



# ADOLESCENT LITERACY TIPS FOR SCREENING & ASSESSMENT

## SCREENING

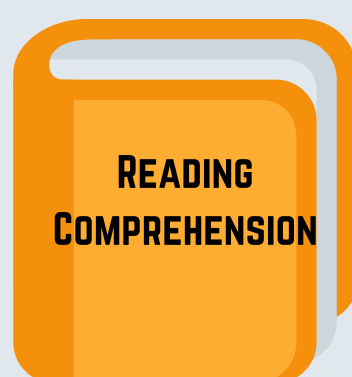
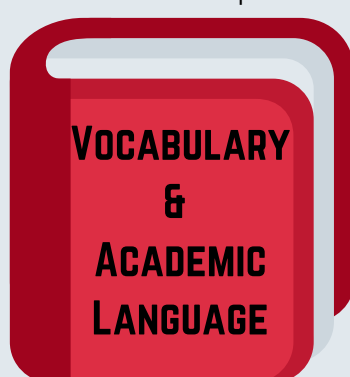
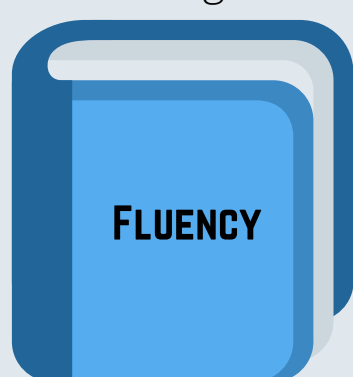
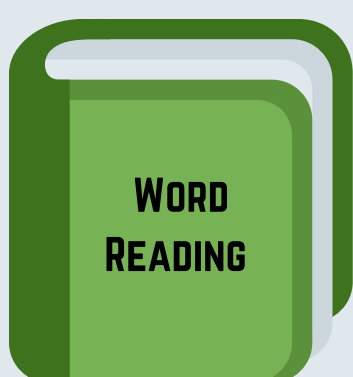
Screeners are short assessments given at the beginning of the school year that are used to identify students at-risk and better plan and focus intervention.

### General screening for all students

Can be previous state testing or beginning of year Curriculum-Based Measures

### Targeted screening for students at-risk

Assess students in the following areas to determine specific intervention needs:



## FORMATIVE ASSESSMENTS

Formative assessments are given throughout the year and are used to help teachers and school leaders make necessary adjustments to instruction.

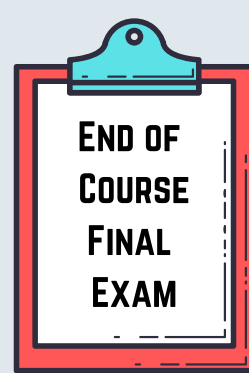
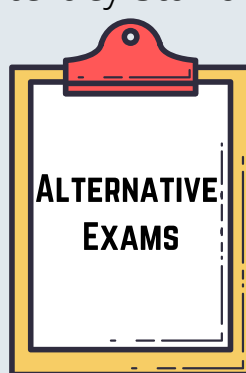
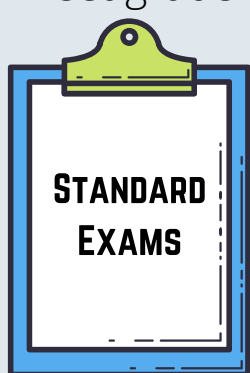
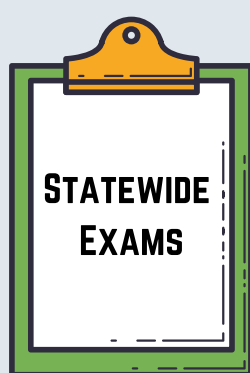
Formative assessments include Benchmarks or Classroom-Based Assessments (CBA).

### Key Characteristics of CBA

- |   |   |  |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. Use <b>frequent</b> assessments.</li> <li>2. Includes a <b>variety</b> of forms.</li> </ol>   | → | <p>Examples may include <b>daily</b> quizzes, concept checks, discussions, tests, &amp; student self-reflection journals.</p>  |
| <ol style="list-style-type: none"> <li>3. <b>Targets</b> should be <b>clear &amp; well-defined.</b></li> <li>4. Student <b>performance</b> will <b>suggest next steps.</b></li> </ol>           | → | <p>Targets should be <b>aligned with</b> grade-level <b>standards</b> with <b>clear expectations.</b> Check for student understanding &amp; <b>adjust instructional focus as needed.</b></p>                         |
| <ol style="list-style-type: none"> <li>5. Follow with <b>feedback &amp; instructional adjustment.</b></li> <li>6. Provide opportunities for <b>self-</b> and <b>peer-assessment.</b></li> </ol> | → | <p><b>Descriptive</b> feedback to encourage improved performance. Students <b>evaluate</b> their own &amp; other's work to promote <b>reflection &amp; discussion</b> of <b>understanding &amp; performance.</b></p> |

## SUMMATIVE ASSESSMENT

Year-end summative tests are typically given to determine whether students can meet grade-level literacy standards.



*End of year summative testing can be a tool for next year screening.*

## Additional Resources

Cauley, K. M., & McMillan, J. H. (2010). Formative assessment techniques to support student motivation and achievement. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(1), 1-6.

Heritage, M. (2007). Formative assessment: What do teachers need to know and do?. *Phi Delta Kappan*, 89(2), 140-145.

Pinchok, N., & Brandt, W. C. (2009). *Connecting formative assessment research to practice: An introductory guide for educators.* Learning Point Associates.

Torgesen, J. K., & Miller, D. H. (2009). *Assessments to guide adolescent literacy instruction.* RMC Research Corporation, Center on Instruction.