

Assessments to Inform Instruction Overview

Assessment	Description	When?	Who?	Questions the Assessment Answers
Screening	Brief tests that serve as a starting point for a student's preparation for grade level reading instruction. Screening tests serve as a "first alert" that identify students who may need extra support to make adequate progress in reading during the year.	Administered at the beginning of the school year.	All Students	<ul style="list-style-type: none"> • What are the strengths and skills still emerging for each student? • Who may need extra instructional support? • How can I begin to plan for differentiated instruction?
Progress Monitoring	<p>Brief tests that keep the teacher informed about a student's progress in reading during the school year. The tests are a quick sample of foundational reading skills that will tell the teacher if the student is making adequate progress toward grade level reading ability at the end of the year.</p> <p>If a student is not demonstrating adequate progress based on progress monitoring data, the teacher can modify instruction to accelerate reading achievement.</p> <p>If a student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional plan can be continued.</p>	Administered on a routine bases (e.g., weekly, monthly, quarterly)	All Students	<ul style="list-style-type: none"> • Are the students learning critical literacy skills at an adequate rate over time? • Which skills should I emphasize in whole group instruction? • Which skills should I emphasize to differentiate instruction for each small group? • How should small groups be formed?
Formative Diagnostic	Comprehensive tests that measure a variety of reading, language, or cognitive skills and are designed to provide a more detailed picture of the full range of a student's knowledge and skills so that instruction can be more precisely planned. Diagnostic assessments are typically used if a student fails to make adequate progress after receiving extra reading instruction.	Administered anytime more in-depth information is needed.	Only Students Not Making Adequate Progress	<ul style="list-style-type: none"> • What are the specific strengths and weaknesses of this student that I was unable to determine through progress monitoring and observation? • Which skills should I emphasize to plan for more powerful instruction for this student?