

instruction?

ASA: ABRI Screening Assessment

School:	School Source:	
Date Completed: READING	Person Completing:	
1 Do you have a school wide team that a	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 yea
3. Do you have specific school-wide read	ding 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)

3. Do you have specific school-wide rea	ding 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 (2)	No (0)
5 Are reading data presented to the face	ulty in a graph or visual format?	
Yes (2)	Partial (1)	No (0)
6 How often does the MTSS team prese	nt school-wide reading data to the depart	ment 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 up occur? (Need to cite strategies or pro	oon specific reading strategies for implemo grams)	entation? IF YES When did that last
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 im	plementation of plans for core reading in	struction? 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 DIBELS Other:	, Ed (Think Link, PAS) DRA, GRADE,	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

Yes	Partial	No
Systematic -Data decisions described (2)	Not systematic <i>OR</i> no data decisions (1)	None OR descriptions too vague (0)
Tier II		
	et to review individual student reading nee	eds? IF YES How often are these
meetings scheduled – and it is a regi		in it is now often are these
Yes	Partial	No ovidence of mostings to review
At least quarterly (2)	Teams not clearly defined OR	No evidence of meetings to review
	Less than quarterly (1)	student reading needs (0)
13 Do you have a Tier II level of assessn	nent for reading? IF YES What do you u	se?
(2) Yes List/describe:		No soldono of Tion II discondis
		No evidence of Tier II diagnostic
		assessment for reading (0)
14 How do you determine which studer	nts are administered the Tier II reading ass	essment?
Administered to all students not	No systematic answer as to whom the	
meeting benchmark or established	assessment is administered (1)	Not offered (0)
criteria (2)	assessment is administered (1)	
15 Do students receive additional Tier	Yes (2)	No (0)
II reading instruction?		1.0 (0)
16 Which instructional strategies do you		de strategy names?)
Names 2 or more strategies (2)	Names 1 strategy (1)	
	List -	No strategies named (0)
17 Are there specific goals for students	in writing for students receiving Tier II read	ding interventions?
Yes	Partial	
Goals are in writing (2)	Goals mentioned but not in writing (1)	No goals (0)
	Benchmark	
	ents in Tier II reading? IF YES What do y	
(2) Yes List:		No evidence of progress monitoring (0)
T' III		
Tier III	who need Tier III needing intermenting 2.15	VCC What data and what aritaria?
Yes	who need Tier III reading intervention? IF	TES What data and What Criteria?
res Name a measure and criteria(2)	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) Names 1 strategy (1) No strategies names (0)		
List –	List –	No strategies names (0)
21 Among students receiving Tier III reading interventions, are there specific goals in writing?		
Yes	Partial	No goals (0)
Goals are in writing (2)	Goals mentioned but not in writing (1)	5 , ,
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

I I UO VOII DAVE A SCHOOL WIDE TEAM THAT A	1 Do you have a school wide team that addresses MTSS in mathematics?		
Yes (2)	Partial (1)	T	
School-wide team	PLC or other team	No team (0)	
2 How often does the team meet?	TEC OF Other team		
		T	
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 mat	hematics 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 mathematics team meetings?	Yes (2)	No (0)	
5 Are mathematics data presented to the	e faculty in a graph or visual format?		
Yes (2)	Partial (1)		
School-wide team	PLC or other team	No (0)	
6 How often does the MTSS team preser		school-wide or department faculty?	
Team presents data to full faculty 8 or	Team presents data to full faculty 4-7	Team presents data to full faculty 3 or	
more times per year (2)	times per year (1)	fewer times per year (0)	
7 Has the full faculty met and agreed upon			
last occur?			
Yes	Partially - Strategies determined, but:	No	
Within the last year (2)	Not agreed upon by full faculty OR	Strategies not determined or agreed	
Within the last year (2)	Not within the last year (1)	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 CERT, STAR Other:	-	No mathematics screener identified (0)	
10 How often is the universal mathemat	ics screener administered?		
10 How often is the universal mathemat 3 or more times per year (2)	ics screener administered? 1-2 times per year (1)	Not at all (0)	
3 or more times per year (2) 11 How are data from the universal mat	1-2 times per year (1)	•	
3 or more times per year (2)	1-2 times per year (1) hematics screener tied to core instruction	? IF YES Describe how it is tied to	
3 or more times per year (2) 11 How are data from the universal math core instruction? Yes	1-2 times per year (1) hematics screener tied to core instruction Partial	? IF YES Describe how it is tied to No	
3 or more times per year (2) 11 How are data from the universal matter core instruction? Yes Systematic -Data decisions described (2)	1-2 times per year (1) hematics screener tied to core instruction	? IF YES Describe how it is tied to	
3 or more times per year (2) 11 How are data from the universal mate core instruction? Yes Systematic -Data decisions described (2) Tier II 12 Do grade or content level teams meet	1-2 times per year (1) hematics screener tied to core instruction Partial Not systematic OR no data decisions (1) t to review individual student math needs	Prescribe how it is tied to No None OR descriptions too vague (0)	
3 or more times per year (2) 11 How are data from the universal mate core instruction? Yes Systematic -Data decisions described (2) Tier II 12 Do grade or content level teams meet meetings scheduled – and is it a regu	1-2 times per year (1) hematics screener tied to core instruction Partial Not systematic OR no data decisions (1) t to review individual student math needs	Prescribe how it is tied to No None OR descriptions too vague (0) Prescribe how it is tied to	
3 or more times per year (2) 11 How are data from the universal mate core instruction? Yes Systematic -Data decisions described (2) Tier II 12 Do grade or content level teams meet meetings scheduled – and is it a regul	1-2 times per year (1) hematics screener tied to core instruction Partial Not systematic OR no data decisions (1) t to review individual student math needs lar timeframe?	Prescribe how it is tied to No None OR descriptions too vague (0) Prescribe how it is tied to No None OR descriptions too vague (0) Prescribe how it is tied to	
3 or more times per year (2) 11 How are data from the universal mate core instruction? Yes Systematic -Data decisions described (2) Tier II 12 Do grade or content level teams meet meetings scheduled – and is it a regu	1-2 times per year (1) hematics screener tied to core instruction Partial Not systematic OR no data decisions (1) t to review individual student math needs lar timeframe? Partial	Prescribe how it is tied to No None OR descriptions too vague (0) Prescribe how it is tied to	

(2) Yes List/describe:		(0) No evidence of Tier II diagnostic assessment for mathematics	
14 How do you determine which studer	its are administered the Tier II mathematics	s 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 p	rovide 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?			
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)	
18 Is progress monitoring done for stud	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	S 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 pr	rovide 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

vviitiiig		
1 Do you have a school wide team that	addresses MTSS in writing?	
Yes (2)	Partial (1)	N
School-wide team	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 wri	ting 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) CSIP- On Demand	Does not have goals (0)
4 Do you have minutes from these MTSS writing team meetings?	Yes (2)	No (0)
5 Are writing data presented to the facu	ulty in a graph or visual format?	
Yes (2)	Partial (1)	
School-wide team	PLC or other team	No (0)
	nt school-wide writing data to the school-	wide or department faculty?
Team presents data to full faculty 8 or	Team presents data to full faculty 4-7	Team presents data to full faculty 3 or
more times per year.	times per year.	fewer times per year.
• •		
occur?	oon specific writing strategies for impleme	ntation? IF YES When did that last
Yes	Partially - Strategies determined, but:	No
Within the last year (2)	Not agreed upon by full faculty <i>OR</i>	Strategies not determined or agreed
within the last year (2)	Not within the last year (1)	upon by full faculty (0)
8 Does an administrator monitor the im	plementation of plans for core writing inst	truction? IF YES How do you monitor?
(2) Yes List: On Demand KPREP Result	s shared with full faculty	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?	
(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 sc	reener 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	Partial	No
Systematic -Data decisions described (2)	Not systematic <i>OR</i> no data decisions (1)	None <i>OR</i> 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?		
Yes At least quarterly (2)	Partial Teams not clearly defined <i>OR</i>	No evidence of meetings to review student writing needs (0)

	Less than quarterly (1)	
13 Do you have a Tier II level of assessm	nent for writing? IF YES What do you us	se?
(2) Yes List/describe:		No evidence of Tier II diagnostic assessment for writing (0)
-	nts are administered the Tier II writing asse	essment?
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 provid	e 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 st	tudents receiving Tier II writing intervention	ns?
Yes Goals are in writing (2)	Partial Goals mentioned but not in writing (1)	No goals (0)
18 Is progress monitoring done for stud	ents in Tier II writing? IF YES What do y	ou 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 beha	avior 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 (2)	No (0)
5 Are behavior data presented to the faculty in a graph or visual format?	Yes (2)	No (0)
	present school-wide or behavior data to th	e 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 up occur?	on specific behavior strategies for implem	entation? IF YES When did that last
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:		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 OD	R data?	
Monthly (2)	Quarterly (1)	Not at all (0)
11 Are ODR data tied to school-wide rul	es, 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)
Tier II	.,	1
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)
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 studer	its are administered the Tier II behavior ass	sessment?	
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 t (cut score) from screener? What is it	the number of referrals to identify a student?	t as in need of Tier II services or criteria	
Yes Criteria operationally defined (2)	Partial Criteria is not totally operational (1)	No criteria indicated (0)	
16 Which intervention strategies are ava	ailable for Tier II behavior? (Can you prov	vide 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			
	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: