

Term	Definition	More Information
Screener	A screening assessment is a brief, standardized measure given to all students to quickly identify those who may be at risk for not meeting grade-level expectations. Its primary purpose is predictive—to flag students who might struggle on future high-stakes tests or need additional instructional support. Screening helps educators make informed decisions about interventions and instructional planning, ensuring resources are directed where they are most needed. Key characteristics: • Universal: Administered to all students within a grade or group. • Short and efficient: Designed to provide quick data without taking excessive instructional time. • Predictive: Indicates likelihood of future success, not a full diagnostic. • Action-oriented: Results guide next steps, such as targeted teaching or further diagnostic testing.	We administer specific screeners per grade level and assess 3 times per year, commonly called “benchmark windows”: Kdg: Letter Name, Letter Sound, Word Segmenting 1st Grade: Nonsense Word Fluency, CBMR 2nd - 5th Grades: CBMR, aReading <i>*A small percentage of students will be screened using the Kansas Alternative Early Literacy Screener.</i>
Diagnostic	A diagnostic assessment is an informal, targeted measure used after screening to pinpoint a student’s specific strengths and weaknesses in foundational skills. Unlike a screener, which predicts risk, a diagnostic digs deeper to identify the underlying skill gaps so teachers can plan precise interventions. Key characteristics: • Individualized: Administered one-on-one or in small groups to students flagged by screening. • Skill-specific: Focuses on detailed areas such as phonics or phonological awareness. • Instructional guidance: Results inform targeted instruction and intervention planning. • Not for grading: Used for instructional decision-making and intervention placement, not accountability.	• We require diagnostics be given to any student scoring some or high risk on specific screeners. • We currently use the QPS (Quick Phonics Screener) as our decoding diagnostic. • We currently use the PAST (Phonological Awareness Screening Test) as our phonological diagnostic. • Diagnostics can be given multiple times and are paper pencil. • Diagnostics require more time to administer.

Progress Monitoring	A progress monitoring assessment is a short, frequent measure used to track a student’s growth toward specific learning goals over time. It helps teachers determine whether interventions are effective and if adjustments are needed. Key characteristics: • Ongoing: Administered regularly (e.g., weekly or biweekly) during intervention cycles. • Focused: Targets the exact skill being taught or remediated. • Data-driven: Provides trend data to show if the student is making adequate progress. • Instructional feedback: Guides decisions about continuing, intensifying, or changing interventions.	• Progress monitoring for all screeners except aReading exists within our assessment platform. • High Risk students are monitored more frequently than some risk students. • Progress Monitoring assessments should align to the instruction received in intervention. For example, a 2nd grade student may be receiving intervention at the letter-sound level and should be progress monitored using LNF and LSF probes.
Adaptive	An adaptive screener like aReading in the FastBridge system is a computer-adaptive assessment designed to measure overall reading comprehension efficiently. Key Characteristics: • Purpose: Serves as a universal screener to identify students at risk for reading difficulties and to inform instructional decisions. • Focus: Primarily assesses comprehension skills, which are critical for determining whether students can access grade-level text. • Adaptive format: The difficulty of questions adjusts based on student responses, providing a more precise estimate of reading ability in less time.	There are significant differences in screeners, particularly when you compare aReading to other screeners we administer. Key Differences • aReading = broad comprehension, adaptive, efficient for benchmarks • CBMreading = fluency-focused, ideal for progress monitoring • earlyReading = foundational skills, diagnostic depth for early learners