

CAMPUS-WIDE RTI ASSESSMENT ACTIVITIES CHECKLIST

Name of School _____ School Year _____

Rtl Leadership Team _____

ASSESSMENT ACTIVITY	TEAM MEMBERS AND CONTACT INFORMATION	STUDENT EVALUATION PERSONNEL ASSISTANCE PROVIDED
<p><i>Selecting scientifically based assessment measures</i></p> <ul style="list-style-type: none"> • Universal screening measures _____ • Benchmark measures _____ • Progress monitoring measures (at-risk students) _____ _____ 		
<p><i>Developing an annual assessment schedule</i></p> <ul style="list-style-type: none"> • Dates for development/ review of assessment plan Develop: _____ Review: _____ • Dates for professional development for assessments Screening/ benchmark _____ Progress monitoring _____ • Dates for administration of benchmark measures BOY: _____ MOY: _____ EOY: _____ • Dates for grade-level team analysis of student data BOY: _____ MOY: _____ EOY: _____ • Dates for campus-level analysis of student data BOY: _____ MOY: _____ EOY: _____ 		

CAMPUS-WIDE RTI ASSESSMENT ACTIVITIES CHECKLIST
(CONTINUED)

ASSESSMENT ACTIVITY	TEAM MEMBERS AND CONTACT INFORMATION	STUDENT EVALUATION PERSONNEL ASSISTANCE PROVIDED
<p><i>Designing a data management system</i></p> <ul style="list-style-type: none"> • Individual student data (teacher's data) • Data management across levels (teacher -> grade -> campus) • Progress monitoring data for students in early intervening services (by grade level) • Data management & periodic review during academic year (BOY, MOY, EOY; compare to goals) 		
<p><i>Providing professional development on using assessment data to inform instruction</i></p> <ul style="list-style-type: none"> • Interpretation of individual student results • Grouping students for instruction and intervention • Establishing grade-level entry and exit criteria for intervention levels • Planning instruction and intervention • Setting goals for individual students • Monitoring student progress 		
<p><i>Reviewing Rti implementation</i></p> <ul style="list-style-type: none"> • Setting grade-level and campus goals • Reviewing progress at MOY and EOY • Using data to identify professional development needs 		