

3. Screening and Identifying Students for Intervention

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Chapter Overview

In this chapter, purposes and uses of screening as well as quality practices for implementing a school-wide screening process are discussed. Teams will find explanations for appropriate screening measures and guidance on how to choose them. A resource list with examples of screening measures for grades K-8 is provided to help teams make an informed choice. Please note that our list provides examples, but is not an endorsement of these options. Various screening considerations and a rationale for screening for language difficulties at certain grade levels are also provided.

A section on interpreting screening results follows, with discussions on verifying the data, particularly what teams may include in procedures. This section offers three illustrative examples. The next section discusses reasons that may lead a staff, parent, or others to agree to an intervention without prior screening data as well as important considerations for screening regarding homework.

Finally, this is the first chapter to offer next steps with guiding questions that may help teams document each

Although students already receiving specially designed instruction, students on IEPs can reasonably participate in screening to track their growth towards grade level standards. Districts should design guidelines for within and out of level screening for this purpose.

step in the assessment process. This chapter also contains information for culturally and linguistically diverse students.



Regulations and Rules

Note: Regulations, statues and rules form the basis for legal compliance and are provided below to help readers understand the requirements of law.

Federal guidance from Office of Special Education Programs dated January 1, 2007 states the following:

Students receiving special education or related services under *Reauthorized Federal IDEA 2004* may participate in screening and *Response to Intervention (RTI)* instructional activities, unless the use of activities is inconsistent with the *Individual Education Program (IEP)*. Early Intervening Service funds may not be used to screen or provide RTI interventions to students on IEPs.



Intervention Requirements

This section refers to Minnesota Statute section 125A.56, which requires that districts provide two interventions prior to referral for a special education evaluation. If districts are using Early Intervening Service funds, a performance-based decision is required.

Note: [View complete legal language on the Minnesota state Website.](#)

Subd. 2. Early intervening services program. (a) A district may meet the requirement under subdivision 1 by establishing an early intervening services program that includes:

- A system of valid and reliable general outcome measures aligned to state academic standards,
- Administered at least three times per year to pupils grades kindergarten through eighth grade who need additional academic or behavioral support to succeed in the general education environment,
- A system of scientific, research-based instruction and intervention; and
- An organizational plan that allows teachers, paraprofessionals, and volunteers funded through various sources to work as a grade-level team or use another configuration across grades and settings to deliver instruction.

Identification

This section refers to Minnesota Statute section 120B.12 Subd. 2. **Note:** [View complete statutory language on the Minnesota state Website.](#)

For the 2002-2003 school year and later, each school district shall identify before the end of first grade students who are at risk of not learning to read before the end of second grade. The district must use a locally adopted assessment method. The district must report annually the results of the assessment to the commissioner by June 1.

Important: Prior to a referral, two interventions need to be implemented and the results documented. This statute may not be used to deny a pupil's right to a special education evaluation. The procedures for identifying and implementing interventions may consist of the ongoing use of building intervention teams and pre-referral procedures, or the use of systems of scientific research-based interventions (SRBI). The procedures to identify and implement interventions may consist of either:

- The ongoing use of local intervention teams and pre-referral intervention procedures
- OR
- The use of systems of SRBI

Quality Practices in Screening



Purpose of Screening

The purpose of screening is to identify students at the earliest signs of difficulty in order to provide supplemental interventions that accelerate the development of grade appropriate academic, social-emotional, or behavioral skills (Mellard, 08).

Districts using a system of *SRBI* should outline the steps and timelines for progressing through the system in their Total Special Education System (TSES) plans. Screening, often the first step, is the process of assessing students to identify them as low risk, moderate risk, or high risk when having trouble in academics, behavior, or social-emotional development.



Benchmarking and Screening

In many schools, the term benchmarking, “the process of collecting data on all students several times a year to evaluate performance against predetermined benchmarks” is synonymous with screening. Benchmarks are established as indicators of student progress toward meeting grade level standards. Depending on the resources available schools may set a cut-off score at the place where they can be assured the maximum number of students will demonstrate proficiency on the Minnesota Comprehensive Assessment (MCA II).

Currently, pilot sites across Minnesota have cut-off scores that range between the 30th and the 20th percentile. One method districts have used to establish cut-scores is through a logistic regression analyses comparing performance on general outcome measures with predicted proficiency on MCA’s. Students with scores at or below the cut-off are determined to be at significant risk and targeted supplemental instruction. Other methods have included using the Minnesota NWEA/MCA-II linking study. [View the study on the TIES website.](#)

In the past, a teacher or parent identified a student for additional services *after* the student showed lack of success for a prolonged period (typically one year). Justification for additional instruction or interventions required a history of difficulty and more often than

not decisions were made on a case-by-case basis. As a result, some students were identified for additional services later than others.

