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# **Documentation, Data and Assessment: Understanding the Mysterious World of Assessment as it Relates to RTI**

## **Session III**

Andrea Ogonosky, Ph.D., LSSP, NCSP

**January 12, 2011**

# Who are We?



Leading Provider of End-to-End Education Technology Solutions



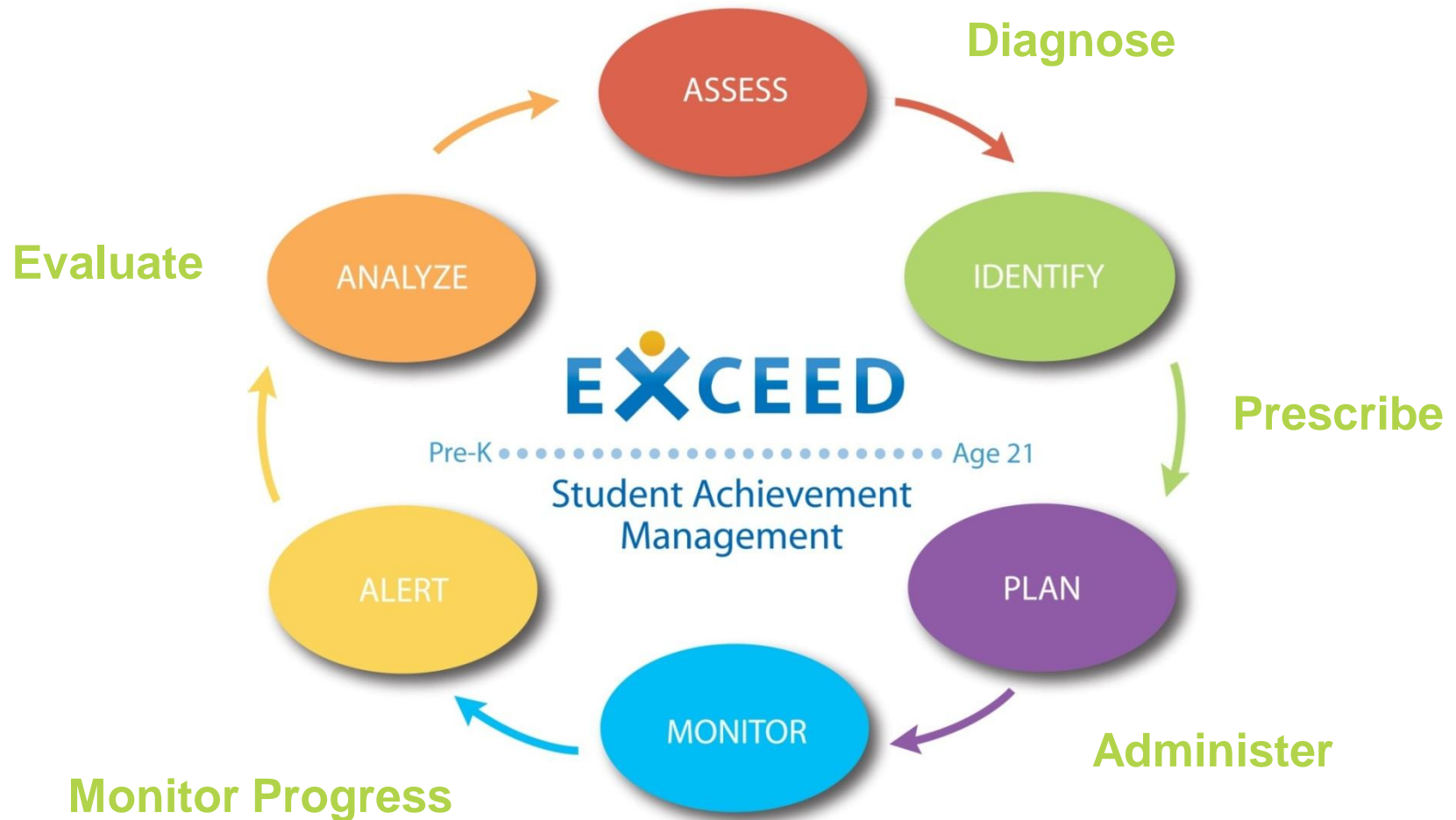
Empowering the world's students to learn, grow, and achieve by providing robust and integrated technology solutions to teachers, administrators, principals, parents, and students.

