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

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	DIBELS	■ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome		x									Fall	■ yes ❑ no
	DIBELS	❑ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome		x									Bi-weekly for intensive students Monthly for strategic students	■ yes ❑ no
	Phonological Awareness Test	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome		x									Once per year for students making minimal progress	■ yes ❑ no
	Informal Phonological Test	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome		x									Fall	■ yes ❑ no
	Informal Phonics Test	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			x	x	x						Spring	■ yes ❑ no
	DIBELS	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome			x	x	x						Spring	■ yes ❑ no
	Peabody Picture Vocabulary	■ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome						x					Fall	■ 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	DIBELS	■ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome		x			x						Fall	■ yes ❑ no
	Informal Phonological Awareness test	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome		x									Fall Spring for at risk students	■ yes ❑ no
	Informal Phonics Inventory	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome				x	x						Fall Spring For at risk students	■ yes ❑ no
	Phonological Awareness Test	❑ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome		x									Once per year for students making minimal progress	■ yes ❑ no
	Woodcock Achievement Test	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome		x	x	x	x	x	x				Once per year for students making minimal progress	■ yes ❑ no
	DIBELS Progress Monitoring	❑ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome		x			x						Bi-weekly for intensive students Monthly for strategic students	■ yes ❑ no
	DIBELS	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		x			x						Spring	■ yes ❑ no
	Graded Dolch Word List	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			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?
								Construct Assessed						
SECOND GRADE	DIBELS	■ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome					x						Fall	■ yes ❑ no
	Informal Phonics Test	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			x	x							Fall Spring For at risk students	■ yes ❑ no
	Informal Phonological Awareness Test	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome		x									Fall Spring For at risk students	■ yes ❑ no
	DIBELS Progress Monitoring	❑ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome					x						Bi-weekly for intensive students Monthly for strategic students	■ yes ❑ no
	DIBELS	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome					x						Spring	■ yes ❑ no
	Gray Oral Reading Assessment	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome					x		x				One time per year for students making minimal progress	■ yes ❑ no
	Grade Dolch Word List	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			x								As needed	■ yes ❑ no
	Woodcock Diagnostic Reading	❑ Screening ■ Diagnostic				x	x		x				As needed	■ yes

Assessment	❑ Progress Monitoring ❑ Outcome												❑ 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		
THIRD GRADE	DIBELS	■ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome					x						FALL WINTER	■ yes ❑ no
	DIBELS Progress Monitoring	❑ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome					x						Bi-Weekly/Intensive Students Monthly/Strategic Students	■ yes ❑ no
	Informal Phonics Test	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			x	x							Fall Winter Spring	■ yes ❑ no
	Gray Oral Reading Assessment	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome					x		x				One time per year for students making minimal progress	■ yes ❑ no
	Running Records	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			x	x							Monthly for at risk students	■ yes ❑ no
	DIBELS	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome					x						Spring	■ yes ❑ no
	NYS ELA Exam	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome							x	x			Spring	■ yes ❑ no

| | Graded Dolch Word List | ❑ Screening
■ Diagnostic
❑ Progress Monitoring
❑ Outcome | | | x | | | | | | | | As Needed | ■ yes

❑ no |
| | Woodcock Diagnostic Reading Assessment | ❑ Screening
■ Diagnostic
❑ Progress Monitoring
❑ Outcome | | | | x | x | | x | | | | As needed | ■ 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	DIBELS	■ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome					x						Fall	■ yes ❑ no
	DIBELS Progress Monitoring	❑ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome					x						Bi-weekly for intensive students Monthly for strategic students	■ yes ❑ no
	Gray Oral Reading Assessment	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome					x		x				As needed for students making minimal progress	■ yes ❑ no
	Informal Phonics Inventory	❑ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome				x							Fall Winter Spring	■ yes ❑ no
	Running Records	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			x		x						Monthly for at risk students	■ yes ❑ no
	DIBELS	❑ Screening ❑ Diagnostic					x		x				Spring	■ yes

		❑ Progress Monitoring ■ Outcome												❑ no
	NYS ELA Exam	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome					x	x	x				Spring	■ yes ❑ no
	Graded Dolch Word List	Diagnostic			X									
	Woodcock Diagnostic Reading Assessment	Diagnostic				x	x		x				As needed	Yes

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?
FIFTH GRADE	DIBELS	■ Screening ❑ Diagnostic ❑ Progress Monitoring ❑ Outcome					x						Fall	■ yes ❑ no
	DIBELS Progress Monitoring	❑ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome					x						Bi-Weekly for intensive students Monthly for strategic students	■ yes ❑ no
	Informal Phonics Inventory	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			x	x							Fall as indicated by DIBELS screening	■ yes ❑ no
	Running Records	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			x	x	x		x				Monthly for intensive students	■ yes ❑ no
	DIBELS	❑ Screening ❑ Diagnostic ❑ Progress Monitoring					x		x				Spring	■ yes ❑ no

		■ Outcome											
	NYS ELA Exam	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome					x	x	x	x				❑ yes ❑ no
	Graded Dolch Word List	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			x									■ yes ❑ no
	Woodcock Diagnostic Reading Assessment	Diagnostic				x	x		x			As needed		Yes

REDUNDANCIES		
Grade	**Are there any redundancies?**	**Identify**
K	■ yes ❑ no	Phonological testing
1	■ yes ❑ no	Phonological testing. The Phonological Awareness Test is used only once for students making minimal progress after intensive intervention as a formal diagnostic pre-IST.
2	❑ yes ❑ no	
3	❑ yes	

	❑ no	
4	❑ yes ❑ no	
5	❑ yes ❑ no	

VOIDS		
Grade	**Are there any voids?**	**Identify**
K	■ yes ❑ no	Concepts of Print
1	■ yes ❑ no	Concepts of Print

2	■ yes ❑ no	Writing Process. Motivation/attitudes
3	■ yes ❑ no	Writing Process. Motivation/attitudes
4	■ yes ❑ no	Writing Process. Motivation/attitudes
5	■ yes ❑ no	Writing Process. Motivation/attitudes