

LaFayette Central School District
Response to Instruction and Intervention Manual



2017-2018

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Mission Statement

LaFayette Central School District's Response to Intervention District Design Team's mission is to develop and implement a multi-tiered model of instruction/interventions to support all students district-wide.

Vision Statement

LaFayette Central School District's Response to Intervention District Design Team's vision is to equip the school community with the means to maximize the potential of every student.

What is Response to Intervention?

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student (NASDSE, 2006).

The Regents policy establishes RtI as a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners (NYSED, 2010)

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a consequence of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. If the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed (NYSED, 2010).

Summary of RTI Requirements

Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall include **appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies [8 NYCRR §100.2(ii)(1)(i)] .

Appropriate instruction begins with the core program that provides:

- high quality, research-based instruction to all students in the general education class provided by qualified teachers;
- differentiated instruction to meet the wide range of student needs;
- curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and
- instructional strategies that utilize a formative assessment process.

Quality indicators for appropriate instruction:

- Research/evidence-based instruction that has shown to be effective is provided to all students.
- Scientific research-based reading instruction includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills), and reading comprehension strategies.
- Scientific research-based math instruction includes instruction in problem solving, arithmetic skill/fluency, conceptual knowledge/number sense, and reasoning ability.
- Curriculum is aligned to the State learning standards and grade level performance indicators.
- Instruction is provided by qualified personnel and trained staff.
- Differentiated instruction is used to meet a wide range of student needs.
- Professional development is provided to ensure fidelity of implementation.
- Instructional strategies/programs are implemented with fidelity.
- Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

Current Status for 2017-2018

Representatives from each grade level and building will map out the expected curriculum for ELA.

Master Schedules will attempt to address the minimum number of minutes recommended.

Screenings Applied to All Students in the Class

A school district's process to determine if a student responds to scientific, research-based instruction shall include **screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates [8NYCRR §100.2(ii)(1)(ii)].

Screenings of all students should be conducted three times per academic year (fall, winter, spring) to help ensure the early identification of students *potentially* at risk and the areas in which they may experience difficulty.

Parents of all students should be notified of school-wide screening results.

Quality indicators for school-wide screening:

- School-wide screenings occur at least three times during the course of an academic year (fall, winter, spring).
- Screening instrument items are aligned with the curriculum based on the NYS learning standards.
- Each screening instrument meets reliability and validity standards associated with psychometrically sound measurements.
- Professional development is provided to ensure fidelity of implementation, scoring, and interpretation of results.
- Screening is administered school-wide or at least to 95 percent of all students.
- Cut scores are established that identify students who are performing at benchmark, at-risk, and seriously at-risk levels.
- Results of screenings are used to determine which students are considered at-risk and need further monitoring and assessment.
- Screening results are used to determine effectiveness of core curriculum and instruction.

Current Status for 2017 - 2018

<p>First Two Full Weeks of September</p> <p>Last Week of January/First Week of February</p> <p>Last Week of May/First Week of June</p>
<p>K-6- AIMSweb Plus ELA & Math</p> <p>7-12 - STAR ELA & Math</p>
<p>Screen Team for AIMSweb (Screen Team can include the following: AIS/RtI Teachers, ELA Teachers, School Psychologists, Speech Pathologists, & Teaching Assistants)</p> <p>ELA Teachers for STAR ELA</p> <p>Math Teachers for STAR Math</p>
<p>Direct Route to Service: National Norms</p> <p>T2: 11-20% of lowest performing students (rank order) and/or Bottom Half of Level 2 (Scale Score)</p> <p>T3: 0-10% of lowest performing students (rank order) and/or Level 1 (Scale Score)</p>

