RTI FAQ for 2018-19

Universal Screener (Benchmark):

What is the URL for EasyCBM?

https://k12k-tn.easycbm.com/

What is my username and password?

The username is the same as the KCS login. The password is the last four digits of your Social Security number.

What subjects will be universally screened and progress monitored?

KCS is screening and progress monitoring in literacy and math.

Do I need to print off the teacher resources to conduct the universal screening?

Teachers are welcome to print any materials from the EasyCBM program.

Which tests will I administer for the universal screening and what are the screening windows?

Grade	RTI Screening Assessments
K	Letter Sounds, Phoneme Segmenting, Word Reading Fluency, CCSS Math (December)
1	Letter Sounds, Phoneme Segmenting, Word Reading Fluency, CCSS Math (August) Letter Sounds, Word Reading Fluency, Passage Reading Fluency, CCSS Math (December)
2	Passage Reading Fluency, Vocabulary, Reading Comprehension, CCSS Math (August and December)
3	Passage Reading Fluency, Vocabulary, Reading Comprehension, CCSS Math (August and December)
4	Passage Reading Fluency, Vocabulary, Reading Comprehension, CCSS Math (August and December)
5	Passage Reading Fluency, Vocabulary, Reading Comprehension, CCSS Math (August and December) *Tier II and III students should participate in May screenings to assist in middle school placement*
6	Passage Reading Fluency, Vocabulary, Reading Comprehension, CCSS Math (December and May)
7	Passage Reading Fluency, Vocabulary, Reading Comprehension, CCSS Math (May)
8	Passage Reading Fluency, Vocabulary, Reading Comprehension, CCSS Math (May)

Middle schools students currently in Tier II or III should take the grade level screener at the start of the school year.

What are the universal screening administration windows?

Test	Testing Windows	Grade Levels
EasyCBM Universal Screener	-August 6-22, 2018 (Grades 1-5) - Dec. 3-21, 2018 (Grades K-5)	Grades K-5
EasyCBM Universal Screener	- Dec. 3-21, 2018 (Grade 6) -May 1-20, 2019 (Grades 6-8)	Grades 6-8

What are the time frames for administering the screening assessments?

Assessment	Time Limit
Vocabulary	15
Reading Comprehension	30
K-5 CCSS Math	30
6-8 CCSS Math	45

Where do I find resources in order to view how to administer assessments?

The **Resources** page on easyCBM provides access to the following:

Training modules—Links to training modules are provided for practice purposes in the Resources tab. These modules assist the user in gaining proficiency with test administration for both the group-administered measures (Reading Comprehension, Mathematics, and Vocabulary) and the fluency-based measures (Letter Names, Letter Sounds, Phoneme Segmenting, Word Reading Fluency, and Passage Reading Fluency). The modules include a short narrative description of the measures, provide video clips of the test administration (approximately one minute in length), and give the user an opportunity to listen to the correct pronunciation of letters or sounds contained in the assessment.

Manuals and videos—Contains manuals and embedded short videos to assist users with implementing ECBM.

Proficiency component—The proficiency component provides an opportunity for the user to identify if student sample responses are correct or incorrect. The user is then evaluated on the proficiency with which he or she scores the sample items. Anyone who will be administering the *easyCBM* assessments should read the information provided and watch the example videos. (Be aware that not all of the videos support online or paper and pencil administration.)

What is the reliability of the CCSS Math assessment?

The CCSS Math Assessment has a correlation between .80 and .85 to the Smarter Balanced Assessment.

Are all of the questions on grade level for the CCSS Math Assessment?

There are five questions above and five questions below grade level. This is done to increase the range, to provide success, and to increase the reliability of the assessment.

How are the questions structured in the NCTM Math Assessment to monitor student endurance?

The questions are structured in order of difficulty with the exception of two questions. Questions five and sixteen are intentionally switched to monitor student endurance and persistence.

Why are there a limited number of universal screening assessments?

Each assessment takes $50,000 to develop and create.

Who are the contacts if I run into an issue?

-Emily Helphinstine- contact for questions regarding literacy universal screening or progress monitoring
-Pam Stidham- contact for questions regarding math universal screening or progress monitoring
-Brian Cinnamon- contact for questions regarding secondary administration or protocol
-Dwain Arnold- contact for questions regarding elementary administration or protocol
-Michael Hubbard- contact for deleting tests or retrieving data
-Jimmy Brown- contact for adding teachers, students, or making adjustments or changes to program functions
-Lamar Smith- contact for fidelity monitoring

Progress Monitoring:

What percentiles does KCS recommend for identifying students for progress monitoring?

