

**ASA
ABRI Screening Assessment**

School: _____ School Source: _____
 Date Completed: _____ Person Completing: _____ Other: _____

READING

| | | |
|--|--|---|
| 1 Do you have a school wide team that addresses MTSS in reading? | | |
| Yes (2) School-wide team | Partial (1) PLC or other team | No team (0) |
| 2 How often does the team meet? | | |
| Team meets 8 or more times per year (typically monthly) (2) | Team meets 4-7 times per year (1) | Team meets 3 or less times per year (0) |
| 3. Do you have specific school-wide reading goals? IF YES What are they and when do you review them? | | |
| Have goals - review at each meeting (2) | Has goals but does not review goals at each meeting (1) | Does not have goals (0) |
| 4 Do you have minutes from these MTSS reading team meetings? | | |
| | Yes (1) | No (0) |
| 5 Are reading data presented to the faculty in a graph or visual format? | | |
| Yes (2) School-wide team | Partial (1) PLC or other team | No (0) |
| 6 How often does the MTSS team present school-wide reading data to the department or faculty? | | |
| Team presents data to full faculty 8 or more times per year. (2) | Team presents data to full faculty 4-7 times per year. (1) | Team presents data to full faculty 3 or fewer times per year. (0) |
| 7 Has the full faculty met and agreed upon specific reading strategies for implementation? IF YES When did that last occur? (Need to cite strategies or programs) | | |
| Yes Within the last year (2) | Partially - Strategies determined, but: Not agreed upon by full faculty <i>OR</i> Not within the last year (1) | No Strategies not determined or agreed upon by full faculty (0) |
| 8 Does an administrator monitor the implementation of plans for core reading instruction? IF YES How do you monitor? | | |
| (2) Yes List: | | No evidence of measures and procedures to document fidelity of implementation (0) |
| 9 Do you use a school-wide screener for reading? IF YES What do you use? | | |
| (2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS) DRA, GRADE, Dibels Other: | | No reading screener is identified (0) |
| 10 How often is the universal reading screener administered? | | |
| 3 or more times per year (2) | 1-2 times per year (1) | Not at all (0) |
| 11 Are data from the universal reading screener tied to core instruction? IF YES Describe how it is tied to core instruction? | | |
| Yes Systematic -Data decisions described (2) | Partial Not systematic <i>OR</i> no data decisions (1) | No None <i>OR</i> descriptions too vague (0) |
| Tier II | | |

| | | |
|---|---|--|
| 12 Do grade or content level teams meet to review individual student reading needs? IF YES How often are these meetings scheduled – and it is a regular timeframe? | | |
| Yes At least quarterly (2) | Partial Teams not clearly defined <i>OR</i> Less than quarterly (1) | No evidence of meetings to review student reading needs (0) |
| 13 Do you have a Tier II level of assessment for reading? IF YES What do you use? | | |
| (2) Yes List/describe: | | No evidence of Tier II diagnostic assessment for reading (0) |
| 14 How do you determine which students are administered the Tier II reading assessment? | | |
| Administered to all students not meeting benchmark or established criteria (2) | No systematic answer as to whom the assessment is administered (1) | Not offered (0) |
| 15 Do students receive additional Tier II reading instruction? | | |
| | Yes (2) | No (0) |
| 16 Which instructional strategies do you use for Tier II reading? (Can you provide strategy names?) | | |
| Names 2 or more strategies (2) List – | Names 1 strategy (1) List - | No strategies named (0) |
| 17 Are there specific goals for students in writing for students receiving Tier II reading interventions? | | |
| Yes Goals are in writing (2) | Partial Goals mentioned but not in writing (1) | No goals (0) |
| 18 Is progress monitoring done for students in Tier II reading? IF YES What do you use? | | |
| (2) Yes List: | | No evidence of progress monitoring (0) |
| Tier III | | |
| 19 Do you use data to identify students who need Tier III reading intervention? IF YES What data and what criteria? | | |
| Yes Name a measure and criteria (2) | Partial Name measure but no clear criteria (1) | No (0) |
| 20 What instructional strategies do you use for Tier III reading? (Can you provide strategy names?) | | |
| Names 2 or more strategies (2) List – | Names 1 strategy (1) List – | No strategies names (0) |
| 21 Among students receiving Tier III reading interventions, are there specific goals in writing? | | |
| Yes Goals are in writing (2) | Partial Goals mentioned but not in writing (1) | No goals (0) |
| 22 Is progress monitoring done for students in Tier III reading? IF YES How often? | | |
| Every 1-2 weeks (2) | Every 3-6 weeks (1) | More than 6 weeks or never (0) |