A system of screening provides both a timely and equivalent means of identifying students in need of additional instruction. The screening results inform discussions about a student's risk for experiencing an inadequate learning rate in comparison to the relevant peer group.

Screening is used to:

- Collect information on all students in a grade, school, or district to track growth, and review overall trends and effectiveness of core curriculum and instruction over time (Mellard & Johnson, 2008).
- Help determine which students benefit from additional instruction or intervention beyond the regular classroom.
- Increase the effectiveness of early intervention and prevention of academic difficulties.

Screening Procedures for Culturally and Linguistically Diverse Students

Schools should include non-discriminatory practices and procedures for identifying culturally and linguistically diverse students in need of an intervention or alternate instructional strategies. This includes the practice of disaggregating data to identify how well core instruction is meeting the needs of culturally and linguistically diverse populations. Improved instruction may reduce the number of culturally and linguistically diverse students who need additional interventions—a first step in implementing non-discriminatory identification practices. Additional promising practices include:

- Selection of screening tools normed on students similar to those served in the school (including norms for culturally and linguistically diverse learners).
- Collection of five weeks of progress monitoring measures in addition to the screening process to improve selection accuracy specifically for kindergarteners and ELL students identified as at-risk. (Mellard & Johnson, 2008; Gottardo, Collins, Baci, Gebotys, 2008).
- Examination of additional relevant data used to determine if students have difficulty, significantly perform at a lower level academically, or behaviorally despite access to quality instruction (see research by Klingner, J., Hoover, J. & Baca, L. 2008; Rinaldi, C. and Samson, J, 2008). Relevant data may include:
 - Evidence that instructional methods are appropriate for culturally diverse students and that addresses their learning needs.
 - Evidence that teachers are trained and effectively assessing and intervening with culturally and linguistically diverse students.
 - Evidence that students are actively engaged in and receiving core instruction.

Implementing a School-wide Screening Process

There are quality practices in implementing a school-wide screening process. These should be included in the Total Special Education System (TSES) plan.

The most important aspects of a system of screening includes:

- Documented descriptions of the screening measures, cut-off points, and guidelines for interpreting and using screening data.
- Documented rationale for the cut points and decision rules, e.g., normative or specific criteria referenced. Options include:
 - Use of the 20th percentile with state or national norms. This rationale is recommended in the literature because it reduces the likelihood of significant variability in screening criteria between districts.
 - Locally established norms and cut-offs correlated to proficiency on state level tests. Districts may use this method if there is concern that state or national norms do not adequately predict performance or assist in precisely identifying students in need of additional supports. If districts use this route they should be prepared to explain the validity and reliability of local cut-offs as compared with state or national data.

- Institutionalized training processes and measures for staff administering and scoring data. Examples include: training staff how to use materials and checks of *inter-rater reliability* in scoring.
- Articulated process of screening at least 90 percent of the students at designated times of years. Reasons for using alternative methods for individuals not included in the standard screening process, but useful for obtaining information about progress towards grade-level content standards that have individual curricular relevance and allow gains to be measured and evaluated, should be explicitly stated, reasonable and appropriate.
- Established practices and procedures used to check implementation, reliability of the screening process and use of screening data.
- Fixed schedule for obtaining screening data.
- Established practice of using screening data to identify adequacy of core instruction in meeting the needs of 80 percent of all learners.



Important: Screening results DO NOT identify which students have a specific learning disability although they do identify students who: 1) are not making adequate progress toward reaching grade-level standards and 2) students who may need additional instruction to achieve grade level expectations.

Screening should take place multiple times per year using grade level criterion-referenced benchmarks. Reviewing data in winter and spring provides an opportunity to identify students ready to exit or require supplemental intervention during the school year to reach end-of-year benchmarks. The efficacy of cut points in predicting proficiency should be reviewed frequently and adjusted as necessary.

Districts should also establish procedures for identifying students whose classroom performance appears to be below grade level, for whatever reason, were not included fall, winter, and spring screenings.

Appropriate Screening Measures

Screening procedures should be reliable, valid, simple, quick, inexpensive, easily understood, developmentally appropriate and predictive of specified outcomes (e.g. reading, math computation, writing fluency, behavior and social-emotional fluency).

