Abstract
Response to Intervention (RtI), a cyclical process that incorporates assessment and instruction, is both an approach to prevent learning difficulties and to establish student eligibility for special education. Assessment results are used to determine students’ initial knowledge and skill, their need for successively more intensive levels of instruction, and to gauge their response to the intervention provided. Although this process is preferable to the IQ/achievement discrepancy model for determining the presence of specific learning disabilities, there are still a number of unresolved issues related to the assessment procedures in use. A pressing issue is the identification of measures and procedures that identify students with the greatest precision thus reducing inappropriate identification.