

# Screeners, Diagnostics, and Progress Monitoring, Oh My!

Cassandra Hatfield, Lindsey Perry, & Mo Zhao  
Research in Mathematics Education  
Southern Methodist University



**What assessments do you  
give your students?**

Go to [menti.com](https://www.menti.com)

Code: 62 46 61



We love to hate  
assessment systems...  
but, we are equally  
addicted to the data.





Why do we assess?

- To make decisions

When do we assess?

- When you need to make a decision

When are decisions made?

- *During* the teaching and learning process
- *After* the teaching and learning process

# Types of Assessments

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## Formative Assessment

- Monitors learning
- Informs Instruction
- Provides information about student misconceptions and background knowledge

***During* teaching process**

**DAILY**

## Summative Assessment

- Evaluates learning
- Informs future planning
- Provides information about student proficiency of concepts

***After* teaching process**

**WEEKLY/MONTHLY**

## Formative Assessment

- Who needs additional support?
- Who could be grouped together?
- How would differentiation support the needs of all students?
- Can I speed my instruction up or slow my instruction down?

## Summative Assessment

- Are students proficient with a concept?
- Which students are passing?
- How to class performance compare to each other?
- How effective is an instructional program?





# Diving Deeper into Formative Assessments

## Formal

- Universal Screeners
- Diagnostic Assessments
- Progress Monitoring Tools

## Informal

- Exit Tickets
- Student Interviews
- Running Record Checklists



# Diving Deeper into Formative Assessments: Formal

## Universal Screener

Who is struggling?

What level of intensity of support does the student need?

## Diagnostic Assessment

Why are they struggling?

How deep are the gaps in the students understanding?

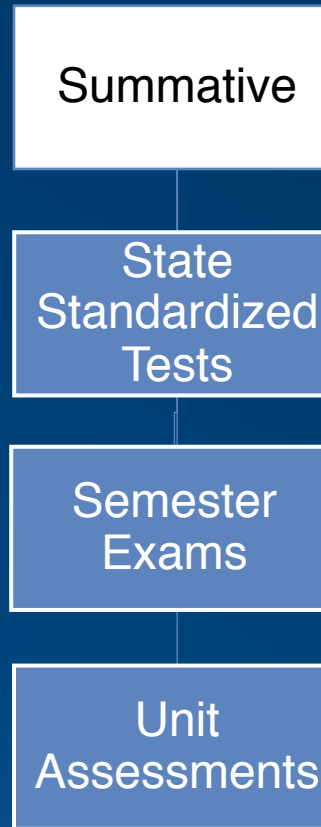
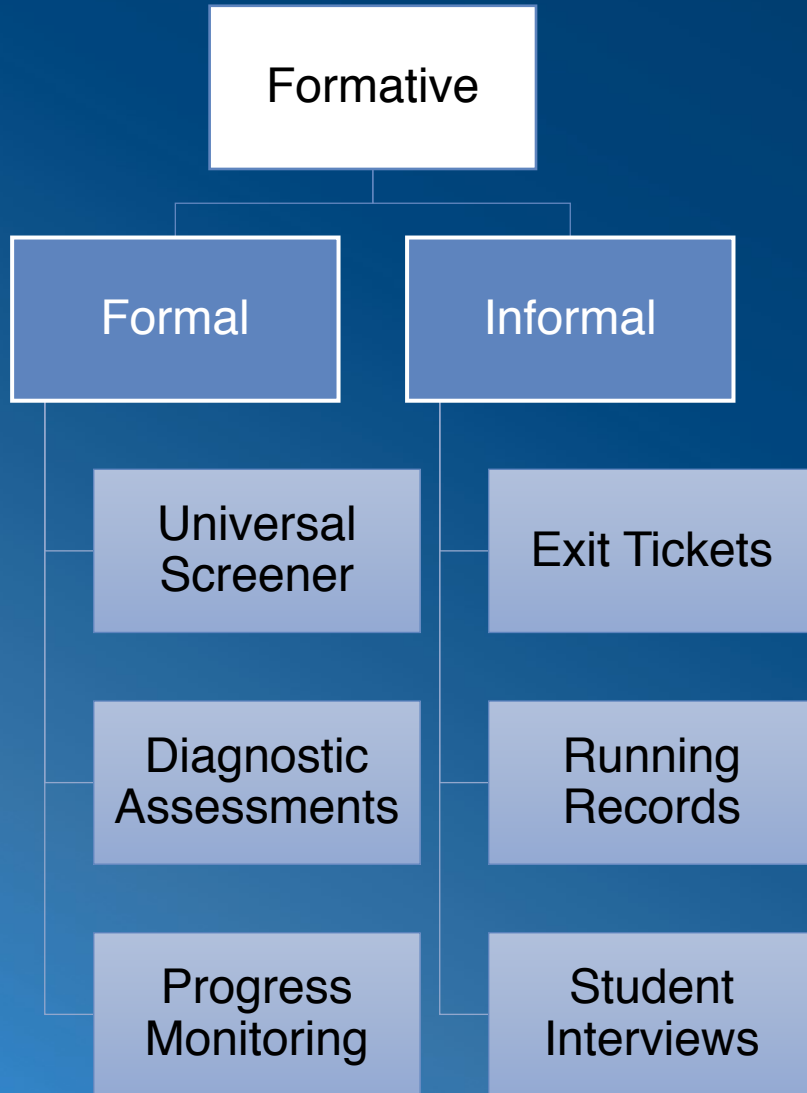
## Progress Monitoring