Instruction Matched to Student Need

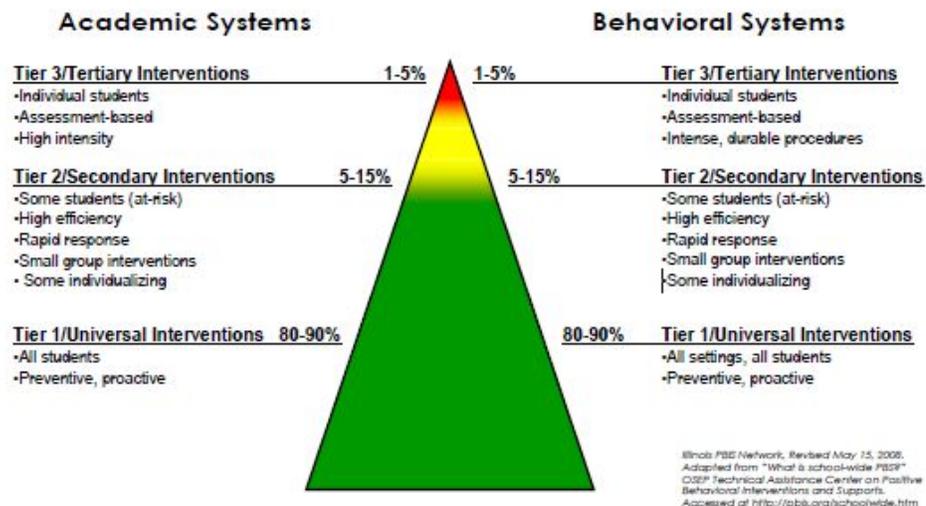
A school district's process to determine if a student responds to scientific, research- based instruction shall include **instruction matched to student need** with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards [8NYCRR §100.2(ii)(1)(iii)].

Multi-Tier Service Delivery Model

When students are identified through screening, progress monitoring, or other on-going assessment procedures as not making sufficient or satisfactory progress, the school's multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs. The various tiers include distinguishing features such as:

- size of instructional group,
- mastery requirements for content,
- frequency and focus of screening,
- duration of the intervention,
- frequency and focus of progress monitoring,
- frequency of intervention provided, and
- the instructor's qualifications.

School-Wide Systems for Student Success: A **Response to Intervention** (RTI) Model



Tier 1

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:

- core curriculum aligned to the NYS learning standards;
- appropriate instruction and research-based
- instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom three times per year;
- weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program; and
- a daily uninterrupted 90 minute block of instruction in reading.

Tier 2

Tier 2 intervention is typically small group supplemental instruction. This supplemental instructional intervention **is provided in addition** to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment ,or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 5 to 10 percent of students in a class receive Tier 2 intervention.

The school determines the location of Tier 2 intervention. It may take place in the general education classroom or in an alternate location outside of the general education classroom. Tier 2 interventions should be supported by research and vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables.

Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks to once a week using Curriculum-Based Measurement (CBM) that measure targeted skills. Periodic checks to ensure that the delivery of instruction was provided in the way it was intended

(**fidelity checks**) are conducted for the purposes of determining how closely the intervention or instruction is implemented to the way it was designed.

The recommended length of time a student spends in the second tier of intervention will vary depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention, the student's age and/or developmental level. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, schools should consider adjusting the intervention in terms of intensity.

Tier 3

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction **in addition to** their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring, and focus. This tier provides greater individualized instruction in a small group setting anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention is determined by school personnel. It is important to note that Tier 3 is considered **supplemental instruction** to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

Quality indicators for multi-level system:

- Each tier provides increasing levels of intensity of services that match the increasing needs of students.
- Various factors distinguish each level or tier including duration and frequency of intervention, group size, and frequency of progress monitoring.
- Levels beyond Tier 1 represent supplemental intervention. instruction provided in addition to the core instructional program provided by qualified staff.
- Interventions/instruction provided at each tier have evidence of effectiveness for the student population used.
- Instruction matched to student need is based upon progress monitoring data and diagnostic data if deemed necessary.
- Procedures and decision-making rules for determining student's movement from tier to tier are established and based on progress monitoring data.

- Treatment fidelity procedures are designed and implemented to help monitor accuracy of interventions and assessment procedures.
- Periodic checks are conducted to determine how closely the intervention or instruction was delivered in the way it was intended.
- Parents are informed of increasing levels of instructional supplemental services including progress monitoring data, strategies used to increase student's rate of learning and right to refer for special education.

