

# ASSESSMENT INVENTORY

## BROAD TYPE: Formative Assessment

- Designed to aid learning by providing explicit feedback related to student performance.
- Used to make immediate instructional decisions on behalf of individuals or groups of students.
- ‘Informs’ instruction.

| Specific Type              | Purpose  | Common Frequency | Examples*  | Identify Assessments <ul style="list-style-type: none"> <li>• <b>Circle</b> area(s) assessed</li> <li>• <b>Check</b> if assessment is used for making decisions rules for access to advanced tiers.</li> </ul>   |
|----------------------------|--|------------------|--|--|
| <b>Universal Screening</b> | <p>Brief, predictive and reliable</p> <p>Purpose is to find at risk students, identify groupings, identify students needing more challenging curricula, and to measure the health of the core instruction and indicate growth.</p> <p>Data is disaggregated for AYP indicators</p> | 3 times per year | <p><b>Academic:</b> PALS Measures of Academic Progress, aimsweb, STAR, DIBELS, FAST</p> <p><b>Behavior:</b> Analysis of ODRs</p> <p><b>Mental Wellness:</b> DESSA, Analysis of Nurse/School Counselor Visits, Teacher Nominations, SPF-7, SRSS-IE</p> <p><b>Climate:</b> School Climate Survey</p> | <div> <input type="checkbox"/> K-2     A / B / MW / C           <hr/> <hr/> </div> <div> <input type="checkbox"/> 3-5     A / B / MW / C           <hr/> <hr/> </div> <div> <input type="checkbox"/> 6-8     A / B / MW / C           <hr/> <hr/> </div> <div> <input type="checkbox"/> 9-12     A / B / MW / C           <hr/> <hr/> </div> |

|  |   |  |  |  |
|--|---|--|--|--|
| <b>Diagnostic and Process Assessment</b>   | <p>Formal assessment administered when further information is needed to determine the strengths, weaknesses, skill level in order to provide targeted instruction and an instructional match when providing instruction and intervention</p> <p>Informal surveys and tests used when additional information is needed to allow teachers to determine the student's instructional focus.</p> <p>Used to determine the function of behavior so that individualized, function-based interventions may be designed to meet the student's needs.</p> | <p>As Needed</p> <p>Can be included in other assessment (i.e. PALS)</p>          | <p><b>Academic:</b> ARDT, PALS, DRA, Key Math, curriculum pre-test, SOL strand assessment, WISC, running record, programmatic assessment for placement purposes</p> <p><b>Behavior:</b> Functional Behavior Assessment</p> <p><b>Mental Wellness:</b></p> <p><b>Climate:</b></p>   | <div> <input type="checkbox"/> K-2    A / B / MW / C </div> <hr/> <div> <input type="checkbox"/> 3-5    A / B / MW / C </div> <hr/> <div> <input type="checkbox"/> 6-8    A / B / MW / C </div> <hr/> <div> <input type="checkbox"/> 9-12    A / B / MW / C </div> <hr/> |
| <b>Progress Monitoring Of Core Instruction</b>   | <p>Assessments to determine if students are mastering the concepts and skills taught so instruction may be adjusted to reteach concepts or provide additional practice</p> <p>Designed to give feedback to students regarding progress, and feedback to teacher for</p>   | <p>Daily-Weekly</p> <p>1-4 times a month</p> <p>Quarterly or end of the unit</p> | <p><b>Academic:</b> common unit assessments, percentage passed on exit tickets, writing rubrics, quarterly benchmark assessments, Interactive Achievement assessments, student self-assessment, selected response, performance assessments, math problem of the week, science journals</p> <p><b>Behavior:</b> student self-</p> | <div> <input type="checkbox"/> K-2    A / B / MW / C </div> <hr/> <div> <input type="checkbox"/> 3-5    A / B / MW / C </div> <hr/> <div> <input type="checkbox"/> 6-8    A / B / MW / C </div> <hr/> <div> <input type="checkbox"/> 9-12    A / B / MW / C </div> <hr/> |
| <p><i>Formative Classroom Assessments</i></p> <p><i>Formative Common Assessments</i></p> |   |  |  |  |

|   |  |                               |   |  |
|---|--|-------------------------------|---|--|
| <i>Benchmark<br/>Common<br/>Assessments</i>   | <p>mastery learning and need for differentiation</p> <p>Allows the grade level to determine effective instruction of the curriculum. Useful for common planning.</p> <p>More formalized assessment of mastery of content standards</p>   |                               | <p>assessment,</p> <p><b>Mental Wellness:</b> student self-assessment</p> <p><b>Climate:</b></p>  | <hr/> <hr/> <hr/>  |
| <b>Progress<br/>Monitoring<br/>of the<br/>Intervention</b>  | <p>Used in conjunction with all Tier 1 data to measure the sufficiency of the progress of students receiving additional tiered support.</p> <p>Used to ensure effectiveness of the intervention and able to show small increments of change in skills that are the focus of the intervention</p> <p>Used to assess the <i>rate of learning</i> in addition to the <i>level of learning</i></p> | Daily, weekly, or 2 x monthly | <p><b>Academic:</b> STAR, aimsweb, DIBELS, Easy CBM, FAST, Check-In Check-Out data, programmatic data, any measure of skill acquisition towards a goal at a pre-determined rate</p> <p><b>Behavior:</b> Check-In Check-Out data,</p> <p><b>Mental Wellness:</b> Check-In Check-Out data,</p> <p><b>Climate:</b></p> | <div> <input type="checkbox"/> K-2     A / B / MW / C </div> <hr/> <div> <input type="checkbox"/> 3-5     A / B / MW / C </div> <hr/> <div> <input type="checkbox"/> 6-8     A / B / MW / C </div> <hr/> <div> <input type="checkbox"/> 9-12     A / B / MW / C </div> <hr/> |
| <b>BROAD TYPE: Summative Assessment</b> <ul style="list-style-type: none"> <li>Designed to evaluate student performance after instruction has been completed</li> </ul> |  |                               |   |  |
| <b>Specific Type</b>  | <b>Purpose</b>   | <b>Common</b>                 | <b>Examples*</b>  | <b>Identify Assessments</b>  |

|                            |  | Frequency |  | <ul style="list-style-type: none"> <li>● <b>Circle</b> area(s) assessed</li> <li>● <b>Check</b> if assessment is used for making decisions rules for access to advanced tiers.</li> </ul>  |
|----------------------------|--|-----------|--|--|
| <b>Outcome Assessments</b> | They include state or district mandated tests that measure specified standards or outcomes (aggregated, disaggregated, strand item, and student work inclusive of portfolios and performance based assessments). | Annually  | <b>Academic:</b> SOLs, Stanford assessments, Measures of Academic Progress if only given one time per year<br><br><b>Behavior:</b><br><br><b>Mental Wellness:</b><br><br><b>Climate:</b> | <input type="checkbox"/> K-2      A / B / MW / C<br><hr/> <hr/> <input type="checkbox"/> 3-5      A / B / MW / C<br><hr/> <hr/> <input type="checkbox"/> 6-8      A / B / MW / C<br><hr/> <hr/> <input type="checkbox"/> 9-12      A / B / MW / C<br><hr/> <hr/> |

\*A few common examples; these are not to be considered recommendations. Some assessments can be used in multiple categories.