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
8.

Grade	Assessment Tool	Purpose	Construct Assessed										Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other		
KINDERGARTEN	Dynamic Indicators of Basic Literacy Skills & Indicadores Dinámicos del Éxito en la Lectura	■ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome		X									Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ❑ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome	X	X	X	X		X	X	X			Every 6 lessons to determine mastery program content	■ yes ❑ no
	Language for Learning	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome	X	X				X				X	Beginning of the year placement and then every 10 lessons to assess mastery of program content.	■ yes ❑ no
	CORE Multiple Measures Reading Assessment*	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome		X	X				X				As needed	■ yes ❑ no
	Developmental Reading Assessment	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome	X		X		X		X		X		As needed	■ yes ❑ no
	New York State English as a Second Language Achievement Test	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome							X	X		X	Once a year	■ yes ❑ no

Grade	Assessment Tool	Purpose	Construct Assessed										Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other		
FIRST GRADE	Dynamic Indicators of Basic Literacy Skills & Indicadores Dinámicos del Éxito en la Lectura	■ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome		X	X		X						Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ❑ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome	X	X	X	X	X	X	X	X			Every 6 lessons to determine mastery program content	■ yes ❑ no
	CORE Multiple Measures Reading Assessment*	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome		X	X	X		X	X				As needed	■ yes ❑ no
	Developmental Reading Assessment	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome	X		X		X		X		X		As needed	■ yes ❑ no
	Terra Nova	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X				X	X	X			Once a year	■ yes ❑ no
	Reading Mastery	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X	X		X	X	X				Every 5 Lessons rate and accuracy & every 10 lessons content mastery	■ yes ❑ no
	Voyager Passport	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X			X	X	X				E very 10 lessons content mastery	■ yes ❑ no
	New York State English as a Second Language	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome							X	X		X	Once a year	■ yes ❑ no

	Achievement Test														
	SUPERA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X				X	X	X				Once a year	■ yes ☐ no

			Construct Assessed												
	Assessment Tool	**Purpose**	**Concepts of Print**	**Phonological Awareness**	**Word Recognition**	**Spelling Development**	**Reading Fluency**	**Conceptual Vocabulary**	**Comprehension**	**Writing Process**	**Motivation/ Attitudes**	**Other**		**Frequency of Administration**	**Staff Adequately Trained?**
SECOND GRADE	Dynamic Indicators of Basic Literacy Skills & Indicadores Dinámicos del Éxito en la Lectura	■ Screening ☐ Diagnostic ■ Progress Monitoring ☐ Outcome		X	X		X							Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ☐ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X	X	X	X	X	X	X				Every 6 lessons to determine mastery program content	■ yes ☐ no
	CORE Multiple Measures Reading Assessment*	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome		X	X	X		X	X					As needed	■ yes ☐ no
	Developmental Reading Assessment	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome			X		X		X		X			As needed	■ yes ☐ no
	Terra Nova	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X				X	X					Once a year	■ yes ☐ no
	SUPERA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X				X	X	X				Once a year	■ yes ☐ no

Grade	Assessment Tool	Purpose	Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
	New York State English as a Second Language Achievement Test	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome							X	X		X	Once a year	■ yes ❑ no
	Reading Mastery	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X					X				Every 5 Lessons	■ yes ❑ no
	Voyager Passport	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X			X	X	X				Every 10 Lessons to determine mastery of content	■ yes ❑ no
THIRD GRADE	Dynamic Indicators of Basic Literacy Skills & Indicadores Dinámicos del Éxito en la Lectura	■ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome			X		X						Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ❑ no
THIRD GRADE	Harcourt Trophies/ Trofeos Reading Language Assessment	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome	X	X	X	X	X	X	X				Every 6 lessons to determine mastery program content	■ yes ❑ no
THIRD GRADE	CORE Multiple Measures Reading Assessment*	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome	X	X	X	X	X	X					As needed	■ yes ❑ no
THIRD GRADE	Developmental Reading Assessment	❑ Screening ■ Diagnostic ❑ Progress Monitoring		X		X			X		X		As needed	■ yes ❑ no

Grade	Assessment Tool	Purpose	Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
		☐ Outcome												
	NYS ELA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome					X	X	X			X	Once a year	■ yes ☐ no
	Corrective Reading	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome			X				X				Every 10 Lessons to determine mastery of content	■ yes ☐ no
	Voyager Passport	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome			X		X	X	X				Every 10 Lessons to determine mastery of content	■ yes ☐ no
	SUPERA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome			X			X	X	X			Once a year	■ yes ☐ no
	New York State English as a Second Language Achievement Test	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome					X	X				X	Once a year	■ yes ☐ no

Grade	Assessment Tool	Purpose	Construct Assessed										Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other		
FOURTH GRADE	Dynamic Indicators of Basic Literacy Skills	■ Screening ☐ Diagnostic ■ Progress Monitoring ☐ Outcome			X		X						Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ☐ no
	Harcourt Trophies/ Trofeos	☐ Screening ☐ Diagnostic		X	X	X	X	X	X	X			Every 6 lessons to determine mastery	■ yes

Assessment	Type										Frequency	yes/no
Reading Language Assessment	☐ Progress Monitoring ■ Outcome										program content	☐ no
CORE Multiple Measures Reading Assessment*	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome	X	X	X		X	X				As needed	■ yes ☐ no
Developmental Reading Assessment	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome		X		X	X			X		As needed	■ yes ☐ no
NYS ELA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome					X	X	X		X	Once a year	■ yes ☐ no
SUPERA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome	X				X	X	X			Once a year	■ yes ☐ no
New York State English as a Second Language Achievement Test	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome						X	X		X	Once a year	■ yes ☐ no
Language Exclamation	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome	X			X	X				X	Every 5 Lessons	■ yes ☐ no
Voyager Passport	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome	X			X	X	X				Every 10 Lessons to determine mastery of content	■ yes ☐ no

Grade	Assessment Tool	Purpose	Construct Assessed										Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other		
FIFTH GRADE	Dynamic Indicators of Basic Literacy Skills	☑ Screening ☐ Diagnostic ☑ Progress Monitoring ☐ Outcome			X		X						Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	☑ yes ☐ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ☑ Outcome		X	X	X	X	X	X	X			Every 6 lessons to determine mastery program content	☑ yes ☐ no
	CORE Multiple Measures Reading Assessment*	☐ Screening ☑ Diagnostic ☐ Progress Monitoring ☐ Outcome		X	X	X		X	X				As needed	☑ yes ☐ no
	Developmental Reading Assessment	☐ Screening ☑ Diagnostic ☐ Progress Monitoring ☐ Outcome	X		X		X		X		X		As needed	☑ yes ☐ no
	NYS ELA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ☑ Outcome						X	X	X		X	Once a year	☑ yes ☐ no
	SUPERA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ☑ Outcome		X				X	X	X			Once a year	☑ yes ☐ no
	New York State English as a	☐ Screening						X	X			X	Once a year	☑ yes

	Second Language Achievement Test	❑ Diagnostic ❑ Progress Monitoring ■ Outcome										❑ no
	Language Exclamation	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome	X			X		X			X	Every 5 Lessons	■ yes ❑ no
	Voyager Passport	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome	X			X	X	X				Every 10 Lessons to determine mastery of content	■ yes ❑ no

*CORE Multiple Measures include Phonological Awareness Screening Test, CORE Phoneme Deletion Test, CORE Phonological Segmentation Test, CORE Spanish Phonemic Awareness Test, CORE Phoneme Segmentation Test, CORE Phonics Survey, CORE Phonics Survey, Fry Oral Reading Test, San Diego Quick Assessment of Reading Ability, "Words Their Way Qualitative Spelling Inventory. CORE Spanish Spelling Inventory, Critchlow Verbal Language Scale, Critchlow Spanish Verbal Language Scale, Assessment of Reading Comprehension, Some Assessment available in Spanish