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Linan-Thompson & Ortiz

Assessment: Taking stock

Step 1: For each question, consider your current status. Rate the level of implementation of each question in your classroom or school and write the number in the current status column:
   1= Not implemented yet
   2=At the beginning stage of implementation
    3-Implemented, but needs to be improved
   4=Well implemented, needs minor improvement
   5=Fully implemented and working well
Step 2: If needed, note changes needed to move forward.

Assessment: Tools	Current status	Changes Needed
Do screeners identify the appropriate percentage of students as needing supplemental support at the beginning, middle, and end of the year?*		
Are tools used appropriate for assessing reading in each language?		
Are screening tools used aligned across grades? In bilingual classrooms are they aligned across languages?		
Are assessments technically adequate and are supported by research?		
Do reading assessment match language of instruction?		
Do tools used across grades allow the school to track student progress across grades and between languages?		
Do you assess language proficiency at least once a year?		

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*15-25% of English learners should be identified as needing supplemental support. Less than this range may indicate overlooking students with need for support, more than this range may indicate need to improve Tier 1 instruction.)

Assessment: Plan	Current status	Changes Needed
Do school personnel have clear criteria for decision making set by the district or school in each language and for students who are in the process of transitioning?		
Do school personnel in bilingual schools have a plan for assessing children in both languages?		
Does the assessment plan include procedures that generate valid and reliable data for English learners?		

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Assessment: Procedures	Current status	Changes Needed
Do you have an assessment plan that includes procedures for assessing English learners?		
Does your assessment plan provide clear criteria for entry and exit from tiered instruction in each language?		
Does your assessment plan support decision making regarding language of instruction?		

Step 3: Identify 2-3 items from the table above to prioritize. Describe your next steps to address these items below.