



# Assessment Flowchart

## Universal Screener

**What:** A valid, reliable, brief, standardized assessment given to all students within a grade level to assess the students' performance in mathematical practices and content.

**When:** Given in the first 30 days of school for all students in grades K-3\* and is recommended 3x/year.

**Why:** To monitor the effectiveness of tier 1 instruction and identify students who may be at risk for not meeting proficiency in math.

**Who:** Administered by classroom teachers who are trained on the universal screener.



Students who **MEET** the selected universal screener's grade level benchmark continue with tier 1 instruction using the school's adopted High-Quality Instructional Resource (HQIR).



Students who **DO NOT MEET** the selected universal screener's grade level benchmark are given a KDE approved diagnostic assessment.



## Diagnostic Assessment

**What:** A valid, reliable, approved standardized assessment that measures a student's skills against established performance levels in numeracy and other mathematical skills and content.

**When:** Given within the first 45 days after the administration and analysis of the Universal Screener.

**Why:** To identify specific deficits of at-risk students and guide the next steps for instruction and intervention.

**Who:** Administered by classroom teachers or as designated by the LEA to all students not reaching benchmark on the Universal Screener.



## Math Improvement Plan

**What:** A plan for how the school will intervene and progress monitor specific math deficits identified on the diagnostic assessment. Districts may use or modify the KDE template (also available in Infinite Campus).

**When:** Created and implemented within the first 60 days after the first diagnostic assessment analysis and then adjusted or newly created in response to data collected throughout the year.

**Why:** To be intentional, specific, early and collaborative in responding to students' mathematical needs.

**Who:** Created by a mathematics improvement team for any K-3\* student based on the results on an approved mathematics diagnostic assessment.



## Progress Monitoring

Brief, repeated measures that capture students' progress or rate of improvement over time in response to instruction or intervention using valid and reliable measures.



All families provided with written quarterly progress reports. K-3 families provided with information on how to encourage mathematics success at home.

\*For grades 4-12, follow the KY administrative regulation for districtwide MTSS K-12.