# 360° View of Student Achievement



# EXCEED Student Achievement Management

## Personalized Learning Process



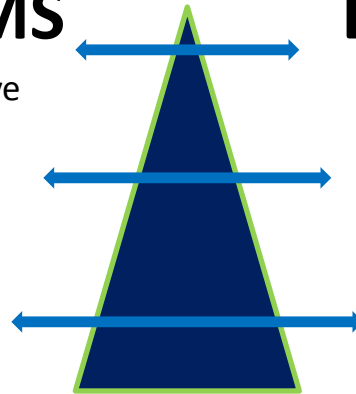
# EXCEED Student Achievement Management

## ACADEMIC SYSTEMS

Tier 3: Comprehensive & Intensive

Tier 2: Strategic Interventions

Tier 1: Core Curriculum



## BEHAVIOR SYSTEMS

Tier 3: Intensive Interventions

Tier 2: Targeted Group Interventions

Tier 1: Universal Interventions

**EXCEED**

RTI

Special Ed

504

ESOL

PBS

Gifted &  
Talented

Other  
Programs

ONE PLATFORM FOR ALL STUDENT PROGRAMS



# Understanding the Mysterious World of Assessment as it Relates to RTI

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# Agenda

- Percent and percentiles
- Normed referenced & criterion referenced assessment
- Universal Screening and progress monitoring
- Rate of improvement
- Linking 4 sources of assessment data

## The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

*“...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data.”*



# Common point of confusion

Percent vs. Percentile

# Percent



The term "percent" is an abbreviation of the Latin phrase *per centum*, which literally means "by the hundred."

A percent represents the proportion of test material answered correctly out of a hundred.

# Percentile (Drummond 2000)

- One of most common tools to help interpret norm-referenced assessments.
- Percentile scores range from 1 to 99 and tell the test interpreter the percentage of individuals in the norm-group that the test taker outperformed.
- US cut scores are percentiles.

# Data for Interpreting Academic Skills

- Type of Data
  - Informal
  - **Criterion-referenced**
  - Curriculum-based (Formative and Summative)
  - **Norm-referenced**

# Criterion Referenced Tests

- Most common type of test used by teachers.
- Criterion Referenced Tests measures mastery of a subject based on specific preset standards. The questions used in the test are meant to show how much a student knows and how that student's performance compares to expectations.
- Scores often interpreted as percent.

# Norm Referenced Tests

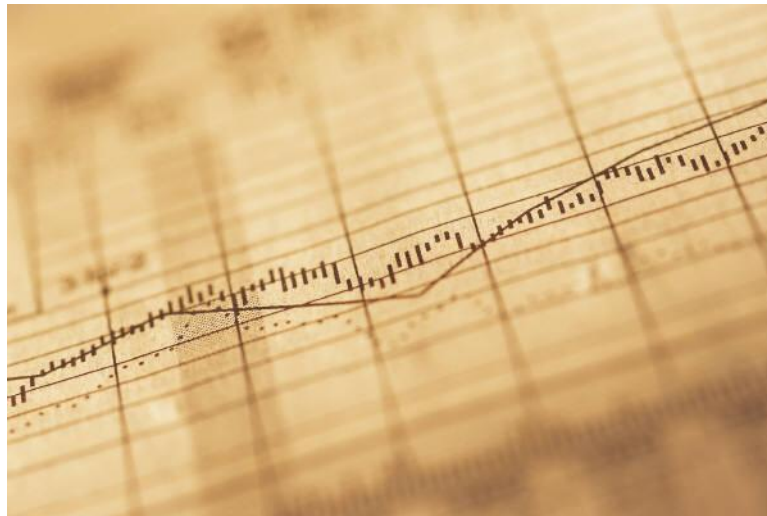
- Norm-referenced tests compare a student's score against the scores of a group of student's who have already taken the same exam, called the "norm group."
- Score are often interpreted using percentiles.

- Universal Screening is interpreted using percentiles.
- Progress monitoring is interpreted using growth that is predetermined using a criterion and described as rate of improvement.



