|  |  |
| --- | --- |
| Directon icon | Directions |

A diagnostic assessment is a form of pre-assessment that allows educators to determine learners' knowledge and skills prior to instruction. This diagnostic assessment is intended to be used to determine current understanding of the research and theory behind the design and delivery of effective multi-tiered systems of support (MTSS).

Use this tool during leadership team meetings, faculty meetings, or during professional development sessions as a pre-assessment to determine prior knowledge about MTSS. Given anonymously, this can

help teaching and learning teams embrace variability and can increase motivation to explore the MTSS Blueprint and corresponding tools to learn more about how to best meet the needs of all students.

|  |  |
| --- | --- |
| Diagnostic icon | Diagnostic/Pre-Assessment Questions |

1. Based on the requirements of the Every Student Succeeds Act (ESSA), choose the best definition of multi-tiered systems of support (MTSS).
   1. a systematic approach that addresses conditions for creating successful and sustainable system change while supporting staff through competency drivers
   2. a comprehensive continuum of evidence-based, systemic practices to support all students’ strengths and needs, with regular observation to facilitate data-based instructional decision-making
   3. a framework that schools use to provide targeted support to struggling students
   4. an integrated, multi-tiered system of instruction and intervention designed to meet the academic and behavioral needs of all learners
2. There are six key tenets of the MTSS framework. Which of the following is NOT one of the six key tenets.
   1. All students are capable of grade-level learning with adequate support
   2. MTSS is rooted in proactivity and prevention
   3. If a student is struggling to meet academic achievement goals, their behavioral and social emotional needs must be examined.
   4. Decisions and procedures are driven by school and student data
3. What is a key difference between MTSS and RtI (Response to Intervention)?
   1. MTSS includes school-wide and district-wide systematic changes as needed, making leadership, widespread communication, professional development, and cooperative effort essential to its success.
   2. The goal of MTSS is to provide screening for all students, deliver academic interventions, monitor student progress, and use the students’ achievement as a method to help identify students with specific learning disabilities.
   3. RtI focuses on equitable access and universal design for learning (UDL) and fully integrates social emotional and behavioral interventions with academic interventions
   4. MTSS is focused on four basic components: screening, data-based decisions, highly qualified teachers and monitoring.
4. The MTSS blueprint unpacks the components of the multi-tiered system of support (MTSS) through the foundational framework of universal design for learning (UDL). Which of the following statements about UDL is not accurate when building a multi-tiered system?
   1. Universal design for learning (UDL) is a framework that reduces barriers in instruction, proactively provides appropriate accommodations and supports, and allows for high-achievement expectations for all students
   2. UDL provides a framework for tier 1 in a multi-tiered system of support so all students have access to high quality, grade-level standards-based curriculum
   3. UDL is focused on designing and delivering lessons at varying levels of difficulty based on the ability of each student
   4. UDL is an educational framework and set of three principles that maximize learning opportunities for all learners
5. Implementation science is focused on the conditions necessary to support a robust and effective tiered system of support inclusive of three systems drivers. Which of the following is NOT a driver identified in the new MTSS blueprint?
   1. leadership drivers
   2. competency drivers
   3. curriculum drivers
   4. implementation drivers

# Answer Key

1. B
2. C
3. A
4. C
5. C