Considerations in selecting appropriate screening measures include:

- Screening measures are indicators of students at risk for academic, behavioral, or social emotional difficulty, and are *not* markers of mastery or designed as diagnostic tools for instructional planning.
- Results are consistent over time (correlations of at least .70 to .80). Measures must demonstrate that they are strong indicators of later performance (*predictive accuracy*) for the targeted area, student population and grade screened.



- Sensitivity performance indicators are used to establish the threshold by which students who are at-risk (in need of intervention) are correctly targeted for intervention. (See Sensitivity and Specificity Chart below.)
- Specificity performance indicators are used to establish the threshold for which students who are not at-risk are correctly excluded from intervention. The performance indicator should be established at the highest level to ensure valuable resources are not inappropriately applied. (See Sensitivity and Specificity Chart below.)
- A combination of multiple sources of screening data to increase the predictive accuracy of measures is recommended.

Sensitivity and Specificity Chart

The four quadrants below are based on the convergence between a desired level of proficiency on the MCAs, or other specified outcome and the established cut-off score from a screening measure. The scores of those students who are at-risk and require additional supports will fall within the target, that is, students with scores in this range need additional supports. Students whose scores fall in the proficient range but below the screening cut-off would be falsely targeted and not need additional supports. Students whose scores fell below the proficient range and above the screening cut-off would require additional supports, but not be identified.

The goal is to design a system of screening that efficiently and accurately indicates students that need additional instructional supports.

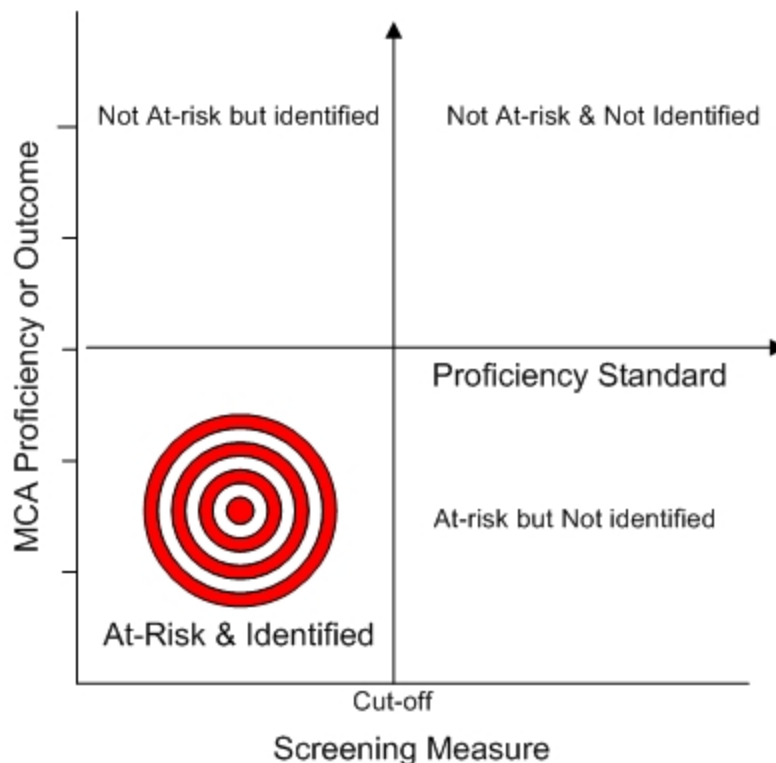


Figure 3-1. Sensitivity and Specificity of MCA Outcomes.

Selecting Appropriate Screening Measures

When selecting appropriate screening measures, ensure the screening tool is sensitive and specific in identifying students. The National Center on Response to Intervention has provided a list of peer reviewed procedures that are useful for screening and progress monitoring.

When selecting screening measures, districts should investigate the scientific research documentation that is independent of the information provided in the test manual, and supports a correlation between the desired achievement and risk status. Refer to the National Center on Response to Intervention or the Burros Mental Measurements Yearbook to review measurement tools by impartial agencies. Districts may find that it is preferable to use a measure that is technically adequate for both screening and progress monitoring.

A system of screening may include brief screening tests, structured interviews, or rubrics with standardized prompts and scoring procedures. The most efficient measures are Curriculum Based Measures (CBM). General Outcome Measures (GOM) are typically in the same format as CBM's although they are not tied to a specific curriculum.

The following are *not* appropriate for use in screening for learning disabilities in reading unless districts develop protocols for administration and scoring as well as determine their technical adequacy:

- Informal Reading Inventories.
- Running Records.
- Developmental Reading Assessments.
- Diagnostic Reading Observations.
- Un-standardized *Curriculum Based Measures (CBM)*.

