

# **Response to Intervention Plan**

**Jericho Schools**

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## **Response to Intervention**

### **Introduction**

The Commissioner's Regulations, Section 100.2 (ii), require school districts to implement response to intervention programs in its schools which will also meet the requirements of Academic Intervention Services descriptors provided in such section. RtI is a multi-tiered, problem-solving approach that provides for early identification of general education students struggling in academic and behavioral areas and utilizes systematically-applied strategies and targeted instruction at tiered levels of intervention. RtI plans are designed to close achievement gaps for all students by addressing student needs before they become insurmountable and to assist professional staff in determining whether student learning difficulties are the result of learning disabilities or the instructional program/approach being implemented.

### **Levels of Intervention**

The Response to Intervention Plan will consist of three levels of intervention:

- Tier I Intervention will be implemented by the classroom teacher, based upon targeted skills and intervention strategies.
- Tier II Intervention will be implemented by classroom teachers and/or support staff, including reading teachers, speech/language teachers, mathematics teachers, psychologists, counselors, social workers and/or learning center instructors, based upon targeted skills and intervention strategies. Tier II strategies can be implemented either in the classroom or as a pull-out service.
- Tier III Intervention services will be implemented by support staff, including reading teachers, speech/language teachers, mathematics teachers, psychologists and/or learning center instructors, based upon targeted skills and intervention strategies. Students at this level of intervention will receive more intensive services. Tier III services are provided as a pull-out service.

### **Eligibility**

Students who are eligible for response to intervention services will include:

- Those who score below designated performance levels on elementary State assessments in English/language arts and/or mathematics.
- Those who score below designated performance levels on universal screening instrument(s).
- Those who do score below designated performance levels on progress monitoring instrument(s).

Tier I, II and III interventions are targeted for all specified general education students, including English language learners.

### **The Response to Intervention Plan**

The Jericho Schools Response to Intervention Plan includes a description of the following:

- The universal screening instrument(s) being used with all students in kindergarten through grade five.
- Professional staff included in the Instruction Support Team.
- Components of the RtI Plan.
- Intervention strategies at Tiers I, II and III in the following areas:
  - Decoding
  - Vocabulary

Comprehension

Writing

Mathematics

Behavior

- Progress monitoring tools.
- Parent notification letters.
- Appendices.

## **Appropriate Instruction**

The foundation of Response to Intervention procedures is high quality instruction in the general education setting, provided by the general education teacher. Instruction in all areas is matched to students' needs through instruction in the core curriculum that provides for

- High-quality, research-based instruction for all students;
- Differentiated instruction to meet student needs
- Curriculum that is aligned with the New York State Standards in each curricula area
- Instructional strategies that utilize assessment to inform planning.

In the area of reading, appropriate instruction will provide for explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension. Mathematics instruction will include learning in problem solving, arithmetic skill and fluency, conceptual knowledge and reasoning ability. English Language Learner instruction will be culturally and linguistically responsive to the language and learning needs of students whose first language is not English.

School-wide behavioral systems reflect an approach to discipline that emphasizes prevention and decision making designed to reduce problem behaviors and improve academic performance.

## **Classroom Instruction in ELA and Mathematics**

English Language Arts in the primary and intermediate grades focuses on foundational skills and building literacy skills. Using a variety of resources, teachers use whole class, small group and individual instruction to build foundation skills as well as comprehensive strategies for understanding and communication in oral as well as written modes.

Reading Programs K-5: The Jericho School District utilizes a balanced literacy approach to teaching reading. Students receive explicit instruction in foundation skills, fluency, vocabulary development as well as the skills and strategies necessary for comprehension.

**Wilson Foundations:** Wilson Foundations provides systematic and explicit instruction to students in kindergarten through second grade based upon the Wilson Reading System. Critical foundation skills in phonemic awareness, phonics, high-frequency word study, fluency, vocabulary and spelling are taught, using a multisensory, structured language program.

**Columbia Teachers College Reading and Writing Workshops:** Using Colombia Teachers College Units of Study, reading and writing workshop models are utilized to teach skills in short mini-lessons and apply the lessons learned during work time and debriefing. Students participate in shared reading and writing, guided reading and writing lessons, teacher/student conferences and assessments to determine reading level and provide

opportunities for extended reading time in appropriately-leveled books. Each grade level has specific units of study tailored to meet development and curricular needs as well as the requirements of NYS Standards.

Mathematics Program K-5: The Jericho School District uses a range of programs and practice formats to building students conceptual knowledge and problem solving skills, while ensuring automaticity with numbers.

**Math in Focus:** With problem solving as the center of math learning, concepts are taught using a concrete - pictorial - abstract learning progression through real world, hands-on experiences. Paced instruction focuses on teaching fewer math topics per year to a level of mastery. Consistent use of visual models and manipulatives bridges the concrete and the abstract; encourages algebraic thinking; facilitates communication of math ideas; and solidifies learning. Instruction centered on problem solving using multiple models to help students visualize and understand the math concepts.

**FASTT Math:** FASTT Math adaptive technology creates an individualized learning progression for every student designed to increase student mastery of math facts.

## **Screening**

Screening of all students will be conducted a minimum of three times per year to assist in the early identification of students who are potentially at risk.

All students in grades kindergarten through eighth grade will be universally screened in English language and mathematics, using the Northwest Education Association assessment (NWEA) in fall and spring. NWEA is an item adaptive assessment that provides multiple data points for each student over time. It is aligned with the New York State Learning Standards and identifies student results by those standards. Utilizing the NWEA assessments will enable teachers to:

- Determine students' instructional levels in ELA and mathematics.
- Determine areas of proficiency, readiness for learning; and opportunities for enrichment
- Group students according to instructional needs.
- Plan to meet students' individual needs.
- Identify students needing additional instruction in specific learning standards
- Project growth over time

See attachments: MAP Growth, K-2; MAP Growth

Additionally, students in kindergarten through grade five will also be screened using the Fountas & Pinnell Benchmark Assessment System. The assessment is designed to provide information for effective instruction, based upon the reading level of each student. Using this comprehensive system will enable teachers to:

- Determine students' instructional and independent reading levels.

- Recommend a placement for instruction
- Form initial groups for instruction.
- Plan for instruction
- Identify students who need extra help or intervention
- Monitor and report student progress across school years
- Give insights into the decoding and comprehension strategies that students utilize.
- Make informed decisions that connect assessment to responsive teaching.
- Assess the outcomes of teaching
- Inform parent conferences

See attachment: Fountas & Pinnell Benchmark Assessment System

In addition to the universal screening instruments above, students in kindergarten through grade 1 will be screened utilizing Wilson Foundations Unit Tests. Foundations is a multisensory, structured language program designed to provide systematic and explicit instruction in

- Phonemic awareness
- Phonics/word study
- High-frequency word study
- Reading fluency
- Vocabulary
- Spelling

See attachment: Foundations Sample Unit Test

Students are programmed into specific ENL support services based on current NYSESLAT and/or NYSITELL scores as well as performance on the NWEA.

## **Referral Procedures and Intervention**

### **Referral Procedures**

The process for referring a student and responding to that student's need will include instruction matched to student need, in increasingly intensive levels of targeted intervention and instruction. Students will be identified using the following screening process:

- Students can be referred to the Instructional Support Team (IST) as a result of the universal screening (NWEA), an informal reading inventory (Fountas and Pinnell Benchmark Assessment System; LLI screening, TC running records), district benchmarks, classroom assessments, teacher observation or by parent request.
- Students are referred to the IST using the Elementary RtI Referral Form, giving the student name, date of birth, attendance history, presenting concern and the record of services. (See attached.)
- The IST, consisting of appropriate staff and the classroom teacher and/or the referring teacher will meet to discuss the reason for referral and possible interventions to be pursued.

### **Intervention**

If the Instructional Support Team determines that intervention for a student is indicated, one of three levels of service will be provided:

- Tier I: Tier I instruction is based upon the core instructional program and takes place in the general education classroom. This level of service includes appropriate instruction and interventions that meet the needs of all learners. Specific, differentiated interventions, based upon the core instructional program, will be identified for the referred student. Progress monitoring of student who is initially identified as at risk will be conducted for five or six weeks. Based upon progress monitoring, the student can be dismissed from Tier I intervention, receive an additional Tier I Plan or be referred for Tier II intervention.
- Tier II: Tier II intervention may take place in the general education classroom or in an alternate location outside of the general education classroom. Tier II interventions will vary by curriculum focus, group size, frequency and duration, based upon individual student needs. Progress monitoring will be more frequent than in Tier I and can be accomplished using Curriculum-Based Measurement and/or other research-based assessment. The recommended length of time in Tier II intervention is between nine and thirty weeks, after which the student plan should be reassessed.
- Tier III: Tier III is reserved for those students who require more intensive instruction in addition to core instruction received in the general education classroom. It differs from Tier II in time, duration, group size, frequency of service, progress monitoring and focus. Tier III enables a student to receive more individualized instruction in an out-of-classroom setting. Progress should be monitored regularly to adjust instruction.



- Students who do not make adequate progress in Tier III will be referred back to the IST for consideration of referral to the district Committee on Special Education.

## Instructional Support Teams

The Instructional Support Team (IST) consists of a group of educators who work together as problem solvers. Any school staff member can be part of the IST, but the classroom teacher who makes the referral is always one of the members.

When a teacher determines that a student should be referred for intervention, he/she completes a referral form providing background information about the student and noting data collected as part of the universal screening or curriculum-based measures. The referral form is given to the IST coordinator. The coordinator will set the time for the meeting and invite appropriate teachers to the meeting.

In Tier I, the Instruction Support Team promotes a collegial atmosphere in which teachers work together to solve student problems, employ instructional interventions to promote student success, and use assessment methods to measure their progress. Since Tier I interventions are provided in the classroom, the IST works with the teacher to explore reasons for the student's learning or behavior difficulties and student strengths. The members analyze data gleaned from universal screenings as well as the student's academic levels, study or learning habits and classroom behaviors. Then the team discusses the instructional methods that the classroom teacher can utilize to address the student's needs and develops an individualized plan for the student, tailored to improve the student's performance. The Tier I Plan delineates specific classroom interventions to be employed for Tier I support, determines methods to track student improvement during the intervention, and sets the length of time before review of student progress. While the intervention plan is in action, the Team monitors the student using academic or behavior measures such as curriculum-based measurement or daily behavior reports. If the data collected indicates that the student is not making progress, the team meets again to either modify the current intervention or identify another intervention to be used in the classroom.

If the IST finds, after trying several individualized intervention plans, that a student still has not made progress, the Team may refer the student for Tier II or Tier III intervention. In Tiers II and III, an expanded Instructional Support Team, including the principal, determines interventions, group size and contact time for push-in or pull-out instruction, length of time for the plan and specific goals for progress. While the intervention plan is in action, the Team monitors the student using progress monitoring tools set forth in the individual plan.

### IST Members:

Tier I - The make-up of the Team should be fluid, depending upon the presenting issue.

- ELA: Classroom teacher, reading specialist; another colleague as designated (e.g. child's previous teacher)
- Math: Classroom teachers, math specialist; another colleague as designated
- Behavior: Classroom teacher, psychologist/special education facilitator; another colleague as designated.

### Tiers II and III

- ELA: Classroom teacher, reading specialist; principal, other colleagues(s) as designated
- Math: Classroom teachers, math specialist, principal, other colleague(s) as designated
- Behavior: Classroom teacher, psychologist/special education facilitator, principal, other colleague(s) as designated.