Is the student progressing?

How is the student responding to the intervention?

***During***  
**Teaching  
process**

**DAILY**



***After***  
**teaching  
process**

**WEEKLY/MONTHLY**

# How do we do all of this?

Decision Making Cycle

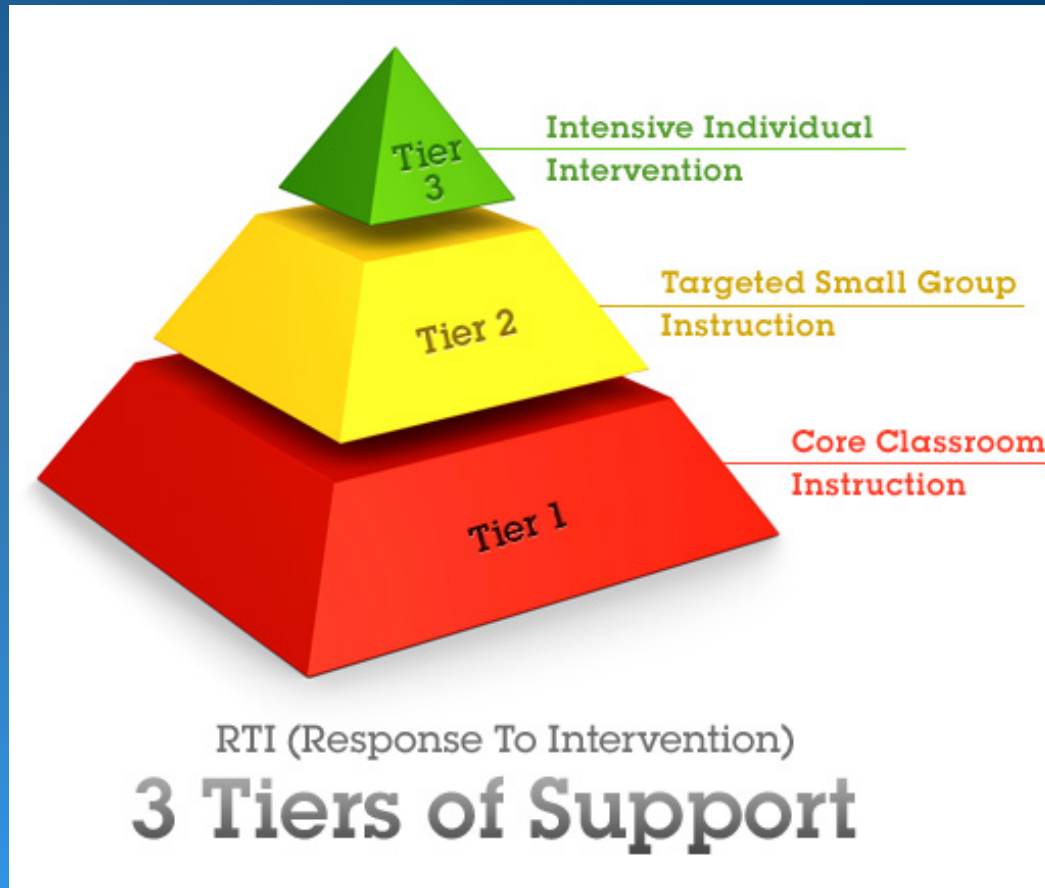
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Identify students that need additional support