MATHEMATICS

| | | |
|---|-----------------------------------|---|
| 1 Do you have a school wide team that addresses MTSS in mathematics? | | |
| Yes (2) School-wide team | Partial (1) PLC or other team | No team (0) |
| 2 How often does the team meet? | | |
| Team meets 8 or more times per year (typically monthly) (2) | Team meets 4-7 times per year (1) | Team meets 3 or less times per year (0) |
| 3. Do you have specific school-wide mathematics goals? IF YES What are they and when do you review them? | | |

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| Have goals - review at each meeting (2) | Has goals but does not review goals at each meeting (1) | Does not have goals (0) |
| 4 Do you have minutes from these MTSS mathematics team meetings? | Yes (1) | No (0) |
| 5 Are mathematics data presented to the faculty in a graph or visual format? | | |
| Yes (2) School-wide team | Partial (1) PLC or other team | No (0) |
| 6 How often does the MTSS team present school-wide or mathematics data to the school-wide or department faculty? | | |
| Team presents data to full faculty 8 or more times per year (2) | Team presents data to full faculty 4-7 times per year (1) | Team presents data to full faculty 3 or fewer times per year (0) |
| 7 Has the full faculty met and agreed upon specific mathematics strategies for implementation? IF YES When did that last occur? | | |
| Yes Within the last year (2) | Partially - Strategies determined, but: Not agreed upon by full faculty <i>OR</i> Not within the last year (1) | No Strategies not determined or agreed upon by full faculty (0) |
| 8 Does an administrator monitor the implementation of plans for core mathematics instruction? IF YES How do you monitor? | | |
| (2) Yes List: | | No evidence of measures and procedures to document fidelity of implementation (0) |
| 9 Do you use a school-wide screener for mathematics? IF YES What do you use? | | |
| (2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS), DIBELS, IReady, CERT, STAR Other: | | No mathematics screener identified (0) |
| 10 How often is the universal mathematics screener administered? | | |
| 3 or more times per year (2) | 1-2 times per year (1) | Not at all (0) |
| 11 How are data from the universal mathematics screener tied to core instruction? IF YES Describe how it is tied to core instruction? | | |
| Yes Systematic -Data decisions described (2) | Partial Not systematic <i>OR</i> no data decisions (1) | No None <i>OR</i> descriptions too vague (0) |
| 12 Do grade or content level teams meet to review individual student math needs? IF YES How often are these meetings scheduled – and is it a regular timeframe? | | |
| Yes At least quarterly (2) | Partial Teams not clearly defined <i>OR</i> Less than quarterly (1) | No evidence of meetings to review student reading needs (0) |
| 13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? | | |
| (2) Yes List/describe: | | (0) No evidence of Tier II diagnostic assessment for mathematics |
| 14 How do you determine which students are administered the Tier II mathematics assessment? | | |
| Administered to all students not meeting benchmark (2) | No systematic answer as to whom the assessment is administered (1) | Not offered (0) |
| 15 Do students receive additional Tier II mathematics instruction? | | |
| | Yes (2) | No (0) |
| 16 Which instructional strategies do you use for Tier II mathematics? (Can you provide strategy names?) | | |
| Names 2 or more strategies (2) List – | Names 1 strategy (1) List - | No strategies named (0) |
| 17 Are there specific goals in writing for students receiving Tier II mathematics interventions? | | |

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| Yes Goals are in writing (2) | Partial Goals mentioned but not in writing (1) | No goals (0) |
| 18 Is progress monitoring done for students in Tier II mathematics? IF YES What do you use? | | |
| (2) Yes List: | | (1) No evidence of progress monitoring |
| Tier III | | |
| 19 Do you use data to identify students who need Tier III math intervention? IF YES What data and what criteria? | | |
| Yes Name a measure and criteria (2) | Partial Name measure but no clear criterion (1) | No (0) |
| 20 What instructional strategies do you use for Tier III mathematics? (Can you provide strategy names?) | | |
| Names 2 or more strategies (2) List – | Names 1 strategy(1) List – | No strategies names (0) |
| 21 Among students receiving Tier III mathematics interventions, are there specific goals in writing? | | |
| Yes Goals are in writing (2) | Partial Goals mentioned but not in writing (1) | No goals (0) |
| 22 Is progress monitoring done for students in Tier III mathematics? IF YES How often? | | |
| Every 1-2 weeks (2) | Every 3-6 weeks (1) | More than 6 weeks or never (0) |