## **Progress Monitoring**

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis or according to the RtI Plan. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

When progress monitoring is implemented, benefits include:

- accelerated learning because students are receiving more appropriate instruction;
- more informed instructional decisions;
- documentation of student progress for accountability purposes;
- more efficient communication with families and other professionals about students' progress;
- higher expectations for students by teachers; and
- fewer Special Education referrals.

Curriculum-Based Assessment (CBA) refers to models of assessments that emphasize a direct relationship to the student's curriculum. Curriculum-Based Measurement (CBM) uses repeated measures from the student's curriculum to evaluate the effectiveness of instruction and instructional changes to lead to more effective teaching methods and improved student achievement. Increase in the behavior being measured on equivalent forms of the task should represent academic growth. CBM can be used in conjunction with a problem solving process that includes:

- Identifying the problem to be solved. Ex. Student does not have sufficient knowledge of high-frequency words.
- Identifying alternative solutions to the problem. Ex. Daily school and home practice with a small, targeted set of high-frequency words.
- Implementing and testing the alternative solutions (assess/evaluate the reading methods). Ex. Use of Foundations Double Dose lessons and assessment.
- Revising unsuccessful solutions and/or terminating the problem-solving process.

Use of a curriculum-based measurement requires little training and uses multiple forms for repeated administration. Indicators of student achievement are used to evaluate and graph baseline and intervention data. Practitioners use these data and predetermined data decision rules to decide when to make instructional changes.

Progress monitoring can also be determined using any number of research-based instruments that are available to the staff, including but not limited to

- NWEA Assessments

- Fountas & Pinnell Benchmark Assessment System
- Foundations Unit Tests
- TC Assessments
- Foundations Double Dose Assessments
- Fountas & Pinnell Levelled Literacy Assessments
- Wilson Reading Assessments
- System 180 Assessments
- System 44 Assessments
- iRead Assessments
- Math in Focus Unit Tests

The method of progress monitoring and frequency will be determined upon the development of an RTI Plan and denoted on the Plan.

## **Written Notification to Parents**

When a student requires intervention beyond that provided to all students in the general education classroom, parents will be notified in writing noting the following:

- Area of concern
- Type of intervention
- Performance data
- Strategies
- Parents' Rights

Sample notification letters are included in this section.

# **Attachments**

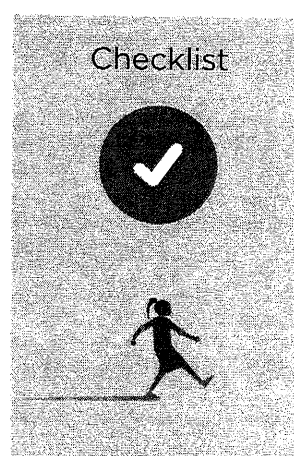
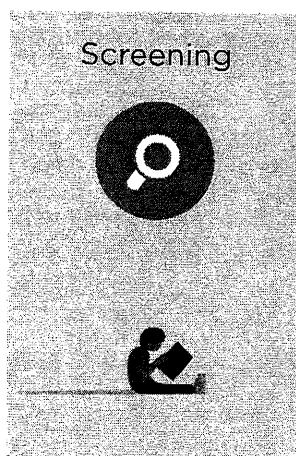
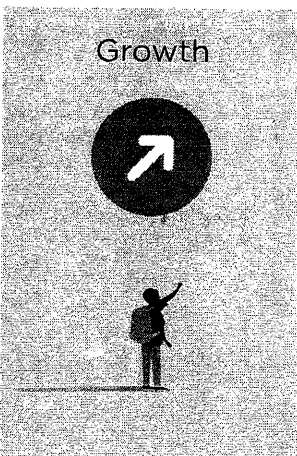
# map GROWTH K-2

## Accurately Measure Growth and Performance

Support your youngest learners and maximize their potential. MAP® Growth™ K-2 enables educators to pinpoint where all students are on their learning paths. Identifying this starting point as early as possible and tracking growth over time on a reliable scale is essential to getting students on track and ensuring long-term academic success.

## Designed to Support Young Learners

MAP Growth K-2 delivers three assessments that focus on the unique learning needs of your youngest students: growth, screening, and skills checklist. Special features, such as warm-up tests, audio instruction, and a visual interface, are specifically designed to engage young learners and assess what they know.



### A Reliable Growth Measure

Our growth assessment measures each student's performance, regardless of whether they are on, above, or below grade level. Educators can use this data to inform instruction and track growth over time.

### Assess for Placement

Screening assessments provide you with baseline information for students in the earliest stages of learning to support placement decisions. Educators can assess early literacy and early numeracy at the beginning and end of the school year.

### Check for Skills

Use the skills checklists to assess how well your students know specific skills and concepts—before or after teaching them. This information can help you focus instruction to support student growth.

## Interim Growth Assessment, Screener, and Skills Checklist

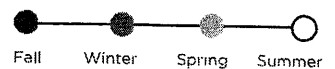
### GRADE-LEVEL INDEPENDENCE

Measures performance of every student, whether on, above, or below grade level—even if standards change

### SUBJECTS

Math  
Reading

### FREQUENCY



### TEST TIME

#### Untimed

Students typically take less than 30 minutes per subject

### STANDARDS ALIGNMENT

State standards  
Common Core

### ACCESSIBILITY

Audio instruction  
Color contrast adjustment  
Magnification

## Answer Key Questions

**Growth:** Is each student growing as expected—whether they started at, below, or above grade level? MAP Growth K-2 adapts to each student's learning level. A stable, equal-interval scale tracks growth within and across grades.

**Screening:** What do my youngest learners know? Having this information in the beginning of the school year can help teachers better support students who are in pre-K and kindergarten.

