Lesson 3 – Criterion

**Criterion** [kraɪˈtɪərɪən]: **1.** a standard by which something can be judged or decided

**Who** – Who takes part in RtII assessments?

Screening is done for all students with universal assessments to help identify students at risk for academic failure. When students fall below the cut-scores other assessments are introduced to help accurately predict which students are at risk. Research suggests that 20-25% of students may be identified as being at risk. The research also indicated that providing RtII support in Tier I can reduce the number of students needing Tier II support to 9-10% of the student population.

**What** – what information do you believe is used to make decisions regarding RtI?

There are several different criterion used to identify struggling learners (PSSA)

Universal Screening

Mastery Measures are a formative assessment is usually implemented for progress monitoring

General Outcome Measures (GOMs) are indicators of general skill success and overall competence. Examples of GOMs include Curriculum Based Measurements (CBM). These assessments can be used for screening and/or progress monitoring.

Norm-Referenced compare a student’s performance to a peer group, scores are compared with others taking the assessment, not on specific criteria.

Criterion-Referenced assessments measures what a students

Summative measure what the student has learned after instruction (end of chapter test)

Diagnostic measure current knowledge prior to instruction that can help identify specific learning needs

Formative assessments are used throughout instruction to assess for learning and helps inform instruction, make curriculum and instructional decisions, and evaluate program strengths and weaknesses

Progress Monitoring is used to assess student performance over time to quantify student improvement; this information provides necessary data on the effectiveness of the instruction and to help inform differentiated instruction.

**When**

All students are screened at the beginning of the school year. Many districts will screen students in the middle and end of year as well.

Progress monitoring occurs at regular intervals for students identified as being at risk, these assessment are usually bi-monthly.

**Where**

Universal screening usually takes place in the classroom and taken as a whole group. Progress monitoring is usually done in small group where the intervention takes place.

**Why** – screening and pm help to identify students in need of support. Data helps to inform the instruction, teaching, differentiation as well as tier II strategies. Should a high percentage of students fall below the cutoff on a particular assessment it can lead to changes in curriculum.

Instruction needs to be data driven; opinions are only valid if they are supported by data.

Data is used to help plan instruction so teachers don’t need to wait for other to direct all instruction

To identify students at risk can help with instructional decisions

Screening and the RtII process may be used to identify a student with a specific learning disability (SLD).

**How**  - criterion is used

Data analysis and screening are used to inform decisions regarding support for students.

Criterion can provide an overall picture of school performance and help guide curriculum decisions and helps identify trends in student performance, positive and negative, and lead to information as to why trends are occurring.

**And Then**

When student responds positively

 ~ continue interventions, fade interventions, look at generalization

When student has a questionable response

 ~ modify intervention, check fidelity of intervention implementation, consider alternatives, consider higher tier of support

Activity: (formative – informal assessment: informs instruction, allows for a review of previous information if necessary)

Learners take and give authentic benchmark assessments

 DIBELS

 AimsWeb

 Authentic Assessments and directions

 Learners are given the directions and Assessments: discuss how they think they performed, what information did the assessment provide, what type of help might a struggling learner need to complete the assessment?

Discuss the PSSAs: what might a struggling learner need to be successful

(basic skills – do these follow the classroom curriculum?)