Current Status 2017 - 2018

Direct Route to Service:

T2: 11-20% and/or Bottom Half of Level 2

T3: 0-10% and/or Level 1

Problem Solving Team:

Description of different teams:

Inquiry

- Purpose is to set a goal for the entire building using data from the universal screeners. This goal should be woven into everyday instruction and trends. This team also ensures students that are at-risk based off standard protocol are placed in intervention. This is a building-level team that can be your School Improvement Team (SIT) or other invested members of the building.

Data

- Purpose is to discuss formative assessments, summative assessments, and, progress monitoring data to inform instruction. This team also discusses the appropriate placement of students in interventions and collaborate to create effective Tier 1 and Tier 2 interventions within the classroom. These are grade-level or grade-band teams that can include AIS providers and other members when necessary.

Problem Solving Team

- Purpose is to discuss individual students that have not responded to several targeted, intensive interventions. This team also discusses the development of additional interventions in the student's area of need. This is a set building-level team comprised of invested members including but not limited to the building principal, school psychologist, counselor, general education teacher(s), special

education teacher(s), AIS provider(s), Native American Liaison(s), and related service provider(s).

Repeated Assessments of Student Achievement (Progress Monitoring)

A school district's process to determine if a student responds to scientific, research-based instruction shall include **repeated assessments of student achievement** which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards [8NYCRR §100.2(ii)(1)(iv)].

Screening targets students who may be at-risk by comparing their performance to a criterion-referenced measure. *Progress monitoring* provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum (Mellard and Johnson, 2008).

Data from progress monitoring in Tier 1 inform decision-making about classroom instruction in two main ways:

- Once a student has been initially identified as at-risk by screening procedures, progress monitoring can be used to determine the student's progress in the general curriculum and confirm or refute initial screening results.
- Analysis of average performance of all students combined and their rate of growth can assist teachers/administrators in determining the need for curricular and instructional change within the core curriculum.

The primary purpose of progress monitoring in Tier 2 and beyond involves determining whether the intervention is successful in helping the student catch up to grade level expectations. Data from progress monitoring in Tiers 2 and 3 inform decision-making regarding individual students' responsiveness or lack of responsiveness in two ways:

- Learning rate, or student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates; and
- "Level of performance, or the student's relative standing on some dimension of achievement/performance, compared to expected performance (either criterion- or norm-referenced)." (NASDSE, May 2006)

Quality indicators for progress monitoring:

- Progress monitoring of student performance occurs across all tiers.
- Teachers follow a designated procedure and schedule for progress monitoring.
- Measures are appropriate to the curriculum, grade level, and tier level.
- Data from progress monitoring are documents and analyzed.
- A standardized benchmark is used to measure progress and determine progress sufficiency.

- Teachers use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention.
- Graphs are used to display data for analysis and decision-making.
- Staff receives training in the administration and interpretation of progress monitoring measures and the implications for instruction.
- The district has designated reasonable cut points, and decision rules of the level, slope, or percentage of mastery to help determine responsiveness and distinguish adequate from inadequate responsiveness.
- When monitoring the progress of LEP/ELL students, the student's progress is compared with the levels of progress demonstrated by peers from similar cultural and linguistic backgrounds who have received the interventions.

Application of Student Information to Make Educational Decisions

A school district's process to determine if a student responds to scientific, research-based instruction shall include the application of information about the student's response to intervention to **make educational decisions** about changes in goals, instruction and/or services, and the decision to make a referral for special education programs and/or services [8NYCRR §100.2(ii)(1)(v)].

Standard Protocol Model

A standard protocol model involves the provision of a research-validated interventions for a specific amount of time, duration, and frequency with small groups of students having similar needs.

Problem-Solving Model

The problem solving model involves an in depth analysis of skill deficits and instructional and environmental variables.

Conceptualize the problem (Is there a problem? What is it?)

Examine variables that may be influencing the problem (Why is it happening?)

Deliver targeted or individualized interventions (What shall we do about it?)

Evaluate the effectiveness of the intervention (Did the intervention work?)