**Individual skill mastery:** Has the student mastered specific reading or mathematics skills? MAP Growth K-2 includes short, non-adaptive skills assessments.

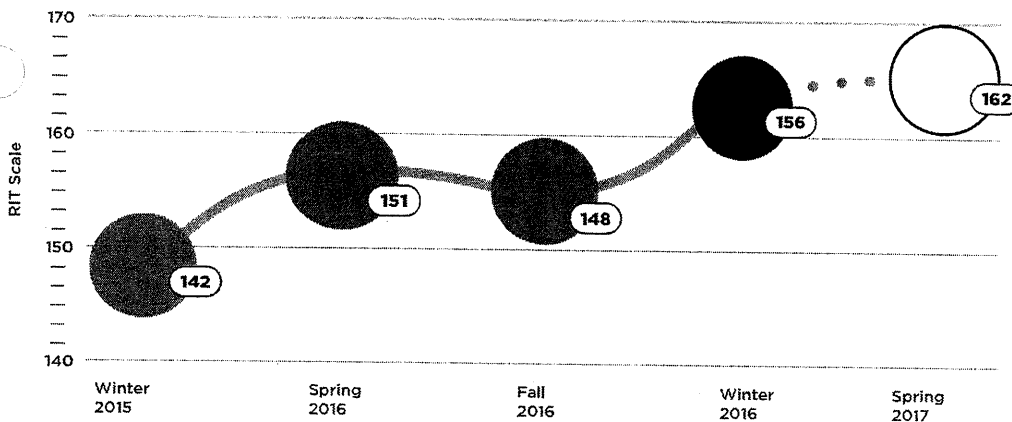
## Make Data-Driven Decisions

**Inform resource allocation:** Administrators use MAP Growth K-2 data to determine program and resource needs.

**Focus instructional planning:** Teachers use MAP Growth K-2 data to identify growth targets and set goals for students and classrooms.

## Growth Over Time

MAP Growth K-2 reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.



## RELIABLE TECHNOLOGY

Our online assessment platform is compatible with most popular operating systems, browsers, and devices—including iPads® and Chromebooks®. Because the assessment platform is stable, scalable, and reliable, schools can test on the schedule that meets their needs.

## PROFESSIONAL LEARNING

NWEA offers a wide range of learning opportunities with flexible delivery—including self-paced online learning and workshops conducted on-site, regionally, or online. Educators can learn to use effective formative assessment practices, create a strong data culture, apply data to support student learning, and more.

## ONGOING SUPPORT

Our knowledgeable specialists are here to help at every step, from comprehensive implementation to ongoing help via phone, email, live chat, and even on-site.

**nwea**  
Measuring What Matters™

## ABOUT NWEA

NWEA™ is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](http://NWEA.org) to find out how NWEA can partner with you to help all kids learn.

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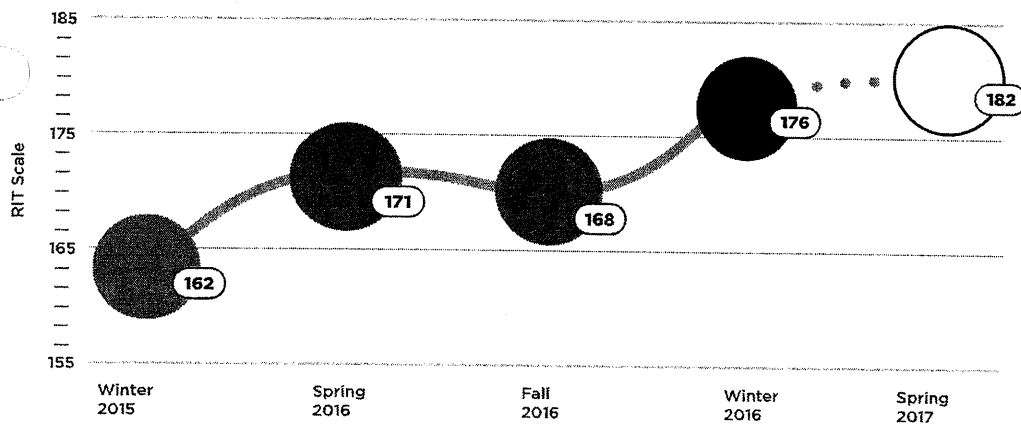
# mapGROWTH™

## Precisely Measure Growth and Performance

MAP® Growth™ measures what students know and what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

## Growth Over Time

MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.



## The Most Stable Scale

Every question on a MAP Growth assessment is calibrated to our proprietary RIT scale, which is the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career.

## Reports Designed for Insight

MAP Growth reports transform raw data into insights that help educators take action. Teachers use them to differentiate instruction and pinpoint individual student needs. Higher-level reports give administrators the context to drive improvement across entire schools and systems.

## Interim Assessment for Growth

### GRADE LEVELS

Core ☐ Remediation ☐  
K 1 2 3 4 5 6 7 8 9 10 11 12

### GRADE-LEVEL INDEPENDENCE

Measures performance of every student, whether on, above, or below grade level—even if standards change