Students scoring at or below the 25th percentile on the Universal Screening could be considered for support for in Tier II.

Students scoring at or below the 10th percentile on the Universal Screening could be considered for support in Tier III.

*Note: These are recommended guidelines; school teams may determine otherwise depending on student needs.

How often should we progress monitor students in tier 2 or 3?

Progress monitoring with easyCBM for **tier 3** students should occur every other week. Students receiving **tier 2** intervention should also receive progress monitoring every other week or less frequently if the team determines that the student is making progress.

For literacy: Students should receive *DRA Progress Monitoring* every quarter. It is appropriate to administer additional *DRA Progress Monitoring* assessments as needed.

For math: The students should receive *Do the Math* progress monitoring as often as information is needed to determine progress, as required by the program.

*Note: These are recommended guidelines; however, if teams determine (based on data) that students are high risk, then progress can be monitored on a more frequent basis.

At what level do we progress monitor students in need of tiered intervention?

Students that are receiving tiered intervention should be progress monitored at their *instructional* level.

If a child is significantly behind, how do I determine which grade level to use for progress monitoring?

The best way to determine the level for progress monitoring is to use the child's DRA level. You can also use the following as a guide, but be careful not to use this as an absolute. Teacher judgment is important in this process.

Child scores below the 10th percentile	Drop down two grade levels for progress monitoring
Child scores between the 20th - 35th	1 grade level below

If a teacher has an extreme concern regarding a kindergarten student during the first semester, is it appropriate to progress monitor the student?

Yes, it is recommended to monitor progress every other week or as often as necessary to determine progress. It is also recommended to utilize curriculum-based measures such as Above the Line (ATL)/ DRA, Marie Clay Letter Sound Assessment, and the Quarterly Writing Assessment to determine progress as well.

How often do we monitor progress for students with special education services?

Progress monitoring for special needs students should occur every other week.

How can the RTI teams convey the message to all stakeholders that RTI is not simply a preliminary step to a special education referral?

The most effective means for the RTI Team to convince stakeholders that RTI is not a conduit for special education referrals is by creating strong and useful intervention plans that are effective in general education classrooms.

Are guided reading groups an approved intervention strategy?

Yes, if it is focused on students' identified skill deficit. Simply double-dosing wouldn't be considered an intervention unless there is a target for growth that is progress monitored.

What interventions can be used for vocabulary?

Vocabulary instruction should be based in text and grounded in our literacy best practices, not teaching words in isolation. For example, a teacher can use graphic organizers during a guided reading lesson to support vocabulary connections. The Menu of Interventions suggests Phonics Lessons by Fountas and Pinnell and Words their Way . Additionally, Marzano's vocabulary strategies could be used as resources. Please see the menu of interventions at www.kcsteachlearn.com as a resource.

When is it appropriate to use Wilson or Spire?

Consider intervention using our literacy best practices prior to selecting the use of these programs. Remember that personnel must be trained in using Spire or Wilson. To ensure fidelity, either of these programs should be implemented using the defined structure and script; partial implementation is not recommended. The use of these programs should only be considered when the use of the program matches the needs of identified deficit areas for students in tiered intervention.

In EasyCBM, what assessment should we use to identify and monitor math based deficits?

If a student is identified as "high-risk" on the EasyCBM assessment, use multiple sources of information to determine a deficit in either computation or problem-solving. Other sources could include classroom-based formative assessments, benchmark data, anecdotal records, etc.

How do I know which intervention to use for students?

One resource to consider is the menu of interventions on the KCS TeachLearn site at **http://www.kcsteachlearn.com/intervention-resources.html**. As with any intervention, it is important to utilize research-based interventions.

How do I denote the intervention that is being used for progress monitoring?

Follow these steps for documenting interventions:

1. Begin by clicking on the Interventions tab.
2. Select or create an intervention.
3. Assign the intervention to the student(s).

*Follow this link to preview a short tutorial
https://secure2.easycbm.com/training/?action=non_measures#iEuBazMbMsM

Can a student who is receiving special education services on an IEP be in a Tier 2 or Tier 3 intervention under RTI at the same time?

