

- ▶ Technical Considerations
  - Criterion referenced v. Norm referenced
  - Reliability
    - Does the test consistently produce the same results
    - If you take it several times, will you get the same score?
    - If you take different forms of the test, will you get the same score?
    - How much error is in the score (expressed as plus or minus how many points)

## Principles of Assessment (cont.)

- Validity
  - Are you accurately measuring what you think or claim you are measuring.
- Measuring the right content
  - Accurate Domain Sampling
  - Do the items match up to what you want students to know? (Alignment to instructional goals and objectives)
  - Do the items measure up to what you are teaching? (alignment to curriculum and instruction)
  - Construct irrelevant variance: eliminating all but what you are targeting to measure

## Evidence Based Practice

- ▶ Instructional Solutions Based on Scientifically Based Research Evidence
  - NCLB
  - IDEA
- ▶ Levels of Evidence
  - Endorsements/Advertising
  - Anecdotes
  - Case Studies
  - Quasi Experimental Research
  - Experimental Research