

Comprehensive Assessment Plan

Assessment	Time Frame	Students Assessed	Main Purposes	Resources	
Screening	Beginning of School Year (or with new students)	All Students	<ul style="list-style-type: none"> • Determine risk status. • Determine need for diagnostic assessment. • Determine who may need extra help early in the instructional process. 	K- 2 AIMSweb 3- 8 Determined by school at this time	
Diagnostic Information and/or Testing	As needed	At-risk Students <u>Tests</u> Completed when more information is needed for planning intervention and should only be given when there is a clear expectation that they will provide new information about a child's difficulties that can be used to provide more focused, or more powerful instruction.	<ul style="list-style-type: none"> • Determine why a student is struggling. • Provide information for differentiating instruction based on identified instructional needs. 	Informational Any knowledge about a student's skills and abilities that is useful in planning instruction. It can come from student work, teacher observations, or other tests, as well as diagnostic tests.	Tests <u>Informal</u> Reading - DRA - Bader - QRI - IRA - Benchmark System - SRI - READ180 -K-2 Literacy Assessment Reading/Writing - Words Their Way Math - Envision Math Diagnosis and Intervention System - SMI Reading & Math - Prescriptive Instruction - Classworks This is not a limited list. <u>Formal</u> Assessments given by the psychologists (requires permission to test and would only be done if the progress monitoring data indicated the need)

Assessment	Time Frame	Students Assessed	Main Purposes	Resources
Progress Monitoring (formative)	Determined by Risk Status	<ul style="list-style-type: none"> On Grade Level: 3x year (Universal Screening) Some Risk: 1-2 x/month Moderate Risk: 2 +x/month High Risk: 2 to 3 x a week 	<ul style="list-style-type: none"> Determine if students are making adequate progress with current instruction. Inform school action plans. 	<u>Tier I & II</u> <ul style="list-style-type: none"> Various tools identified on the RtI wiki Tools identified by the Instructional Program Facilitators and/or psychologists CBMs <u>Tier III</u> <ul style="list-style-type: none"> AIMSweb and other Curriculum-based Measurements (CBM) as determined. Other assessments/measurements as determined appropriate by the school psychologists.
Outcome (summative)	End of Unit EOG	All Students	<ul style="list-style-type: none"> Provide feedback about the overall effectiveness of the program. Inform school action plans. 	3-8: EOG, EVAAS (4-8) K-2: Math Summative K-2 Literacy Levels Universal Screening

Objectives of Assessments

Screening – To identify students at the beginning of the year who are “at risk” for difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year. It gives a snapshot of a child’s potential for success or risk of failure.

Diagnostic – To collect information about students that will be helpful in planning instruction to meet their most critical learning needs. They are designed to provide more precise and detailed information of a child’s knowledge and skill so instruction can be more precisely planned. They are usually only given if a child fails to make adequate progress after receiving intervention or to help guide interventions if the immediate need is not able to be identified from the initial screening.

Progress Monitoring – To monitor students’ progress during the year to determine whether “at-risk” students are making adequate progress in critical skills and to identify any students who may be falling behind. This is a scientifically research-based practice that shows data about student growth over time in the core curriculum and determines the effectiveness of instruction and/or interventions. These are usually brief assessments that indicate progress and keeps the teacher informed about the student’s progress.

Outcome – To assess whether the instruction provided is sufficiently powerful to help all students achieve grade-level standards. These measures are given at the end of the year to help evaluate the overall effectiveness of the instructional programs.