## 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	Phoneme Segmentation Fluency -
	students may be at-risk for reading difficulties	Dynamic Indicators of Basic Literacy Skills
Diagnostic	Individually administered assessments used for the purposes of gaining	Qualitative Reading Inventory
	a more precise picture of student's skills and knowledge. Information	Running Records
	obtained is used to plan instruction.	Informal Phonics Inventory
Progress	Brief assessment typically administered for the purposes of	Dynamic Indicators of Basic Early Literacy
Monitoring	determining if a student is making adequate progress,	Skills (DIBELS) – Oral Reading Fluency
Outcome	Assessments that are commonly administered on a group basis at the	NYS ELA Assessment – Grade 3
	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.	

- 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

					Co	onst	ruct	Ass	esse	ed				
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?
	AIMS Web	□ xx Screening □ Diagnostic □ xxProgress		х	х								2 x's/ year	□xx yes
		Monitoring □xx Outcome												
	Fountas & Pinnell Assessment	<ul><li>□ Screening</li><li>□ xxDiagnostic</li></ul>	х	х	х		х		X		х		At least 3 x's/year	□xx yes
	Assessment	☐ Progress Monitoring☐ xxOutcome												☐ no
KINDERGARTEN	6 Traits Writing Rubric	☐ Screening ☐ xx Diagnostic ☐ Progress Monitoring ☐ Outcome				х				х	х		End of year	yes (could use more)
A		☐ Screening												☐ yes
ERG		☐ Diagnostic☐ Progress Monitoring☐ Outcome												☐ no
		☐ Screening												☐ yes
X		<ul><li>□ Diagnostic</li><li>□ Progress Monitoring</li><li>□ Outcome</li></ul>												☐ no
		☐ Screening												☐ yes
		☐ Diagnostic☐ Progress Monitoring☐ Outcome												☐ no
		☐ Screening												☐ yes
		☐ Diagnostic☐ Progress Monitoring☐ Outcome												□ no

					Co	onst	ruct	Ass	ess	ed			
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?
	AIMS Web	<ul><li>□ xxScreening</li><li>□ Diagnostic</li><li>□ xx Progress</li><li>Monitoring</li><li>□ xxOutcome</li></ul>	x	х	x		x					2 x's/ year	□xx yes
	Fountas & Pinnell Assessment	□ Screening □ xxDiagnostic □ Progress Monitoring □ xxOutcome	х	х	х		х	х	х		х	At least 3 x's/year	□ xxyes □ no
GRADE	6 Traits Writing Rubric	☐ Screening ☐ xxDiagnostic ☐ Progress Monitoring ☐ Outcome	х			х				х		2 x's/ year	yes (could use more)
ST GR		☐ Screening ☐ Diagnostic ☐ Progress Monitoring ☐ Outcome											□ yes
FIRST		☐ Screening ☐ Diagnostic ☐ Progress Monitoring ☐ Outcome											□ yes
		<ul><li>□ Screening</li><li>□ Diagnostic</li><li>□ Progress Monitoring</li><li>□ Outcome</li></ul>											□ yes
		☐ Screening ☐ Diagnostic ☐ Progress Monitoring ☐ Outcome											□ yes □ no

					Co	nsti	uct	Ass	ess	ed			
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?
	AIMS Web	□xx Screening □ Diagnostic		х	Х		х					2 x's/ year	☐ xxyes
		xxProgress											
		Monitoring											☐ no
		☐ xxOutcome											
	Fountas & Pinnell	☐ Screening		х	х		х	Х	Х		х	At least 3 x's/year	D
	Assessment	☐ xxDiagnostic											☐ xxyes
		□xx Progress											☐ no
		Monitoring											
	C Tunita Muitina	xxOutcome										2 /2/	☐ yes
	6 Traits Writing Rubric	☐ Screening ☐ xxDiagnostic				Х				Х		2 x's/ year	(could use more)
	Rabile	☐ Progress Monitoring											no
SECOND GRADE		☐ xxOutcome											
		☐ Screening											☐ yes
		☐ Diagnostic											_
		☐ Progress Monitoring											☐ no
$ $ $\bigcirc$		☐ Outcome ☐ Screening											☐ yes
		Diagnostic											□ yes
S		☐ Progress Monitoring											☐ no
		☐ Outcome											
		☐ Screening											☐ yes
		☐ Diagnostic											
		☐ Progress Monitoring											☐ no
		☐ Outcome ☐ Screening											☐ yes
		☐ Diagnostic											□ yes
		☐ Progress Monitoring											☐ no
		☐ Outcome											-

					Co	nst	ruct	Ass	esse	ed			
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?
	AIMS Web	□ xxScreening			Х		Х					2 x's/ year	□xx yes
		☐ Diagnostic											,
		☐ xxProgress											☐ no
		Monitoring											
	E O. D' II	☐ xxOutcome										At least 2 del see	
	Fountas & Pinnell	☐ Screening			Х		Х	Х	Χ		x	At least 3 x's/year	□ xxyes
	Assessment	□xx Diagnostic □xx Progress											
		Monitoring											☐ no
		□xx Outcome											
ш	6 Traits Writing	☐ Screening				х				х	x	2 x's/ year	☐ yes
	Rubric	☐ xxDiagnostic								^		2 x sy year	(Could use more)
4		☐ Progress Monitoring											□ no
THIRD GRADE		☐ xxOutcome											
U		☐ Screening											☐ yes
		□ Diagnostic											
		Progress Monitoring											☐ no
		☐ Outcome											
I		☐ Screening											☐ yes
<b>—</b>		☐ Diagnostic											
		☐ Progress Monitoring											☐ no
		☐ Outcome											
		☐ Screening											☐ yes
		☐ Diagnostic											☐ no
		☐ Progress Monitoring☐ Outcome											<b>1</b> 10
		☐ Screening											☐ yes
		☐ Diagnostic											_ ,==
		☐ Progress Monitoring											□ no
		☐ Outcome											

	Assessment Tool	Purpose			Co	onst	ruct	Ass	esse	ed			Frequency of Administration	
Grade			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other		Staff Adequately Trained?
	Fountas & Pinnell Assessment	□ Screening □ xxDiagnostic □ xxProgress Monitoring			х		х	x	x		x		At least 3 x's/year	□ xxyes □ no
	6 Traits Writing Rubric	□ xxOutcome □ Screening □ xxDiagnostic □ Progress Monitoring □ xxOutcome				х				X	х		2 x's/ year	☐ yes (could use more) ☐ no
ADE		☐ Screening ☐ Diagnostic ☐ Progress Monitoring												☐ yes☐ no
GR		☐ Outcome ☐ Screening												☐ yes
4ТН		<ul><li>□ Diagnostic</li><li>□ Progress Monitoring</li><li>□ Outcome</li></ul>												□ no
FOURTH GRADE		☐ Screening ☐ Diagnostic ☐ Progress Monitoring												□ yes
		☐ Outcome ☐ Screening												☐ yes
		<ul><li>□ Diagnostic</li><li>□ Progress Monitoring</li><li>□ Outcome</li></ul>												☐ no
		☐ Screening ☐ Diagnostic												☐ yes
		☐ Progress Monitoring☐ Outcome												☐ no

	Assessment Tool	Purpose			Co	onst	ruct	Ass	esse	ed			Frequency of Administration	
Grade			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other		Staff Adequately Trained?
	Fountas & Pinnell Assessment	<ul><li>□ Screening</li><li>□ xxDiagnostic</li><li>□ xxProgress</li><li>Monitoring</li><li>□ xxOutcome</li></ul>			х		х	x	x		x		At least 3 x's/year	□ xxyes □ no
	6 Traits Writing Rubric	□ Screening □ xxDiagnostic □ Progress Monitoring □ xxOutcome				Х				х	x		2 x's/ year	☐ yes (Could use more) ☐ no
GRADE		<ul><li>□ Screening</li><li>□ Diagnostic</li><li>□ Progress Monitoring</li></ul>												□ yes
H GR/		☐ Outcome ☐ Screening ☐ Diagnostic ☐ Progress Monitoring												☐ yes
FIFTH		<ul><li>☐ Outcome</li><li>☐ Screening</li><li>☐ Diagnostic</li><li>☐ Progress Monitoring</li><li>☐ Outcome</li></ul>												u yes
		□ Screening □ Diagnostic □ Progress Monitoring □ Outcome												☐ yes ☐ no
		☐ Screening ☐ Diagnostic ☐ Progress Monitoring ☐ Outcome												□ yes

	REDUNDANCIES									
Grade	Are there any redundancies?	Identify								
	☐ yes									
К	x□ no									
	☐ yes									
1	x <b>□</b> no									
	☐ yes									
2	x□ no									
	<b>□</b> yes									
3	x <b>□</b> no									
	<b>□</b> yes									
4	x <b>□</b> no									
	<b>□</b> yes									
5	x <b>□</b> no									

	VOIDS								
Grade	Are there any voids?	Identify							
	☐ yes								
K	x <b>□</b> no								
	☐ yes								
1	x□ no								
	☐ yes								
2	x□ no								
	☐ yes								
3	x <b>□</b> no								
	☐ yes								
4	x <b>□</b> no								
	☐ yes								
5	x <b>□</b> no								