

## Types of Assessments

The TPRI includes three types of assessments: screening, benchmark and progress monitoring, but not an outcome assessment. Each type of assessment has a different purpose which leads to different designs and uses.

Type of Assessment	Outcome	Screening	Benchmark (like TPRI Inventory Sect.)	Progress Monitoring
<b>Purpose</b>	Evaluate students and schools	Identify at-risk students	Identify instructional needs	Determine whether instruction is working
<b>Used With</b>	Whole class	Whole class	Whole class	Intervention students
<b>Frequency</b>	Usually once a year	Once or twice a year	BOY, MOY, EOY	Every 2-3 weeks
<b>Time to Administer</b>	Lengthy (up to a day or more)	Very brief (a few minutes)	Less brief (15-45 minutes)	Brief (5-10 minutes)

<b>Outcome Assessments:</b> <ul style="list-style-type: none"> <li>Standardized tests like the Stanford, Iowas, or a state assessment.</li> <li>The content is often connected to the curriculum and/or to state standards.</li> <li>Not designed to give teachers information to guide daily instruction.</li> </ul>	<b>Screening Assessments:</b> <ul style="list-style-type: none"> <li>Used to identify those students who may struggle if they don't receive extra help.</li> <li>Sometimes referred to as "universal screenings" since they are used with everyone in the class (to be sure not to miss anyone).</li> <li>Can be very brief since they don't give detailed information about students - just putting them into a category of either at-risk or not.</li> </ul>
<b>Benchmark assessments (like TPRI Inventory Section):</b> <ul style="list-style-type: none"> <li>Help teachers determine priorities and needs for each student.</li> <li>Testing 3 times/year (BOY, MOY &amp; EOY) helps insure that students are making strong progress in each area, and helps teachers readjust if necessary.</li> <li>Usually take longer to give since they are more comprehensive and provide more detailed information about student needs.</li> </ul>	<b>Progress Monitoring Assessments:</b> <ul style="list-style-type: none"> <li>Used with students who receive extra help to see if our interventions are working.</li> <li>Used every two weeks to help ensure that student progress does not slow or stop for extended periods of time.</li> <li>More frequent so they need to be briefer. They also are more targeted to certain skills so they can be less comprehensive than benchmark assessments.</li> </ul>