

Components of a *Comprehensive Assessment System*

	<i>Time Frame</i>	<i>Students Assessed</i>	<i>Main Purposes</i>
Screening <i>(brief but predicts learning challenges)</i>	Beginning of School Year, Course, or Semester <i>(& as needed with new students)</i>	All Students	<ul style="list-style-type: none"> • Determine risk status • Begin to define instructional groups • Helps teachers begin the differentiation process by identifying students who may be at risk of failure
Diagnostic <i>(more in-depth to pinpoint area or cause of difficult)</i>	As Needed <i>(depending on screening data)</i>	Selected Students <i>(when more information is needed for program planning)</i>	<ul style="list-style-type: none"> • Determine instructional groups. • Helps teachers differentiate instruction based upon identified instructional needs. • Helps plan instruction by matching it to the composition of the groups.
Progress Monitoring <i>(brief and matched to diagnosed level of need)</i>	Determined by Risk Status	All Students <ul style="list-style-type: none"> • <i>Progress toward GL</i> • <i>Benchmarks of GL standards (i.e., Interim)</i> 	<ul style="list-style-type: none"> • Determine if students are making adequate progress with current instruction. • Inform group action plans.
Outcome <i>(in-depth, summative, and standards-based)</i>	End of Unit, Course, and/or School Year	All Students	<ul style="list-style-type: none"> • Gives school leaders and teachers feedback about the overall effectiveness of their program. • Inform schoolwide leadership team action plans.