# Overview of Assessment

## Meeting Needs of All Students

### Classroom Assessments

**Frequency:**
- Most Formative
  - Daily/Weekly

**Purpose:**
Primarily diagnostic tools
- Determines student strengths and areas for growth
- Used for instructional planning and responsive teaching

**Outcomes:**
- Identifies classroom and student needs to design core, supplemental and intensive instruction
- Provides a profile of the student
- Highlights opportunities for collaboration and PLC conversations focused on essential standards and success criteria

**Examples:**
- Observations/Anecdotal Notes
  - Inventories
- Student-Friendly Rubrics
- Work Samples
- Reading Level Assessments
  - Progress Monitoring
  - Performance Tasks
- Teacher Checklists & Rubrics
  - Success Criteria (KUDs)

### Common Assessments

- Formative
  - Weekly/Monthly

**Purpose:**
- Primarily diagnostic tools
- Determines student strengths and areas for growth
- Used for instructional planning and responsive teaching

**Outcomes:**
- Provides a profile of the student
- Highlights opportunities for collaboration and PLC conversations focused on essential standards and success criteria

**Examples:**
- Student-Friendly Rubrics
  - Work Samples
- Reading Level Assessments
  - Progress Monitoring
  - Performance Tasks
- Teacher Checklists & Rubrics
  - Success Criteria (KUDs)

### District Level Assessments

**Frequency:**
- Summative
  - Fall, Winter, Spring

**Purpose:**
- Primarily screening assessments
- Determines student proficiency and long range growth
- Used for program entrance and exit criteria (Rdg Lab, ESL, ELP, Math Lab)

**Outcomes:**
- Informs CSIP and leadership teams
- Provides a snapshot of program/system strengths and areas for growth
- Determines classroom, building, and district goals
- Highlights opportunities for building and district professional learning and collaboration

**Examples:**
- FAST Reading (K-5)
- FAST Math (K-5)
- MAP (4-8)
- ISASP (3-11)
  - *ELPA
  - *IAAT
  - *CogAT