



Literacy Links

March, 2009
Volume 5, Number 7

Monthly E-Newsletter of Maine Reading First

This is the third in a series of **Spotlights on Response to Intervention (RTI)**. The last two issues of **Literacy Links** provided an overview of **RtI** and of **multiple tiers of intervention**. These editions are available at: <http://www.maine.gov/education/rf/homepage/htm> under **newsletters**.

Spotlight on...

Universal Screening and Progress Monitoring for RtI



The purpose of intervention is to accelerate students' learning in order to meet grade level benchmarks. The success of any intervention is based on how well methods of teaching address students' needs. Research has shown a collaborative problem-solving approach by school staff to be most effective when developing, implementing, and monitoring the intervention process. The goal in problem-solving is to match intervention to student needs. To do this, teams of educators need to use consistent and reliable data sources. **Universal screening** of academics is necessary to identify students who are potentially at-risk of not meeting established benchmarks; and **continuous monitoring of student progress** is required to track students' growth toward meeting goals and to inform ongoing instructional decision making (see the **Glossary of RTI Terms** at <http://www.RTI4success.org>).

What are Universal Screening and Progress Monitoring? Why are they Significant?

Many of us are familiar with typical screening measures that doctors use when we have an annual checkup...measures like checking your blood pressure, taking your pulse and temperature, and monitoring your weight are all typical examples. Doctors use these screens as quick measures of your overall health. If one or more of the measures produces a result that indicates a potential health risk, your doctor will gather more information to help diagnose what is producing these results, and may decide to prescribe an intervention or set of interventions to reduce your level of risk.

Universal screening measures for reading instruction work in very similar ways. They are generally characterized by the administration of brief assessments that are strongly predictive of a particular condition, and that typically result in classification into one of two groups: (a) those who are at risk for developing the condition (in this case, poor reading outcomes) and (b) those not at risk. Screening is significant because it helps to identify those students who, despite a strong general education program (Tier 1),

You cannot open a book without learning something.

- [Confucius](#)

That is what learning is. You suddenly understand something you've understood all your life, but in a new way.

- [Doris Lessing](#)

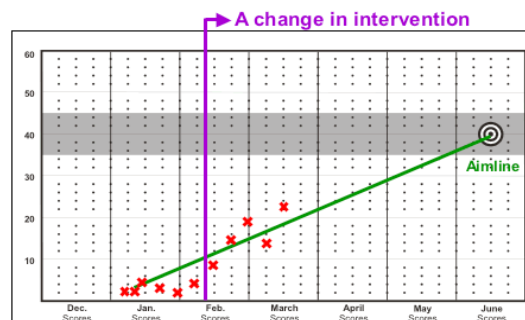


may not be on a path to successful achievement.

Progress monitoring is the practice used to assess students' academic performance, evaluate the effectiveness of instruction, and monitor the impact of specific interventions. Progress monitoring enables educators to track students' progress towards achieving learning benchmarks across a period of time and can inform instructional decision making. Frequent sampling of student performance allows educators to track progress toward achieving a learning outcome. By plotting performance over time toward the goal, educators can tell if the intervention (instruction) students are receiving is resulting in growth (see chart below). If progress monitoring shows a flat line, or decline in performance, the intervention can be changed and progress tracked again to see if the change results in better progress. This is similar to how a doctor who prescribes blood pressure medication would periodically monitor a patient's blood pressure to determine the impact the medication is having, and subsequently change the dose or type of medication (intervention), or perhaps even eliminate the medication altogether, if progress is being made toward maintaining lower blood pressure.

In short, **universal screening** helps to determine where a student is in relationship to a predetermined learning benchmark. Once this baseline is established, it is possible to determine the "distance" the student has to travel to achieve the goal. This "distance" can be projected against a period of time to determine adequate rates of progress that should be made if the goal is to be accomplished by a particular point in time. **Progress monitoring** enables a student's rate of progress to be tracked so that instructional decisions can be made to accelerate student learning.

Progress Monitoring: The Teacher's Map



Additionally, diagnostic assessments can be used to help educators pinpoint students' specific learning needs, and these can be particularly helpful for selecting and adjusting intervention approaches. More information in relation to diagnostic reading measures can be found in the [Instructional Tools](#) section of this issue.

Universal Screening and Progress Monitoring Tools should be:

- Curriculum Based Measures for academics and time sampling measures for behavior
- Standardized
- Reliable and Valid
- Brief (built on concept of automaticity)
- Low cost
- Simple to administer, score, and interpret

UPCOMING EVENTS

April 10, 2009

Maine ASCD
Proudly Presents
2009 Spring Event
and Annual
Meeting, at the
Augusta Civic
Center. **Featuring
Ellin Oliver Keene**
Renowned Educator
and Expert on
Reading
Comprehension,
author of *Mosaic of
Thought* and *To
Understand*. Email
ASCD at
info@maineascd.org
for registration
information.

Educators often ask, "What are **Curriculum Based Measures, or CBMs?**" CBMs are a classification of assessment measures typically used to screen and monitor student progress through a curriculum. They reflect the success of a student's instructional program by using short, formative assessments that are nationally normed, or which may be criterion referenced. Curriculum Based Measures are designed to be sensitive to small changes in student performance, and can be used frequently to sample growth in response to specific instructional interventions. CBMs have been developed for a variety of content areas, including math, reading, writing, and spelling.

Common Curriculum Based Measures for reading include:

- Phoneme Segmentation Fluency (PSF)
- Letter Naming Fluency (LNF)
- Letter Sound Fluency (LSF)
- Nonsense Word Fluency (NWF)
- Word Identification Fluency (WIF)
- Oral Reading Fluency (ORF)
- Maze (a cloze procedure)

The following are some common questions schools should be able to answer as they implement universal screening and progress monitoring measures as part of their Response to Intervention frameworks.

Considerations for Universal Screening:

- What are the purposes of universal screening?
- What tools will be used for universal screening? How will reliability and validity be insured?
- When will universal screening occur during the year? What is the assessment calendar?
- Who will be responsible for conducting the assessment?
- How will the information generated through universal screening be utilized by educators to inform instructional decision making?

Considerations for Progress monitoring:

- Which skills will be monitored?
- What Curriculum Based Measures will be used to progress monitor?
- How will these CBM measures align with universal screening measures?
- How frequently will students be progress monitored?
- Who will be responsible for progress monitoring?
- How will the progress monitoring data be used to inform instruction?

The sources listed below can provide for guidance to schools when selecting Universal Screening and Progress Monitoring Measures.

National Center on Student Progress Monitoring: Contains listing of reviewed tools <http://www.studentprogress.org/chart/chart.asp>

Intervention Central: A clearinghouse with links to many CBM measures <http://www.interventioncentral.org/htmldocs/interventions/cbmwarehouse.php>

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Source for a variety of early literacy and reading measures <http://www.dibels.uoregon.edu>



Upcoming Maine Reading First Events

August 19-20
2009

Debbie Diller is returning to Maine in August 2009! The Maine Reading First initiative will be sponsoring day long workshops with Debbie Diller on August 19 and 20. Her focus will be small group differentiated instruction. On August 19 she'll work with K-3 educators and on August 20 with grade 4-6 educators. Both sessions will be held at the Waterville Elks Lodge. Registration materials are available at: <http://www.maine.gov/education/rf/materials.html>

AIMSweb: Source for CBM Measures <http://www.aimsweb.com>

Project AIM (Alternative Identification Models): Source for Letter Naming and Oral Reading Fluency probes

<http://terpconnect.umd.edu/~dlspeece/cbmreading/index.html>

Vanderbilt University: Source for Letter Sound Fluency, Word Identification Fluency, and Oral Reading Fluency probes. Contact Lynn Fuchs, Peabody #328, 230 Appleton Place, Nashville, TN 37203

Instructional Tools...

Reading Assessments for RtI

Response to Intervention (RtI) does not exclude the use of standard classroom based measures routinely used to inform teachers about student progress with skills and content taught as part of the classroom curriculum. This chart classifies types of assessments that help inform instruction, and is offered to schools as a tool for reviewing and refining use of assessments to identify at-risk readers and to diagnose specific needs.

