



Discovery Education Response to Intervention (RTI) Management Tool Guide

Introduction: Why RTI?

Step 1: Analyze Benchmark Results

Step 2: Use Worksheet to Identify Specific Students for Intervention

Step 3: Use Discovery Assessment Website to Assign Students to Interventions, Learn Additional Information on Probe Types

Step 4: Confirm Students to Interventions

Step 5: Administer Probes

Step 6: Progress Monitoring Documentation, Use Graphs, Set Targets

Step 7: Use Reports



Discovery Education Assessment Response To Intervention



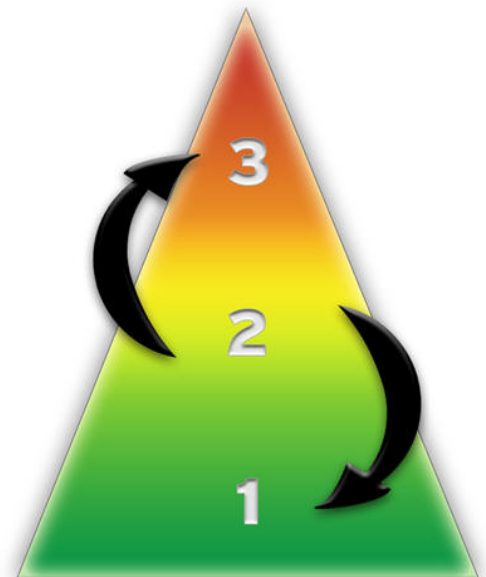
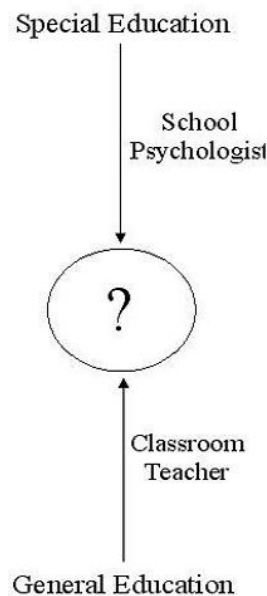
WHY RTI?

Federal law, through the reauthorization of IDEA 2004 (Individuals with Disabilities Act,) has stipulated that, in addition to using the traditional IQ Achievement Discrepancy Model evaluation method, schools have an option to use a Response to Intervention (RTI) method to identify students with Specific Learning Disabilities in reading and/or math. This instructional approach is a set of teaching, assessment, and learning processes that all educators may use with all students.

National RTI reading, math, and behavior experts have published multiple findings over many years showing that approximately 20% of students will struggle to learn and will benefit from additional instructional and behavioral supports. When intervention is provided to these students early in their learning careers, special education services may never be necessary. However, for a student who demonstrates a continued struggle to learn, the systematic collection of assessment data during instruction and intervention services produce evidence that may help educators and parents decide to conduct a comprehensive evaluation for special education services under IDEA. This progress monitoring achievement data becomes a part of an RTI evaluation for specific learning disabilities.

RTI processes underscore the need for assessments that measure student response to state standards as well as to foundational skills in reading and math. Discovery Education Assessment categorizes these assessments into 3 levels: universal screenings (predictive benchmarks) that are typically administered 3 to 4 times a year, short cycle, standards-based assessments (Progress Zone probes) that are typically administered anywhere from twice a week to once a month, and foundational-skill, curriculum based measures (CBMs) that are

typically administered once or twice a week. DE's assessments are designed to meet the needs of both general and special education teachers. Assessment data must be able to drive teaching and provide diagnostic information. Finally, DE assessments are available for fluid learning processes, moving away from student-labeling. All students, at times, may need unique instructional or intervention supports. DE assessments provide data at these multiple learning levels.





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A tiered instructional model has at least 3 levels of instruction and intervention support. Tier I provides the state’s core reading and math curriculum to all students. In other words, all students being taught with an RTI model participate in Tier I because both NCLB 2001 and IDEA 2004 require all students to master state grade-level standards. The Reading First initiative, as a part of NCLB 2001, designated 90 minutes of uninterrupted, scientifically-based instruction for Tier I reading. These 90 minutes typically includes time for whole class, small group, learning center, paired, or individual instruction.

DEA’s predictive benchmarks serve as universal screenings at the Tier I level and are typically administered 3 to 4 times during the school year. Data from these assessments provide information that helps teachers differentiate instruction for all students and identify students who may benefit from supplemental instruction and/or interventions. Progress monitoring may be conducted in Tier I with short-cycle assessments or probes that help teachers plan effective instructional periods. DEA’s CBMs may also be used to progress monitor in Tier I, particularly for the early grades.

Tier II provides focused instruction or intervention supports to students who need time beyond the Tier I core reading and math instructional period. Research shows approximately 15% of students may benefit from receiving Tier II services. The number of weeks and amount of time a student may benefit from Tier II becomes a district or school-based decision. Research has often focused on Tier II as a 30 minute period of time, lasting anywhere from 6 to 12 weeks, delivered in addition to a 90 minute reading period. Interventions are targeted to remediate results of the universal screening and other relevant data sources. Progress monitoring frequency is structured to meet student needs and may measure state standards, foundational skills, or both.

DEA’s Progress Zone provides measures of standards-based knowledge that may be used for progress monitoring of both Tier I and Tier II. DEA’s CBMs also provide progress monitoring data for Tier II students receiving extended supplemental services and interventions targeting foundational skills.

Tier III provides an even lengthier, more intensive intervention support time to students, research finds, to be about 5% of learners. Some districts and schools determine that Tier III will provide special education services. This learning time is typically used to help students master foundational reading skills (fluency, phonemic awareness, phonics, vocabulary, comprehension), math skills (a progressive range of curriculum focal points), and other areas, if needed. DEA’s CBMs provide progress monitoring data that informs Tier III intervention.