Quality indicators for data-based decision making:

- Criteria are established to determine which students will be identified as “at risk” based upon screening.
- Progress monitoring tools are identified indicating what skills will be measured and what types of data will be collected.
- How long an intervention should be provided (number of data points needed) is determined before a decision is made about whether the student has or has not responded.
- Number of data points needed to determine responsiveness to instruction is selected.
- Frequency of data collection is determined for each tier.
- The minimum level of progress needed that would signify the student's responsiveness to intervention is determined.
- Criteria or decision rules that determine a student's movement between levels of intervention are determined.
- The district has established criteria to determine if a student is making sufficient progress over an appropriate period of time before a referral for a special education evaluation is made.

- Determinations are made as to when and what specific data and information will be provided to student's parents.

Considerations when Implementing RtI with Limited English Proficient/English Language Learners (LEP/ELL)

For students identified as LEP/ELL students, appropriate instruction includes instruction that is linguistically and culturally responsive. This means that instruction and interventions must consider and build upon a student's cultural background and experiences as well as their linguistic proficiency (in both English and the native language) (Esparza Brown and Doolittle: NCCREST, 2008).

Quality indicators for implementing RtI with LEP/ELL students

- Personnel with bilingual and eSL certification (teachers, related service providers, school psychologists, and administrators) are members of a district's RtI design team and instructional support teams.
- ESL is an integral part of core instruction for all LEP/ELL students, not an "intensive intervention" or additional tier in the RtI process (Refer to Part 154 Regulations of the Commissioner of Education for required units of ESL and ELA instruction).
- In districts that have sufficient numbers of LEP/ELL students who speak the same language to require bilingual programs, bilingual instruction is an integral part of core instruction (Tier 1) for those LEP/ELL students (Refer to Part 154 of the Regulations of the Commissioner of Education for required units of ESL, native language arts, and ELA instruction).
- ESL methodology is employed in all three tiers and native language instruction or support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties.
- Culturally responsive instruction is employed in all three tiers.
- Evidence-based practices/interventions shown to be effective and validated for LEP/ELL students are used.
- Interventions are adapted to reflect cultural and linguistic considerations; adapted intervention protocols are standardized, implemented with fidelity, and revised as needed based on sufficient data reflecting student results and program efficacy.
- The performance of "true peers" (i.e. students with the same native language and culture and similar educational histories) is considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.

- Research on second language development and the student's history of first and second language development are considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.

Notification to Parents

A school district's process to determine if a student responds to scientific, research-based instruction shall include **written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:

- the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to the structure and components of the RtI program selected by the school district;
- strategies for increasing the student's rate of learning; and
- the parents' right to request an evaluation for special education programs and/or services. [8NYCRR §100.2(ii)(1)(vi)]

Parents must be notified in writing and in a language or mode of communication they understand if their child needs and intervention beyond that which is provided to all students in the classroom in and RtI process. The notification **MUST** include the following:

- how much and what kind of information (data) the school will collect to monitor the student's progress
- the nature of the intervention/instructional support the student receive; and
- of the parent's right to request an evaluation for special education services.

Quality indicators for parent notification:

- General information about the RtI process is provided to all parents.
- The notification to parents when a student needs supplemental intervention includes all required information and is provided in a language the parent understands.
- Parents of students receiving an intervention beyond that of the general education class are informed of the right to request an evaluation for special education services at any time.
- The nature and frequency of communication between parents and staff is clearly defined.
- The frequency of providing progress monitoring data to parents is adequate and appropriate to ensure they are regularly informed of their child's progress.

School District Selection of the Specific Structure and Components of an RtI Program

A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected, and the manner and frequency for progress monitoring [8NYCRR §100.2(ii)(2)].

