Screeners, Diagnostics, and Progress Monitoring, Oh My!

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What assessments do you give your students?

Go to menti.com
Code: 62 46 61
We love to hate assessment systems… but, we are equally addicted to the data.
"Well, we've seen all the data and crunched all the numbers... now heads or tails?"
Why do we assess?

- To make decisions

When do we assess?

- When you need to make a decision

When are decisions made?

- During the teaching and learning process
- After the teaching and learning process
Types of Assessments
Formative Assessment
- Monitors learning
- Informs Instruction
- Provides information about student misconceptions and background knowledge

During teaching process
DAILY

Summative Assessment
- Evaluates learning
- Informs future planning
- Provides information about student proficiency of concepts

After teaching process
WEEKLY/MONTHLY
Formative Assessment
• Who needs additional support?
• Who could be grouped together?
• How would differentiation support the needs of all students?
• Can I speed my instruction up or slow my instruction down?

Summative Assessment
• Are students proficient with a concept?
• Which students are passing?
• How to class performance compare to each other?
• How effective is an instructional program?
Diving Deeper into Formative Assessments

Formal
- Universal Screeners
- Diagnostic Assessments
- Progress Monitoring Tools

Informal
- Exit Tickets
- Student Interviews
- Running Record Checklists
Diving Deeper into Formative Assessments: Formal

- **Universal Screener**
  - Who is struggling?
  - What level of intensity of support does the student need?

- **Diagnostic Assessment**
  - Why are they struggling?
  - How deep are the gaps in the students understanding?

- **Progress Monitoring**
  - Is the student progressing?
  - How is the student responding to the intervention?
During Teaching process

DAILY

- Formative
  - Formal
    - Universal Screener
    - Diagnostic Assessments
    - Progress Monitoring
  - Informal
    - Exit Tickets
    - Running Records
    - Student Interviews

Summative

- State Standardized Tests
- Semester Exams
- Unit Assessments

After teaching process

WEEKLY/MONTHLY
How do we do all of this?

Decision Making Cycle
Identify students that need additional support

Formative: Formal
Universal Screener

RTI (Response To Intervention)

3 Tiers of Support
Gather information about the students’ understanding

Formative: Formal
Diagnostic Assessment

Formative: Informal
Exit Tickets
Student Interviews
Running Records

Summative

Identify students that need additional support
Identify students that need additional support

Gather information about the students’ understanding

Analyze the information and determine a plan for implementation
Identify students that need additional support

Gather information about the students’ understanding

Analyze the information and determine a plan for implementation

Implement the support plan
Identify students that need additional support

Gather information about the students’ understanding

Analyze the information and determine a plan for implementation

Implement the support plan

Evaluate the outcomes based on the implementation

Formative Progress Monitoring
Identify students that need additional support

Gather information about the students' understanding

Analyze the information and determine a plan for implementation

Implement the support plan

Evaluate the outcomes based on the implementation

Decision Making Cycle

Formative Universal Screener

Formative: Formal Diagnostic Assessment

Formative: Informal Exit Tickets Student Interviews Running Records

Formative Progress Monitoring

Summative
No child left behind

Is this the test to test us for the test to see if we are ready for the test?
Which assessments should we use?

What reliability evidence exists?  

What validity evidence exists?

What is the purpose of the assessment?
Center on Response to Intervention
Tools Chart

- **Webpage**: rti4success.org
  - Resources -> Tools Charts

- **3 Tools Charts**
  - Screening Tools Chart
  - Progress Monitoring Tools Chart
  - Academic Intervention Tools Chart

- Rigorous evidence is required and is submitted and reviewed by national RTI experts.
This tools chart presents information about screening tools from annual reviews of screening tools by the Center's Technical Review Committee (TRC). The columns include ratings from our TRC members on the technical rigor of the tool and information about the efficiency of implementation. Click for Definitions of the technical standards. Additional information is provided below the chart.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Classification Accuracy Rating</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated Reliability, Validity, and Classification Data for Diverse Populations</th>
<th>Administration</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Math</td>
<td>![Grade Icon]</td>
<td>![Generalizability Icon]</td>
<td>![Reliability Icon]</td>
<td>![Validity Icon]</td>
<td>![Data Unavailable Icon]</td>
<td>Group</td>
<td>50 Minutes</td>
</tr>
<tr>
<td>Acuity</td>
<td>Mathematics</td>
<td>![Classification Accuracy Icon]</td>
<td>Moderate High</td>
<td>![Reliability Icon]</td>
<td>![Validity Icon]</td>
<td>![Data Unavailable Icon]</td>
<td>Group</td>
<td>2 Minutes</td>
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<tr>
<td>AIMSweb</td>
<td>Mathematics - Curriculum-Based Measurement</td>
<td>![Classification Accuracy Icon]</td>
<td>Moderate High</td>
<td>![Reliability Icon]</td>
<td>![Validity Icon]</td>
<td>![Data Unavailable Icon]</td>
<td>Group</td>
<td>50 Minutes</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Mathematics Concepts and Applications</td>
<td>![Classification Accuracy Icon]</td>
<td>Moderate Low</td>
<td>![Reliability Icon]</td>
<td>![Validity Icon]</td>
<td>![Data Unavailable Icon]</td>
<td>Individual Group</td>
<td>11-13 Minutes</td>
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</tbody>
</table>
Let’s hold off making a decision until we have even more information we don’t really need.”
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