

Comprehensive Assessment System Inventory

Step 1: Complete the needs assessment inventory for each type of assessment (screening, progress monitoring, diagnostic, formative, summative) for one content area (academic or non-academic). For an example of tools, [see the resource from Florida RTI](#).

Step 2: Using your inventory, use the self assessment questions to evaluate your current assessment tools

Step 3: Note any gaps, either in availability or quality of your assessments. What steps can you take today, next month, next year to address these gaps.

Content Area: _____

Universal screening assessments are given to all students a few times a year to identify students who likely need support beyond the core curriculum to meet expected outcomes.					
Tool Name (e.g., assessment, measure, test)	Which students participate?	When is it administered?	What team or teams review the data?	When is the data reviewed?	How is the data accessed? Who has access to the data?
1.					
2.					
3.					
4.					
Progress monitoring assessments are used to track a student's progress toward a goal when receiving intervention.					
Tool Name (e.g., assessment, measure, test)	Which students participate?	When is it administered?	What team or teams review the data?	When is the data reviewed?	How is the data accessed? Who has access to the data?
1.					
2.					
3.					
4.					
Diagnostic assessments are used to determine a student's specific need(s) and to inform the focus for intervention.					

Tool Name (e.g., assessment, measure, test)	Which students participate?	When is it administered?	What team or teams review the data?	When is the data reviewed?	How is the data accessed? Who has access to the data?
1.					
2.					
3.					
4.					
Formative assessments are a planned on-going process used by all students and teachers during learning and teaching to inform instruction (a type of progress monitoring used to inform instruction; not measure a student's response to intervention)					
Tool Name (e.g., assessment, measure, test)	Which students participate?	When is it administered?	What team or teams review the data?	When is the data reviewed?	How is the data accessed? Who has access to the data?
1.					
2.					
3.					
4.					
Summative assessments used to evaluate a student's learning at the end of an instructional unit or grade level; measures effectiveness of a recently concluded program; infer about a learner's mastery of curricular aims, and/or meet local, state, and federal accountability requirements.					
Tool Name (e.g., assessment, measure, test)	Which students participate?	When is it administered?	What team or teams review the data?	When is the data reviewed?	How is the data accessed? Who has access to the data?
1.					

2.					
3.					
4.					

Step 2: Using your inventory, use the self assessment questions to evaluate your current assessment tools

Universal screening criteria:

1. Universal screening assessments are evidence based.
2. Universal screening assessments are administered to all intended students with fidelity.
3. Universal screening assessments are intended to identify students at risk for not meeting expected outcomes (student level) and improve the effectiveness of MTSS (school/class level)

Progress monitoring criteria:

1. Progress monitoring assessments are evidence based.
2. Progress monitoring assessments are administered on a frequent and regular basis with fidelity to students receiving intervention.
3. Progress monitoring assessments are intended to track student progress toward an identified goal over short periods of time.

Diagnostic assessment criteria:

1. Diagnostic assessments are aligned with student needs and curriculum standards.
2. Diagnostic assessments are administered with fidelity to an individual student or group of students.
3. Diagnostic assessments are intended to identify a specific skill or behavioral need.

Formative assessments criteria:

1. Occur frequently and at critical moments throughout teaching and learning experiences
2. Can be formal or informal, but are aligned to learning objectives
3. Yield actionable data, by showing exactly what skills and content the student has mastered or where misunderstandings are occurring
4. Are student-centered when possible (students measure themselves or their peers; or reflect on their own learning)

Summative assessment criteria:

1. Summative assessments are administered at the end of an instructional unit or at the end of the year.
2. Summative assessments are used to determine if students have met grade level standards.
3. Summative assessments are valid (measures what is intended) and reliable (precise).
4. Summative assessments are fair (enable all students to demonstrate what they know).

Step 3: Note any gaps, either in availability or quality of your assessments. What steps can you take today, next month, next year to address these gaps?

Resource from Florida RTI Website

Appropriate Assessments for Data-Based Decision Making



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"> FAST PK-2 MAP Growth iReady STAR DIBELS Next AIMSweb ORF, NWF
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 DRA BAS 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"> ORF CBM DIBELS STAR 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"> FAST EOC Unit test Midterm exam

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



Florida's Problem Solving/Response to Intervention Project is a collaborative project between the Florida Department of Education and the University of South Florida. Learn more at <https://floridarti.usf.edu>.