**FORMATIVE**

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| TOOL | PURPOSE | ADMINISTERED WHEN AND BY WHOM |
| Common Core Pre-Assessment | To determine skill level of students and drive instruction | Classroom teacher/2nd week of school |
| AIMSWEBLiteracy and Math | Evaluate components of fluency in reading and math/strong indicator of student’s success in these areas | Beginning, Middle, and End of YearClassroom and Impact teachers |
| Digging Deeper Assessments:Names TestPASTLetter and Sound ID | To identify underlying skill deficits in at risk students | Classroom and Impact teachers |
| Claims and Evidence | Check for deeper understanding of concepts and clarify misconceptions  | Minimum: WeeklyClassroom, Impact and MI teachers |
| 4th Grade Writing Test | Evaluate writing content and mechanics | Fall and SpringClassroom teachers |
| Anecdotal Records based on teacher observations | Check for understanding of concepts and drive instruction | Frequently: During small group instruction, guided practice, independent practice, center time, etc. |
| Teacher made assessments | Determine skill level of students and drive instruction |  |

**SUMMATIVE**

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| TOOL | PURPOSE | ADMINISTERED WHEN AND BY WHOM |
| Ultra/Case 21 | Measure proficiency of student’s understanding of core curriculum and program effectiveness  | Quarterly/Classroom teacher |
| End of Grade Tests Gr. 3-5 | Measure proficiency of student’s understanding of core curriculum | End of year/Classroom teacher |