**Universal Screening for Tiered Interventions**

**Pre/Post Knowledge Check**

District: \_\_\_\_\_\_\_ School:­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The pre/post knowledge checks provided with this module can be used to measure the gains made in participants’ knowledge of the training content. They can also be used to guide the trainer in knowing which concepts were taught well and which concepts need additional time and/or revision in delivery.

**Mark yes or no.**

1. At Midway Middle School, staff will administer universal screening tools for both literacy and behavior. Before the fall screening, all staff responsible for administering these tools participated in professional development on proper administration and interpretation; received guidance on assessment and data collection expectations; and were given information on designated data collection windows. Are staff adequately prepared to implement the universal screening tools?

Yes No

1. At Southeast Elementary, each of the 5 first-grade teachers created two reading assessment questions they felt measured important literacy skills. The ten questions were combined into a universal screening tool, which was given only to struggling students. The results were then used to place students into Tier 2 and Tier 3 intervention groups. Does this approach meet the definition of an effective universal screening system?

Yes No

1. At the end of the first quarter, building leaders at Ridgeview Middle School review office discipline referrals (ODRs), attendance, and teacher referral data for behavior. Based on the cut scores for Tiers 2 and 3, the leadership team identifies students needing Tiers 2 or 3 interventions. Is this process consistent with a universal screening system?

Yes No

1. School leaders use teacher observations as the primary measure to identify students for reading interventions. Anecdotal records are used for decision making, including student placement and movement between tiers of interventions. Is this process consistent with an effective universal screening system?

Yes No

1. During the DLT meeting, building leaders share information on fall universal screenings for literacy and behavior, including dates assessments were administered, evidence that standardized administration procedures were followed, verification that assessment staff were trained before administration, and confirmation that all students were assessed. **Do these steps document fidelity of universal screening implementation across buildings?**

Yes No

1. Teachers across the district use standardized procedures when administering universal screening tools, but they are allowed to administer the fall screenings anytime between August and November. **Does this practice ensure the data is comparable across classrooms and buildings?**

Yes No

1. A school decides to only administer its universal literacy screener to students who received low grades in the previous semester. Is this an appropriate universal screening approach?

Yes No

1. At the beginning of the school year, universal screening data for Pine Grove elementary school indicates that 45% of students are at or above benchmark in literacy and 65% of students meet criteria for Tier 1 in behavior. The Building Leadership Team's first response is to triple the number of small-group interventionists for Tier 2 in both literacy and behavior. Is this approach likely to significantly change their pyramid data?

Yes No

1. After the fall universal screening window closes, grade-level teams analyze literacy and behavior data and identify students who score at or above benchmark, below benchmark, and significantly below benchmark. Families are then provided with information about their student’s scores, how the school will support the student’s learning, and ways the family can support the student at home. Does this type of family engagement help create a shared understanding and consistent support for students?

Yes No

1. After the fall universal screening, students are placed in groups to receive either Tiers 1, 2, or 3 services for the entire year and will not move between tiers until the next fall screening window. Is this approach consistent with best practices for tier placement?

Yes No