**COI Resources for Assessments**

1. **Assessments to Guide Adolescent Literacy Instruction**

Description: This guide, a companion volume to two other publications from the Center on Instruction, Academic Literacy Instruction for Adolescents and Improving Literacy Instruction in Middle and High Schools: A Guide for Principals, provides information about the key elements of a comprehensive assessment plan to improve literacy instruction for adolescents. It also shows examples of assessments and assessment systems currently in use or under development to improve literacy instruction for students in grades 4-12.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/assessments-to-guide-adolescent-literacy-instruction>

1. **A Comprehensive K–3 Reading Assessment Plan: Guidance for School Leaders**

Description: This guide provides valuable information for school leaders as they develop a comprehensive assessment plan as a critical element for preventing reading difficulties. The general principles outlined in this document, such as the early identification of students who are struggling in learning to read, are all based on scientific findings, but the detailed recommendations for implementation derived from practical experiences in helping many school leaders implement successful plans.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/a-comprehensive-k-3-reading-assessment-plan-guidance-for-school-leaders>

1. **Curriculum-based Measurement in Mathematics: An Evidence-based Formative Assessment Procedure**

Description: This report describes M-CBM (Mathematics Curriculum-based Measurement) including a brief history, basic procedures, implications for practice, and further resources. It also reviews the research that supports the use of M-CBM. The Center on Instruction hosted a webinar in which authors Erica Lemke and Pam Stecker discussed this report, along with another newly released resource.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/curriculum-based-measurement-in-mathematics-an-evidence-based-formative-assessment-procedure>

1. **Curriculum-Based Measurement in Mathematics: Screening for Mathematics Difficulties in K–3 Students**

Description: The Center on Instruction hosted a WebEx to discuss two released math resources. Author Dr. Ben Clarke presented Screening for Mathematics Difficulties in K-3 Students. Authors Dr. Erica Lembke and Dr. Pam Stecker presented Curriculum-Based Measurement in Mathematics: An Evidence-Based Formative Assessment Procedure. The PowerPoint presentation from the meeting is available.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/webex-an-overview-of-recently-released-math-resources-screening-for-mathematics-difficulties-in-k-3-students-and-curriculum-based-measurement-cbm-in-elementary-mathematics>

1. **Data-based Instructional Decision Making for ELLs**

Description: The Center on Instruction hosted a webinar to identify key information that should be considered when planning data-based and differentiated instruction for English Language Learners. Dr. Mabel Rivera presented updated information from the literature regarding the importance of language proficiency and formative evaluation tools during the instructional planning process.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/webex-data-based-instructional-decision-making-for-ells>

1. **Early Mathematics Assessment**

Description: This PowerPoint, presented at the November 13-14, 2006, Math Summit: Providing Evidence-Based Practices and Implications of NCTM Focal Points, provides a review of the advances made in screening kindergarten and first grade students for mathematics difficulty.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/early-mathematics-assessment>

1. **Improving Literacy Instruction in Middle and High Schools: A Guide for Principals**

Description: This "quick start" guide for principals of both middle and high schools from the Center on Instruction identifies three goals for secondary school literacy initiatives and provides elements of instruction required to meet these goals. It then outlines the critical elements of a school-level literacy action plan.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/improving-literacy-instruction-in-middle-and-high-schools-a-guide-for-principals>

1. **Improving Student Achievement through the Use of Data and Differentiated Instruction**

Description: This webinar is the second in a series of SIG (School Improvement Grants) webinars designed to provide key principles, action steps, and useful resources that support the initial Action Planning steps identified in the ***Handbook on Effective Implementation of School Improvement Grants.***   
In this webinar, Russell Gersten addresses the use of data to improve instruction, and Christy Murray discusses the use of differentiated instruction.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/sig-webinar2-improving-student-achievement-through-the-use-of-data-and-differentiated-instruction>

1. **An Introduction to Progress Monitoring in Mathematics**

Description: This professional development module, consisting of a PowerPoint presentation and a presenter's manual, describes progress monitoring, explains common techniques often mistaken for progress monitoring, and discusses application of progress monitoring in mathematics at both the elementary and secondary grade levels. It also provides resources for additional information.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/an-introduction-to-progress-monitoring-in-mathematics>

1. **Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities**

Description: This report presents information about assessment, instructional interventions, and professional development with a particular focus on ELL students who have been identified with a language and/or learning disability or who are at risk for reading difficulties. The focus of the intervention section is on those that have demonstrated success at remediating reading for ELLs who have either identified language impairment, reading and/or learning disabilities, or those who are performing significantly below their peers in reading achievement. The report also offers recommendations followed by discussion and empirical evidence for the types of instructional interventions that best serve ELLs who are at risk for reading difficulties who may or may not have an identified language and/or learning disability.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/language-and-reading-interventions-for-english-language-learners-and-english-language-learners-with-disabilities>

1. **Recent Developments in Mathematics Progress Monitoring**

Description: The Center on Instruction hosted a WebEx on April 30, 2009, to discuss recent developments in mathematics progress monitoring. Anne Foegen and Pam Stecker, authors of a soon-to-be-released Progress Monitoring Guide, presented on overview of the basic concepts of formative assessment and progress monitoring, a brief review of traditional tools and recent developments in the area of measures and research, and an opportunity for questions and answers on progress monitoring.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/webex-recent-developments-in-mathematics-progress-monitoring>

1. **An Overview of Recently Released Math Resources: Screening for Mathematics Difficulties in K–3 Students, and Curriculum-Based Measurement (CBM) in Elementary Mathematics**

Description: The Center on Instruction hosted a WebEx to discuss two recently released math resources. Author Dr. Ben Clarke presented Screening for Mathematics Difficulties in K-3 Students. Authors Dr. Erica Lembke and Dr. Pam Stecker presented Curriculum-Based Measurement in Mathematics: An Evidence-Based Formative Assessment Procedure.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/webex-an-overview-of-recently-released-math-resources-screening-for-mathematics-difficulties-in-k-3-students-and-curriculum-based-measurement-cbm-in-elementary-mathematics>

1. **Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for the Use of Accommodations in Large-Scale Assessments**

Description: This book is the third in a series of three Practical Guidelines for the Education of English Language Learners from the Center on Instruction. NCLB has increased awareness of the academic needs and achievement of ELLs as schools, districts, and states are held accountable for teaching English and content knowledge to ELLs. ELLs present a unique set of challenges to educators because of the central role played by academic language proficiency in the acquisition and assessment of content-area knowledge. This document focuses particularly on research-based recommendations on the use of accommodations to increase the valid participation of ELLs in large-scale assessments. A PowerPoint overview is available below for downloading. A Professional Development PowerPoint is also available to supplement the content of this book.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/practical-guidelines-for-the-education-of-english-language-learners-research-based-recommendations-for-the-use-of-accommodations-in-large-scale-assessments>

1. **Promising Research-based Practices in Instruction and Assessment for English Language Learners**

Description: The Center on Instruction hosted a webinar to discuss promising practices that have been identified within the current research base for working with English Language Learners in both instruction and assessment. Dr. Ani Moughamian updated information regarding research-based practices and provided some additional recommendations for an RTI framework for assessment, native language assessment, progress monitoring of ELLs, accommodations, and using multiple data sources to ensure a comprehensive language and literacy screening and assessment system for ELLs.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/webex-promising-research-based-practices-in-instruction-and-assessment-for-english-language-learners>

1. **RTI CTRL: Response to Intervention Classification Tool and Resource Locator**

Description: This resource contains both a web-based self-assessment and resource filtering tool that SEAs can use to determine their level of RTI implementation and find resources that are relevant to their needs. The self-assessment allows users to indicate their current implementation activities within several elements of RTI, and the results of the assessment yield a unique set of useful resources that are relevant given the user’s current implementation level and that may provide guidance as RTI is further implemented.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/rti-ctrl-response-to-intervention-classification-tool-and-resource-locator>

1. **Screening for Mathematics Difficulties in K-3 Students**

Description: This second edition of Screening for Mathematics Difficulties in K-3 Students which was originally published in 2007 updates the document with new research in the assessment field in developing valid and reliable screening measures for early mathematics difficulties. It focuses on valid and reliable screening measures for students in kindergarten and first grade but also examines data on screening tests for second and third graders, since the goal of screening is to identify students who might struggle to learn mathematics during their initial school years.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/screening-for-mathematics-difficulties-in-k-3-students---second-edition>

1. **A Synopsis of “The Use of Reading and Behavior Screening Measures to Predict Nonresponse to School-Wide Positive Behavior: A Longitudinal Analysis”**

Description: To investigate the ways in which academic and behavior problems develop, McIntosh, Homer, Card, Boland, and Good (2006) conducted a retrospective longitudinal analysis of the interaction between reading skills and problem behavior among students from kindergarten through Grade 5 in a school district that was implementing universal support systems for both reading and behavior. The authors also sought to determine the usefulness of screening assessments in reading to predict responses to school-wide positive behavior support. This Center on Instruction synopsis outlines the authors' hypotheses, describes the results of their data analysis from reading and behavior measures, and discusses implications of these results for prevention of and intervention in both reading and behavior problems. The study appeared in School Psychology Review, 35, 275-291. The Center on Instruction hosted a webinar on October 10, 2008, to allow author Kent McIntosh to discuss this study.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/synopsis-of-the-use-of-reading-and-behavior-screening-measures-to-predict-nonresponse-to-school-wide-positive-behavior-support-a-longitudinal-analysis>

1. **Teaching All Students to Read in Elementary School: A Guide for Principals**

Description: This "quick start" guide for elementary school-level instructional leaders is based on scientific research on reading and reading instruction as well as on studies of successful schools and interviews with successful principals. It includes critical elements of an effective reading program in elementary school, critical tasks for principals as literacy leaders, and special considerations for reading instruction after third grade.

Source: Center on Instruction

Link: <http://www.centeroninstruction.org/teaching-all-students-to-read-in-elementary-school-a-guide-for-principals>