RtI Assessment and Progress Monitoring Guidelines

	UNIVERSAL SCREENING/BENCHMARK ASSESSMENT
WHO	All Students
WHEN	Three times per year (Fall, Winter, Spring)
HOW	MAP, DIBELS
WHY	Assess student progress against national norms for grade level. Assess percentage of students meeting benchmark (target = 85%) Identify students for academic difficulties or who have exceeded benchmarks and need additional challenge.
DOCUMENT	Classroom differentiation strategies and adjustments to instruction to meet the needs of all students. Additional data (PAWS, classroom evidence) to support Tier II supplemental instruction via standard protocol for underachieving students.
ANALYZE	Determine if there is a significant gap based on data points.

PROGRESS MONITORING

	TIER I	TIER II	TIER III
WHO	All Students	Students not progressing at Tier I	Students not progressing at Tier II
WHAT IS MONITORED	**Core curriculum and instruction** with research-based universal supports. Examples: Differentiated Instruction, flexible grouping, enrichment, additional help	**Supplemental instruction** using research-based strategies and interventions (small groups). Examples: Early Literacy and Title I resources, Read 180, Study Island	**Intensive support** for specific skill deficits (one-on-one or small group). Examples: Soar to Success, Read Naturally, Read 180
WHEN	As appropriate with instruction.	At least 2 times per month at instructional level.	1 or more times per week at instructional level.
HOW	Content/Skill Classroom Assessments, DIBELS, MAP	DIBELS, STAR, SRI, Other Intervention-embedded monitoring tools.	DIBELS, STAR, SRI, Other Intervention-embedded monitoring tools.
WHY	Assess student understanding of concepts taught and use data to inform instruction.	Determine if intervention is addressing concern and student is moving towards goal.	Determine if intervention is addressing concern and student is moving towards goal.
DOCUMENT	For struggling students: Area of concern, strategies used, progress. Chart individual student results vs. class average.	For each student: Chart results and trend over time. Examine gap to reach goal or benchmark. Note any changes in intervention intensity, duration, frequency and/or group size.	For each student: Chart results and trend over time. Examine gap to reach goal or benchmark. Note any changes in intervention intensity, duration, frequency and/ or group size.
ANALYZE	Determine if there is a gap based on data points. Continue or change strategy? Move to Tier II?	How many data points are above/below goal line? Based on data points, is the gap closing?	Based on data points, is the gap closing? Consider diagnostic/prescriptive assessments?

Tier III student assignment must be determined by the Intervention Team unless student already has an IEP. **All Tier II and Tier III students will be progress monitored at grade level once a month.**