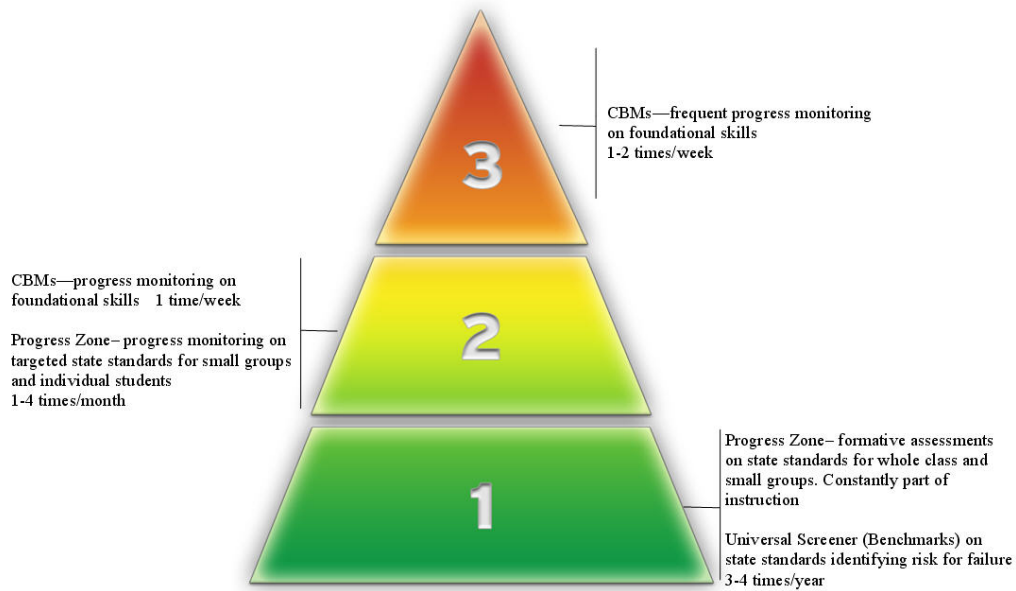




Discovery Education Assessment Response To Intervention



Assessments For Learning Within a RTI Framework



The Discovery Education Assessment balanced and comprehensive set of measures answer the call of all teaching and learning processes for all teachers and students. When educators use an RTI model, they are engaging in a teaching, learning, and assessment cycle proven to improve student outcomes.



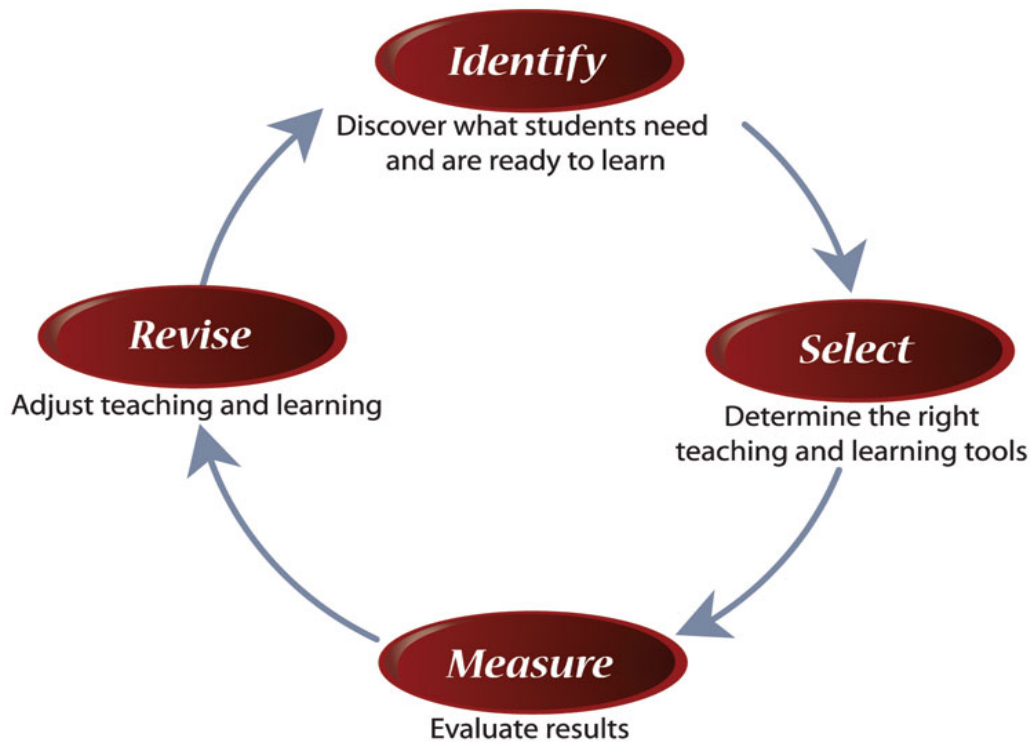


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STEP 1: ANALYZE BENCHMARK RESULTS

Discovery Education Assessment adheres to a learning cycle that identifies what students need and are ready to learn, selects the right teaching and learning tools, measures results, and revises teaching and learning to improve student outcomes.



Start with the School Administrator Drill Down Reports by Grade/Subject. This is best accomplished in a team meeting by grade levels with an administrator sharing the data. If administrative access to reports is not readily available the alternative is to use the Teacher Student Report. You can also use the Growth Score in addition to proficiency predictions.

- a. Login as a school administrator and select the REPORTS tab.
- b. Scroll down past the teacher class names with access to their reports.

