

**Examples of Assessments**  
**THIS IS NOT A COMPLETE LIST**

<b>Assessment Type</b>	<b>Examples:</b>
<b>Universal Screener</b> – CBM (Benchmark) tools used for screening to identify students as at-risk	DIBELS, AIMSweb, STAR, Quick Phonic Screener, Spelling Inventory, Soar to Success, Scantron
<b>Digging Deeper</b> – CBM (Benchmark) tools used for diagnostic and instructional planning	DRA, MLPP, Soar to Success, Spelling Inventory, QRI
<b>Progress monitoring</b> assessments	DIBELS, AIMSweb, Yearly Progress Pro, EdCheckup, Soar to Success, easycbm.com, Delta Math, Steep
<b>Norm-referenced achievement</b> tests	Reading – WJ-III, CTOPP, GORT-4, PAT, TERA-3 WRMT-R Language – CELF-4, CASL, OWLS, TOWL-4, TOWS-4 Math – WJ-III, CMAT, KeyMath-3, TEMA-3 Achievement – WJ-III, DAB-3, KTEA-II, PIAT-R, TELD-4, WIAT-3
<b>Cognitive Abilities</b>	WJ-III
<b>IQ tests</b>	WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI, Stanford-Binet
<b>Curriculum assessments</b> aligned with course and content expectations and classroom instruction	District assessments aligned with GLCE's/HSCE's, formative classroom/course assessments, summative classroom/course assessments, Dolch words, Unit tests, rubrics, checklists, grades, rating scales
<b>Criterion-referenced</b> assessments	Brigance, MAP, ITT, VBMAPP, NWEA

<https://dibels.uoregon.edu/>

<http://www.aimsweb.com/>

<http://www.edcheckup.com/>

<http://www.ctb.com/ctb.com/control/productFamilyViewAction?productFamilyId=591&p=products>

<http://www.eduplace.com/intervention/soar/index.jsp?state=mi&submit.x=34submit.y=16>

<http://www.scantron.com/performance/series/>

<http://easycbm.com/>

<http://isteeep.com/login.aspx>

<http://rtisupport.oaisd.org>

## Assessment Criteria for Considering a Pattern of Strengths and Weaknesses

Assessment Type	Strength	Weakness
<b>CBM (Benchmark) screening</b>	At 'benchmark' level or above grade-level median score if using local norms	At 'at-risk' level or below 10 <sup>th</sup> percentile
<b>Progress monitoring</b>	Meeting or exceeding aimline	Falling below aimline for at least 10 consecutive data points or below 50% expectancy
<b>MEAP / MME</b>	Level 1 or Level 2 Proficient	Level 3 or Level 4 Not proficient Apprentice
<b>Norm-referenced achievement tests</b>	A percentile rank of $\geq 25$ , a standard score of $\geq 90$ , or an RPI of $\geq 70/90$	A percentile rank $\leq 10$ , a standard score of $\leq 80$ or an RPI of $\leq 67/90$
<b>Criterion referenced/Curriculum assessments</b>	Scores $\geq 80\%$	Scores $\leq 70\%$
<b>Grades</b>	A / B or 'meets / exceeds' expectations	E or 'does not meet' expectations
<b>Teacher report</b>	Based upon professional judgment of teacher in comparing student to others in classroom	
<b>Observations – Academic</b>	Student demonstrates average understanding of academic content in comparison to other students in classroom	Student demonstrates the s/he does not understand the academic content
<b>Cognitive processing deficit</b>	A deficit as indicated by a percentile rank $\leq 15$ , a standard score $\leq 85$ , or an RPI of $\leq 67/90$ in a cognitive process that is linked by research to the academic skill area and presumed to cause the skill deficit	