Diagnostic

WHAT IS THE DEFINITION AND PURPOSE?

Diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted subskills a student does or does not possess.   The purpose of a diagnostic is to:

1. Identify students who may be at risk.
2. Monitor student progress over time.
3. Screen for program placement or intervention.

WHEN IS THIS ASSESSMENT ADMINISTERED?

Only used for the subset of students identified as not making sufficient progress or at risk on the screener. Can also be administered to students on an as needed basis based on information from other types of assessments.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Only used for the subset of students identified as not making sufficient progress or at risk on the screener. Can also be administered to students on an as needed basis based on information from other types of assessments.

Qualitative and quantitative data that provides baseline data on student status and program eligibility, as well as identifies students in need of support and enrichment (e.g., English learners, special education, gifted).

WHAT DIAGNOSTIC DOES CUSD UTILIZE?

CUSD administers CORE and StarPhonics as the literacy diagnostic assessment. By state law, ARS 15-704, CUSD is required to administer the literacy screener and diagnostic to students in K-3. More details regarding the state mandate can be found on the Arizona Department of Education's website.

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Learn about individual performance	• How did I do on the diagnostic? • What were my strengths? • Where can I do better?
	Set a goal	• Set a target goal for improvement
Family	Receive information regarding student performance and areas of strength and needs	• Review overall grade or assessment results to ask: ○ Is my child on track? ○ What are my child's strengths? ○ Where can my child improve?
Teacher	Develop plan for appropriate intervention for students who need it	• What are the student's strengths and needs? • What is the specific intervention I will use to address this student's needs? What skill will I focus on? What's the method of instruction? What is the frequency and duration of intervention? • How will I know when the student has mastered the skill?
	Provide targeted interventions, support, and enrichment (e.g., English learners, special education, gifted)	• As I work with this student, determine if the intervention is successful. If yes, continue; if no, reevaluate.
	Engage parents/guardians regarding student performance relative to expectations	• Elementary: generate letter to discuss with parents at fall and spring parent-teacher conferences. ○ Optional middle of the year: generate letter to send home to parents with student. • Secondary: send home descriptive information to parents as needed.

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Develop plan or support teachers in developing plan for appropriate intervention for students who need it	• What is the student's strengths and needs? • What is the specific intervention I will use to address this student's needs? What skill will I focus on? What's the method of instruction? What is the frequency and duration of intervention? • How will I know when the student has mastered the skill? • How can I best support the teachers to ensure students are mastering the skills?
	Provide targeted interventions, support, and enrichment (e.g., English learners, special education, gifted) or support teachers in providing targeted intervention	• As I work with this student, determine if the intervention or enrichment is successful. If yes, continue; if no, reevaluate and ask how can I change my instruction to reteach this skill? • How can I best support the teachers to ensure students are mastering the skills?
PLC (Professional Learning Community)	Understand how many students are at risk by grade level	• Are we ensuring the students have explicit practice in the skills they need?
Site Administration	Review and reflect on diagnostic data	• What are the trends by grade level in this data? • Do I need to consider additional supports and/or resources to meet the needs of my students?

Who	Action	How
District Student Support Professionals (e.g., coaches/specialists)	Review school- and district-level data aggregated and disaggregated	• What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can I support schools and staff?
	Create district-level report to share with schools	• What district trends are evident in the data? • What school trends are evident in the data?
District Administration	Review school- and district-level data aggregated and disaggregated	• What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can we support schools and staff to improve achievement?