Subject:

- Reading/Language Arts
- Mathematics
- Science
- Social Studies
- FACT

Results Format:

- By Subject
- By Skill





Discovery Education Assessment Response To Intervention



- c. **Select DRILL DOWN.** Choose a **grade** and be sure to select ‘**SUBJECT**’, not Skill.
- d. All the grade summaries appear. The bar to the right shows red for those not proficient. (Note, if you tested on paper and your results have not yet been uploaded, you will not SEE any students in Drill Down).

Federal guidelines find that approximately 80% of the students should be learning at grade level proficiency with Tier 1 scientifically based core instruction. Check your non-proficient students in each grade level. Consider how your classroom achievement compares to the national average. This will help you make decisions about instructional remediation and think about both academic and behavioral interventions that may help students progress. It will help you identify the amount of resources you may need to help students succeed during core instruction. It will help you know how often you need to progress monitor. It will give you information to take to student support team meetings.

DEA believes that Tier I is the most critical instructional level. DEA universal screening reports are designed to quickly and easily inform teachers to target below-proficient skills and subskills before they fail. When teaching is adjusted and enriched to remediate and when achievement is progress monitored with Progress Zone, many students will not need Tier II services. Regardless of whether a student receives additional Tier II or Tier III supports, NCLB and IDEA require that appropriate instruction on state, grade-level standards be provided to all students.

- e. Continue to drill down by selecting a **Grade** and the list of classes will appear. **Select a Grade Pool class** and all the student names in that grade level will appear. **Sort by Proficiency** to rank order the student scores and examine the names of all nonproficient students for your grade. (Note: states use different words to define your proficiency levels. Discovery uses your state words for these descriptions. In this manual, we will refer to these students collectively as ‘non-proficient.’)
- f. Some states have two levels of ‘non-proficient’ students. Your district will need to decide which levels to use for placement for RTI Interventions and Progress Monitoring.. Even within the ‘non-proficient’ group, your district may decide to place only the lowest performing students into an intervention (in addition to classroom differentiated instruction) for progress monitoring. *These decisions should be made in advance of using the Discovery web site.*



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For example, in this district, all non-proficient students are placed in a defined RTI Intervention and Progress Monitoring.

Sort by Name	% Correct	Gr. + %Correct	Growth Scale	Proficiency Levels
Test 1 Results (CRRT)				
Class Average	59.6	259	1455	
Bills, William F.	21.4	221	1303	Not Proficient
Garza, Marco A.	25.0	225	1320	Not Proficient
Lewin-flack, Noah R.	25.0	225	1320	Not Proficient
Williams, Christopher G.	46.4	246	1404	Proficient
Fuentes, Diego	46.4	246	1404	Proficient
Miles, Dajiana C.	46.4	246	1404	Proficient

Discovery’s Early Skills Assessment for grades K, 1, 2 provides great insight into the overall status of students reading and math as well as into many of the discreet subskills. This information enables schools to determine which type of instruction and progress monitoring is most helpful for individual students. *You want to carefully use all available student information on subskill problems in deciding the nature of the instructional intervention and probes to select.* Determine what else the Benchmark Universal Screener can tell you about the identified students’ learning profile. Reopen the School Administrator’s Drill Down Report but this time select ‘By Skill.’

- a. Consider what sub-skills need intervention with the students you prioritized for RTI.. Go to the Drill Down and select **by skill rather than by subject**. Teachers focus on their state skills and use these to define RTI Intervention and Progress Monitoring decisions. **Examine the grade levels by the reporting categories/skills displayed.** Clearly, in this grade shown below, the issue is comprehension as defined in this state by “Meaning”. Consider Tier 1 class-wide revised and differentiated instruction before RTI interventions are identified for at-risk students and those students are placed in RTI monitoring.

Grade 3	Content	51	65.38	24	30.77	3	3.85	
	Grammar	58	74.36	16	20.51	4	5.13	
	Meaning	40	51.28	20	25.64	18	23.08	
	Tech & Skill	61	78.21	11	14.10	6	7.69	
	Vocabulary	51	65.38	23	29.49	4	5.13	





Discovery Education Assessment Response To Intervention



- b. Look at individual student reports and Teacher Subskill reports for students identified above to determine what skills the Tier 2-3 instruction should focus on. If a student shows non-proficiency in most of the state reading skills, the teacher must back up and examine Oral Reading Fluency, Math fluency and more fundamental skills. Individual student results are available using the TEACHER REPORTS and looking at the student's red/yellow/green skills within a subject. The test items must also be reviewed to compare the student's answers to the correct answers.

Grade 1 Example:

Student	Conson't	Phoneme	Syllable	Vocab	L:MainIdea	L: Story	L: Strategy	R:MainIdea	R: Story EI	R: Strategy	Non	15
	Mast	Non	Non	Mast	Non	Part	Non	Non	Non	Non		

Question Number	Conson't				Phoneme								Syllable												Vocab												L:MainIdea			L: Story EI			L: Strategy			R:MainIdea						R: Story EI			R: Strategy						Mastery Number Correct (out of 64)	Total Number Correct									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60			61	62	63	64					
Item Difficulty	M	E	M	H	M	E	M	H	E	H	M	M	M	M	E	H	H	M	M	E	M	M	H	M	E	E	H	M	H	M	E	M	H	M	H	M	E	E	M	M	H	E	M	M	M	E	M	M	H	M	H	E	M	H	M	M	M	H	E	M	H	E									
Correct Answer	C	A	D	B	C	A	C	B	A	B	D	C	A	B	A	D	B	D	C	C	D	B	A	D	A	B	B	D	C	D	A	C	D	A	B	C	C	A	D	D	A	C	B	C	B	C	B	A	B	B	D	C	D	D	B	A	C	B	D	A	D	A	B	A	21	21					
Student 1					A	B		B	D	D	C	A	C	C	B	C	C	D	A	C	C	C	A	C											C						A	B	D	B							D	A	B	A	A	A	A	A	B	A	A	A	C	A	A	A	A	A	B		

This student is getting almost all Vocabulary words correct even though he is choosing incorrect answers in almost all Syllable items 13 through 24. He is selecting answers that have almost all of the sounds correct but he is missing on phoneme. His consistent problem with a beginning sound or an ending sound may indicate that he needs to have his hearing checked. It may imply that he needs to be moved to the front of the room. The teacher may also want to listen to the student identify words and determine if he is correctly saying the *entire* word. Probes where the student has to say the word may be useful to determine if he is properly reading these words.



