Brookside School School School Year: 2011

THE RTI ASSESSMENT AUDIT

A comprehensive assessment system will involve multiple and varied types of evaluative tools designed to provide information that guides and informs instruction. The RtI Assessment Audit is a review of assessment practices implemented by a school in the area of literacy across grade levels. Conducting a RtI Assessment Audit serves several purposes:

- 1. Identifies the different types of assessments used in the area of literacy
- 2. Clarifies the purpose (screening, progress monitoring, diagnostic, and outcome) of each assessment tool
- 3. Identifies the construct being assessed (e.g., concepts of print, comprehension, fluency, etc..),
- 4. Identifies training needs of staff members relative to the administration and interpretation of targeted assessments;
- 5. Provides an opportunity for a school to identify redundancies or gaps in the assessment process.

Directions: For each grade level, identify:

- 1. NAME OF THE ASSESSMENT TOOL administered include full name of tool administered
- 2. PRIMARY PURPOSE check the box next to the primary purpose for each tool listed

Purpose	Description	Examples:
Screening	Brief assessments designed to provide preliminary indication of which students may be at-risk for reading difficulties	Phoneme Segmentation Fluency - Dynamic Indicators of Basic Literacy Skills
Diagnostic	Individually administered assessments used for the purposes of gaining a more precise picture of student's skills and knowledge. Information obtained is used to plan instruction.	Qualitative Reading Inventory Running Records Informal Phonics Inventory
Progress Monitoring	Brief assessment typically administered for the purposes of determining if a student is making adequate progress,	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Oral Reading Fluency
Outcome	Assessments that are commonly administered on a group basis at the end of the year. Primarily used to determine if particular instructional or policy goals are being met, though they may also be used to examine trends in learning.	NYS ELA Assessment – Grade 3

- 3. Construct Assessed: check the box(es) that indicate what specific literacy element or area is being evaluated.
- 4. FREQUENCY OF ADMINISTRATION: for each tool identify the number of times it is administered on a yearly basis
- 5. **STAFF TRAINING REQUIRED**: check yes or no to indicate whether the staff who are expected to administer the assessment are adequately trained.
- 6. REDUNDANCIES: list any assessments that duplicate the information obtained from another tool
- 7. Voids: identify gaps in assessment information

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				Construct Assessed													
Grade	Assessment Tool	Purpose	Concepts of Print	Phonological	Awareness	Word Recognition	Spelling	Reading	Fluency	Conceptual Vocabulary	Comprehension	Writing	Motivation/	Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
	Aimsweb	X Screening	Х			Х		Х								3X annually	X yes
ш	LSF—Letter Sound Fluency WIF—Word Identification Fluency ORF—Oral Reading Fluency	☐ Diagnostic☐ Progress Monitoring☐ Outcome															□ no
	Aimsweb PSF-Phoneme Segmentation Fluency	☐ Screening ☐ Diagnostic	Х	Х		Х		Х								Tier II Every 2 weeks	X yes
	LSF—Letter Sound Fluency WIF—Word Identification Fluency ORF—Oral Reading Fluency	X Progress Monitoring ☐ Outcome														Tier III Weekly	☐ no
GRAD	DRA	☐ Screening	Х			Х		Х		Χ	Х		>	(3 X annually	X yes
4	Diagnostic	X Diagnostic															
	Reading	☐ Progress Monitoring															☐ no
U	Assessment	☐ Outcome											+	_			
	Running Record-	☐ Screening	Х			X		X		X	Х		\	(Tier I Only	X yes
S	Reading Conferences	X Diagnostic														Weekly Tier II/III	□ no
FIRST		☐ Progress Monitoring☐ Outcome														Daily	□ no
ш.	Earobics	☐ Screening	Х	Х			Х									Weekly	☐ yes
	Phonological	☐ Diagnostic															
	Awareness-	X Progress Monitoring															X no
	Phonics Program	☐ Outcome															Beginning
	Tier III						<u> </u>		_				1				
	Fundations	☐ Screening	X			X	X	X								Weekly	☐ yes
		X Diagnostic															V
		☐ Progress Monitoring															X no
		☐ Outcome															Beginning

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		Purpose			С	onst	truct	t Ass						
Grade	Assessment Tool		Concepts of Print	Phonological Awareness	Word	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
	Aimsweb	X Screening			Х		Х						3X annually	X yes
	WIF—Word Identification Fluency	Diagnostic												A yes
	ORF—Oral Reading Fluency	☐ Progress												☐ no
		Monitoring												3 110
		☐ Outcome												
	Aimsweb	☐ Screening	X	X	X		X						Tier II	X yes
	LSF—Letter Sound Fluency WIF—Word Identification Fluency	□Diagnostic											Every 2 weeks	K yes
Ē	ORF—Oral Reading Fluency	X Progress											Tier III	☐ no
		Monitoring											Weekly	- 110
		☐ Outcome												
	DRA	☐ Screening	X		X		X	X	X		X		3 X annually	X yes
	Diagnostic	X Diagnostic												7. 700
≯	Reading	☐ Progress												☐ no
GRAD	Assessment	Monitoring												
O		☐ Outcome												
	Running Record-	☐ Screening	X		X		X	X	X		X		Tier I OnlyWeekly	X ves
Z	Reading Conferences	_											Tier II/III Daily	,
		_												☐ no
		•												
Ш						1							20/ 11	
S			X	X		X							weekly	□ yes
		~												.,
	Phonics Program Tier III	-												
		_												Beginning
	Ouisk Boods		-	-	-	1	V	V	v	-			From 2 works	
	Quick keads	_					\ X	X	X				Every 2 weeks	X yes
		_												
		_												🗖 no
		•												
	Fundations		x		x	X	X	+					Weekly	□ ves
SECOND	Reading Conferences Earobics Phonological Awareness-	X Diagnostic Progress Monitoring Outcome Diagnostic X Progress Monitoring Outcome Cultoring Cult	X	x	x	X	X	X	X		^		Tier II/III Daily Weekly Every 2 weeks	☐ yes X no Beginning X yes

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			X Diagnostic ☐ Progress											X no
			Monitoring											Beginning
	REDUNDANCIES													•
Grade	ade Redundancies? Identify													
	X yes	Concepts of print, phonological Awareness, Word Recognition, Reading Fluency, Conceptual Vocabulary, Comprehension,												
1	□ no	_	Though we are cognizant that these areas of reading are measured across multiple assessments, we feel that these are crucial areas of primary literacy.											
	X yes	•				-	-		_			-	al Vocabulary, Compreh	
2	□ no	Though we are cognizant that these areas of reading are measured across multiple assessments, we feel that these are crucial area of primary literacy.											are crucial areas	
						VOI	DS							
Grade	Are there any voids?							Iden	tify					
	X yes	Writing Proc	cess, Outcome											
1	□ no													
	X yes	Writing Proce	ess, Outcome											
2	□ no													