ASA
ABRI Screening Assessment

School: **School Source:**

Date Completed: **Person Completing:**

READING

Tier I		
1 Do you have a school wide team that addresses MTSS in reading? *If there is a separate team (aside from PLC's) that meets regularly (monthly) to discuss school-wide MTSS in reading, score 2.		
Yes School-wide team (2)	Partial PLC or other team (1)	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? ***Reading goals reviewed are short/long term in nature and related to reading.**		
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? *The entire faculty needs to be aware of school-wide reading progress; indicate how many times per year it is shared and who is sharing the information; ideally the team members would share to the entire 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 *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 reading instruction? IF YES How do you monitor? Examples of monitoring of core reading instruction: walkthroughs, observations, lesson plans, PLC discussion, analysis of formative and summative data		
Yes-List: (2)		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? Examples of screeners(but not limited to): MAP, iReady, CERT, Think Link, DRA, Benchmark Assessment, STAR		
Reading Screener is identified (2)		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? After the universal screener is administered, does the team systematically apply those data to core instruction? If so, how does this occur? Concrete examples should be given to explain this process. Do grade levels/teachers adjust core instruction to meet the needs of _all_ students and differentiate instruction based on universal screening data?

Yes Systematic -Data decisions described (2)	Partial Not systematic _OR_ no data decisions (1)	No None _OR_ 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? Is there a system in place that reviews not only grade level reading data, but also individual student data, evidence-based interventions, and progress monitoring to make decisions based on decision rules?

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)

13 Do you have a Tier II level of assessment for reading?   IF YES   What do you use? Examples of Tier II diagnostic assessments: DRA, Fontas and Pinnell, Benchmark Assessment System, PASS, Phonics Assessment Test (PAT). This is not a definitive list, but offers ideas of tools that may be used.

Yes-List: (2)		No evidence of Tier II diagnostic assessment for reading (0)

14 How do you determine which students are administered the Tier II reading assessment? *This assessment is more diagnostic in nature and is given in addition to the Universal Screener.

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? *Tier II instruction means that students are receiving evidence based instructional strategies or programs that are in addition to Tier I, core instruction. This is not differentiation in Tier I, core instruction.	Yes (2)	No (0)

16 Which instructional strategies do you use for Tier II reading? (Can you provide strategy names?) **Examples of Tier II reading instruction (but not limited to): LLI, computer assisted (Read 180, Moby Max, Lexia, System 44, Reading Plus, Basal Intervention, EIR. See the following link for other examples:** https://charts.intensiveintervention.org/chart/instructional-intervention-tools?		
Names 2 or more strategies (2) List –	Names 1 strategy (1) List -	No strategies named (0)

17 Are there specific goals written goals 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? **Examples of progress monitoring: CBM probes (Easy CBM, Aims Web), running records, DIBELS**	
(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? *These should be different than Tier II.**		
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 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 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? **If there is a separate team (aside from PLC's) that meets regularly (monthly) to discuss school-wide MTSS in mathematics, score 2.**		
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? **Math goals reviewed are short/long term in nature and related to mathematics.**		
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 PLC or other team (1)	No (0)

6 How often does the MTSS team present school-wide or mathematics data to the school-wide or department faculty? **The entire faculty needs to be aware of school-wide math progress; indicate how many times per year it is shared and who is sharing the information; ideally the team members would share to the entire 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 *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 mathematics instruction? IF YES How do you monitor? **Examples of monitoring of core math instruction: walkthroughs, observations, lesson plans, PLC discussion, analysis of formative and summative data**		
Yes-List: (2)		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? **Examples of screeners (but not limited to): MAP, iReady, CERT, Think Link, DRA, Benchmark Assessment, STAR**		
Mathematics Screener is identified (2)		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? **After the universal screener is administered, does the team systematically apply those data to core instruction? If so, how does this occur? Concrete examples should be given to explain this process. Do grade levels/teachers adjust core instruction to meet the needs of _all_ students and differentiate instruction based on universal screening data?**		
Yes Systematic -Data decisions described (2)	Partial Not systematic *OR* no data decisions (1)	No None *OR* descriptions too vague (0)

Tier II		
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? ? **Is there a system in place that reviews not only grade level math data, but also individual student data, evidence-based interventions, and progress monitoring to make decisions based on decision rules?**		
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)
13 Do you have a Tier II level of assessment for mathematics? IF YES What do you use? **Examples of Tier II diagnostic assessments: SNAP, AVMR, Diagnostic Interview, diagnostic embedded within the core program. This is not a definitive list, but offers ideas of tools that may be used.**		
Yes-List: (2)		No evidence of Tier II diagnostic assessment for mathematics (0)
14 How do you determine which students are administered the Tier II mathematics assessment? **This assessment is more diagnostic in nature and is given in addition to the Universal Screener.**		
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? **Tier II instruction means that students are receiving evidence based instructional strategies or programs that are in addition to Tier I, core instruction. This is not differentiation in Tier I, core instruction.**	Yes (2)	No (0)
16 Which instructional strategies do you use for Tier II mathematics? **Examples of Tier II math instruction (but not limited to): CSA, KCM, AVMR strategies, manipulatives** https://charts.intensiveintervention.org/chart/instructional-intervention-tools?		
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 mathematics 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 mathematics? IF YES What do you use? **Examples of progress monitoring: CBM probes (Easy CBM, Aims Web)**		
Yes-List: (2)		No evidence of progress monitoring (0)
Tier III		
19 Do you use data to identify students who need Tier III math intervention? IF YES What data and what criteria? **These should be different than Tier II.**		
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 –	Name 1 strategy (1) List –	No strategies named (0)

21 Among students receiving Tier III mathematics 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 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? If there is a separate team (aside from PLC's) that meets regularly (monthly) to discuss school-wide MTSS in writing, score 2.		
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? Writing goals reviewed are short/long term in nature and related to writing.		
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 School-wide team (2)	Partial PLC or other team (1)	No (0)

6 How often does the MTSS team present school-wide writing data to the school-wide or department faculty? The entire staff needs to be aware of school-wide writing progress. Indicate how many times per year it is shared and who is sharing the information. Ideally MTSS team members would share with the entire staff.		
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 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? Examples of monitoring of core reading instruction: walkthroughs, observations, lesson plans, PLCs discussion, analysis of formative and summative data	
Yes-List: (2)	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? Examples (but not limited to) universal screeners for writing: MAP with 1+3 writes, Aims Web, On demand prompts with school-wide rubric, Lucy Caulkins Pathways, handwriting screener	
Writing Screener is identified (2)	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? After the universal screener is administered, does the team systematically apply those data to core instruction? If so, how does this occur? Concrete examples should be given to explain this process. Do grade levels/teachers adjust core instruction to meet the needs of _all_ students and differentiate instruction based on universal screening data?		
Yes Systematic -Data decisions described (2)	Partial Not systematic *OR* no data decisions (1)	No None *OR* descriptions too vague (0)

Tier II

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? Is there a system in place that reviews not only grade level writing data, but also individual student outcomes and his/her progress?		
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)

13 Do you have a Tier II level of assessment for writing? IF YES What do you use? Example: Analysis of writing samples	
Yes-List: (2)	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? Tier II instruction means that students are receiving evidence based instructional strategies or programs that are in addition to Tier I, core instruction. This is not differentiation in Tier I, core instruction.	Yes (2)	No (0)

16 Which instructional strategies do you use for Tier II writing? (Can you provide strategy names?) Examples of Tier II writing instruction (but not limited to) SRSD, mnemonic devices, Graham's alphabet, graphic organizer

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? Examples of progress monitoring: Writing samples, writing CBM probes

Yes-List: (2)	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?) Examples: increased time and intensity

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 PBIS ? If there is a separate team (aside from PLC's) that meets regularly (monthly) to discuss school-wide MTSS in behavior, score 2.

	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? Writing goals reviewed are short/long term in nature and related to writing.

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? **The entire staff needs to be aware of school-wide writing progress. Indicate how many times per year it is shared and who is sharing the information. Ideally MTSS team members would share with the entire staff.**		
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 *OR* 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 expectations/rules, routines and arrangements? IF YES How do you monitor? Examples: walkthroughs, observations, lesson plans, PLC planning		
Yes-List: (2)		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? **Other examples: SSRS, SDQ**		
Yes or List: (2)		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 **How does this occur? In what way? Concrete examples should be given to explain this process.**		
Yes Systematic -Data decisions described (2)	Partial Not systematic *OR* no data decisions (1)	No None *OR* descriptions too vague (0)
Tier II		
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 *OR* Less than quarterly (1)	No evidence of meetings to review student behavior needs (0)
13 Do you have a Tier II level of assessment for behavior? IF YES What do you use? Examples: FACTS (Functional Assessment Checklist for Teachers and Students), Observations, Student Intervention, Matching Tool, ABC		
Yes-List: (2)		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)

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?) Examples (but not limited to): CICO, Mentoring, Check and Connect, social skills grouping, Social Stories, Why Try, Direct instruction with replacement behavior, self-monitoring, behavior contract

Names 2 or more strategies (2)	Names 1 strategy (1)	No strategies named (0)
List –	List -	

17 Are there specific written specific goals for students receiving Tier II behavior interventions?

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?
Examples: daily/weekly graphed goal sheet**

Yes-List: (2)	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?)
Examples: PASS, wrap around services, school or community mental health services, behavior support plan, individual counseling**

Names 2 or more strategies (2)	Names 1 strategy (1)	No strategies names (0)
List –	List –	

21 Are there specific written goals for students receiving Tier III behavior intervention?

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: