

Purpose of Assessments

Broad Type	Specific Type	Purpose	Notes and Next Steps
<p>Formative Assessment: Is designed to aid learning by providing explicit feedback related to student performance</p> <p>Its used to make immediate instructional decisions on behalf of individuals or groups of students</p>	<p><u>Universal Screening:</u></p>	<p>Brief, predictive and reliable</p> <p>Purpose is to find at risk students, identify groupings, identify students needing more challenging curricula, and to <u>measure the health of the core instruction and indicate growth.</u></p> <p>Data is disaggregated for AYP indicators</p>	
	<p><u>Diagnostic Assessment:</u></p>	<p>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</p>	
	<p><u>Diagnostic Process:</u></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><u>Progress Monitoring:</u></p> <p><i>of Core Instruction:</i></p> <p><i>of the Intervention:</i></p>	<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>Assessments of specific skills at Tier 1</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>Summative Assessment: Is designed to evaluate student performance after instruction has been completed</p>	<p><u>Outcome Assessments:</u></p>	<p>They include state or district mandated tests that measure specified standards or outcomes.</p>	

Assessment Mapping Activity

Directions: Complete for Reading, Mathematics, and Behavior. There are some measures that may fall into two columns. Refer back to the “Purpose of Assessments” if questions arise about the intent of the assessment tool. At the high school level, Early Warning Systems or other cumulative review may serve as an assessment.

Universal Screening	Diagnostic	Progress Monitoring: Short Cycle/ Benchmark Testing	Progress Monitoring: General Outcome Measures (CBM)	Summative Outcome Assessments