This is not to suggest that the measures indicated above do not have a place within the intervention process. Instructional staff may find them invaluable for targeting the specific skills that require additional instructional support.

Note: *MCA IIs (Minnesota Comprehensive Assessment)* are criterion referenced tests which indicate proficiency or relative to grade-level content state standards) and are *insufficient* to be used as a screening tool because they are given annually and are not sensitive and specific for identifying level of risk.

The following tables show examples of screening measures for each skill area.

Table 3-1

Example Screening Measures by Basic Skills Area (Achievement and Behavior) for Grades K-8

Area	Resources
<p>Early Literacy</p> <p>This is not an exhaustive list. Not all tools are appropriate for all grade levels or populations. Although many of the following measures have been reviewed by the National Center for Student Progress Monitoring, they are not endorsed by the Minnesota Department of Education and are subject to change.</p>	
<p>CBM</p> <p>Letter Naming Fluency</p>	<ul style="list-style-type: none"> • AIMSweb - www.aimsweb.com • DIBELS - www.dibels.uoregon.edu • WirelessGeneration MClass - www.wirelessgeneration.com • Vital Indicators of Progress - www.voyagerlearning.com
<p>Letter Sound Fluency</p>	<ul style="list-style-type: none"> • AIMSweb - www.aimsweb.com • DIBELS - www.dibels.uoregon.edu • WirelessGeneration MClass - www.wirelessgeneration.com • Vital Indicators of Progress - www.voyagerlearning.com
<p>Phoneme Segmentation Fluency</p>	<ul style="list-style-type: none"> • AIMSweb - www.aimsweb.com • DIBELS - www.dibels.uoregon.edu • WirelessGeneration MClass - www.wirelessgeneration.com • Vital Indicators of Progress - www.voyagerlearning.com
<p>Nonsense Word Fluency</p>	<ul style="list-style-type: none"> • AIMSweb - www.aimsweb.com • DIBELS - www.dibels.uoregon.edu • WirelessGeneration MClass - www.wirelessgeneration.com • Vital Indicators of Progress - www.voyagerlearning.com
<p>TPRI</p>	<ul style="list-style-type: none"> • Texas Primary Reading Inventory - www.tpri.org
<p>STAR- Early Literacy</p>	<ul style="list-style-type: none"> • Renaissance Learning - www.renlearning.com
<p>Rhyming</p>	<ul style="list-style-type: none"> • Individual Growth and Development Indicators www.ggg.umn.edu
<p>Alliteration</p>	<ul style="list-style-type: none"> • Individual Growth and Development Indicators www.ggg.umn.edu

Area	Resources
Picture Naming Fluency	<ul style="list-style-type: none"> • Individual Growth and Development Indicators www.ggg.umn.edu
Brief Screening Tests	<ul style="list-style-type: none"> • Hammill Multiability Achievement Tests • Wide Range Achievement Test-Expanded (WRAT-Expanded) • Young Children’s Achievement Test (YCAT)
Performance Indicators	<ul style="list-style-type: none"> • Recognition and Response Observation Tool (under development) • Marie Clay’s Observation Tool, concepts of print— may have inadequate floor and ceilings
<p>This is not an exhaustive list. Not all tools are appropriate for all grade levels or populations. Although many of the following measures have been reviewed by the National Center for Student Progress Monitoring, they are not endorsed by the Minnesota Department of Education and are subject to change.</p>	

Reading

This is not an exhaustive list. Tools are not appropriate for all grade levels or populations. Although many of the following measures have been reviewed by the National Center for Student Progress Monitoring, they are not endorsed by the Minnesota Department of Education and are subject to change.

CBM	Oral Reading Fluency	<ul style="list-style-type: none">• AIMSweb - www.aimsweb.com• DIBELS - www.dibels.uoregon.edu• EdCheckup - www.edcheckup.com or iSTEEP www.isteep.com• WirelessGeneration MClass - www.wirelessgeneration.com
CBM	Maze	<ul style="list-style-type: none">• AIMSweb - www.aimsweb.com• EdCheckup www.edcheckup.com• Progress Pro www.mhdigitallearning.com• Monitoring Basic Skills Progress www.proedinc.com
	STAR-Reading	<ul style="list-style-type: none">• Renaissance Learning - www.renlearning.com
Brief Screening Tests		<ul style="list-style-type: none">• Texas Primary Reading Inventory TPRI www.tpri.org• Gray Diagnostic Reading Inventory• Test of Word Reading Efficiency (TOWRE)• Marie Clay's Observation Survey (research indicates this tool may underestimate students at-risk due to low ceilings)• Measures of Academic Progress (Northwest Evaluation Association)
Performance Indicators		<ul style="list-style-type: none">• National Assessment of Educational Progress (NAEP) reading rubrics or fluency rubrics may be used but require additional steps to ensure they meet requirements for technical adequacy as described earlier.

