There are multiple terms used to describe reading assessments. This infographic is intended to clarify these terms.

**Screening Assessment**
Brief assessments, typically administered to all students, designed to identify those at risk of failing an outcome. Performance on a screening assessment can be used to identify students who need further evaluation of skills as well as students who are expected to perform adequately or in an accelerated fashion on an outcome assessment.¹
A screening assessment can also be used as an interim assessment.

**Diagnostic Assessment**
An assessment that is typically given to those identified as at-risk on a screening assessment to provide specific information to practitioners about a student’s strengths and weaknesses.²

**Progress Monitoring**
There are two approaches to monitoring students’ progress throughout the school year.

**Interim Assessment**
An assessment that is used to evaluate student knowledge and skills relative to a specific set of academic goals. These assessments are typically administered within a limited time frame. Results can be used at the classroom level as well as aggregated and reported at the school or district level.²

**Formative Assessment**
An on-going assessment process that is used by teachers and students to gauge student learning of the current unit of instruction. Formative assessments help teachers provide corrective feedback, modify instruction to improve the students’ understanding, or indicate areas needing further instruction.²

**Summative Assessment**
An assessment generally administered one time, usually at the end of a school year, to evaluate students’ performance relative to a set of content standards.²


Information in this infographic is supported by IES/NCEE’s Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer’s convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

In addition, the instructional practices shown in this infographic are not intended to mandate, direct, or control a State’s, local educational agency’s, or school’s specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.