**Universal Screening for Tiered Instruction Pre/Post Knowledge Check Answer Key**

| Pre/Post Knowledge Check Questions | Answer and Rationale forCorrect and Incorrect | Which element of the USTI Practice Profile does this question address? |
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| 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  Professional development, data collection guidance, as well as an assessment calendar are all essential components of an effective universal screening system. | * An assessment calendar includes windows for US data collection related to literacy and behavior. * Annual guidance is provided to staff regarding assessment and data collection expectations. * The assessment calendar includes dates for three US periods for academics each year. The US process for behavior includes defined criteria measures and established data collection protocols. * Individuals administering universal screening tools receive professional development. |
| 2. 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? | No  Universal screening measures are standardized; should align with literacy and/or behavior outcomes; are designed to be predictive; and ensure reliability and validity. | * Skills assessed through universal screening tools and measures are aligned with literacy and behavior outcomes. * A process is developed for monitoring the fidelity of implementation related to the US data collection and tiered intervention. |
| 3. At the end of the first quarter, building leaders at Ridgeview Middle School review universal screening data, 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 interventions. Is this process consistent with a universal screening system? | Yes  This is part of a universal screening system because the school is using predetermined cut scores with systematically collected data (universal screening, ODRs, attendance, and teacher referrals) to identify students at risk and match them to Tier 2 or Tier 3 supports. This aligns with universal screening’s purpose: proactively identifying students who may need additional intervention, rather than waiting for problems to escalate. | * Universal screening tools and measures are reliable and valid for predicting which students may be at risk and could benefit from intervention. * Cut points/benchmarks/criteria are established to determine which students will receive tiered interventions. |
| 4. 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? | No  Universal screening measures are standardized, reliable, and valid. Screening data should be collected 2-3 times per year. Specific criteria are used to determine which students receive interventions. | * Skills assessed through universal screening tools and measures are aligned with literacy and behavior outcomes. * Universal screening tools and measures are reliable and valid for predicting which students may be at risk and could benefit from intervention. |
| 5. 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  Collecting and reviewing information on assessment timing, standardized procedures, staff training, and full student participation ensures that universal screening is implemented consistently and accurately across all buildings. | * Selected universal screening tools and measures are used consistently across the district. * Universal screening data collection occurs within designated windows. * Universal screening data is collected at least three times per year (fall, winter, spring) for academics. * Individuals administer universal screening tools with fidelity. * Data from fidelity checks are used to improve training and implementation. |
| 6. 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? | No  Allowing such a wide window for administration can create inconsistencies in when and how students are assessed, which reduces comparability and fidelity across buildings. | * Selected universal screening tools and measures are used consistently across the district. * Universal screening data collection occurs within designated windows. * Universal screening data is collected at least three times per year (fall, winter, spring) for academics. * Individuals administer universal screening tools with fidelity. |
| 7. 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? | No  Universal screenings must include all students, not just those already identified as struggling, to proactively identify students who may be at risk and ensure early support. | * Selected universal screening tools and measures are used consistently across the district. * All students in targeted grade levels are screened. |
| 8. 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? | No  Simply increasing Tier 2 interventions is unlikely to significantly improve overall benchmarks or Tier 1 percentages. Strengthening Tier 1 instruction and supports is key to improving pyramid data. | * Universal screening data is reviewed and used to strengthen Tier 1 at the building level for literacy and behavior. * CTs use universal screening data to group students for tiered instruction. * Universal screening data are used in concert with other data sources (e.g., teacher input, classroom performance, diagnostic assessments, and/or short term progress monitoring) to verify decisions about whether a student needs intervention. |
| 9. 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  Clear communication with families about student performance and support strategies fosters collaboration, reinforces learning at home, and increases the likelihood of student success. | * Universal screening data is reviewed and used to strengthen Tier 1 at the building level for literacy and behavior. * Screening results are communicated to families with clear explanations of next steps. |
| 10. 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? | No  Best practices call for frequent progress monitoring and flexible tier movement so students can receive the appropriate level of support as their needs change throughout the year. | * CTs use universal screening data to group students for tiered instruction. * Decision rules for interpreting data are applied consistently. * Between universal screening intervals, CTs use progress monitoring data to move students between tiers. |