Type/ Characteristics	Common Formats	Examples and Options
<p>Universal Screening- (Usually a CBM).</p> <p>Quick and used to predict levels of risk.</p> <p>Provide limited information about instructional needs.</p> <p>May be used for initial instructional grouping of students.</p>	<p>Administered for baseline data. Frequently used for Benchmark assessment three times per year: Fall-Winter-Spring.</p> <p>Usually based on fairly advanced skills.</p>	<p>Examples:</p> <ul style="list-style-type: none"> ➤ Phoneme Segmentation Fluency (PSF) ➤ Letter Naming Fluency (LNF) ➤ Letter Sound Fluency (LSF) ➤ Nonsense Word Fluency (NWF) ➤ Word Identification Fluency (WIF) ➤ Oral Reading Fluency (ORF) ➤ Maze
<p>Diagnostic Measures</p> <p>Subdivide a broad area into specific skills and competencies.</p> <p>Results directly inform instruction by identifying skills on which to focus.</p> <p>Generally longer than</p>	<p>Could involve a complete inventory of skills, from basic to advanced.</p> <p>Usually administered only as needed to students who appear to be at-risk as evidenced by performance on Universal Screening and</p>	<p>Examples:</p> <ul style="list-style-type: none"> ➤ Diagnostic Reading Tests ➤ Informal Reading Inventories ➤ Phonemic awareness surveys

The Maine Reading First Literacy Leaders' Network (LLN) is near completion for the 2008-09 school year. To learn more about the LLN, visit: <http://www.maine.gov/education/rf/materials.html> or contact: Leeann.Larsen@maine.gov



<p>screening tests.</p> <p>Depending on the tool, may be administered</p> <ul style="list-style-type: none"> • Whole Group • Small Group • One-on-One 	<p>progress monitoring measures.</p> <p>A range of diagnostic inventories/surveys and assessments including Informal Reading Inventories (IRI) and Criterion Referenced Tests.</p>	<ul style="list-style-type: none"> ➤ Phonics surveys ➤ Diagnostic spelling assessments ➤ Oral reading checks with retelling and/or questions
<p>Progress Monitoring (Usually a CBM)</p> <p>Quick, periodic measure to determine response to treatment.</p> <p>Often an alternate form of a universal screening measure.</p>	<p>Same form as screening tests.</p> <p>Administered frequently (monthly or bi-weekly) to measure progress toward a specific goal, and/or to check for adequate progress.</p>	<p>Examples:</p> <ul style="list-style-type: none"> ➤ See Universal Screening measures
<p>Outcome Measures</p> <p>Provide index of growth across many students.</p> <p>Can be norm- or criterion-referenced.</p> <p>Track student learning and effective teaching over time.</p> <p>Limited use in day-to-day instructional planning.</p>	<p>Generally group administered to provide evaluation of a school's reading program with respect to student achievement throughout the duration of the year.</p> <p>Usually given annually, or bi-annually (fall-spring).</p> <p>Formats usually adapted for silent responses, and include:</p> <ul style="list-style-type: none"> • Multiple-choice vocabulary and comprehension items, and/or, • Constructed response. 	<p>Examples:</p> <ul style="list-style-type: none"> ➤ Nationally normed or criterion referenced tests. ➤ State or regional exams of standards based curriculum. <p><i>Note: Some screening measures can also be used as outcome measures for phonological awareness, phonics, and fluency because silent response formats are problematic.</i></p>

Adapted and extended from the work of McKenna and Stahl (2003) and Walpole and McKenna (2007).

Description of Instructional Ideas...

Simple Interventions: Instructional Routines

These instructional activities have been presented in past issues of Literacy Links and descriptions are available from a wide variety of sources. Descriptions of the routines for the visual reminders can all be found on the Florida Department of Education website at www.justflorida.com and the Florida Center for Reading Research at www.fcrr.org under Student Center Activities. Descriptions of the verbal routines are available from a range of sources. One source for each is cited individually.



Save the Dates

Institute for Designing Whole School Plans for Response to Intervention, K-8

This institute will be sponsored by the University of Maine College of Education and Human Development on August 10-12, 2009. Contact Amy Cates at 581-2438 for more information and registration materials.

University of Southern Maine Summer Professional Development

Once again this year, USM is offering a wide range of summer courses, including several related to *Response to Intervention*. More details can be obtained at:
<http://usm.maine.edu/pdc/summer.htm>

Routines that use visual reminders:

- Elkonin Boxes/Say It-Push It
- Word Sorts
- Graphic organizers

Routines that use oral language regulation (verbal routines)

- Think-alouds—Duke and Pearson (2002); Wilhelm (2001).
- Speech lead directionality in letter forms—Neuhaus Reading Readiness Manual appendix.
- Six-Step Sequence for teaching Vocabulary—Moore and Lyons (2005). *New Essentials for Reading* (p. 48).

Summary of Professional Texts...

RtI Text Set

The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement (The Guilford Practical Intervention in Schools Series) (2006) by Michelle K. Hosp, John L. Hosp, and Kenneth W. Howell is available from Guilford Press and the ISBN-13 is 978-1593853990.

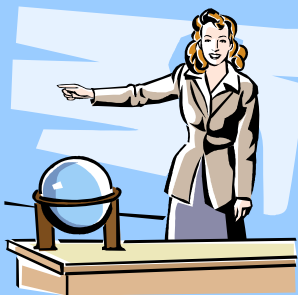
This book presents a researched based conceptual framework and hands-on instructions for conducting curriculum-based measurement (CBM) in grades K-8. The authors provide everything needed to evaluate student learning in reading, spelling, writing, and math; graph the resulting data; and use this information to make sound instructional decisions, plan interventions, and monitor progress. The role of CBM within a response-to-intervention model is also explained. Every chapter includes helpful answers to frequently asked questions, and the appendices contain over 20 reproducible administration and scoring guides, forms, and planning checklists. The large-size format and lay-flat binding facilitate photocopying and day-to-day use.

Assessing for Reading Instruction, Second Edition (Solving Problems in the Teaching of Literacy) (2008) by Michael C. McKenna and Katherine A Dougherty Stahl is available from Guilford Press and the ISBN-13 is 978-1606230350.

This book offers essential tools for evaluating learners as they develop as readers. The assessments are based on a view of reading that recognizes the complexity of the processes involved and never loses sight of the fact that reading is ultimately a meaning-making act. In an age when informal evaluations are often overlooked, this book reminds us of their value in creating effective literacy instruction for readers at all levels (Melanie Kuhn, PhD, School of Education, Boston University).

Implementing Response to Intervention: A Principal's Guide (2007) by Susan L. Hall is available from Corwin Press and the ISBN-13 is 978-1412955072978.

"Reading this book is like having a personal coach guiding one through the RTI implementation process. At a time when RTI has become one of the hottest buzz words in education, this book is a user-friendly resource providing education



Grade 5-9
Teachers

**You'll Reach
Every Reader
When You
Differentiate
Instruction**

Laura Robb, veteran educator, author and literacy coach, is coming September 11. She will provide a one day workshop from 9:00-3:00 at Wells Common at UMaine. This workshop will be sponsored by the University of Maine College of Education and Human Development. Contact Amy Cates at 581-2438 for registration information.

leader's moral support and clear, practical suggestions" (*The School Administrator*, June 2008).

Response to Intervention: A Framework for Reading Educators (2008) edited by Douglas Fuchs, Lynn S. Fuchs, Sharon Vaughn is an IRA publication and the ISBN is 13: 978-0872076228.

Leading experts in literacy and special education describe a three-tier approach that begins with effective instruction for all children, moves to preventive tutoring through a variety of approaches, and concludes with a reformed conceptualization of special education. Key to the approach is using assessment to identify students at risk, monitor student progress, and guide appropriate instructional support.

What Really Matters in Response to Intervention: Research-Based Designs (2009) by Richard L. Allington is published by Pearson and the ISBN is 13: 978-0205627547.

Written for administrators and teachers, reading specialists, school psychologists, and classroom teachers who serve kindergarten through ninth grade. Past President of IRA, Literacy researcher and best-selling author, Richard Allington, offers clear recommendations and a teacher-friendly framework to guide classroom teachers in designing response to intervention programs.

Children's Literature...

The Nine Lives of Dudley Dog

Once again the author/illustrator team, Ann and Jon Hassett have collaborated to provide us an engaging story for 4 to 8 year olds. In **The Nine lives of Dudley Dog**, "sister" had wished for a cat for her birthday but got Dudley instead. Readers will enjoy Dudley's many escapades as he chases cats, and risks his "nine lives". Birthday wishes do come true in this zany poetic tale.

As many of you may know, John and Ann Hassett live in Maine, and have been collaborating on children's picture books for more than ten years. Some of their previous titles include: Mouse in the House (2007); Can't Catch Me (2006); The Finest Christmas Tree (2005); Cat Up a Tree (2003); Charles of the Wild (2000). We Got My Brother at the Zoo (1993); and more.

The Nine Lives of Dudley Dog by John and Ann Hasset was published in 2008 and is available from Houlton Mifflin Books for Children. The ISBN-13 number is 978-0618811533.

News from Maine Reading First...

