**SCREENER**

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| Classroom, district, or state | |
| **Definition** | Universal screener assessments consist of brief tests focused on targeted skills that are highly predictive of the likelihood of success on meeting or exceeding curricular benchmarks.[3](http://www.ccsso.org/Resources/Publications/Distinguishing_Formative_Assessment_from_Other_Educational_Assessment_Labels.html) |
| **Purpose** | Identify students who may be at risk  Monitor student progress  Screen for special program placement or intervention |
| **Users of Results** | Teacher, student support professional, school/district administrator, family |
| **Frequency and Relationship to Instruction** | Periodically conducted with all students, usually two or three times during a school year  According to school, district, and/or referral policies and practices |
| **Methods: Obtaining Evidence of Learning** | English language placement test  Observation inventories  Demonstrated and/or documented behavior and/or performance  Administered, scored, and interpreted in a consistent manner |
| **Assessment Data** | Qualitative and quantitative data  Identify student growth over time  Identify student status changes over the course of the school year |
| **Actions Based on Data**  **S=Student, T=Teacher, SSP=Student Support Professional, A=Administrator (School/District), ST=State, F=Family** | Provides evidence for determining next assessment (e.g., specific diagnostic assessments)  (T, SSP, A, F)  Screener and Diagnostic:  Provide targeted interventions, support and enrichment (e.g., English learners, special education, gifted)  (T, SSP, A)  Conclude intervention  (T, SSP, A, F)  Program placement  (S, T, SSP, A, F)  Align instruction to specific areas of need (T, SSP) |