**SCREENER/DIAGNOSTIC**

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| Classroom, district, or state |
| **Definition** | Screener: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)Diagnostic:Diagnostic assessments are evidence-gathering procedures that providea sufficiently clear indication regarding which targeted subskills a student does or does not possess.[3](http://www.ccsso.org/Resources/Publications/Distinguishing_Formative_Assessment_from_Other_Educational_Assessment_Labels.html) |
| **Purpose** | Screener:Identify students who may be at riskMonitor student progressScreen for special program placement or interventionDiagnostic:Supply the information to design or modify instructional activitiesDetermine readiness for learningIdentify underlying causes of breakdown in learning |
| **Users of Results** | Screener:Teacher, student support professional, school/district administrator, familyDiagnostic:Teacher, student support professional, school/district administrator, family |
| **Frequency and Relationship to Instruction** | Screener:Periodically conducted with all students, usually two or three times during a school year According to school, district, and/or referral policies and practicesDiagnostic:Only used for the subset of students identified as not making sufficient progressAs needed, based on information from other types of assessments |
| **Methods: Obtaining Evidence of Learning** | Screener:English language placement testObservation inventoriesDemonstrated and/or documented behavior and/or performanceAdministered, scored, and interpreted in a consistent mannerDiagnostic:Norm-referenced standardized cognitive testsObservation inventoriesDemonstrated and/or documented behavior and/or performance |
| **Assessment Data** | Screener:Qualitative and quantitative dataIdentify student growth over time Identify student status changes over the course of the school yearDiagnostic:Qualitative and quantitative dataIdentification of students in need of support and enrichment (e.g., English learners, special education, gifted) Baseline data on student status and program eligibility |
| **Actions Based on Data****S=Student, T=Teacher, SSP=Student Support Professional, A=Administrator (School/District), ST=State, F=Family** | Screener: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) |