

Comprehensive Assessment Systems Notes

Assessment Type	Examples (list is not all-inclusive)	Who is Tested	When	What Information is Provided	How	How does staff interact with the data?
Screening	<ul style="list-style-type: none"> • Dibels • AIMSweb • Easy CBM • STAR 	ALL Students	3x Annually	Brief norm-referenced, standardized and reliable assessment used to identify students who appear to be on-track or at-risk to meet key benchmarks.	SWAT Teams Specialist Teams All Hands On Deck	<ul style="list-style-type: none"> • All staff, led by coaches and/or administration, examines the status of each grade level and the school. • The health of the core program is examined and needs to bolster core instruction are identified. • Grade level teams set goals for the next screening or benchmarking window. • Individual students are identified for further testing (diagnostics) and/or for interventions. • The master schedule is built or adjusted based on student needs. • The data wall is built or adjusted. • 100% Meetings or “Benchmarking” Meetings held w/ ALL staff 3x a year.
Diagnostics	<ul style="list-style-type: none"> • DRA • Phonics Surveys 	Individual Students	As needed	To deeply understand the exact skills and needs of an individual student	Trained Teachers, Specialists or Assistants	Individual student’s needs are identified. Individual students are then placed into appropriate interventions (that address those skill gaps).
Progress Monitoring	<ul style="list-style-type: none"> • Dibels • AIMSweb • Easy CBM • STAR 	Students Receiving Interventions	Intensive 2-4x mo. Strategic 1-2x mo.	Norm referenced, standardized, valid and reliable assessment that shows how the student is responding to intervention instruction and is based on aim line growth toward critical benchmarks compared to other students. Shows whether or not the student is closing the gap. Data can be used formatively.	Classroom Teacher -or- Intervention Teacher Instructional Time -or- Dedicated Time	<ul style="list-style-type: none"> • Individual student data is examined to determine if the intervention is working. • Individual student data may be compared to group data to determine if the need is an individual or group need. • Decision rules are systematically applied when a student is making adequate growth, failing to make growth, or flat-lining. • Administrator and/or key decision maker present so that schedule and placement changes are made intentionally and to determine instructional monitoring or support needs • 20% Meetings or “Progress Monitoring” Meetings typically held monthly with grade level teams or bands, specialists and administration.
Other Important Assessments Types or Functions	<ul style="list-style-type: none"> • Curriculum Embedded Tests (like unit tests or weekly checks) • Formative Assessments • Summative Assessments • Outcome Assessments 	ALL Students	During Instruction	Assessments & processes that gauge student learning during and/or after instructional sequences	Teacher	<ul style="list-style-type: none"> • Student learning toward specified learning target(s) are gauged and instructional or learning methodology is then informed/adjusted to best meet student needs. • PLCs, Grade Level or Data Team (Data Cycle) Meetings typically held weekly or 2x monthly with grade level teachers using the data to inform core level instruction, instructional pedagogy and to co plan grade level core content.