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 • *Circle* area(s) assessed • *Check* if assessment is used for making decisions rules for access to advanced tiers.
Universal Screening	Brief, predictive and reliable Used to find students at-risk, identify groupings, identify students needing more challenging curricula, and to measure the health of the core instruction and indicate growth. Data is disaggregated for groups identified within Virginia's accountability system.	3 times per year	**Academic:** PALS, Measures of Academic Progress (MAP), aimsweb, STAR, DIBELS, FAST **Behavior:** Analysis of office discipline referrals **Mental Wellness:** DESSA, Analysis of Nurse/School Counselor Visits, Teacher Nominations, SPF-7, SRSS-IE **Climate:** School Climate Survey	❑ PreK-2 A / B / MW / C _____ _____ ❑ 3-5 A / B / MW / C _____ _____ ❑ 6-8 A / B / MW / C _____ _____ ❑ 9-12 A / B / MW / C _____ _____

Diagnostic and Process Assessment	Assessments administered when additional information is needed to determine strengths, weaknesses, or skill level in order to provide targeted instruction. Surveys and tests used when additional information is needed to determine a student's instructional focus. Used to determine the function of behavior and to design individualized, function-based interventions to meet the student's needs.	As needed Can be included in other assessment (i.e., PALS)	**Academic**: PALS, DRA, Key Math, WISC, curriculum pre-test, SOL strand assessment, running record, programmatic assessment for placement purposes **Behavior:** Functional Behavior Assessment **Mental Wellness:** **Climate:**	❑ PreK-2 A / B / MW / C _____ _____ ❑ 3-5 A / B / MW / C _____ _____ ❑ 6-8 A / B / MW / C _____ _____ ❑ 9-12 A / B / MW / C _____ _____
Progress Monitoring *Of Core Instruction* *Formative Classroom Assessments* *Formative Common Assessments* *Benchmark Common Assessments*	Assessments to determine students' mastery of the concepts and skills taught in order to make instructional adjustments. Designed to provide feedback to students regarding their progress and feedback to teachers for mastery learning and differentiation. Allows the grade level to determine effective instruction of the curriculum and use for common planning.	Daily, weekly 1-4 times a month Quarterly or end of the unit	**Academic:** Common unit assessment, exit ticket, writing rubric, quarterly benchmark assessment, Interactive Achievement assessment, student self-assessment, selected response, performance assessment, math problem of the week, science journal **Behavior:** Student self-assessment **Mental Wellness:** Student self-assessment **Climate:**	❑ PreK-2 A / B / MW / C _____ _____ ❑ 3-5 A / B / MW / C _____ _____ ❑ 6-8 A / B / MW / C _____ _____ ❑ 9-12 A / B / MW / C _____ _____

| Progress Monitoring *of the Intervention* | Used with all Tier 1 data to measure the progress of students receiving tiered support.

Used to ensure effectiveness of the intervention and to measure the impact of the intervention on the student's progress in relation to their peers.

Used to assess the *rate of learning* and the *level of learning*. | Daily, weekly, or 2 times a month | **Academic:** STAR, aimsweb, DIBELS, Easy CBM, FAST, Check-In Check-Out data, programmatic data, teacher-determined measure of skill acquisition

Behavior: Check-In Check-Out data

Mental Wellness: Check-In Check-Out data

Climate: | ❏ PreK-2 A / B / MW / C
_____
_____

❏ 3-5   A / B / MW / C
_____
_____

❏ 6-8   A / B / MW / C
_____
_____

❏ 9-12   A / B / MW / C
_____
_____ |

BROAD TYPE: Summative Assessment
- Designed to evaluate student performance after instruction has been completed

Specific Type	Purpose	Common Frequency	Examples*	Identify Assessments - *Circle* area(s) assessed - *Check* if assessment is used for making decisions rules for access to advanced tiers.
Outcome Assessments	Used by the state and/or district to measure specified standards or outcomes.	Annually	**Academic:** SOLs, Stanford assessments, Measures of Academic Progress **Behavior:** **Mental Wellness:** **Climate:**	❏ PreK-2 A / B / MW / C _____ _____ ❏ 3-5 A / B / MW / C _____ _____ ❏ 6-8 A / B / MW / C _____ _____

				❏ 9-12　A / B / MW / C _____ _____

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