## Formative: Formal Universal Screener



Identify students  
that need  
additional support

**Formative: Formal**  
Diagnostic Assessment

Gather information  
about the students'  
understanding

**Formative: Informal**  
Exit Tickets  
Student Interviews  
Running Records

**Summative**

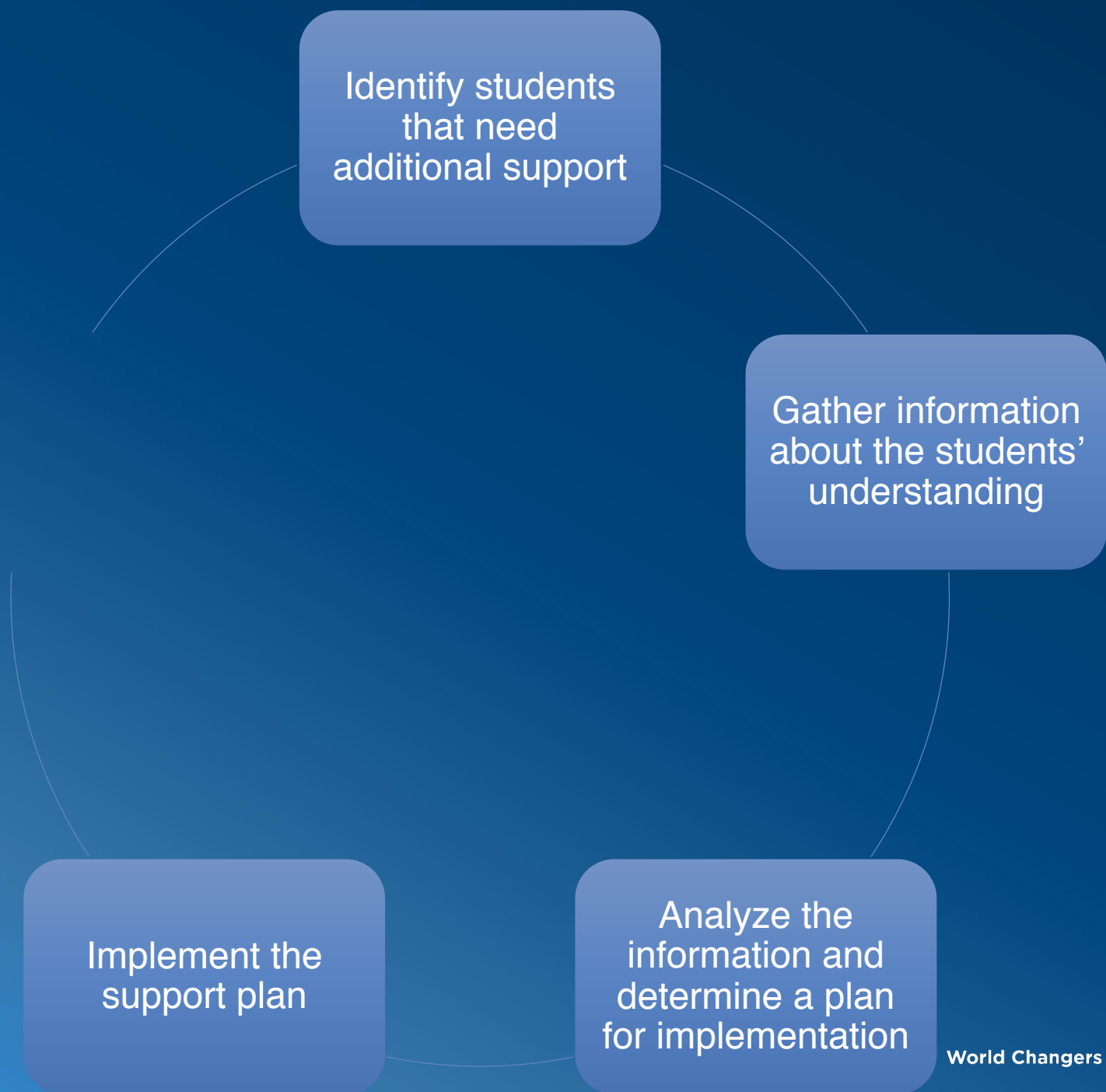


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Analyze the  
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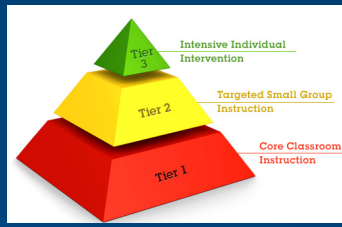
Analyze the  
information and  
determine a plan  
for implementation

