

Assessments for Data-Based Decision Making within an MTSS



Type of Assessment	Purpose	Assessment Questions	Characteristics/Specifications	Examples
Screening	<ul style="list-style-type: none"> To know students' progress toward end-of-year grade-level standards To identify students who may benefit from intervention 	<ul style="list-style-type: none"> Is instruction sufficient for the majority of students to meet end-of-year grade-level standards? Which students may be at-risk for not meeting grade-level standards? 	<ul style="list-style-type: none"> Administered to all students Has strong <i>predictive validity</i> Fairly quick, easy to administer, efficient Some screeners measure specific skills Computer Adaptive Tests (CAT) are commonly used as screeners 	<ul style="list-style-type: none"> MAP Growth iReady Diagnostic FAST³ <p>Curriculum-based measurements such as:</p> <ul style="list-style-type: none"> DIBELS Aimsweb
Diagnostic Measure¹	<ul style="list-style-type: none"> To assess students' specific skill strengths and weaknesses 	<ul style="list-style-type: none"> What are students' weaknesses and strengths related to a particular skill? For what skills do students need intervention? Is there a particular skill that should be revisited in Tier 1? 	<ul style="list-style-type: none"> Individually administered, typically to students identified as at-risk Provides information regarding specific skills Identifies specific areas of weakness Norm or criterion referenced Some diagnostic assessments indicate size of gap for particular skills 	<ul style="list-style-type: none"> Phonics Survey Spelling inventory Qualitative analysis of oral reading Phonological awareness survey Acadience Reading Diagnostic: CFOL Error analysis
Progress Monitoring	<ul style="list-style-type: none"> To monitor students' progress toward an identified goal: <ul style="list-style-type: none"> Progress toward <i>overall</i> proficiency and Progress on <i>specific skills</i> identified for intervention To evaluate effectiveness of instruction To quantify rate of improvement 	<ul style="list-style-type: none"> To what degree is instruction and/or intervention resulting in improvement for students? Are students acquiring the specific skills that have been taught at expected rates? How quickly and to what degree are students closing academic proficiency gaps? 	<ul style="list-style-type: none"> Predicts: <ul style="list-style-type: none"> Whether students are on-track to meet end of year standards Whether gaps for students receiving intervention will close within a designated timeframe Provides information on rate of growth relative to peers and standards Repeatable (multiple forms, equal in difficulty to measure growth) Sensitive to small amounts of growth when administered at regular intervals Frequency of administration is related to the intensity of the intervention 	<ul style="list-style-type: none"> Star Early Literacy progress monitoring Star Reading progress monitoring Star Math progress monitoring FAST⁴ <p>Curriculum-based measurements such as:</p> <ul style="list-style-type: none"> DIBELS Star-CBM Aimsweb
Formative	<ul style="list-style-type: none"> To provide feedback and inform adjustments to ongoing teaching and learning 	<ul style="list-style-type: none"> Are students learning what is being taught? 	<ul style="list-style-type: none"> Generally low-stakes Can be formal or informal A type of progress monitoring (used for informing instruction, not determining students' RtI) 	<ul style="list-style-type: none"> Thumbs-up/thumbs-down Observation Ticket out the door Checks for understanding Intervention curriculum-specific assessments
Summative²	<ul style="list-style-type: none"> To evaluate student learning at the end of an instructional unit or grade level (end of the year) 	<ul style="list-style-type: none"> Did students meet grade-level standards? 	<ul style="list-style-type: none"> Typically outcome assessments Administered at the end of an instructional unit or at the end of the year 	<ul style="list-style-type: none"> EOC Unit test Midterm exam FAST PM3

¹ Diagnostic Measures do not have predictive validity and should not be used for screening or progress monitoring

² Data can be used formatively to guide instruction and activities for subsequent courses

³ FAST is listed as a screening measure in the [Comprehensive Evidence-Based Reading Plan Template](#)

⁴ FAST is listed as a progress monitoring measure in the [Comprehensive Evidence-Based Reading Plan Template](#) and the [Uniform Statewide Assessment Calendar](#)