



Colorado Multi-Tiered System of Supports

Office of Learning Supports



Four Assessment Types Inventory Tool

September 2025, Version 1

Purpose

The purpose of the Assessments Inventory Tool is to provide district and/or school-level teams a systematic way of creating a screening process that is aligned to their desired outcomes and that clearly identifies the target population, administration frequency and schedule, resources, materials, and funding needed, and training required for staff.

Procedure

With a multi-disciplinary team, review the current Assessments that are available in your system. Use the chart below with guiding questions as you create a school-level screening process. Prior to completing this needs assessment, the school-level team should identify the purpose of the screenings (evaluate curriculum, instruction, interventions; identify students who need additional assessments; decision regarding resource allocations, school-wide improvement efforts; etc).

Universal Screening Assessments

Name and Purpose of assessment	Desired Outcomes (behavior, academic, SEL) and Outcome Measures	Alignment (What goal, initiative, or priority is this aligned to)	Target Population (grade levels, subgroups, demographics)	Timing (Frequency + Schedule for both administration of screening and reviewing and sharing results)	Staff Roles (who conducts, scores, interprets, and shares results)	Resources/Materials/Funds Needed (Time needed, personnel needed, funds to purchase and analyze, training costs for staff)	Staff Training (who, what, how)



Diagnostic Assessments

Name and Purpose of assessment	Desired Outcomes (behavior, academic, SEL) and Outcome Measures	Alignment (What goal, initiative, or priority is this aligned to)	Target Population (grade levels, subgroups, demographics)	Timing (Frequency + Schedule for both administration of screening and reviewing and sharing results)	Staff Roles (who conducts, scores, interprets, and shares results)	Resources/Materials/Funds Needed (Time needed, personnel needed, funds to purchase and analyze, training costs for staff)	Staff Training (who, what, how)

Formative Assessments

Name and Purpose of assessment	Desired Outcomes (behavior, academic, SEL) and Outcome Measures	Alignment (What goal, initiative, or priority is this aligned to)	Target Population (grade levels, subgroups, demographics)	Timing (Frequency + Schedule for both administration of screening and reviewing and sharing results)	Staff Roles (who conducts, scores, interprets, and shares results)	Resources/Materials/Funds Needed (Time needed, personnel needed, funds to purchase and analyze, training costs for staff)	Staff Training (who, what, how)



Summative Assessments

Name and Purpose of assessment	Desired Outcomes (behavior, academic, SEL) and Outcome Measures	Alignment (What goal, initiative, or priority is this aligned to)	Target Population (grade levels, subgroups, demographics)	Timing (Frequency + Schedule for both administration of screening and reviewing and sharing results)	Staff Roles (who conducts, scores, interprets, and shares results)	Resources/Materials/Funds Needed (Time needed, personnel needed, funds to purchase and analyze, training costs for staff)	Staff Training (who, what, how)

References

This tool was adapted using the following resource:

Center on Multi-Tiered System of Supports. (2025). *Guide to Designing the Screening Process*. American Institutes for Research. <https://mtss4success.org/resource/guide-designing-screening-process>. Used with permission.