Implement the  
support plan

Evaluate the  
outcomes based  
on the  
implementation

Formative  
**Progress Monitoring**





Identify students that need additional support

**Formative**  
Universal Screener

**Formative: Formal**  
Diagnostic Assessment

Gather information about the students' understanding

**Formative: Informal**  
Exit Tickets  
Student Interviews  
Running Records

Decision Making Cycle

Analyze the information and determine a plan for implementation

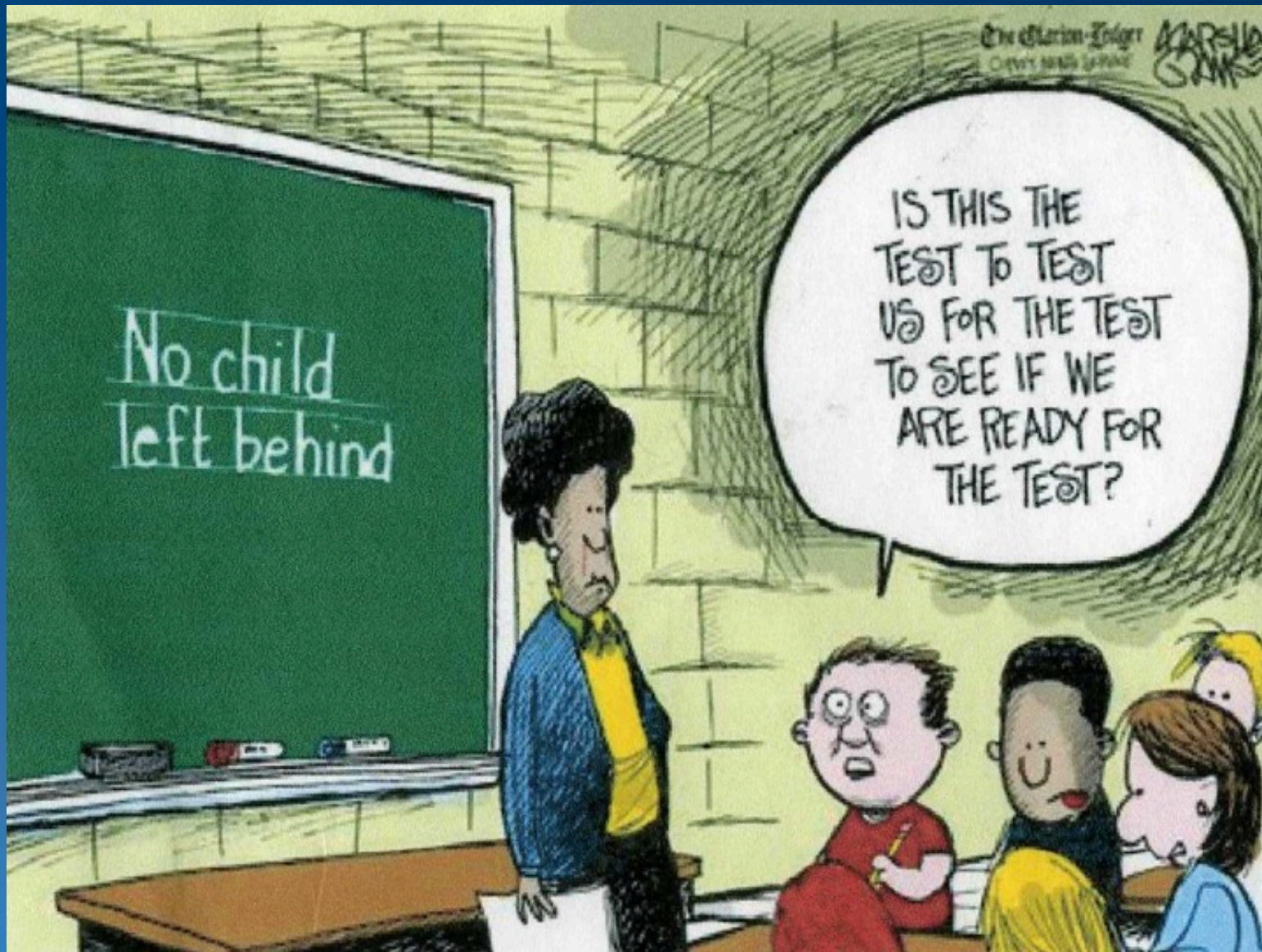
**Summative**

Evaluate the outcomes based on the implementation

**Formative**  
Progress Monitoring

Implement the support plan





# Tips and Tools

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# Which assessments should we use?

What reliability  
evidence exists?



What validity  
evidence exists?

What is the *purpose* of  
the assessment?



# Center on Response to Intervention

## Tools Chart

- *Webpage:* rti4success.org
  - Resources -> Tools Charts
- 3 Tools Charts
  - Screening Tools Chart
  - Progress Monitoring Tools Chart
  - Academic Intervention Tools Chart
- Rigorous evidence is required and is submitted and reviewed by national RTI experts.

The screenshot displays the 'Academic Intervention' Tools Chart page. It features a navigation menu at the top with links for 'ESSENTIAL COMPONENTS OF RTI', 'RELATED RTI TOPICS', 'RESOURCES', 'OUR SERVICES', and 'ABOUT US'. The main content area includes a legend for evidence levels: Convincing evidence (solid red circle), Partially convincing evidence (red circle with a slash), and Unconvincing evidence (white circle with a red outline). A 'View Chart Resources' button is also present. Below the legend is a filter section with dropdown menus for 'Select grade' and 'Select subject', and an 'Apply' button. The main table displays study information and evidence ratings for two studies: 'Academy of MATH' and 'Academy of READING'. The table columns are: Title, Study, Study Type, Participants, Design, Fidelity of Impl., Measures (Targeted), and Measures (Broader). The evidence ratings are represented by colored circles: solid red for convincing, red with a slash for partially convincing, and white with a red outline for unconvincing.

