
How Assessment Data Informs Response to Intervention (RtI)



Office of Educational Accountability

There is a natural fit between balanced assessment—the use of multiple measures to gather data on student strengths and weaknesses—and RtI systems. In fact, assessment data deeply inform each of the three essential elements found in Wisconsin’s RTI framework:

1. High quality instructional practice
2. Continuous review of student progress
3. Collaboration around data

Assessment data informs all three of these RtI elements. **High quality instruction** calls for differentiated instruction aligned with our state standards. Assessments, also aligned to the state standards, provide data that help teachers identify strengths and weaknesses, and therefore allows teachers to differentiate instruction.

The **continuous review of student progress** is also highly dependent on gathering and analyzing assessment data. Educators should have data from multiple measures (formative, benchmark, and summative), and should have access to progress monitoring tools that allow for continuous reviews with students.

Collaboration is the third element of our RtI framework, and it calls for a systems approach that includes educators, families, and communities working together. These partnerships work to increase student success through data-based decision making. Assessment data plays a powerful role in collaborative planning and must be part of data-based conversations.

At the core, the concept of balanced assessment systems is that data from multiple sources can inform educators best in making effective data-based decisions. This is the same concept underlying our RtI framework: systems change comes in part from the systematic and effective use of data and data-based decisions to guide student success.

For more information about RtI go to <http://dpi.wi.gov/rti/index.html>.