Math	
This is not an exhaustive list. Tools are not appropriate for all grade levels or populations. Although many of the following measures have been reviewed by the National Center for Student Progress Monitoring, they are not endorsed by the Minnesota Department of Education and are subject to change.	
CBM	<ul style="list-style-type: none"> • AIMSweb - www.aimsweb.com
Math Computation	<ul style="list-style-type: none"> • Monitoring Basic Skills Progress - www.proedinc.com • Progress Pro www.mhdigitalllearning.com
Math Facts	<ul style="list-style-type: none"> • AIMSweb www.aimsweb.com
Concepts/Application	<ul style="list-style-type: none"> • Monitoring Basic Skills Progress www.proedinc.com • Progress Pro www.mhdigitalllearning.com
Test of Early Numeracy	<ul style="list-style-type: none"> • AIMSweb - www.aimsweb.com
Preschool Early Numeracy Indicators	<ul style="list-style-type: none"> • Number Fly Intervention Central
Brief Screening Tests	<ul style="list-style-type: none"> • Young Children’s Achievement Test (Y-CAT) • Early Childhood Outcomes Center University of North Carolina. Tools—instrument crosswalks. http://www.fpg.unc.edu/~eco/crosswalks.cfm • Individual Growth & Development Indicator (IDGI - similar to DIBELS)—IDGI’s may be completed to monitor students not receiving specialized intervention, to identify students who might benefit from such interventions and to monitor the effects of intervention.
Performance Indicators	<ul style="list-style-type: none"> • Additional research pending

Written Expression	
This is not an exhaustive list. Tools are not appropriate for all grade levels or populations. Although many of the following measures have been reviewed by the National Center for Student Progress Monitoring, they are not endorsed by the Minnesota Department of Education and are subject to change.	
CBM Written expression	<ul style="list-style-type: none"> • Screening tools are available; however, the reliability and validity are not as strong as in the other academic areas. Also, the time required to administer and score the measures makes use for school wide screening less than ideal.
Spelling	<ul style="list-style-type: none"> • Measures are more technically adequate but represent only a small part of the overall process of writing.
Performance indicators	<ul style="list-style-type: none"> • MCA IIs or NAEP but districts need to have protocols for administering and scoring and establish technical adequacy.
Brief Screening Tests	<ul style="list-style-type: none"> • Young Children’s Achievement Test (Y-CAT) • Oral and Written Language Scales : Written Expression • Early Childhood Outcomes Center University of North Carolina. Tools—instrument crosswalks. www.fpg.unc.edu/~eco/crosswalks.cfm • Individual Growth and Development Indicator (similar to DIBELS)—IDGIs may be completed to monitor students not receiving specialized intervention, to identify students who might benefit from such interventions and to monitor the effects of intervention.

Listening Comprehension and Oral Expression

This is not an exhaustive list. Tools are not appropriate for all grade levels or populations.) Although many of the following measures have been reviewed by the National Center for Student Progress Monitoring, they are not endorsed by the Minnesota Department of Education and are subject to change.

Listening Comprehension	<ul style="list-style-type: none"> • It is recommended Listening Comprehension measures be screened with informal reading inventories or with standardized measures. Oral and listening comprehension curriculum based tools have yet to be developed for large scale implementation and continues to be a development area for screening purposes. • It is recommended data-based decision making teams work collaboratively with speech and language pathologists to identify appropriate measures for screening listening comprehension.
Brief Screening Tests for Oral Expression	<ul style="list-style-type: none"> • Oral and Written Language Scales : Written Expression • Measures from Talk with Me Resource Guide. Used for speech/language pathologists and early childhood special education teams working with linguistically diverse students and their families from MDE. • Additional measures identified by district Speech and Language Pathologist • Early Childhood Outcomes Center University of North Carolina. Tools—instrument crosswalks. http://www.fpg.unc.edu/~eco/crosswalks.cfm • Individual Growth and Development Indicator (similar to DIBELS)—IDGIs may be completed to monitor students not receiving specialized intervention, to identify students who might benefit from such interventions and to monitor the effects of intervention.

Note: Although not well-developed or efficient, screening measures for listening comprehension and oral expression are useful indicators of academic difficulties. In many cases, delayed language development may be the *first* indication of a broader condition, such as a general developmental disability, autism, hearing impairment, or neurological condition.

Screening for Language Difficulties

Screening for language development is not easily linked with state grade-level standards; however, districts may want to consider screening for language difficulties at certain grade levels for the following reasons:

- In most cases, the initiation of a program designed to stimulate language growth in one or more domains will have significant impact on later academic development. (Snow, C., Burns, S., & Peg Griffin, P., (1998), ReadingRockets.org, article 281).
- Some students with mild to moderate language delays that appear to have overcome their spoken-language difficulties by the end of the preschool period remain at greater risk than other youngsters for the development of a reading difficulty. (e.g., Scarborough & Dobrich, 1990; Stark et al., 1984; Stothard et al., in press). The same is not true for students with early language weaknesses that are relatively mild or confined to a narrow domain (especially to speech production alone). Students with mild or confined language concerns tend to have very low risk of reading problems.
- The risk for reading problems is greatest when a child's language impairment is severe in any area, broad in scope, or persistent over the preschool years regardless of a child's general cognitive abilities or therapeutic history. (e.g., Stark et al., 1984; Bishop & Adams, 1990). (Snow, C., Burns, S., & Peg Griffin, P., (1998), ReadingRockets.org, article 281).

Screening for Behavior and Social-emotional Concerns

Screening for behavioral and social-emotional concerns may also be part of a System of SRBI. Schools that include screening for behavior may use office discipline referrals

Table 3-2

Behavioral and Social Emotional Concerns

Behavioral and Social-Emotional Concerns	
Performance Indicators	Behavior <ul style="list-style-type: none"> • Attendance records • Office discipline referrals, In school suspension, out of school suspension
	Motivation <p>If motivation is a concern, add an incentive with screening. Motivation is particularly important because if a student is not motivated, one has a very difficult time making the case that the student received an SRBI. Student engagement is one of the means for determining that an intervention was delivered with fidelity.</p>
	Social-emotional <p>Social-emotional competence may be identified through a combination of targeted surveys or standardized behavioral checklists. More research and work needs to be done in this area.</p>

Screening Logistical Considerations

In addition to quality practices in establishing screening systems, districts and building teams need to consider the logistics of screening. The following list includes recommendations from the literature:

- Standardize procedures for administration and scoring of screening measures to ensure reliability.
- Train teams each year to conduct and score results to ensure reliability.
- Conduct screening of all students in a grade within a one-week period to reduce data variability.
- Provide access to screening data to make instructional decisions within one to two weeks of administration.
- Add five weeks of progress monitoring measures to the screening process to improve accuracy of risk-status, specifically for kindergarteners and ELL students identified as at-risk. (Mellard & Johnson, 2008; Gottardo, Collins, Baci, Gebotys, 2008).

There is a range of ways to accomplish screening and reporting in a timely manner, some districts use retired teachers or a team of specialists to simultaneously screen and enter data.

- Use multiple measures to accurately identify at-risk kindergartners and English Language Learners (ELL).

Establishing Cut-off Scores

Districts are encouraged to establish cut-off scores to guide teams in identifying students at risk of not meeting grade-level expectations. Use a justifiable basis when establishing a cut-off score at a particular level.

Ideally, base cut-off scores on:

- Research studies establishing norms and predictive validity for a particular stage of development. (For more information, see the highlighted box discussing Predictive Power.)
- Correlation with proficient performance on *MCA IIs*, or measures of academic growth that are correlated with proficiency on *MCA IIs*.



Ensure cut-off scores are valid with the range of student populations (i.e., culturally and linguistically different populations). Look to see if students of similar backgrounds were included in norming studies or conduct a local study to ensure that cut-off scores are not introducing bias into the screening process.

Scores may not always reflect true performance; therefore, establish guidelines for students who perform on the “edge” of either side of the cut-score and for instances when professional judgment is contradictory screening results.



Illustrative Examples

Example 1

A first grade student read above the cut-off for words per minute. However the teacher feels other indicators of reading, such as the *Qualitative Reading Inventory (QRI)* and running records gathered over a period of time clearly indicates the student is at-risk and should be provided with an intervention.

Example 2

An eighth grade student screened for reading comprehension scores below the 20th percentile on Northwest Evaluations Measures of Academic Progress. Through record review the teacher sees that the screening score is significantly lower than historical performance would predict. The teacher follows the district’s pre-determined guidelines for validating screening data and determines that the student is not at-risk.



Some sample cut-off scores found in the literature are provided below to illustrate how the measure used in screening changes across development. Teams should select the most appropriate and predictive measure for each grade level. Additionally, understand that the samples represent findings from current research. They are subject to change pending additional research.

Table 3-3

Example of Cut-off Scores for 20% in Reading for Grades K-8

Grade	General Outcome Measures	Cut-Score
K	Letter Sound Fluency (LSF)	LSF < 20
	Letter Naming Fluency (LNF)	LNF < 32
	Nonsense Word Fluency (NWF)	NWF < 19
Grade 1	Word Identification Fluency (WIF)	WIF < 15
	Oral Reading Fluency + Passage Reading Fluency	ORF < 28
Grade 2	<i>Oral reading Fluency (ORF)</i>	ORF < 61
Grade 3	Oral reading Fluency (ORF)	ORF < 78
Grade 4	Maze Fluency	MAZE < 13 in 2.5 min
	Oral reading Fluency (ORF)	ORF < 98
Grade 5	Maze Fluency	MAZE < 17 in 2.5 min
	Oral reading Fluency (ORF)	ORF < 109
Grade 6	Maze Fluency	MAZE < 18 in 2.5 min
	Pas Oral reading Fluency (ORF)	ORF < 122

From Behavioral Research and Teaching Technical Report #33, University of Oregon

Predictive Power

Predictive power of screening measures can vary across development. Letter naming knowledge is one of the strongest predictors of reading achievement in kindergarten. Later, letter sound knowledge and non-sense word fluency become stronger predictors of reading achievement.

Evidence shows that non-sense word fluency measures are the strongest predictors of reading achievement across ELL students in grades K-3. Districts need to determine which screening measures are appropriate for each grade level.

Interpreting Screening Data

Districts should establish decision rules for how to organize and weigh data during interpretation and evaluation so that instructional teams can make consistent and transparent decisions for who will and will not receive intervention.

Considerations include:

- Systems identifying more than 20 percent of students as being at-risk should trigger a review of core instructional practices and ensure effective class-wide instruction is implemented first.
- Small groups or individual students become the focus of intervention when screening indicates the school or grade level has a high number of students performing well within the core curriculum.

Verifying Screening Data

While scores from screening are intended to quickly and efficiently alert staff to students who are not making sufficient progress, *accurate* interpretation of scores for each individual is critical. Districts should have protocols or procedures that enable teachers to verify and validate the screening data in order to sustain faithful implementation of screening and accurate identification of students needing intervention.

This guidance includes establishing procedures for making consistent judgments of data. Procedures may include:

- Integrating and prioritizing multiple sources of data.
- Collecting additional data to verify risk status, such as informal measures (e.g. informal inventories, running records, etc.).
- Determining the degree to which motivation impacts screening or testing performance.
- Analyzing inconsistencies in performance between testing formats.

Accurately interpreting screening data also includes consideration of what the data does and does not reflect about the student's skills. Districts may also include in their procedures means for handling inconsistencies in performance related to variations in testing formats when verifying screening data.

In some instances screening indicators use items that require a closed-ended response. Students may perform better on closed, rather than open response items. The student may have developed skills to recognize the correct answer but not to construct the correct answer.



Illustrative Examples

Example 1

James, a third grader, has reading difficulties that do not show up in screening because he has memorized many of the words that typically show up on grade level screening measures. His teacher has concerns about how accurate the screening data is because she has listened to him read many other types of materials. His performance is significantly below where she would expect.

Example 2

The Measures of Academic Progress (MAP), Northwest Evaluation Association's computer-adaptive assessment) uses a multiple-choice format to assess Language Usage. This assessment does not require students to construct a written response. Because students have performed well on multiple choice items in the past, but show deficits in their classroom performance, teachers at Lake Wobegone Elementary have opted to use both types of data to evaluate which students are in need of additional instructional supports.

Example 3

Illiana's screening results indicate that she is significantly at-risk in the area of math; however, the screener noted on the screening assessment that Illiana complained of a headache the day of screening. Additionally, her teacher notes that her classroom work and historical achievement testing data indicate that she is able to perform much higher than her screening data. The teacher questions whether the data is accurate because Illiana is not particularly motivated to take tests. The teacher discusses Illiana's performance with her parents and colleagues and makes a plan to reassess her adding a motivator to determine if Illiana's score improves.