Ensuring Staff Knowledge and Skills Necessary to Implement RtI Programs

A school district shall take appropriate steps to **ensure that staff has the knowledge and skills necessary** to implement a response to intervention program and that such program is implemented consistent with the specific structure and components of the RtI process selected by the school district. [8 NYCRR §100.2(ii)(3)]

Quality indicators to ensure fidelity of implementation:

- Professional development is provided by staff that are knowledgeable in the areas of early literacy, data-based decision making, and progress monitoring.
- Professional development is job embedded and ongoing and is part of the district's overall professional development plan.
- The district has identified strategies to evaluate the effectiveness of its RtI model and to make changes as necessary.
- Administrative staff serve as instructional leaders to provide appropriate supervisions and monitoring of the implementation of the RtI program.
- Procedures are in place that assess how accurately intervention and assessment procedures are followed.

Use of RtI in the Determination of a Learning Disability

NYS has established criteria for the CSE to use when determining if a student has a learning disability.

These criteria include consideration of data and instructional information obtained through an RtI process which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has a learning disability. Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RtI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RtI data can yield important descriptive information about how children learn and why they may be having difficulties

Quality indicators for use of RtI data in a learning disability determination:

- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.
- Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.
 - The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
 - Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
 - Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.
- Student information from the RtI process provides data-based documentation on whether the student has made sufficient progress to meet age or state-approved grade-level standards in the area of the suspected disability.

- Teacher(s) providing RtI interventions participate in the CSE meeting to determine a student's eligibility for special education.

Glossary of Terms & Concepts

Benchmark: a specified level of student performance that is expected of students at a particular grade level. A student's performance is measured against an established benchmark to determine how they are performing relative to same age or grade level peers.

Core Reading Program: any reading program(s), commercial or school-developed, used in the general education classroom for all students, for the purpose of providing foundational and developmental reading instruction.

Curriculum Based Measurement (CBM): an assessment approach used for the purposes of screening students and monitoring their progress across core subject areas: reading, mathematics, writing, spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Data Team: a grade level, department level, and/or team-level group that provides collegial support for Tier 1 and Tier 2 interventions.

Data-based Decision Making: the process of using student data to determine the efficacy of instruction and/or intervention.

Decision Rules: criteria for determining when students are not responding adequately to instruction and/or supplemental intervention.

Diagnostic Assessment: an assessment conducted at anytime during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction (Institute for the Development of Educational Achievement)

Differentiated Instruction: involves adjusting the curriculum, teaching/learning environment, and/or instruction to provide appropriate learning opportunities for all students to meet their needs. When teachers differentiate instruction they typically make adjustments to content, process, product and/or the learning environment.

Fidelity of Implementation: refers to how accurately and consistently a prescribed intervention or instruction or assessment is delivered/administered in the way it was intended.

Formative Assessment: the assessment at regular intervals of a student's progress with accompanying feedback in order to help to improve the student's performance

Inquiry Team: a school based team which helps make the instructional cycle dynamic and student focused, with experts in accessing, understanding, and using data to facilitate changes in instructional practice to accelerate learning for underperforming students.

Problem-solving process: a collaborative model implemented by school staff to systematically identify and analyze student skill deficits, set measurable goals, and develop and monitor interventions supported by research.

Progress Monitoring: an assessment process that entails the collection and analysis of student data to evaluate their academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

Rate of Progress: student performance across time determined by analyzing multiple points (minimum of three) of data that are graphed.

Research-based instruction: involves educational practices, instructional strategies, and interventions that have been validated as effective through well-designed and independent empirical research studies.

Problem Solving Team: the PST is responsible for creating intensive, customized intervention plans for struggling general-education students who have failed to respond to lesser levels of academic or behavioral support. The team is made up of a diverse group of school professionals that meet with referring classroom teachers to School Based Intervention them in identifying their central concerns about unsuccessful students and to design intervention plans to help those students to achieve success (InterventionCentral.org).

Standard protocol: the provision of a research-validated intervention for a specific amount of time, duration, and frequency with small groups of students having similar needs.

Summative Assessment: a process that concerns final evaluation to ask if the project or program met its goals. Typically the summative evaluation concentrates on learner outcomes rather than only the program of instruction. It is a means to determine a student's mastery and understanding of information, skills, concepts, or processes.

Universal Screening: an assessment process used with all children within a given grade, school building or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of three times per year (fall, winter, spring).