Discovery Education Assessment Response To Intervention



STEP 2: USE WORKSHEET TO IDENTIFY SPECIFIC STUDENTS FOR INTERVENTION

Identify students for RTI Intervention & Progress Monitoring, their grade, subject and subskill .
(Consider State tests, DIBELs, Discovery Benchmark test results). Subskill will determine
Intervention & probe for RTI Progress Monitoring.

Gr.	Subject	StudentName	Identify Subskill Areas to Monitor/ Needs to Improve
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Check the Interventions plan for your school/district & list any special names or notes you use.

- Teacher/Small Group _____
- Coach-Support _____
- District Program #1 _____
- District Program #2 _____
- District Program #3 _____
- District Program #4 _____
- District Program #5 _____
- District Program #6 _____
- District Program #7 _____
- District Program #8 _____
- District Program #9 _____
- District Program #10 _____





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List any other materials your school/district has identified for Probes. Identify them by Name, Grade, Subj.:

Gr.	Subject	Name of Probe
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

a) Who is likely to enter the information above? _____
(this person will need to be given permission to ADD STUDENTS in RTI)

b) Who is likely to CONFIRM information & allow ProgressMonitoring to begin?

(this person will need to be given permission to MANAGE STUDENTS in RTI)





Discovery Education Assessment Response To Intervention



STEP 3: USE DISCOVERY ASSESSMENT WEBSITE TO ASSIGN STUDENTS TO INTERVENTIONS

Please Note: Discovery Education Assessment must turn on RTI for your school and set ADD or MANAGE permissions for individual users before you can proceed with these steps. Please email your list of RTI users, their school name, and their desired permission level (ADD or MANAGE) to assessments@discovery.com prior to beginning web site steps. ‘Add’ permissions should be provided to any staff member who will be responsible for adding students into the system for progress monitoring. ‘Manage’ permissions would be provided to educators who are administrators, coaches or lead teachers in the RTI approach at your school. These educators will oversee the additions of students to the system and confirm the teacher’s rights to move forward with progress monitoring.

Login to <http://www.discoveryeducation.com>, and click the red link to Assessment on the toolbar.

From your homepage, click the RTI tab on the navigation bar to view the main RTI home section with these options.

Response to Intervention			
<p>Add Students</p> <p>Assign your students to an RTI intervention and select probe.</p>	<p>Manage Students</p> <p>Confirm students assigned to RTI, change their probe / intervention, or remove students from RTI.</p>	<p>Progress Monitoring</p> <p>Interactively graph the progress of an RTI student or all students in a probe, by setting target goals, probe scores and notes.</p>	<p>Student Reports</p> <p>View summary or detailed reports of the status and progress of your RTI students.</p>

Click “**Add students**” in order to begin assigning students to an RTI intervention.

Select Intervention in Step 1. If your district has 12 or fewer intervention programs/titles, this placeholder language can be exchanged for your actual names of instructional programs. Send an email with the titles you would like to assessments@discovery.com





Discovery Education Assessment Response To Intervention



Select grade and subject in step 2, then pick desired students. Click Next.

Add RTI Students

Select Intervention and Students Select Probe Type Select Probe

1. Select Primary District Offered Interventions

- Teacher/Small Group
- Coach-support to regular teacher
- District Program #1
- District Program #2
- District Program #3
- District Program #4
- District Program #5
- District Program #6
- District Program #7
- District Program #8
- District Program #9
- District Program #10

2. Select Students

2 Reading

- Bowles, Delvantem
- Brown, Chase
- Cox, Carl
- Davidson, David
- Eides, Evan
- Garcia, Carrie
- Garrison, Bethany
- Inson, Iris
- Miles, Michael

NEXT

Select probe type, then click Next.

Select Intervention and Students Select Probe Type Select Probe

Select Probe Type

Probe Type	Description
<input type="radio"/> Online scored: Discovery Math Curriculum Probe	View district shared multiple choice probes. K-12.
<input type="radio"/> Hand-scored by teacher: Discovery Math	Math Fluency option. K-10.
<input type="radio"/> Hand-scored by teacher Math: I have the materials	Define your Math probe.
<input type="radio"/> Hand-scored by teacher: DIBELS Oral Fluency	DIBELS ORAL Fluency. K-6.
<input checked="" type="radio"/> Online scored: Discovery Reading Curriculum Probe	View district shared multiple choice probes. K-12.
<input type="radio"/> Hand-scored by teacher: Discovery Reading	Letter/word fluency. PreK-3.
<input type="radio"/> Hand-scored by teacher Reading: I have the materials	Define your Reading probe.

NEXT





Discovery Education Assessment Response To Intervention



Select probe, grade level, and form, then click “Save to ‘Manage’ page for confirmation.”

