FastBridge Learning Measures:

Universal Screening and Progress Monitoring for Academic as well as Social, Emotional, Behavioral (SEB) needs within a Multi-Tiered System of Supports (MTSS) Process

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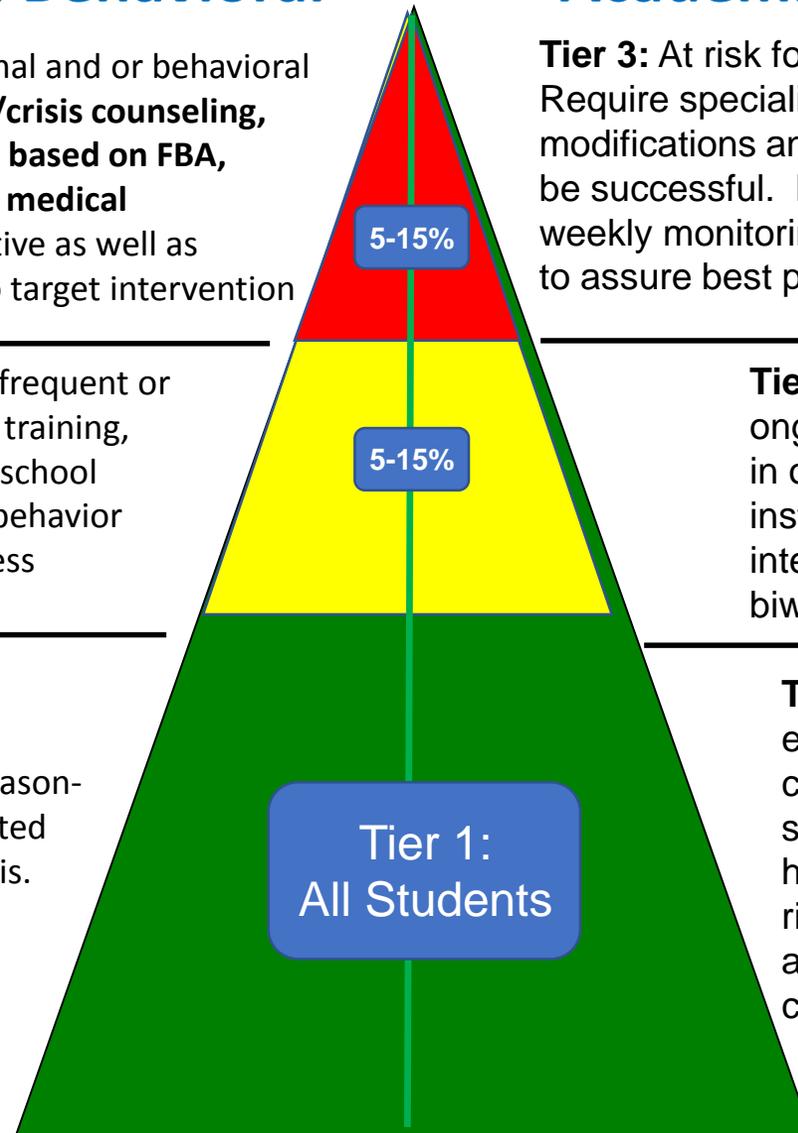# MTSS Differentiation/Intervention/Assessment – 3 Tiers

Social, Emotional Behavioral   ## Academic

Tier 3: Intensive social, emotional and or behavioral intervention such as: **Individual/crisis counseling, alternate setting for breaks, BIP based on FBA, community based intervention, medical intervention**. Evaluation (formative as well as diagnostic) may be warranted to target intervention

Tier 3: At risk for life long academic difficulties. Require specialized instruction, supports, modifications and accommodations in order to be successful. Daily intensive intervention, weekly monitoring and 'diagnostic' assessment to assure best possible progress.

Tier 2: Individual (perhaps less frequent or as need) group counseling/skills training, self monitoring, frequent home-school communication and systematic behavior plans may be necessary to address problem(s).

Tier 2: May need temporary or ongoing support and differentiation in order to succeed in core instruction. Small group intervention with weekly or biweekly progress monitoring

Tier 1: Effective classroom management including good instructional match and clear, reasonable expectations are implemented on a school-wide/class-wide basis.

Positive interactions/ acknowledgements teach prosocial behaviors and build respectful relationships

Tier 1: All students receive evidence-based, differentiated core instruction. Universal screening 3+ times per year helps to identify students most at risk to prioritize for intervention and to evaluate effectiveness of core instruction

5-15%

5-15%

Tier 1:
All Students

Purpose of Universal Screening/Benchmark Assessments

Assessment Purposes

- Identify percent of students who are at risk, as well as increasing/decreasing risk at a school, grade, class level
- Identify risk in disaggregated groups (e.g., ELLs, students with IEPs)
- Examine growth rates
- Prioritize students needing intervention/differentiation
- Guide student instruction
- Establish a baseline for progress monitoring (prioritized students)

Assessment Qualities

- Valid and reliable
- Brief/Efficient
- Administration logistics are feasible (e.g., easily trained)
- Measure important foundation academic skills
- Predict student risk
- Independent from a specific curriculum
- Can be communicated with a variety of audiences for a variety of purposes

What is FastBridge?   10,000 Foot View

FastBridge from 10,000 ft

Curriculum Based Measures (CBMs)
Early Literacy (14 measures K-1)
Early Math (14 Measures K-1)
CBMReading (Grades 1-8)
Math Process (Grades 2-6)

Computer Adaptive Tests (CATs)
aReading (Grades K-12)
aMath (Grades K-8)
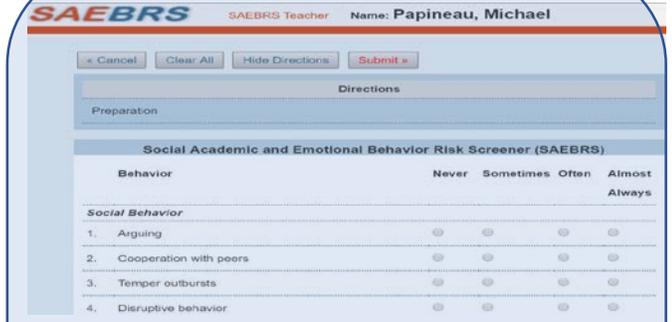
Hello Baney, Colin!
Click the Next button to resume your aReading test.

aReading

Social Emotional Behavioral
SAEBRS (K-12
mySAEBRS (2-12_
Direct Behavior Ratings (K-12)
Developmental Milestones (Pre-K –K)

Online Assessment Training

Computer administered
CompEfficiency (LAB Grades 2-8)
Math Automaticity (Gr 1-3 PM+)
Math Concepts and Applications (CAP) (K-8)
AutoReading (LAB)
(SAEBRS)

CBMmath Automaticity

$$2 + 2$$

Interventions

FastBridge Learning
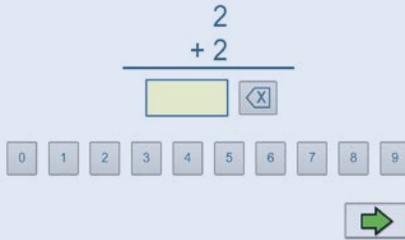
ONE simple solution.

GET STARTED   LOG IN
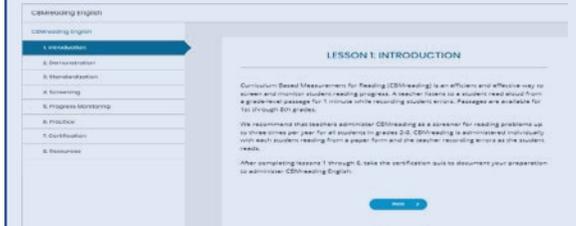
Computer Adaptive Tests (CATs)

aReading (k-12)

aMath (k-8)

Use the keypad to put your answer in the box.
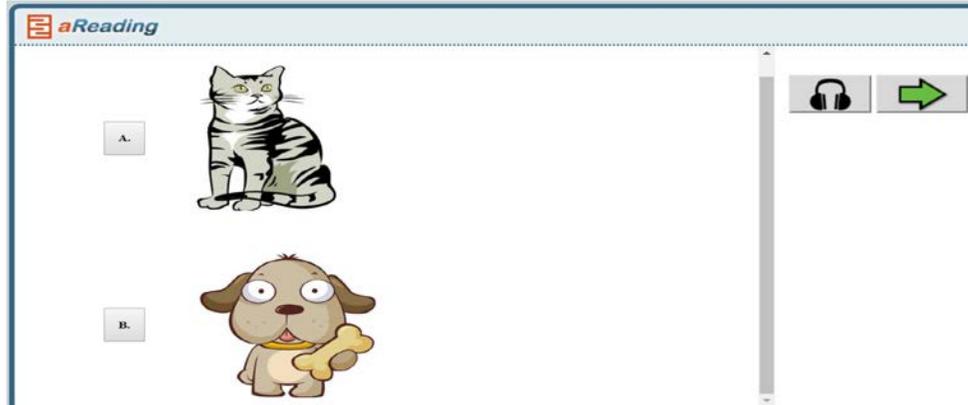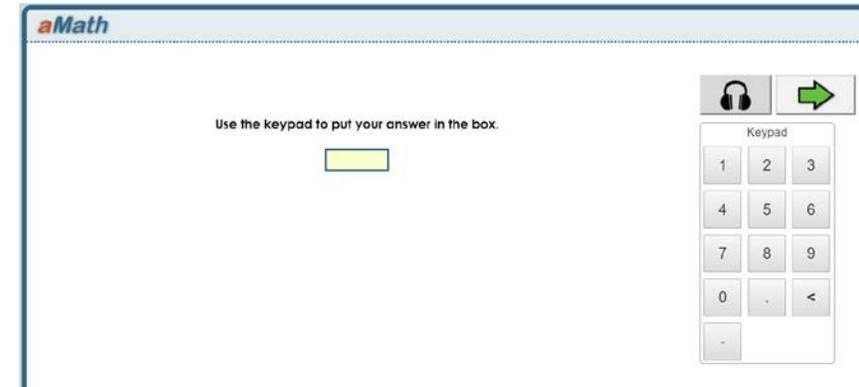
Advantages of Computer Adaptive Tests (CATS)
- Good assessment of broad skills
- Effective at predicting risk
- Can assess more applied skills (e.g., Vocabulary, Comprehension, Math applications as well as basic skills)
- Very feasible/efficient (group assessment)
- Computer delivers the assessments (less demand on teacher time and training)
- Take anywhere from 15 to 30 minutes

Computer Adaptive Tests (CATs)

aReading (K-12)
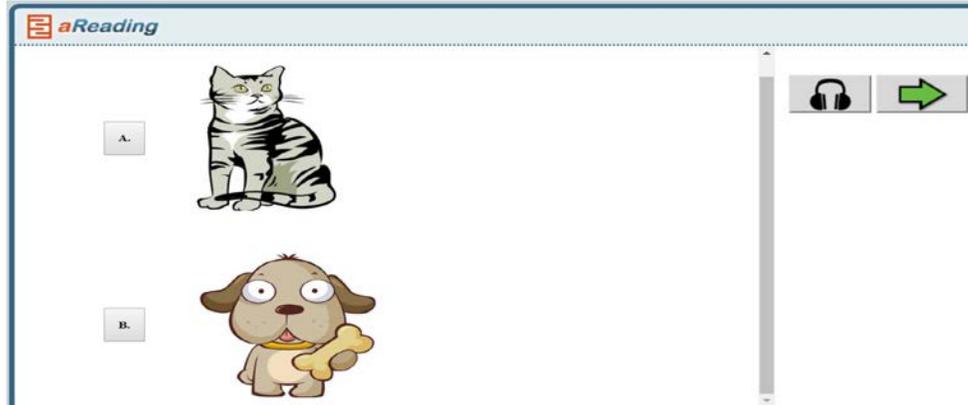
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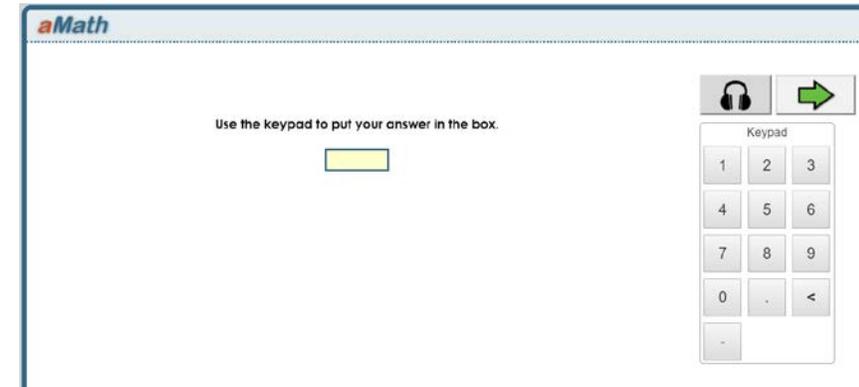
Disadvantages of Computer Adaptive Tests (CATS)
- Not used for progress monitoring due to sensitivity to change over time
- Not used for weekly progress monitoring due to time it takes to assess
- Teachers don't get to observe student performance as they would on a 1:1 assessment
- Teachers can't see items that student got correct/incorrect
- Some unmotivated/frustrated students do not engage optimally and may 'click to keys'

Curriculum Based Measures (CBMs)

CBMReading (1-8+)   earlyReading (K-1+)

Advantages of Curriculum Based Assessments (CBMs)
- Good assessment of specific skills
- Good predictor of risk especially at lower grade levels
- Teachers can observe students performing basic skills
- Brief (1-2 minutes) for weekly progress monitoring
- Sensitive to improvement
- FAST Spanish CBMReading and earlyReading measures

Curriculum Based Measures (CBMs)

CBMReading (1-8+)   earlyReading (K-1+)

Disadvantages of Curriculum Based Assessments (CBMs)
- CATs are better predictors of risk at upper grade levels
- Individually administered (more time to train and administer than CATs)
- Do not directly measure constructs like comprehension, vocabulary, applied math skills -especially important in older grade levels

Computer Administered Tests

MathAutomaticity (1-3+)

Math CAP (K-8)

CompEfficiency (2-8)

Advantages of Computer Administered Tests

- Relatively brief for progress monitoring
- Students log in and take the assessment (low demand on training and teacher time)
- Teachers can see analysis of items that were correct/incorrect

Social, Emotional Behavioral (SEB) Suite

SAEBRS (K-12)

mySAEBRS (2-12)

I argue with others.

Never | Sometimes | Often | Almost Always

DevMilestones (PreK – K)

SAEBRS – Social Academic Emotional Behavior Rating Scale

Social, Emotional Behavioral (SEB) Suite

Direct Behavior Ratings (DBR) progress monitoring

Other FAST Features

Online training

Educators learn how to administer measures with fidelity online. Available 24/7

Intervention Suite

FastBridge Learning is currently developing a suite of evidence based interventions
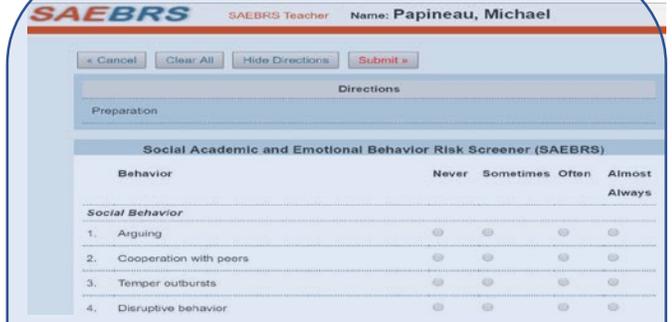
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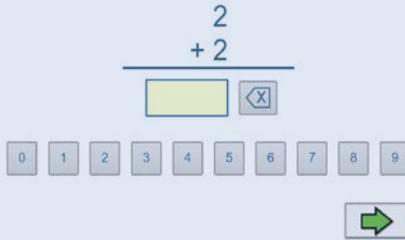AutoReading (LAB)
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Thanks!