2013 NAEYC National Institute for Early Childhood PD

The Intersection between RTI & DAP

Reflections from an Expert Panel—

Virginia Buysse, Ellen Peisner-Feinberg, Diane Trister Dodge, Tom Rendon, Patricia Snyder, & Scott McConnell

Frameworks for Improving Instructional Quality in Early Childhood

Developmentally Appropriate Practice

Position Statement of the National Association for the Education of Young Children (NAEYC)

POSITION STATEMENT

naeyc

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8

Adopted 2009

A position statement of the National Association for the Education of Young Children

The purpose of this position statement is to promote excellence in early childhood education by providing a framework for best practice. Grounded both in the research on child development and learning and in the knowledge base regarding educational effectiveness, the framework outlines practice that promotes young children's optimal learning and development. Since its first adoption in 1986, this framework has been known as *developmentally appropriate practice*.[1]

The profession's responsibility to promote quality in the care and education of young children compels us to revisit regularly the validity and currency of our core knowledge and positions, such as this one on issues of practice. Does the position need modification in light of a changed context? Is there new knowledge to inform the statement? Are there aspects of the existing statement that have given rise to misunderstandings and misconceptions that need correcting?

Over the several years spent in developing this revision, NAEYC invited the comment of early childhood educators with experience and expertise from infancy to the primary grades, including

a late 2006 convening of respected leaders in the field. The result of this broad gathering of views is this updated position statement, which addresses the current context and the relevant knowledge base for developmentally appropriate practice and seeks to convey the nature of such practice clearly and usefully.

This statement is intended to complement NAEYC's other position statements on practice, which include *Early Learning Standards* and *Early Childhood Curriculum, Assessment, and Program Evaluation*, as well as the *Code of Ethical Conduct* and *NAEYC Early Childhood Program Standards and Accreditation Criteria*.[2]

Note: Throughout this statement, the terms *teacher, practitioner,* and *educator* are variously used to refer to those working in the early childhood field. The word *teacher* is always intended to refer to any adult responsible for the direct care and education of a group of children in any early childhood setting. Included are not only classroom teachers but also infant/toddler caregivers, family child care providers, and specialists in other disciplines who fulfill the role of teacher. In more instances, the term *practitioners* is intended to also include a program's administrators. *Educators* is intended to also include college and university faculty and other teacher trainers.

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Response to Intervention (RTI)

Concept Paper by the DEC, NAEYC, and NHSA

Frameworks for Response to Intervention in Early Childhood: Description and Implications

Purpose This paper, "Frameworks for Response to Intervention in Early Childhood: Description and Implications," has been jointly developed by the Division for Early Childhood of the Council for Exceptional Children, the National Association for the Education of Young Children, and the National Head Start Association. The purpose of the joint paper is to define early childhood response-to-intervention frameworks and to promote a broader understanding and discussion of the topic.

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A Rose
by Any Other Name ...
What Do We Call It?

Response to Intervention

Response to Instruction

Tiered Instruction

Positive Behavioral Supports

MTSS

Positive Behavioral Intervention and Supports

Multi-Tiered System of Supports

RTI

SW-PBS

RTI^2

Other Terms

- Developmental vs. universal screening

- Progress monitoring

- Small-group instruction

- Curriculum-based assessment vs. measure

- Problem-solving

- Instruction & intervention

- General outcome measure

- Formative assessment

What are the origins of this approach?

Academic Systems

Tertiary
Prevention

Secondary
Prevention

Primary
Prevention

Public Health Prevention Model

A
Few
Children

Intensive
Interventions

Some
Children

Targeted
Interventions

All
Children

Core
Instruction

School-Based RTI Model
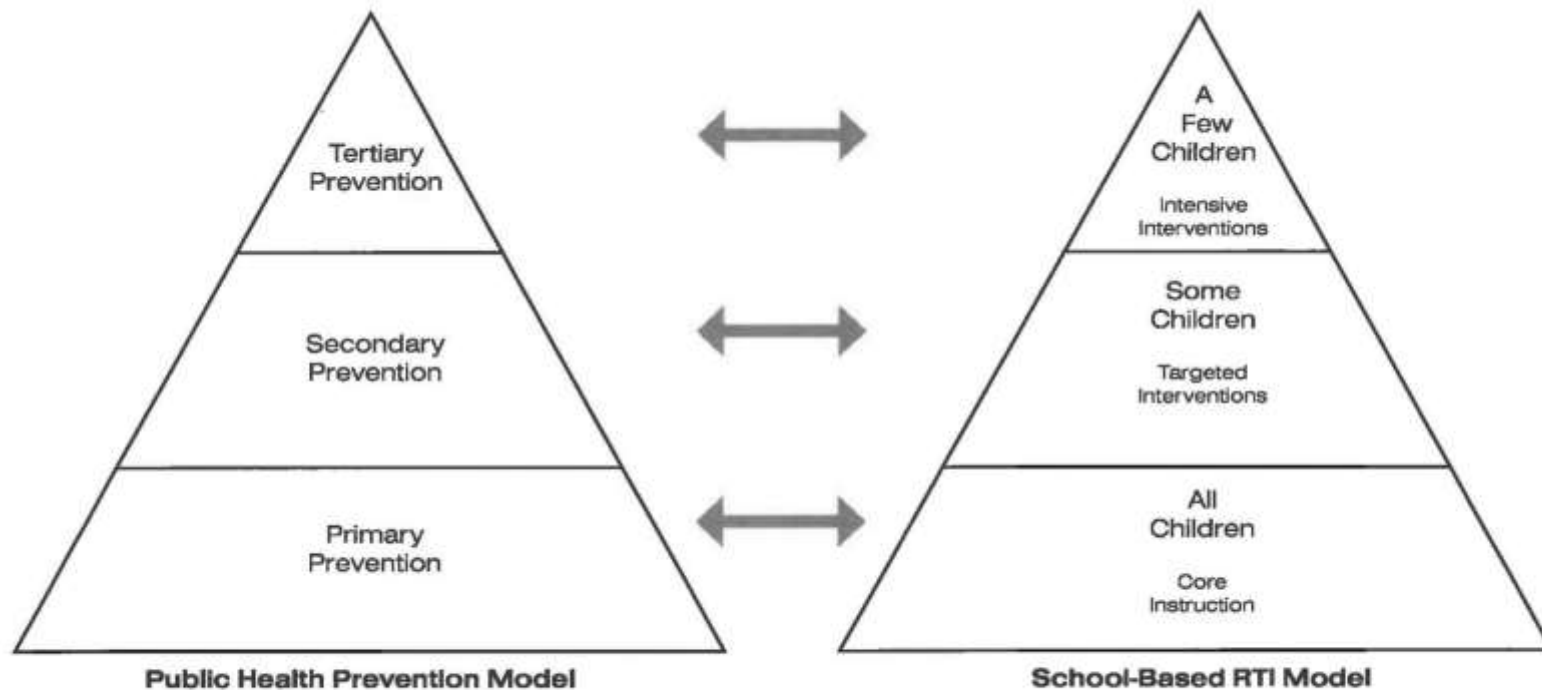
Buysse and Peisner-Feinberg, (2013)
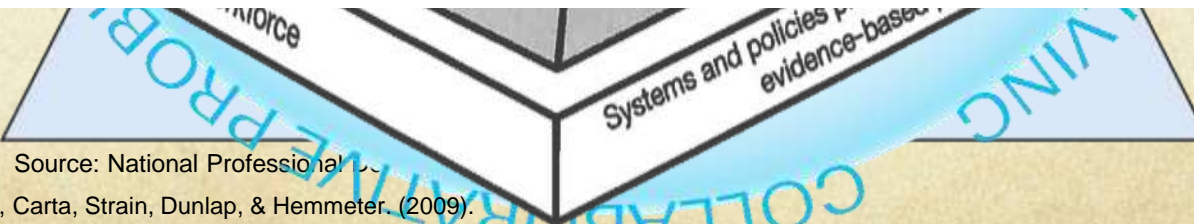
Source: National Professional

Source: Fox, Carta, Strain, Dunlap, & Hemmeter. (2009).

Virginia Buysse & Ellen Peisner-Feinberg. (2011).

Defining Features

○ **Formative assessment**

○ **Foundational instruction/tiered interventions**

○ **Supports for decision-making/implementation**

– NPDCI (2012)

Is there any evidence to support RTI?

Evidence to Support Efficacy of RTI in K–12, but not in pre-K

○ **Meta-analysis of 24 studies**
(Burns, Appleton, & Stehouwer, 2005)

○ **IES practice guide – reading**
(Gersten et al., 2008)

○ **IES practice guide – math**
(Gersten et al., 2009)

Federal Legislation Addressing K-12, but not pre-K

○ **Specific provisions within IDEA (2004) related to RTI and PBS**

Questions about the Use of RTI in Pre-K

- What practices define RTI?

- Who implements it?

- Which children & families are affected?

- Who benefits?

- How does RTI fit with existing practices?

HANDBOOK OF

Response to Intervention

in Early Childhood

Virginia Buysse and Ellen Peisner-Feinberg

Foreword by Russell Gersten

Panel of Experts

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Recognition & Response:
A Tiered Approach for Academic Learning

NAEYC National Institute for Early Childhood PD
June 11, 2013

Ellen Peisner-Feinberg, Ph.D.

UNC | FPG CHILD DEVELOPMENT INSTITUTE

Recognition & Response

- R&R is a tiered instructional model based on Response to Intervention (RTI) principles & research-based interventions in early childhood

- R&R uniquely addresses the use of RTI for academic learning in pre-k

- Dual focus on improving instructional quality for all students & targeted interventions for some to help all students succeed

Key Components of the R&R Integrated System

○ **Recognition:**

Formative assessment (universal screening & progress monitoring)

○ **Response:**

Core instruction for *all* children; Targeted interventions for *some* children

○ PD & Collaborative problem solving to support implementation & data-based decision making

A Close Look at R&R

How does R&R work?
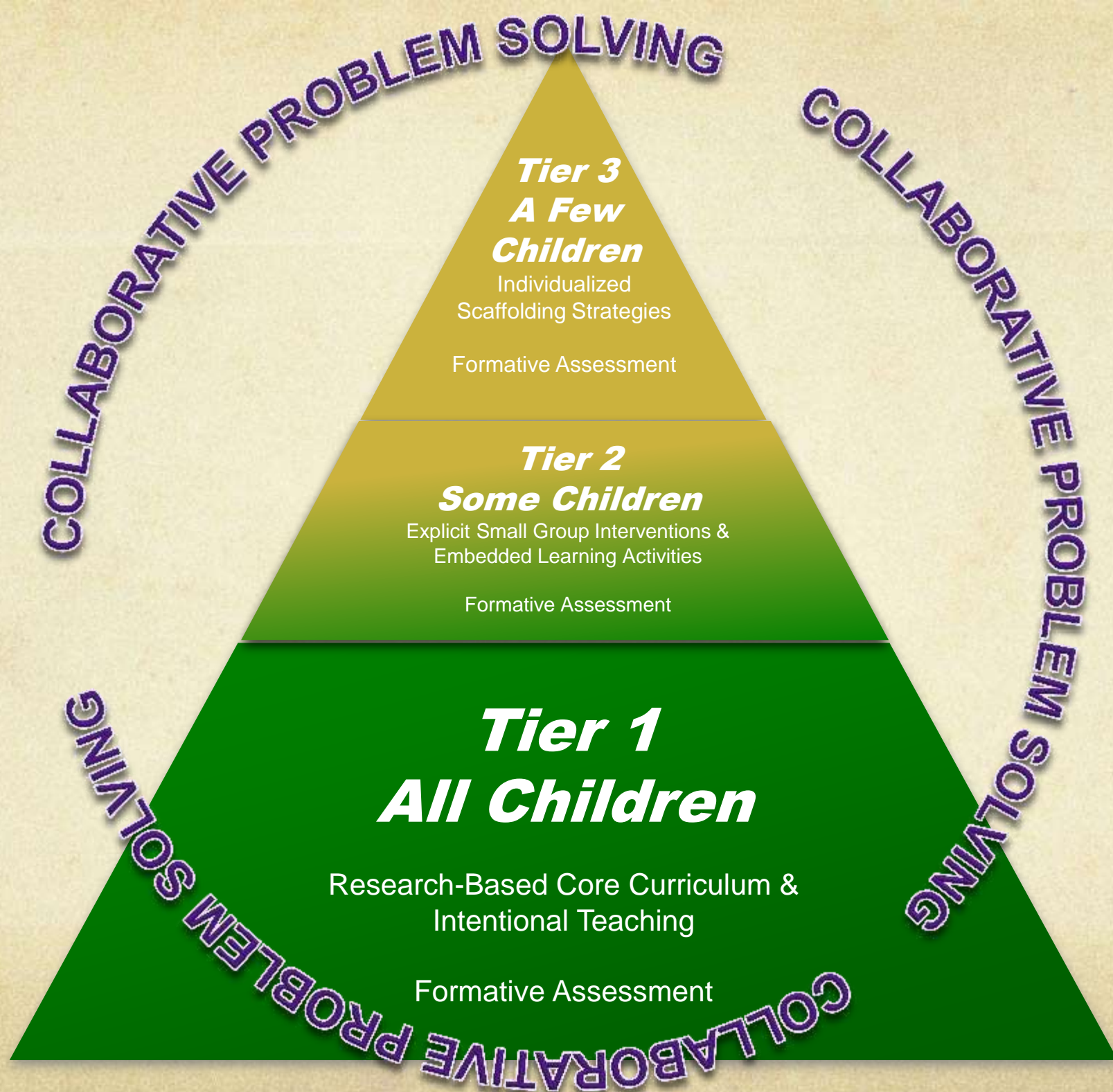
Formative Assessment

○ Used for instructional planning, not for diagnostic evaluation

○ Direct assessments of children's skills in key content areas

○ Administered 3 times/year—fall, winter, spring

○ Both universal screening & progress monitoring functions

Formative Assessment

- **Tier 1**
  Do *most* children meet screening criteria?
  Which children need targeted interventions?

- **Tier 2**
  How well are Tier 2 interventions working for *some* children who need additional supports?

- **Tier 3**
  How well are Tier 3 interventions working for a *few* children who need more individualized and intensive supports?

What is the **Tier 1 Response?**

Core curriculum & intentional teaching for *all* children

- Research-based core curriculum that includes all key domains of learning and is implemented with fidelity

- Intentional teaching that plans and evaluates instruction to address the learning needs of all children

- High quality inclusive learning environment, including accommodations for individual children

What is the Tier 2 Response?

Small-group lessons & embedded learning activities

- Daily 15-min structured lessons using a research-based curriculum

- Developmentally appropriate instructional activities addressing key school readiness skills

- Embedded learning activities to extend learning opportunities

What is the Tier 2 Response?

Language & Literacy

○ Lessons based on shared storybook reading and related activities

○ Focused on building skills in–

- Vocabulary & comprehension
- Sound awareness
- Print & alphabet knowledge

What is the **Tier 3** Response?

Individualized scaffolding strategies for a *few* children who require intensive supports

- Provided in conjunction with Tier 1 and Tier 2

- Derived from research-based strategies

- Modeling, response prompting, peer supports, corrective feedback, supplemental behavioral supports

Collaborative Problem-Solving

- Supports data-based decision-making

- Planning for instruction & interventions

What is the
research
evidence for
R&R ?

Studies to Date

○ Study 1: R&R-Language & Literacy Pilot (funded by EHT Foundation)

○ Study 2: Replication Study (funded by US DOE/IES)

○ Study 3: R&R-DLL Pilot (funded by EHT Foundation)

○ Study 4: R&R-Mathematics (funded by US DOE/ IES)

Research Questions

- Do early childhood professionals find the R&R system acceptable and useful? (Treatment acceptability)

- Can teachers implement the R&R system with fidelity? (Implementation fidelity)

- Is there evidence that R&R is beneficial in promoting children's skill development? (Efficacy)

Key Findings: Studies 1 & 2

- Teachers found the R&R model feasible and useful

- Teachers could implement the R&R system with good fidelity (both recognition & response)

- Target children made greater gains in language & literacy skills than their classmates, with stronger effects under more ideal conditions (Study 2)

R&R-DLL Adaptations

○ Parallel assessments:

Formative assessment in English & Spanish

○ Specific instructional supports at all three tiers to promote L1 & L2 development

R&R-DLL Study: Summary of Key Findings

Effects for English

- Expressive Vocabulary (Class, Targets)
- Phonological Awareness (Class, Targets)
- Letters (Targets)

Effects for Spanish

- Phonological Awareness (Class, Targets)
- Letters (Class)

Intersections between RTI & DAP

Issues deserving further thought....

○ How do teachers integrate assessment results from multiple sources to inform instruction?

○ How can teachers utilize tiered instruction across multiple content areas?

○ How can we encourage broader adoption and support of these models at a systems level, in order to facilitate more widespread implementation?

R&R Website

For more information on R&R, visit **randr.fpg.unc.edu**

A Comprehensive Curriculum

- Clearly defines objectives

- Focuses on relationships and teacher–child interactions

- Engages children in learning content through active investigations, play, and intentional teaching

- Links assessment data to activities and experiences

- Describes a range of intentional teaching approaches

- Supports partnerships with families

3 Central Aspects for a Tiered Model

1. A high-quality learning environment

2. Positive relationships and interactions

3. Intentional teaching linked to ongoing assessment

1. A High-Quality Learning Environment

○ Organization of the physical space
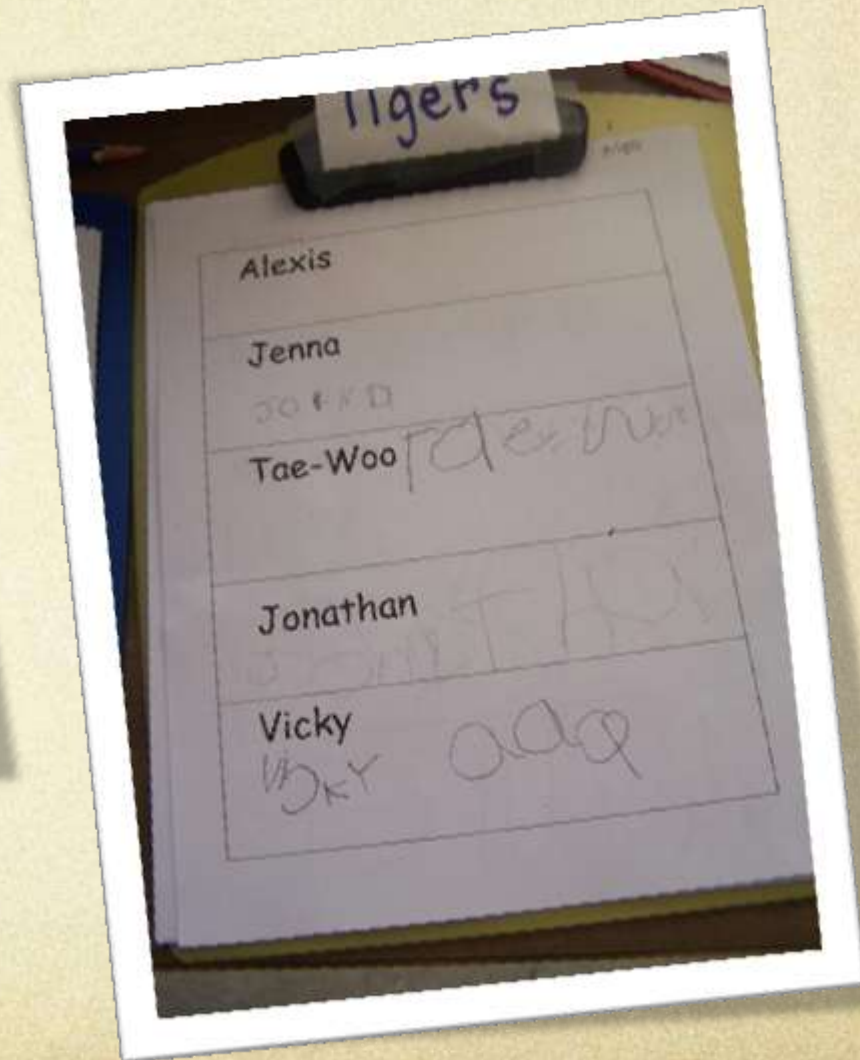
○ A consistent structure for each day
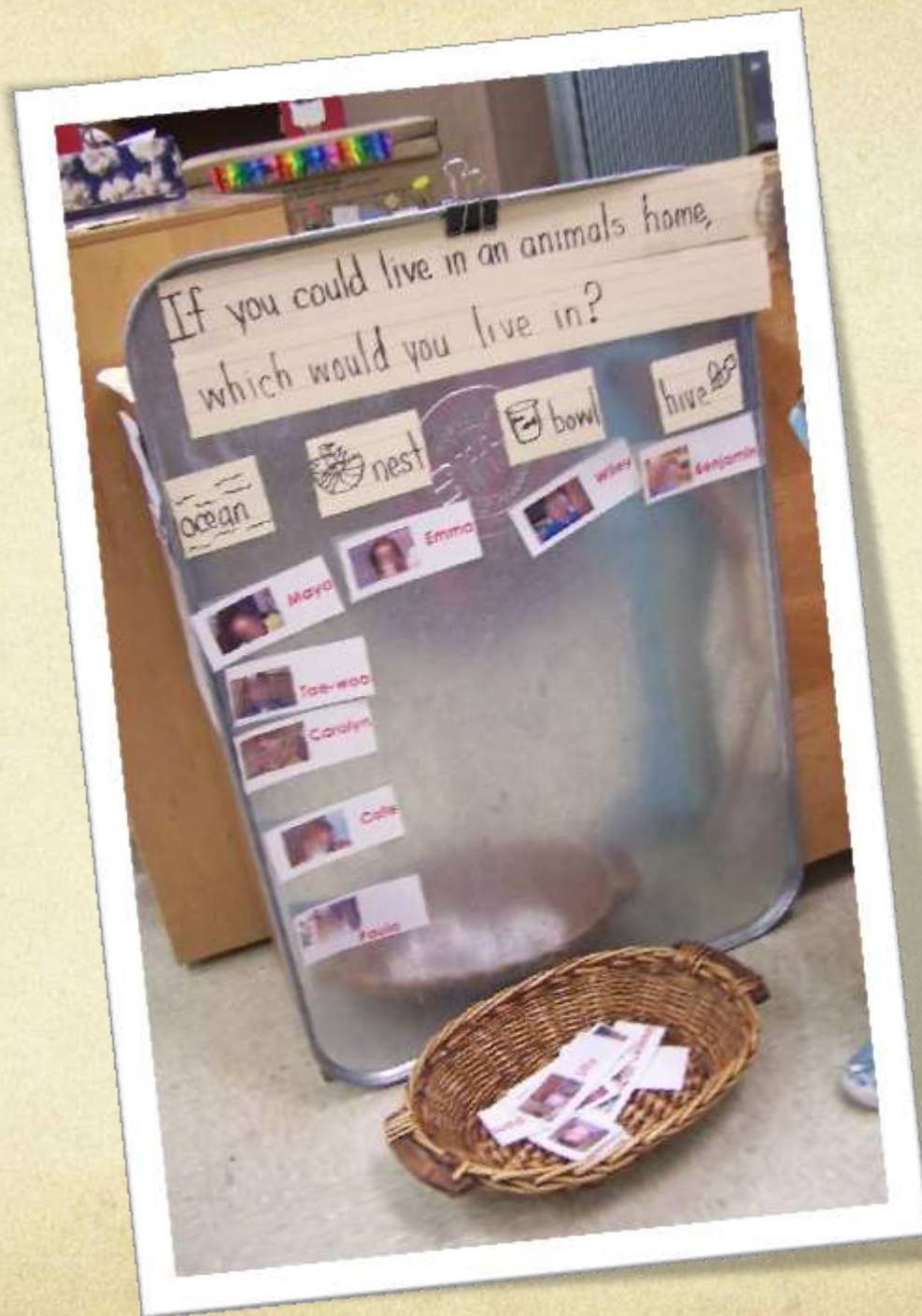
○ The classroom as a community

The Physical Environment

Consistent Structure

Transitions

- Give children notice.

- Allow sufficient time.

- Give children specific instructions.

- Be flexible.

- Always give children something to do.

- Use transitions as opportunities to teach.

The Classroom as a Community

Our ♥ Jobs

Top row:
- Alexa — Set tables
- Leo — Set tables
- Janelle — Sweeper
- Carlos — Day off
- Kate — Feed fish
- Derek — Feed fish
- Tasheen — Water plants
- Juwan — Wash paint brushes
- Setsuko — Wash paint brushes

Bottom row:
- Dallas — Feed Petunia
- Jonetta — Day off
- Malik — Put out mats
- Sonya — Put out mats
- Zack — Wipe tables
- Susie — Wipe tables
- Tyrone — Line leader
- Crystal — Take toys outside
- Ben — Take toys outside

2. Positive Relationships and Interactions

- Teacher–child relationships and interactions

- Supporting children's social-emotional competence

- Building relationships with families

Teacher–child relationships and interactions

Adult-Child Interactions That Lead to Positive Outcomes

- Warm, supportive relationships

- Positive verbal and physical communication

- Genuine respect and interest

- Attention to children's needs and concerns

- Positive guidance

- Responsiveness and flexibility

- Productive use of time

- Engagement in activities

- Frequent conversations

Pianta et al. (2008). Classroom Assessment Scoring System (CLASS) Manual, Pre-K. Baltimore: Paul H. Brookes Publishing Co.

Supporting Social–Emotional Competence

A Place to Calm Down

Building Partnerships With Families

3. Intentional Teaching Linked to Ongoing Assessment

- Knowing what to teach: objectives for development and learning

- Using ongoing assessment to plan instruction

- Embedding teaching and learning in everyday experiences

- Engaging children in active investigations

Objectives for Development and Learning

Birth *Through* Kindergarten

Social–Emotional

1. Regulates own emotions and behaviors
2. Establishes and sustains positive relationships
3. Participates cooperatively and constructively in group situations

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination

Language

8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills

Cognitive

11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
13. Uses classification skills
14. Uses symbols and images to represent something not present

Literacy

15. Demonstrates phonological awareness
16. Demonstrates knowledge of the alphabet
17. Demonstrates knowledge of print and its uses
18. Comprehends and responds to books and other texts
19. Demonstrates emergent writing skills

Mathematics

20. Uses number concepts and operations
21. Explores and describes spatial relationships and shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks
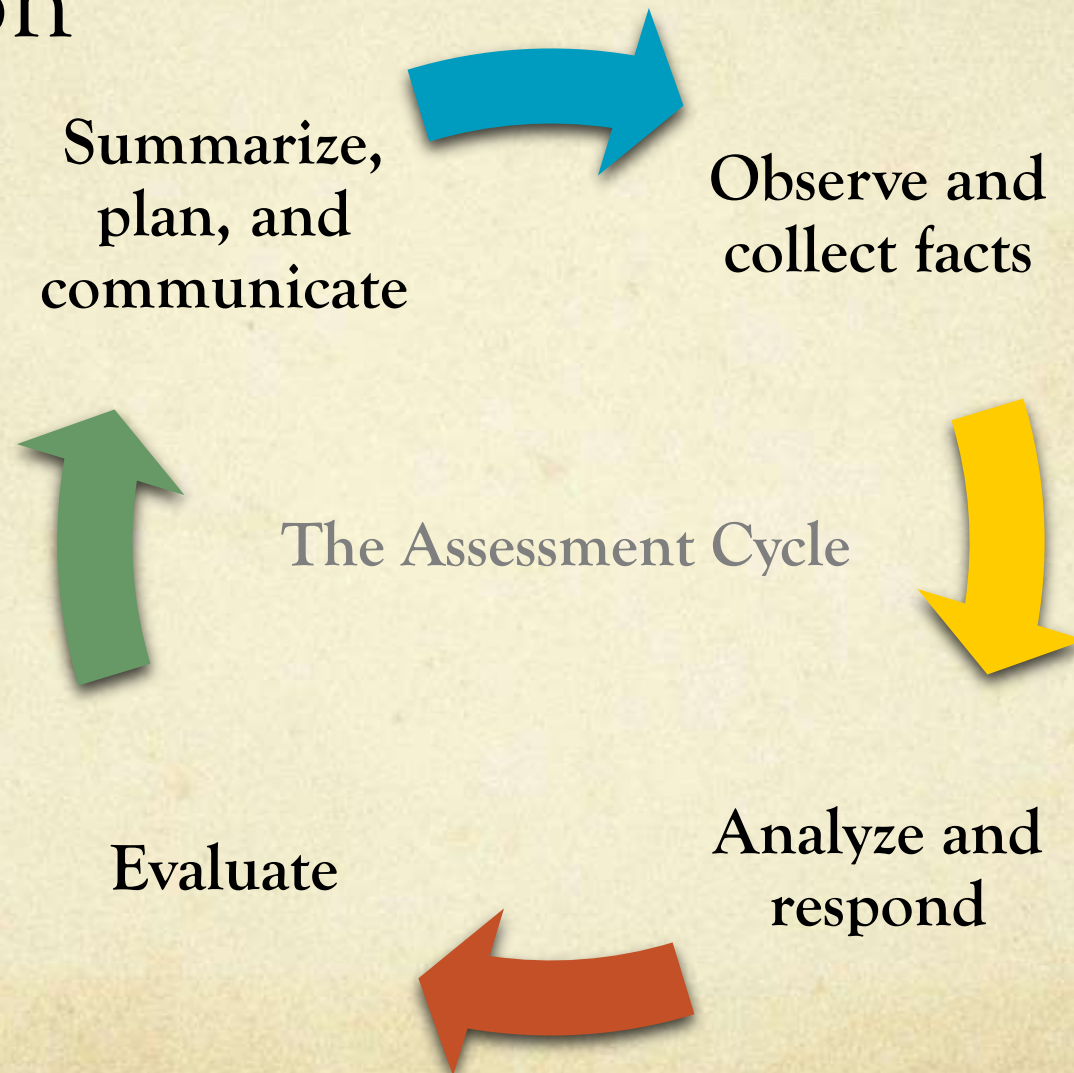
Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

Objective 13. Uses classification skills

Not Yet	1	2	3	4	5	6	7	8	9
		Matches similar objects • Puts one sock with another sock • Gathers all the vehicles from a shelf • Picks out and eats only the animal crackers • Puts only blue pegs in pegboard; leaves red and yellow pegs to the side		**Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape** • Puts all the red beads together and all the blue beads together • Pulls out all the trucks from the vehicle bin • Identifies fabric pieces of scratchy and soft • Puts pictures into piles of babies, older children, and grown-ups		**Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason** • Says, "These buttons are blue, and these are red"; then resorts buttons into big and little • Points to groups of animals and says, "These are zoo animals and these are farm animals"; then sorts the zoo animals into those with stripes and those without stripes		**Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons** • Organizes a sticker collection into groups and subgroups and explains why and how; then creates a new grouping when the teacher makes a suggestion • Creates four piles of shapes: big red triangles, small red triangles, big blue triangles, small blue triangles. Switches when asked to form two groups of all the big and small triangles	

Using Ongoing Assessment to Plan Instruction

Summarize, plan, and communicate

Observe and collect facts

The Assessment Cycle

Evaluate

Analyze and respond

Seek & Find

What You Do

Materials: collection of objects or pictures to be categorized, e.g., clothes, toys, food, animals, tools; large basket to hold collection; chart paper and marker

1. **Invite the children to join you in a game. Have everyone sit so they can easily see and access the basket of objects. Explain how the game is played.**

   "I will describe a group that I'm thinking about. I want you to pick something out of the basket that belongs in that group."

2. **Provide an example before offering each child a turn to select an object.**

   "I'm thinking of animals that can live in very cold places. Let's look in the basket and see what we can find. Here, this is an animal that lives in cold places. It's a penguin."

3. **Put the found objects into a pile. When all of the correct items have been gathered together, describe the children's choices and the category you were thinking about. Then, count the objects.**

   "We have a seal, a polar bear, a whale, and a penguin. These are all animals that live in cold places. Let's count them."

4. **Place the remaining items in another pile. Count them.**

   "These animals do *not* live in cold places. Let's count them."

5. **Offer another challenge, and continue the game for as long as it interests the children. Explain that the basket of objects will be in the Toys and Games area so they can play this game with a classmate during choice time.**

Additional Ideas

This game helps children sharpen their memory, classification, and logical thinking skills. Thinking about another time or place is a skill children will use again and again as they learn to read complex stories.

Including All Children

- Provide a picture or photo of the category.

- Provide pictorial representations of yes and no, e.g., pictures of thumbs up and thumbs down, for a child to hold and ask, "Does this animal live in cold places?"

- Verbally describe the objects from the box. Be sure to include some objects with interesting tactile characteristics, e.g., furry, round, bumpy, or curly.

- For English-language learners, have yes–no words in different colors in their home languages.**

- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.**

Teaching Sequence

YELLOW	**Invite the child to put toys away in the appropriate places.**	
	"Yes, all the dolls go in the doll bin and all the trucks go in the truck bin. Let's count the dolls you're holding."	

GREEN	**Use a simple category, e.g., things we eat, things we don't eat. Discuss which category has *more* or *fewer* objects.**
	"I'm thinking of things we eat. What can you find in the box? You found a truck. Can we eat that?"
	"That's a box of crackers. You found something to eat! Now let's count what is in each category."

GREEN	**Invite the child to group items that are used together. Select a category that encourages the child to find up to 10 items. Ask the child to count the items.**
BLUE	"I'm thinking of things we use to clean up. You found a dustpan."
	"Can you find something else that we use with the dustpan? You found the small broom!"

BLUE	**Invite the child to sort the same group of objects first by one feature and then by another feature. Ask the child to record and compare how many are in each group.**
PURPLE	"Yes, you put all the red shapes in one pile and all the blue shapes in another pile. How many were in each pile? Now can you put all the big shapes together and all the small shapes together? How many of each did you have this time?"
	Ask the child to explain the rule, e.g., color, size, shape.

PURPLE	**Encourage the child to sort by two features at the same time. Invite the child to describe each group in terms of *more* and *fewer*. Encourage the child to make comparisons.**
	"I'm thinking of something we use outside that is round. Yes, a tricycle has round wheels, and we use it outside. The sidewalk chalk is round, too."
	"You're right. That bowl doesn't fit in our group. It is round, but we use that in the kitchen, not outside."
	"Which group has the fewest? Which group has more? How do you know?"

Questions to Guide Your Observations

- Did the child understand the concept of *not*?

- Was the child able to find an item and place it in the appropriate pile?

- Was the child able to sort a group of objects in more than one way? On his or her own? With guidance?

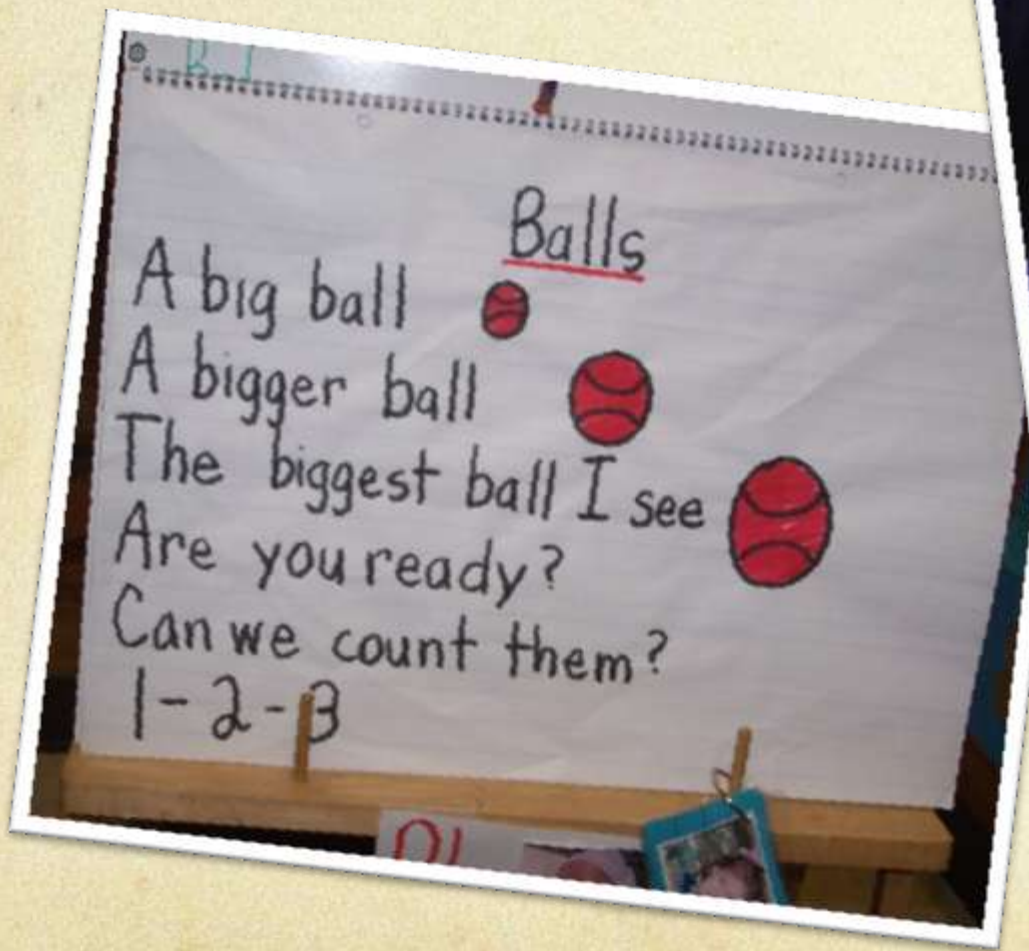- Was the child able to explain the rule or sorting principle?

Teaching and learning throughout the day

Balls

A big ball
A bigger ball
The biggest ball I see
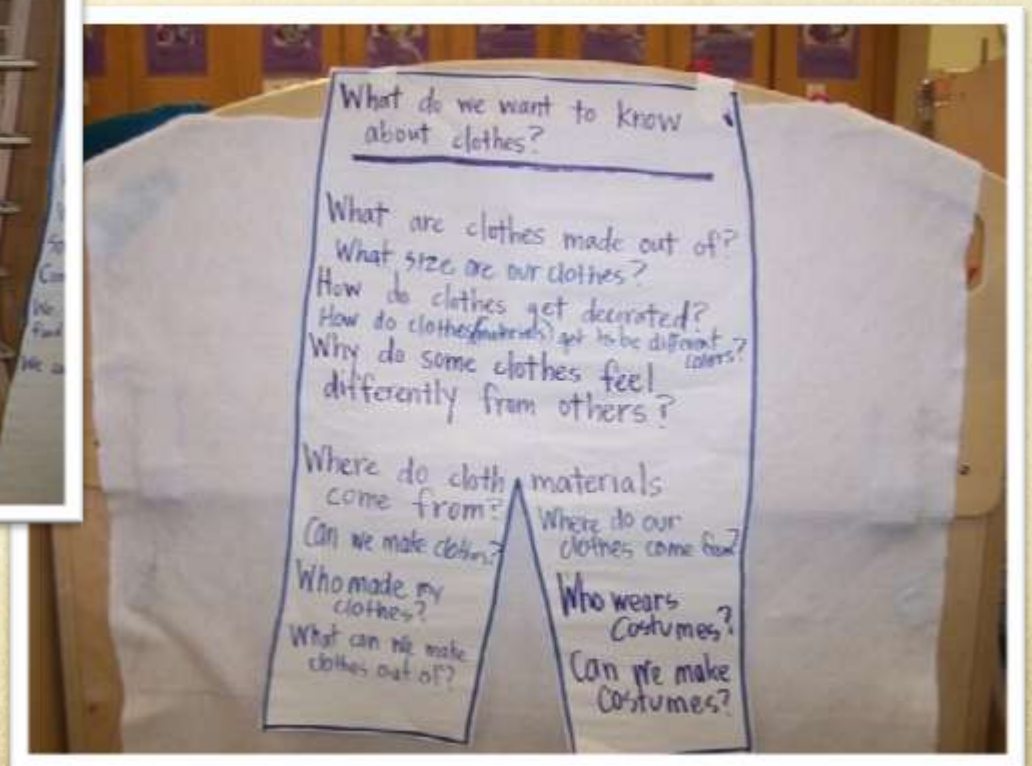Are you ready?
Can we count them?
1-2-3

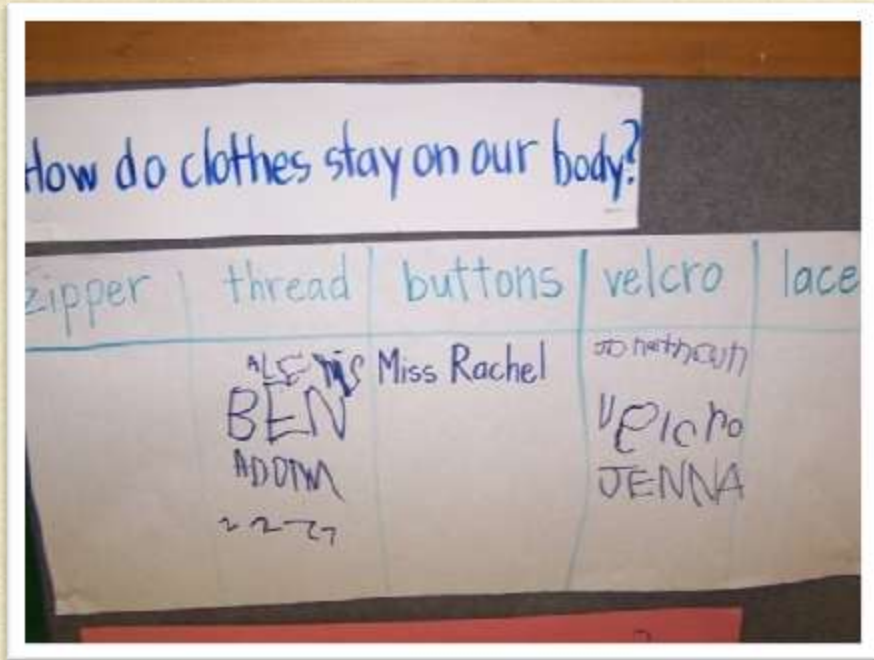# Engaging Children in Active Investigations

What are the features of our clothes?

How do clothes stay on our bodies?

How is cloth made?

Where do we get our clothes?

What other special clothes do people wear?

A comprehensive curriculum helps all children

- experience a sense of belonging,

- feel safe and in control,

- relate positively to others,

- actively engage in learning experiences, and

- experience success.

Early Childhood RTI: The view from states (Chapter 25)

Jim Lesko and Tom Rendon

What's Different?

- Different world

- Different framing (instruction & intervention; DAP)

- Different partners

Different World

Toto, I've got a feeling we're not in Kansas anymore
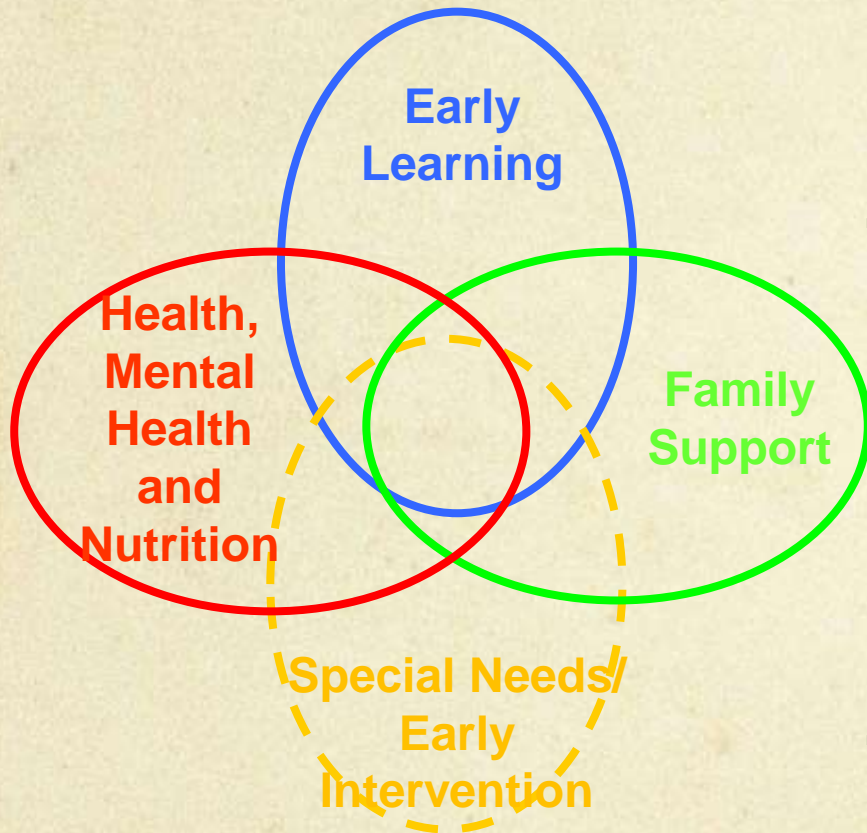
- Early childhood is a unique world—more complex than K-12 system

- Involves multiple systems and settings

- Often no single system or entity assumes ownership

- Interventions cross agency boundaries and require a strong perspective of collaboration
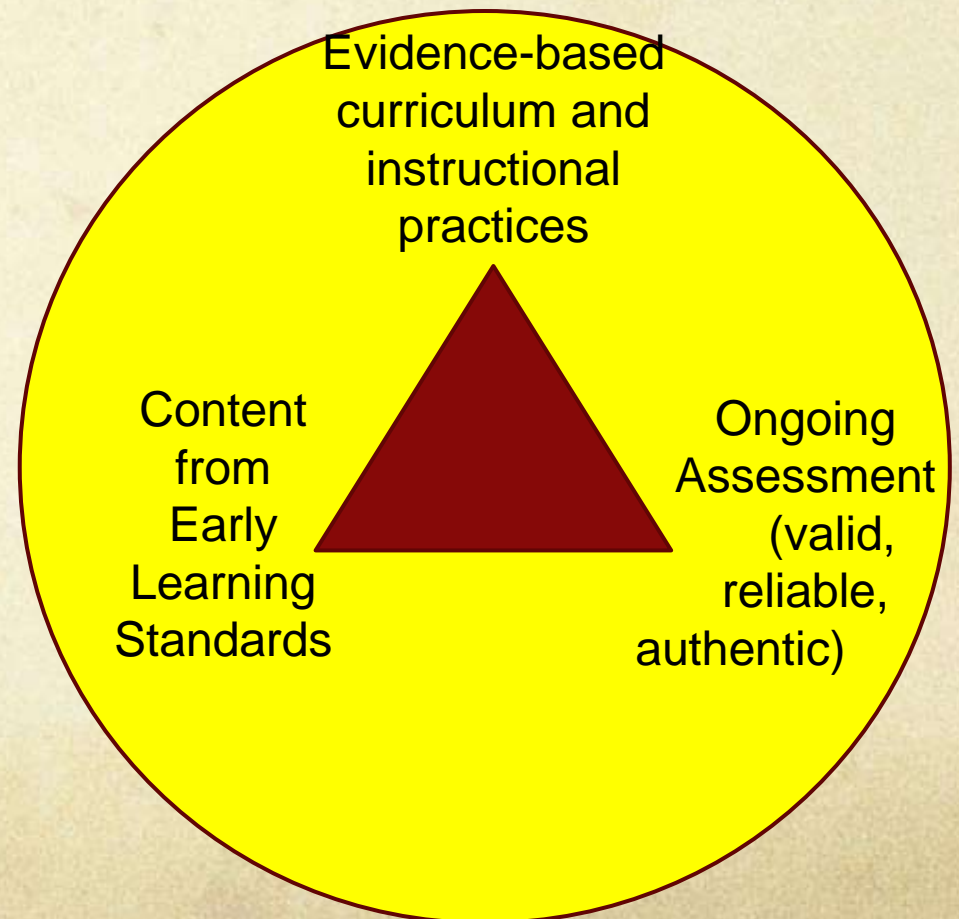
Different World (cont'd)

Early Learning

Health, Mental Health and Nutrition

Family Support

Special Needs/ Early Intervention

- A "a system of systems" (page 397)

  ○ RTI Components and processes can live in many systems. For example:
    - ○ Early Learning – both general education along with specialized interventions
    - ○ Families – families are instruction and intervention agents/objects
    - ○ Health – physical exams, immunizations, screenings and treatments become a part of the tiered system of supports

  ○ Key dimensions supporting RTI:
    - ○ Funding, settings, management, professional development, administration and interagency collaboration

Different Framing

Re-image RTI-EC and thinking of the "I" as representing both instruction and intervention

- Instruction = developmentally appropriate and developmentally focused practice

- Ongoing screening and assessment becomes a part of the identification process

- Differentiating instruction both a routine instructional practice and a tiered intervention strategy.

ALL INSTRUCTION, ALL TIERS

Evidence-based curriculum and instructional practices

Content from Early Learning Standards

Ongoing Assessment (valid, reliable, authentic)

Reframing Special Education

Old Paradigm	New Paradigm
• ELIGIBILITY: The eligible child is the one we refer to LEA for Special Ed services	• ELIGIBILTY: The eligible child is the one who has been assessed and determined is best served by Special Education services.
• INCLUSION: Special education referral as a way to move time-consuming, problematic or disruptive kids out of the classroom.	• INCLUSION: Special education is a way to provide only to those children that need it, special supports to ensure success in typical classroom settings.
• Special Education addresses the needs of children with disabilities	• General Education and Special Education address the needs of children with disabilities
• The LEA is responsible for assessing a child's eligibility.	• The LEA and Program (Head Start) work together to determine a full and individual evaluation regarding progress, discrepancy and need.
• Children with suspected disabilities will be addressed using an RTI process which delays indefinitely a specific determination of eligibility.	• Children with suspected disabilities/delays receive a full and individual evaluation, a determination is established within 60 days.
• FOCUS: Identification and Referral	• FOCUS: Response to Intervention (the right intervention to support full access to curriculum and ensure success) .

Different Partners
Can we connect?

Partners

- Special Education and General Education

- Head Start, PreK, Child Care

- Health, Mental Health and Nutrition

- Family Support

Initiatives

- Early Learning Standards

- Professional Development Systems

- Licensing and program standards

- QRIS Systems

- EPSDT
  (Early Periodic Screening, Detection and Treatment)

Embedded Instruction within RTI or Tiered Frameworks to Support Inclusion

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in

Buysse, V., Peisner-Feinberg, E., Snyder, P., Winton, P., & Brown, W. (2013, May). *The intersection between response to intervention (RTI) and early childhood inclusion: Reflections from an expert pane*l. Chapel Hill, NC: 2013 National Early Childhood Inclusion Institute.
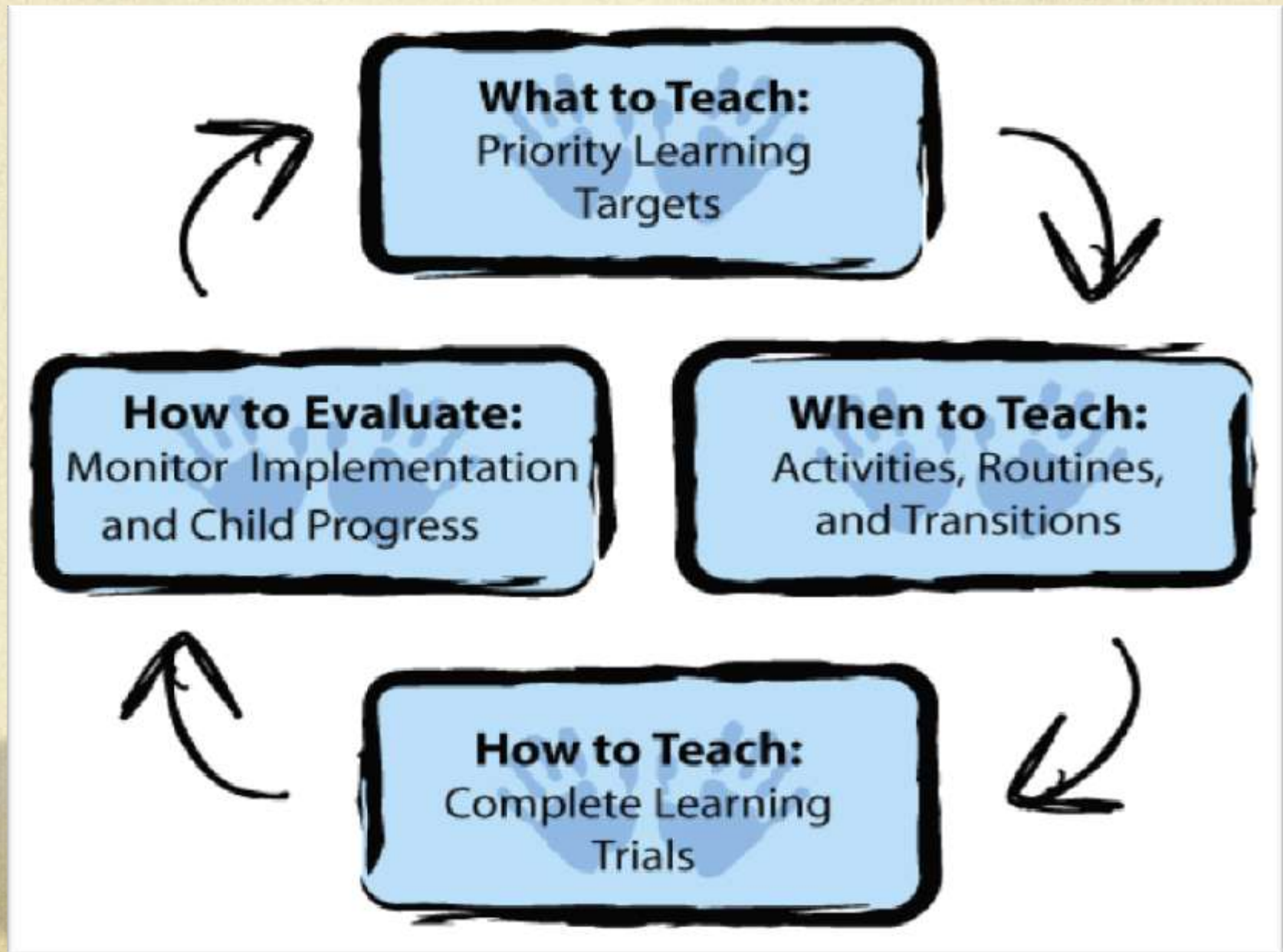
What is Embedded Instruction?

Multi-component approach to provide **intentional** and **systematic** instruction on priority learning targets during typically occurring **activities, routines, and transitions** to support **child engagement and learning**

Key Components of EI

What to Teach: Priority Learning Targets

When to Teach: Activities, Routines, and Transitions

How to Teach: Complete Learning Trials

How to Evaluate: Monitor Implementation and Child Progress

- DEC position statement on inclusion (2009)

