

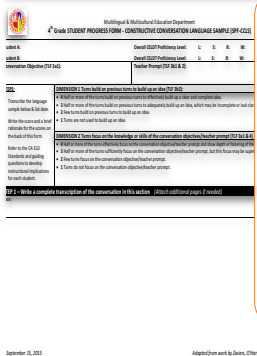
*“While there are several purposes for assessment, the most important purpose is to inform instruction... formative assessment involves gathering, interpreting, and using information as feedback to change teaching and learning in the short run so that the gap between expected and observed student performance can close.”*

CA ELA/ELD Framework, Ch. 2, p. 96

**WHY:** Teachers need to identify specific areas and skills of need for their English Learners

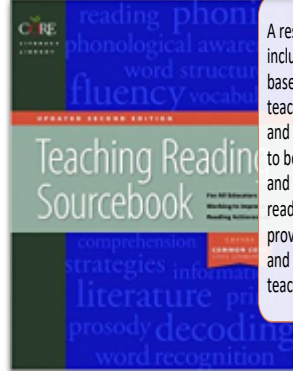
**WHEN:** English Learners need targeted instruction in specific areas and skills of need

### Student Progress Forms (SPFs)



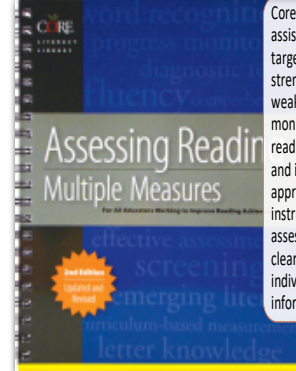
The SPFs are used to capture language samples. After scoring the language samples, teachers can group students based on needs and provide small group differentiated instruction.

### Teaching Reading Sourcebook



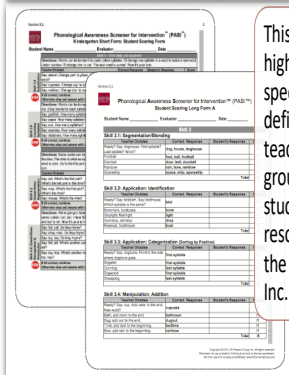
A resource that includes research based practices for teaching reading and language arts to both beginning and struggling readers. It provides lessons and serves as a teacher's guide.

### Assessing Reading: Multiple Measures



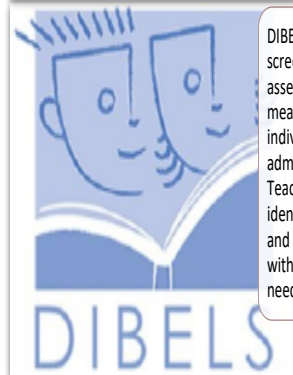
Core assessments assist teachers in targeting areas of strength and weakness, in monitoring student reading development, and in planning appropriate instruction. Each assessment provides clear and accurate individual student information.

### Phonological Awareness Screener for Intervention (PASI™)



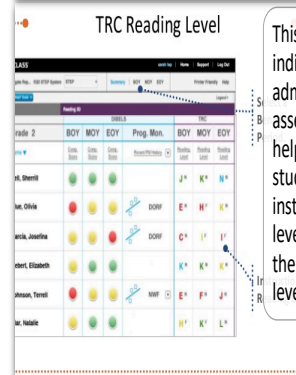
This assessment highlights specific skill deficits and aids teachers in grouping students. It is a resource from the 95% Group Inc.

### DIBELS



DIBELS is a screener that assesses various measures. It is individually administered. Teachers can identify patterns and trends to help with instructional needs.

### Text Reading and Comprehension (TRC)



This is an individually administered assessment that helps identify student's instructional level, through the use of leveled readers.

# Formative Assessments