

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
Universal Screening	<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>Academic: PALS Measures of Academic Progress, aimsweb, STAR, DIBELS, FAST</p> <p>Behavior: Analysis of ODRs</p> <p>Mental Wellness: DESSA, Analysis of Nurse/School Counselor Visits, Teacher Nominations, SPF-7, SRSS-IE</p> <p>Climate: School Climate Survey</p>	<p><input type="checkbox"/> K-2 A / B / MW / C</p> <hr/> <p><input type="checkbox"/> 3-5 A / B / MW / C</p> <hr/> <p><input type="checkbox"/> 6-8 A / B / MW / C</p> <hr/> <p><input type="checkbox"/> 9-12 A / B / MW / C</p> <hr/>

Diagnostic and Process Assessment	<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>Academic: ARDT, PALS, DRA, Key Math, curriculum pre-test, SOL strand assessment, WISC, running record, programmatic assessment for placement purposes</p> <p>Behavior: Functional Behavior Assessment</p> <p>Mental Wellness:</p> <p>Climate:</p>	<input type="checkbox"/> K-2 A / B / MW / C <hr/> <input type="checkbox"/> 3-5 A / B / MW / C <hr/> <input type="checkbox"/> 6-8 A / B / MW / C <hr/> <input type="checkbox"/> 9-12 A / B / MW / C <hr/>
Progress Monitoring Of Core Instruction	<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>Academic: 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>Behavior: student self-</p>	<input type="checkbox"/> K-2 A / B / MW / C <hr/> <input type="checkbox"/> 3-5 A / B / MW / C <hr/> <input type="checkbox"/> 6-8 A / B / MW / C <hr/> <input type="checkbox"/> 9-12 A / B / MW / C <hr/>
<p><i>Formative Classroom Assessments</i></p> <p><i>Formative Common Assessments</i></p>				

<p><i>Benchmark Common Assessments</i></p>	<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>Mental Wellness: student self-assessment</p> <p>Climate:</p>	<hr/> <hr/>
<p>Progress Monitoring of the Intervention</p>	<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>	<p>Daily, weekly, or 2 x monthly</p>	<p>Academic: 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>Behavior: Check-In Check-Out data,</p> <p>Mental Wellness: Check-In Check-Out data,</p> <p>Climate:</p>	<p><input type="checkbox"/> K-2 A / B / MW / C</p> <hr/> <hr/> <p><input type="checkbox"/> 3-5 A / B / MW / C</p> <hr/> <hr/> <p><input type="checkbox"/> 6-8 A / B / MW / C</p> <hr/> <hr/> <p><input type="checkbox"/> 9-12 A / B / MW / C</p> <hr/> <hr/>
<p>BROAD TYPE: Summative Assessment</p> <ul style="list-style-type: none"> Designed to evaluate student performance after instruction has been completed 				
<p>Specific Type</p>	<p>Purpose</p>	<p>Common</p>	<p>Examples*</p>	<p>Identify Assessments</p>

		Frequency		<ul style="list-style-type: none"> ● Circle area(s) assessed ● Check if assessment is used for making decisions rules for access to advanced tiers.
Outcome Assessments	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	Academic: SOLs, Stanford assessments, Measures of Academic Progress if only given one time per year Behavior: Mental Wellness: Climate:	<input type="checkbox"/> K-2 A / B / MW / C <hr/> <input type="checkbox"/> 3-5 A / B / MW / C <hr/> <input type="checkbox"/> 6-8 A / B / MW / C <hr/> <input type="checkbox"/> 9-12 A / B / MW / C <hr/>

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