

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

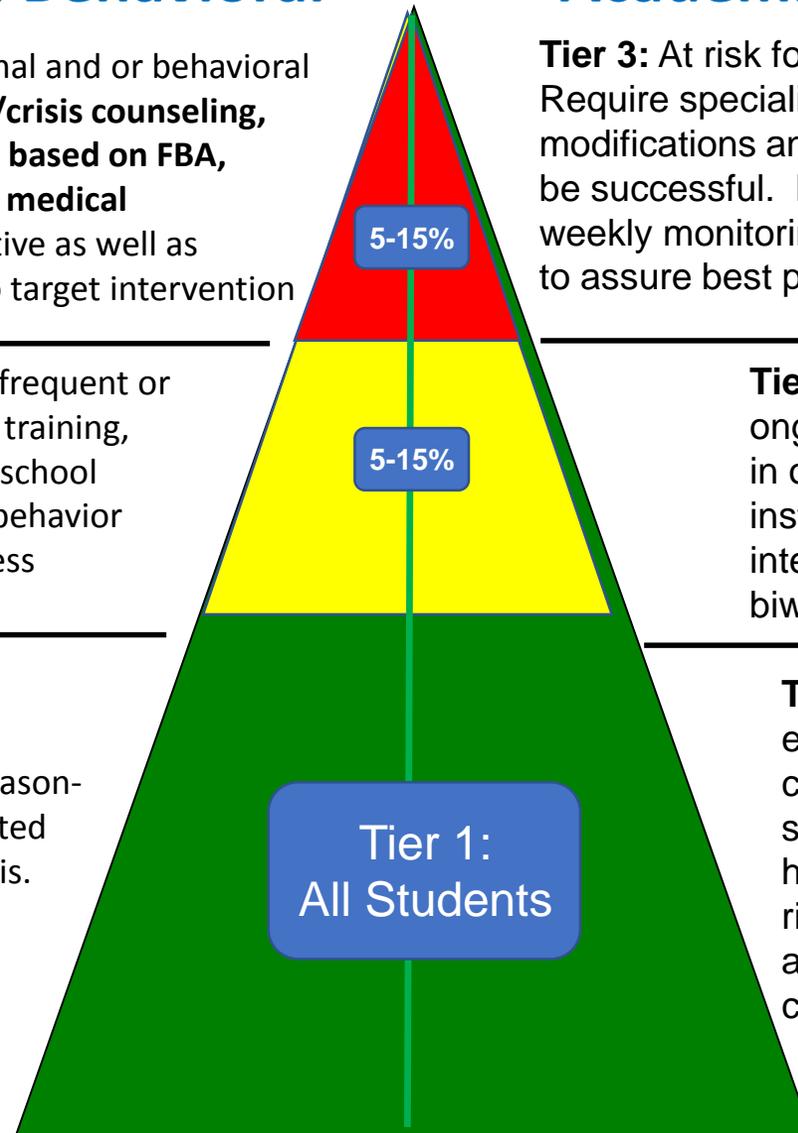
Social, Emotional Behavioral

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 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 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 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: 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: 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



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



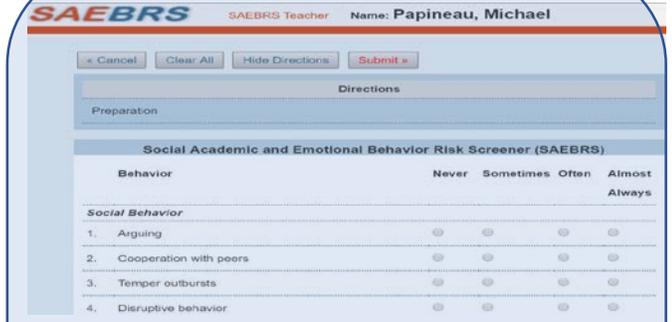
Curriculum Based Measures (CBMs)

- 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)

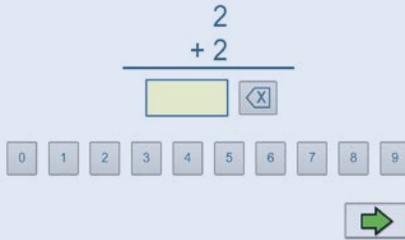
- aReading (Grades K-12)
- aMath (Grades K-8)



Social Emotional Behavioral

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

CBMmath Automaticity



Computer administered

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



CONTACT GET STARTED LOG IN

- ASSESSMENTS
- REPORTING
- TRAINING & SUPPORT
- RESEARCH
- UNIVERSITY TRAINING
- FAST INSIGHTS
- ABOUT US

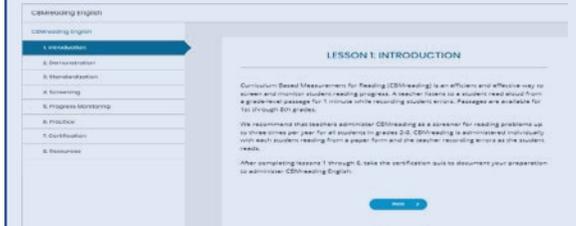
ONE simple solution.

GET STARTED

LOG IN



Online Assessment Training

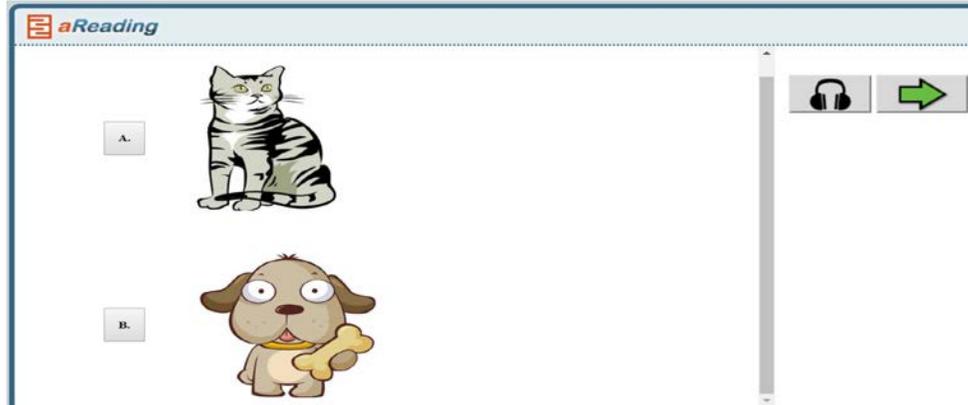


Interventions

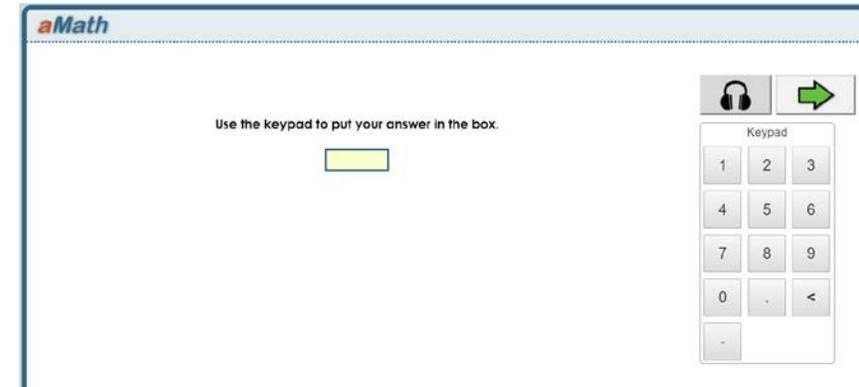


Computer Adaptive Tests (CATs)

aReading (k-12)



aMath (k-8)

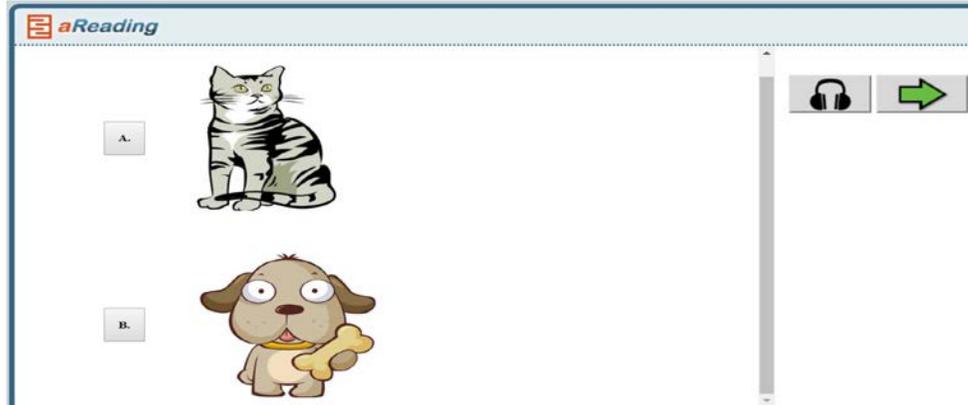


Advantages of Computer Adaptive Tests (CATS)

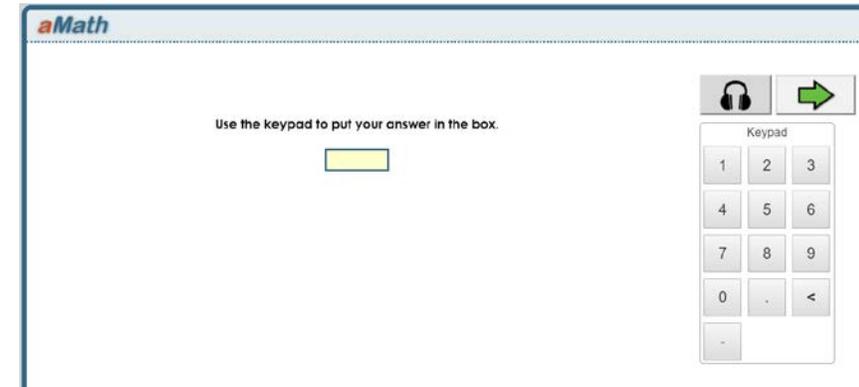
- Good assessment of broad skills
- Effective at predicting risk
- Can assess more applied skills (e.g., Vocabulary, Comprehension, Math applications as well as basic skills)
- Very feasible/efficient (group assessment)
- Computer delivers the assessments (less demand on teacher time and training)
-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

Computer Adaptive Tests (CATs)

aReading (K-12)



aMath (K-8)



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+)

A screenshot of the FAST software interface. It features a 'Directions' section with 'Preparation', 'Test Items', 'Timing, Discontinue, Notation, and Scoring', and 'Scoring Details' tabs. Below these is a reading passage titled 'Bob, Zach, and Linda' with several paragraphs of text. On the right side, there is a 'Timing (optional)' section with 'Administration Type' (Real-Time and Paper-Pencil), 'Test duration' (1 minute), 'Time Elapsed' (0 seconds), and a 'Submit test' button. A 'Scoring' section at the bottom right includes 'Mark Last Word' and 'Bulk errors' buttons.

A screenshot of a FAST screening form titled 'Screening Form 1'. It displays a grid of letters for a phonics assessment. The letters are arranged in rows and columns, with some letters appearing in different cases (e.g., 'k u L', 'W C X', 'v K z', 'F P j', 'b Z Q', 'o w X', 'U y w'). The grid is used for identifying and recording letter sounds.

A screenshot of a FAST screening form titled 'Screening Form 1'. It features a large yellow key illustration on the left. To the right, there is a list of words for a word recognition assessment, arranged in a grid format. The words include: 'not', 'just', 'your', 'out', 'by', 'on', 'to', 'two', 'big', 'had', 'up', 'like', 'was', 'did', 'we', 'my', 'what', 'for', 'him', 'can', 'be', 'it', 'she', 'at', 'all', 'in', 'but', 'you', 'food', 'the', 'too', 'or', 'is', 'so', 'are'. Below the word list, there is a section for a reading passage, with the visible text 'ree has green leaves.'

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+)

A screenshot of the fast.org software interface. The top bar includes buttons for 'Cancel', 'Clear All', 'Hide Directions', and 'Submit'. Below this, there are sections for 'Directions', 'Timing (optional)', and 'Scoring'. The 'Directions' section includes 'Preparation', 'Test Items', 'Timing, Discontinue, Notation, and Scoring', and 'Scoring Details'. The 'Timing (optional)' section includes 'Administration Type' (Real-Time, Paper-Pencil), 'Test duration' (1 minute), 'Start Timer', 'Time Elapsed' (0 seconds), and 'Submit test'. The 'Scoring' section includes 'Mark Last Word' and 'Bulk errors'. A sample text passage is visible at the bottom, starting with 'Bob, Zach, and Linda'.

Two overlapping screenshots of the fast.org software showing word lists for screening. The top screenshot displays a list of words: k u L t D S c h g l, W C x B E Y n J O a, v, F, b, o, U. The bottom screenshot displays a list of words: n l e p c r h d j k, x f q u y a v w i t z, s g o m u b f q u n x, u y m d c t r g h j, p o a w e z i b k l, v s u g c k l a r h, s f e t x d w p q u y.

Three overlapping screenshots of the fast.org software. The top screenshot shows a reading passage with a yellow cartoon character. The middle screenshot shows a word list: not just your out by, on to two big had, up like was did we, my what for him can, be it she at all, in but you food the, too or is so are. The bottom screenshot shows a reading passage: The tree has green leaves.

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

Math Automaticity (1-3+)

The screenshot shows the 'CBMmath Automaticity' interface. At the top, it says 'CBMmath Automaticity'. Below that is a simple addition problem:
$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$
 There is a yellow input box for the answer, a clear button (X), and a numeric keypad with buttons for digits 0 through 9. A green arrow button is at the bottom right.

Math CAP (K-8)

The screenshot shows the 'CBMmath CAP' interface. At the top, it says 'CBMmath CAP'. Below that is a subtraction problem: 'Subtract a group of 10 from 70'. There are icons for headphones and a green arrow. Below the problem are four multiple-choice options: A. 70, B. 60, C. 90, and D. 100.

CompEfficiency (2-8)

The first screenshot shows the 'COMPeffectivity' interface with the text 'Tommy has a friend who lives very far away.' and a green arrow button. The second screenshot shows the same interface with the text 'Tommy wanted to see his friend.' and two buttons: one with a green checkmark and one with a red X.

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)

DevMilestones (PreK – K)

Behavior: Never, Sometimes, Often, Almost Always

Social Behavior

- Arguing
- Cooperation with peers
- Temper outbursts
- Disruptive behavior
- Polite and socially appropriate responses toward others
- Impulsiveness

Academic Behavior

- Interest in academic topics
- Preparedness for instruction
- Production of acceptable work
- Difficulty working independently
- Distractibility
- Academic engagement

Emotional Behavior

- Sadness
- Fearfulness
- Adaptable to change
- Positive attitude
- Worry
- Difficulty rebounding from setbacks
- Withdrawal

Total Items: 19 | Total Score: 0 | Social Score: 0 | Academic Score: 0 | Emotional Score: 0

Special note for this test

Notes clarifying certain behaviors can be added here

Save Cancel

mySAEBRS LAB | 1 of 20

I argue with others.

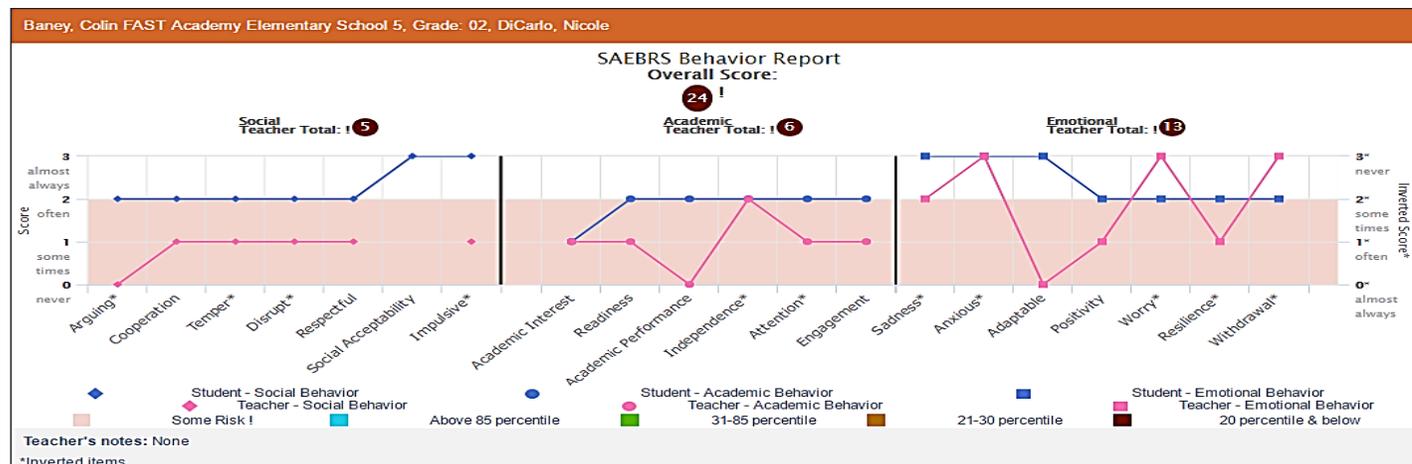
Never Sometimes Often Almost Always

1. Child demonstrates an early understanding of language. (Language, Literacy, and Communications)

Inquiring	Emerging	Incorporating	Mastering
<p>Focuses eye gaze on an adult who is talking or gesturing or on an object the adult is trying to draw the child's attention to.</p> <p>Examples:</p> <p>Adult is talking or singing and child orients body to look at adult.</p> <p>Adult is signing "drink" while offering child a cup and child watches the adults hands.</p> <p>Adult points to a toy on the shelf and child directs eye gaze to toy.</p>	<p>Understands/responds to a few familiar words (e.g., names, objects, inhibitory words).</p> <p>Examples:</p> <p>Child looks toward his or her mom in response to, "Where's mommy?"</p> <p>Child stops his or her actions when told, "No."</p>	<p>Understands/responds to several common nouns across various categories including animals, food, body parts, toys and clothing items.</p> <p>Examples:</p> <p>Child points to nose when asked, "Where's your nose?"</p> <p>Molly looks down at her shoes when told, "Cool shoes!"</p>	<p>Understands/responds to several common actions, descriptive words, and location words.</p> <p>Examples:</p> <p>Child puts the block in the cup when asked by adult to put the block in the cup.</p> <p>Child gives adult a high five when the adult holds his hand out and says, "Give me five."</p> <p>Child feels a cold wind outside and says, "cold" or "burr."</p>

1. Child demonstrates an early understanding of language.

	Unable to rate	Not yet at first level	Inquiring	Emerging	Incorporating	Mastering
Harrison, William	○	○	○	○	○	○
Harrison, Anna	○	○	○	○	○	○
Polk, James	○	○	○	○	○	○
Tyler, John	○	○	○	○	○	○
Tyler, Letitia	○	○	○	○	○	○



SAEBRS – Social Academic Emotional Behavior Rating Scale

Social, Emotional Behavioral (SEB) Suite

Direct Behavior Ratings (DBR) progress monitoring

Directions

Please rate how frequently the student displayed each of the following behaviors during each rating period.
Where appropriate, please also rate the intensity of the behavior observed.

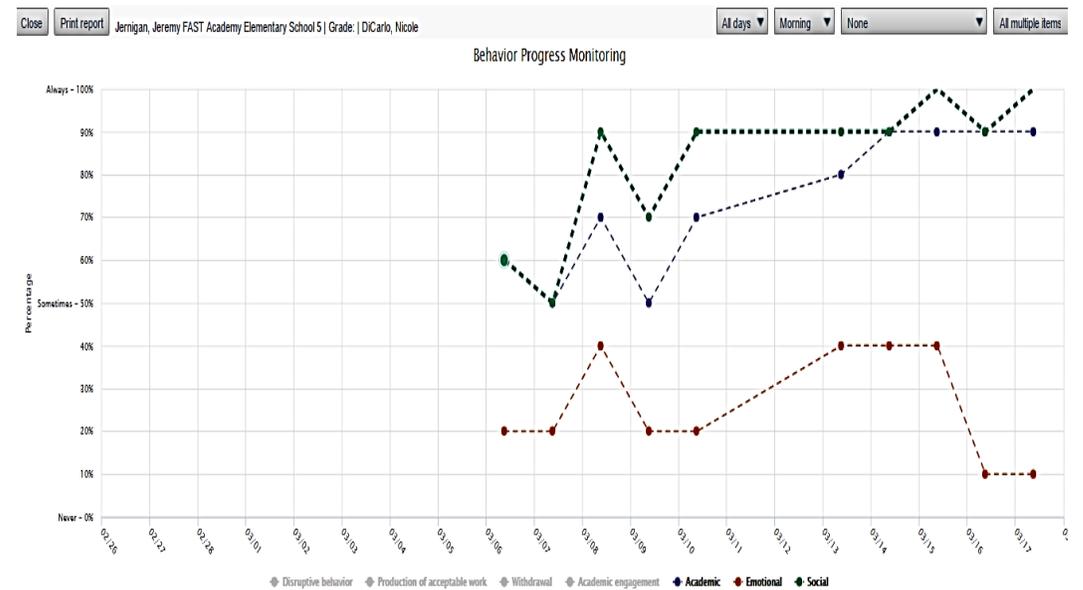
MORNING - 08:00am to 12:00pm on Mon

Behavior	Frequency	Intensity
Academic		
<input checked="" type="checkbox"/> Academic engagement <i>No Opportunity</i>	<input type="text" value="0"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
<input checked="" type="checkbox"/> Timely completion of work <i>No Opportunity</i>	<input type="text" value="0"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
Emotional		
<input checked="" type="checkbox"/> Crying <i>No Opportunity</i>	<input type="text" value="0"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	N/A
Social		
<input checked="" type="checkbox"/> Arguing <i>No Opportunity</i>	<input type="text" value="0"/> 0 1 2 3 4 5 6 7 8 9 10 Never Sometimes Always	<input type="text" value="0"/> 0 1 2 3 4 5

Notes

[Add note](#)

[Update interventions / supports](#)



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

The screenshot shows a web-based training interface for 'CBMreading English'. On the left is a vertical navigation menu with eight items: 1. Introduction (highlighted with a blue arrow), 2. Demonstration, 3. Standardization, 4. Screening, 5. Progress Monitoring, 6. Practice, 7. Certification, and 8. Resources. The main content area is titled 'LESSON 1: INTRODUCTION'. It contains three paragraphs of text explaining the purpose and administration of CBMreading. The first paragraph states that CBMreading is an efficient and effective way to screen and monitor student reading progress. The second paragraph recommends administering it as a screener for reading problems up to three times per year for all students in grades 2-8. The third paragraph instructs users to take a certification quiz after completing lessons 1 through 6. At the bottom of the main content area is a blue button labeled 'Next >'.

The screenshot displays the 'INTERVENTION' section of the FAST suite. At the top, there are four navigation tabs: 'RESOURCES', 'FAST ASSESSMENTS', 'INTERVENTION' (which is selected), and 'GETTING STARTED'. Below the tabs, the word 'INTERVENTION' is centered in a large font. Underneath, the word 'Reading' is displayed. There are five intervention cards arranged in two rows. The top row contains four cards: 'Phonemic Awareness' (with a child's face), 'Phonics' (with a child holding a red letter 'd'), 'Fluency' (with a child reading a book), and 'Vocabulary' (with an open book). The bottom row contains one card: 'Comprehension' (with a child looking at a glowing screen).

FastBridge from 10,000 ft



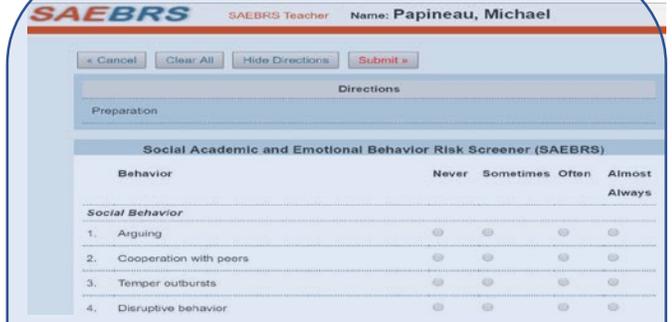
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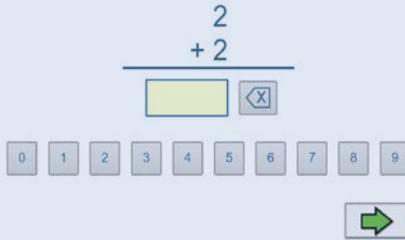
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ONE simple solution.

GET STARTED

LOG IN



Online Assessment Training



Interventions



Thanks!