Using DIBELS and RTI to Teach the Foundations of Assessment

DIBELS Summit 2010

What is Assessment?

Do I know you?

What is your story?

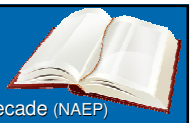
The story we want to tell…

- Academic success for ALL students
- Early intervention
- Effective instruction

Today's story

- Students performing below grade level
- Disproportionate representation in Special Education
  - attributed to inadequate referral and evaluation practices
  - misidentified when they likely were not given access to appropriate instruction
- Wait to fail model
- Secretary of Education calling for "revolutionary reform" to our current system

National Story



- Gone up 1 or 2 points across the last decade (NAEP)
- NCLB (2001) 30% of 4th graders at grade level

	ALL students scoring below 4th grade	Diverse students scoring below 4th grade
Basic: partial mastery	34%	49-54%
Proficient: solid grade level performance	68%	80-86%

Response to Intervention: The Georgia Student Achievement Pyramid of Interventions

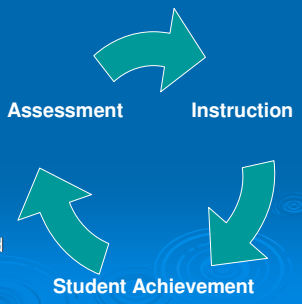
One way to create the story we want to tell

Core RtI Principles (Multi-Tier) for Case Study Assignment

- Use a problem-solving method
  - to make decisions & increase student achievement
- Monitor student's progress
  - To inform instruction
  - To monitor effectiveness
    - Are students learning what we are teaching?
- Data-driven decision making
  - Student's response to intervention
  - Collect ongoing data & use data to make informed instructional decisions.

Key Components: Multi-Tiered Model

1. Effective, **research-based instruction** designed to meet student needs; differentiated instruction
2. Quarterly **Assessment** to measure baseline and monitor progress



Features of CBM

- Replicable / Standardized
  - Scores: chart over time, same format for fair comparison
  - Reliability and validity are high
  - Accountability
    - Data clearly shows progress or lack of progress
- Targeted instruction and assessment
  - To increase student achievement and behavioral success for **ALL**
    - By intervening early to prevent (Torgesen, 2007)
    - By using the most effective interventions (research-based)
    - By assessing student progress & instructional effectiveness
  - For systematic data-driven decision making
  - Skills assessed are from curriculum

Use Professional Journal articles as Exemplars

- Making research accessible
- Fuchs, L. S., Compton, D. L., Fuchs, D., Pausen, K., Brant, J., & Hamlett, C. L. (2006). Responsiveness to Intervention: Preventing and identifying mathematics disability. *TEACHING Exceptional Children, 37*(4), p. 60-63.
- Mohdavi, J. N., & Haager, D. (2007). Linking progress monitoring results to interventions. *Perspectives on Language and Literacy, 33*(2), Retrieved from Mohdavi, J. N., & Haager, D. (2007). Linking progress monitoring results to interventions. *Perspectives on Language and Literacy, 33*(2), Retrieved from http://www.rtinetwork.org/Essential/Assessment/Progress/ar/LinkingMonitoring/1 on January 1, 2010.
- Vaughn, S. & Roberts, G. (2007). Secondary interventions in reading: Providing additional instruction for students at risk. *TEACHING Exceptional Children, 39*(5), p. 40-46.
- Hasbrouck, J., & Ihnot, C. (2007). Curriculum-Based Measurement: From skeptic to advocate. *Perspectives on Language and Literacy, 33*(2), Retrieved from www.rtinetwork.org/Essential/Assessment/Progress/ar/CBMAdvocate/1

CBM Case Study (Hasbrouck & Ihnot, 2007)

- What are the benefits of using CBM's in the classroom?
  - Use the Skeptic, Advocate, and Example sections
- Share your case study findings.
  - Was progress, or lack of progress, clear?
  - How did the use of CBM's inform instruction?
  - Did the use of CBM's increase, decrease, or have no impact on student achievement?

Response to Intervention

Problem-Solving Model (Wedl, 2005)

- RTI Steps 1-3 **Need**
  - Identifying and defining need for support
- RTI Steps 4-7 **Intervention Response**
  - Developing alternative interventions for students
- RTI Steps 8-10 **Decision Response**
  - Evaluation of response to intervention

Case Study, RTI Steps 1-3, Need Tell the Student's Story

- Purpose
  - To identify and define student's area of need
  - To provide baseline data to monitor progress
- Components (in a ½ inch 3-ring binder)
  - Inventories: Multiple Intelligence Strengths, learning styles, & interests
  - Present levels of performance
  - CBM probes for 2 different skills to target area of need
    - After administering both CBM probes for different skills, decide which one is best to monitor this child's progress
    - Administer the best probe to chart progress, give 3 times for 3 baseline data points
    - Time series chart

RTI Steps 4-7 Intervention

- Hypothesis
- Evidence-based Intervention
- Progress Monitoring Plan
  - Goals and Objectives
  - CBMs
  - Time series chart

RtI Intervention: Hypothesis

- Hypothesis regarding student needs
  - A data-based statement that summarizes what you have learned about the area of need, then gives a viable reason or hypothesis
    1. Start with the present level
    2. **Why** do you think the problem is occurring? ***** **Bonus Question**

Hypothesis Format: Scores → Reason for scores

- Sam is reading **30 correct words** per minute with frequent pauses, multiple errors, and a reading rate below his peers **because he lacks** fluency in some letter sounds, letter blends, and irregular high-frequency words.
- Mark's average score for Nonsense Word Fluency is **6 CWPM and 10 CWPM** for Phoneme Segmentation Fluency. His difficulty decoding words may be **due to** a lack of alphabetic understanding and phonemic awareness.
- Suzie completes an average of **27 digits** of two digit by one digit multiplication with **6 errors**, **because she** rushes through the work, does not check her work, and regroups incorrectly. She may not have her multiplication tables memorized for 6-9.

How do you want the story to go?

- **Research-based Practice**
- "teaching practices that have been proven to work."
  - (U.S. Department of Education, 2003)

- **Eminence-Based Practice**
- "Making the same mistakes with increasing confidence over an impressive number of years."

—O'Donnell, 1997, *A Skeptic's Medical Dictionary*

What is Intervention?

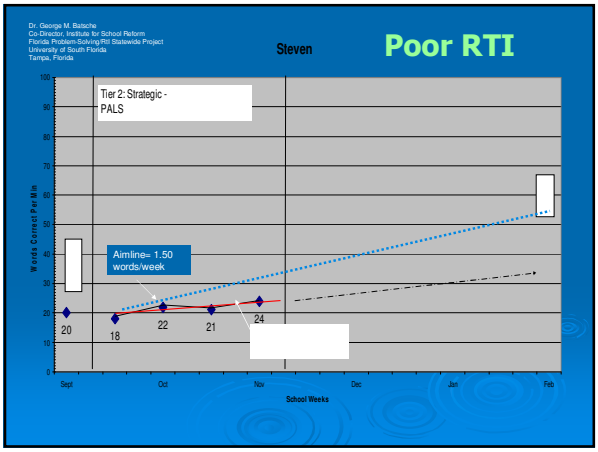
- What is done to support student's learning
  - Intervention
  - Instruction
  - Practice
- Evidence-Based
  - Research-based
  - Scientifically research-based
- Effective
  - www.interventioncentral.org
  - 5 Big Ideas in Beginning Reading http://reading.uoregon.edu/
  - PALS: peer assisted learning www.w-w-c.org