All	Title	Study	Study Type	Participants	Design	Fidelity of Impl.	Measures (Targeted)	Measures (Broader)
<input type="checkbox"/>	Academy of MATH	Torlaković (2011)	Group Design	●	●	○	◐	◐
<input type="checkbox"/>	Academy of READING	Fiedorowicz & Trites (1987)	Group Design	●	◐	○	◐	●

# Screening Tools Chart

This tools chart presents information about screening tools from annual reviews of screening tools by the [Center's Technical Review Committee \(TRC\)](#). The *columns* include ratings from our TRC members on the technical rigor of the tool and information about the efficiency of implementation. Click for [Definitions of the technical standards](#). [Additional information](#) is provided below the chart.

**Grade**

**Subject**

Elementary School

Math

● Convincing evidence
◐ Partially convincing evidence
○ Unconvincing evidence
— Data unavailable or inadequate

Tool	Area	Classification Accuracy Rating	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Population	Efficiency			
							Administration	Administration & Scoring Time	Scoring Key	Benchmarks / Norms
<a href="#">Acuity</a>	Mathematics	◐	Moderate High	◐	●	—	Group	50 Minutes	Yes	Yes
<a href="#">AIMSweb</a>	Mathematics - Curriculum-Based Measurement	◐	Moderate High	◐	○	—	Group	2 Minutes	Yes	Yes
<a href="#">AIMSweb</a>	Mathematics Concepts and Applications	◐	Moderate Low	●	○	○	Individual Group	11-13 Minutes	Yes	Yes



“Let’s hold off making a decision until we have even more information we don’t really need.”

## Data Overload?



What decision are you trying to make?



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 SMU Research in Mathematics Education- RME

Cassandra Hatfield, M.Ed.  
Research Project Manager  
chatfield@smu.edu

Lindsey Perry, Ph.D.  
STEM Research & Assessment Coordinator  
leperry@smu.edu

Mo Zhao  
Graduate Research Assistant, Ph.D. Student  
moz@smu.edu