### SUBJECTS

Math  
Reading  
Language usage  
Science

### FREQUENCY

Fall Winter Spring Summer

### TEST TIME

## 45 minutes

Untimed. Approximately 45 minutes per subject

### STANDARDS ALIGNMENT

State standards  
Common Core  
Next Generation Science Standards\*

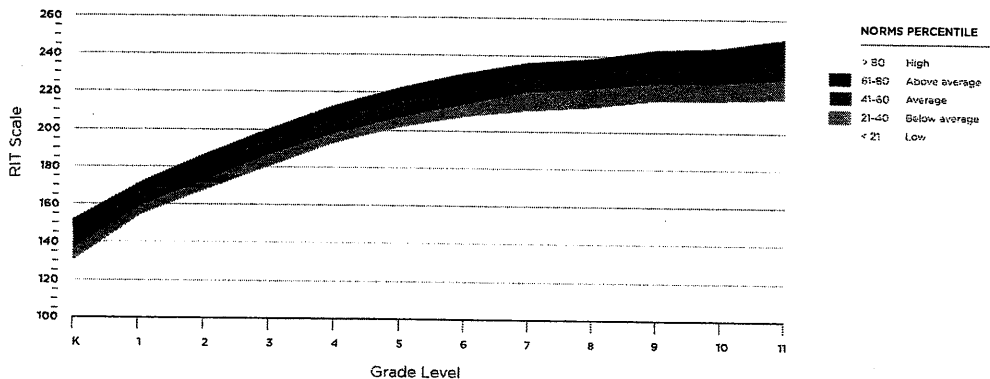
### ACCESSIBILITY

Refreshable braille  
Keyboard navigation  
Screen reader (JAWS) compatible  
Magnification  
Color contrast adjustment  
Test & item aids  
Universal Design for Learning (UDL)  
ARIA & WCAG compliant  
Alt-tags

\*Next Generation Science Standards is a registered trademark of Achieve. Neither Achieve nor the lead states and partners that developed the Next Generation Science Standards were involved in the production of this product, and do not endorse it

## Comparisons to Drive Insight

NWEA™ uses anonymous assessment data from over 10.2 million students to create national norms. Educators compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems.



## Professional Learning: A Foundation for Ongoing Success

Get the most out of MAP Growth data with powerful professional learning. Our MAP Foundation Series workshops help educators connect assessment data to a variety of needs—instructional, programming, and planning.

- Teachers and teacher leaders: Increase the ability to interpret MAP Growth data to inform instruction and goal setting
- Instructional coaches: Develop skills to support teachers in instructional applications of MAP Growth data
- School and district leaders: Gain expertise in using MAP Growth reports to build a data-informed culture and set long-term goals

## RELIABLE TECHNOLOGY

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## ONGOING SUPPORT

Our knowledgeable specialists are here to help at every step, from comprehensive implementation to ongoing help via phone, email, live chat, and even on-site.

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## ABOUT NWEA

NWEA™ is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](http://NWEA.org) to find out how NWEA can partner with you to help all kids learn.

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## Benchmark Assessment System

2nd Edition

### EXECUTIVE SUMMARY

The *Fountas & Pinnell Benchmark Assessment System* is a formative reading assessment comprised of 58 high-quality, original titles, or "little books" divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students in kindergarten through 8th grade. The set of books, recording forms, and other materials serve as an assessment tool for teachers, literacy specialists, and clinicians to use in determining students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

The *Fountas & Pinnell Benchmark Assessment System* spans grades kindergarten through 8th grade and are aligned with the A–Z book levels of the *F&P Text Level Gradient™*, as illustrated in Figure 1. *Benchmark System 1* represents levels A–N on the *F&P Text Level Gradient™*, and *Benchmark System 2* represents levels L–Z.

The *Benchmark Assessment System* books are both "vertically aligned" (they become more difficult as a reader progresses through the levels) and "horizontally aligned" (at each level the fiction and nonfiction books are written at similar levels of difficulty).

#### FIELD TESTING

Development of the texts for the *Fountas & Pinnell Benchmark Assessment System* was closely supervised by Drs. Irene Fountas and Gay Su Pinnell, creators of the *F&P Text Level Gradient™*. A formative evaluation of the *Fountas & Pinnell Benchmark Assessment System* was conducted to ensure that (1) the leveling of the texts is reliable and (2) the reading scores are valid and accurately identify each student's reading level.

Field testing was conducted with 498 students enrolled in a socioeconomically and ethnically diverse group of 22 schools from five geographic regions across the U.S. Determinations of each school's socioeconomic status were made using federal guidelines for categorizing low-, middle-, and high-SES schools.

The participating students were from diverse ethnic backgrounds and income groups. Figures 2 and 3 show the student demographics from the field site schools from each state.

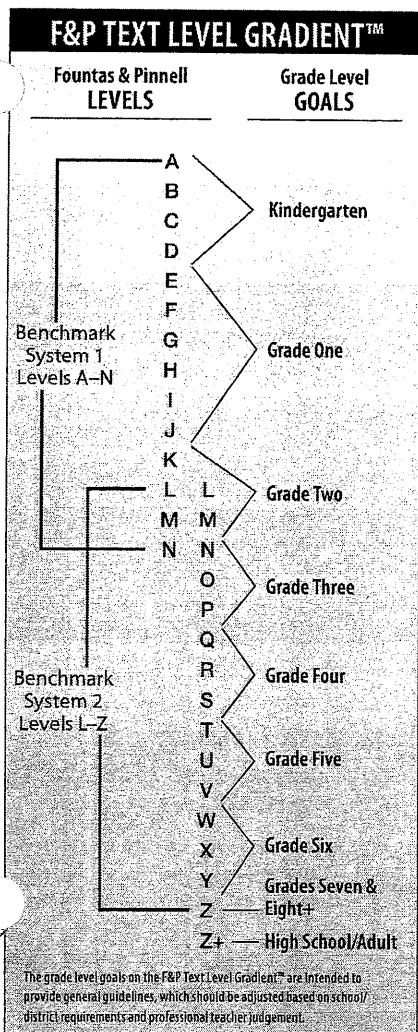


figure 1

SCHOOL FIELD SITES						
	California	Florida	Massachusetts	Ohio	Rhode Island	Texas
Number of school sites (elementary and middle school)	6	3	1	5	2	5
Average percentage of students receiving free or reduced-price lunch or economically disadvantaged	64.2%	45.3%	71.0%	28.4%	51.5%	46.4%

figure 2

STUDENT DEMOGRAPHICS							
	California	Florida	Massachusetts	Ohio	Rhode Island	Texas	Overall
African American	7.3%	22.3%	41%	1.8%	18.5%	34%	20.8%
Asian American & Pacific Islander	5.5%	5.3%	24%	0%	3%	17%	9.1%
Hispanic/Latino	74.0%	23.0%	6%	0%	24%	30%	26.2%
White	11.7%	45.7%	29%	92.6%	54%	19%	42%
Multiracial/Other	1.5%	3.7%	1%	5.6%	0.5%	0%	2.1%

figure 3

## Field Study of Reliability and Validity

### Benchmark Assessment Systems 1 and 2

#### EDITORIAL PROGRAM DEVELOPMENT

Drawing upon students' reading data during the field testing, program developers made changes in the leveled texts to meet the appropriate gradient of difficulty. These changes spanned several dimensions including simplifying the specialized vocabulary words in some nonfiction texts or recasting sentences within a particular text to make them either more or less complex. At one point, it was deemed necessary to replace entirely two texts with more appropriate books. A key change was the establishment of new parameters linking accuracy and comprehension with the independent, instructional, and hard reading levels. This innovative feature provides educators with a more finely grained reflection of a student's decoding coupled with his or her reading understanding.

#### RESULTS OF THE TEXTS' SEQUENTIAL ORDERING

Results from the field testing indicated that the fiction and nonfiction books in the *Fountas & Pinnell Benchmark Assessment System* progressed in difficulty as the levels increased from Levels A–Z, as depicted in Figure 4 and Figure 5 respectively. By grade level, 84% of the students read the fiction books in a sequential order from lower to higher levels of difficulty within one level above or below the targeted reading level, while 85% of the students read the nonfiction books in that order.

#### RESULTS OF HORIZONTAL CORRESPONDENCE BETWEEN FICTION AND NONFICTION TEXTS

The field testing also confirmed that students' developmental reading levels are similar for fiction and nonfiction texts at each level on the *F&P Text Level Gradient*™. As the chart (in Figure 6) shows, 76% of the students read the fiction and nonfiction books at similar reading levels within one level of text difficulty.

#### TEST-RETEST RELIABILITY

Test-retest reliability refers to the consistency of students' scores across tests. To measure the test-retest reliability of *Fountas & Pinnell Benchmark Assessment System*, the students' reading scores on the fiction series were correlated with their scores on the nonfiction series. In general, test-retest results should exhibit a reliability coefficient of at least .85 for an assessment's information to be considered stable, consistent, and dependable. As the test-retest results depicted below (in Figure 7) demonstrate, the *Fountas & Pinnell Benchmark Assessment System* is a reliable reading assessment.

#### TEST-RETEST RELIABILITY BETWEEN FICTION AND NONFICTION BOOKS

Book Series A–N	.93
Book Series L–Z	.94
All Books (A–Z)	.97

figure 7

#### CONVERGENT VALIDITY

The validity of a test is the degree to which an assessment measures what it purports to measure. Convergent validity examines the relationship between an assessment's scores and scores from other instruments.

There was a strong relationship between the reading accuracy rates of *Fountas & Pinnell Benchmark System 1* fiction and nonfiction books (Book Levels A–N), and the accuracy rates of the texts used for assessments in Reading Recovery®, with correlations of .94 for fiction and .93 for nonfiction. This is an important finding because the Reading Recovery® Text Level Assessment, like the *Fountas & Pinnell Benchmark Assessment System*, assesses decoding, fluency, vocabulary, and comprehension. In addition, Reading Recovery® was recently recognized by the U.S. Department of Education as an effective and scientifically based reading program (See: What Works Clearinghouse, 2007). These results reinforce the validity of the *Fountas & Pinnell Benchmark Assessment System 1* program. There was a moderate association between the *Benchmark System 2* (Book Levels L–Z) fiction and nonfiction books and other literacy assessments. One study indicated the *Benchmark System* fiction texts (correlation of .69) and nonfiction texts (correlation of .62) were moderately related with the Slosson Word Test. These results indicate that the *Benchmark System 2* texts are moderately indicative of the Slosson measure of word reading. When comparing grade levels, students generally scored higher on the Slosson than they did with *Benchmark Assessment System* texts for grades 2–6. However, this pattern was not sustained in grades 7 and 8. The Slosson Word Test measures students' isolated oral word calling and provides approximate placement of a child's reading level. It needs to be emphasized that the *Fountas & Pinnell Benchmark System* is based on students' comprehensive reading of complete books.

#### CONCLUSION

After two and a half years of editorial development, field testing, and independent data analysis, the *Fountas & Pinnell Benchmark Assessment System* texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

*The final report was compiled by an outside team of three independent researchers who analyzed the data gathered from the formative evaluation of the Fountas & Pinnell Benchmark Assessment Systems 1 & 2. Two research team members were former school literacy coaches and Reading Recovery educators. All data analysts had backgrounds in literacy research studies using quantitative and qualitative methods and analysis. The final report incorporated the initial formative evaluation design, methods, and collected data.*

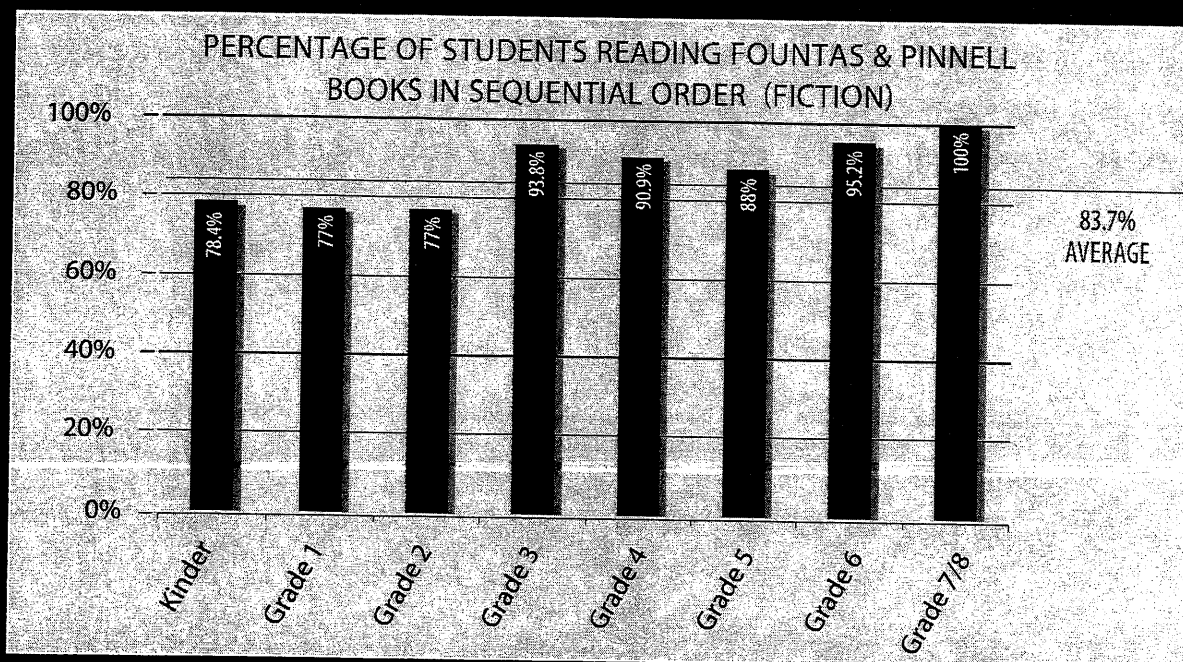


figure 4

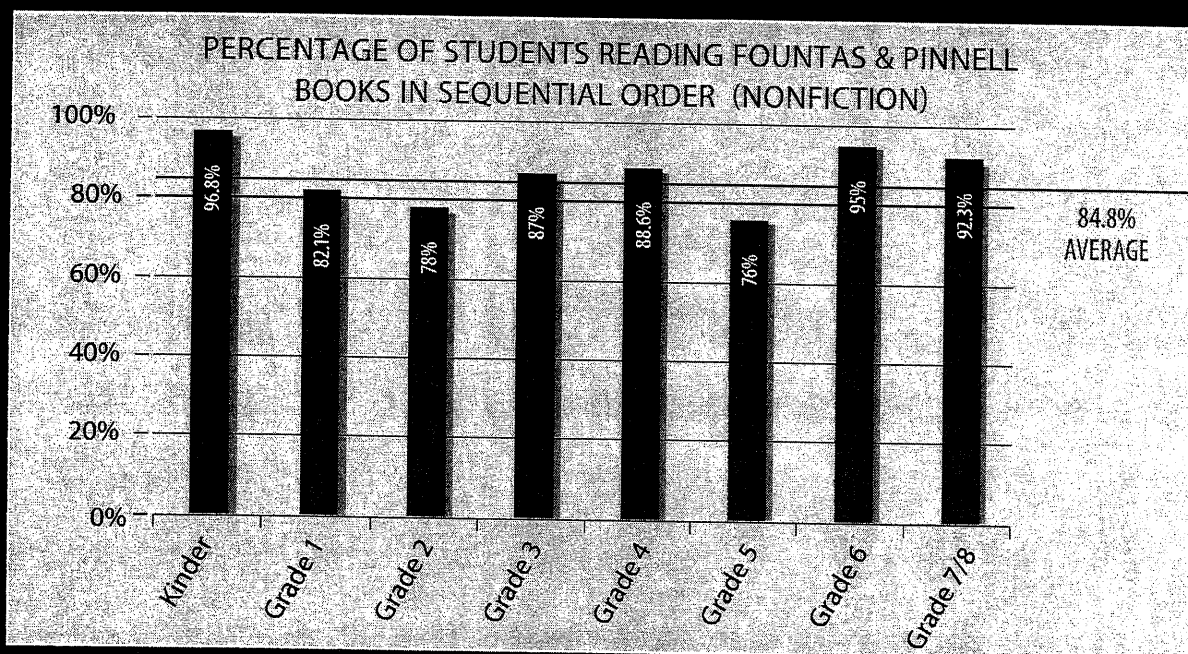


figure 5

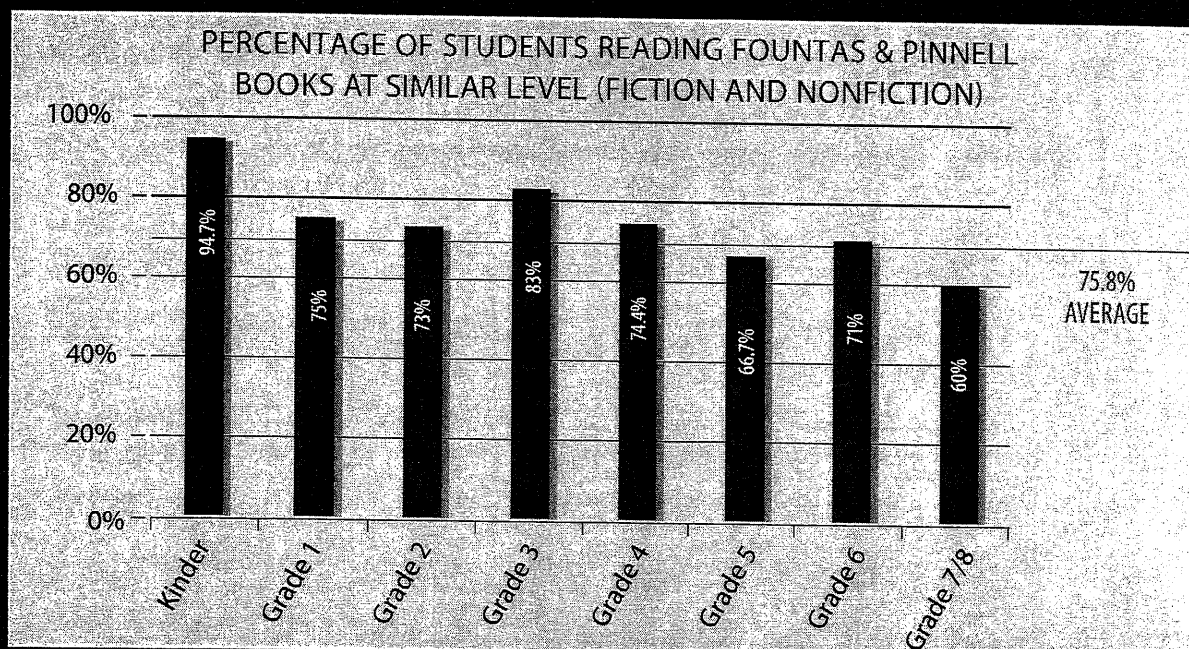


figure 6

**Unit 3-Week 2 Day 5 - Friday**  
**Digraphs - Unit Test pg. 152**

**Sounds:**

1. sh
2. k, c, ck
3. i
4. u
5. ch

**Words:**

1. chat
2. dash
3. math
4. chop
5. neck

**Sentences:**

*We got into a hot bath.*

*Did Jack rush to get the bus?*

5 points sounds, 5 points words, 5 marking up words, 5 points trick words, 5

**Jericho Schools**  
**Elementary RTI Referral Form/Plan**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
Student Date of Birth \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Late \_\_\_\_\_  
Teacher \_\_\_\_\_ Referring Teacher \_\_\_\_\_ School \_\_\_\_\_  
Current Services (Frequency) \_\_\_\_\_  
504 Plan \_\_\_\_\_ IEP \_\_\_\_\_ AIS Services \_\_\_\_\_ ENL Level \_\_\_\_\_

Basis for Screening (Area of Concern):

\_\_\_\_\_ New student \_\_\_\_\_ Mathematics \_\_\_\_\_ Language  
\_\_\_\_\_ Reading \_\_\_\_\_ Behavior \_\_\_\_\_ Other

Description of Concern:

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Is the parent aware of concerns? Yes \_\_\_\_\_ No \_\_\_\_\_

Universal Screening Data: (Complete for area(s) of concern)

1. Reading:
  - (F&P Screening) Results:
  - NWEA Assessments Results: Include Student Profile for the area of concern.
2. Decoding: Results of at least two Foundations Unit Tests
3. Writing: a minimum of three writing samples that were completed after a TC Writing Unit.
4. Mathematics:
  - Results of at least two Math Unit Tests
  - NWEA Assessment Results: Include Student Profile for the area of concern.

Tier I Classroom Intervention Plan

1. Targeted Area(s) for Intervention: (See checked area(s) on attached Tier I Goals and Interventions summary.)
2. Methodologies to be used: (See checked area(s) on attached Tier I Goals and Interventions summary.)
3. Progress will be monitored using: (See checked area(s) on the Progress Monitoring Methodology in the attached Tier I summary.)

Follow-Up IST Meeting

Date:

(Teacher must bring Progress Monitoring Data, based upon Tier I Classroom Intervention Plan.)

**Jericho Schools**  
**Elementary RTI Tier II Plan**

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Student Date of Birth** \_\_\_\_\_ **Days Absent** \_\_\_\_\_ **Days Late** \_\_\_\_\_  
**Teacher** \_\_\_\_\_ **Referring Teacher** \_\_\_\_\_ **School** \_\_\_\_\_  
**Current Services (Frequency)** \_\_\_\_\_  
**504 Plan** \_\_\_\_\_ **IEP** \_\_\_\_\_ **AIS Services** \_\_\_\_\_ **ENL Level** \_\_\_\_\_

**Basis for Screening (Area of Concern):**

\_\_\_\_\_ **New student** \_\_\_\_\_ **Mathematics** \_\_\_\_\_ **Language**  
\_\_\_\_\_ **Reading** \_\_\_\_\_ **Behavior** \_\_\_\_\_ **Other**

**Results of Tier I Intervention:**

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**Tier II Intervention Plan**

1. Location:
2. Group Size:
3. Frequency:
4. Focus:
5. Instructor:

**Follow-Up IST Meeting**

**Date:**

(Teacher must bring Progress Monitoring Data, based upon Tier II Intervention Plan.)



**Jericho Schools**  
**Elementary RTI Tier III Plan**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
Student Date of Birth \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Late \_\_\_\_\_  
Teacher \_\_\_\_\_ Referring Teacher \_\_\_\_\_ School \_\_\_\_\_  
Current Services (Frequency) \_\_\_\_\_  
504 Plan \_\_\_\_\_ IEP \_\_\_\_\_ AIS Services \_\_\_\_\_ ENL Level \_\_\_\_\_

Basis for Screening (Area of Concern):

\_\_\_\_\_ New student \_\_\_\_\_ Mathematics \_\_\_\_\_ Language  
\_\_\_\_\_ Reading \_\_\_\_\_ Behavior \_\_\_\_\_ Other

Results of Tier II Intervention:

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Tier III Intervention Plan

1. Location:
2. Group Size:
3. Frequency:
4. Focus:
5. Instructor:

Follow-Up IST Meeting

Date:

(Teacher must bring Progress Monitoring Data, based upon Tier III Intervention Plan.)