> **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

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

2.   **PRIMARY PURPOSE -** check the box next to the primary purpose for each tool listed
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

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	AIMS Web	❑xx Screening ❑ Diagnostic ❑ xxProgress Monitoring ❑xx Outcome		x	x								2 x's/ year	❑xx yes ❑ no
	Fountas & Pinnell Assessment	❑ Screening ❑ xxDiagnostic ❑ Progress Monitoring ❑ xxOutcome	x	x	x		x		x		x		At least 3 x's/year	❑xx yes ❑ no
	6 Traits Writing Rubric	❑ Screening ❑xx Diagnostic ❑ Progress Monitoring ❑ Outcome				x				x	x		End of year	❑ yes (could use more) ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ 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	AIMS Web	❑ xxScreening ❑ Diagnostic ❑xx Progress Monitoring ❑ xxOutcome	x	x	x		x						2 x's/ year	❑xx yes ❑ no
	Fountas & Pinnell Assessment	❑ Screening ❑ xxDiagnostic ❑ Progress Monitoring ❑ xxOutcome	x	x	x		x	x	x		x		At least 3 x's/year	❑ xxyes ❑ no
	6 Traits Writing Rubric	❑ Screening ❑ xxDiagnostic ❑ Progress Monitoring ❑ Outcome	x			x				x			2 x's/ year	❑ yes (could use more) ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ 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		
SECOND GRADE	AIMS Web	❑xx Screening ❑ Diagnostic ❑ xxProgress Monitoring ❑ xxOutcome		x	x		x						2 x's/ year	❑ xxyes ❑ no
	Fountas & Pinnell Assessment	❑ Screening ❑ xxDiagnostic ❑xx Progress Monitoring ❑ xxOutcome		x	x		x	x	x		x		At least 3 x's/year	❑ xxyes ❑ no
	6 Traits Writing Rubric	❑ Screening ❑ xxDiagnostic ❑ Progress Monitoring ❑ xxOutcome				x				x			2 x's/ year	❑ yes (could use more) ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no

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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		
THIRD GRADE	AIMS Web	❑ xxScreening ❑ Diagnostic ❑ xxProgress Monitoring ❑ xxOutcome			x		x						2 x's/ year	❑xx yes ❑ no
	Fountas & Pinnell Assessment	❑ Screening ❑xx Diagnostic ❑xx Progress Monitoring ❑xx Outcome			x		x	x	x		x		At least 3 x's/year	❑ xxyes ❑ no
	6 Traits Writing Rubric	❑ Screening ❑ xxDiagnostic ❑ Progress Monitoring ❑ xxOutcome				x				x	x		2 x's/ year	❑ yes (Could use more) ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no

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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	Fountas & Pinnell Assessment	❑ Screening ❑ xxDiagnostic ❑ xxProgress Monitoring ❑ xxOutcome			x		x	x	x		x		At least 3 x's/year	❑ xxyes ❑ no
	6 Traits Writing Rubric	❑ Screening ❑ xxDiagnostic ❑ Progress Monitoring ❑ xxOutcome				x				x	x		2 x's/ year	❑ yes (could use more) ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ 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	Fountas & Pinnell Assessment	❑ Screening ❑ xxDiagnostic ❑ xxProgress Monitoring ❑ xxOutcome			x		x	x	x		x		At least 3 x's/year	❑ xxyes ❑ no
	6 Traits Writing Rubric	❑ Screening ❑ xxDiagnostic ❑ Progress Monitoring ❑ xxOutcome				x				x	x		2 x's/ year	❑ yes (Could use more) ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no
		❑ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome												❑ yes ❑ no

		REDUNDANCIES	
Grade	**Are there any redundancies?**	**Identify**	
K	❑ yes x❑ no		
1	❑ yes x❑ no		
2	❑ yes x❑ no		
3	❑ yes x❑ no		
4	❑ yes x❑ no		
5	❑ yes x❑ no		

VOIDS		
Grade	**Are there any voids?**	**Identify**
K	❑ yes x❑ no	
1	❑ yes x❑ no	
2	❑ yes x❑ no	
3	❑ yes x❑ no	
4	❑ yes x❑ no	
5	❑ yes x❑ no	