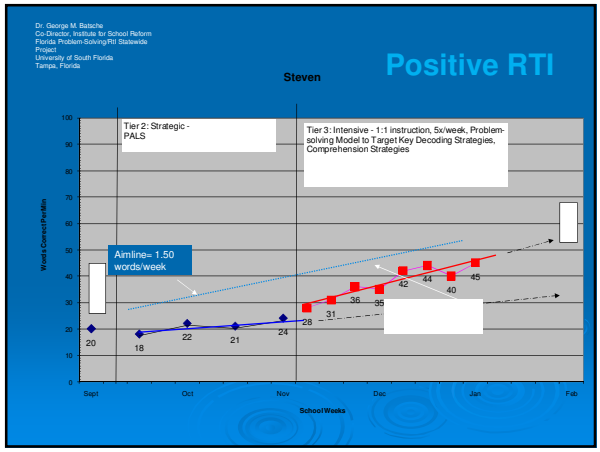
RTI Intervention: Given Student's Story, What Intervention…

- Link intervention to
  - hypothesis
  - assessment data & present levels
  - Learning styles & MI Strengths
  - Student interests
  - Effective practice and instruction
- Intervention is evidence-based
  - Case Study Assignment: pick interventions for one area; not behavioral/emotional issues
  - Provide evidence for choice
- Intervention is described in detail + setting

RTI Intervention: Progress Monitoring Plan

- 1 CBM to monitor progress
- Goals & Objectives
- Schedule for Progress Monitoring
  - Time Series graph
    - Baseline
    - Goal data point
    - Goal line
    - Aimline
    - Projected instructional days/ Length of time of intervention (at least 4 sessions)
      - Not too long, or too short
      - 4-6 weeks (Fuchs & Fuchs; GaDOE, 2006)





Why SMART Goals?

"Would you tell me, please, which way I ought to go from here?" asked Alice.

"That depends on a good deal on where you want to get to," said the Cat.

"I don't much care where-" said Alice.

"Then it doesn't matter which way you go." said the Cat.

-Lewis Carroll
From *Alice's Adventures in Wonderland* (2002, p. 53)

RTI Intervention: Goal & Objectives

S
M
A
R
T

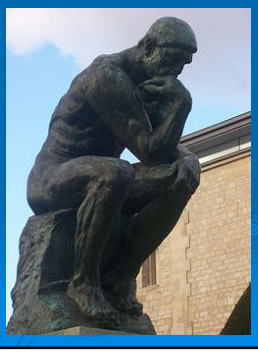
- Goal
  - Sam will read 60 words correctly per minute, or at grade level, by May 2009.
- Objectives
  - Sam's reading fluency will increase by 2 words per week over 4 weeks. OR Sam will read 44 words correctly per minute by March 2009.
  - Sam will read with greater accuracy, reducing the number of errors to 3-4 errors per minute.
  - Sam will reduce anxiety created by the timed test using self-talk.
- Case Study Goal and Objectives
  - Related to the tool you will use to monitor progress
  - Goal will be used to decide if student responded to the intervention

Interventions to Address Goals

- Increased fluency & frequent pauses for students with learning disabilities
  - *Repeated Reading* (www.interventioncentral.org)
  - *Listening Passage Preview* (www.interventioncentral.org)
- Decrease test anxiety
  - *Managing Test Anxiety: Ideas for Students* (*www.jimwrightonline.com/pdfdocs/**test**tips.pdf*)
  - *Effective Strategies When Taking the Test* (www.interventioncentral.org)

Building Reflective Behavior

- Is it working?
- Could it work better?



RTI Decision, Steps 8-10: Evaluate the Data & Make a Data-based Decision

Evidence of Response to Intervention

- Review data
  - Did student reach the goal? Why? Or Why not?
  - What contributed to growth?
  - Describe the evidence
  - Did the intervention work?
  - Was your hypothesis correct?

RTI Decision : Data-Driven Recommendations

- **Decision 1**
  1. Sufficient progress made toward goal
  2. Non sufficient, lack of response
- **Decision 2:** If lack of response, what now?
  - Continue, intervention needs more time
  - Modify, increase intensity
  - Continue + Add another intervention
  - Different intervention

Case Study Presentation

- Students present their Case Study results
  - CBM chosen to monitor progress & why
  - Evidence-based Intervention with Evidence of Effectiveness
  - Data-driven Decision Making process
- Tell their Problem Solving Story
- Handout for colleagues in class
  - See examples of Secondary CBMs that students created using the principles of effective progress monitoring and the foundations of assessment

Questions

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