Quality Practices for Requests for Intervention (Prior to Referral)



For many reasons a student may not have participated in school-wide screening, yet may require additional instructional supports or intervention. Reasons that may lead a staff, parent or others to agree to an intervention in absence of screening data include:

- Low grades/report cards or performance on standardized assessments (state or district wide).
- Parent requests help for their child (in addition to low grades and standardized test scores supporting evidence may include independent evaluations or tutoring reports, sensory screening or medical findings).
- Performance data or teacher reports (including reports from targeted services such as Title 1 or supplemental academic programs).
- Informal or formative assessment findings or student work samples.
- Reports of difficulty completing homework, excessive lengths of time to complete homework, significant social or emotional indicators associated with poor performance in school, etc.

Homework considerations

- Schools with inconsistent homework policies will not have a good baseline to determine if these factors indicate future risk of poor academic performance.
- Many times students with specific learning disabilities expend significant effort on homework to maintain classroom performance. Teams should not automatically disregard concerns over difficulty in completing homework.
- Interventions should include positive behavioral interventions if homework completion issues are indicative of a motivational problem.

Regardless of how students are targeted for interventions, parents and educational staff should proceed with designing interventions that are matched to the students needs. As

interventions are implemented, data gathered regularly through repeated measures of performance across time should be used to accelerate student performance (see chapter 4 for more information on matching interventions).

When well-designed and faithfully implemented interventions are not achieving the desired results, the data gathered across interventions may be used as evidence for meeting the requirements of alternate instruction prior to referral for a special education evaluation (for more information see chapters 5 through 7).

Next Steps

This chapter outlines components of effective screening systems as well as describes how to identify students who may need interventions including the importance of verifying the data used to perform this task.

The next chapter explores how to use data to select appropriate interventions to meet the identified students' needs. The assessment process figure below indicates the next step in the eligibility determination process and useful for determining how to use data collected thus far. Teams, including the parents should document each step as students move through the pre-referral or system of SRBI process.

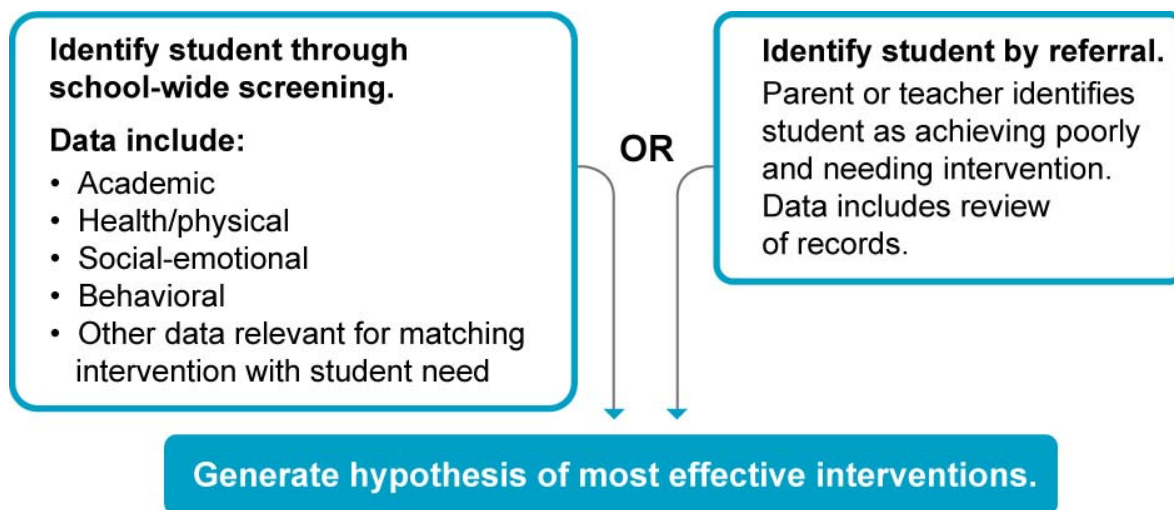


Figure 3-2. Next Steps for Using Identification Data.

Guiding questions at the end of this and following chapters may help teams document each step in the assessment process. These questions build across the SLD Manual to form a template meant to guide teams as they consider and integrate data and make instructional decisions.

Data sources used to address the question below may include, but are not limited to:

- Screening
- Record reviews
- Curriculum map reviews
- Teacher interviews
- Student work
- Observation
- Parent interviews

Table 3-4

Template for Responding to Guiding Questions

Guiding Question for Screening and Identifying Students for Intervention	Existing Data	Information needed
How has the team determined the student has had sufficient access to high-quality instruction and the opportunity to perform within grade level standards?		

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