**Measuring a Response to Intervention Model in Early Childhood: Examining Assessments for Identification, Decision Making and Progress Monitoring**
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**Individual Growth and Development Indicators:**
Assessment Systems- Screening, Progress Monitoring and Decision Making Process

The individual growth and development indicators (IGDs) are early literacy metrics specifically designed for use within an RTI model. IGDs 2.0 are specifically designed to determine if a student scores in the measures in characteristic of Tier 3 or Tier 3 level performance. The measures were designed using IRT/Rasch analysis such that each item has a difficulty level associated with it. IGDs 2.0 are the first of their kind to produce an ability score for students in reference to an identified cut score between Tier 1 performance levels (performing adequately in the intervention participation) and Tier 2 performance levels (need additional intervention to be successful).

**Progress Monitoring within a Tier 2 Vocabulary and Comprehension Intervention: Assessment of Story Comprehension (ASC)**

The ASC was developed to measure treatment effects of a Tier 2 vocabulary and comprehension intervention called Story Friends. It can also be used to monitor language development across the preschool year. The creation and validation of the ASC has followed an iterative process. As a curriculum-based measure, the ASC samples narrative/child behaviors that reflect vocabulary, prosodic accuracy, and awareness of meanings and categorical knowledge, and is time efficient, economical, and easy to use. ASC validity, reliability, and sensitivity to growth are being promoted.

**Screening/Identification Assessment (ID-IGDs)**

![Screening/Identification Assessment (ID-IGDs)](image)

In this simulated example the black circled items represent correct performance at Time 1 with a computed Rasch ability score in the gray box. Items represent correct performance at Tier 2 with a corrected Rasch ability score in the blue box. This change in ability is detectable using a Rasch core, but would not be using a new core as in both Times the core score is 7.

**Decision Making Framework (GGDI-DMF)**

![Decision Making Framework (GGDI-DMF)](image)

Cut scores that accompany the ID-IGDs, distinguish between children demonstrating adequate levels of performance given the general education intervention. The cut conditions are those who would likely benefit from more intensive levels of instruction (Tier Two or Tier Three). To further distinguish between those who would benefit from Tier Three instruction, a multiple-gating decision making framework has been developed and is currently being evaluated.

**Assessment of Story Comprehension (ASC)**

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**STUDY 3**

36 prescribers received all 9 forms and criterion measures. Additional evidence of validity, inter-rater reliability, and implementation fidelity.

**STUDY 4**

36 prescribers received all 9 forms and criterion measures. Additional evidence of validity, inter-rater reliability, and implementation fidelity.

**STUDY 5**

26 prescribers received all 9 forms and criterion measures. Additional evidence of validity, inter-rater reliability, and implementation fidelity.