- Hierarchical [tiered] frameworks

- Response to intervention

- Early learning foundations

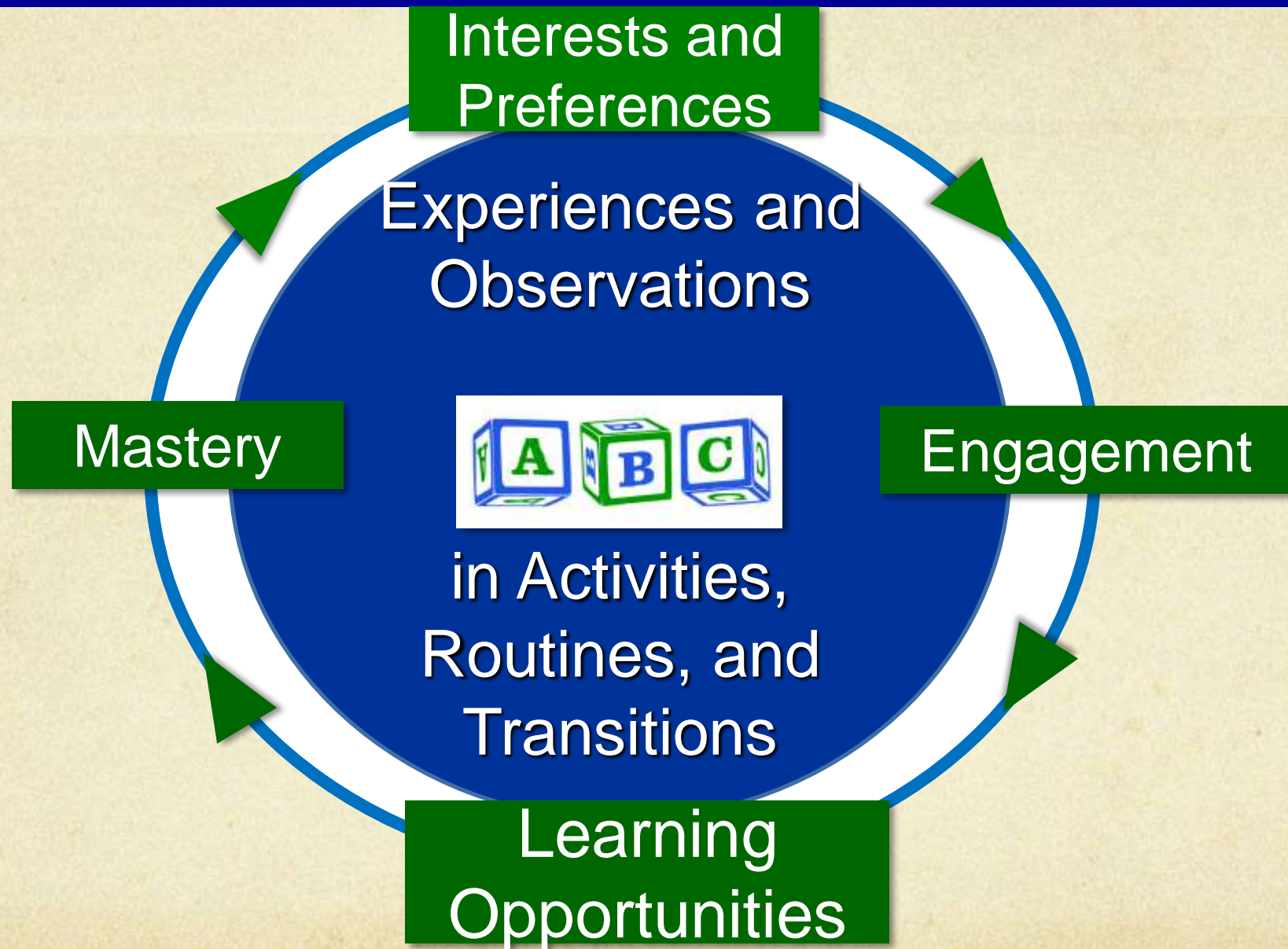- DAP (2009) - Intentional teaching
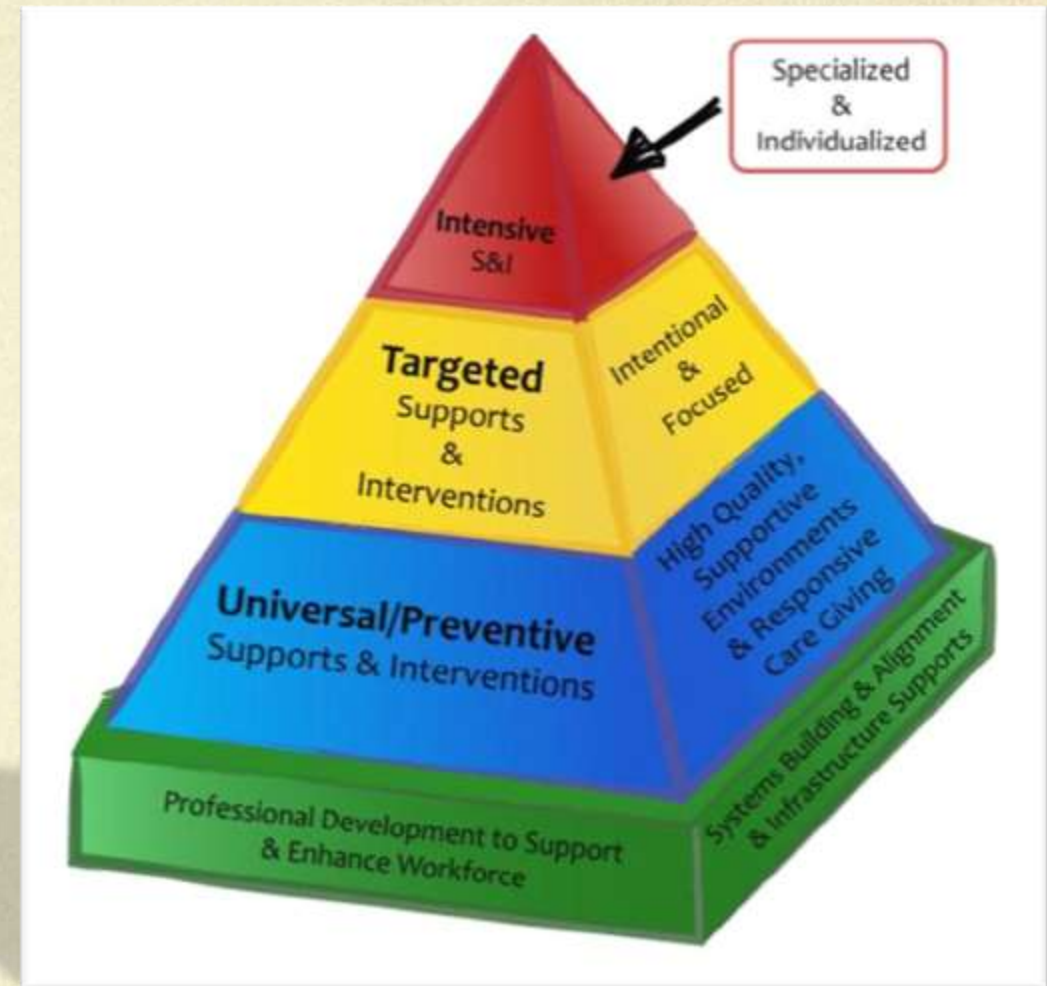
Foundations for Embedded Instruction in Context of Inclusion

○ Understanding how children learn

○ Knowing children's preferences & learning support needs

○ Analyzing fit between activities, routines, & transitions and embedded instruction learning targets

○ Providing sufficient learning opportunities on embedded instruction learning targets

Understanding How Children Learn

Interests and Preferences

Experiences and Observations

Mastery

Engagement

in Activities, Routines, and Transitions

Learning Opportunities

Adapted from Dunst (2000, 2001)

Options for Organizing and Structuring Children's Experiences and Observations

Universal Design

Modifications and Adaptations

Naturalistic Instructional Strategies

Response Prompting Instructional Strategies
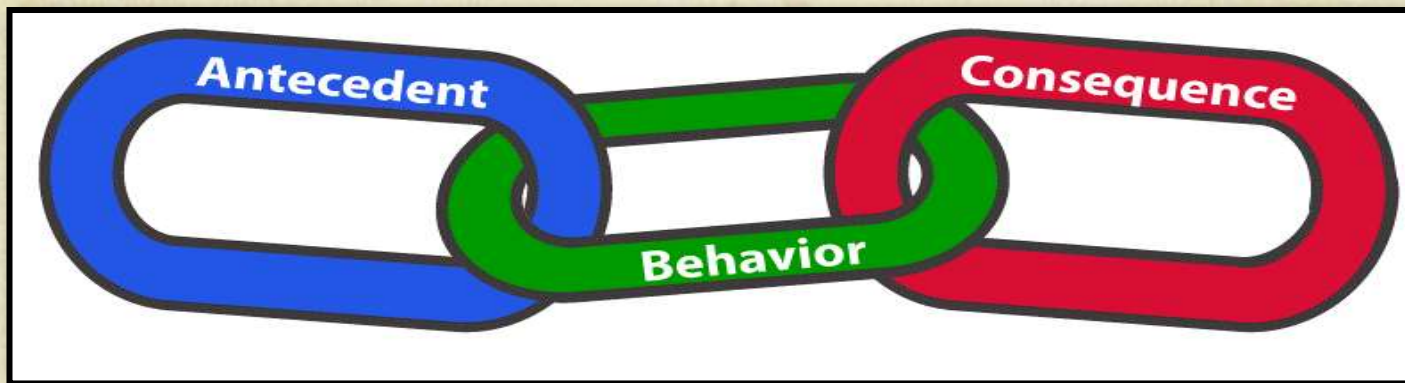
Response Shaping Instructional Strategies

Complete Learning Trial (CLT)

A logically occurring or planned **A**ntecedent

is followed by a **B**ehavior

that leads to a logically occurring or planned **C**onsequence

Embedded Instruction CLTs within Tiered or RTI Frameworks

Embedded Instruction		
	Tier 1	• Responds to less precise instruction • Responds to more natural cues • Responses are more often correct • Requires fewer trials to criterion
	Tier 2	• Requires more systematic prompt hierarchies • Requires more gradual increases and decreases in task difficulty • Requires more trials to criterion
	Tier 3	• Requires acquisition-level instruction for prerequisite skills • Requires explicit support to generalize • May require very well controlled instructional trials to establish skills

From: Snyder, P., Hemmeter, M.L., McLean, M., Sandall, S., & McLaughlin, T. (2013). Embedded instruction to support early learning in response to intervention frameworks. In V. Buysse & E. Peisner-Feinberg (Eds.), *Handbook of response-to-intervention in early childhood*. Baltimore: Brookes.

Acknowledgements

Snyder, P., Hemmeter, M.L., McLean, M., Sandall, S., & McLaughlin, T. (2013). Embedded instruction to support early learning in response to intervention frameworks. In V. Buysse & E. Peisner-Feinberg (Eds.), *Handbook of response-to-intervention in early childhood*. Baltimore: Brookes.

Formative Assessment Within Tiered Instruction

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Disclosure

Why Do We Assess Formatively?

1. To determine whether instruction, intervention, or some other service or support – most often, in higher tiers of support – is addressing the reason we are providing supplemental services: **Are services to the child improved?**

   - *Progress Monitoring*

2. To determine a refined, revised, and typically more individualized intervention: **What can we do to better serve the child?**

   - *Diagnostic assessment, problem-solving assessment, or functional assessment*

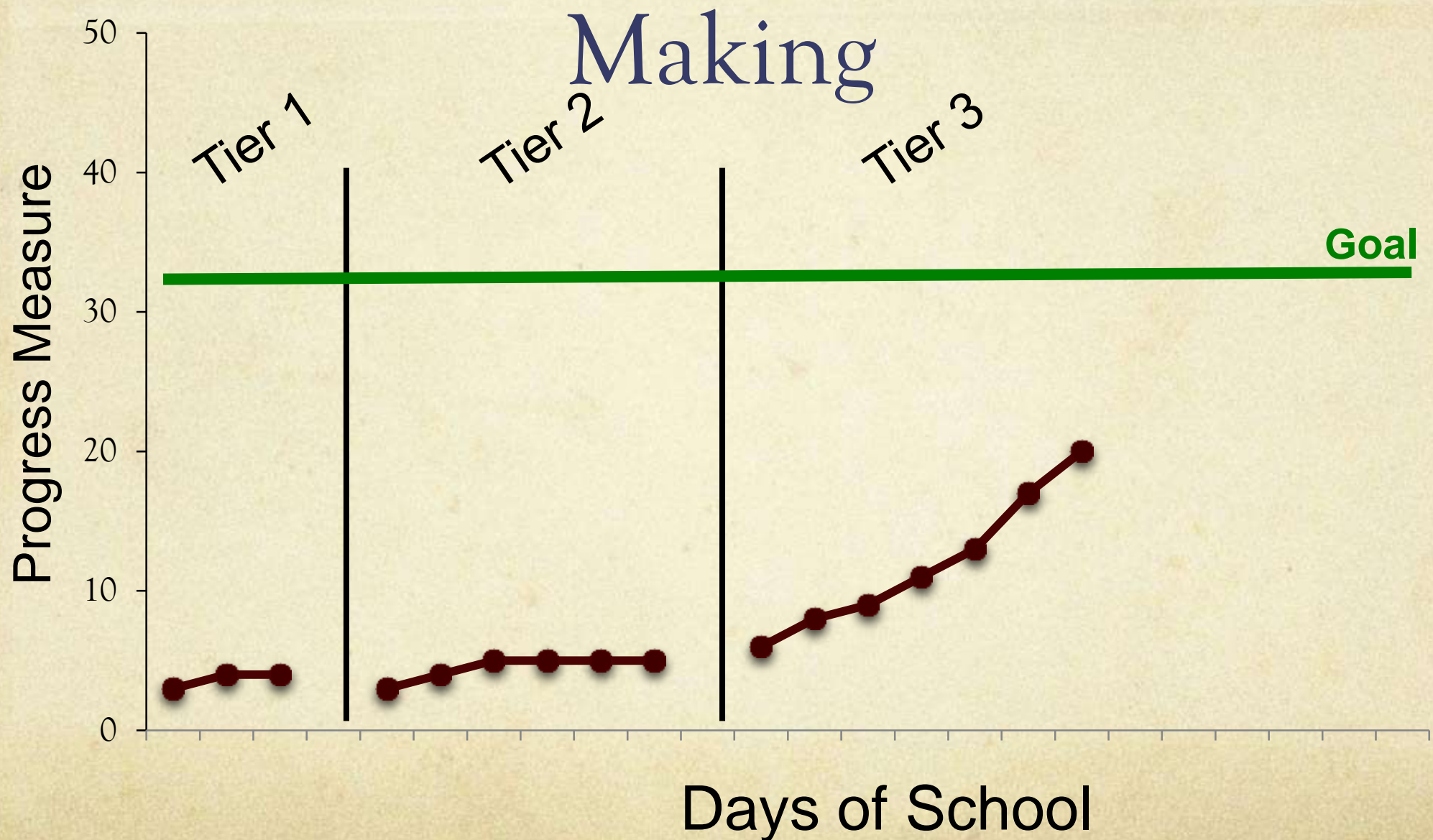# Progress Monitoring: Two Approaches

Developmental Skill Mastery Monitoring

- Assessing gains "up a developmental sequence"
- Mastery measurement, where mastery criteria are specified for each behavior or item
- Specific, but not "scalable"

General Outcome Measurement

- Repeated sampling of child performance on a common task, assessing change in quality, complexity, or rate of performance over time
- Growth or "partial attainment" measurement, scalable over occasions and time

Diagnostic Assessment: What Should I Do Differently?

- To identify more effective instructional or intervention practices, we observe child engagement and/or learning while
    - Varying focus or objectives of intervention
        - Breaking "next skill" into smaller parts
    - Varying conditions of instruction or intervention
        - Changing setting variables – schedule, materials, instructors – but keeping formats roughly equivalent
    - Varying intensity, frequency, or schedule
    - Varying ways information is presented

Diagnostic Assessment for Instructional Decision-Making

Raysean's Play Requests
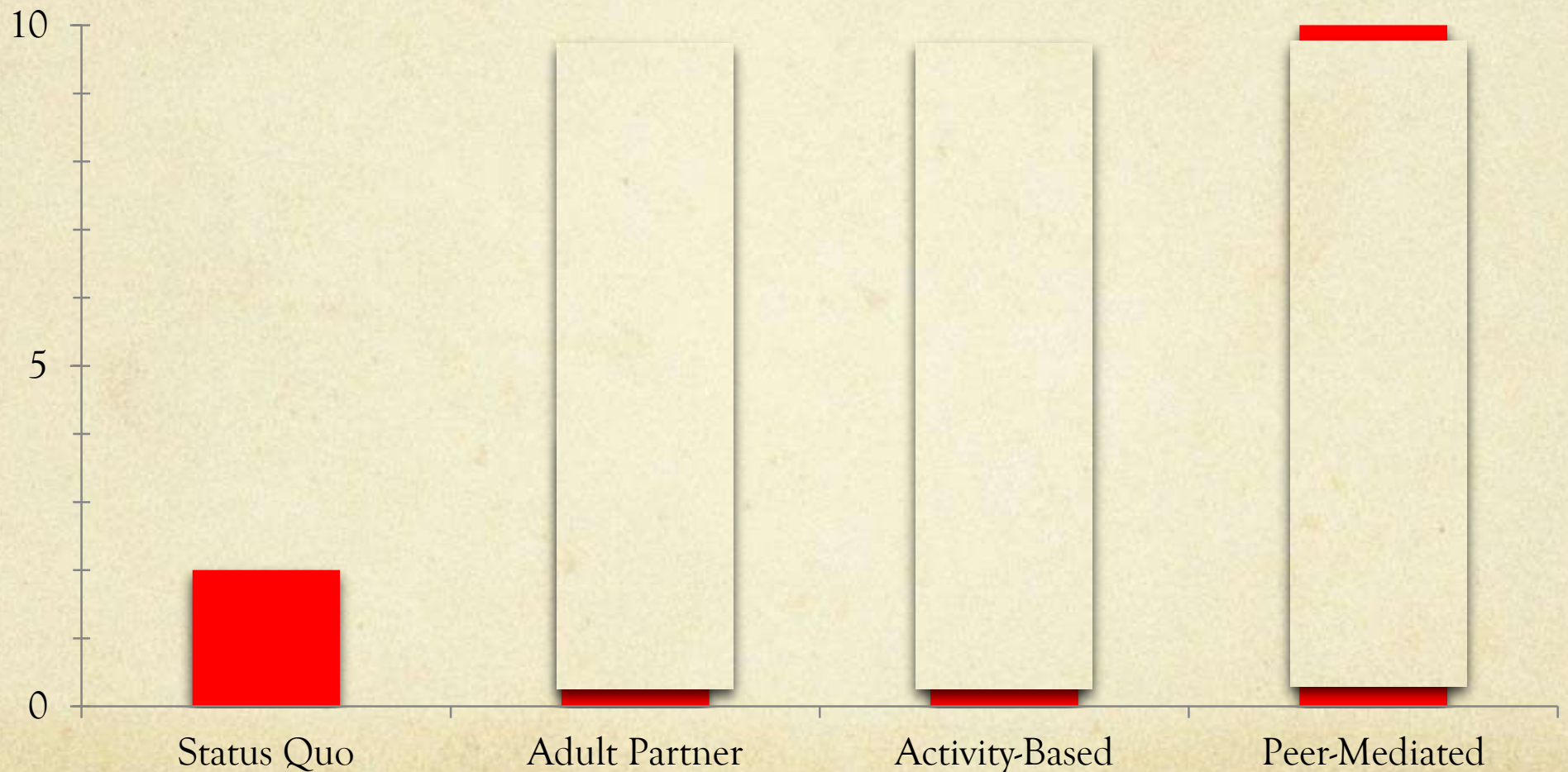
Formative Assessment Standards

Criteria for selecting measures

- Related, directly or indirectly, to desired long-term outcome
- Reliable, across assessors and situations
- Repeatable
- Easy to collect and interpret
- Sensitive to changes – small changes and/or those made over a short period of time – in child performance

Evidence that Formative Assessment is working

- Does <u>using the formative assessment</u> increase the frequency of intervention review and revision?
- Does formative assessment get <u>completed frequently</u>?
- Do <u>child outcomes improve</u>?