Writing

| | | |
|--|---|---|
| 1 Do you have a school wide team that addresses MTSS in writing? | | |
| Yes (2) School-wide team | Partial (1) PLC or other team | No team (0) |
| 2 How often does the team meet? | | |
| Team meets 8 or more times per year (typically monthly) (2) | Team meets 4-7 times per year (1) | Team meets 3 or less times per year (0) |
| 3. Do you have specific school-wide writing goals? IF YES What are they and when do you review them? | | |
| Have goals - review at each meeting (2) | Has goals but does not review goals at each meeting (1) | Does not have goals (0) |
| 4 Do you have minutes from these MTSS writing team meetings? | | |
| | Yes (1) | No (0) |
| 5 Are writing data presented to the faculty in a graph or visual format? | | |
| Yes (2) School-wide team | Partial (1) PLC or other team | No (0) |
| 6 How often does the MTSS team present school-wide writing data to the school-wide or department faculty? | | |
| Team presents data to full faculty 8 or more times per year. | Team presents data to full faculty 4-7 times per year. | Team presents data to full faculty 3 or fewer times per year. |
| 7 Has the full faculty met and agreed upon specific writing strategies for implementation? IF YES When did that last occur? | | |
| Yes Within the last year (2) | Partially - Strategies determined, but: Not agreed upon by full faculty OR Not within the last year (1) | No Strategies not determined or agreed upon by full faculty (0) |
| 8 Does an administrator monitor the implementation of plans for core writing instruction? IF YES How do you monitor? | | |
| (2) Yes List: | | No evidence of measures and procedures to document fidelity of implementation (0) |
| 9 Do you use a school-wide screener for writing? IF YES What do you use? | | |

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|---|---|---|
| (2) Circle One: Map, Aims Web, Discovery Ed (Think Link, PAS) DRA, GRADE, Dibels Other: | | No writing screener is identified (0) |
| 10 How often is the universal writing screener administered? | | |
| 3 or more times per year (2) | 1-2 times per year (1) | Not at all (0) |
| 11 Are data from the universal writing screener tied to core instruction? IF YES Describe how it is tied to core instruction? | | |
| Yes Systematic -Data decisions described (2) | Partial Not systematic OR no data decisions (1) | No None OR descriptions too vague (0) |
| 12 Do grade or content level teams meet to review individual student writing needs? IF YES How often are these meetings scheduled – and it is a regular timeframe? | | |
| Yes At least quarterly (2) | Partial Teams not clearly defined OR Less than quarterly (1) | No evidence of meetings to review student reading needs (0) |
| Tier II | | |
| 13 Do you have a Tier II level of assessment for writing? IF YES What do you use? | | |
| (2) Yes List/describe: | | No evidence of Tier II diagnostic assessment for writing (0) |
| 14 How do you determine which students are administered the Tier II writing assessment? | | |
| Administered to all students not meeting benchmark (2) | No systematic answer as to whom the assessment is administered (1) | Not offered (0) |
| 15 Do students receive additional Tier II writing instruction? | | |
| | Yes (2) | No (0) |
| 16 Which instructional strategies do you use for Tier II writing? (Can you provide strategy names?) | | |
| Names 2 or more strategies (2) List – | Names 1 strategy (1) List - | No strategies named (0) |
| 17 Are there specific written goals for students receiving Tier II writing interventions? | | |
| Yes Goals are in writing (2) | Partial Goals mentioned but not in writing (1) | No goals (0) |
| 18 Is progress monitoring done for students in Tier II writing? IF YES What do you use? | | |
| (2) Yes List: | | No evidence of progress monitoring (0) |
| Tier III | | |
| 19 Do you use data to identify students who need Tier III writing intervention? IF YES What data and what criteria? | | |
| Yes Name a measure and criteria (2) | Partial Name measure but no clear criteria (1) | No (0) |
| 20 What instructional strategies do you use for Tier III writing? (Can you provide strategy names?) | | |
| Names 2 or more strategies (2) List – | Names 1 strategy (1) List – | No strategies names (0) |
| 21 Among students receiving Tier III writing interventions, are there specific written goals? | | |
| Yes Goals are in writing (2) | Partial Goals mentioned but not in writing (1) | No goals (0) |
| 22 Is progress monitoring done for students in Tier III writing? IF YES How often? | | |
| Every 1-2 weeks (2) | Every 3-6 weeks (1) | More than 6 weeks or never (0) |

BEHAVIOR

| | | |
|--|--|---|
| 1 Do you have a school wide team that addresses MTSS/PBIS ? | Yes (2) | No team (0) |
| 2 How often does the team meet? | | |
| Team meets 8 or more times per year (typically monthly) (2) | Team meets 4-7 times per year (1) | Team meets 3 or less times per year (0) |
| 3 Do you have specific school-wide behavior goals? IF YES What are they and when do you review them? | | |
| Have goals - review at each meeting (2) | Has goals but does not review goals at each meeting (1) | Does not have goals (0) |
| 4 Do you have minutes from these MTSS/PBIS team meetings? | Yes (1) | No (0) |
| 5 Are behavior data presented to the faculty in a graph or visual format? | Yes (2) | No (0) |
| 6 How often does the MTSS/PBIS team present school-wide or behavior data to the school-wide or department faculty? | | |
| Team presents data to full faculty 8 or more times per year (2) | Team presents data to full faculty 4-7 times per year (1) | Team presents data to full faculty 3 or fewer times per year (0) |
| 7 Has the full faculty met and agreed upon specific behavior strategies for implementation? IF YES When did that last occur? | | |
| Yes Within the last year (2) | Partially - Strategies determined, but: Not agreed upon by full faculty <i>OR</i> Not within the last year (1) | No Strategies not determined or agreed upon by full faculty (0) |
| 8 Do you monitor the implementation of behavior rules, routines and arrangements are being implemented? IF YES How do you monitor? | | |
| (2) Yes List: Examples: walkthroughs, TPGES, observations, lesson plans, PLC planning *Please list on form: do not write, "same as reading" | | No evidence of measures and procedures to document fidelity of implementation (0) |
| 9 Do you use office discipline referrals (ODR) as school-wide screener for behavior? IF NO What do you use? | | |
| (2) Other (and how often used): | | No behavior screener is identified (0) |
| 10 How often does the team look at ODR data? | | |
| Monthly (2) | Quarterly (1) | Not at all (0) |
| 11 Are ODR data tied to school-wide rules, routines, and arrangements? IF YES Describe how it is tied to SW-PBIS | | |
| Yes Systematic -Data decisions described (2) | Partial Not systematic <i>OR</i> no data decisions (1) | No None <i>OR</i> descriptions too vague (0) |
| 12 Does the MTSS/ PBIS team review student behavior needs? IF YES How often are these meetings scheduled – and it is a regular timeframe? | | |
| Yes At least quarterly (2) | Partial Teams not clearly defined <i>OR</i> Less than quarterly (1) | No evidence of meetings to review student behavior needs (0) |
| Tier II | | |
| 13 Do you have a Tier II level of assessment for behavior? IF YES What do you use? | | |
| (2) Yes List/describe: | | No evidence of Tier II diagnostic assessment for behavior (0) |
| 14 How do you determine which students are administered the Tier II behavior assessment? | | |
| Administered to all students identified from ODR data (2) | No systematic answer as to whom the assessment is administered (1) | Not offered (0) |

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| 15 Does the school have a criterion for number of referrals to identify a student as in need of Tier II services or criteria (cut score) from screener? What is it? | | |
| Yes Criteria operationally defined (2) | Partial Criteria is not totally operational (1) | No criteria indicated (0) |
| 16 Which intervention strategies are available for Tier II behavior? (Can you provide strategy names?) | | |
| Names 2 or more strategies (2) List – | Names 1 strategy (1) List - | No strategies named (0) |
| 17 Are there specific goals in writing for students receiving Tier II behavior interventions? IF YES Are the goals in writing? | | |
| Yes Goals are in writing (2) | Partial Goals mentioned but not in writing (1) | No goals (0) |
| 18 Is progress monitoring done with students receiving Tier II behavior interventions? IF YES What do you use? | | |
| (2) Yes List: | No evidence of progress monitoring (0) | |
| Tier III | | |
| 19 Do you use data to identify students who need Tier III behavior intervention? IF YES What data and what criteria? | | |
| Yes Name a measure and criteria (2) | Partial Name measure but no clear criterion (1) | No (0) |
| 20 What intervention strategies are available to students for behavior in Tier III? (Can you provide strategy names?) | | |
| Names 2 or more strategies (2) List – | Names 1 strategy (1) List – | No strategies names (0) |
| 21 Among students receiving Tier III behavior interventions, are there specific goals in writing? | | |
| Yes Goals are in writing (2) | Partial Goals mentioned but not in writing (1) | No goals (0) |
| 22 Is progress monitoring done for students in Tier III behavior intervention? IF YES How often? | | |
| Every 1-2 weeks (2) | Every 3-6 weeks (1) | More than 6 weeks or never (0) |

Notes: