

First Annual

RTI Early Childhood Summit



Measurement Panel

Hugh Catts

Amanda VanDerHeyden

Lynette Chandler

Sheri Haupert

Scott McConnell



Our Panel Today

- ❖ Scott McConnell, University of Minnesota
- ❖ Hugh Catts, University of Kansas
- ❖ Amanda VanDerHeyden, Fairhope Alabama
- ❖ Lynette Chandler, Northern Illinois University
- ❖ Sheri Haupert, Heartland Area Education Agency,
Des Moines Iowa

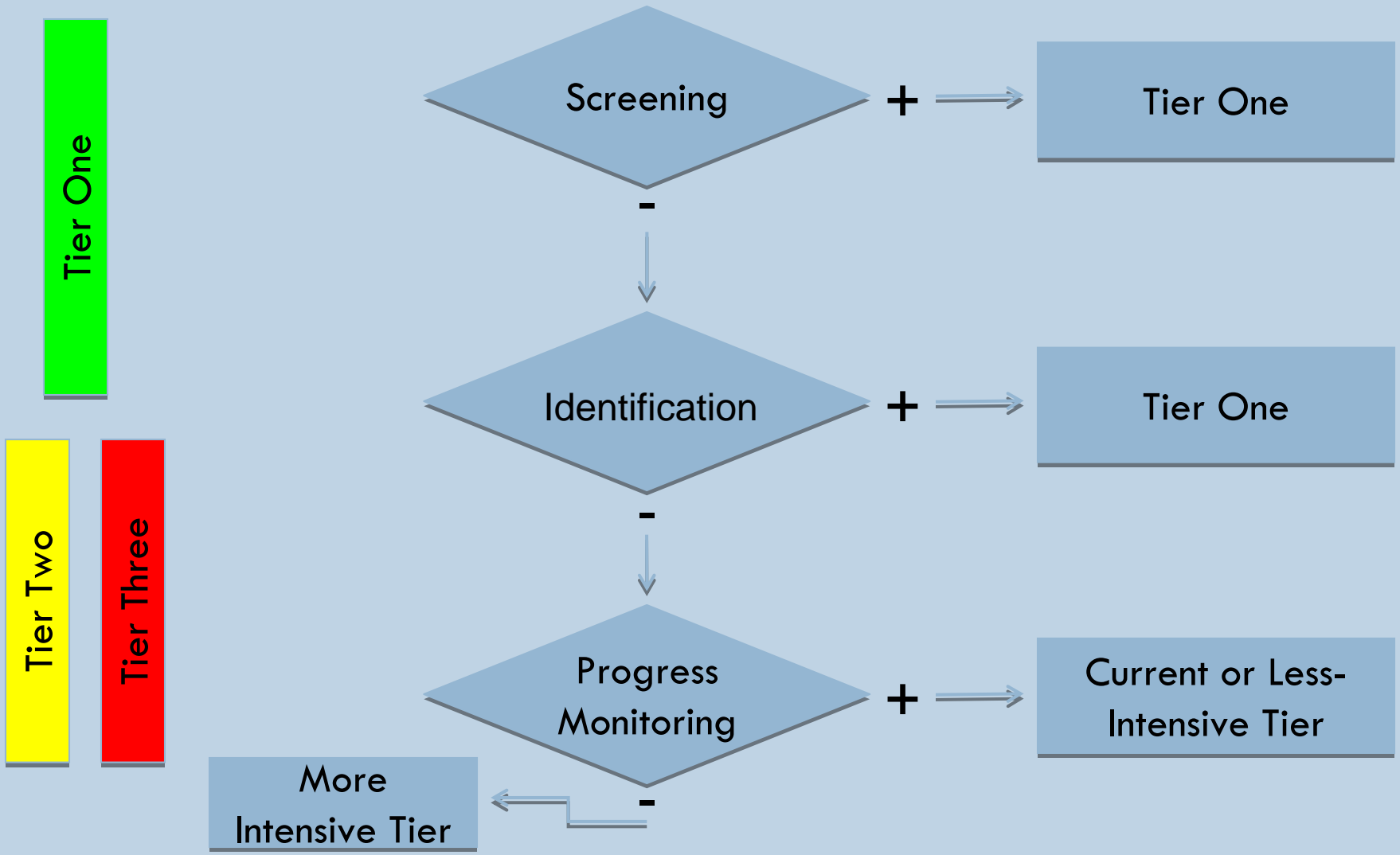


A Brief Introduction

- ❖ What is the basic “architecture” of assessment in EC Rtl?
- ❖ What are the primary functions of assessment at different points in EC Rtl?
- ❖ What are the core measurement requirements for assessment in EC Rtl?



EC RtI Measurement Architecture





Primary Functions of Assessment

- ❖ **Screening**
 - To efficiently identify subsets of children who might meet standard(s) for more intensive intervention
- ❖ **Identification**
 - To identify whether individual children meet standard(s) for Tier 2 or Tier 3 services in one or more domains
- ❖ **Progress Monitoring**
 - To assess whether individual children are increasing growth rates at rate sufficient to meet general outcome goals
- ❖ **[Diagnostic/Planning Assessment]**
 - To identify specific instructional goals and/or procedures to promote increased development



Psychometric Standards - General

- ❖ Time- and resource-efficient
- ❖ Reliable across time(?) and examiners/raters
- ❖ Developmental
- ❖ Various validity standards
 - Construct or concurrent validity *viz* 'criterion' measures
 - Discriminant validity
 - Treatment validity *viz* T1, T2, and T3 interventions
 - Predictive validity
 - Face validity



Psychometric Standards - Specific

- ❖ Screening
 - Universal
 - High sensitivity
- ❖ Identification
 - Discriminant validity viz domain(s) of intervention
 - Indexed to decision rules
- ❖ Progress Monitoring
 - Repeatable within short intervals of time
 - Sensitive to growth
 - Indexed to decision rules