- **Universal Screening** data on all students provides an indication of individual student performance and progress compared to the peer group's performance and progress.
- **Universal Screening** data form the basis for examining trends (or patterns) on specific academic or behavior skills.

**Progress monitoring** documents student growth over time to determine whether the student is progressing as expected in the core curriculum. Generally this is often presented in graph form.



# Rtl Rate of Improvement

**Responsiveness to intervention** is defined as the **rate of improvement**, or a progress slope, that is or is not sufficient for the student to become proficient with grade level standards without more interventions.

# Goal-Setting: Methods (Fuchs, 2006)

- Use of growth rates that reflect typical increases in performance by grade level
- Use of national norms for weekly improvement.
- Intra-individual framework that accounts for baseline rate of improvement.

***Goal-setting method varies by system used and what question the team is trying to answer.***

# Balancing Assessments



- Assessment systems
- Multiple measures
- Varied types
- Varied purposes
- Varied data sets
- Balanced with needs

# Rtl Assessment: Multiple Sources

- Includes a continuum of strategies and **assessment tools**:
  - daily classroom instruction
  - periodic checkpoints
  - annual snapshots
- **Balance is achieved by**:
  - how you ***use*** the data
  - employing multiple measures
  - match various assessments to intended *purpose*.

# Linking Assessment: **Type, Need, & Purpose**

<b>TYPE</b>	<b>DATA NEED</b>	<b>PURPOSE</b>
<ul style="list-style-type: none"><li>● Formative</li></ul>	<ul style="list-style-type: none"><li>○ Data used to immediately inform instruction</li></ul>	<ul style="list-style-type: none"><li>❖ To <b>plan</b> learning <i>prior to instruction</i></li><li>❖ To <b>support</b> learning <i>during instruction</i></li></ul>
<ul style="list-style-type: none"><li>● Progress Monitor</li></ul>	<ul style="list-style-type: none"><li>○ Data used to establish a starting point and/or monitor progress:</li></ul>	<ul style="list-style-type: none"><li>❖ To <b>monitor</b> learning <i>between instruction</i></li></ul>
<ul style="list-style-type: none"><li>● Summative</li></ul>	<ul style="list-style-type: none"><li>○ Data used to evaluate cumulative learning</li></ul>	<ul style="list-style-type: none"><li>❖ To <b>verify</b> learning <i>after instruction</i></li></ul>



# Data to Quickly Inform Instruction

- Immediate feedback to student and teacher
- Includes student self-assessment, peer-assessment and teacher self-assessment
- Qualitative data, descriptive, anecdotal informs the teacher (can't be aggregated meaningfully)
- Promotes reflection
  - Student: What do I need to learn before I understand this completely?
  - Teacher: What learning comes next for this student? Is this student challenged enough? Is this student falling behind?

# Data to Quickly Inform Instruction

## Examples

- Teacher observations
- Teacher questioning and class discussions
- Analysis of student work (graded and non-graded)
- Brainstorming students' prior knowledge
- Exit questions
- Reflection and self-assessment
- Peer assessment

# Progress Monitoring

## ○ Screening

- To establish a starting point
- Align the instructional starting point to student need

## ○ Progress monitoring

- To determine how well students are progressing before too much time passes
- To determine specific needs
- To predict and chart performance

# Data to Benchmark & Monitor Progress

## Examples

- Midterm or end-of-unit test
- Progress monitoring of individual students
- Progress monitoring of a group of students
- Project presentation or portfolio
- School/District-wide assessment (locally developed)
- School/District-wide assessment (commercial product)
- Rtl: AIMSWEB or other forms of CBM



# Questions



# GlobalScholar RTI Resources

(Spectrum K12 School Solutions at [www.spectrumk12.com](http://www.spectrumk12.com))

- RTI Corner- [Link to Andrea's Website & Materials](#)
- RTI Watch
- 2011 Response to Intervention Survey
- EXCEED RTI Live Demonstrations- Tuesday & Thursday's
- Previous Webinars:
  - Taking the Mystery out of Personalized Instruction for All Students
  - Understanding Deciphering Clues to Unravel the Facts around Strong Rtl Data Collection and Documentation
- Andrea Ogonosky Website- [ogonoskylearning.com](http://ogonoskylearning.com)



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