Select Probe

Probe	Gr level	Probes
<input type="radio"/>	K,1	RTI Consonants
<input type="radio"/>	K,1,2,3,4,5,6,7,8,9,10	RTI Context Clues
<input checked="" type="radio"/>	3	RTI Draft Reading Process <input type="text" value="3"/> <input type="text" value="1"/> View
<input type="radio"/>	4,5,6	RTI Grammar
<input type="radio"/>	K,1,2	RTI Listen Comprehension
<input type="radio"/>	3,4,5	RTI Main Idea
<input type="radio"/>	K,1	RTI Phonemes
<input type="radio"/>	3,4,5,6,7,8,9,10	RTI Predict/Inferences
<input type="radio"/>	K,1,2	RTI Vocabulary
<input type="radio"/>	K,1	RTI Vowels

Save to "Manage" page for confirmation

Probe Type is defined by the probe source and how the probe is scored—students taking multiple choice probes online scored within the Discovery website or students in a one-on-one situation with a teacher who listens to the student and keeps a tally of correct answers or students using paper and pencil to answer the items on the form hand-scored by the teacher.

Online Math and Reading probes of 5 items each contain easy and some moderate items. Students in the specified grade level are expected to get 4 of 5 items correct. Grade level expectations are provided in the system, based on 1999 testing standards used in state criteria for proficient performance and do not have to be entered by the user. When a student has completed a probe, the data drops into the management system automatically.

Hand-Scored by teacher: Discovery Math Probes are all available as worksheets. Each set of 10 forms are equivalent in difficulty. The grade level expectations students receiving Tier I instruction are provided in the system. It is assumed a different form will be used each week during the intervention in order to monitor progress. Most probes have 25 items and are completed within a time limit in order to test fluency (a few early grade probes have different numbers of items):





Discovery Education Assessment Response To Intervention



Instructions:

- Addition, Subtraction, Multiplication, Division Facts and Simple Fractions take 1 min.
- All probes from grade 5 division and higher measures of fluency take 3 min.
- The student forms should be printed and given to the student. Teacher forms provide answer keys for scoring student forms. The results are entered into the RTI Progress Monitoring area.

Hand scored by teacher: Discovery Reading Probes are available as worksheets. Each set of 10 forms is equivalent in difficulty. The grade level expectations are provided in the system. It is assumed a different form is used each week during intervention in order to monitor progress.

Probes completed within a time limit in order to test fluency:

Initial Sound Fluency requires the teacher to give an example and the student to sound the first letter of each word on the page (1 min., full instructions on forms)

Phoneme Segmentation Fluency requires the teacher to give an example and the student to sound all of the letters of each word (student tries an example before timing begins) (1 min., full instructions on forms)

Letter Recognition and Sight Words require the **student to read the letters or words.** (The teacher counts the correct answers (1 min.))

Probe Gr Level	Min. per Probe	Probes	Items per Probe	K	1	2	3	4	5	6	7	8	9	10
Begin to End of Grade Expectation: # Correct														
o K,1	1	Initial Sound Fluency	40	10	20									
o K,1	1	Phoneme Segmentation Fluency	40	10	20									
o K,1	1	Letter Recognition	30	15	25									
o PK,K,1,2,3	1	Dolch Sight Words	15-25	5-10	10-20									





Discovery Education Assessment Response To Intervention



Hand scored by teacher: (Teacher has the materials for Reading or Math): Many intervention programs and curricular materials have probes included which parallel the instruction and have grade levels established. These materials can be used, named and recorded in the Discovery RTI Monitoring System. After selecting a student name and this option, the software provides a place to enter the name of the probe for tracking purposes.

Hand scored by teacher: (DIBELS Oral Fluency): The names of these materials have been entered and the grade level expectations established in the web site. These materials may be used and teacher scored results recorded in the Discovery RTI Intervention and Progress Monitoring System using national norms. To use Dibels from our site, open the blue link **‘View all probes.’** Click on the **DIBELS** bullet and click **NEXT**. A blue link to the DIBELS Website appears. Click on it. Insert the **User Name: DibelsUser and Password: 980679**. You will then have access to the Benchmarks and the whole Progress Monitoring area for DIBELS.

Probe Gr Level	Min. per Probe	Probes	Items per Probe	K	1	2	3	4	5	6
				Begin to End of Grade Expectation: # Correct						
1,2,3,4,5,6	1	DIBELS Oral Reading Fluency Gr 1-6	see DIBELS		0 - 40	44 - 90	77 - 110	93 - 118	104 - 124	109 - 125
*Note: Preliminary DIBELS evidence indicates that for students to be on track with comprehension they should meet (1) the Oral Reading Fluency benchmark goal and (2) have a retell score of at least 25% of their Oral Reading Fluency score										
K,1	1	DIBELS Initial Sound Fluency	see DIBELS	8 - 25	25					
K,1	1	DIBELS Letter Naming Fluency	see DIBELS	8 - 40	37					
K,1	1	DIBELS Phonemic Segmentation Fluency	see DIBELS	18(Jan) - 35	35					
K,1,2	1	DIBELS Nonsense Word Fluency	see DIBELS	13(Jan) - 25	24-50	50				

Objective of Hand-scored Probes:

Discovery RTI provides many sets of probes that are hand-scored by teachers. There are 10 equivalent forms per ‘Topic.’ These are available under “Hand Scored by Teacher: Discovery probes” as downloadable PDF documents. They are used by a teacher based on determining the RTI intervention strategy and probe most appropriate for skill improvement. A specific topic is ‘assigned’ to a student. At this point, the student is administered a probe (typically one a week) to see if, based on the intervention, the student is making progress, i.e., getting more correct answers from one week to the next. The skill has to be ‘small enough’ that modest improvement in the count of correct answers can be seen from week to week. It is to be ‘significant enough’ to reflect core curriculum requirements for grade level performance. Students will have ‘ups’ and ‘downs’, but should progress in an upward





Discovery Education Assessment Response To Intervention



trend over 5 to 8 weeks. By having 10 equivalent probes, the teacher has enough probes to use during the intervention. If the intervention does not work, but the skill is still the same, the probes are re-used.

