

## Checklist for Evaluating RtI Tools for Monitoring Academic Progress

Name of Measure:		
Academic Area :		Level:
Yes or No (Circle one)	Relevant Questions About the Proposed Measure	Notes
Y N	<b>1. Does the measure provide a reliable score?</b> Research evidence demonstrates that the measure is reliable (e.g. similar results are obtained when different people give the measure or when alternate forms of the measure are given at different times).	
Y N	<b>2. Does the measure yield a reliable trend of student progress (reliability of slope)?</b> The measure has been shown to accurately identify and differentiate the trend or rate of improvement of different students over time.	
Y N	<b>3. Is the measure a valid indicator of the academic skill of interest?</b> The measure provides meaningful information about the academic 'construct' being assessed (i.e. the cognitive skills or processes needed to complete the academic skill(s) of interest).	
Y N	<b>4. Does the measure predict success on important high-stakes student achievement measures or milestones?</b> Students' performance on the measure has the power to 'predict' whether those same students are likely to be successful on other key academically relevant objectives, such as state tests or course completion (0.7 or better correlation is strong).	
Y N	<b>5. Are there sufficient 'alternate forms' of the measure to allow for adequate student progress monitoring?</b> The measure has at least 9 alternate versions of equivalent difficulty to permit the school to repeatedly assess student progress over time.	
Y N	<b>6. Is the measure sensitive to improvements in student skills?</b> The measure is sufficiently sensitive to show within a reasonable length of time (e.g. 6 to 8 instructional weeks) whether the student has made meaningful growth in academic skills.	
Y N	<b>7. Does the measure provide benchmarks to evaluate student performance?</b> The measure supplies benchmarks by grade level to indicate whether a student has reached an expected level of proficiency in the skill being measured by the end of the academic year.	
Y N	<b>8. Does the measure provide information about expected rates of student improvement?</b> The measure gives direction to the school for calculating the typical or expected rate of weekly progress to use in setting student intervention goals.	
Summary:		

Adapted from a tool available on [www.interventioncentral.org](http://www.interventioncentral.org) and based on the work of the National Center on Response to Intervention Technical Review Committee on Screening (n.d.) *Progress Monitoring Tools Chart*.