

# School-wide Assessment Tool for an RtI Model

Core Principle of RtI	School Improvement Framework	Indicators of Core Principle	Evidence	Level of Implementation		
VIII. Use assessment for three different purposes				5 – Established 3 – Emerging 1 – Not in Place		
Assessments are used to identify children who are not making expected academic or behavioral progress, diagnose to reflect what children are able to do academically and behaviorally, and monitor progress to determine if academic or behavioral interventions are effectively meeting the needs of children.	Strand I: Standard 3: Benchmark B: Key Characteristic 2: Informs Curriculum and Instruction	Teaching for Learning Assessment Data Reporting & Use Informs Curriculum and Instruction	<p><b>A.</b> Assessments are specifically selected to:</p> <ul style="list-style-type: none"> <li>Identify children who are not making expected academic or behavioral progress</li> <li>Diagnose what children are able to do academically and behaviorally, and/or</li> <li>Monitor progress to determine if academic or behavioral interventions are effective</li> </ul>	5	3	1
	Strand V: Standard 1: Benchmark A: Key Characteristic 2: Systematic	Data & Information Management Data Management Data Generation, Identification & Collection	<p><b>B.</b> A process exists to determine the need for assessment weighed against time lost in instruction</p>	5	3	1
	Strand V: Standard 2: Benchmark A: Key Characteristic 2: Dialogue about Meaning	Data & Information Management Data Management Analysis & Interpretation Dialogue about Meaning	<p><b>C.</b> The following four eligibility criteria are defined when considering special education eligibility:</p> <ul style="list-style-type: none"> <li>Level difference</li> <li>Rate of learning</li> <li>Documented adverse impact on education</li> <li>Exclusion factors</li> </ul>	5	3	1