

FORM 3.1

The RTI Assessment Audit

A comprehensive assessment system will involve multiple and varied types of evaluative tools designed to provide information that guides and informs instruction. The RTI Assessment Audit is a review of assessment practices implemented by a school in the area of literacy across grade levels. Conducting the RTI Assessment Audit serves several purposes:

1. Identifies the different types of assessments used in the area of literacy;
2. Clarifies the purpose (screening, progress monitoring, diagnostic, and outcome) of each assessment tool;
3. Identifies the construct being assessed (e.g., concepts of print, comprehension, fluency);
4. Identifies training needs of staff members relative to the administration and interpretation of targeted assessments; and
5. Provides an opportunity for a school to identify redundancies or gaps in the assessment process.

Directions: For each grade level, identify:

1. **Name of the assessment tool** (Include full name of tool administered.)
2. **Primary purpose** (Check the box next to the primary purpose for each tool listed.)
3. **Construct assessed** (Check the box[es] that indicate what specific literacy element or area is being evaluated.)
4. **Frequency of administration** (For each tool identify the number of times it is administered each year.)
5. **Staff training required** (Identify the level of training that has been conducted.)
6. **Redundancies** (List any assessments that duplicate the information obtained from another tool.)
7. **Voids** (Identify gaps in assessment information.)

(cont.)

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Purpose	Description	Examples
Screening	Brief assessments designed to provide preliminary indication of which students may be at risk for reading difficulties.	Phoneme Segmentation Fluency Dynamic Indicators of Basic Early Literacy Skills (DIBELS) AIMSweb Tests Informal Reading Inventories or Kits to determine instructional reading level
Diagnostic	Individually administered assessments used for the purposes of gaining a more precise picture of students' skills and knowledge. Information obtained is used to plan instruction.	Discrete Phonemic Awareness Tasks Informal Phonics Inventory Informal Reading Inventory (comprehension sections/think-alouds)
Progress monitoring	Brief assessment typically administered for the purposes of determining if a student is making adequate progress.	Dynamic Indicators of Basic Early Literacy Skills (DIBELS)—Oral Reading Fluency
Outcome	Assessments that are commonly administered on a group basis at the end of the year. Primarily used to determine if particular instructional or policy goals are being met, though they may also be used to examine trends in learning.	State English Language Arts Assessment—Grade 3

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Grade	Assessment Tool	Tester	Construct Assessed										Function	Training	
			Concepts of Print	Phonological Awareness	Word Recognition Decoding/High Freq.	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other			
KINDERGARTEN														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters

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Grade	Assessment Tool	Tester	Construct Assessed										Function	Training	
			Concepts of Print	Phonological Awareness	Word Recognition Decoding/High Freq.	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other			
FIRST GRADE														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters

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Grade	Assessment Tool	Tester	Construct Assessed										Function	Training	
			Concepts of Print	Phonological Awareness	Word Recognition Decoding/High Freq.	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other			
SECOND GRADE														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters

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Grade	Assessment Tool	Tester	Construct Assessed										Function	Training	
			Concepts of Print	Phonological Awareness	Word Recognition Decoding/High Freq.	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other			
THIRD GRADE														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters

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Grade	Assessment Tool	Tester	Construct Assessed										Function	Training	
			Concepts of Print	Phonological Awareness	Word Recognition Decoding/High Freq.	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other			
FOURTH GRADE														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
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														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters

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Grade	Assessment Tool	Tester	Construct Assessed										Function	Training	
			Concepts of Print	Phonological Awareness	Word Recognition Decoding/High Freq.	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other			
FIFTH GRADE														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
														<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Regular Boosters
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REDUNDANCIES		
Grade	Are there any redundancies?	Identify
K	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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VOIDS		
Grade	Are there any voids?	Identify
K	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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Student Action Form

Date:

Student Name:

Birthdate:

Classroom Teacher:

Grade Level:

DECISION TEAM MEMBERS PRESENT:

_____ Classroom Teacher

_____ Administrator

_____ Reading Specialist

_____ Speech/Language Pathologist

_____ Literacy Coach

_____ Psychologist

_____ Special Education Teacher

_____ Other

_____ Parent Notification

Date:

Intervention Plan for Tier _____

Instructional Text Reading Level _____

Primary areas of literacy difficulty/focus of intervention:

_____ Phonological awareness

_____ Comprehension

_____ Phonics

_____ Other (Provide description)

_____ Fluency

Evidence of Difficulty (Performance data):

Instructional Recommendations:

(cont.)

Evidence to Demonstrate Progress

Assessments	Dates	Person responsible for data collection

Duration: _____ **Next Meeting Date:** _____

Performance Results:

Next Steps:

- _____ Continue with prescribed intervention
- _____ Develop a new plan for student to receive in this tier
- _____ Tier 1 only with differentiation and increased progress monitoring
- _____ Move to Tier 2
- _____ Move to Tier 3
- _____ Initiate referral to special education

Summary Sheet of Tiered Support

This sheet summarizes the instructional interventions that preceded a special education referral for a suspected learning disability that affects reading.

Student Name:	Birthdate:
Classroom Teacher:	Grade Level:

CORE GENERAL EDUCATION LANGUAGE ARTS INSTRUCTION (TIER 1)

Student has participated in a minimum of 90 minutes of daily general education literacy instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of instruction provided:

SMALL GROUP/DIFFERENTIATED INSTRUCTION BY GENERAL EDUCATION TEACHER (TIER 1)

Student participated in differentiated instruction by the classroom teacher using materials at the student’s instructional reading level and/or to provide additional support in a particular skill area.

Description of instruction provided:

(cont.)

Summary Sheet of Tiered Support (page 2 of 2)

Supplemental interventions (Tier 2, targeted intervention; Tier 3, more targeted and intensive intervention)

Tier	Instructional intervention	Dates	Provider

Sources of Evidence: Complete the table below *and* attach screening data indicating risk status and progress monitoring (including data in graphic formats).

Tier	Dates	Screen data and score	Intervention	Response to intervention (Baseline plus at least <i>four</i> additional progress monitoring measurements for each intervention)

OTHER SOURCES OF EVIDENCE: