

# CPS District-Provided Screening, Diagnostic and Progress Monitoring Assessments



## Universal Screening Assessment

### What is it?

A universal screening assessment is an efficient no-stakes assessment that determines basic skill level and can help identify students needing additional support in math and literacy. School teams should use historical standardized assessment data, grades and teacher observation data to supplement the results of the universal screener and determine which students may need additional support.

### Why should we use it?

To support the understanding of unfinished learning and measurement of student skill level, universal screening assessments can quickly identify school, grade level/department, or class wide general trends and students who may need Tier 2 or Tier 3 instructional support.

### To whom and how frequently should we administer it?

The district recommends that universal screeners in Math and Literacy are administered as follows:

- **Grades K-2:** BOY, MOY, EOY using district-sponsored K-2 benchmark assessments (Amplify or NWEA)
- **Grades 3-8:** BOY and MOY. EOY if needed.
- **Grades 9:** All students at BOY. Additionally during MOY and EOY, as needed for select students identified using multiple measures.
- **Grades 10-12:** For select students identified using multiple measures at BOY, MOY and EOY.
- **All Grades:** Students who enroll mid-year and do not have prior screening scores.

## Diagnostic and Progress Monitoring Assessments

### What is it?

Diagnostic Assessments are assessments that can be used to determine specific skill gaps and guide instruction and/or intervention planning for students.

Progress monitoring is the practice of testing students briefly but frequently on specific skill areas in which they are receiving instruction to ensure they are making adequate progress. The use of a progress monitoring assessment provides teachers with ongoing feedback to help determine intervention effectiveness. Progress monitoring results can inform changes in the type, frequency, duration, or intensity of interventions.

### Why should we use it?

Diagnostic assessment results, in conjunction with other measures, data, and sources of evidence (e.g. standardized assessment data, curriculum-embedded assessments, student work samples, teacher observation, student/family interviews, etc.) should be used to determine the appropriate Tier 2 or Tier 3 interventions to be provided for a given student.

Progress monitoring assessments should be used to determine whether interventions are working, student learning goals are being met, and whether instructional or intervention adjustments are needed.

### To whom and how frequently should we administer it?

For students identified by a universal screener as needing additional support, schools should conduct a root cause analysis using multiple data points and administer diagnostic assessments to identify skills for targeted Tier 2 or Tier 3 Interventions.

Progress monitoring should occur at least once per month using valid and reliable progress monitoring assessments specific to the interventions students are receiving.