

## Response to Intervention Assessments

	Screening	Diagnostic	Progress Monitoring
Students	<i>All students</i>	<i>Students identified on screening as possibly having reading difficulties</i>	<i>Students receiving targeted instruction in interventions/small group</i>
Administration Frequency	<i>Three times a year</i>	<i>After screening to gain in-depth information</i>	<i>Weekly or biweekly</i>
Purpose	<i>Identify students with possible reading difficulties who may need targeted interventions</i>	<i>Gain more information about students' reading abilities and difficulties</i>	<i>Monitor progress toward meeting grade-level expectations and inform instructional decisions</i>
Information Provided	<i>Overall effectiveness of instructional program in reading Initial data point for making intervention decisions for individual students</i>	<i>Specific student needs in targeted areas Additional data to make targeted decisions about instruction and curricula</i>	<i>Specific student needs within intervention Data over time to check progress and make timely decisions related to instruction and curricula</i>
Skills or Knowledge Targeted	<i>Broad indicator (e.g., oral reading fluency)</i>	<i>Skills in specific reading domains (e.g., word analysis skills)</i>	<i>Skill level in specific reading domain (e.g., reading high-frequency words)</i>

Excerpted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2010). *Response to intervention: Intervention instruction*. Austin, TX: Author.

Adapted from Mellard, D. F., & Johnson, E. (2008). *RTI: A practitioner's guide to implementing response to intervention*. Thousand Oaks, CA: Corwin Press.