

# Overview of Four Types of Assessment

Planning for Instruction and  
Measuring Student  
Response and Growth

August 2017

BPS


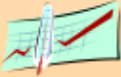


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# Four Types of Measures

- Screening
  - Also called Universal Screening or First Benchmark Test
- Progress Monitoring
- Diagnostic
- Outcome

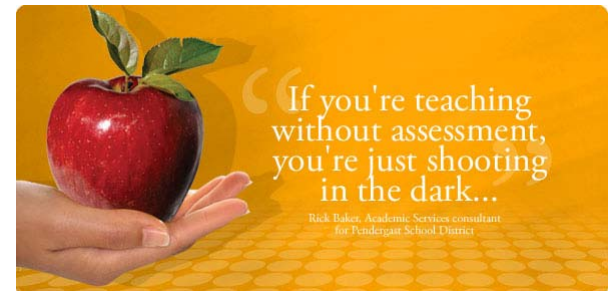
# Assessment Answers Questions!!

Typical Questions	Assessments	Purpose
<p>Who is at risk?            Who needs close monitoring?            Who needs diagnostic measures?</p>	<p>Screening</p>	<p>"First Alert"  </p>
<p>How is the student responding to changes?            Is our plan working?</p>	<p>Progress Monitoring</p>	<p>"Repeated Measures"  </p>
<p>What are a student's strengths &amp; weaknesses?</p>	<p>Diagnostics</p>	<p>"In-depth review"  </p>
<p>Have we accomplished our goals for a student? A class? A district?            What do we want to continue/change for next year?</p>	<p>Outcome</p>	<p>"Reaching our Goals"  </p>

# Types of Assessment

## Screening/Universal Benchmark

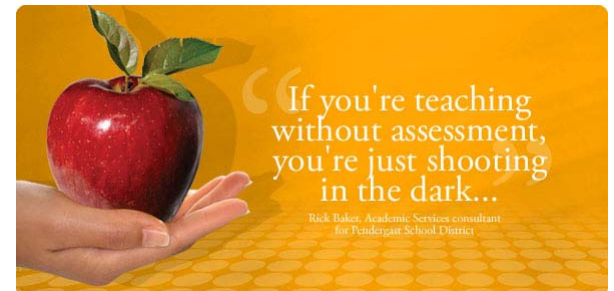
- *Screening* measures provide information about the current knowledge and skill base of the student.
- They are useful for determining the “health” of the student and identifying appropriate starting points for instruction, planning instructional groups, and identifying who needs further assessment.



# Types of Assessment

## Screening/Universal Benchmark

- Sometimes screening measures result in false positives, but rarely in false negatives.
- Screening measures can be formal or informal and have clear mastery targets.



# Progress Monitoring

*Progress monitoring* is ongoing.

- Examples include teacher observations, informal or formal assessments, and curricular tasks.
- Determine whether students are making adequate progress and to determine whether and when instruction needs to be adjusted.
- Measures include curriculum-embedded assessments such as unit tests.
- Measures also include general or external measures that assess specific skills. In reading, we assess phonemic awareness, phonics, fluency, and comprehension.



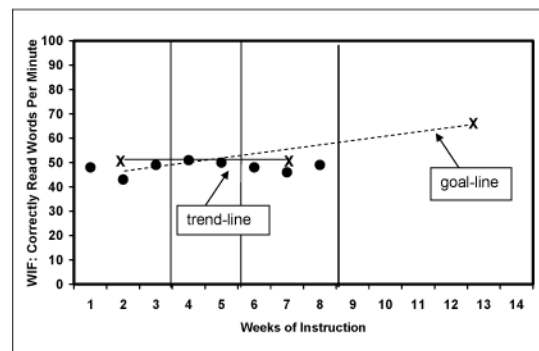
# Progress Monitoring

- Help to predict success in meeting grade level standards by year's end.
- Curriculum-based measurement (CBM) is an assessment tool that is used for progress monitoring because it emphasizes repeated measures over time (DIBELS Next and AIMSweb)
- Ongoing progress monitoring may also include diagnostic tests that pinpoint the causes of a particular screening test result.



# Progress Monitoring

- Guides the specific focus of instruction and informs flexible grouping.
- Given at least three times per year for elementary students for reading and mathematics. For middle and high school students a similar time frame is appropriate.
- When students are below benchmark, more frequent progress monitoring is required and frequency depends individual student data.
- Can range from weekly to monthly.
- If data indicate a lack of progress or a low learning trajectory, further diagnostic measures should be employed.





# Diagnostic Measures

- *Diagnostic measures* look at specific skills.
- They can also be used for screening or progress monitoring.
- This type of measure identifies students' *specific* strengths and weaknesses.

# Diagnostic Measures

- Specific skills assessments should be administered whenever a student is suspected of having difficulty with learning what is being taught.
- Teachers must ensure that students are *secure with the precursor* skills for the current instruction.



# Outcome Measures

- *Outcome measures* are often used at the end of major units of instruction and at year's end.
- Provide data about exiting accomplishments
- Useful for planning the next major segment of instruction and for determining *changes needed in a school's curriculum*.

# Outcome Measures

- Provide programmatic information for large groups or subgroups of students.
- Leads to outcome evaluation about a school's curriculum and performance or about an individual student, *when* considered in the context of other data.

