

Exercise - Mapping Universal Screening Tools

2. Select a graphic organizer of your choice to illustrate a) your choice of team members, b) your needs and priorities (steps i, ii, and iii) and c) the tool that you have selected. After you have completed the graphic organizer, articulate in writing (one page) your rationale for a, b, and c.

NOTE: Your rationale for b and c should articulate the tool's alignment with your needs and priorities and make an argument for selecting the tool based on its quality – technical rigor, efficiency, implementation requirements, and data submitted for review. Finally, end by identifying 1) information that was not available on the Screening Tool Chart, 2) how you obtained that information, 3) what you found out about the tool, and 4) how that information helped you to make a decision in selecting the tool.

3. Explore each of the six-steps for selecting a universal screening. This exploration will require you to read the Users Guide to Universal Screening.

6 Step Process Directions

Part 1

i – Gather a Team

Who should be involved in selecting a screening tool, please state why you have decided to include each of the team members.

- A. Guidance counselor- person on staff in schools who knows students & their respective backgrounds, family circumstances, history in other grade levels, schools
- B. Special education teacher- can identify and speak to students in special education program and accurately convey their needs to team
- A. Regular education teacher- can identify and speak to students in regular education program and expound on other factors in the academic, social, emotional realm that teachers have the vantage points of seeing day-to-day
- B. Assistant principal- knows the strengths of the team members and can input information from administrative standpoint and help to gather data from families, if necessary
- C. School Psychologist- person in the school district who has access to different screening tools, assessments, and know-how of what tiers could work for students based on experience from other students in the district

Whoever is selected for the team, the most important thing that should remain at the center of team selection is who knows students best and how can we, as a collective unit, properly serve every student's needs in the classroom through these screening tools.

Part 2

ii – Determine Your Needs

Identify your needs for a screening tool and provide a rationale for each need.

Reading comprehension- for grades 9-12, it is imperative that students maintain strong reading tools so that they can comprehend the content being taught in their classes (i.e. "learn to read, read to learn" mentality)

Academic outcome- understanding from the school's perspective where students are currently performing in the writing and reading process to gauge their level of acquisition and fluency

Incoming freshmen- since my school is grades 9-12, there is a need to gather data to see where the staff and faculty can best support students who might not be reading to the same grade level as other students. Teachers need to be able to differentiate their instruction to meet the needs of all of their students, and these screeners will help to identify how best to suit the students and their diverse needs

This tool will be used in tandem with the placement exam that all incoming freshmen are required to take in advance of enrolling at our school. Students who transfer into the school later on (i.e. sophomores, juniors, or seniors) would also be eligible for screeners

iii – Determine Your Priorities

Next, you will need to consider your priorities for a screening tool. There is a subset of questions in the

User Guide to Universal Screening Tools Chart to help you identify what is most important to you in selecting a screening tool.

Priority #1- quick and efficient grading for incoming freshmen students since there is only one admissions counselor and two guidance counselors whose needs are every growing

Priority #2- since there is a high turnover rate at our school, this screening tool needs to be something that is easily taught how to administer for staff members coming in to fulfill those roles

Priority #3- placement at our school has a growing competition, so this screening tool needs to account for a menagerie of applicants who reading levels are all over the board (some with extremely below-grade level scores and others with astronomically high scores)

Part 3

*iv. Familiarize Yourself With the Content and Language of the Chart
Examine the Screening Tools Chart for tool quality: technical rigor, efficiency, and implementation requirements following the directions in the User Guide on p. 4 – 5.*

*v. Review the Data
Review the details about the actual data that was submitted to the TRC for Review. Again, refer to the User Guide (p. 8).*

Team Members:

Guidance Counselor Assistant Principal

Special Education Teacher

School Psychologist

Regular Education Teacher

The Needs: Academic Outcome

Reading Comprehension Incoming Freshmen

The Priorities:

- #1: Quick and efficient grading
- #2: Easily taught to new staff members
- #3: Meet the needs for large number of students

The Tool of Choice:

Discovery Education Predictive Assessment

Reading

Rating Summary

Classification Accuracy		●
Generalizability		Moderate High
Reliability		●
Validity		●
Disaggregated Reliability and Validity Data		●
Administration		Group
Administration & Scoring Time		40 Minutes
Efficiency	Scoring Key	Computer Scored
	Benchmarks / Norms	Yes

Choosing the Discovery Education Predictive Assessment seems like the best screening tool for my student because it has a cost-effective use, administered on a computer in less than an hour's time, and graded by correct and incorrect answers and the student's proficiency rating. However, I was still not able to identify whether or not the tool predicted any false positives or gave more credit for the False Negative rates or not since that information was not shared on the chart. I obtained this information from <https://rti4success.org/discovery-eduation-predictive-assessment-reading>, which is the Users Guide and Manual instruction book. I also found out that the assessment uses student growth and proficiency as she progresses through the screening tool, making the test more accommodated for each student individually. I also learned that this particular test is administered two times in determining a student's skill level; once seven months before the state assessment and once four month before the same state assessment. One of the factors that led more to choose this particular assessment was that it

is available online for schools that have internet access, which my school does, and it involved a trained staff to come into the faculty or staff meeting and train them on how to properly use the screening tool to reach the desired outcome. Even though there are some factors that are not ideal in a screening tool, this tool seems like a good fit to me for our current needs.