More on Probes

Each probe includes different levels of difficulty. Typically, each probe is completed in 1 to 3 minutes. Probes are identified with 1 or 3 min. as the time limits. Probes have similar items presented in different order on each probe. This design assures that the student does not memorize a probe from one week to the next but has been used to create equivalent forms. Each probe includes items of various difficulty levels. Many forms within the math topics have the same items on subsequent forms (1 to 10) as items have been scrambled within a form.

Student Form and Teacher Form

The student form is prepared on a template so that all the forms are in the same format. The teacher form is most often a duplicate of the student form with the 'answer' shown in each box.





Discovery Education Assessment Response To Intervention



STEP 4: CONFIRM STUDENTS TO RTI

Once you have chosen a probe type, someone with ‘Manage’ rights will need to confirm students to the RTI monitoring steps prior to administering any probes.

Students are confirmed in the “Manage Students” section. To confirm a student to RTI Intervention and monitoring, click the “**Manage Students**” button from the RTI homepage. **Note:** Users who do not have Manage permission will not be able to use this function.

Response to Intervention

<p>Add Students</p> <p>Assign your students to an RTI intervention and select probe.</p>	<p>Manage Students</p> <p>Confirm students assigned to RTI, change their probe / intervention, or remove students from RTI.</p>	<p>Progress Monitoring</p> <p>Interactively graph the progress of an RTI student or all students in a probe, by setting target goals, probe scores and notes.</p>	<p>Student Reports</p> <p>View summary or detailed reports of the status and progress of your RTI students.</p>
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Other Tools

- [View Available Probes](#)

Administer Student Probes

- [Online Student Login Codes](#)
- [Getting Started with RTI](#)



Discovery Education Assessment Response To Intervention



Click the **Confirm** link to confirm a student to the specified intervention and probe. Once a student is confirmed, an automatic online student code will be available if taking a Discovery probe.

Math | Reading

Math

Teacher /Small Group

Grade	Student	Confirmed	Modify	Delete
3	Bell, Steven	Yes	Change Intervention	Delete
	Baker, Rhonda	Yes	Change Intervention	Delete
	Anderson, James	Confirm	Modify Record	Delete
	Baker, Chris	Confirm	Modify Record	Delete
5	Robinson, Delilah	Yes	Change Intervention	Delete
	Peters, Shayla	Yes	Change Intervention	Delete
	Hester, Ron	Confirm	Modify Record	Delete
	Rochelle, Cozette	Confirm	Modify Record	Delete
6	Rowland, Jeremy	Yes	Change Intervention	Delete
	Philapeck, Doris	Yes	Change Intervention	Delete
	Philapeck, Doris	Yes	Change Intervention	Delete
	Carrey, Antonio	Yes	Change Intervention	Delete
	Driver, Tucker	Yes	Change Intervention	Delete
	Cash, Bradley	Yes	Change Intervention	Delete
7	Anderson, Marcia	Yes	Change Intervention	Delete
	Andrews, Miles	Yes	Change Intervention	Delete
	Mcginsey, Martha	Yes	Change Intervention	Delete
	White, Chris	Yes	Change Intervention	Delete
	Bearson, Ashlee	Yes	Change Intervention	Delete

Educators access the online probe codes from the RTI Home page. Click the blue link that says “**Online Student Login Codes.**”

Other Tools	Administer Student Probes
<ul style="list-style-type: none"> View Available Probes 	<ul style="list-style-type: none"> Online Student Login Codes Getting Started with RTI



Discovery Education Assessment Response To Intervention



Print codes for one student or all students. The Login Code is listed for the next available probe. The Discovery website keeps track week by week of probes that have been taken.

NOTE: Students will enter the code from the Student Login page

<http://assignments.discoverveducation.com> in order to take the probe online. At that site, student clicks on RTI probe, enters the code and takes the probe.

If using Discovery probes online, scores are automatically placed in Progress Monitoring where the growth target is set for the student..

Math

Teacher/Small Group

Grade	Student	Probe Name	Probe Gr Lvl	Form #	Next Probe Login Code	Details
5	Baugh, Jameria	RTI Word Problems	4	1	CC9532	View
6	Caldwell, Treleisha	RTI Word Problems	6	2	BD9614	View
	Loayza, Timothy	RTI Word Problems	6	2	BC9629	View





Discovery Education Assessment Response To Intervention



STEP 5: ADMINISTER PROBES

If administering Discovery online probes, give students their login codes for the next probe they are taking. This code can be found by clicking “**Online Student Login Codes**” from the RTI homepage.

Math

Teacher /Small Group

Grade	Student	Probe Name	Probe Gr Lvl	Form #	Next Probe Login Code	Details
5	Baugh, Jameria	RTI Word Problems	4	1	CC9532	View
6	Caldwell, Treleisha	RTI Word Problems	6	2	BD9614	View
	Loayza, Timothy	RTI Word Problems	6	2	BC9629	View

Students go to <http://assignments.discoveryeducation.com/login/> and enter the probe login code after clicking the RTI Probes button from the DE Assessment student login page.



Student Assignment & Assessment Access

Use the red form on the right to access either individual assignments or Progress Zone.

OR

Use the buttons below to access Benchmark, Indicator or RTI. If you use the buttons below to access Benchmark, Indicator or RTI, you do not need to enter anything in the form on the right.



Enter Assignment or Progress Zone Code

Enter the code (provided by your teacher) and your first and last names into the box below. *If you do not have a code, please ask your Teacher for help.*

Code:

Name:

(First & Last)

Discovery Education ASSESSMENT

Welcome

Enter Login Code

Enter the login code that you teacher gave you in the box below. Click the Next button when you are done.





STEP 6: PROGRESS MONITORING DOCUMENTATION

HOW TO GRAPH

If using Discovery probes that are hand scored, the data needs to be entered by an educator into the DEA system. If you are using a commercial program that has its own progress monitoring probes, that data can also be hand entered into this system to allow a complete profile of the child to be maintained in this graphing system.

Results can be entered for a group of students all taking the same grade level probe or individually. It does not matter whether the probe is administered one-on-one by the teacher, the student completes printed work from Discovery or another source, or the student takes a Discovery probe online—all options produce a score that can be entered and monitored in the Discovery RTI Progress Monitoring system.

Choose **monitor an individual student** or **monitor all students** within a probe.

For monitoring an individual student, click on the **student's name**; you are then directed to the Progress Monitoring chart. For monitoring all students in a probe, click on a **probe name**; you are then directed to the Progress Monitoring chart.

Note the following chart terms:

Probe Expectation – printed in **blue** on the top of the chart: This is the grade level expectation for that probe if a student of average performance in that grade level were taking it. It is set by DEA developers and statisticians.

Scores/trend – printed in **orange** and in the middle row: The chart is set up in weeks of a month and everytime a child takes an online probe, the data is automatically inserted the week the child took the probe. If it is a hand scored probe, this is where the educator places the student's score on the probe administered.

Target goals – printed in **green** in the row above the student scores: This is a target set by the educators who are trying to accelerate this child's growth through the intervention. Examining the student's score in relation to the expectation of the probe, determine a target for that child. For example, you may want the child to be able to get a 4 on a probe by December so you place a four in the Target row



Discovery Education Assessment Response To Intervention

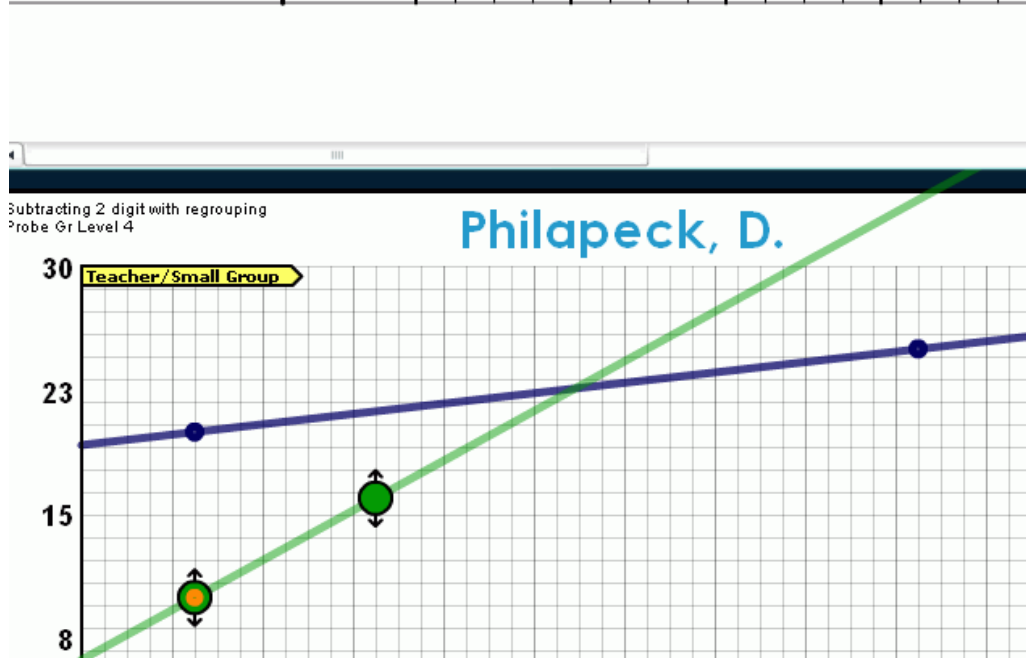


in December. The beginning of the target-goal line is the same score the child got on the first probe. So, if the child got a 1 on the first probe in September, you put a 1 in the week he or she took the probe. The target-goal line needs a beginning and an ending point set by the educators. This can be altered as the intervention and monitoring proceed.

Notes – The last row is for notes so that documentation of who attended meetings and what action was taken can be recorded in case these records are needed as pre-referral data for special education in the future. All Student Support meeting notes should be kept here. Behavioral incidents or notes by the teacher can be placed in here at anytime. This will always be visible in the Student’s ongoing records.

Once data has been entered, click **Save**. Click **Graph**. The green line can be adjusted by dragging the desired target point if it appears too steep to reach Grade Expectation (blue line).

Gr \ Probe Expectation		AUG	SEP	OCT	NOV
Philapeck, D.	6		20		
	Save	Target goals	10		16
	Graph	Scores/trend	10		
		Notes	●		





HOW TO SET A TARGET

Setting a target requires educator professional judgment. There is no one right answer. Consider this as a guideline:

1) The overall goal is for each student to reach proficiency on the Benchmark tests. To approach this, we want the student to reach an appropriate target on each skill that is the basis of an intervention and weekly probe. The weekly probe targets are the ones that the teacher will establish in the Progress Monitoring area.

2) The target that is set in the software for a probe is done as follows:

- a) The blue line is not set by the teacher; it is pre-established by Discovery and may be changed by the district. The target is a line (in green) created by two points: the beginning probe score and expected end score of the intervention.
- b) To draw a target line (green line), the student must have 2 points (at the beginning and expected end of the intervention). The latter one is set by the teacher or school support team.
- c) The first target point is **the same** as the student's score (in orange) that the student gets on the first probe.
- d) As the student takes probes, the scores are in orange and an orange line emerges when graphed. (Orange scores are entered automatically for *Online probes*; teacher-scored probes must be manually entered on the Scores/Trend row).

3) After administering the first probe and inserting the result in green on the target row (in the same week as when the probe was administered), try putting in a second target score 8 to 10 weeks later. Save and LOOK AT THE GRAPH of progress that will need to occur. Does it seem too steep that the student can't make it in that period? If it does, then lower it a little. You can grab the green circle with arrows and *move it*. The target on the green row will automatically adjust to reflect your new slope and graph. *You do not need a green target score for each week, only 2 numbers are needed: one for the beginning and one for the end of the expected intervention time.*

4) If you are testing the student BELOW GRADE LEVEL (the probe grade level is lower than the student's grade level), then you will probably want the student to hit the GRADE EXPECTATION (blue line) as soon as possible, trying it within the intervention 8 to 10 week window.



Discovery Education Assessment Response To Intervention



NOTE: All of this is dependent on teacher judgment. The important thing is to set a target and learn from the experience with the child. You want to try to move the student as close to their true *grade expectation as possible*, but, more than anything, you want the student to make progress and improve.

If a student's progress (**orange line**) does not match the proposed target line (**green line**) in the agreed upon intervention timeframe, then a new intervention is agreed upon. If the probe and the grade level of the probe are to remain the same, then a "Change Intervention" option is available under MANAGE STUDENTS. If this option is used, notes should be added in the Progress Monitoring area. With this change, the target setting process is started again as described above. A new **orange line** is begun with all subsequent probes on this new line along with a new **green line** for the target growth.

If the grade level or the probe topic are changed, a new entry for the student is made in the ADD STUDENTS section. With this change, all results for the student are maintained in the overall student record, but a new graph is required in the PROGRESS MONITORING section. This is due to the fact that two probes of different types or grade levels cannot appear on the same graph.





Discovery Education Assessment Response To Intervention



STEP 7: USE REPORTS

Individual and school and district reports are available for sharing with the parent, the student, and teachers in the school responsible for the RTI Intervention and Progress Monitoring. Summary reports are available for ongoing report purposes.

Summary Reports of all Students in Reading Intervention:

Reading										
Teacher/Small Group										
Grade	Student	Probe Name	Probe Gr Lvl	Probe Improv.	Target as % of Expect.	Benchmark #1	Cut Score #1	Benchmark #2	Cut Score #2	Details
1	Jenkins, Alesha	RTI Context Clues #1...	1	120% of Target	50%					View
2	Cox, Carl	RTI Context Clues #1...	1		50%					View
	Garrison, Bethany	DIBELS Oral Reading ...	4							View
	Jones, David	Initial Sound Fluenc...	1	76% of Target	44%					View
	Anderson, James	RTI Context Clues #1...	3			1380	1353			View

Individual Detailed Report: including all notes and entries

[RTI Home](#) > [Student Reports](#) > Individual

Student Reports: Individual

Cox, Carl

Probe Report Summary

Subject	Current Intervention	Grade	Probe Name	Probe Gr Lvl	Probe Improv.	Target as % of Expect.	Benchmark #1	Cut Score #1	Benchmark #2	Cut Score #2
Reading	Teacher/Small Group	2	RTI Context Clues #1...	1		50%				

Progress Monitoring

	August	September	October	November	December	January	February	March	April	May	Jun
Target goals		1		2							
Scores/trend		1									
Notes		●									

Teacher Notes

Note Title	Written by	Date entered	Week reference	Description
New student	Julian, Audrey	2008-08-26 17:59:01	SEP - Week 1	Not reading with class. Start with context clues as is able to decode, but comprehension unclear.





Discovery Education Assessment Response To Intervention



Individual Detailed Report: includes all notes and entries over time with Benchmark, Proficiency cut score, probe scores, notes, and changes in intervention. Print one or all. Remember, Benchmark scores only appear if a Growth Scale is available for your state.

[RTI Home](#) > [Student Reports](#) > Individual

Student Reports: Individual

Baker, Chris

Probe Report Summary

Subject	Current Intervention	Grade	Probe Name	Probe Gr Lvl	Probe Improv.	Target as % of Expect.	Benchmark #1	Cut Score #1	Benchmark #2	Cut Score #2
Math	Teacher/Small Group	3	Subtracting 2 digit ...	2	128% of Target	75%	1462	1315		

Progress Monitoring

	August	September	October	November	December	January	February	March	April	May	June	July
Target goals		10		15								
Scores/trend		10 11 13 12										
Notes		● ●										

Teacher Notes

Note Title	Written by	Date entered	Week reference	Description
Subtraction	Julian, Audrey	2008-08-11 13:14:21	SEP - Week 1	Chris had some serious problems over the summer. While last year's benchmark looks good, he is not responding in class to regular instruction.
Change Probe	Admin, Mrs.	2008-08-18 11:55:47	SEP - Week 1	Chris was succeeding in the first level of Subtraction. We are now keeping the intervention the same (30 min 2 times per wk), but increasing the difficulty of the skill to 2 digit subtraction.
Improvment w/ RTI	Admin, Mrs.	2008-08-22 13:20:01	SEP - Week 4	Chris is improving with the extra support of RTI. His scores are continuing to improve.

CONTACT INFORMATION

Assistance: assessments@discovery.com Toll-free phone: 1-866-814-6685