Students with specific learning disabilities that have demonstrated a lack of response to intervention at Tier III should receive a more intensive intervention than that provided at Tier II or Tier III. As a reminder, intensity does not mean increased time. However, students who receive special education services due to another disability (e.g. Developmental Delay, Other Health Impairment) can receive special education services to address the primary disability while at the same time participating in Tier II or Tier III level intervention if a specific learning disability is also suspected and/or their universal assessment scores indicate a need for Tier II or Tier III level intervention in reading or math.

If a new student enrolls after the screening window, what are the procedures?

If it is a KCS student, his/her data will transfer. If it is an out-of-district student, administer the corresponding **progress monitoring probes from the universal screener assessments**.

How do you report progress monitoring on the monitoring spreadsheet?

For letter naming and sound probes, simply list the number of letters that are correct.
For passage reading fluency, list the instructional grade level/words per minutes (ex 2/25).

Can grade level material be used during the intervention block?

During the intervention block, the teacher should be teaching skills, not reteaching standards. It is appropriate to use grade level materials if they address the skill deficit. If grade level material is not appropriate, choose materials on the student's instructional level. Book rooms are a great resource for materials.

How should I select the probe that should be used for progress monitoring?

The progress monitoring probe should be selected based on the deficit of the student that was identified in the screener. There will be some cases where students are significantly behind and will need to select probes from different grade levels in order to show growth with a probe.

When is a child ready to move from a probe in progress monitoring?

ROI is the most efficient method of determining when students should move to another intervention or to another Tier. For example, if a third grade student is progress monitoring on a first grade passage reading fluency probe, the child can move to the second grade passage reading fluency probe once the calculated ROI shows a strong trend. It is important to also look at the DRA level in order to make this determination.

What should I know about progress monitoring?

-The letter sounds probe is the phonics measure for easyCBM. The letter names probe is a good indicator of need, but letter names should not be taught in isolation. A connection between letter names and letter sounds is more effective to show progress.

- Phoneme segmenting is a good indicator for identification of an issue early into the screening and monitoring. It will often plateau and even decline after kindergarten because it is not needed as you progress.

-Passage reading fluency (PRF) is a better progress monitoring probe for Tier II; whereas, word reading fluency (WRF) is better for Tier III progress monitoring. When a student starts progressing through WRF, s/he should then progress to PRF.

- The MCRC is the assessment that is used for universal screening. The CCSS is a shorter and more literal probe for monitoring comprehension. The MCRC is a more complex progress monitoring tool.

Where do I find the ROI (rate of improvement)?

The ROI is located on the individual student graphs under the reports tab. ROI is not calculated until a student has two data points.

	CBM Name	View Test	Score	ROI	
1	Letter Sounds K_Fall	View	1 LSPM		(8% Accuracy)
2	Letter Sounds K_1	View	13 LSPM	2.4	(18% Accuracy)
3	Letter Sounds K_Winter	View	8 LSPM	0.32	(67% Accuracy)
4	Letter Sounds K_2	View	5 LSPM	0.12	(36% Accuracy)
5	Letter Sounds K_3	View	11 LSPM	0.29	(69% Accuracy)
6	Letter Sounds K_4	View	10 LSPM	0.25	(56% Accuracy)
7	Letter Sounds K_5	View	13 LSPM	0.31	(62% Accuracy)
8	Letter Sounds 1_Fall	Total Score Only	14 LSPM		
9	Letter Sounds 1_1	View	14 LSPM		(88% Accuracy)

New Features:

EasyCBM has added some new features and updates. Following is an updated feature for teachers.

There are embedded videos to assist teachers in the administration of the benchmark screeners. Go to the Measures tab and scroll to the bottom to locate the tests and the videos. Click on the black video camera to access the short tutorials. Please see the screenshot below (Grade 3 example).

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Fall Tests

Passage Reading Fluency 3_Fall ■◀	📄 Student Copy 📄 Assessor Copy
Vocabulary 3_Fall ■◀	📄 Student Copy or Take Online (Preview)
CCSS Reading 3_Fall ■◀	📄 Student Copy or Take Online (Preview)
Reading Comprehension 3_Fall ■◀	📄 Student Copy or Take Online (Preview)
Math 3_Fall ■◀	📄 Student Copy or Take Online (Preview)
CCSS Math 3_Fall ■◀	📄 Student Copy or Take Online (Preview)