Multiple Types of Assessment Data

Broad Type	Specific Type	Purpose	Suggested Common Frequency	Identify Assessments Note the assessments that will be used for decision-making rules for access to tiered supports
Formative Assessment: Is designed to aid learning by providing explicit feedback related to student performance. It is used to make immediate instructional decisions on behalf of individuals or groups of students. Formative assessment "informs" instruction.	Universal Screening	Brief, predictive and reliable 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. Data is disaggregated for AYP indicators	Three times yearly	
	Diagnostic and Process Assessment	Formal assessment administered when further information is needed to determine the strengths, weaknesses and skill level in order to provide targeted instruction and an instructional match when providing instruction and intervention Informal surveys and tests used when additional information is needed to allow teachers to determine the student's instructional focus Used to determine the function of behavior so that individualized function-based interventions may be designed to meet the student's needs	As needed Can be included in other assessment (i.e. PALS)	

	<u>Progress Monitoring</u> *of Core Instruction*	Assessments to determine if students are mastering the concepts and skills taught so instruction may be adjusted to reteach concepts or provide additional practice	
	• Formative Classroom Assessments	Designed to give feedback to students regarding progress, and feedback to teacher for mastery learning and need for differentiation	Daily-Weekly
	• Formative Common Assessments	Allows the grade level to determine effective instruction of the curriculum. Useful for common planning.	1-4 times a month
	• Benchmark Common Assessments	More formalized assessment of mastery of content standards	Quarterly or end of the unit

	Progress Monitoring _of the Intervention_	Used in conjunction with all Tier 1 data to measure the sufficiency of the progress of students receiving additional tiered support. Used to ensure effectiveness of the intervention and able to show small increments of change in skills that are the focus of the intervention Used to assess the _rate of learning_ in addition to the _level of learning_	Daily, weekly, or 2 x monthly	
Summative Assessment: Is designed to evaluate student performance after instruction has been completed	Outcome Assessments	They include state or district mandated tests that measure specified standards or outcomes (aggregated, disaggregated, strand item, and student work).	Annually	

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

Universal Screening: PALS, Measures of Academic Progress, aimsweb, STAR, DIBELS, FAST, analysis of ODRs

Diagnostic/Process: ARDT, PALS, DRA, Key Math, curriculum pre-test, SOL strand assessment, WISC, running record, programmatic assessment for placement purposes, Functional Behavior Assessment, Self Determination Assessment Tools, Woodcock Johnson

Progress Monitoring/Core: common unit assessments, percentage passed on exit tickets, writing rubrics, quarterly benchmark assessments, Interactive Achevement assessments, student self-assessment, selected response, performance assessments, math problem of the week, science journals

Progress Monitoring/Advanced Tiers: 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

Summative: SOLs, Stanford assessments, Measures of Academic Progress if only given one time per year