**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 provide  a 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 risk  Monitor student progress  Screen for special program placement or intervention  Diagnostic:  Supply the information to design or modify instructional activities  Determine readiness for learning  Identify underlying causes of breakdown in learning |
| **Users of Results** | Screener:  Teacher, student support professional, school/district administrator, family  Diagnostic:  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 practices  Diagnostic:  Only used for the subset of students identified as not making sufficient progress  As needed, based on information from other types of assessments |
| **Methods: Obtaining Evidence of Learning** | Screener:  English language placement test  Observation inventories  Demonstrated and/or documented behavior and/or performance  Administered, scored, and interpreted in a consistent manner  Diagnostic:  Norm-referenced standardized cognitive tests  Observation inventories  Demonstrated and/or documented behavior and/or performance |
| **Assessment Data** | Screener:  Qualitative and quantitative data  Identify student growth over time  Identify student status changes over the course of the school year  Diagnostic:  Qualitative and quantitative data  Identification 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) |