We want your suggestions! As you peruse the monthly editions of *Literacy Links*, you might have topic ideas for the spotlight, instructional strategy, children's literature, professional text, or web site resource sections. We'd love to hear your suggestions. Please email them to: geecon@fairpoint.net.



*" The aim of education should be to teach us rather **how to think**, than what to think— Rather to improve our minds, so as to enable us **to think for ourselves**, than to load the memory with the thoughts of other men.*

--James Beattie

Check it out...

Maine's RtI Webpage:

<http://www.maine.gov/education/rti/index.shtml>

Resources available at this site include:

- Maine's RtI Guide
- T.A. Center Resources
- Federal and State Regulations
- Parent Resources
- Variety of RtI Planning Tools and Website Resources

<http://www.iris.peabody.vanderbilt.edu>

This user friendly website provides models and interactive teaching modules for schools to use for professional development for a wide range of topics related to RTI in Literacy, reading, math, and behavior. The resources are organized for grade spans including: PreK-3, 4-8, and High School. Specific teaching modules walk staff through the process of learning to use Curriculum Based Measures (CBM) for universal screening and progress monitoring.

<http://rti4success.org>

National Center on Response to Intervention (RTI).

The American Institutes for Research and researchers from Vanderbilt University and the University of Kansas -- through funding from the U.S. Department of Education's Office of Special Education Programs (OSEP) -- have established the National Center on Response to Intervention. The Center's mission is to provide technical assistance to states and districts to build the capacity of states to assist districts in implementing proven models for RtI. The Center's work is organized into four service areas:

- **Knowledge production** activities that include a rigorous technical review to determine which tools, practices, and implementation strategies are deemed scientifically valid and appropriate;
- **Expert trainings** and follow-up activities (both face-to-face and at a distance) to drive implementation supports for RtI on a broad scale;
- **Information dissemination** activities that involve forming partnerships and reaching out to target stakeholders via ongoing communication, including web-based telecommunication; and a rigorous
- **Center evaluation** using formative assessments to help improve the delivery services in states and districts across the country.

Webinars concerning a wide range of RtI topics are available directly from the events section of this website.

Newsletter Archives

Earlier editions of *Literacy Links* available on the Maine Reading First website at <http://www.maine.gov/education/rf/homepage.htm>



SNEAK PREVIEW

Coming soon!

IN 2009 Literacy Links—

- ❖ *Purposeful Text selection*
- ❖ *Strategies for non-fiction comprehension*



Edition	Spotlight Topic
March, 2005	Maine Reading First
April, 2005	Maine Reading First Course
May, 2005	Reading Fluency
June, 2005	Vocabulary
September, 2005	Phonemic Awareness
October, 2005	Phonics
November, 2005	Comprehension
December, 2005/January, 2006	DIBELS
February, 2006	Literacy Centers
March, 2006	Interactive Read Aloud
April, 2006	Nonfiction
May, 2006	Word Walls
June, 2006	Classroom Design
September, 2006	Shared Reading
October, 2006	Automaticity
November, 2006	Using Assessment to Guide Instruction
December, 2006	Deepening Comprehension
January, 2007	Selecting Quality Children's Books (part 1)
February, 2007	Selecting Quality Children's Books (part 2)
March, 2007	Making Instruction Explicit
April, 2007	Motivation and Engagement
May-June 2007	Grouping for Instruction
September 2007	Making Instruction Systematic
October, 2007	Pacing Instruction
November, 2007	Managed Independent Practice
December, 2007	A Deeper Look at Phonemic Awareness
January, 2008	Phonics at the K-2 Grade Span
February, 2008	Phonics and Word Work Grades 3-5
March, 2008	Vocabulary Revisited
April, 2008	A Deeper Look at Vocabulary Instruction
May-June 2008	Fluency Revisited
August 2008	Fluency Assessment
September-October 2008	The Revised Maine <i>Learning Results</i> English Language Arts Standards
November 2008	Comprehending Comprehension
December 2008	Comprehension Strategies
January 2009	Response to Intervention (RTI)
February 2009	Multiple Tiers of Intervention



For additional information about any of the items in this newsletter or to sign up to receive this e-newsletter, please email Leeann.Larsen@maine.gov

Click here to view the Maine Reading First website
<http://www.maine.gov/education/rf/homepage.htm>

The professional development opportunities and materials are listed in *Literacy Links* for informational purposes only and are not necessarily endorsed by the Maine Department of Education's Maine Reading First Initiative.